Our school at a glance

Students
In 2012 there were 1026 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 2012

Literacy – NAPLAN Year 7
The average literacy mark of students at Picnic Point High School in 2012 was higher than the state average in writing but below state averages in reading, spelling, grammar and punctuation.

Numeracy – NAPLAN Year 7
A higher percentage of Year 7 students at Picnic Point High School achieved the highest band in numeracy compared to the average results from 2008-2012. The average mark for numeracy (527.8) was below the state average (536.3).

Literacy – NAPLAN Year 9
Student results in literacy were higher than the state averages in all areas; reading, writing, spelling, grammar and punctuation.

Numeracy – NAPLAN Year 9
Year 9 numeracy results for students at Picnic Point High School showed a continued reduction in the percentage of students in the lowest band. The school’s average score (576.6) was below the state average (585.4).

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 held a very successful celebration in 2012 to acknowledge its 50 year anniversary. This celebration was an outstanding example of students, staff, parents and community members working together to achieve an outstanding commemoration.

The school population has grown to 1026 students in 2012. The school is 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 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 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 shows.

The growth in student population has enabled the school to offer a very comprehensive and diverse curriculum (including three Vocational Education and Training framework courses; Construction, Entertainment 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 recently upgraded many of its facilities and teaching resources, due to the support of the State and Federal Governments and generous support from a very active and supportive Parents and Citizens Association. Our new facilities include:

- a Food/Hospitality commercial cooking room;
- connected classrooms technology enabling video conferencing;
- 17 interactive white boards;
- an international sized sporting gymnasium;
- a weights and fitness room;
- a drama and dance room;
- 6 modernised Science laboratories;
- a refurbished Science staffroom;
- a 25 seat school bus; and
- a technology learning space in 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 cannot 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 2013 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
Principal

P & C message

The Parents and Citizens Association at Picnic Point High School is a small but active group of parents who uphold the philosophy of the P&C by supporting staff and students at the school. We are seen as and pride ourselves on being active partners in the school community.

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.

At the beginning of 2012 our focus was very much on organising and celebrating the school’s 50th Anniversary which was held at the end of March. We worked closely with the staff and students to showcase our school to past students and staff through an open day and Anniversary Dinner. We had some 1000 visitors to the school during the day and over 600 attended the dinner at night.

Following the anniversary, we shifted our energy to activities in and around the school. Once again we attempted some fundraising activities which were minimally supported and this has led us to rethink our strategy in terms of supporting the school financially. The canteen has been our key revenue raiser and the area in which we will concentrate our efforts in 2013.

During 2012 we were able to contribute $50,000 to the school to fund resources for use across the faculties. Most of this was generated from canteen sales.

Some of the resources purchased included tools for the Industrial Arts faculty, data projectors for English, Science laboratory equipment, teaching DVD’s for VET Construction, gymnastics mats for
PDHPE, computers for CAPA, whiteboards for Mathematics, a sewing machine for Home Economics, wall maps and globes for Social Sciences, reading boxes for Learning Support, a TV and DVD player for History and a variety of different items for the IM and IO classes.

On a more community oriented path, members of the P&C ran a “drinks stand” for children and families visiting the school for the Information Night. We also hosted a Welcome to Year 7 BBQ for students and their families at the beginning of the school year. This provided the opportunity for teachers, students and parents to meet on an informal basis. Halfway through the year we managed an information area at the Parent Teacher interview nights assisting to direct parents with where teachers were located. Toward the end of the year we compiled orientation packs ready for sale to the incoming Year 7 students.

For some years now P&C members have maintained a uniform pool with preloved uniforms. We hold a sale twice a year, which assists many families to clothe their children in the correct school uniform at a very reasonable price.

2012 was another very positive year for the P&C with a few new members joining us regularly. We also farewelled one of our long term volunteers, Sue Morgan who had held the role of Vice President and had been very active and supportive throughout the past six years. We will be looking to increase the number of parents attending P&C meetings in 2013, as some of our current active members are nearing the end of their high school “career”.

Christine Butters
P & C President

Key issues addressed include school policies, budget and strategic directions. The School Council monitors and ratifies the school's annual planning and budgeting process, reviews income and expenditure data throughout the year, develops broad policies in relation to education and student welfare and ensures that school facilities meet the needs of the school community.

In addition, the Council provides the parent/community representative to sit on Merit Selection Panels. In 2012 several panels were conducted to fill vacant positions, including Head Teacher Social Science and Head Teacher Teaching and Learning.

Michele McGregor
School Council President

Student representative’s message

The SRC and Prefects have been extremely successful in 2012 assisting, benefiting and supporting Picnic Point High School in terms of leadership.

The Prefects were involved in the general running of the school; this includes tasks such as distributing the rolls in the morning, working in the canteen and reading the daily notices on assembly. At our weekly Prefect meeting we discussed upcoming events and anything that we wish to implement in order to benefit the school community. The Prefects have also worked hand in hand with the SRC, attending the SRC meetings in order to work as a team to contribute to the school.

