

2022 Annual Report

The Ponds High School



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Introduction

The Annual Report for 2022 is provided to the community of The Ponds 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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School vision

The Ponds High School is committed to providing a high quality education which recognises the cultural diversity of the community. Every student will be challenged to achieve academic excellence by becoming responsible learners with a strong sense of belonging to the school. It is the role of every teacher to foster responsibility through choice and provide explicit teaching that builds and extends every student's ability to achieve in an environment where they are known, valued and cared for.

School context

The Ponds High School is situated in The Ponds, in Sydney's North-West. The school opened in 2015 with 187 Year 7 students, including a support class, growing to a full school of 1945 students in 2022. The teaching staff includes a range of expertise, from beginning teachers to experienced staff. 69% of students are from a languages background other than English and currently there are approximately 35 languages represented. The gender representation is relatively even with 1.2% of students identifying as Aboriginal. The school runs a High Potential and Gifted Education program and has developed strong systems to support students requiring emotional and academic assistance.

The Ponds High School embraces the values of public education and the opportunities this affords. These values are reflected in the 5 Ps: Be Positive, Prepared, Productive, Prompt and Polite which reinforce values of successful learners that are important at The Ponds High School. The Bring Your Own Device Program is supported by the Canvas learning platform that provides students with the information, computing and technology skills needed to achieve their future goals. The school has strong positive links with the community and is recognised for excellence in academic, cultural and sporting pursuits. Transitional links with educational institutions, cultural bodies and the wider community include professional learning links within The Ponds Principal's Network such as the Community of Schools and Community of Practice projects, Industry links with universities and cultural links with Japanese schools.

A comprehensive Situational Analysis which engaged all stakeholders through high level consultation was conducted to create the 2021-2025 Strategic Improvement Plan. This process developed a better understanding of the needs of our students and expectations of the parent body and local community; inclusive of the Aboriginal Education Consultation Group and multicultural communities represented in The Ponds area. Analysis of evidence and data drawn from a comprehensive suite of internal and external sources indicated the need for the school to focus on three key areas: evidence informed practice leading to explicit teaching; enhancing collective efficacy through collaborative practice; and empowering students through a comprehensive system of support underpinned by Choice Theory.

To support each initiative, the school has adopted a 'hub and spoke' model of distributed leadership to build the capacity of staff to collaboratively design evidence based teaching and learning programs using formative and summative assessment to guide explicit teaching. All staff will engage in ongoing data analysis and collection of evidence to develop explicit teaching for Equity groups, focus HSC students on discipline literacy techniques and monitor student progress towards meeting expected growth in NAPLAN.

Choice Theory has been adopted as the underpinning philosophy to engage staff and students in building strong relationships leading to improved growth and attainment, and belonging at the Ponds High School. Choice Theory is the result of deep analysis of the current wellbeing and behaviour systems which indicate the need for enhanced structures that better identify and cater for individual 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Improvement was made from 2021 to 2022 in the areas of Planned approach to Wellbeing, Data Literacy, Improvement of practice, Accreditation, Instructional leadership and service delivery.

Strategic Direction 1: Student growth and attainment

Purpose

To enhance the growth and attainment of all students through collaboratively and consistently employing a data driven, whole school approach with an equal focus on literacy and numeracy. Our teachers will engage in high quality professional development in explicit teaching strategies of differentiation, English as an Additional Language or Dialect and High Performing Gifted Education in literacy and numeracy, emphasising high expectations to empower students as active, lifelong learners.

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.

- Explicit Teaching
- Data Informed Practice

Resources allocated to this strategic direction

English language proficiency: \$157,944.30

Professional learning: \$4,355.99

Summary of progress

Explicit Teaching

The High Potential & Gifted Education (HPGE) team successfully supported students by providing differentiated learning opportunities, including Tournament of Minds (TOM), Children's Book Council of Australia (CBCA) Shadow Judging and the Macquarie Gifted and Talented program. These programs have seen high engagement from students, contributions to the wider community and a greater connection to their learning. Students were also given differentiated teaching and learning programs to meet their needs in each Key Learning Area (KLA). Some students were identified and accelerated in Science, with 12 students completing their HSC Investigating Science course in Year 11 and another 25 Year 10 students expected to finish their HSC Investigating Science in 2023.

The HPGE Team participated in professional learning sessions designed as bite-sized Professional Learning (PL), three sessions a term. This was highly effective in highlighting different learning needs and styles of HGPE and building confidence in the team to deliver explicit learning opportunities to their students. It provided the team with a tool kit to draw strategies from and established a greater collaboration within the team. The team also developed and trialed the orientation activities for the HPGE class for 2023 and provided feedback. The HGPE additional Transition Day was well received by the students and community and assisted our staff to identify the needs of the class prior to commencement of the first day of 2023. The impact of the successful evaluation of the transition day has led to the permanent establishment of an additional day to support HGPE students.

With the NSW Department of Education (DoE) launch of the HPGE Online Learning Hub, the team will complete the tiered learning modules in 2023 to enhance differentiation strategies within their teaching and learning programs. Staff timetabled to teach Year 7 and 8 HPGE classes in 2023 will receive or update their training through the DoE HPGE Tiered Learning Modules or GERRIC as appropriate. Students who have engaged in external opportunities have reported a positive connection to the school and their learning and that they felt challenged in their learning.

Through the whole school survey data and Assessment Team meetings it was evaluated that assessment tasks in Stage 6 were very close together placing undue pressure on students. It was deemed that some tasks could move to make the distribution better and faculties would examine the Assessment Calendar before scheduling tasks and submitting to the Head Teacher (HT) Stage 6. It was also concluded that teachers were moving tasks without formal approval and this was not acceptable. As a result it was decided by the school executive that the movement of tasks would need to be in writing and approved by HT Stage 6. A process for staff was devised when the date needed to be reviewed for tasks already on the schedules and on the calendar. and that the assessment calendar for Stage 6 would be managed and reviewed to flatten the curve when needed.

The Assessment Team has been developing a model for summative assessment to be explicitly taught and implemented as part of our professional learning plan.

The Numeracy Team completed an evaluation of all external data from SCOUT and selected internal data, to create an understanding of common trends in the data and the challenges for students at TPHS. Although the team concluded there was a range of areas for further focus and improvement, it was determined that "proportional thinking and

interpreting graphs and statistical information" would apply to multiple KLA syllabuses and therefore have a larger impact on students and be a consistent focus area for staff. Furthering this, the team also concluded that the questions in NAPLAN with a large amount of literacy required and/or multiple equations in the one question were a common trend for error and a universal strategy was to be developed to support staff and students.

This led to the exploration of evidence-based strategies to support students to read and interpret the questions. The team participated in Newman's Errors Analysis to develop the teacher's ability to assist the student in their construction of ideas or pathways to the answers. However, the team determined this strategy was not suitable for high school students and developed its own simplified version using the acronym of FISH (Find, Identify, Strategy, How do I know I'm right).

Following this, the team targeted each KLA's Stage 4 curriculum to understand where numeracy is applicable, how FISH could be utilised and further develop examples that address these areas of need. The team designed posters to use as prompts for teachers to use in the classroom.

With a strong understanding of the data and evidence-based strategies to support TPHS students, the Numeracy Team is confident to roll out a numeracy strategy of FISH starting in Term 1, 2023. The team will focus on Year 8 in 2023 with the opportunity to assess their progression in the two Check-In Assessments.

Data Informed Practice

457 (23.3% of the school population) have been identified as EAL/D (English as an Additional Language or Dialect) students.

In 2022, 13 EAL/D Team members successfully participated in the TELL training and as a result, there was an increased teaching capacity for EAL/D students and teacher confidence in delivering explicit teaching practices. There was also stronger collegiality within the team, enabling the development and sharing of resources. These resources have been shared with all staff via Canvas in the Professional Learning classroom.

To connect with our community, the team added a section to the School's Newsletter that addresses what we've achieved during the term, as well as our goals in 2022 and beyond. In addition, an information night for parents presented the strategies that have been developed to support their children in their learning whilst at school and the opportunities for parents to continue these strategies beyond school. Parents were able to engage in an open forum to gain further information and felt well supported by the school.

In looking for ways to engage every learner in the core values of the school, the team determined that the 5 P's posters should be updated to reflect our EAL/D learners. Therefore, 5P's posters were updated to display these expectations in a variety of different languages to support EAL/D students and connect with our community.

Throughout the year, the EAL/D Team conducted three Staff Development Day sessions that addressed explicit teaching of differentiation strategies targeted towards our new learners of English, as well as Sentral Flags that identify EAL/D learners in each class. This resulted in an increase in the staff awareness of EAL/D students, increased collaborations in Key Learning Area (KLA) share strategies, increased confidence in the capacity to plan and implement strategies, and also provide resources for staff to access at any time and adapt for their student individual needs.

The increased awareness of EAL/D students and teaching strategies has resulted in changes to teaching practices and programs. Information sessions and parent communication about EAL/D programs and evidence of impact has increased community engagement.

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
Uplift of students achieving in the top 2 NAPLAN bands from a baseline of 18.8% to the lower bound system negotiated target of 27.5% for reading.	24.9% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen towards the lower-bound target.
Uplift of students achieving in the top 2 NAPLAN bands from a baseline of 23.2% to lower bound system negotiated target of 33.2% for numeracy	29.52 of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target

Aboriginal students continue to achieve at or above all students for expected growth from 85% in reading.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Uplift in Aboriginal students achieving equivalent to or exceeding all students at or above expected growth of 29% to 31% in numeracy.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Uplift of 3% of HSC course results in the top 2 bands	34.1% of HSC students attained results in the top two bands demonstrating achievement of the lower bound target from 29.3%
Uplift of 3% of HSC course results in the top 3 bands	63.2% of HSC students attained results in the top three bands demonstrating achievement towards the lower bound target of 60.6%
Uplift of students achieving at or above expected growth between 71.1% lower bound system negotiated target and 76.1% upper bound system negotiated target in reading	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Uplift of students achieving at or above expected growth between 71.1% lower bound system negotiated target and 76.1% upper bound system negotiated target in numeracy.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.

Strategic Direction 2: Leading and learning through Choice

Purpose

To establish a distributed leadership and differentiated professional learning model that focuses on learning, wellbeing and behaviour to build the capacity of all staff through enhancing teacher collective efficacy across Key Learning Areas.

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.

- Teams leading collaborative practice.

Resources allocated to this strategic direction

Aboriginal background: \$16,449.72

Summary of progress

Teams Leading Collaborative Practice

The teams structure continued from its progress in 2021 to set effective goals for 2022 and a detailed plan of activities that each team intended to implement. The Head Teacher Teaching and Learning (HT T&L), with the support of the Deputy Principal (DP), organised meetings with the leaders to guide them in their collection of data. The leaders were provided with a MS Teams drive with templates and resources to support the collection of data. The team leaders were also provided PL on the requirements of SPARO to understand the purpose of the collection of data. Each team uploaded data into SPARO and developed their team through individual professional learning.

The HT Teaching and Learning and Deputy Principal also developed a roll-out timeline so that every team had the opportunity to deliver High Impact Professional Learning through Staff Development Days and KLA meetings.

The teams have the opportunity to continue their professional development and upskill in their collection and evaluation of evidence. The HT Teaching and Learning and Deputy Principal will continue to support the teams with a structured timeline and resources. Observations of Practice were trialed with staff nominating to demonstrate and/or observe specific teaching strategies such as explicit teaching, Do Now activities of implementation of learning intentions and success criteria (LISC). The feedback from the debriefing session following this trial was positive, indicating that cross-faculty observations strengthened and reinforced practice. This initiative will be included in the Collaborative Teams model in 2023.

Each teacher from the Aboriginal Education Team was assigned one Aboriginal and Torres Strait Islander (ATSI) student to support and work with in order to complete their Personalised Learning Pathway (PLP). NAIDOC week was successful and raised awareness of Aboriginal and Torres Strait Islander communities within the school and the wider context. The Team meets three times per term and has provided insightful ATSI perspectives and histories to all staff through presentations of Acknowledgement of Country at all staff meetings.

There has been an increase in engagement from our Aboriginal and Torres Strait Islander students as they have a mentor teacher to support them. Moving forward, the team aims to ensure every student has a meaningful and active PLP in place and is making progress towards their goals.

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
Two Teams to roll out whole school high impact PL Semester 1: EALD	The EAL/D evaluated practice in 2021 and mapped themselves on the EAL/D Evaluation Framework. In 2022 there were 1341 LBOTE students with approx 472 EAL/D students. The EAL/D team had 19 members who all completed TELL training from 2021-22. All students EAL/D level was flagged on Sentral rolls making it available for

<p>Semester 2:</p> <p>Choice Theory Reality Therapy</p> <p>All Teams continue to:</p> <ul style="list-style-type: none"> • collect data • engage in research informed PL targeted to Team focus • develop resources for classroom implementation and future roll outs 	<p>all teachers to identify students.</p> <p>Support for EAL/D students happened through co-teaching, online resources via Canvas, resource creation and sharing and PL rolled out at Staff Development days and in KLA teams.</p>
<p>All staff participate in surveys to identify areas of expertise and development.</p> <p>Staff to nominate to participate in observation rounds to share practice in explicit teaching, LISC and EALD strategies.</p>	<p>Staff were provided an opportunity to participate in a survey where they identified areas of professional strengths and areas for development in relation to key areas of the SIP - explicit teaching of Learning Intentions/Success Criteria, Do Now Activities and EAL/D strategies.</p> <p>The survey yielded 62 responses, including 1 joint faculty response, which presented an increase in the implementation of each of the key strategies. From the survey, 46% respondents expressed a desire to observe the practice of others, 44% were willing to be observed in practice, 49% offered to share evidence of practice through programs and resources.</p> <p>During Term 4, teaching staff were surveyed regarding how effectively they implemented the strategies presented through targeted professional learning in the classroom: The following results indicate the percentage of staff who expressed that they effectively implemented the following:</p> <p>Differentiated EAL/D strategies: 75%</p> <p>Differentiated HPGE strategies: 66%</p> <p>Whiteboard Configuration: 69%</p> <p>Do Now Activities: 98%</p> <p>Learning Intentions: 75%</p> <p>Success Criteria: 56%</p> <p>Explicit Teaching of literacy Strategies (PEEL, Super 6): 85%</p> <p>High Expectations: 89%</p> <p>In Term 4, 14 staff nominated to participate in observations of practice that focused on explicit teaching of Learning Intentions/Success Criteria, Do Now Activities and EAL/D. Observation buddies were established from across faculties strategies and participated in 2 or more observations. 100% of staff involved stated that the program was highly beneficial and expressed that this would be a valued initiative if built into our school systems. Time was identified as the key inhibitor to this process.</p> <p>The 2023 Professional Learning Calendar has been developed to ensure that each Team's initiative will be implemented using the High Impact Professional Learning model. Previously implemented teaching and learning strategies will continue to be implemented, monitored, updated by Professional Learning Teams and available to staff through Canvas PL pages. Semester 1 focus for 2023 is Numeracy and Assessment. Observations of Practice will be incorporated into our Teams structure.</p>

Strategic Direction 3: Connectedness

Purpose

To develop a deep understanding of how to promote positive relationships with students, staff, parents and community that lead to enhanced student outcomes in a culture of high expectations underpinned by Choice Theory and Reality Therapy.

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.

- School Culture
- Choice Theory

Resources allocated to this strategic direction

Professional learning: \$114,463.29

Summary of progress

School Culture

A timeline of social, cultural and engagement events reflecting the school's diversity has been facilitated by the Student Vice Captain 2022 including identifying which students leaders are coordinating and running each event. These have been transferred to the school calendar to inform the staff and community of the composition, distribution and make-up of each event. This also facilitated the access for student leaders to Gold awards and The Ponds Medallion as the running of events attracts leadership opportunities and school and or community service hours. The introduction of the Clubs showcase in 2022 was a student voice initiative and proved an excellent way to allow all students to see the diversity of extra-curricular activities and sign up, thus creating a sense of belonging in the student population. The impact of this is quantified by the increase in student requests for higher award levels and the Tell Them from Me survey as students participation in extra-curricula activities is above the state average and above similar schools.

This has progressed well in 2022 and can be further consolidated in 2023 with the management of the events timetable when the new leadership team is elected in July. The clubs showcase will continue in 2023.

Due to the range of activities offered to students throughout the year, we have made progress in our goals of student engagement beyond the classroom. The student survey indicated a mix of responses to the number of activities and events being offered and further investigation would have to occur to understand the impact of the Team plans. We also found many students aren't aware of the awards system or its significance to their education.

In 2023, more publicity of the awards systems should be investigated through the Promotions Team and a Canvas page for students.

The Attendance Team was established in Term 4 2021, and has continued to actively collate Sentral and Scout data to track and monitor student attendance. This data is shared with staff and relevant stakeholders such as the HSLO and community. As a result, there is awareness of the importance of attendance. Students are kept accountable through the use of late and attendance monitoring cards which are reviewed by the attendance team. Students at risk are allocated a mentor teacher to support their re-engagement with the school and develop appropriate strategies for organising and planning their time. This showed a 20% reduction in the lateness of students in Term 2. Students were recognised for their positive attendance habits through the use of rewards such as certificates, lucky draw prizes and reward lunches. 200 students with attendance over 95% were invited to a BBQ in term 4.

During semester 1 2022, 43 students had 100% attendance. Although these approaches have been positively received by students and the community, due to long-term Covid 19 restrictions and cases within the community, our attendance data has yet to benefit from these strategies.

Choice Theory

Staff participated in Development Day sessions about Choice Theory Reality Therapy (CTRT) and continued to develop their understanding through KLA meetings and resources hub on Canvas. In 2021, a Choice Theory Team (CTT) was created and continued to be effective in 2022 by designing and delivering Home Groups lessons for Yr 7-10 students, analysed existing systems in Sentral to modify its system of support to reflect the use of CTRT and developed the templates for plans in Sentral Plans as well as procedures for Choice Theory in Stage 4, 5, 6. These plans have been

minuted and shared with all staff.

Parents were also given the opportunity to engage in learning around choice theory through the P&C meetings. The Promotions Team developed a set of graphics to support the roll-out Choice Theory Reality Therapy. Sentral is currently being aligned to the CTRT system of support which has been implemented gradually during Semester 2, 2022.

The work of the CTRT team has already had an impact on staff/student relationships. Choice Theory Reality Therapy was successfully delivered to the Home Groups which has increased student awareness on the motivators for behaviour and processes for making choices. Posters are evident in classrooms to prompt and support conversations between staff and students about positive decisions for improved learning outcomes.

Pre and post-surveys of staff indicate a significant impact of the Basic Intensive Training in terms of the way they engage with students. 90% of all participants have indicated they have adopted many of the techniques when interacting with students, colleagues and family members. TPHS Wellbeing and Discipline procedures have been adjusted to align with CTRT concepts and strategies, which also support the updated DoE Wellbeing Framework. These changes to behaviour management have been gradually introduced and implemented through a systematic rollout of professional learning during Terms 3 and 4 2022. Students have engaged in learning about Choice Theory Reality Therapy throughout Home Group lessons in 2022 and this will continue in 2023.

An analysis of the implementation of CTRT within Wellbeing and Discipline procedures will be completed on the Staff Development Day at the conclusion of 2022, with continued whole school PL continuing on SDD Day 1 Term 1 2023 and throughout the year. A further 16 staff will participate in CTRT Basic Intensive Training in July 2023, with a focus on early career teachers. Students will continue to participate in CTRT lessons during Home Group in 2023 and will engage in creating plans with teaching staff to increase positive choices and effective behaviour as required.

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
75% of students indicate "Sense of belonging" in Tell Them From Me survey data from a baseline of 71%.	66% of students indicate a positive sense of wellbeing (Sense of Belonging at School) demonstrating movement toward this school-based progress measure.
89% of students indicate "Expectations for success" in Tell Them From Me survey data from a baseline of 87%.	75% of students indicate a positive sense of wellbeing (Expectations for Success) demonstrating movement toward this school-based progress measure.
65% of students indicate "Advocacy at school" in Tell Them From Me survey data from a baseline of 62%.	63% of students indicate a positive sense of wellbeing (Advocacy) demonstrating movement toward this school-based progress measure.
10% reduction in referrals without an identified action or consequence. Most staff trained in Choice Theory and modified wellbeing and behaviour systems introduced.	There have been a 12% reduction in referrals. However, this is not linked to student engagement or improvement in behaviour. It is a direct result of the change to Choice Theory reporting practices that now detail "interviews" rather than incidences. A resource book for staff that details sample words to questions students, sample yellow, orange and red behaviour plans and when to involve parents carers as partners in their child's journey was devised for distribution in Jan 2023. Large posters were made for each classroom to act as visual prompts for staff and students in Reality Therapy practices.
Most staff trained in Choice Theory using the Basic Intensive Training (BIT) in Reality Therapy and Lead Management with all Senior executive, Executive Team and Team Leaders trained in Choice Theory Practicum Course.	Throughout the year, three groups of 16 staff members were trained in Choice Theory using Basic Intensive Training. A total of 48 staff members. All Senior Executive, Executive and team leaders have completed the Choice Theory Practicum Course. In 2023 the Choice Theory Team will explore ways to evaluate the impact of the introduction of Choice Theory and Reality Theory practices.

<p>Increase in all students attending $\geq 90\%$ from a baseline of 72.8% to be at or above SSG</p> <p>Increase attendance patterns of Stage 5 students attending $\geq 90\%$ from a baseline of 67.1% to be at or above whole school average.</p> <p>Increase attendance patterns of Stage 6 students attending $\geq 90\%$ from a baseline of 71.2% to be at or above whole school average.</p>	<p>The Assessment Team implemented a range of strategies to promote attendance, including rewards.</p> <p>Data on student attendance in Years 7-10 was tracked at half term intervals. The data is as follows:</p> <p>Term 1 Weeks 1-5: $\geq 90\%$ attendance = 71% of students, Term 1 Weeks 6-10: $\geq 90\%$ attendance = 45% of students, Term 2 Weeks 6-10: $\geq 90\%$ attendance = 46% of students, Term 3 Weeks 1-5: $\geq 90\%$ attendance = 60% of students, Term 3 Weeks 6-10: $\geq 90\%$ attendance = 60% of students, Term 4 Weeks 1-5: $\geq 90\%$ attendance = 62% of students, Term 4 Weeks 6-10: $\geq 90\%$ attendance = 42% of students.</p> <p>Stage 5 data is as follows:</p> <p>Term 1 Weeks 1-5: $\geq 90\%$ attendance = 73% of students, Term 1 Weeks 6-10: $\geq 90\%$ attendance = 35% of students, Term 2 Weeks 1-5: $\geq 90\%$ attendance = 54% of students, Term 2 Weeks 6-10: $\geq 90\%$ attendance = 37% of students, Term 3 Weeks 1-5: $\geq 90\%$ attendance = 67% of students, Term 3 Weeks 6-10: $\geq 90\%$ attendance = 58% of students, Term 4 Weeks 1-5: $\geq 90\%$ attendance = 63% of students, Term 4 Weeks 6-10: $\geq 90\%$ attendance = 34% of students.</p> <p>333 students in Year 9 and 10 maintained attendance at or above 90%. This was 43% of the Stage 5 cohort. Stage 5 students attending $\geq 90\%$ was below the baseline of 67.1%, and below the whole school average of 53%.</p> <p>340 students in Year 11 and 12 maintained attendance at or above 90%. This was 60% of the Stage 6 cohort. Stage 6 students attending $\geq 90\%$ was below the baseline of 71.2%, but above the whole school average of 53%.</p> <p>All students attending $\geq 90\%$ was below the baseline of 72.8% and equal to SSG attendance data.</p> <p>Attendance in Term 2 and 3 was impacted by Covid and other illnesses requiring students to isolate. Term 4 attendance was impacted by students travelling overseas to visit family.</p> <p>The attendance team will continue to monitor track and inform the community of the importance of attendance on positive school outcomes.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$243,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Ponds 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around curriculum adjustments • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Ongoing support to students with special needs. PLP's are completed and the Careers Advisors organised external programs that have resulted in employment for Year 10 students.</p> <p>After evaluation, the next steps to support our students will be: Continue targeting funding to support Year 8-10 students. Direct funding to 7.5 and 7.8 for 2023 in the form of SLSO's to be on every class to support targeted students. How to collect data on students in these classes will be devised and collected by the Learning and Support team to see if they are achieving the learning intentions and meeting the success criteria.</p>
<p>Professional learning</p> <p>\$172,316.84</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 The Ponds 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"> • Choice Theory • Data Informed Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • A series of Choice Theory workshops were conducted • TELL Training Professional Learning was attended by 9 people • engaging specialist teachers to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Co-teaching specialist employed for EAL/D <p>The allocation of this funding has resulted in the following impact: The impact of 48 new staff members being trained in Choice Theory resulted in a consistent approach to managing behaviour and establishing positive relationships between staff and students.</p> <p>In the impact of Data Informed practice the EAL/D team members were trained in TELL training which built their capacity to deliver differentiated lessons targeted to EAL/D students and to design and deliver whole school professional learning modules. They also participated in co-teaching which built their capacity to share practice and support students in the EAL/D phases, reflecting improved results in the 2022 NAPLAN. The impact of practice was seen in a vast improvement in Naplan scores for EAL/d students (tabled elsewhere in this report)</p>

<p>Professional learning</p> <p>\$172,316.84</p>	<p>After evaluation, the next steps to support our students will be: Professional learning will continue in Choice Theory with new staff members joining TPHS in 2023. A canvas course, which includes detailed instructional videos has been developed to further staff development in delivering Choice Theory practices. Wellbeing structure has changed to reflect the whole school's adoption of Choice Theory.</p> <p>In data informed practice an EAL/D focus will continue, with staff appointed to assist in classrooms. Professional learning for the whole school will be scaled down and redirected to the canvas modules and via email, as other Professional Learning priorities have been established for 2023. These specific and targeted skills include Numeracy, Assessment, Literacy and Aboriginal Education. Whether the strategies introduced continue to make an impact in 2023 will be assessed via NAPLAN results and student surveys.</p>
<p>Socio-economic background</p> <p>\$74,745.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Ponds 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"> • Other funded activities <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 implement learning and support programs.. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students were provided with additional support based on their area of need. This included the provision of SLSO staff to provide learning support in the classroom to enhance their capacity to achieve learning outcomes to the best of their ability.</p> <p>A bank of 100 equity computer devices were available to support our students with consistent access to learning resources using BYOD. This has resulted in consistent engagement with learning both in class and, for students who apply for ongoing loans, continued access to online and computer based resources at home.</p> <p>Regular uniform checks have allowed for student wellbeing to be supported with the provision of school uniform items to cater for families requiring financial support. This has enabled students to follow school expectations as well as maintain their identity and connection to our school by wearing of the school uniform.</p> <p>Students who were identified as in need or who were eligible for financial support were provided with learning resources such as books, pens, etc. to support their ongoing involvement in learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: Financial provisions that support and promote continued engagement with learning and connection to the school will continue into 2023 with the maintenance of SLO support, an additional 35 equity computer devices purchased, as well as uniform and learning resources as needed.</p>
<p>Aboriginal background</p> <p>\$16,449.72</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Ponds 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</p>

<p>Aboriginal background</p> <p>\$16,449.72</p>	<p>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"> • Teams leading collaborative practice. <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 <p>The allocation of this funding has resulted in the following impact: Kortana was effective in supporting Aboriginal students throughout the year, assisting many students to achieve their PLP goals. Kortana met with students and families, answered inquiries and supported students with homework and assessments. Liaised with Careers to offer support for those transitioning to the workplace or alternative pathways. Four of our disengaged Year 9 and 10 students have transitioned to work, are enrolled in TAFE for 2023 or enrolled in an SBAT to support their ongoing education. Cultural engagement activities sat beside this support resource.</p> <p>After evaluation, the next steps to support our students will be: Kortana is not returning in 2023, however, a new Aboriginal mentor will be employed in 2023. to continue to ongoing impact of this support.</p>
<p>English language proficiency</p> <p>\$157,944.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Ponds 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: The professional learning of the TELL training provided</p> <p>There was an increase in the success in the NAPLAN results for the EAL/D students:</p> <p>Reading Consolidating students: Band 7 up by 19%, Band 9 up by 3% and Band 10 up by 7% Developing students: Band 7 up by 26% and Band 8 up by 3%</p> <p>Writing Consolidating students: Band 8 up by 5%, Band 9 up by 6% and Band 10 up by 7% (from zero in Band 10) Developing students: Band 9 up by 21% and Band 10 up by 7% (from zero in Band 10)</p> <p>Spelling Consolidating students: Band 7 up by 13% and Band 9 up by 3% Developing students: Band 7 up by 27%, Band 9 up by 20% and Band 10 up by 7% (from zero in Band 10)</p> <p>Punctuation and Grammar Consolidating students: Band 7 up by 5% and Band 9 up by 6%.</p>

<p>English language proficiency</p> <p>\$157,944.30</p>	<p>Developing students: Band 7 up by 10%, Band 8 up by 3% and Band 10 up by 14% (from zero in Band 10)</p> <p>After evaluation, the next steps to support our students will be: The EAL/D team will continue to upskill staff in their differentiated teaching strategies to support EAL/D students in the classroom, by providing resources and instructional videos in Canvas.</p>
<p>Low level adjustment for disability</p> <p>\$206,777.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Ponds High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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 equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact: The Learning and Support team were instrumental in their ongoing and individualised support for identified students. This included support with assessment tasks and special provisions provided during examinations. The team developed PLPs for students who required additional learning support. These were disseminated to staff via a canvas module.</p> <p>After evaluation, the next steps to support our students will be: The Learning and Support team will continue to support students who have identified needs with their learning. This will include developing new and updated plans to support the student's needs. The Learning and Support team will also deliver professional learning to all staff so that a greater awareness of students with additional learning is transparent.</p>
<p>COVID ILSP</p> <p>\$51,232.17</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were... • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: 30 Year 8 students were targetted and supported in numeracy skills that were aligned to their year 8 syllabus requirements. (Funding was not needed in Term 4 as Ms Gill was appointed as a cadet.) Of these students 10 were given academic progress awards in the celebrating success for their improvement in Mathematics.</p>

<p>COVID ILSP</p> <p>\$51,232.17</p>	<p>A post survey showed that 82% of respondents reported that they had increased their confidence in Mathematics.</p> <p>91% were pleased they had taken part in the program. Only 9% felt this was not beneficial and missed many classes.</p> <p>Ms Champion ran the Literacy COVID ILSP in Terms 1 and 2. The focus on ensuring Year 12 students met minimum standards, the impact was that the overwhelming majority of students met minimum standards in 2022.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>If we can find mentors for 2023 the focus year group will be Year 8, enabling us to work on system negotiated targets.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Ponds 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Small group withdrawal to support social skill development • delivers Professional learning to staff • delivers programs to large cohorts of students through home group sessions <p>The allocation of this funding has resulted in the following impact:</p> <p>The introduction of the Student Support Officer has provided students with an additional wellbeing resource within the school. The SSO has provided a timetabled social groups sessions, provided explicit teaching to students about relationship and wellbeing advice through Year 7 Home Group sessions to improve the transition to high school and offered mentoring sessions for students with relationship issues. Students have reported a positive involvement with activities and interventions they have participated in in 2022 with the SSO. The SSO's activities and interventions have provided an additional support for students to increase their connectedness and engagement at school. The SSO attended the P&C meeting in Term 2 to meet with parents. Her role statement showcasing her extensive support for individuals was published in newsletters throughout the year.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The SSO position will continue in 2023 to contribute to the development and delivery of targeted wellbeing programs to assist with student connection and engagement in school. In Term 1, the SSO will deliver lessons to Year 7 students through Home Group lessons on developing positive relationships and study habits to enhance their transition to high school. As specific needs emerge, the SSO will develop and implement systems of support available for students across all year groups. An exit slip will be devised to specifically track the evidence of impact on individuals involved with the SSO for 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	767	920	967	1012
Girls	673	849	884	936

Student enrolments continue to grow. Projected numbers for 2023 are 2100 students.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.1	94.9	94.7	88.6
8	90.5	93.7	91.9	87.5
9	90.8	91.7	89.7	86.8
10	88.1	92.2	86.6	84.5
11	90.2	93.1	87.4	83.9
12		93.4	87.9	85.5
All Years	90.7	93.2	90.0	86.3
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		90.4	87.0	83.9
All Years	87.9	89.6	85.9	81.7

In 2022 the attendance team worked with Regional support on the Attendance Matters Project. The school focus changed from improving late statistics and those with low level attendance to improving students with 90% plus attendance to assist progress towards targets. Students with positive attendance are now recognised and rewarded under the current merit scheme. Attendance targets are affected by the large number of overseas holidays, especially as families visit relatives after the two years of COVID lock-downs.

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	6
Employment	1	5	36
TAFE entry	2	4	7
University Entry	0	0	69
Other	0	5	8
Unknown	0	0	13

Please note that some of the above statistics add up to numbers greater than 100%. This is because many students go to work and university or apprenticeships and TAFE.

There are other options that are becoming increasingly viable for Year 10 and Year 11 students including working with traineeships, At Work Australia or Sydney Distance Education.

Year 12 students undertaking vocational or trade training

8.21% of Year 12 students at The Ponds High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.4% of all Year 12 students at The Ponds High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	19
Classroom Teacher(s)	98.1
Learning and Support Teacher(s)	1
Teacher Librarian	2
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	22.77
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.

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	1,647,294
Revenue	21,509,878
Appropriation	20,156,757
Sale of Goods and Services	255,531
Grants and contributions	1,067,630
Investment income	29,460
Other revenue	500
Expenses	-20,646,008
Employee related	-18,694,000
Operating expenses	-1,952,008
Surplus / deficit for the year	863,870
Closing Balance	2,511,164

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.

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	259,669
Equity Total	514,845
Equity - Aboriginal	16,450
Equity - Socio-economic	74,755
Equity - Language	157,944
Equity - Disability	265,696
Base Total	18,098,802
Base - Per Capita	468,913
Base - Location	0
Base - Other	17,629,889
Other Total	970,763
Grand Total	19,844,078

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

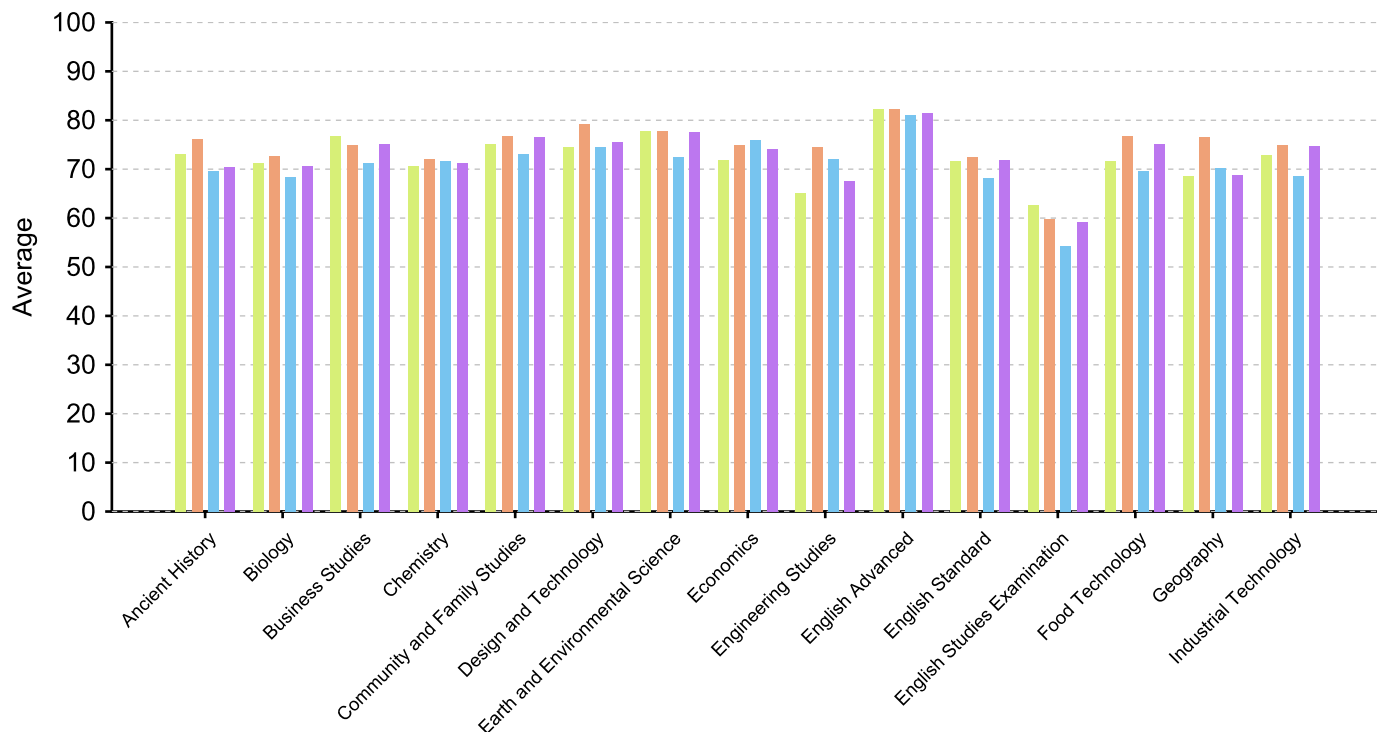
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

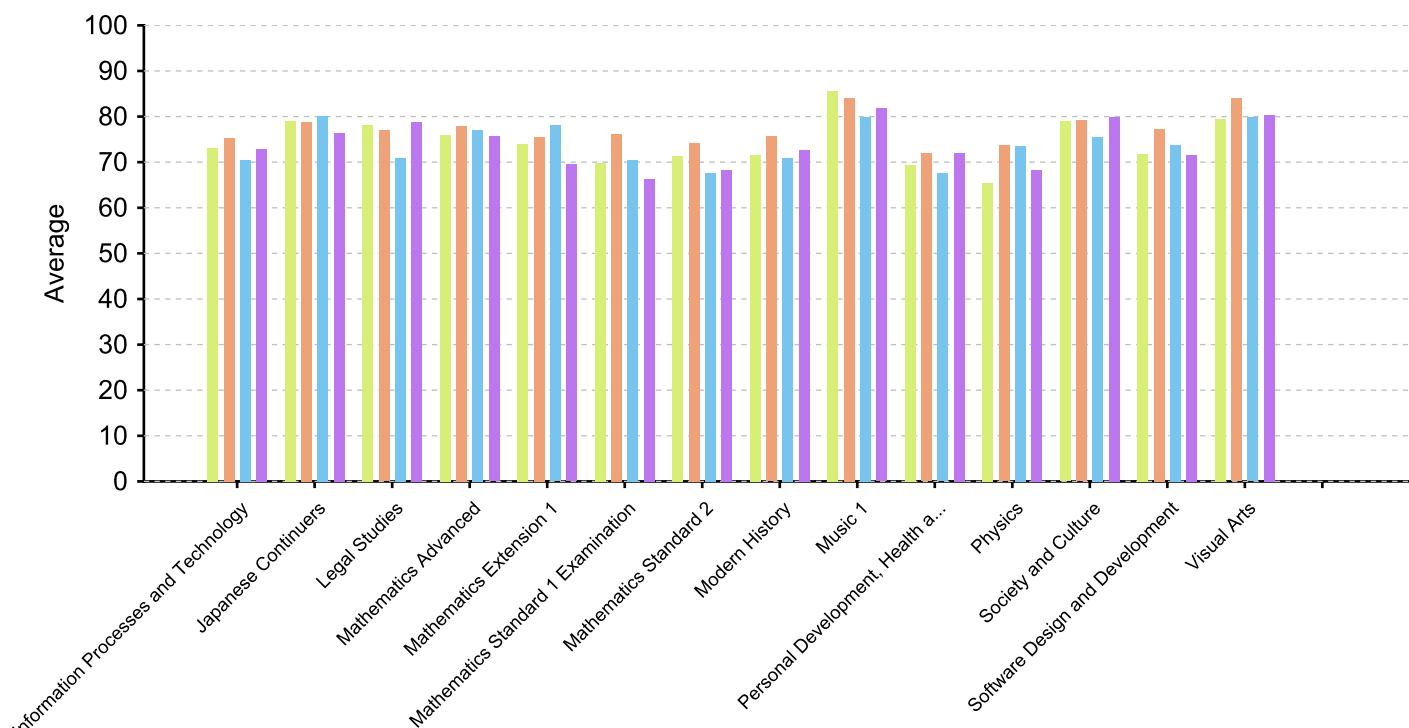
School performance - HSC

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.



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022

Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	73.0	76.2	69.6	70.5
Biology	71.3	72.7	68.5	70.7
Business Studies	76.7	75.0	71.2	75.1
Chemistry	70.6	72.0	71.7	71.2
Community and Family Studies	75.2	76.8	73.2	76.5
Design and Technology	74.6	79.3	74.6	75.5
Earth and Environmental Science	77.8	77.8	72.5	77.5
Economics	71.8	74.9	76.0	74.1
Engineering Studies	65.1	74.5	72.0	67.5
English Advanced	82.3	82.4	81.0	81.5
English Standard	71.7	72.4	68.1	71.9
English Studies Examination	62.6	59.9	54.3	59.1
Food Technology	71.6	76.8	69.7	75.1
Geography	68.7	76.7	70.2	68.7
Industrial Technology	72.9	75.0	68.6	74.7
Information Processes and Technology	73.1	75.2	70.5	73.0
Japanese Continuers	79.0	78.8	80.1	76.4
Legal Studies	78.1	76.9	70.8	78.8
Mathematics Advanced	76.0	78.0	77.1	75.6
Mathematics Extension 1	74.0	75.6	78.0	69.5
Mathematics Standard 1 Examination	69.8	76.2	70.5	66.3
Mathematics Standard 2	71.4	74.2	67.6	68.3
Modern History	71.6	75.6	70.9	72.6
Music 1	85.7	84.0	79.9	81.8
Personal Development, Health and Physical Education	69.4	71.9	67.5	72.1
Physics	65.4	73.7	73.5	68.3
Society and Culture	78.9	79.1	75.5	79.8
Software Design and Development	71.8	77.4	73.7	71.6
Visual Arts	79.5	84.0	79.8	80.3

Highlights include:

Ronak Maheshwari. Dux with an ATAR of 99.45 Ronak achieved the following results:

Chemistry 92

Economics 92

English Advanced 96

Maths Ext 46/50

Mathematics Advanced 98

Physics 93

Kystal Que: All-rounder. Atar over 99. Krystal achieved the following results:

Ancient History 97

English Advanced 90

English Ext 1 47/50

Mathematics Ext 41/50

Mathematics Advanced 92

Modern History 95

History Ext 46/50

Below are the Distinguished Achievers.

Abburi, Bilvika

English Extension 1

Legal Studies

Mathematics Standard 2

Agamalis, Alexander Shortlisted for Encore showcase

Mathematics Standard 2

Music 1

Alhyari, Aytin

Biology

Chemistry

English Advanced

Mathematics Extension 1

Armstrong, Jason

Mathematics Standard 2

Aziz, Hanniyah

Biology

Business Studies

English Advanced

Mathematics Extension 1

Mathematics Advanced

Beacom, Emma

Mathematics Standard 2

Bhatt, Arya

Biology

Mathematics Standard 2

Personal Development, Health and Physical Education

Brar, Ashmeen

Biology

Business Studies

Economics

English Advanced

Chand, Shauna

Legal Studies

Chen, Nikki

Mathematics Advanced

Darabi, Meshkut

Ancient History

English Advanced

Modern History

History Extension

Deogun, Jasmeet

Industrial Technology

Djoreski, Vlatko

Mathematics Extension 1

Du Preez, Jessie

Legal Studies

Tourism, Travel and Events Examination

El Taher, Rayan

Industrial Technology. Rayan's Industrial technology Multi Media project was shortlisted for the Industrial Technology Exhibition.

Faisal, Manal

Biology

Business Studies

Community and Family Studies

Mathematics Standard 2

Gogineni, Tanmaye

Biology

Legal Studies

Goldsmith, Hannah

Ancient History

Hua Jessie

Music 1

Jackson, Harry

Industrial Technology

Jadva, Rishan

Business Studies

Jaganmohan, Shreenidhi

Biology

English Advanced

Jain, Ananya

Business Studies

Jayswal, Upasana

Earth and Environmental Science

Note that Upasana is in the current Year 12 cohort and is one of four students who completed an HSC course as an accelerated Unit.

Joshi, Maalav

Biology

Chemistry

Mathematics Extension 1

Personal Development, Health and Physical Education

Kazi, Momen

Business Studies

Economics

English Advanced

Information Processes and Technology

Ko, Sungeon

Japanese Continuers

Litchfield, Dominic

Earth and Environmental Science. Dominic is also in the current Year 12 cohort. He has also concurrently been completing University courses at Macquarie University.

Maloney, Keira

Hospitality Examination (Food and Beverage) Kiera was also recognised by the

Misra, Maahika

English Advanced

English Extension 1

Legal Studies

Moitheen, Aleena

Biology

Business Studies

Mathematics Extension 1

Mathematics Advanced

Moore, Samuel

Mathematics Standard 2

Morgan, Blake

English Extension 2

English Extension 1

Nadan, Esha

Biology

English Advanced

Mathematics Extension 1

Nangia, Krish

Music 1

O'Sullivan, Laura

Business Studies

Legal Studies

Mathematics Standard 2

Owen, Ruben

Ancient History

Japanese Continuers

Partridge, Lachlan

Industrial Technology. shortlisted for the IT Showcase.

Pochynok, Anastasia

Legal Studies

Sambhar, Gahan

Mathematics Extension 1

Mathematics Extension 2

Sharma, Rohan

Business Studies

Stone, Aaron

Mathematics Advanced Accelerated in the current Year 12 cohort.

Vijay, Akilesh

Business Studies

Winn, Amelia

Mathematics Standard 2

Wu, Tinglu

Mathematics Advanced

Japanese Continuers

Japanese Extension

Zastavnikovic, Alexander

Earth and Environmental Science- Alex is also in the current Year 12 cohort

Zuliani, Ethan

Mathematics Standard 2

Personal Development, Health and Physical Education

Parent/caregiver, student, teacher satisfaction

Student satisfaction

Students In 2022, students participated in the Tell Them From Me Survey, an anonymous survey that enables students to provide feedback on key secondary measures including social-emotional outcomes, physical health outcomes, academic outcomes, demographic factors as well as drivers of student outcomes such as quality instruction and expectations for success. These student surveys provided The Ponds High School with reliable, timely and accurate data on all the factors above to track the indicators above. Enhancing positive student wellbeing is essential as it fosters a student's sense of belonging and encourages and values student voice. This can lead to improved:

*engagement in learning

*academic achievement

*mental health

*responsible life choices

*higher academic achievement through to Year 12

Here are some findings focussing on elements of What Works Best

Research by The Learning Bar found that there were considerable differences among schools in their levels of student engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, and teacher expectations for success.

Key findings included

Students at The Ponds High School reported the follow as compared to the NSW state average Student Engagement (TTFM) Scale 1-10

Quality Instruction TPHS= 6.4 NSW= 5.9

Positive Teacher/Student relationships TPHS= 6.4 NSW= 5.7

Positive Learning Climate TPHS= 6.3% NSW= 5.6

Expectations for success TPHS= 7.5 NSW= 7.0

Students at The Ponds High School reported the follow as compared to the NSW state average Institutional Engagement (TTFM) as %

STudents that value schooling TPHS= 66% NSW= 72%

Students with + attendance TPHS= 93% NSW= 90%

Students with + Behaviour TPHS= 94% NSW= 87%

Students with + homework behaviour TPHS= 60% NSW= 754%

Students at The Ponds High School reported the follow as compared to the NSW state average High Expectations (WWB)

Teachers had high expectations TPHS= 82.4% NSW= 75.35%

Explicit teaching takes place TPHS= 63.7% NSW= 60.53%

Classroom management was evident TPHS= 59.39% NSW= 52.33%

Feedback was given often and well TPHS= 80.09% NSW= 70.61%

Students at The Ponds High School reported the follow as compared to the NSW state average Wellbeing (WWB)

Absence of Bullying TPHS= 80.33% NSW= 75.51%

Sense of Advocacy TPHS= 59.7% NSW= 53.77%

Sense of Belonging TPHS= 66.06% NSW= 57.95%

Positive friendships TPHS= 83.3% NSW=77.31%

Stage 4 Representatives also ran student focus groups on school Pride with Year 7 classes to start the conversation about what pride looks like sounds like and feels like. This work will continue into 2023.

Teacher Satisfaction

Teachers were surveyed in relation to Strategic Direction number 2 and asked to contribute to increase their understanding of EAL/D strategies, HPGE strategies and Learning Intentions/ Success criteria including 'do now' activities. The aim of the survey was to:

- *Support interested staff to reflect on practice*
- *Understand what support and resources are needed*
- *Determine professional learning needs of staff*
- *Identify staff with leadership potential to lead others in best practice.*

Key finding included

The survey yielded 62 responses, including 1 joint faculty response, which presented an increase in the implementation of each of the key strategies.

- 46% respondents expressed a desire to observe the practice of others
- 44% were willing to be observed in practice, 49% offered to share evidence of practice through programs and resources.
- In Term 4, 14 staff nominated to participate in observations of practice that focused on explicit teaching of Learning Intentions/Success Criteria, Do Now Activities and EAL/D. Observation buddies were established from across faculties strategies and participated in 2 or more observations. 100% of staff involved stated that the program was highly beneficial and expressed that this would be a valued initiative if built into our school systems. Time was identified as the key inhibitor to this process.

Also during Term 4, teaching staff were surveyed regarding how effectively they implemented the strategies presented through targeted professional learning in the classroom: The following results indicate the percentage of staff who expressed that they effectively implemented the following:

Key findings included

- Differentiated EAL/D strategies: 75%
- Differentiated HPGE strategies: 66%
- Whiteboard Configuration: 69%
- Do Now Activities: 98%
- Learning Intentions: 75%
- Success Criteria: 56%
- Explicit Teaching of literacy Strategies (PEEL, Super 6): 85%
- High Expectations: 89%

Next steps

To continue with shared observation of practice on key target areas for 2023 as these have been evaluated successfully ie Numeracy and Literacy strategies and to expand staff surveys to widen the capacity for staff to comment on school-wide practices including technology and curriculum implementation and staff wellbeing.

Parent Satisfaction

P&C meetings remain successful with the largest attendance Here we continued with the regular format: Principal's address, guest speakers from the school to describe events and programs operating across the school, Q&A and parent questions which were emailed and answered prior to the meeting. Parents liked the format and asked for it to be continued in 2023.

Parents were also asked questions using a likert scale from strongly agree to strongly disagree on the following. Parents were asked to identify the year level. Many question cross-over with the TTFM domains. Parents were also able comment freely on other aspects of organisation administration, operation of effectiveness..

- My child has a strong sense of belonging and connectedness to the school.

- My child has supportive relationships with most of their teachers.
- The school's academic programs enable my child to reach their potential.
- My child is academically challenged appropriately for their level of ability.
- My child can focus well on academic work when they are doing it at home.
- I support my child with their homework to reduce academic stress.
- I regularly discuss my child's academic needs with them.
- The school's educational curriculum meets my child's needs.
- The school encourages parent involvement in school activities.
- I feel confident in my ability to support my child's learning at home.
- My child devotes a lot of time to school-related tasks.
- I would like support from the school to engage my child more productively in learning activities at home.
- My child feels comfortable to ask for help from school staff.
- The teaching styles at the school match my child's learning style.
- I help my child understand the content they are learning at school.
- I can motivate my child to try hard at school.
- My child gives up easily on learning activities they find hard.
- I am aware of the learning tasks my child is required to complete.
- My child is sufficiently challenged by the homework they are given

Key findings included

- 71% of respondents agreed that their child had a sense of belonging. 2% disagreed that their child felt like they belonged.
- 78% of respondents felt that their child had a supportive relationship with their teachers
- 73% of respondents felt their child was appropriately engaged and challenged. Optional comments included the work not being challenging enough more differentiation needed and the importance of not forgetting the children "in the middle".
- 73% of parents agree that they support their child at home
- There were mixed results on time spent on homework. Some children spent too much time and others spent too little time. One responder wanted all work in Year 11 to be completed at school.
- 60% of respondents said they would like assistance on how to help their child with 21% saying they would like to be involved in parent forums. Another 50% expressed interest depending on when the forums could take place.
- 83% of students knew who their Year Adviser was and 61% of students were comfortable in asking for help. Unfortunately, 10% disagreed that their child was comfortable in asking for assistance. 65% agreed that their child had an advocate at school when times were difficult.
- 30% of respondents said their child had visited Homework Club in the last 12 months .
- 20% said they thought their child gave up too easily when work was hard.
- Generalised comments were also collected.

Next steps

To share these findings via student focus groups, P&C and Parent forums in 2023 to devise solutions and areas to increase student and parent engagement and sense of belonging.

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.