Our school at a glance

Students

In 2011 there were 1005 students enrolled at Picnic Point High School including students in three Special Education classes.

Staff

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

- Student Leadership Development Program;
- Talented Sports Program; and
- Performing Arts Program.

Student achievement in 2011

Literacy – NAPLAN Year 7

The average literacy mark of students at Picnic Point High School in 2011 was higher than the regional and state averages in all aspects of literacy.

Numeracy – NAPLAN Year 7

Year 7 students at Picnic Point High School achieved numeracy results commensurate with the average results from 2008-2011. The average mark for Numeracy (529.7) was below the state average (540.3)

Literacy – NAPLAN Year 9

Student results in Literacy were higher than the regional and state averages for reading, writing and spelling. The student average score for grammar and punctuation (559.8) was lower than the state average (564.4)

Numeracy – NAPLAN Year 9

Students at Picnic Point High School showed significant improvement in the highest bands for Numeracy (43%) when compared to the school’s average from 2008-2011 (20%). The school’s average score (584) was higher than the state average (581.5).

Messages

Principal’s message

Picnic Point High School was established in 1962 and has an excellent reputation for providing quality education within a caring and well disciplined environment. The school population has grown to 1005 students in 2011. The school strives to create a dynamic learning environment that encourages all students to achieve their personal best and become responsible, informed citizens.

The school's image in the community is enhanced by students' exemplary achievements in external examinations. Since 2005 there has been a 52% increase in the number of HSC high Bands 5 and 6 and a 27% reduction in HSC lower Bands 1 and 2.

The wide range of students’ sporting achievements contributes to the strong reputation of the school. Picnic Point High School students and sporting teams perform with distinction in the Bankstown Zone, Sydney South West Region and at NSW Combined High Schools. The school also offers a Talented Sports Program for both boys and girls in the sports of Water Polo, Cricket, Basketball and Touch Football.

There is also a long standing Performing Arts tradition and extra-curricular Music, Dance and Drama continue to be both very popular and successful programs at Picnic Point High School. Performing Arts events also highlight the talents of our students in VET Entertainment classes that run the technical aspects of the productions.

The growth in the school population has enabled us to offer a very comprehensive and diverse curriculum (including three Vocational Education and Training framework courses; Construction, Entertainment-Industry and Hospitality in Years 11 and 12) while still maintaining a strong, nurturing student welfare program focused on close contact with students and their parents.

The school has upgraded its facilities and teaching resources (due to the financial assistance of the State and Federal Governments and generous support from a very active and
Parents and Citizens Association. Our new facilities include:

- a Food/Hospitality commercial cooking room;
- connected classrooms technology;
- 17 interactive white boards;
- a new international sized sporting gymnasium;
- a new weights and fitness room;
- a new drama and dance room;
- 6 new modernised Science laboratories;
- a refurbished Science staff room;
- a newly purchased 25 seat school bus; and
- a new technology learning space on the mezzanine level in the library.

The Parents and Citizens Association support the school in partnership with teachers to collaboratively influence the future directions of the school. The School Council monitors and ratifies financial budgets and reports, helps develop broad policies in relation to education and student welfare and ensures that school facilities meet the needs of the school community.

We strongly believe that positive interpersonal relationships are the single most important ingredient in a successful school. Students, parents, visitors to the school and teachers remark on the positive, sociable, friendly and warm atmosphere. You can't mandate such a feeling. It is the essence and culture of our school and is the product of students, parents and teachers learning together.

The process of putting the report together itself requires close examination and analysis of all aspects of school life and indicates both our strengths and those areas which we wish to make even stronger. The targets for 2012 and the progress reports for previous targets are the culmination of a whole school review of where we are and where we want to be in the future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Wolly Negroh

P & C message

The Parents and Citizens Association at Picnic Point High School continued to be an active partner in the school community throughout 2011. The key focus of the P&C is to support the staff and students at the school. This is achieved in a number of ways, but primarily in the financial support which we are able to provide to enable the school to enhance the facilities for student learning.

The P & C meet twice a term and at these meetings the Principal, Mr. Wolly Negroh and other members of staff keep the community updated on activities within the school. The P&C meetings are an avenue through which parents can be informed of school activities and direction as well as having an input into school matters.

Fundraising throughout 2011 has become increasingly difficult as our parent population becomes time poor and therefore less able to support the endeavours of the P&C. Despite numerous attempts we were unable to raise excessive income through our usual fundraising activities of pie and muffin drives, and taste-testing. We were able to hold a Bunnings’ BBQ which, while well supported by the general community, was only possible through the generous time given by a small number of parent volunteers.

On a more pleasing note our students seem to have a greater disposable income and this has been evidenced throughout 2011 by the larger daily takings in the P&C run canteen. Following all payments of wages and expenditure the Canteen has been able to give the P&C $40,000 this year. This income has allowed the P&C to fund a number of resource items in the school. These include (but are not limited to) interactive whiteboards, data loggers for the Science labs,
data projectors for classroom use, upgrade of benches in the Industrial Arts rooms, English faculty class sets of novels for Years 7-11 and equipment for Music and Dance rooms. A total of $42,000 was given to the school to spend on these items.

The success of the Canteen is largely due to our two paid supervisors, one casual staff member and our voluntary Treasurer. They run a very efficient operation and we are very fortunate to have them all on board. We also have fifty volunteers who share the canteen roster and without these vital people the canteen would not be anywhere near as profitable. Sadly, at the end of 2011 we said farewell to 8 of these volunteers as they left the high school community with their children completing their high school education. On behalf of the P&C, I thank all of these women who have helped with the success of the canteen.

The challenge in 2012 is to try and replace these volunteers with new parents coming in to the school.

2011 has also been a busy year in terms of the planning for the school’s 50th Anniversary in March 2012. Celebrations include an open day at the school and a reunion dinner at Revesby Workers Club for ex-students and staff.

2011 has been a sound year for the P&C with some very dedicated volunteers working to support the school and students within. I look forward to a continuation of this in 2012.

Christine Butters
P & C President

School Council message

The School Council’s voluntary members are made up of the Principal, school staff representatives, the P&C President, parent representatives and community members. It meets twice per term, prior to and on the same night as the P&C meeting.

The School Council provides an invaluable consultation service across the wide range of issues which impact on the school’s operations and planning. It develops broad policies in relation to education and student welfare, monitors and ratifies the school’s annual planning and budgeting process, reviews income and expenditure data throughout the year and ensures that school facilities meet the needs of the school community.

In addition to this, in 2011 the School Council looked at ways to ensure course fees are paid by students undertaking subjects that require these fees.

A representative of the School Council sits on the Merit Selection Panel for prospective new staff, when required.

Michele McGregor
School Council President

Student representative’s message

The SRC and Prefects worked extremely hard this year, developing and implementing projects which benefited the school.

The Prefect’s daily roles (such as handing out the attendance rolls and reading the morning announcements) help to keep the school running efficiently. The Prefects meet each week to discuss various projects and their contribution to the school and also attend the weekly SRC meetings to work with the junior representatives of the school.

This year the SRC’s focus was to make the school more welcoming to all students. One of our main projects during late Term 3 was to initiate the refurbishment of the school toilets. A proposal was presented to Mr Negroh and this project was completed with outstanding success. In addition, fundraising was conducted for the school’s World Vision sponsor child, Wendy. Dollar coin donations were collected during roll call to assist Wendy and her community in Africa.

We also aimed to unite, recognise and celebrate the vast array of cultures that are represented in our school. During our weekly SRC meetings and
at our annual Leadership Camp, plans for the school’s 2011 Multicultural Day developed.

After a term of planning, Multicultural Day was held on the 21st of November 2011. With the help of the SRC, Prefects, Leadership Group, teaching and non-teaching staff and students, the day was a resounding success. Performances including cultural dances, martial arts display, music and singing were held in the quadrangle, with food stalls from all over the world available for indulgence.

Booths for Sushi Making and Henna Painting were set up and an Art and Photography competition was held. Throughout the day students could experience a variety of foods and activities from many cultures, as well as leave their mark on the Wall of Hands, a mural of hand prints, which was later donated to a charity for Indigenous Education and Literacy. The total amount raised from the day was just over $1800.

As 2012 is the school’s 50th Anniversary, a project to create a Time Capsule was developed during Leadership Camp and Leadership Workshops. This will be further organised next year in accordance with the anniversary in March.

We are very pleased with our successful efforts this year and hope that next year we will continue to support our current charities as well as initiate further projects.

Ruby-Leigh Tonks
School Captain

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Post-school destinations

Of the 113 students who sat the HSC, 52 accepted an offer to study at University. 31 enrolled in TAFE or private colleges. 9 students commenced an apprenticeship or traineeship. A further 21 students moved directly into the workforce.

Year 12 students undertaking vocational or trade training

Picnic Point High School provides a range of vocational and trade opportunities. In 2011, 31 Year 12 students were involved in either vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of the Year 12 cohort either attained their HSC or equivalent vocational educational qualification.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
<td>51.4</td>
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<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
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<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>84.9</td>
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At Picnic Point High School 1% of the workforce is of Indigenous background.

Staff retention

At the end of 2011 only 3 teachers left the school (and teaching service) to retirement.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>91</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
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<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
<td>26,834.04</td>
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<tr>
<td>Trust receipts</td>
<td>102,297.48</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1,672,923.71</td>
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</table>

Expenditure

Educational Programs

| Key learning areas         | 135,983.43 |
| Excursions                 | 144,629.16 |
| Extra curricular           | 97,510.55  |
| Library                    | 10,782.07  |
| Training & development     | 0.00       |
| Tied funds                 | 232,286.47 |
| Casual relief teachers     | 128,979.45 |
| Administration & office    | 218,673.30 |
| School-operated canteen    | 0.00       |
| Utilities                  | 107,456.39 |
| Maintenance                | 33,407.88  |
| Trust accounts             | 79,406.98  |
| Capital programs           | 73,478.21  |
| Total expenditure          | 1,262,593.89 |

Balance carried forward 410,329.82

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts
Picnic Point High School continues to provide quality Creative and Performing Arts programs while also offering a wide variety of extracurricular opportunities.

Laura Cuddy (Vocals) and Ashleigh Judge (Vocals) were selected to be part of the Bankstown City Talent Advancement Program.

Timothy Easterbrook (Violin) was selected to perform within DEC Arts Unit ensembles.

Amy McCann successfully auditioned for State Dance ensemble which highlights the talents demonstrated throughout the year.

Sport
Picnic Point High School once again performed with distinction in the Bankstown Zone and Sydney South West Region.

Achievements included first place in the zone swimming carnival, first place in the girls’ division of the athletics carnival, and third in cross country. This is more impressive as three new schools – East Hills Boys, Birrong Boys and Punchbowl Boys, entered the carnivals during 2011.

Daniel Stone was awarded a Regional Blue for Touch Football and Brandon Grochala for swimming which is the highest accolade achievable in the Sydney South West Sport Association. Samantha Abbott was awarded the Zone President’s Award for her achievements.

Five of our students were selected in NSW Combined High School teams: Mary Molloy and Ashleigh Gardner – Cricket; Andrew Lloyd – Squash; Dwayne Brown and Daniel Stone – Touch Football.

Picnic Point also entered 24 teams in state knockout competitions and results included:

- AFL Final 12 in NSW
- Baseball – Girls Regional Champions; 3rd in NSW
- Basketball – Girls Open Regional Champions; Final 20 in NSW
- Basketball – Girls U/15’s Regional Champions; State Quarter Finalists
- Cricket – Boys Regional Champions; Final 16 in NSW
- Cricket – Girls Regional Champions; Final 16 in NSW
- Rugby League – Buckley Shield Regional Finalists
- Soccer – Senior Girls Regional Champions; State quarter finalists
- Squash - Boys Regional Champions; Final 16 in NSW
- Touch Football – Boys Regional Champions; 3rd in NSW
- Water Polo – Open Boys Regional Champions; 9th in NSW
- Water Polo – 15’s Boys Regional Champions

In swimming, 35 students competed in the Zone Carnival. 6 of our students were Zone Age Champions, 25 attended the Regional Carnival and with 3 age champions and 20 were selected to represent Sydney South West at the State Carnival and 2 students competed at the All Schools Championships.
Samantha Abbott won 2 gold medals at the All Schools Carnival. Brandon Grochala won 7 gold medals and was named Male Swimmer of the Meet.

In Cross Country, 64 students attended the Zone Carnival and 5 were age champions. 32 students attended the Regional Carnival where 1 became Age Champion and 6 were selected to represent Sydney South West at the CHS Carnival.

In Athletics, 86 students attended the Zone Carnival and 2 were Age Champions. 43 students attended the Regional Carnival and 12 students were selected to represent Sydney South West at the NSW CHS Carnival, where Jayden Okunbor placed first in short putt.

Other

Vocational Education

In 2011 three VET, (Vocational Educational & Training) framework courses, Construction, Entertainment-Industry and Hospitality were offered in Years 11 and 12.

There are five trained VET teachers, including two Head Teachers, the Careers Adviser and Principal who make up the VET team.

Staff maintained strong school links with both local and broader business enterprises through the partnership with local community groups which provide quality, approved Work Placement opportunities. All students are trained and assessed as workplace-ready as part of the school’s Work Readiness Program.

In 2011, 95 Year 11 and 12 students studied school VET Courses. 29 students sat the HSC examination achieving a Band 6 in Hospitality and a high number of Band 5 and 4 results across all frameworks validating the strong delivery of VET in this school.

The VET faculty remained focused on keeping the high standard in School Management, Learning and Assessment and Workplace Learning in meeting the compliance requirements for the delivery of VET in schools.

All frameworks have received significant funding which has increased teaching resources to support learning. This has ensured that students from Years 11 and 12 have an opportunity to use work appropriate resources in readiness for work placement experiences.

In Hospitality, 7 students completed the HSC and 9 students completed Year 11. Students completing Year 12 satisfied the mandated requirements of a VET course. Students in Hospitality in Year 12 had over 70 hours of formal work placement at various sites including Revesby Workers Club, Club Menai, Stearsons Steak house and Handle Bar Tavern. Haley Dick received the Rotary Youth District Vocational Award for Excellence in Hospitality.

In VET Entertainment-Industry, 11 students completed the HSC and 38 students completed Year 11. All students completed Year 12 with at least 70 hours of formal work placement, many of them having completed their external work placement at venues including Bangarra Dance Company, The Seymour Centre, Northwest productions, East Hills Choral Festival and Bankstown and East Hills Dance Festival. Students were involved backstage at school productions allowing them to gain valuable experience by being involved in a real production environment. Daniel Cvetkovski received the Rotary Youth District Vocational Award for Excellence in Entertainment-Industry.

In VET Construction, 12 students completed the HSC and 18 students completed Year 11. Students completing Year 12 had over 80 hours of formal work placement including 21st Century Bricklaying and K & M Constructions. Numerous students were placed with local builders and tradespeople thereby strengthening the links with the local business community.
Students’ involvement in school projects has allowed them to feel a sense of achievement, gain recognition for their efforts from their peers and staff and has raised the profile of VET Construction throughout the school. Andrew Lloyd received the Rotary Youth District Vocational Award for Excellence in Construction. Andrew Lloyd also received the runner up of the NSW state training awards in the category of VET school student of the year, as well as receiving the South West Sydney Regional award of VET Construction student of the year.

The school community will continue to work in partnership with local community groups in providing work placement opportunities which are valued, appropriate, safe and provide real industry experience to enhance the delivery of VET.

Student Welfare

Picnic Point High School is committed to promoting a safe and supportive environment for all students by providing a solid student welfare network placing an emphasis on student leadership, responsibility, participation and improving school attendance.

In 2011 the Welfare Team implemented a timetabled welfare lesson called ‘Belonging, Motivation, Wellbeing (BMW). This was a successful program and covered essential life skills topics such as: Decisions and Consequences; Cyberbullying; Setting Goals; Study Skills; Conflict Resolution and a separate eight session boys and girls program for Year 8 students.

The boys program was delivered by our male staff and covered sessions on self-esteem, self image, masculinity, peer relations and team building activities such as the Amazing Race Challenge. The girls participated in The Stride MPower Girls Program delivered by two female staff, the Supervisor of Girls and Head Teacher Welfare.

Student welfare programs at PPHS continue to empower students with social, personal and study skills.

These programs include:

- implementation of Year 7 Peer Support throughout Term 1, harnessing the skills of 47 trained Year 10 leaders;
- Year 7 Camp in Term 1 involving students in team building activities and an Anti-bullying Workshop;
- Anti-bullying performance ‘Verbal Combat’ for Years 7 and 8 presented by Brainstorm Productions in Term 2;
- Years 7 and 8 information workshop on ‘Safety Online’ presented by the school’s Police Youth Liaison Officer;
- International Women’s Day breakfast was acknowledged on the 8th March for all girls in Years 9 and 10. Jackie Blazeck, past PPHS School Captain was invited as the guest speaker;
- Year 9 participated in the Act II Respectful Relationships Awareness Program early in Term 1;
- Drug and Alcohol Awareness Performance ‘Cheap Thrills’ presented by Brainstorm Productions for Year 9 in Term 3;
- The Rotary Youth Driver Awareness (RYDA) program for all Year 11 students in preparation for gaining driver learning permits in Term 3;
- Year 11 Crossroads Camp in Term 1; and
- Study Skills Workshops for Years 7, 8, 9, 10, 11 and 12 and a guest speaker for Years 11 and 12 who presented a workshop on “Reducing Stress”.

...
Student Leadership

250 students across Years 7 to 11 participated in the Student Leadership Program in 2011. The students participated in two whole day workshops held at the end of Terms 1 and 3 in the school hall. Students had the opportunity to enhance their leadership skills and build positive peer relationships by participating in team building activities, workshops on the Qualities of Great Leaders and Being a Confident Leader. Sam Cawthorn, guest speaker, delivered a two hour seminar on “Bouncing Forward”. This was one highlight of the program and all students responded positively and they embraced Sam’s message and were enthusiastic in completing the “No excuses challenge”.

The Student Leadership vision was also achieved through the completion of the mural on the exterior canteen wall.

Student Leadership Camp, held in Term 3, at Stanwell Tops Conference Centre was another highlight of the program. During camp the students voted on two project ideas; Multicultural Day and the creation of a time capsule, which is to be buried at the 50th anniversary school celebrations.

Our student leaders focused on both these projects in Terms 3 and 4. Multicultural Day was celebrated in November. It provided an excellent opportunity for our leaders who demonstrated their enthusiasm, organisational skills and work ethic in making the day a success.

The 2011 SRC group, consisting of 22 students, participated in a two hour Induction Workshop in Term 2. The workshop was delivered by the SRC Co-ordinator and allowed the 22 students to bond as a group and prepare for the year ahead as effective SRC leaders.

The formal assemblies, held each term, have given students, including SRC and Prefects, an opportunity to enhance and improve their skills in public speaking, organisational skills and general confidence in interacting with their peers. Senior assemblies were scheduled fortnightly in the timetable.

Students at PPHS have had a number of opportunities to enhance their leadership skills through outside programs, such as:

- Year 9, 10 and 11 SRC students attended the quarterly Inter-School Group SRC Meeting (Bankstown Region) throughout the year;
- Daniel Wilson was voted our school representative to attend all the ISG Meetings;
- Emma Katsilis and Thomas Walther attended the 2011 Youth Leaders Day which focused on developing multicultural relationships;
- Stephanie Deering, Joel Moseley, Steven Skintzis and Monica Stopins attended Rotary Camp on 13th – 15th May 2011;
- The Easter Raffle and Valentine’s Day, Roses Fundraisers, were run by the Prefects. Throughout the year the Prefects also organised ‘Picnic at the Point’ for the whole student body in order to provide all year groups with the opportunity to have a BBQ, listen to music and make new friends;
- Daniel Cvetkovski and Rebecca Marsh attended the 2011 Secondary School Student Leadership Program for School Captains held at Parliament House and met the Governor Marie Bashir;
- Kodi Graham and Rebecca Kotsaplas attended the Young Women’s Leadership Seminar at Parliament House; and
- Student leaders held a gelato day stall to raise money for the construction of the school mural.