In 2012, the SRC and Prefects worked towards bringing the school together as a whole. At our leadership camp, leadership workshops and several meetings, we were able to work together to develop an event for whole school participation – the Mini Olympics. This involved long hours of organisation and working together as a school leadership body to ensure that the day was a success. We played games, watched performances, sold some delicious food and raised money for the school.

Furthermore, the SRC and Prefects were responsible for raising money for the school and
charities through events such as cake stalls. The outstanding work of the SRC and Prefect body has assisted in the school community coming together as a whole and has benefited the school in many ways. We are very pleased with everyone’s efforts in 2012 and we hope to continue this amazing success in the years to come.

Christopher Bush and Stephanie Deering
School Captains

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.

Student enrolment profile

Student attendance profile

Management of non-attendance

At Picnic Point High School attendance is monitored regularly. The school’s Millennium program sends a text message to parents to indicate an absence or late entry by a student. Year Advisers and their assistants check student attendance and communicate with families if any irregularity is identified. The Head Teacher Welfare works with the Home School Liaison Officer to conduct regular attendance reviews.

Post-school destinations

Of the 121 students who sat the HSC, 55 accepted an offer to study at University. 37 enrolled in TAFE or private colleges. 10 students commenced an apprenticeship or traineeship. A further 19 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 2012, 35 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 educational qualification.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>49</td>
</tr>
<tr>
<td>Teacher of Mod. Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>84.2</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on the Indigenous composition of their workforce.

At Picnic Point High School 1% of the workforce is of Indigenous background.

**Staff retention**

At the end of 2012, 4 teachers retired and 2 teachers accepted offers at another school.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9</td>
</tr>
</tbody>
</table>

**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>
<th>30/11/2012</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $410,329.82
- Global funds: $489,760.20
- Tied funds: $263,292.09
- School & community sources: $485,275.68
- Interest: $23,946.87
- Trust receipts: $202,004.48
- Canteen: $0.00
- Total income: $1,874,609.14

**Expenditure**

- Teaching & learning:
  - Key learning areas: $145,886.04
  - Excursions: $130,532.68
  - Extracurricular dissections: $130,060.16
- Library: $10,554.42
- Training & development: $5677.57
- Tied funds: $262,113.78
- Casual relief teachers: $122,999.22
- Administration & office: $235,506.45
- School-operated canteen: $0.00
- Utilities: $113,052.89
- Maintenance: $57,840.03
- Trust accounts: $203,143.21
- Capital programs: $47,113.30
- Total expenditure: $1,464,479.75

**Balance carried forward**: $410,129.39

A full copy of the school’s 2012 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 2012

#### Achievements

**Academic**

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</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>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

To access this, click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

#### Higher School Certificate

In 2012, 121 students sat for the Higher School Certificate. Picnic Point High School offered 26 courses including three VET courses delivered on site. Students achieved best results in Ancient History, Community and Family Studies, English Standard and Advanced, Mathematics General and 2-Unit, Industrial Technology, Information Processes and Technology, Music, Senior Science, Society and Culture and Textiles and Design. In all of these subjects results were above the state average.

Overall, students achieved 26 band 6 results and 175 band 5&6 results. Data from HSC students’ relative performance from Year 10 shows...
continued improvement in the achievements of those students in the ‘high’ performance range.

<table>
<thead>
<tr>
<th>HSC: Relative performance from Year 10 (value-added)</th>
</tr>
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<tbody>
<tr>
<td>Performance Band</td>
</tr>
<tr>
<td>School 2012</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG Average 2012</td>
</tr>
<tr>
<td>Note: By definition, the State average relative performance is zero</td>
</tr>
</tbody>
</table>

Arts

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

Nicole Thornton (vocals) was selected to be part of the Bankstown City Talent Advancement Program.

Timothy Easterbrook (violin) was selected to perform with the DEC Arts Unit ensembles.

Jasmine Ziher and Holly Deane were successful in gaining placement in the State Dance Ensemble.

Christopher Edwards (Entertainment) was a successful applicant to participate in the Schools Spectacular Alley Crew.

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 for boys, and second for girls and third for boys in cross country. Picnic Point was awarded the Zone champion school for both the boys and the girls.

Brandon Grochala was awarded a CHS Blue award for swimming while Ashleigh Gardener was awarded a CHS Blue for cricket. Samantha Abbott was awarded a Regional Blue for swimming, Maddie Pirie for athletics and Mary Molloy for cricket, which is the highest accolade achievable in the Sydney South West Sport Association. Samantha Abbott was awarded the Premier’s Sporting Challenge scholarship for her achievements.

Best results for NSW CHS

- Brandon Grochala winning gold in the 100m fly, silver in the 100m backstroke and a bronze medal in the relay;
- Samantha Abbott being crowned CHS age champion. Sam won 3 gold and 1 silver at CHS level. She won 2 gold (200m backstroke and 200m individual medley) and 1 bronze in the 400m at national levels and a silver medal at CHS cross country;
- Stacey Hayward achieving third place in U/14s 800m;
- Chloe Larcombe making the NSW All Schools U/15s netball team;
- Maddie Pirie winning gold in the 200m and silver in the 100m at CHS level;
- Kyla King winning a silver medal in 100 and 200m 15s age group;
- Mary Molloy making the CHS Second XI in cricket;
- Ashleigh Gardener for being selected in the CHS Cricket First XI and being named player of the carnival; and
- Rhiannon Hanson, Shannen Caffrey and Maddie Pirie winning for the silver medal at the CHS cross country.

The Creative and Performing Arts faculty showcased events including music concerts, MADD (Music, Art, Dance and Drama) Night and Evening of Dance.

Students were involved in the Regional Drama Festival, Regional Dance Festival and the Bankstown-East Hills Dance Festival.
Picnic Point also entered 14 teams in state knockout competitions and results included:

AFL - Regional Champions;

Baseball - Girls: third in NSW;

Basketball - Girls Open: state semi-finalists;

Basketball - Girls under 15s: final 20 in NSW;

Cricket – Boys: Regional Champions;

Cricket – Girls: Regional Champions;

Touch Football – Boys: regional semi-finalists;

Touch Football – Girls: regional semi-finalists;

Water Polo – Open Boys: final 20 in NSW;

Water Polo – 15s Boys: fourth in NSW.

In swimming, 43 students competed in the Zone Carnival. 7 of our students were Zone Age Champions. 41 students attended the Regional Carnival with 1 Age Champion. 17 were selected to represent Sydney South West at the State Carnival with 1 Age Champion and 2 students competed at the All Schools Championships and delivered some outstanding performances.

In cross country, 85 students attended the Zone Carnival and 6 were Age Champions. 31 students attended the Regional Carnival with 1 Age Champion and 9 students were selected to represent Sydney South West at the CHS Carnival.

In athletics, 70 students attended the Zone Carnival and 3 were Age Champions. 44 students attended the Regional Carnival and 9 students were selected to represent Sydney South West at the NSW CHS Carnival.

Vocational Education and Training

In 2012 three VET, (Vocational Educational & Training) framework courses, Construction, Entertainment and Hospitality were offered in Years 11 & 12.

Five trained VET teachers (including 2 Head Teachers), the Careers Adviser and Principal 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 2012, 109 Year 11 and 12 students studied school VET Courses. 53 students sat the HSC examination, achieving a high number of band 4 and 5 results across all frameworks and validating the strong delivery of VET in this school.

In meeting the compliance requirements for the delivery of VET in schools, the VET faculty remained focused on keeping the high standard in School Management, Learning and Assessment and Workplace Learning through an ongoing process of self-improvement and evaluation.

In 2012 the school participated in an external VET audit by the South Western Sydney Region Vet directorate. This was very successful and findings of this audit were implemented into the VET continuous improvement plan.

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 industry standard appropriate resources in readiness for work placement experiences and to enter the workforce.

In Hospitality, 9 students completed the HSC and 4 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. Brodie Merchant received the Rotary Youth District Vocational Award for Excellence in Hospitality.

In VET Entertainment, 31 students completed the HSC and 32 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. Brodie Merchant received the Rotary Youth District Vocational Award for Excellence in Hospitality.
Hills Choral Festival and Bankstown & 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. Brooke Reynolds received the Rotary Youth District Vocational Award for Excellence in Entertainment.

In VET Construction, 17 students completed the HSC and 15 students completed Year 11. Students completing Year 12 had over 70 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. Peter Rezitis received the Rotary Youth District Vocational Award for Excellence in Construction.

Harley Munro was nominated for 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 Vocational Education and Training.

**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 which places an emphasis on student leadership, responsibility, participation and improving school attendance.

In 2012 the timetabled welfare lesson called ‘Belonging, Motivation, Wellbeing’ (BMW) successfully covered essential life skills topics such as, decisions and consequences, cyber bullying, 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 HT 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 50 trained Year 10 leaders;
- Year 7 Camp in Term 1, involving students in team building activities and an anti-bullying workshop;
- Anti-bullying performance ‘The Hurting Game’ for Year 7 and ‘Cyberia’ for Year 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;
- Year 10 ‘Safe Partying’ presentation by the school’s Police Youth Liaison Officer;
- International Women’s Day morning tea on the 8th March for all girls in Years 9 and 10;
- Year 9 participation 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;
• Study Skills Workshops for Years 7, 8, 9, 10, 11 and 12 including a workshop on “Stress Management” presented to Year 12 by our school counsellor; and

• Sam Cawthorn’s presentation of a 2 hour motivational speech as part of his GAP Program to Years 9, 10 and 11. This presentation was in conjunction with 10 students from Pymble Ladies College.

Student Leadership

120 students across Years 7 to 11 participated in the Student Leadership Program in 2012. 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 and a variety of workshops on being a positive role model.

In Term 3 the student leadership camp at Stanwell Tops Conference Centre was another highlight of the program. In conjunction with a variety of team building activities, students who attended the camp completed workshops on developing a positive outlook on life and how to face fears. Students also worked diligently to develop the annual student leadership project. Based on the success of the previous year’s project and a survey of student responses, the Student Leadership Project for 2012 was the Mini-Olympics, designed to foster and develop positive student/staff relationships. In preparation for the Mini-Olympics students developed their leadership and organisational skills by attending regular meetings, collaborating with students from different years, creating action plans and problem solving. The day was comprised of an opening and closing ceremony, a variety of indoor and outdoor activities and challenges between students and staff. The event was declared a resounding success by all involved.

The 2012 SRC consisted of 28 students. All SRC representatives participated in a 2 hour induction workshop in Term 2. The workshop was delivered by the SRC Coordinator and allowed the 28 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, time management and general confidence in interacting with their peers.

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

• Year 10 (Jamie Romcke and Juanita Halls) and Year 11 (Brodie Gwilliam and Daniel Wilson) SRC students attended the quarterly Inter-School Group [ISG] SRC meetings (Bankstown Region);

• Daniel Wilson was elected to the role of the Vice President of the ISG;

• Michelle Lee and Michael Yue-Lap Wan attended the 2012 Multicultural Youth Leaders Conference on 28th August;

• The Valentine’s Day Roses fundraiser was organised by the Prefects. Throughout the year the Prefects also organised Picnic at the Point for the whole student body to provide all year groups with the opportunity to have a BBQ, listen to music and make new friends;

• Ruby Leigh Tonks and Patrick O’Reilly attended the 2012 Secondary School Student Leadership Program for School Captains held at Parliament House and met the Governor, Marie Bashir;
• Rebecca Kotsapas was nominated for the Marie Bashir Peace Award;
• Julia Panovski and Natalie Westren attended the Young Women’s Leadership Seminar at Parliament House;
• Ruby Leigh Tonks and Patrick O’Reilly participated in the Tower Street Public School Student Leadership Workshop;
• Georgina Brady was elected as the Public Education Ambassador for Picnic Point High School and attended a leadership camp on June 22 with other ambassadors from across the state; and
• Caleb Trindall attended the SRC State Conference as the student Aboriginal ambassador.

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 13 Year 7, 14 Year 8, 21 Year 9 and 17 Year 10 students through accommodations and adjustments to KLA programs, team teaching and small group withdrawal. All students identified as having learning difficulties were supported by Individual Learning Plans and extra professional development to support students’ learning. This was provided during faculty and whole staff meetings throughout the year;
• Individual Education Plans for 14 mainstream students with particular learning needs attracted 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 16 Year 10 students in a one day a week COOL (Career Options and Opportunities for Life) program, which provided parent and student interviews with the program coordinator, 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;
• Participation in the Youth Connections program by targeted students in Years 8 and 9 at risk of not completing school;
• Special Provisions for external examinations for 4 students in Year 12; and
• Additional learning support for Year 11 and 12 students through provision of an additional Learning and Support Teacher to assist students with planning for assessment tasks, study programs and essay writing practice.

Support Unit

The Support Unit at Picnic Point High School 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 ongoing 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 10 Year 11 and 6 Year 12 students;
• Supported work placement for 6 Year 10 students;
• A variety of individual work experiences for 6 Year 10-12 students;
• Individual Transition meetings for 20 Year 10-12 students; and
Participation in a new Best Buddies program which gave 14 participating students from the Support Unit the chance to develop close friendships with paired students from mainstream Year 9 classes. The paired students participated in a wide range of school-organised activities as well as activities arranged by the students and their parents outside the school.

All 6 Year 12 students successfully achieved the Life Skills HSC and moved into government funded Transition to Work programs.

Career Options & Opportunities for Life COOL Program

The COOL program was introduced into the curriculum in the second semester of 2012 (Week 4 Term 3). Originally 13 male Year 10 students were enrolled into the project with an additional 3 (2 male and 1 female) being referred in Term 4. The program operated all day every Tuesday, with some additional variations when necessary for students to attend work experience or TAFE courses.

The COOL program followed 2 distinct strands delivered as a morning and an afternoon session.

- Session 1 - consisted of small group sessions focusing on vocational skills such as career planning, employability skills, work readiness, job application skills and resume writing.

- Session 2 - involved individual case management whereby students collaborated with staff to develop their own transition plans (Personal Pathway Plans). Every afternoon session involved either a practical experience/work project (e.g. motorbike maintenance and gardening projects), industry visit or a guest speaker.

Of the 16 students participating in the program:

- 7 successfully gained an apprenticeship;
- 2 left school for employment in the workforce (1 with TAFE qualification: both with a Workplace, Health & Safety card);
- 6 will be returning to school in 2013;
- 9 successfully completed TAFE training in a job related field; and
- 10 were placed with job recruitment companies after individual interviews and testing.

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.

Student activities and achievements

Aboriginal students have participated in a variety of cultural activities and opportunities. On Friday the 20th of July and Thursday the 9th of August Aboriginal students from Picnic Point High School joined primary and high school students from the region to attend the Belonging Day excursion. The excursion was designed to enhance the relationships between Aboriginal students across the region and build students’ connection to their culture.

Aboriginal students from Years 7-10 also attended the Bangarra Dance piece ‘Terrain’ at the Illawarra Performing Arts Centre (IPAC) in Wollongong on August the 24th. The performance explored Aboriginal culture and connections to the Australian landscape.

Caleb Trindall of Year 9 and Cory Brown of Year 8 have continued to participate in the didgeridoo group ‘The Deadly Didgz’. This group has performed at a variety of venues including awards presentations. Caleb and Cory also performed at the school’s Mini-Olympics Day and at the Reconciliation Week barbeque.
Two of our Year 10 students, Jesse May Heywood and Jasmin Williams, successfully auditioned for the VIP program this year. The VIP program provides students with the opportunity to work individually with a trained vocal coach to improve their performance skills. The program also includes a series of workshops where students work together to create a final performance piece. On the 24th of August, Jesse, Jasmin and the other students performed in a concert at the Casula Powerhouse.

Ashleigh Gardner of Year 10 received a regional Aboriginal Student Achievement Award for her success in sporting activities, including her participation in the NSW girls cricket team. She subsequently received a NSW CHS Blue recognising her sporting achievements.

Caleb Trindall of Year 9 was selected as the Regional Aboriginal SRC representative. Caleb was nominated because of his commitment to and promotion of Aboriginal culture in our school and the region, as well as his approachable manner and exemplary public speaking ability.

Whole school activities

Aboriginal culture and history has also been recognised through whole school activities. On Friday the 1st of June, Picnic Point High School held its first ever Reconciliation Week barbeque. Reconciliation Week runs from the 27th of May until the 3rd of June and it is held in order to recognise the rights of Aboriginal and Torres Strait Islander people. The school participated in a daily quiz for the fortnight leading up to the barbeque. The quiz was designed to enhance students’ and teachers’ understanding of important dates in Aboriginal and Australian history.

The school acknowledges the significance of Aboriginal history and culture during school activities. An Acknowledgement of Country is performed at all formal school assemblies and at Presentation Day and the Aboriginal flag is flown each day at school.

Support for learning

Aboriginal students’ performance is monitored as part of the school’s Students at Risk and Learning Support programs. Each Aboriginal student has a Personalised Learning Plan which has been developed in consultation with the student, parents and teachers. The PLPs allow students to set goals for their learning and school life. The PLPs also help teachers monitor students and support their learning needs.

Advanced and additional support is offered where necessary to Aboriginal students. 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. Blayde Foley successfully gained an Aboriginal Education Student Scholarship this year to assist with his educational needs throughout 2012.
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.

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 inclusivity and the school continues to develop explicit teaching of anti-racism and anti-discrimination.

Progress on 2012 targets

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%.

Our achievements include:

- Increase in professional learning opportunities have increased, as evident in Executive, Staff and Faculty meetings with Professional Learning forming the focus of the agenda;
- Showcase of faculty teaching practice(s) at staff meetings;
- Establishment of an extension class in Year 7, 2012;
- Extension of Students at Risk Programs e.g. COOL;
- Continuation of student achievement programs e.g. sponsorship for Student of the Month award;
- A successful transition program for primary school students to high school;
- Continuation of the Deputy’s Morning Teas to recognise academic excellence and improvement; and
- Introduction of and enrolment in alternate English & Mathematics courses for 2013.

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 faculty or whole school;
- having a personal professional learning plan; and
- benchmark learning data for each learning cohort as they progress through school.

Our achievements include:

- All staff have completed at least two professional learning e-modules, facilitated during staff development days;
- Staff developed teams address priority areas within the school. Each staff member has a significant role in developing targets, projects and providing feedback to the whole staff;
- A continuing process of opportunities in relieving executive positions as well as significant school organisation roles has built the capacity of a number of staff members to demonstrate their leadership across the school;
- Each staff member has developed a personal professional learning plan. This plan has been discussed with their Head Teacher to ensure support for teacher development; and
- Learning data for individuals and cohorts has become accessible to all faculty areas, particularly through the school’s Millennium program. This will provide benchmark data to help track the development of students and cohorts in future years.

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).
Our achievements include:

- NAPLAN data accessed and analysed to inform teaching and make decisions;
- Mathletics incorporated into reporting and assessment for Years 7 and 8;
- Numeracy content embedded into teaching programs in KLAS;
- Staff attended professional development workshops;
- Reduced difference between girls and boys level of achievement in NAPLAN numeracy results;
- Successful pilot of all boys and all girls Mathematics classes in Year 8;
- Mathletics initiated for Years 7, 8 and 9 and one Year 10 class;
- Class sizes of Year 8 Mathematics classes were reduced;
- Mathematics extension program (Maths Olympiad) introduced for gifted and talented students in Years 7 and 8; and
- Each faculty embedded numeracy into a lesson/assessment task/unit of work for Year 7 & 8 classes which targets the numeracy strand for the term.

Target 4

Improve Literacy outcomes for all students measured by:

- increasing the percentage of students achieving proficiency (band 8/9) 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 (band 8/9) 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 (band 8/9) 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 (band 8/9) in Year 9 NAPLAN grammar and punctuation from 21% to 39% by increasing individual results by 2 points (66 students).

Our achievements include:

- In reading 30 Year 9 students (18.7%) achieved in top 2 bands;
- In writing 39 Year 9 students (24.7%) achieved in top 2 bands;
- In spelling 42 Year 9 students (26.6%) achieved in top 2 bands; and
- In grammar and punctuation 20 Year 9 students (12.7%) achieved in top 2 bands.

Target 5

Enhancing the learning outcomes of all Aboriginal students

Our achievements include:

- In 2012 all Aboriginal students had a Personalised Learning Plan;
- Greater time was allocated to staff meetings, development days and professional learning opportunities to address the AETP Policy;
- Increased daily student attendance rates and students completing HSC;
- School based programs were developed encompassing the histories, cultures and experiences of ATSI people as the First Peoples of Australia;
- Aboriginal students whose attendance was cause for concern were identified and counselled;
- Faculty programs were reviewed to implement relevant learning experiences based on ATSI as the First Peoples of Australia;
- Significant Aboriginal days and events such as Reconciliation Week, Harmony Day and NAIDOC week were celebrated; and
- The significance of ‘The Welcome/Acknowledgement to Country’ was explained at assemblies.

Target 6

Curriculum and Assessment

- Publish a school wide assessment calendar for all years;
- Develop scope and sequence for Year 10 teaching programs for Term 4; and
- Introduce an extension class (7E) with appropriate learning activities.
Our achievements include:

- There was a reduction in the number of examinations scheduled for each day of the examination period;
- Faculties developed scope and sequence of topics for Year 10 students at the end of the year to accommodate removal of the School Certificate;
- Year 10 students were 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;
- Faculties scheduled tasks in the Deputy Principal diary following publication of assessment schedule and calendar. The Deputy Principal monitored the number of tasks for each class each day;
- Professional learning provided on Staff Development Day 4 beginning the process of implementing a new curriculum looking at school processes and policies. In 2013 this will move towards specific faculty focus and preparation of teaching programs following an e-module at the beginning of Term 2 Staff Development Days 2 & 3 on our school and the new curriculum;
- Professional learning provided by the Learning Support team on modifying assessment strategies. Faculties have modified tasks to make them achievable and reflect the learning of ILP students;
- Course outline booklets published for Years 7-10 with a calendar of when tasks are to be completed;
- Professional learning on implementation of NSW Record of School Achievement, patterns of grades in stage 5 course as published by the NSW BOS;
- Targeted professional development on differentiation within assessment (learning styles); and
- Establishment of a Year 7 extension class.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Languages Other Than English (LOTE) faculty.

Background

In developing a rationale for the evaluation, the staff under the guidance of the Head Teacher, identified the following focus areas for evaluation; investigating the reasons for the low retention rate from the mandatory study of Japanese into the elective courses and addressing the school focus area of engagement and retention.

Findings and conclusions

The surveys found that approximately 70% of students surveyed found the learning of a new language and culture one of the most positive aspects of this course; however, this enjoyment did not translate into increased numbers from stage 4 into stage 5/6.

A finding of the surveys highlighted the main reasons that students did not choose to continue to study Japanese into stages 5 and 6 was the perception of the importance and relevance of the subject. Students felt that other subjects were more important in possible future career paths and could not see the relevance of this subject to them.

Future directions

Some of the recommendations of the findings are as follows.

For the LOTE staff and Head Teacher to convey to the students the importance of studying a second language and how this can benefit them in future career aspirations. A future direction that may be needed as a whole school focus would be addressing subjects that students feel may not be as important as others.

An increased focus may be given to students in class to practice the mastering of reading, writing and speaking a new language.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about school management.

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

1. The school continually makes changes to programs to improve school operation and performance.
2. Student welfare needs are reflected in the school’s policies, processes and practices.
3. Student interests, needs, abilities and systemic requirements determine curriculum and school organisation.
4. The staff at the school are valued and supported by parents.
5. The school improves the school through an understanding of its strengths and weaknesses.
6. The school builds relationships with the community based on trust, collegiality and mutual respect.
7. The school demonstrates an interest in, and an accountability for student learning outcomes.
8. The school cares about the students and the discipline is fair.
9. The school effectively implements change processes which result in improved student learning outcomes.
10. The school continually makes changes to programs to improve school operation and performance.

The data is represented in bar charts showing the percentage of responses for each statement. The options for responses are Usually, Occasionally, Rarely and Don’t know.
Professional learning

The Professional Learning Team consisting of staff from across the faculties met regularly throughout 2012 to guide the professional learning of all staff. The team and the activities that were conducted were driven by the directions of the school plan. In 2012, expenditure on professional learning was $49,150.66 which averages around $620 per teacher.

Staff Development Days were designed to meet the 2012 targets of the school plan. At the beginning of Term 2 staff examined the school plan focusing on faculty specific implementation. Teachers specialised in one priority area during group activities and then fed back to their faculties on what direction the faculty needed would take during the year. At the beginning of Term 3 staff completed an online learning module from the Classroom Teacher Program. All staff completed the module on “Developing your Personal Professional Learning Plan”. Several sessions were also presented on these days by the Learning Support Team. Activities to assist staff in implementing Individual Learning Plans (ILP) and strategies to modify assessment tasks for ILP students were completed.

Teams were introduced in 2012 with staff expressing their interest in a particular area or project. Staff met regularly throughout the year during staff development days and staff meetings to complete their project. These teams provided opportunities for more staff to take on leadership roles within the school. The Gifted and Talented Team and National Curriculum Team presented sessions and led staff on the final two staff development days of the year.

Throughout 2012, New Scheme teachers were involved in the Early Career Teacher Program at Picnic Point High School. Release time was provided for staff to complete a variety of activities to support their professional development, including the observation of other teachers’ lessons, engaging in professional discussion and personal reflection, team teaching, lesson observation and compiling evidence to achieve and maintain accreditation at Professional Competence with the NSW Institute of Teachers. In 2012, there were 14 New Scheme teachers achieving accreditation with the NSW Institute of Teachers and 21 maintaining their level of accreditation at Professional Competence.

Executive staff participated in regular professional learning during their fortnightly meetings. Activities and discussions were centred on the school plan’s priority areas including curriculum and assessment, leadership and management and improved levels of student engagement and retention. Head Teachers fed back to their staff at faculty meetings and then brought faculty ideas back to the executive in reflection sessions that continued the discussion on priority areas.

Individual staff completed their own professional learning throughout the year through activities run both internally and externally.
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.

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 94%.

Strategies to achieve this target include:

- Provide professional learning opportunities for staff to learn about and respond to the learning habits of students;
- Develop faculty programs and teaching practices to engage students further in learning activities (in line with BOS requirements);
- Establish an extension class in Years 7 and 8;
- Establish personalised school to work plans developed from Year 9 onward;
- Provide professional learning about different styles of delivery in the classroom;
- Encouraging more staff to issue merits to reward students;
- Continue Deputy Principal Morning Tea and Year Assemblies;
- Diversify and strengthen the range of learning opportunities for all students;
- Evaluate current VET frameworks and identify future course offerings, eg Business Services;
- Align student abilities and needs to an appropriate program of study – analyse existing data;
- Continue the COOL program;
- Continue to strengthen quality student wellbeing programs;
- Continue the Student Leadership Program; and
- Encourage more student initiatives led by SRC.

Our success will be measured by:

- increased faculty participation in professional learning opportunities with more staff delivering presentations;
- showcasing faculty teaching practice(s) at staff meetings;
- students at greatest risk of disengagement identified early;
- successful transition from primary school to high school through “Helping Hand”;
- greater number and range of students recognised for achievement;
- increased number of awards distributed;
- establishment of new courses which better cater for student needs;
- appropriate opportunities for students exiting school before the completion of Stage 6;
- greater acceptance of leadership in the school culture; and
- increased 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 each semester;
- having a leadership role in a school team, driving the raising of standards. Each team to report to staff on the achievements and developments in their area of focus;
- having a personal professional learning plan and display steps taken to achieve the set goals; and
- using benchmark learning data for each learning cohort as they progress through school.

Strategies to achieve this target include:

- Continually remind staff members on how to access the MyPL website;
- Provide opportunities for staff to access modules during School Development Days;
- 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 teachers;
• Increase professional discussions between individual staff members and their curriculum leader;
• provide Information on how to compile a professional learning folder and create steps to achieve personal goals;
• Support staff with career aspirations;
• Identify 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 classes;
• Strengthen the focus of the NSW Quality Teaching Framework;
• Staff awareness of school plan and learning targets;
• Develop a variety of means to have staff input and their opinions included in whole school decision making process (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 reward.

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 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 process to develop leadership skills and capacity; and
• Broader range of staff taking on whole school organisational extra curricular 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 24% of the cohort; and
• decreasing the number of Year 9 students at or below national minimum standard to less than 16% of the cohort.

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 progress in Mathletics;
• Identify areas of weaknesses for all students based on their Year 7 NAPLAN results;
• Reduce class sizes of Year 8 Mathematics classes (to 7 classes);
• Develop PLP for all Aboriginal students;
• Mathematics extension program (Maths Olympiad) for gifted and talented students in Years 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 hands on strategies for embedding numeracy into their unit of work;
• Provide targeted professional learning programs to build whole school capacity to improve student numeracy; and
• Pilot all boys and all girls Mathematics classes in Years 8 and 9.

Our success will be measured by:
• NAPLAN data accessed and analysed to inform teaching and make decisions;
• Mathletics incorporated into reporting and assessment for Years 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 KLAs;
• Staff attending professional development workshops;
• 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 (band 8/9) in Year 9 NAPLAN reading from 23% to 32% by increasing all results by 2 points;
• increasing the percentage of students achieving proficiency (band 8/9) in Year 9 NAPLAN writing from 31% to 42% by increasing all results by 2 points;
• increasing the performance of students achieving proficiency (band 8/9) in Year 9 NAPLAN spelling from 35% to 43% by increasing all results by 2 points; and
• increasing the performance of students achieving proficiency (band 8/9) in Year 9 NAPLAN grammar and punctuation from 22% to 38% by increasing all results by 2 points.

Strategies to achieve this target include:

• English faculty have a sustained private reading Year 7 lesson once a cycle;
• Reading at home program - parent supervised;
• Every teacher (all faculties) modelling 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, once a cycle in every class;
• Cross-faculty spelling tournaments based on subject specific language;
• Grammar-themed periods of time 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 a smaller class (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 their 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;
• Ongoing remediation programs for learning difficulties students in transition to Stage 5 and Stage 6;
• Whole-school professional learning for increased focus on higher-order reading and comprehension skills;
• Professional learning time for teachers to increase awareness of individual learning needs of Aboriginal students and develop specific learning strategies; and
• Regular review meeting with co-ordinator for Aboriginal students to monitor literacy progress and adjust PLPs 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 all students.

Target 5
Reducing the gap between Aboriginal students and non-Aboriginal students.
• All Aboriginal students to have a personalised learning plan;
• All faculties to incorporate learning activities that focus on Aboriginal culture in stages 4 and 5; and
• Increase staff awareness on Aboriginal education during School Development Days and staff meetings.

Strategies to achieve this target include:
• Aboriginal coordinator to develop PLPs by liaising with staff and parents regarding areas for student improvement (literacy, numeracy, engagement and attendance);
• Analyse NAPLAN and school report data;
• Annual review and evaluation of PLPs;
• Create an intranet link for staff to access information, policy and PLP;
• Allocate time at staff meetings and SDDs 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;
• Publish a list of names of Aboriginal students with photos every year;
• Aboriginal students whose attendance is cause for concern to be identified and counselled – regular meetings, ongoing review;
• 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. Activities including sport, Elders, dance, music, art and drama to increase awareness of ATSI’s;
• Celebrate significant Aboriginal Days and Events eg Reconciliation Week, Harmony Day, 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;
• Analysis of SMART data at a school executive meeting; and
• Increase 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 to staff meetings, 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 and student report analysis; and
• Reduced gap between Aboriginal students and all students.

Target 6

Curriculum and Assessment
• Develop teaching programs for Science, English, Mathematics and History Years 7-10 for implementation of the Australian Curriculum in 2014.
• Increase number of teachers undertaking professional learning on assessment and curriculum (Australian Curriculum).

Strategies to achieve this target include:
• Publish course outline booklets for Years 7-10 with calendar of when tasks are to be held;
• Spread Years 7-10 examinations period over 1½ -2 weeks with a timetable;
• Plan a sequence of teaching and learning programs that will sustain students throughout Year 10 due to the removal of the School Certificate examinations;
• Faculty planning time to expand/reorganise current programs;
• Professional learning on implementation of NSW Record of School Achievement, patterns of grades in stage 5 course as published by the BOS;
• Access to NSW BOS assessment materials developed in 2012;
• Professional learning on Preliminary course performance descriptors consistently awarding grades;
Planning for Years 7-10 English, Mathematics, Science, History Australian Curriculum Implementation in 2014;
Attend professional learning activities provided externally;
Write programs for the Australian Curriculum;
Provide time in faculty meetings and planning days;
Monitor and evaluate the development of new programs;
Plan assessment for new curriculum;
Target 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 Year 7 and 8 extension classes;
Staff team building – regular meetings about expectations;
Access to laptops for 7E; and
Professional learning on quality feedback at executive and faculty meetings.

Our success will be measured by:

- a reduction in the number of examinations scheduled for each day of the examination period;
- Year 10 students are 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;
- Years 7-10 teaching and learning programs ready for implementation in Term 1 2014 in Mathematics, English, Science and 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.

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 Adam Baczynskyj   Deputy Principal
Mr Steven Schomberg  Deputy Principal
Mrs Christine Butters P&C President
Mrs Michelle McGregor School Council President
Stephanie Deering    School Captain
Christopher Bush     School Captain
Ms Vicki Stavros     HT Welfare
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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: