

2022 Annual Report

Picnic Point High School



8377

Introduction

The Annual Report for 2022 is provided to the community of Picnic Point High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

In 2022 students returned to 100% on-site learning for the first time since 2019, and in many ways, this was a return to 'normal' operations. Slowly, yet excitingly, extracurricular and co-curricular opportunities returned to Picnic Point High School, including a community celebration of the school's 60th Anniversary.

Our anniversary celebration was a fantastic opportunity to reconnect with our school community and invite past and present students, parents/carers and community members to share this milestone with us. The event showcased the exemplary leadership of our staff and students, clearly reflecting the positive culture and teamwork that we see every day at our school.

Our 2022 Higher School Certificate results continued to reflect the high-quality teaching and learning opportunities provided by our staff. Three students scored an ATAR of 90 and over, while an impressive 58 students achieved 18 Band 6's and 149 Band 5's. Additionally, three students were recognised for their exemplary Industrial Technology Timber Major Project and one Music student was nominated for the Department of Education's prestigious ENCORE Showcase. Furthermore, our average NAPLAN score outperformed the State Average and the Statistically Similar Schools Group (SSSG).

Sporting competitions also resumed in 2022 with Picnic Point High School students performing exceptionally well at all levels of competition. We were the champion school at the Bankstown Zone Swimming, Cross Country and Athletics competitions with our students representing the school at Regional and State Carnivals. Our Knockout teams also celebrated success with our Open Girls Touch Football team making the quarterfinals of the statewide competition.

Creative and Performing Arts students performed several dances at the Bankstown/East Hills Dance Festival and participated in PULSE Alive. We also had 4 VET Entertainment students complete their work placement as part of PULSE Alive and one student was a featured vocalist. Year 7 students competed in the PPHS Battle of the Bands event at school and due to COVID restrictions preventing on-site visitors, we held Live@Lunch every Friday in Term 2. Bands from Year 7 to Year 12 performed at the 60th Anniversary, rotating on and off stage in the hall throughout the day and night. Year 11 VET Entertainment students supported the bands with a range of lighting effects to add to the atmosphere. We also had a student selected for The Arts Unit Boys Vocal Program who was then chosen as featured performer and recorded a song.

Mr Andrew King

Relieving Principal

Message from the students

2022 was a challenging year for a lot of students, particularly those who are now in Year 12. However, it was also a year of overcoming and working through adversity. The year started with two weeks of cohorting where our school environment was getting past the effects of COVID-19, and classes gradually started to return to normal. We saw the completion of our new CAPA and TAS Block and by the end of the year we were able to finally begin to use it as a new learning space. 2022 also marked 60 years since the beginning of PPHS and we celebrated with a massive celebration for the students in the daytime, and with the wider community in the evening. This event was so enjoyable and it was phenomenal to see everyone coming together to celebrate our school's progress.

Sofia Katzakis and Brayden Cooke

School Captains 2022-2023



2022-2023 Prefects

School vision

Picnic Point High School promotes an inclusive, collaborative and reflective learning environment based on the common values of Respect, Responsibility and Participation. Students and staff are encouraged to use enquiry based learning and explicit teaching, with a focus on literacy and numeracy, to build the strong foundations needed to meet the complexities of the modern world. Every student and every teacher in our school is known, valued and cared for as they pursue excellence in all aspects of school life.

School context

Picnic Point High School is a comprehensive co-educational secondary school established in 1962 with 890 students enrolled in 2022. There are 74 teaching staff encompassing a wide range of knowledge and experience. The school offers a diverse curriculum, while maintaining strong, nurturing student wellbeing programs. Approximately 28% of students are from backgrounds where English is an additional language or dialect spoken at home and 3% of students identify as Aboriginal. The Special Education faculty consists of three support classes catering to mild and moderate intellectual needs.

Our school prides itself on ensuring that all students are provided with the opportunity to learn and grow as they develop a sense of self and an understanding of school culture. The wider school community forms an integral part of our learning environment and the school works with all stakeholders to ensure that learning is inclusive, nurturing and tailored to meet individual learning needs. The school has a highly active and committed P&C, who raise funds to support many school programs. Student voice and achievement is supported through student leadership programs, debating, sport, wellbeing initiatives and mentoring partnerships with local schools.

Through our situational analysis, achievement data has been used to identify strategic priorities and develop plans for continual improvement, including; explicit teaching of literacy and numeracy, inclusive practices to promote engagement and collaborative teaching and learning strategies. Pivotal transitional points are identified and targeted to support engagement and continuity of learning. Project based and inquiry based learning in Stage 4, 5 and 6 is integral to providing opportunities for students to grow and thrive as they navigate the social, emotional and intellectual landscape.

Evidence based professional learning is innovative and strategically targeted with the appropriate processes in place to evaluate, refine and scale success. The Resource Allocation Model is used strategically to support the implementation of the ongoing initiatives in support of the school improvement plan. This plan was developed through consultation with the whole school community.



Year 10 Food Technology students

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance including in literacy and numeracy through a culture of high expectations and quality teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- HSC Attainment
- Differentiation in Literacy and Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$110,250.00

English language proficiency: \$5,000.40

Low level adjustment for disability: \$498.93

Summary of progress

For this Strategic Direction we focused on HSC attainment and differentiation in Literacy and Numeracy. Throughout 2022, a number of initiatives were implemented to support HSC attainment. The first initiative was regular year meetings which focused on motivation and sustained engagement. The next initiative was the Year 12 Retreat Day to promote student wellbeing and a positive mindset. Another initiative was the provision of afternoon study workshops with a focus on study skills, essay writing and assessment preparation.

Overall, the 2022 HSC results were slightly below the results of Year 12 2021. However, all Mathematics courses have remained strong with several band 5 and 6 results in each course and E3/E4 bands for Extension and several other courses including Chemistry had their best results to date.

Additionally, a revised Choose-Numerate-Calculate (CNC) program was delivered across all Year 9 Mathematics classes focused on delivering group based activities. These activities were based on elements of the numeracy progressions, number sense and algebra, measurement and geometry and statistic and probability. Similarly, the choose Read Connect (CRC) program focused on the acquisition of skill through comprehension, connection and engagement.

Literacy results in NAPLAN Top 2 Bands for Year 9 have improved with Reading results in the middle of the Agreed Upper and Lower Bounds in Scout Dashboard. In addition, average school NAPLAN scores are above both State and SSSG average student scores in all literacy results except for Grammar & Punctuation which was above SSSG for the first time since 2017 but below State average scores.

Numeracy results in NAPLAN Top 2 Bands for Year 9 are below the Agreed Lower Bound in Scout Dashboard, however, it is on a positive trajectory and the average school NAPLAN scores are in between SSSG and State average student scores. The CNC course will be re-structured and will be moved to Year 8 in 2023, due to the movement of NAPLAN to early Term 1 Year 9.

Progress towards achieving improvement measures

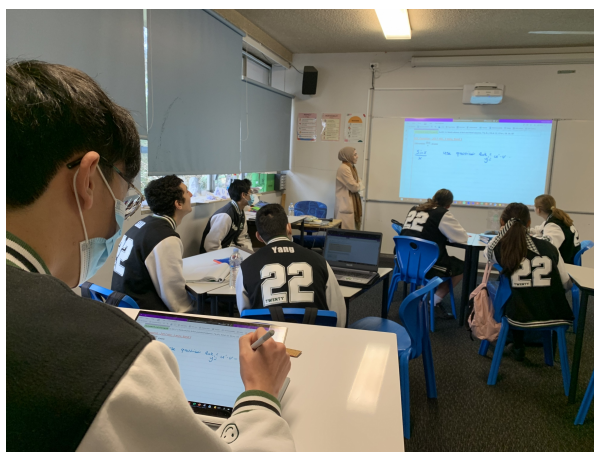
The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
HSC Attainment An uplift of 1% of students achieving in the top two bands from the 2021 HSC results.	HSC results for many courses in 2022 were improved on 2021 results, however, the required uplift was not achieved in the Top 2 bands. The overall result is above the school baseline and just outside the lower and upper bounds of school based targets. Results for this cohort in the Top 2 bands were our third highest since 2010.
Literacy An uplift of 6.67% of students achieving	Our 2022 Year 9 Reading results were outstanding. The required uplift was achieved and our school progress is within the Annual Trajectory Upper and Lower bounds. This data confirms the CRC program is highly successful,

<p>in the top two bands in NAPLAN Reading.</p>	<p>assisting students to read with understanding and develop their fluency.</p>
<p>Numeracy An uplift of 5.1% of students achieving in the top two bands in NAPLAN Numeracy.</p>	<p>An uplift of 4% in Numeracy and a positive trajectory shows our CNC program is making an impact on student achievement. Refinements to the program for 2023 include changes to Scope and Sequence due to timetabling CNC in Year 8 to adjust to NAPLAN in Term 1 Year 9, and a team teaching approach with iThrive and Numeracy Coordinator, building capacity to teach Numeracy skills within the iThrive team.</p>
<p>An increased percentage of students achieving expected growth from the 2022 results in NAPLAN Reading.</p>	<p>Although there is no growth data available in Scout for NAPLAN 2020 due to COVID-19, we have made school comparisons with Check-In assessments held in Term 4 2022. This data shows evidence of growth from NAPLAN Term 2 to Check-In Term 4. In Reading, our students performed 1.8% above SSSG and 0.5% above State DoE for '% of Questions Correct'. We have identified that teachers of this cohort should focus on Grammar & Punctuation in 2023.</p>
<p>An increased percentage of students achieving expected growth from the 2022 results in NAPLAN Numeracy.</p>	<p>Although there is no growth data available in Scout for NAPLAN 2020 due to COVID-19, we have made school comparisons with Check-In assessments held in Term 4 2022. This data shows evidence of growth from NAPLAN Term 2 to Check-In Term 4. In Numeracy, our students performed 1.8% above SSSG and were 0.1% below State DoE for '% of Questions Correct'. We have identified that teachers of this cohort should focus on Statistics & Probability in 2023.</p>
<p>Internal school data shows improved student outcomes in Literacy and Numeracy from 2021 NAPLAN results.</p>	<p>Tracking of progress within some faculties for various topics/strands via a spreadsheet has enabled teachers to identify sub topics requiring attention. For example, the Mathematics faculty have been able to identify an area of Geometry that has proved challenging to many students. Students were incorrectly choosing the type of angle rather than the name of the angle eg. naming an angle as acute rather than $\angle ABC$. This type of error will be corrected through formative assessments including Quick Questions and Kahoots to improve student knowledge and understanding.</p>



Year 12 ADF Long Tan Youth Leadership and Teamwork Award



Stage 6 Mathematics use of ICT



Year 12 Industrial Technology Timber Major Work in progress

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To improve student engagement and achievement through continuity of learning and access to the curriculum.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Transition
- Building Engagement

Resources allocated to this strategic direction

Socio-economic background: \$28,221.00

Aboriginal background: \$25,517.61

Student support officer (SSO): \$12,000.00

Per capita: \$43,000.22

Integration funding support: \$12,003.00

Professional learning: \$1,776.00

Summary of progress

For this Strategic Direction we focused on strengthening the schools iThrive program and building engagement for all students through the development of creative pathways. Qualitative data from the iThrive Faculty Validation in Term 4 highlighted the strong connection between Year 7 and Year 8 students and their iThrive teachers.

Aboriginal students have participated in several workshops and activities throughout 2022. The mural was completed in Term 4 and is highly visible to all students every morning at outdoor assembly. In addition, the tutoring program provided opportunities for Aboriginal students to participate in weekly literacy sessions with Aboriginal students in their year group. The tutor tracked student progress and attendance in a Google Sheet to monitor engagement and achievement.

Ongoing review and updating of technology and infrastructure has continued in 2022. The new TAS/CAPA building will include Interactive Panels in every room and the new STEM room in the library has been prepared for the Year 9 elective iSTEM to commence in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance An uplift of 4.17% students who attend school >90% of the time.	In 2022, PPHS attendance data was severely impacted by COVID-19, the year group with the highest absenteeism was Year 9. The main period of absence for all cohorts was from Term 1 Week 10 to Term 2 Week 10, with only 67.5% of students attending school in Week 10 of Term 2, this was still higher than the network average of 65.4%. Data shows attendance at or above 90% was: <ul style="list-style-type: none">• 32% in 2022• 69% in 2021
Wellbeing An uplift of 2.70% of students reporting expectations for success, advocacy and sense of belonging as measured by the TTFM 2021 actuals.	The uplift was not achieved and was impacted by critical incidents within our school community. Programs to target areas of concern have been identified and school counsellors and executive staff will implement strategies to assist positive student wellbeing in 2023. Our SSO implemented an indoor roll call program based on the 5 Ways to Wellbeing, and provided direct support to families and students at risk.
Increase the proportion of students from 2021 internal school data	Internal school student surveys captured through the Faculty Validation process across Mathematics, PDHPE, iThrive show students feel they are

experiencing positive wellbeing.

valued as learners through individual feedback in class or online via Google Classroom or Teams from their teacher.

Responses from the Stage 4 iThrive student survey reflect students feel known, valued, and cared for by their iThrive teacher. 75.1% of Year 7 and Year 8 students feel their iThrive teacher values them 'a lot' or 'always' as a learner and a person. Qualitative responses from students include:

- We are like a family and I will miss them next year
- My iThrive teacher helps me when I need help and is supportive
- Because if we're uncomfortable we can talk to our teacher about it as they have earned our trust.



Year 7 coding in TAS



Dance group



iThrive project work

Strategic Direction 3: Collaborative Teaching and Learning

Purpose

To build collective efficacy in using, understanding and applying data and research-based strategies to build collaborative teaching and learning to inform, reflect and modify teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- Collective efficacy

Resources allocated to this strategic direction

Beginning teacher support: \$20,000.00

Professional learning: \$5,225.67

Summary of progress

For this Strategic Direction we focused on High impact Professional Learning focused on strengthening data use within the school. Additionally, there was a strong focus on collective efficacy and the use of the School Leadership Identification Framework to build staff capacity.

Opportunities to expand on staff knowledge regarding data literacy and data use in teaching were provided to staff throughout the year by the Head Teacher Teaching and Learning. These sessions catered to staff with a variety of data experiences and were conducted at faculty, executive, and whole staff meetings. Throughout 2022, feedback and evaluation was regularly obtained in relation to professional learning opportunities, this guided future planning of PL. High Expectations was an area of focus for presentations at staff and executive meetings. Presenters included a Beginning Teacher paired with an experienced Head Teacher at a staff meeting where student voice was shared, and our Highly Accomplished Teacher showcased some of his strategies regarding High Expectations at an Executive meeting.,

The Coaching and Mentoring program continued to evolve in 2022, with adjustments made to the structure when departmental programs were released, including the Middle Leaders - Head Teacher Role Description in September.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers complete professional learning and collaboratively reflect on planning, interventions and modifications of teaching practice.	In 2022 regular face to face professional learning recommenced. The PL team designed and implemented a consistent evaluative process to track the effectiveness of PL for staff and their PDP goals and alignment with the SIP. PL focused on utilising staff expertise to collaboratively develop capacity in data analysis, HSC success and evaluative thinking for Stage 4. Overall, 78% of staff reported that PL was aligned to their PDP goals. 94% of staff indicated that PL explicitly supported the SIP. Feedback from SDD 5 indicated staff support for more collaborative professional learning in the future with feedback including: "more PL on SDD days should be allocated to support collaboration and discussion about changes to occur to improve student outcomes".
Increase the percentage of teachers involved in coaching/mentoring relationships from the baseline data.	In 2022, 15 teachers were involved in a leadership mentoring program that was led by an external mentor. Staff completed pre-reading on aspects of leadership, which were discussed through the mentoring sessions. Staff were encouraged to identify areas of strength and improvement which became a focus for the mentor as they worked together to develop leadership capacity of the mentee. Approximately 22% of staff had access to and were involved in leadership mentoring.



Staff enjoying games in Leadership Lane at the 60th Anniversary event.



Professional Learning



Pi Day 14/3/22

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$275,769.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Picnic Point High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Engagement • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • consultation with external providers for the implementation of behaviour and/or risk management plans • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Student needs have been assessed and individual adjustments and monitoring has been provided to ensure students engage with learning. A smoother transition to and from high school for multiple students with disability or high level additional needs to engage with the curriculum in mainstream classes. Collection and review of a variety of data to assist with interventions in regard to behaviour, health care, communication, and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: To continue to develop and implement individualised learning plans in consultation with parents/carers and the student. Monitor the distribution of resources across year groups based on the needs of students.</p>
<p>Socio-economic background</p> <p>\$218,316.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Picnic Point High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Attainment • Differentiation in Literacy and Numeracy • Transition • Building Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • staff release to increase community engagement • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: A broader curriculum for Stage 4 and provision of resources to support student achievement.</p> <p>After evaluation, the next steps to support our students will be: Ongoing reflection and development of programs to support the implementation of the new curriculum and increase engagement through</p>

<p>Socio-economic background</p> <p>\$218,316.76</p>	<p>innovative practice and access for all students.</p>
<p>Aboriginal background</p> <p>\$25,517.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Picnic Point High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Increased cultural awareness of First Nations students as well as improved cultural safety and belonging for First Nations students through the mural, smoking ceremonies, Welcome and Acknowledgement of Country. Improved student outcomes in Literacy through small group tutoring by an English teacher using spreadsheet tracking of progress. Improved engagement with external providers including students attending two AIME days at Sydney University.</p> <p>After evaluation, the next steps to support our students will be: Implementation of First Nation student designed school diary cover and numeracy focus for tutoring sessions in 2023. Whole staff professional learning day SDD3 to improve staff knowledge and understanding of our First Nation students.</p>
<p>English language proficiency</p> <p>\$94,705.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Picnic Point High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Attainment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Improved attendance, achievement and reporting for EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: Ongoing refinement of processes to assist EAL/D students achieving success and positive wellbeing at school.</p>
<p>Low level adjustment for disability</p> <p>\$274,192.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Picnic Point High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$274,192.43</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation in Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention to increase learning outcomes • support for students in Life Skills, Individual Learning Plans/Profiles, HSC Special Provisions <p>The allocation of this funding has resulted in the following impact: Improvements to programs available to our IM and IO students including Community Access and an annual overnight camp.</p> <p>After evaluation, the next steps to support our students will be: Review of current transition processes and communication with parents and external providers.</p>
<p>Professional learning</p> <p>\$76,913.67</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Picnic Point High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Engagement • Collective efficacy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist PL team to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • in-school experts were utilised to run sessions on HSC attainment, data driven practice, iThrive, high expectations, and technology for learning <p>The allocation of this funding has resulted in the following impact: A variety of professional learning opportunities for staff onsite, offsite, and online. 2022 Professional Learning data reflects 'Bitesize' style onsite workshops are the most popular with staff, this involves 3 x 20-30 minute sessions on a Thursday afternoon with staff rotating through different rooms with different instructors including our own staff and external providers. A Science teacher has produced resources and highlighted successful strategies to other colleagues through the Chemistry Network and facilitated action research collectives.</p> <p>After evaluation, the next steps to support our students will be: Research innovative practice and provide opportunities for staff to engage in professional learning networks outside of school to prepare for the new curriculum. Continue to provide 'Bitesize' workshops for collaboration across faculties including on emerging technologies such as the effective use of artificial intelligence.</p>
<p>Beginning teacher support</p> <p>\$46,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Picnic Point High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Beginning teacher support</p> <p>\$46,000.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective efficacy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 1:1 mentoring with a retired principal • Class cover to develop resources • Class cover to observe other teachers • Lesson observations completed by a retired principal <p>The allocation of this funding has resulted in the following impact: 100% of Early Career Teachers feel supported through their first years of teaching by an experienced teacher. ECTs are provided relief time to conduct observations and create engaging resources.</p> <p>After evaluation, the next steps to support our students will be: The program will continue in the future to support and advise teachers in the early stages of their career on best practice in the classroom. ECTs have developed their behaviour management strategies and curriculum knowledge with the assistance of an experienced educator.</p>
<p>COVID ILSP</p> <p>\$169,845.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Improved Literacy achievement in Year 9 NAPLAN 2022 (achieving school target) and identified areas for improvement for Year 10 2023 including Grammar and Punctuation.</p> <p>After evaluation, the next steps to support our students will be: Review and monitor gaps based on Best Start and Check-In, including areas showing decline from NAPLAN (May) to Check-In (December).</p>
<p>Per capita</p> <p>\$242,451.22</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Picnic Point High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Engagement • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchase of specialised and innovative equipment • development of programs and resources to improve student achievement <p>The allocation of this funding has resulted in the following impact: Combined with other resources to purchase and Improve teaching resources directly supporting staff to deliver the curriculum. Developed resources and programs to promote learning opportunities for</p>

<p>Per capita \$242,451.22</p>	<p>students. Employed staff to support student learning needs across mainstream and support classes.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and review the use of these funds to ensure staff and students are supported equitably across all key learning areas.</p>
<p>Student support officer (SSO) \$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Picnic Point High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Engagement • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • case management of students and families at risk • liaising with external providers to improve student engagement • development and coordination of whole school wellbeing programs and initiatives <p>The allocation of this funding has resulted in the following impact: Improved engagement and attendance for students with identified social and emotional needs. Improved allocation and use of resources to support student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Organising a suitable replacement for this position since the last SSO has accepted a new position elsewhere.</p>



Year 7 Battle of the Bands



English presentation



High Jump event at the Athletics Carnival

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	568	558	524	464
Girls	429	425	408	394

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.7	91.5	92.8	85.5
8	89.0	91.9	88.7	83.9
9	87.1	88.5	90.4	80.2
10	88.1	88.0	85.5	84.8
11	87.1	89.6	87.8	81.9
12	88.8	90.1	89.6	84.5
All Years	88.9	89.9	89.1	83.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3.64
Employment	84.62	91.67	28.18
TAFE entry	7.69	8.33	9.09
University Entry	0	0	50
Other	0	0	1.82
Unknown	7.69	0	7.27

Year 12 students undertaking vocational or trade training

42.96% of Year 12 students at Picnic Point High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Picnic Point High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 10 TAFE experience



Celebration BBQ



60th Anniversary Games

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	14.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

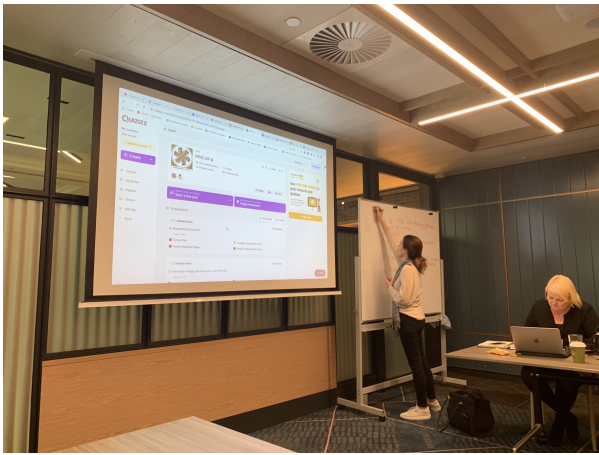
Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Executive Conference 2022



Welcome to Country for the 60th Anniversary



Christmas Shoebox Appeal supporting Keith's Closet

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	958,427
Revenue	12,087,237
Appropriation	11,654,992
Sale of Goods and Services	25,448
Grants and contributions	389,401
Investment income	13,695
Other revenue	3,700
Expenses	-11,424,149
Employee related	-10,437,071
Operating expenses	-987,078
Surplus / deficit for the year	663,088
Closing Balance	1,621,515

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



PDHPE lesson in the Gym



Extension classes in the Dance room



Formative Assessment with Kahoot

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	275,769
Equity Total	612,732
Equity - Aboriginal	25,518
Equity - Socio-economic	218,317
Equity - Language	94,705
Equity - Disability	274,192
Base Total	9,404,980
Base - Per Capita	242,451
Base - Location	0
Base - Other	9,162,529
Other Total	588,675
Grand Total	10,882,156

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

In 2022, our Year 7 and Year 9 students completed all NAPLAN assessments online. Year 7 students used their own laptops and completed the tests in the hall, while Year 9 students used school laptops and completed the tests in classrooms.

Growth data is not available due to COVID-19 impacting the assessments in 2020, however, Year 9 results from Reading, Writing and Spelling are all above both the Statistically Similar Schools Group (SSSG) and the State DoE. Year 9 Grammar & Punctuation and Numeracy are both above SSSG but slightly below State DoE scores. Year 7 scores were below State DoE in Reading, Spelling, and Numeracy and below both State DoE and SSSG for Writing and Grammar & Punctuation, however, results show progress from NAPLAN to Check-In assessments.

Both year groups require a Grammar & Punctuation focus for literacy, however, the numeracy focus will be different. Year 10 2023 will focus on Statistics & Probability while Year 7 will focus on Measurement & Geometry.

Steady progress has been made towards our system negotiated targets with Year 9 Reading in the middle of the Upper and Lower Bound Trajectory. Numeracy data is outside this zone but it is currently tracking on a positive trajectory.

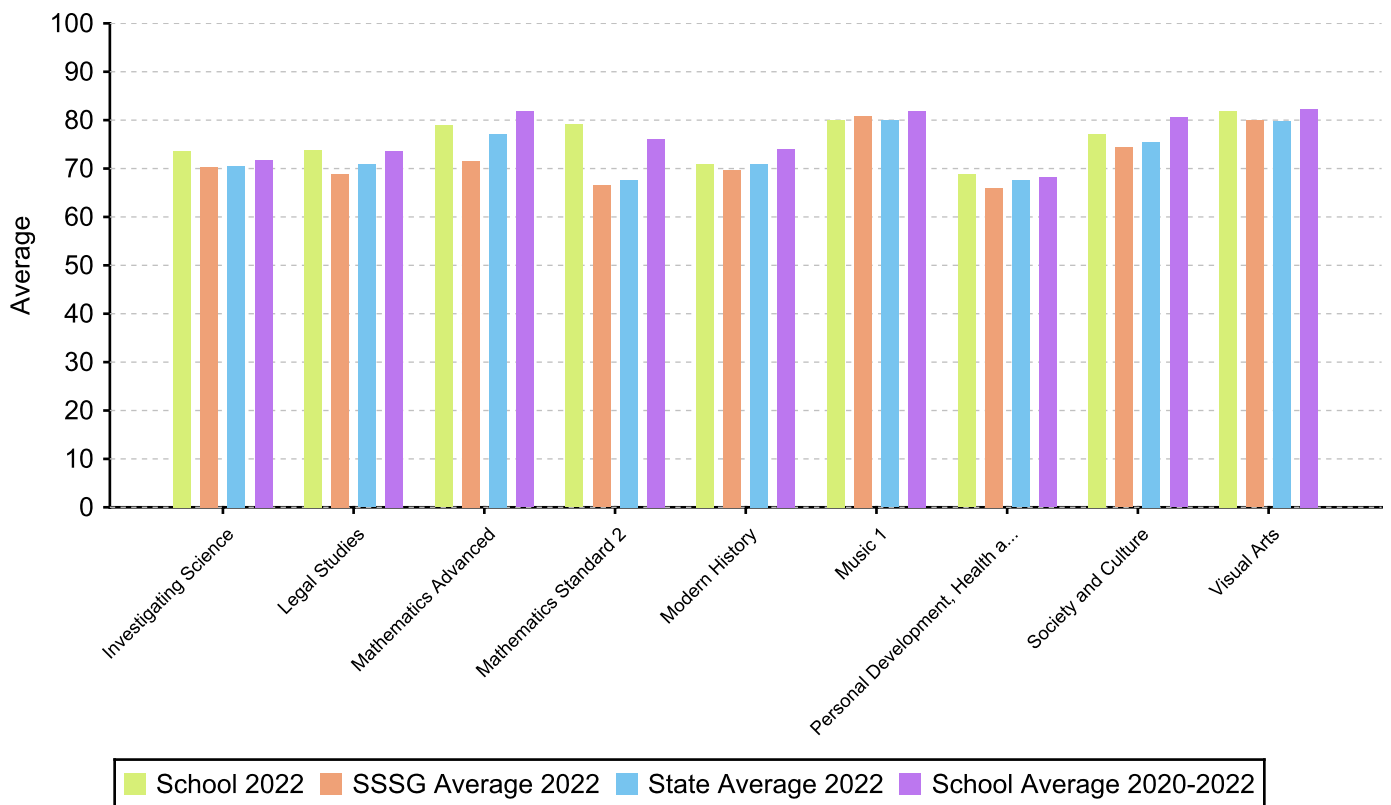
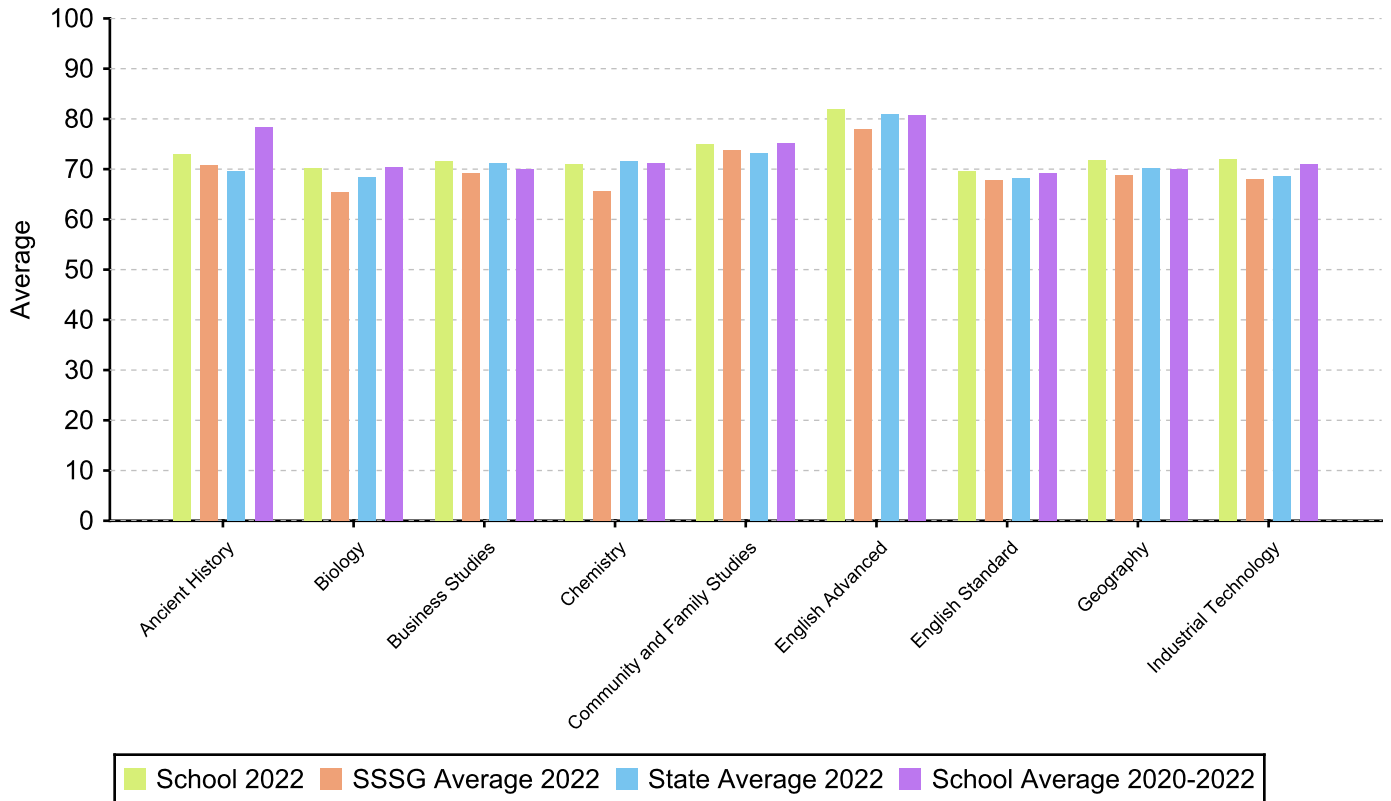


Music class

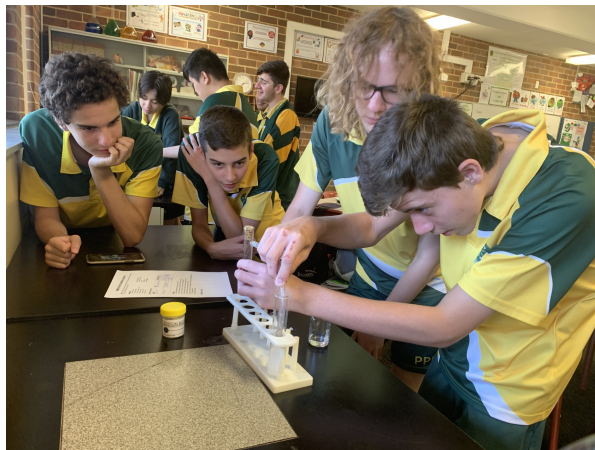
School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	73.0	70.7	69.6	78.4
Biology	70.1	65.4	68.5	70.4
Business Studies	71.6	69.1	71.2	69.9
Chemistry	70.9	65.7	71.7	71.2
Community and Family Studies	75.0	73.8	73.2	75.2
English Advanced	82.0	78.0	81.0	80.8
English Standard	69.6	67.7	68.1	69.2
Geography	71.8	68.8	70.2	70.1
Industrial Technology	71.9	68.0	68.6	70.9
Investigating Science	73.6	70.3	70.6	71.7
Legal Studies	73.8	68.9	70.8	73.6
Mathematics Advanced	78.9	71.6	77.1	81.8
Mathematics Standard 2	79.1	66.5	67.6	76.1
Modern History	70.9	69.7	70.9	74.1
Music 1	80.0	80.9	79.9	81.9
Personal Development, Health and Physical Education	68.8	66.0	67.5	68.2
Society and Culture	77.1	74.3	75.5	80.5
Visual Arts	81.9	79.9	79.8	82.3



Science experiment



Year 12 Photo Day



Visual Art

Parent/caregiver, student, teacher satisfaction

In 2022 the school obtained feedback from the community regarding various school programs including through the Faculty Validation process and through Tell Them from Me surveys.

Faculty Validations that occurred in 2022 were conducted in:

- Mathematics
- Personal Development, Health, and Physical Education
- iThrive

The Faculty Validation process seeks the opinions of various stakeholders including students, teachers, and parents/carers on various aspects of school including curriculum options, achievement, wellbeing, and engagement.

These opinions, along with data obtained through observation and discussions, assist the senior executive to evaluate our current programs and refine processes for ongoing school improvement.

Parent responses:

- Our son has had excellent Maths teachers during his 3 years at High School. Ms Ng and Mr Le have provided a range of strategies to support our son's learning, particularly encouraging him to have greater confidence in his own abilities. The Maths faculties efforts during COVID, with classes and master classes to seek clarification, were greatly appreciated and clearly reflect the commitment of the faculty.
- Maybe opportunities for younger grades (7) to participate in more competitive competitions such as regional and zone.
- I assume the teacher does have a deep knowledge because she sees my daughter so much, and she does well in this subject (iThrive).

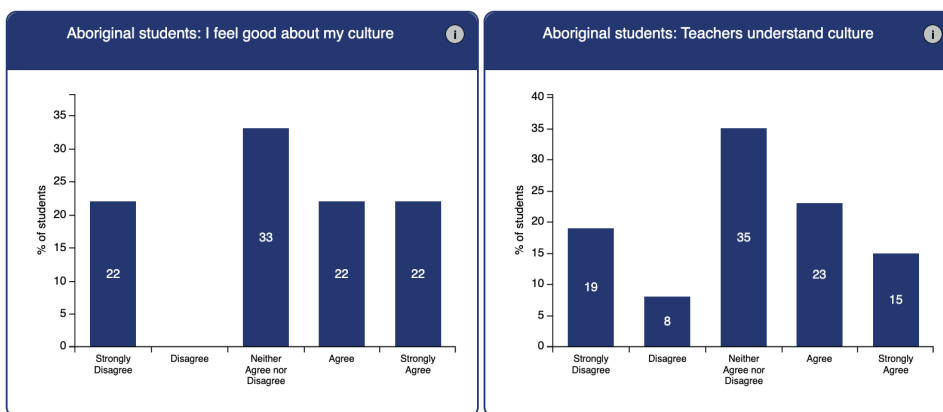
Student responses:

- Sometimes use laptops in class (usually to look at e-textbooks), however the best lessons usually involve good explanations = good success = enjoyment.
- My teachers are both very verbal with feedback and always consisted with feedback when it comes to homework and study questions and what i could do to make things better for my own benefits (PDHPE).
- iThrive involves a number of different topics of basic and common knowledge, compared to straight up knowledge.

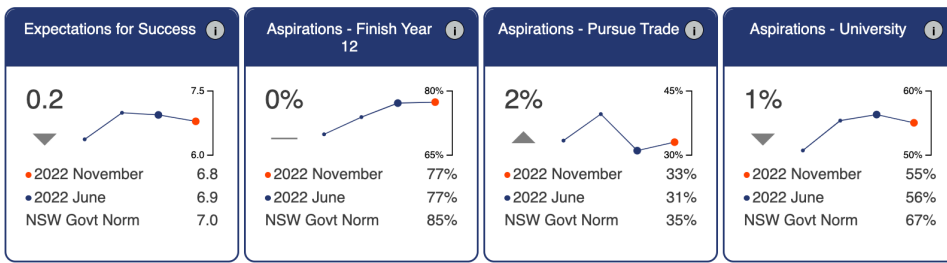
Teacher responses:

- Talk about the topic in the faculty, look at syllabus outcomes, check assessment is fair and reasonable. Collaborative faculty, never had problems within the faculty, always collegial. Discuss with HT layout of task, content discussed with colleagues.
- Constantly reflect on programs, lunchtime, faculty meetings, chat regularly, ongoing, as required. Well set up, embedded, worksheets, ready to go.
New junior curriculum recently, staff have expertise in different areas eg. OneDrive.
- IThrive has built capacity and understanding to teach other KLAs . In turn, this has allowed me to build on my experience and made me be a better educator.

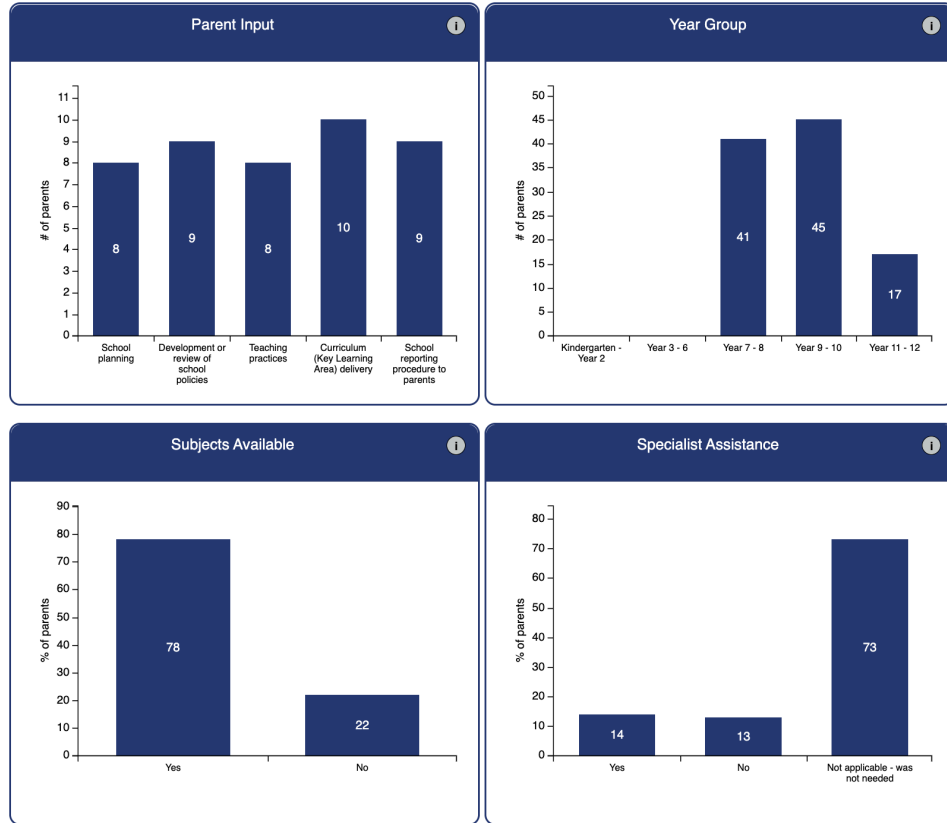
The following screenshots are a snapshot of quantitative feedback obtained from the 2022 Tell Them From Me survey reflecting stakeholder opinions on a range of topics regarding school resources, programs and expectations from all members of our school community.



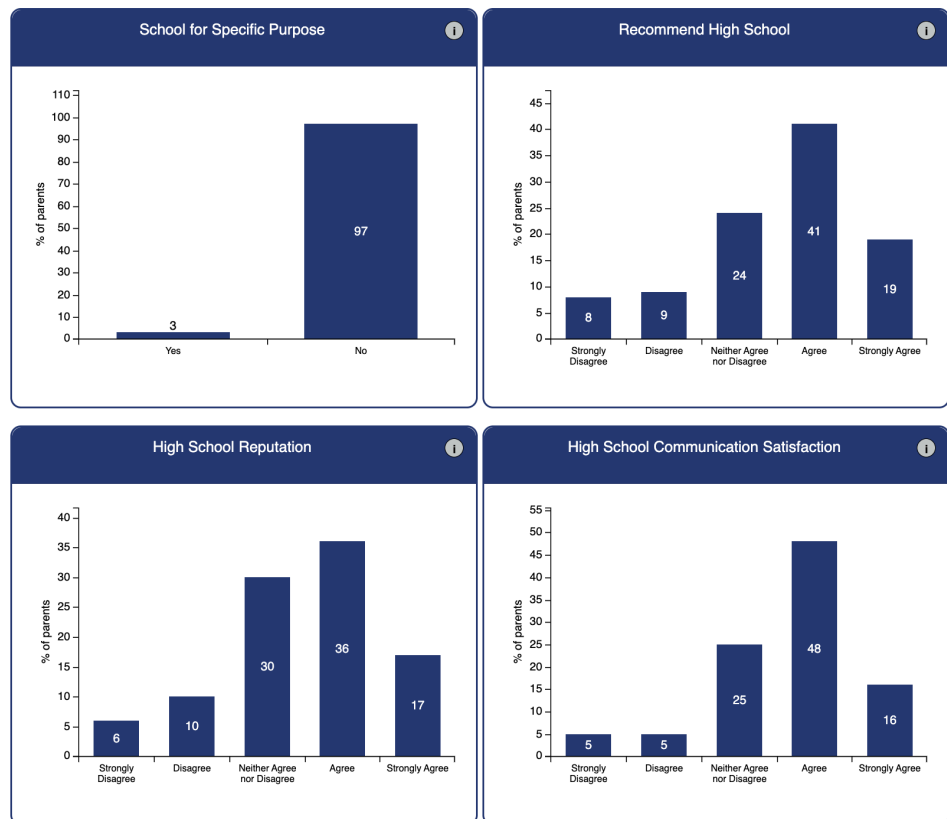
Student data



Student data



Parent/Carer data

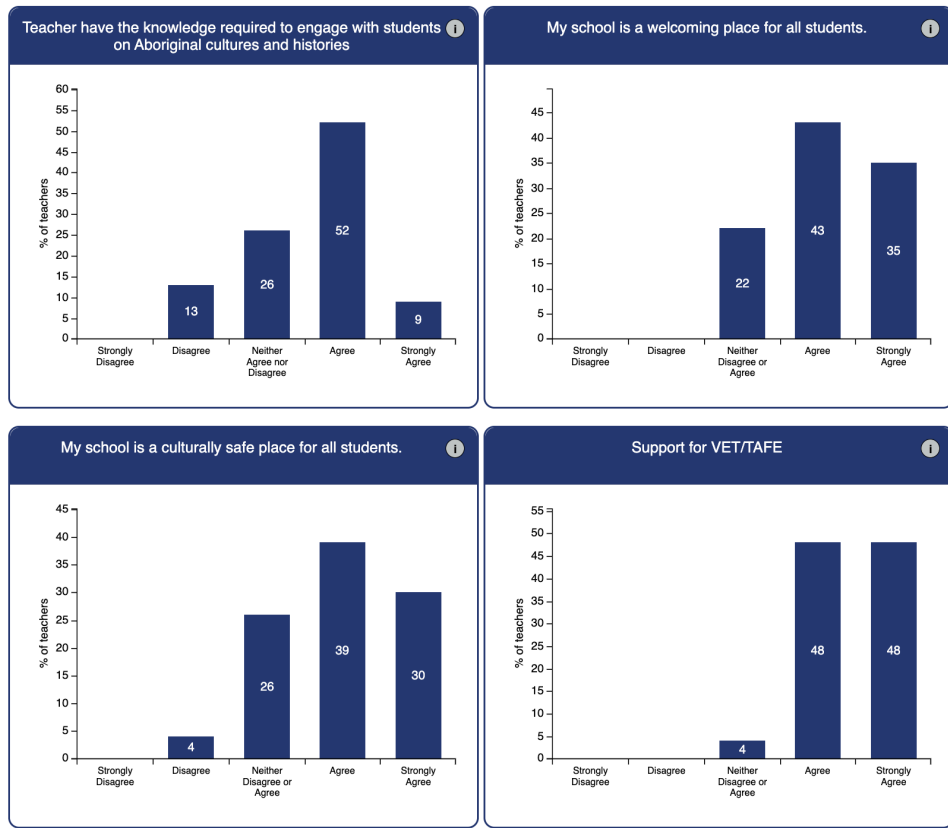


Parent/Carer data

Classroom Context



Teacher data



Teacher data

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



Aboriginal Mural



iThrive Polynesian Project