Learning Support

The Learning Support Team continued to support and cater for students with various learning needs in the mainstream. The following support programs for students were undertaken:
• Literacy and Numeracy remediation programs which targeted 20 Year 7, 25 Year 8, 17 Year 9 and 11 Year 10 students through accommodations and adjustments to KLA programs, team teaching and small group withdrawal. All students were identified and supported by Individual Learning Plans and extra professional development to support these students’ learning was provided through faculty and whole staff meetings throughout the year;

• Individual Education Plans for 11 mainstream students with particular learning needs attracting State Integration funding, to enable them to access the curriculum on the same basis as other mainstream students;

• A state funded program supporting vulnerable 15-19 year olds at risk of early school exit supported 30 Year 10 and 11 students, through parent and student interviews with the careers adviser, additional training courses to develop work placement skills, individual travel training, work site support and specific individual transition plans;

• Work placement for students at risk of not successfully engaging at school until the age of 17;

• Attendance at the Future Focus Program by targeted students in Years 8 and 9 at risk of not completing school; and

• Special Provisions for external examinations for 1 student in Year 12 and 8 students in Year 10.

SUPPORT UNIT

The Support Unit at PPHS catered for 37 Year 7 to Year 12 students with mild and moderate intellectual impairment. Students were supported in their learning in three discrete classes each with its own class teacher and SLSO and drawing from the school’s mainstream staff to supplement student learning in practical subjects such as Industrial Arts, Home Economics and CAPA. The Support Unit continued to provide the following learning experiences for its students:

• Individual Learning plans for each student and on-going monitoring of progress and learning needs;

• Social Skills programs which addressed the needs of all students and especially 5 students with additional needs such as autism. Students participated in a wide variety of excursions and community access days to develop social competence and self confidence;

• Discrete and mainstream TAFE placements for 3 Year 11 and 3 Year 12 students;

• Supported work placement in job crews for 10 Year 10 students;

• A variety of individual work experiences for 9 Year 10-12 students; and

• Individual Transition meetings for 20 Year 10 -12 students.

All 7 Year 12 students successfully achieved the Life Skills HSC and all 10 Year 10 students achieved the Life Skills School Certificate.

Academic

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Literacy – NAPLAN Year 7

In all facets of Literacy (Reading, Writing, Spelling, Grammar and Punctuation), Year 7 students at Picnic Point High School were above the state average. Fewer students scored in the bottom bands compared to the state. 81.5% of students scored in the middle (bands 6 and 7) and top (bands 8 and 9) bands in Reading, 82.6% in Writing, 88.2% in Spelling and 79.1% in Grammar and Punctuation.

Numeracy – NAPLAN Year 7

79.2% of Year 7 students scored in the middle (bands 6 and 7) and top (bands 8 and 9) bands.

Literacy – NAPLAN Year 9

Year 9 students at Picnic Point High School were above the state average for Reading, Writing and Spelling. 79% of students scored in the middle (bands 6 and 7) and top (bands 8 and 9) bands in Reading, 72.9% in Writing, 82.5% in Spelling and 68.9% in Grammar and Punctuation.

Numeracy – NAPLAN Year 9

74.1% of Year 9 students scored in the middle (bands 6 and 7) and top (bands 8 and 9) bands.

School Certificate

The school average score in the externally examined School Certificate was higher than the state average in all subjects; English, Mathematics, Science, Australian History, Australian Geography, Civics and Citizenship and Computing Skills.

In the School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

English-Literacy

The average mark in English (78.5) was above the state average (75.6). 100% of students achieved band 6, 5, 4 or 3 in the School Certificate Examination in English.

Mathematics

The average mark in Mathematics (70.3) was above the state average (68.9). 81.7% of students achieved band 6, 5, 4 or 3 in the School Certificate Examination in Mathematics.

Science

The average mark in Science (75.3) was above the state average (73.6). 98.8% of students achieved band 6, 5, 4 or 3 in the School Certificate Examination in Science.
Australian History, Civics and Citizenship

The average mark in Australian History, Civics and Citizenship (74.8) was above the state average (70.1). 98.2% of students achieved band 6, 5, 4 or 3 in the School Certificate Examination for Australian History, Civics and Citizenship.

Australian Geography, Civics and Citizenship

The average mark in Australian Geography, Civics and Citizenship (70.8) was above the state average (69.7). 89.2% of students achieved band 6, 5, 4 or 3 in the School Certificate Examination for Australian Geography, Civics and Citizenship.

Computing Skills

The average mark in Computing Skills (79.9) was above the state average (76.8). 100% of students achieved a level of competent or higher with 52.4% attaining a highly competent level in the School Certificate Examination in Computing Skills.

School Certificate relative performance comparison to Year 5 (value-improving)

The average School Certificate performance Year 5 (value-improving) was positive in all subjects. Value added growth was noticeably higher in each subject than those attained in similar School groups.

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Higher School Certificate

In 2011, 113 students sat for the Higher School Certificate. Picnic Point High School offered 36 courses including three VET courses delivered on site. Students achieved best results in Biology, Business Studies, Community and Family Studies, Standard English, Advanced English, Food Technology, Industrial Technology, General Mathematics, Extension Mathematics, Modern History, Personal Development, Health and Physical Education, Senior Science, Society and Culture, Visual Arts, VET Construction and Entertainment Industry. In all of these subjects results were above the state average.

Course Results

In the 2011 HSC in:

- Standard English the course average was 3.1 marks above the state average;
- Advanced English the course average was 2.7 marks above the state average;
- General Mathematics the course average was 5.8 marks above the state average;
- Extension Mathematics the course average was 2.2 marks above the state average;
- Biology the course average was 1.5 marks above the state average;
- Business Studies the course average was 2.1 marks above the state average;
- Community and family Studies the course average was 1.1 marks above the state average;
- Industrial Technology the course average was 7.3 marks above the state average;
- Modern History the course average was 8.4 marks above the state average;
- Personal Development, Health and Physical Education the course average was 2.9 marks above the state average;
- Society and Culture the course average was 6.1 marks above the state average;
- Visual Arts the course average was 3.4 marks above the state average;
- VET Construction the course average was 6.8 marks above the state average; and
- Entertainment Industry the course average was 2.5 marks above the state average.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Students from Picnic Point High School in the middle and high ranges of achievement have shown continued improvement in their relative performance.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

| Reading | 93.9 |
| Writing | 90.6 |
| Spelling | 92.3 |
| Grammar & Punctuation | 88.4 |
| Numeracy | 95.5 |

Significant programs and initiatives

Aboriginal education

Picnic Point High School is committed to improving the educational outcomes of Aboriginal students so that they achieve and maintain equity with the broader community.

Aboriginal students have been encouraged to engage with their culture through a variety of activities and experiences. One significant way Aboriginal students have been encouraged to engage with their culture is through participation in Belonging Day activities in Terms 2 and 3. Aboriginal students at Picnic Point High School joined with Aboriginal students from other schools in the region to develop their own performances which occurred at the second Belonging Day meeting. Aboriginal and non-Aboriginal students are encouraged to engage with Aboriginal culture as all formal activities are commenced with an Acknowledgement of country and the Aboriginal flag is flown each day of school.

Caleb Trindall of Year 8 has continued to participate in Deadly Didgz experiences, culminating in a performance at the 2011 South Western Sydney Region Aboriginal Student Achievement Awards. He has also taken part in the South Western Sydney Region Twuiga project, which included visiting the GPT Group and the Macquarie offices. Professional speakers from these organisations provided students with valuable information relating to employment opportunities. Caleb has also performed at various school events including Multicultural Day and year assemblies.
Dwayne Brown received a KARI award for significant achievement in sporting activities at the 2011 South Western Sydney Region Aboriginal Student Achievement Awards. KARI Aboriginal Resources Inc have partnered with Songbird Vocals, providing Aboriginal students in the Bankstown area the opportunity to apply for one year of free tuition. Picnic Point High School students including Jesse-May Heywood, Jasmin Williams and Melissa Petrovski have applied for this program to enhance their vocal skills.

In Term 4, the Aboriginal Education Coordinators, Danielle Elasi and Gabriella Hespe-Poulos worked with Aboriginal students to establish the Belonging Group. This group consists of Aboriginal students, Prefects and SRC members who meet three times a week (Week 3, 6 and 9) to discuss ways to enhance Aboriginal culture at Picnic Point High School. Next year, the Belonging Group aims to develop school based activities designed to celebrate significant days for Aboriginal history and culture.

**Multicultural education**

The school’s values statement *Respect for Difference* which is promoted in classrooms and staff rooms continues to be the core in fostering an inclusive and racism-free learning and working environment.

In 2011 students initiated and led a full school Multicultural Day celebration.

Multicultural Education policies are embedded in curriculum practice in all KLAs. Picnic Point High School continues to develop a multicultural focus. The school welfare structure is used to convey the message of inclusiveness and the school continues to develop explicit teaching of anti-racism and anti-discrimination.

Aboriginal students’ performance is monitored as part of the school’s Students at Risk and Learning Support programs. Advanced and additional support is offered where necessary. This year, the Norta Norta program has provided Aboriginal Senior students with additional learning support. Students received individual tuition to enhance their literacy and numeracy skills in preparation for examinations.

Additionally, the Aboriginal Education Committee consisting of Danielle Elasi, Gabriella Hespe-Poulos and Adam Baczynskyj has been developing Personalised Learning Plans (PLPs). These plans are designed to provide assistance for Aboriginal students in achieving goals relating to school learning and extra-curricular activities such as sports or creative arts. Each plan is tailored to suit the individual needs of students based on reviews of academic performance, NAPLAN results and attendance records as well as consultation with students and parents.
Progress on 2011 targets

Target 1

Improved student performance in NAPLAN, SC with a focus on Numeracy measured by:

- Decreasing the number of Year 9 students at or below the national minimum standard to less than 16% of the cohort (less than 28 students); and
- Increasing the number of Year 9 students at proficient standard (bands 9 and 10) to more than 20% of the cohort (more than 36 students).

Our achievements include:

- Successful introduction of Mathletics to Years 7, 8 and one class in Years 9 and 10;
- Renewed teacher confidence in the incorporation of numeracy into their teaching programs;
- Each faculty programmed a lesson/assessment task for their Year 8 class to be taught in each term that embeds the numeracy strand planned for the term;
- 26% of Year 9 students were at or below the minimum national standard in NAPLAN;
- An increase by 23% (20) of higher bands (6,5, and 4) in the Mathematics School Certificate;
- Enhanced Numeracy strategies in all teaching programs;
- 25% of Year 9 students were at proficient standard; and
- A reduced gap between the achievement of Aboriginal students and all students.

Target 2

Improved student performance in NAPLAN with a focus on Literacy, as measured by:

- Decreasing the number of Year 9 students at or below the national minimum standard in writing to less than 15% of the cohort (less than 27 students); and
- Increasing the number of Year 9 students at proficient standard in writing (bands 9 & 10) to more than 23% of the cohort (more than 40 students).

Our achievements include:

- Reduced literacy achievement gap between Aboriginal students and all students;
- Enhanced Professional Learning to increase teachers capacity in identifying and addressing student literacy learning needs;
- Greater staff confidence in improving student learning outcomes in literacy;
- Professional Learning programs for marking NAPLAN Writing Tasks;
- 21% of Year 9 students achieved at proficient standard in writing and spelling; and
- 18% of Year 9 students achieved at or below the minimum national standard in spelling.

Target 3

Increase the number of students that complete Year 12 or enter recognised vocational training to 90%.

Our achievements include:

- Increased school retention rate data for all students including Aboriginal students;
- The top 50 boys and girls academic achievers at the end of each semester were published;
- Improved attendance rates;
- More students receiving merit certificates;
- Improvement in the quality of student subject books;
- A decrease in student suspensions;
- Fewer BOS letters and Millenium negative referral data; and
- More students involved in the school’s leadership programs.

Target 4

Create confident staff and student users of Information and Communication technologies and enhance the use and increase access to Information and Communication Technologies for teaching and learning.
Our achievements include:

- An updated and enhanced school website;
- More effective use of Information and Communication Technologies for teaching and learning and in particular the use of interactive white boards and laptop software;
- ICT skills embedded in Years 7-10 teaching and assessment programs;
- Effective and increased use of Information and Communication Technologies resources throughout the school by staff and students;
- A 9% increase in the number Highly Competent results in the Year 10 School Certificate Computing Skills examination;
- More students, classes and teachers using Information and Communication Technologies in teaching and learning;
- Increased use of technology resources throughout the school by staff and students; and
- Improved student engagement in learning.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Mathematics and English.

Educational and management practice

Background

The school sought the opinions of parents, students and teachers on School Culture. The evaluation tool used was the SchoolMap Culture Survey developed by the School Accountability and Improvement Directorate of the Department of Education and Training (DET). The purpose of the school’s survey was to support the analysis of the school’s operation and encourage reflection amongst different groups within our school’s community on where the school is and where it wants to be in relation to aspects of school culture. The information gathered highlighted the perceptions of staff, students and parents and identified any areas of disagreement between or within the responding groups and provided direction for further and more precise investigation.

Findings and conclusions

- the survey indicated clearly that the school is valued as an effective Learning Community with a focus on student welfare and improved student learning outcomes;
- the staff agreed that school’s structures and strategies recognise and celebrate achievement rewarding and praising students who are successful. This was supported to a lesser degree by parents and students;
- the parent community is very proud of the school;
- staff, and to a lesser degree students and parents see the school as one where the main priority is meeting the needs of its students;
- parents and students indicated strongly that the school welcomes and encourages new students and their families to be involved in school activities. This was not shared to the same degree by staff that indicated that more could be done in this area; and
- staff indicated that the school understands and responds to the context of its community but parents and students believe the school could improve its awareness and understanding of the community it serves.

Future directions

Whilst teachers agreed that school structures are in place to recognise and celebrate achievement this opinion was not shared to the same degree with students and to a larger degree with parents. There is a need to investigate reasons for the differing perceptions of students and parents and develop strategies to ensure opinions of staff, students and parents are in alignment.

Similarly staff agreed that the school culture promotes student learning outcomes but this was not shared with students and to a larger degree with parents. The school needs to do more to promote improved learning outcomes for students and encourage students to achieve their best.
Curriculum

English

The English Faculty is a consistently performing faculty. In developing a rationale for the evaluation, the staff under the guidance of the Head Teacher, identified the following focus areas of evaluation: quality teaching, student engagement and quality assessment tasks.

Findings and conclusions

All English teachers were involved in the evaluation which included student and staff interviews and parents were surveyed using an online tool, totaling 286 responses.

Quality teaching and student engagement was evident as students and parents believe that English lessons are well prepared and that staff use a variety of different teaching techniques in order for students to reach their full potential. Students believe that English teachers set high expectations and felt comfortable in seeking assistance when they found work challenging. Feedback on assessment tasks showed they were engaging and useful for future learning. Students stated that the quality of student-teacher relationships added to their learning and achievement in the subject, and ultimately course satisfaction.

Assessment tasks encouraged students to use established skills and to test more challenging skills in a variety of learning opportunities.

Students and parents acknowledged that staff are well prepared for lessons and used a variety of techniques to engage all students in their learning.

Future Directions

The results from the evaluation suggest the following directions for improvement:

- Students be encouraged to use diaries as a tool for organising learning and assessments; and
- Teachers are to continue to build strong relationships with students to promote engagement in learning and ultimately success.

Mathematics

Background

In 2011 the Mathematics faculty completed the curriculum evaluation process, evaluating student engagement, satisfaction of teaching and learning, quality teaching, assessment and homework.

Findings and Conclusions

The following issues were identified through interviews with students and staff, and parents surveyed using an online tool, totalling 337 responses.

It was found that students displayed a high level of engagement in the faculty and that lessons were well prepared and differentiated based on ability. Staff displayed a strong commitment in setting high expectations and students felt comfortable in seeking assistance in challenging areas of Mathematics.

Students stated that they had a good grasp of assessment task requirements and staff acknowledged that tasks were of a high standard.

Students acknowledged that students were well catered for and most students displayed a positive approach to learning in this subject, and this was directly linked to the enthusiasm displayed by the teaching staff.

Students and parents acknowledged that staff are well prepared for lessons and used a variety of techniques to engage all students in their learning.
Future Directions

The following strategies for improvement are in place for 2012:

- Staff have reviewed all programs and have introduced opportunities for group work, where appropriate;
- The Mathematics faculty website will be regularly updated as a tool for sharing information;
- As more IWBs are purchased, Mathematics lessons will become more interactive; and
- More regular use of the school diary as a communication tool with home.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about strategies to improve readiness for High School.

Group meetings were used to survey and collect the opinions of staff, students and parents. Their responses are presented below.

Year 6 parents: Thinking of going to high school, if you or your child is not completely ready for high school, what else needs to be done?

<table>
<thead>
<tr>
<th>By you</th>
<th>By the child</th>
<th>By the primary school</th>
<th>By the high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Organise transport; walk the route</td>
<td>- Be more engaged in the process</td>
<td>- Keep Year 6 motivated through more academic work</td>
<td>- More visits by primary school students</td>
</tr>
<tr>
<td>- Set up routines</td>
<td>- Use diary a lot more</td>
<td>- Give Year 6 assignments each term</td>
<td>- Opportunities for Year 6 students to ask questions of Year 7 students</td>
</tr>
<tr>
<td>- Obtain resources to help with homework</td>
<td>- Be less nervous about child going to high school</td>
<td>- Teach students study skills</td>
<td></td>
</tr>
<tr>
<td>- Continue to support child and maintain communication</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Year 7 parents: Thinking about how ready you or your child was for high school, what else could have been done?

<table>
<thead>
<tr>
<th>By you</th>
<th>By the child</th>
<th>By the primary school</th>
<th>By the high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate to parents that child is ready for high school by being responsible and doing homework</td>
<td>- Talk to children</td>
<td>- More interaction with high school – primary teachers don’t always know the answers to questions about high school</td>
<td>- More contact with the primary school throughout the year</td>
</tr>
<tr>
<td>- Don’t commit to too many outside activities</td>
<td>- Make sure children have all equipment</td>
<td>- Give more homework to prepare students for High School load</td>
<td></td>
</tr>
<tr>
<td>- Prove to mother that child is a good student so that she won’t worry</td>
<td>- Use internet to research ways to help their children</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 6 students: Thinking about going to high school, if you or your family is not completely ready for high school, what else needs to be done?

<table>
<thead>
<tr>
<th>By you</th>
<th>By the family</th>
<th>By the primary school</th>
<th>By the high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate to parents that child is ready for high school by being responsible and doing homework</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Don’t commit to too many outside activities</td>
<td>- Talk to children</td>
<td>- More interaction with high school – primary teachers don’t always know the answers to questions about high school</td>
<td>- More contact with the primary school throughout the year</td>
</tr>
<tr>
<td>- Prove to mother that child is a good student so that she won’t worry</td>
<td>- Make sure children have all equipment</td>
<td>- Give more homework to prepare students for High School load</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the child</th>
<th>By the family</th>
<th>By the primary school</th>
<th>By the high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learn study skills</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Learn time management</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Learn exam and research skills</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Implement study skills program for Year 5 and 6 students</td>
<td>- More interaction with high school – primary teachers don’t always know the answers to questions about high school</td>
<td>- Give more homework to prepare students for High School load</td>
<td></td>
</tr>
<tr>
<td>- Have higher expectations</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Use Year 6 to consolidate learning</td>
<td>-</td>
<td>-</td>
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<tr>
<td>- Give students more responsibility for homework</td>
<td>-</td>
<td>-</td>
<td></td>
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<tr>
<td>- Information sessions for parents</td>
<td>-</td>
<td>-</td>
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<tr>
<td>- Giving students tasters of activities</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
Year 7 students: Thinking about your transition from primary school to high school, what else could have been done?

By you
- Being more organised and prepared
- Faced fears
- Talk more to older siblings
- Ask more questions of Year 7 students

By the family
- More help to get organised
- Ask more questions

By the primary school
- Talk through what would happen
- Use a diary for homework and assignments
- Have separate times for subjects
- Have a timetable that changed each day

By the high school
- Information booklet
- First day easy - not crowded
- Tips on getting organised

- improving student engagement and retention;
- accommodations and adjustments for all students with learning needs;
- early career teacher mentoring; and
- teacher career development.

The strategies used to deliver professional learning have been School Development Days, guest speakers and presenters, staff meetings (involving all teachers) and small group faculty meetings, in addition to individual training activities delivered inside and outside of the school.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Professional learning

The school’s Professional Learning Team plans, implements and evaluates professional learning. The team consists of a Deputy Principal, Head Teachers and classroom teachers. The Professional Learning Team has representation from across the school. Professional Learning funds have a clear link with the School Management Plan, departmental priorities, the achievement of improved learning outcomes for students and the development of individual staff and faculties.

The average expenditure per teacher on professional learning at the school level was $600.

In 2011, Professional Learning Funds were used to support the following areas which had been identified in the School Management Plan:

- improving literacy and numeracy across the curriculum;
- ICT education;
- Quality Teaching and Learning;
- improving student engagement and retention;
- accommodations and adjustments for all students with learning needs;
- early career teacher mentoring; and
- teacher career development.

Target 1

Improve student engagement and attainment measured by:

- Decreasing the number of negative student discipline and welfare referrals by 5%; and
- Increasing the number of students that complete Year 12 or enter recognised vocational training to 92%.

Strategies to achieve this target include:

- Provide professional learning opportunities for staff to learn about and respond to the learning habits of students;
- Adjust faculty programs and teaching practices to better engage student in learning activities;
- Establish an extension class in Year 7, 2012;
- Establish personalised school to work plans developed from Year 9 onward;
- Provide professional learning about different styles of delivery in the classroom;
• Strengthen and enhance the merit system;
• Change culture of staff to issuing rewards;
• Continue Deputy Principal Morning Tea and Year Assemblies;
• Diversify and strengthen the range of learning opportunities;
• Evaluate current VET frameworks and identify future course offerings;
• Align student abilities and needs to an appropriate program of study;
• Continue to strengthen quality student wellbeing programs;
• Expand the Student Leadership Program; and
• Encourage more student initiatives led by the SRC.

Our success will be measured by:
• Increased faculty participation in professional learning opportunities by targeting staff;
• Showcasing of faculty teaching practice(s) at staff meetings;
• Students at greatest risk of disengagement identified early;
• Successful transition from Primary School to High School;
• Greater number and range of students recognised for achievement;
• Increased number of awards distributed;
• Establishment of new courses which better cater for student needs;
• Suitable opportunities for students exiting school before the completion of Year 12;
• Greater acceptance of leadership in the school culture; and
• Increase participation in wellbeing programs.

Target 2

Improve School Leadership and Management as measured by every staff member:
• participating in at least one registered external or e-module professional learning activity in 2012;
• having a leadership role either within the facility or whole school;
• having a personal professional learning plan; and
• benchmark learning data for each learning cohort as they progress through school.

Strategies to achieve this target include:
• Remind staff members on how to access the MYPL web site;
• Communicate relevant professional learning activities directed at individual teachers;
• Staff reporting back on professional learning activities at staff meetings;
• Professional learning in team groups at staff meetings with groups being led by classroom teachers;
• Increased professional discussions between individual staff members and their curriculum leader;
• Information provided on how to compile a professional learning folder;
• Supporting staff with career aspirations;
• Identifying staff with holistic leadership skills that can be further developed and encouraged;
• Tracking of faculty data eg (examinations, assessment tasks);
• Support for classroom teachers to develop and adapt teaching strategies to cater for differing learning styles of the students in their classes;
• Develop a variety of means to have staff input and their opinions included in whole school decision making processes eg use of survey monkey, faculty discussion and reporting back to executive;
• Organise a roster to have one faculty shadow to attend executive meetings on a rotational basis; and
• Identifying and offering opportunities for teachers to fulfil whole school duties and providing suitable rewards.
Our success will be measured by:

- Increased number of staff participating in registered professional development programs;
- Increased professional learning activities that are facilitated by a cross section of the school staff;
- All staff having a professional development plan linked to career planning, professional learning, performance and student outcomes;
- Increased staff knowledge of their students’ current learning status and how they have progressed;
- Higher numbers of staff indicating that they have a valued and valid role in school decision making;
- Layers of shadowing processes to develop leadership skills and capacity; and
- Broader range of staff taking on whole school organisational extra curricula and school improvement roles and responsibilities.

Target 3

Improve Numeracy outcomes for all students measured by:

- increasing Year 9 students at proficient standard (bands 9 & 10) to at least 29% of the cohort (at least 49 students); and
- decreasing the number of Year 9 students at or below national minimum standard to less than 8% of the cohort (less than 14 students).

Strategies to achieve this target include:

- Identify targets and teaching strategies from NAPLAN and school based data to improve, monitor and track student progress;
- Mathletics for Years 7, 8 and 9 (and one class in Year 10)-note to parents to log on and monitor child’s progress in Mathletics;
- Identify their areas of weakness for all students based on their Year 7 NAPLAN results;
- Reduce class sizes of Year 8 Maths classes (7 classes);
- Develop PLP’s for all Aboriginal students and create in class learning hubs for Aboriginal students;
- Mathematics Extension program (Maths Olympiad) for Gifted and Talented students in Year 7 and 8;
- Each faculty embed numeracy into a lesson/assessment task/unit of work into Year 7 & 8 classes which embeds the numeracy strand for the term;
- Professional development to provide teachers with strategies of embedding numeracy into their unit of work;
- Provide targeted professional learning programs to build whole school capacity to improve student numeracy; and
- Piloting all boys and all girls Mathematics classes in Year 8.

Our success will be measured by:

- NAPLAN data accessed and analysed to inform teaching and make decisions;
- Mathletics incorporated into assessment and reporting for Year 7 and 8;
- Increased staff knowledge and awareness of students’ ability and learning progress;
- Achievement levels of Aboriginal students matching those of non-Aboriginal students;
- Numeracy content embedded into teaching programs in all KLA’s;
- Staff attending professional development workshops;
- More students achieving growth in NAPLAN numeracy results; and
- Reduced difference between girls and boys level of achievement in NAPLAN Numeracy results.

Target 4

Improve Literacy outcomes for all students measured by:

- Increasing the percentage of students achieving proficiency (bands 8 and 9) in Year 9 NAPLAN Reading from 28% to 37% by
increasing individual results by 2 points. (62 students);

- Increasing the percentage of students achieving proficiency (bands 8 and 9) in Year 9 NAPLAN Writing from 24% to 42% by increasing individual results by 2 points (71 students);

- Increasing the performance of students achieving proficiency (bands 8 and 9) in Year 9 NAPLAN Spelling from 42% to 48% by increasing individual results by 2 points (81 students); and

- Increasing the performance of students achieving proficiency (bands 8 and 9) in Year 9 NAPLAN Grammar and Punctuation from 21% to 39% by increasing individual results by 2 points (66 students).

Strategies to achieve this target include:

- English faculty have Year 7 sustained private reading once a cycle;

- Reading at home program – parent supervised;

- Every teacher (all faculties) modeling reading which is of a high standard, is sustained and with an emphasis on a high level of engagement with subject-specific text. Emphasis on subject-specific vocabulary and comprehension strategies. To be done once a cycle in every class;

- Across – faculty Spelling tournaments based on subject specific language;

- Grammar – themed periods of time (eg cycle) devoted to teaching of appropriate grammatical devices as indicated in NAPLAN results;

- Peer–mentored Reading improvement program;

- Additional class in Year 7 to support students with literacy learning needs in 3 smaller classes (maximum 20 students);

- Team teaching and small group withdrawal to support students with specific learning needs to access curriculum and improve literacy skills;

- ILPs for students with learning needs;

- Adjustments/accommodations to faculty teaching programs;

- Full staff meeting and faculty-based professional learning to develop literacy teaching strategies to meet individual needs of students as indicated in ILP;

- Additional specific and sustained learning support in reading and writing for higher achieving students (as per NAPLAN) to teach higher-order writing and reading skills needed in Stage 5 and Stage 6;

- On-going remediation programs for students with learning difficulties in transition to Stage 5 and Stage 6;

- Whole-school professional learning for increased focus on higher-order reading and writing skills;

- Professional learning time for teachers to increase awareness of individual learning needs of Aboriginal students and develop specific learning strategies; and

- Review meetings with the co-ordinator for Aboriginal students to monitor literacy progress and adjust PLP’s as needed.

Our success will be measured by:

- Increased proportion of students meeting or exceeding proficiency standards in literacy in accordance with state and regional targets;

- Decreased proportion of lowest performing students not meeting minimum literacy standards in accordance with state and regional targets;

- Sustained student literacy growth through key transition points from Year 7 to Year 12; and

- Reduced literacy achievement gap between Aboriginal students and non-Aboriginal students.

**Target 5**

Reducing the gap between Aboriginal students and non-Aboriginal students.

Strategies to achieve this target include:

- Aboriginal co-ordinators to develop PLP’s by liaising with staff and parents regarding
areas for student improvement (literacy, numeracy, engagement and attendance);

- Analysis of NAPLAN and school report DATA;
- Presentation of PLP’s to staff;
- Annual review and evaluation of PLP’s;
- Creating an intranet link for staff to access information, Policy and PLP;
- Allocation of time at staff meetings and SDD’s to address various aspects of the policy;
- Review of retention and destination DATA, evaluation of in-school structures to support retentions, specifically student monitoring, welfare and curriculum;
- Publishing a list of names with photos every year;
- Aboriginal students whose attendance is cause for concern to be identified and counseled;
- Review and evaluate faculty programs to implement relevant learning experiences based on ATSI as the First Peoples of Australia;
- Promote cultural activities through the use of role models from the indigenous community. Eg sport, Elders, dance, music, art, drama to increase awareness of ATSI’s;
- Celebrate significant Aboriginal Days and Events eg Reconciliation Week, NAIDOC week;
- Explain the significance of “The Welcome/Acknowledgement to Country” at the first formal assembly of the year;
- Purchase relevant resources to complement specific programs; and
- Analysis of Smart Data; and
- Increased level of engagement of Aboriginal students through use of significant and relevant activities that accommodate their individual learning style.

Our success will be measured by:

- All Aboriginal students having a Personalised Learning Plan;
- Greater time allocated at staff meetings and development days and professional learning opportunities to address AETP Policy;
- Increased daily attendance rates and students completing HSC;
- School based programs encompassing the histories, cultures and experiences of ATSI and people as the First Peoples of Australia;
- Efficient allocation of funds to assist in developing faculty programs and resources;
- Smart DATA analysis; and
- Reduced gap between Aboriginal students and non-Aboriginal students.

**Target 6**

**Curriculum and Assessment**

Strategies to achieve this target include:

- Publish course outline booklets for 7-10 with calendar of when tasks are to be held;
- Spread Year 7-10 examinations period over 1 ½ -2 weeks with a timetable;
- Planning a sequence of teaching and learning programs that will sustain students throughout Year 10 due to the removal of Year 10 School Certificate exams;
- Faculty planning time to expand/re-organise current programs;
- Professional learning on implementation of NSW Record of School Achievement, patterns of grades in stage 5 courses as published by BOS;
- Access BOS assessment materials developed in 2012;
- Professional Learning on Preliminary Course performance descriptors and consistency in awarding grades;
- Plan for Year 7-10 English, Mathematics, Science, History National Curriculum implementation in 2014;
- Attendance at professional learning activities provided externally;
- Writing assessment and programs for the National Curriculum;
- Provision of time in faculty meetings and planning days;
Monitoring and evaluation of the development of new programs;
Targeted professional development on differentiation within assessment (learning styles);
Provide samples and resources which are faculty specific;
Give students a scaffolded marking criteria that can be used for a variety of topics chosen by the student;
Establish a Year 7 extension class;
Staff team building – regular meetings about expectations;
Access to laptops for the Year 7 extension class; and
Professional Learning about what quality feedback looks like.

Our success will be measured by:

- A reduction in the number of examinations scheduled for each day of the examination period;
- Year 10 students engaged with relevant teaching and learning programs until the end of Term 4;
- Relevant Year 10 assessment strategies implemented for Year 10 in line with the NSW BOS Record of School Achievement;
- Preliminary grades awarded satisfy BOS monitoring;
- Year 7-10 Teaching and Learning programs ready for implementation in Term 1 2014 in Mathematics, English, Science, History;
- Assessment tasks align with the quality teaching framework, focusing on significance, student direction and differentiation (accessible at all levels); and
- Growth in Year 9 NAPLAN results.

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**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mr Wolly Negroh Principal
Mr Steve Schomberg Deputy Principal
Mr Adam Baczynskyj Deputy Principal
Mrs Christine Butters P&C President
Mrs Michele McGregor School Council President
Ruby Leigh Tonks School Captain
Mrs Cheryl Wardrop HT Home Economics
Ms Vicki Stavros HT Welfare
Mrs Irmgard Heap HT Learning
Mr Paul Burgess VET Co-ordinator

**School contact information**

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: