

The Ponds High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of The Ponds High School as an account of the school's operations and achievements throughout the year.

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

School contact details

The Ponds High School
180 Riverbank Drive
The Ponds, 2769
www.theponds-h.schools.nsw.edu.au
theponds-h.school@det.nsw.edu.au
9626 3562

Message from the principal

It is important to provide a message to the community and validate the excellent work being done by staff, students and parents at The Ponds High School. Once again we experienced huge growth between 2018–19 moving from 1100 students to well over 1400 students and an increase of approximately 22 staff members. In 2019, we had our first senior cohort and students were able to select from a wide range of Preliminary HSC subjects. The first official leadership team was selected with Captains, Vice Captains, Sports Captains and Principal's Representatives. Portfolio leaders of Environment, CAIT (Creativity and Innovation), Promotions, Multicultural, Social Justice and Stage 4 were also selected. Each portfolio has student representatives from Years 7 to 12. In 2019, our sporting and cultural success continued. Students participated in many external competitions and enjoyed sporting successes, which are detailed later in this report. It was also a year of many opportunities in the creative and performing arts with the second annual MADD Night showcasing Music, Art, Dance and Drama. The tradition of Multicultural Day continued and a strong Social Justice Team conducted many fundraisers to assist a variety of local and international charities, including the continuing support for Danny, our World Vision sponsorship child. In 2018, one of our locals principals initiated the Western Sydney Teaching Awards for outstanding educators. This year, The Ponds High School was recognised for the contributions of Ms Lainie Shimell for her work with Learning and Support, Mr Timothy Hansen for excellence as a beginning teacher and Ms Olivia Nicholls for her excellence in administration. A ceremony was held at Giraween High School to thank these staff members for their work. Links with industry, Formula 1 competition, participation in Women in STEM, and coding competitions were some of the many opportunities offered to students in our continuing support of STEM. This year also saw a Stage 6 Head Teacher appointed and a significant amount of work was undertaken to complete whole school and faculty based processes to support our first Higher School Certificate cohort . A weekly muster for each year group was added to improve communication and develop a sense of community in the school. The Assembly Program, with a focus on recognising key dates and celebrating success was acknowledged as a valued activity and an important part of developing a positive culture in the school. The school is very grateful to the ongoing interest and support of the P&C Committee who assist with school directions and funds to support student learning. A special thank you to the continuous support of the parent volunteers in the Uniform Shop and the Library. They have become important cogs in the school's machinery. We look forward to this exciting part of the journey towards becoming a complete school in 2020.

Jenny Weal

Principal

School background

School vision statement

The Ponds High School is continuing to develop a community where students have the opportunity and the desire to achieve their personal best in a range of academic, sporting, cultural and social pursuits. All students are encouraged to be confident and inspired learners, willing to face challenges in a range of contexts, including a dynamic future. To achieve this, staff are trained and work together to develop opportunities to allow them to best inspire learning.

School context

The Ponds High School is situated in The Ponds, a new suburb in Sydney's North–West. The school was opened in 2015 with 187 Year 7 students, including a support class and will reach full enrolment in 2020 with an expected 1850 students. The teaching staff have a wide range of expertise and includes teachers from all stages of their career from beginning teachers to experienced staff. 57% of students are from a language background other than English and currently there are approximately 90 languages or dialects represented. The gender representation is 45% female to 55% male, while 2% of students identify as Aboriginal or Torres Strait Islanders. The school continues to offer a diverse range of curriculum with a program for Gifted and Talented Students along with a strong systems to support students requiring emotional and academic support. Pastoral care is built around the provision of Year Advisers coordinated through a Head Teacher Wellbeing who together deliver a range of experiences from home group classes and camps to individualised behaviour and learning plans. The 5 Ps: Be Prepared, Prompt, Positive, Polite and Productive, reinforce values of successful learners that are important at The Ponds High School. The Bring Your Own Device Program is supported by the whole school adoption of the CANVAS learning platform to provide students with 21st Century learning and connect them with information and skills needed for their future. The semesterised Stage 5 Electives System allows a wide range of curriculum choice in art, performance, sporting endeavours, design and engineering, wood and metal, computers and humanities to engage and support student aspiration. The school has strong positive links with the community and is recognised for excellence in sporting, academic and cultural pursuits, and one where students are supportive of others and the wider community. The Ponds High School has established strong links and relationships with local primary and high schools, reinforcing the commitment to being a positive learning community which embraces the values of public education and the opportunities this affords. Academic, sporting, cultural and transitional links have been established with educational institutions, cultural bodies and the wider community. These include professional learning links with the neighbouring schools, STEM and STEAM (Science Technology, Engineering (Art) and Mathematics programs within the NSW Department of Education. Industry links with universities and cultural links with Japanese schools have also been established. The School Plan has continued with the theme of "building". This is essential in a new school where the features, policies, procedures and educational, cultural and social landscape and personnel are evolving annually.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Self-assessment using the School Excellence Framework

In the domain of Learning. The Ponds High School actively demonstrates commitment to deliver learning priorities identified in the School's plan. TPHS's commitment is to building a learning culture that focuses on participation, engagement and progress. This commitment is underpinned by the belief that excellence in teaching and learning is only possible if they are planned, informed and take into account the social, cognitive, emotional and physical well-being of students. In this domain, the self-assessment survey indicated The Ponds High School was **delivering**. The self-assessment tool also identified that we were **sustaining and growing** in both assessment and well-being. The 2018 'Tell Them From Me' survey identified that the inaugural Year group felt a stronger commitment to the school than those who followed. In response to this, Orientation Day activities for 2019 were further developed and implemented to build stronger connections for all students. The "O Week" program was evaluated by students with the result that this program will continue as an integral part of Year 7 transition. The Gifted and Talented program supports our academically gifted students to reach their full potential while a strong Learning and Support system provides equitable academic outcomes of our students with learning needs. Both these projects have been developed through consultation and are in line with community expectations. The school has established a strong student attendance process to assist students with issues around school attendance. Throughout 2018–19 there has been continued focus on refining whole school systems including: assessment policies and procedures, discipline and well-being, and truancy and uniform. A Subject Selection Evening for Year 8 making choices of their electives was offered to parents. there was also a HSC

Information Evening for Year 10 students where information around course choices, assessment obligations, HSC procedures for Stage 5 and 6, and the varying pathways to an ATAR were demonstrated to parents. Parent communication was further developed in 2019 through the Parent Portal, the School App and P&C meetings/forum. Information sessions were also held to help parents and carers understand how to access the Parents Portal through Sentral and understand the flipped approach to Mathematics. Parents have access to all assessments and many homework tasks are posted on CANVAS. In 2019 a new learning platform, CANVAS, was introduced to further the opportunities for student learning and engagement. An overhaul of the school's Facebook site to focus on positive messaging about achievement and growth at The Ponds High School was finished and implemented.

In the domain of Teaching. In 2019, the Ponds High grew by 22 teaching staff which included a third Deputy Principal, second Head Teacher Administration and Head Teacher: Teaching and Learning. In light of this continual growth of both students and staff, the school self-assessed it self as **delivering** overall. The self-assessment tool highlighted that teachers regularly reviewed teaching and learning programs and implemented school wide priorities such as differentiation, creativity and BYOD learning. Student assessment data was analysed effectively in most KLAs and there was an identified commitment to using both ACER and NAPLAN data to track value added growth. Staff development time has been allocated to build teacher's confidence in data informed practice and this was reflected in all teachers having a professional goal around literacy in their PDP. The whole school PEEL literacy focus was expanded with a commitment to Super Six literacy strategies to improve comprehension. This has enabled greater teacher consistency and generated a common dialogue that students understand regardless of the subject. The area of collaborative practice was identified as **sustaining and growing** as this was reflected in the practice of developing units and programs in all KLAs. This was further reflected in the development and implementation of STEM courses. The area of learning and development was similarly identified as **sustaining and growing** as teachers participated in tailored, targeted professional learning which was also shared with colleagues during faculty meetings. The third Deputy Principal position worked closely with the new Head Teacher Teaching and Learning to better align the professional learning goals of the school to key strategic directions of technology, engagement and literacy. Leadership opportunities for students and teachers are growing. In 2019 teachers set professional goals aligned to school priorities and the WOW (Watching Others Work) buddy program continued. All teachers worked collaboratively and many contributed beyond their classrooms to build a culture of participation and engagement in our school.

In the domain of Leadership. The school self assessment as **delivering**. Parents have an opportunity to be involved in a wider range of school related activities through the P&C Association and the quality of leadership opportunities for students is valued. The P&C meetings are well attended and parents are presented with a topic for discussion at each meeting which often leads to robust dialogue around the future directions of the school. These discussion are valuable to the ongoing partnership between the school and its community. The school has developed links with our local partner schools and with charity agencies through a highly developed Social Justice Program. Work Experience for Year 10 and Work Placement for senior students in hospitality, for example, has led to many connections with local companies and small businesses who support these programs. School resources has been identified as **sustaining and growing** as resources have been allocated for the creation and establishment of Stage 6 course materials in each KLA. Staff have been provided with a significant amount of planning for curriculum design, NESA compliant scope and sequence, and assessment schedules, and lesson planning. In 2019, resources were similarly allocated to continue work to ensure a broad curriculum offer for Stage 5 electives. All teachers are proud of the scope and choice available for students to ensure interest and engagement in student learning. Strategic planning will be essential to ensure the curriculum for Stage 5 and 6 will be expertly covered in 2019–20. To date, the School Plan has been focused on building rather than improving, the next four year cycle will have more opportunities for improving as well as building. The use of school facilities greatly benefits the community and provides funds for Teaching and Learning. The school hosts dance groups, gymnastics, many different sporting opportunities, coding classes, languages schools, church groups, tutoring facilities and one-off activities that also support developing relationships in the wider community. Our self-assessment process will assist the school to refine our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence

Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-g>

Strategic Direction 1

Building Excellent Teaching and Learning Practices

Purpose

- Building excellent teaching and learning practices across the school which are engaging, challenging, inclusive and build upon students' previous skills, knowledge and understanding, which is underpinned by a positive learning culture within the school. Parents and teachers working collaboratively to support students in their development is also essential.
- Preparing for implementation of the Senior Stage 6 Curriculum.
- Continued preparation for the implementation of the Australian Curriculum 7–12 to support teachers to modify programs and learning experiences that develop engagement, creativity and innovation.
- Supporting teachers to be able to: diagnose entry points; effectively use data and evidence; develop scope and sequences; plan and regularly review effective programs and assessment strategies and develop effective remedial and enrichment programs for all students, all of which will ensure effective teaching and learning.
- A commitment to innovative programs eg STEM, Literacy and Numeracy, Flipped Classroom approach, Genius Hour and cross-curricula projects supporting innovation and development of creative thinking and problem-solving ability.

Improvement Measures

Projection data collected in 2019 for Year 11 students and compared with RAP data analysis of 2020, HSC results.

Increased use of effective technology platforms to improve student learning opportunities.

Data collected on differentiation techniques 2019–2020 show an increase on strategies used and value added for students.

Value added data for reading and comprehension testing results and NAPLAN (in 2017–) after implementation of literacy strategies.

Overall summary of progress

Progress towards the strategic direction "Building Excellent Teaching and Learning Practices" has been modest. While the introduction of a new Deputy Principal and Head Teacher: Teaching and Learning has enhanced the quality of professional learning delivered at the school, there are still strides to take with the quality of teaching and learning being delivered in classrooms. Despite a slump in NAPLAN in 2018, 2019 results indicate a strong surge in student achievement in all areas of the examination. Staff adoption of the CANVAS platform has been steady with most staff engaging in some manner in the platform. Faculties have worked steadily to build a suit of scope and sequences which include elements of differentiation for all ranges of students.

Progress towards achieving improvement measures

Process 1: A faculty plan is designed and implemented to align with relevant aspects of the school plan.

Evaluation	Funds Expended (Resources)
2019–20, Faculty plans are being used to align school priorities, especially in the areas of CANVAS and literacy. Targeted sharing sessions occurred on many occasions for staff to share how their KLA were using CANVAS, writing or literacy Super-Six teaching strategies.	Professional Learning funds allocated on a pro-rata basis to support development of faculty management plans, literacy and CANVAS professional learning sessions. Funding Sources: <ul style="list-style-type: none">• Professional Learning Budget (\$95000.00)

Process 2: A Staff professional learning plan allows for planning time and integration of aspects of new content engagement, innovative and effective curriculum options in senior programs.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
At the twilight conference we determined the future directions for PL in 2020 for the Professional Learning Team to continue developing professional learning workshops with greater emphasis on using the existing skill sets of teachers and seeking new presenters in 2020.	Professional Learning Team Twilight Conference Funding Sources: • Professional Learning Budget (\$100.00)

Process 3: Develop proformas for Preliminary and HSC monitoring folders to ensure thorough preparation of senior curriculum.

Evaluation	Funds Expended (Resources)
This was trialled in 2019 and will be used in Term 1 and 2, 2020 for official HSC monitoring sign-off.	nil

Process 4: Create HSC monitoring processes to be compliant with Department of Education policy and accountability measures.

Evaluation	Funds Expended (Resources)
After the initial consultation with executive, the HSC monitoring template was accepted and will be implemented in 2020.	Stage 6 Head Teacher

Process 5: A rollout of ALARM/ Supersix is devised and implemented by the Literacy Team.

Evaluation	Funds Expended (Resources)
<p>Super Six strategies are now embedded in teaching and learning programs across the school including being specifically integrated into assessment tasks.</p> <p>The implementation of ALARM has been delayed and will be dependent on data analysis of HSC results and R.A.P analysis.</p>	<p>The Stage 4 HT was allocated a 4 period allowance to manage the implementation of Super 6 in 2019.</p> <p>2 days release time were allocated to the Stage 4 HT to develop materials to support PL.</p> <p>Funding Sources: • Professional Learning Budget (\$1050.00)</p>

Process 6: Conduct mini KLA reviews to assist with professional development, with criteria devised by a team of Head Teachers in preparation for DoE Registration.

Evaluation	Funds Expended (Resources)
Delayed to 2020.	nil

Process 7: Rollout of Canvas training for staff and students. Provide breakfast or after school workshop opportunities for learning new skills.

Evaluation	Funds Expended (Resources)
Some KLA's successfully moved all resources to CANVAS. There was varied uptake of staff to successfully using this. This will continue in 2020 with the aim of having all teachers confident in using CANVAS by the end of 2020.	<p>Cost of Canvas \$32,000.00</p> <p>PL \$5,650</p> <p>Allowance for Canvas coordinator = 2 periods a week</p>

Progress towards achieving improvement measures

Some KLA's successfully moved all resources to CANVAS. There was varied uptake of staff to successfully using this. This will continue in 2020 with the aim of having all teachers confident in using CANVAS by the end of 2020.

Funding Sources:

- Technology (\$32000.00)
- Professional learning budget (\$5650.00)

Process 8: Support teachers to differentiate learning needs and to diagnose entry points through the use of data

Evaluation	Funds Expended (Resources)
Not undertaken until 2020	Nil

Next Steps

Projection data collected 2019 for Year 11 students and compared with RAP data analysis of 2020, HSC results– The first HSC data will come in 2020 and will be analysed using the RAP package.

Increased use of effective technology platforms to improve student learning opportunities– Using CANVAS for increased feedback and in a variety of ways will continue as a school priority in 2020.

Data collected on differentiation techniques 2019–2020 show an increase on strategies used and value added for students– this needs to be a focus area for 2020 so that all students are effectively engaged in learning

Value added data for reading and comprehension testing results and NAPLAN (in 2017–) after implementation of literacy strategies.–ACER data to be analysed in 2020 due to reliability issues with NAPLAN online.

Strategic Direction 2

Building Leadership Capacity

Purpose

- To build leadership capacity of students and staff to enable them to be confident and reflective learners prepared for dynamic futures. Programs include student mentoring, Genius Hour, implementation of a school leadership structure inclusive of an Assemblies Program where all students have a school responsibility, opportunities in a variety of teams including transition programs, whole school welfare programs and sporting opportunities.
- Development of a middle years program and forging links with Riverbank Public School and our other local feeder primary schools will offer more opportunities for student and teacher leadership and contribution to the school and wider community.
- Building teacher capacity to develop and lead staff and student initiatives linked to the School Plan and vision through the team structure, assembly program, beginning and new staff induction, staff meetings and the professional development plan will enable a school wide commitment to continued growth, expectations and improvement.

Improvement Measures

Increased opportunities for student project leadership and management including staff and students.

More staff leading professional learning through the TEAMS approach and sharing classroom ideas.

Evaluate Assemblies Program and Open Night Program in relation to student leadership.

Overall summary of progress

Progress towards Building Leadership Capacity has been strong. By the end of 2019, all student leadership positions had been filled with the first school Captain and leadership team elected through a democratic process. The school worked to develop stronger links with our partner primary schools through engagement with the The Ponds Learning Alliance. The Professional Learning Team was established in early 2019. The team was drawn from across KLAs. They worked collaboratively to build a culture of learning through collaboratively developing tailored and targeted professional learning experiences that were linked to the school plan. These experiences were delivered by teachers with expertise in their given field and were well received. The school continued to refine our assembly and open night programs by including more student leadership opportunities during both formal and informal events.

Progress towards achieving improvement measures

Process 1: Development of supportive structures for student participation eg Assemblies, muster, TEAMS.

Evaluation	Funds Expended (Resources)
<p>Evaluations of the assembly structure, performance evenings and parent information evenings has identified a need to improve the opportunity for students leaders to take a more active role during the formal assemblies.</p> <p>The implementation of a professional learning team has provided staff with an opportunity to demonstrate excellence in teaching practice.</p>	<p>During all evening events the school hall is made unavailable to our hirers at a small cost to the school.</p> <p>Staff are provided with relief where possible from the casual budget to work with performers etc.</p> <p>A modest budget is allocated to the running of assemblies for gifts, trophies, flowers and other consumables.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Casual budget (\$1650.00)• Aboriginal background loading (\$500.00)• HSIE KLA Budget (\$100.00)

Progress towards achieving improvement measures

Evaluations of the assembly structure, performance evenings and parent information evenings has identified a need to improve the opportunity for students leaders to take a more active role during the formal assemblies.

• Discretionary funds (\$1500.00)

The implementation of a professional learning team has provided staff with an opportunity to demonstrate excellence in teaching practice.

Process 2: Develop 'positive' letters and school regularly promotes positive experiences.

Evaluation	Funds Expended (Resources)
Ms Bell and Mr Fitzgerald to work on improving the awards system with the intention of rolling out to staff early in 2020.	nil

Process 3: Promote collection of school and community service hours.

Evaluation	Funds Expended (Resources)
Merit system reviewed in 2019– ready for implementation in Term 2. 2020	nil

Process 4: Continued links with local primary schools: social justice, GATS, child studies, literacy, work experience, sports studies, etc.

Evaluation	Funds Expended (Resources)
<p>Links continued with The Ponds SSP school in the areas of Visual Arts, Sports, Music etc</p> <p>Links with partner primary schools continued to be strengthened in a wide a variety of areas including reading, debating and sports. A major Arts project occurred across all 4 schools with completed artworks displayed at TPHS MADD night.</p> <p>A literacy project with 3 breakfast sessions was held on PEEL including writing in Arts and TAS subjects.</p>	<p>\$1,500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$1500.00)

Process 5: PDP process articulated.

Evaluation	Funds Expended (Resources)
The PDP process was evaluated by Mr Cook in consultation with Jeff Wing and members of the senior executive. The process was refined to better align with DoE policy requirements. Two short professional learning sessions on how to develop SMART goals when working with staff were delivered to the school's executive during regular executive team meetings.	<p>Senior Executive</p> <p>Jeff Wing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Staffing budget (\$9643.20)

Process 6: Align PDP goals with whole school Professional Learning.

Evaluation	Funds Expended (Resources)
School PDP process reflects DoE policy and procedures. HTs better equipped to work with staff on developing professional learning needs.	<p>Jeff Wing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Staff Budget (\$9643.20)

Next Steps

An Aspiring Leaders program was run for classroom teachers and relieving HTs by the senior executive. The

professional learning team consolidated PL into four themes: CANVAS, writing, staff well-being and student engagement.

Student Leadership teams were established in the areas of Environment, CAIT, Multicultural, Social Justice and School Promotions to provide opportunities for students to demonstrate leadership within the school and in the local community.

The evaluation of the assemblies and open night programs indicated a need to restructure each program to better cater for the number of parents and student. This resulted in the decision to designate assemblies for specific student leadership teams to run.

Strategic Direction 3

Building Productive and Positive Partnerships

Purpose

- Building strong links with our community enables a collaborative approach and contributes to the planning process and the development of practices within our school. This will be done through: middle years programs with partner public schools; GATS programs; sharing professional learning opportunities; cross curricula projects; links with other high schools, especially in preparation for senior students; participation in local creative and performing arts; and developing sporting links through competitions and coaching programs.
- This also includes community links: a strong P&C program, the school website, newsletter, workshops and parent portal, school Facebook page and developing parent workshops.
- Develop cultural and Social Justice links in the community and abroad. Partnerships with industry and university programs will also contribute to school excellence in terms of building a wider and more successful community while also enabling opportunities for students post Year 12.

Improvement Measures

Establishment of a new website and social network sites that are updated regularly.

More positive responses are recorded on Sentral than negative responses.

The 'Tell Them from Me' survey results are fed back into Student Wellbeing plans and reflect positive and successful partnerships.

Students mapped on Literacy continuum.

External agency contributions are evaluated in the School Annual Report.

Overall summary of progress

The school has created a strong presence on social media and maintains Facebook, Instagram, School Bag and Twitter. The school also maintains the DoE school's website which it uses as one of the main forms of communication. Each social media page is regularly updated with images from carnivals, school events, staff learning and student performances. Images are carefully curated to ensure we are compliant with DoE and parent privacy policies and requests. During 2019, SENTRAL discipline categories were updated and refined to better reflect the DoE Discipline and Wellbeing Policy. Categories were reduced by 70% with the new categories focusing staff on student behaviour and issuing of class based consequences. Staff were given professional learning on how to write SENTRAL reports which described behaviour and the consequence issued. This has seen a dramatic reduction in one off, minor student referrals. SENTRAL rewards and positive referrals have been slated for evaluation and modification in 2020.

Progress towards achieving improvement measures

Process 1: Communication strategies are shared with the community.

Evaluation	Funds Expended (Resources)
Slated for major evaluation as part of External Validation in 2020.	Kim Morrison

Process 2: Plan devised for sharing positive student experiences and rewarding excellence, cooperation, group work and overall achievement.

Evaluation	Funds Expended (Resources)
This evaluation will take place in 2020	Mr Andrew Fitzgerald Ms Mariah Bell Funding Sources: • (\$0.00)

Progress towards achieving improvement measures

Process 3: Use of Muster to focus on school 5Ps.

Evaluation	Funds Expended (Resources)
This system is scheduled to be evaluated at the end of 2020.	Year Advisers Roll Call teachers Deputy Principals

Process 4: Devise plan to track students in literacy in Stage 4, then work with primary school on Stage 3 crossover (2018–2019) including cooperative workshops and classroom observations.

Evaluation	Funds Expended (Resources)
This strategic direction was abandoned due to changes from the continuum to learning progressions.	

Process 5: Establish links with Universities, sister school in Japan, business links for STEM, Social Justice links, multicultural communities, environmental groups.

Evaluation	Funds Expended (Resources)
These systems are scheduled for evaluation as part of the end of school plan processes in 2020.	Mr Greg Baird

Process 6: Audit current links and how these are used to see areas of strength or possible areas for development.

Evaluation	Funds Expended (Resources)
This area has ceased to be a strategic direction.	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Ms Kelly Funding Sources: • Aboriginal background loading (\$9 018.00)	While the cultural aspects our Aboriginal Plan continue to be well received, there needs to be more emphasis on developing clearer Personalised Learning Plans in 2020
English language proficiency	SBAR funds \$44, 696 \$5,000 EAL/D grant to be match from professional learning funds Funding Sources: • English language proficiency (\$44 696.00) • Professional Learning (\$5 000.00) • EAL/D Grant (\$5 000.00) • EAL/D Grant (\$5 000.00)	The grant was successful and a program and a team was developed to roll out professional learning across the school in 2020. This will be a part of the focus on differentiation. and supporting EAL/D students.
Low level adjustment for disability	SBAR funding – Low level adjustment for disability. Funding Sources: • Low level adjustment for disability (\$98 710.00)	Continue as is. The is extremely well done under the guidance of Ms Shimell.
Socio–economic background	Funding Sources: • Socio–economic background (\$9 018.00)	Continue as is. This is vital for equity in educational experiences.
Support for beginning teachers	Ms A. Singh BT Conference Professional Learning time Dedicated mentors identified from within KLAs. Funding Sources: • Support for beginning teachers (\$135 495.00)	The Beginning teachers program is evaluated highly by those involved and the Conference was also considered very successful. It will continue into 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	227	426	582	767
Girls	236	385	531	673

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.2	95.9	94.1	93.1
8	93.6	93	92.8	90.5
9		93.7	90.1	90.8
10			90	88.1
11				90.2
All Years	93.9	94.3	91.9	90.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9		89.1	87.7	87.2
10			86.1	85.5
11				86.6
All Years	91.6	90.8	88.7	87.9

It is pleasing to note that attendance rates are above state averages.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1.0	2	0
Employment	0.6	3	0
TAFE entry	0.2	0.2	0
University Entry	0	0	0
Other	2	0.7	0
Unknown	1	3	0

The community of the Ponds is very aspirational with the majority of families expecting their child to enter University once they finish. A small number of parents and students aspire to their children gaining a trade qualification and this is reflected in the high percentage of retention into Year 11 in 2019.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at The Ponds High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

There is no Year 12 cohort in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	14
Classroom Teacher(s)	70.4
Learning and Support Teacher(s)	1
Teacher Librarian	1.4
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	16.57
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,700,629
Revenue	15,106,756
Appropriation	13,615,106
Sale of Goods and Services	497,769
Grants and contributions	972,803
Investment income	20,579
Other revenue	500
Expenses	-15,165,881
Employee related	-12,755,050
Operating expenses	-2,410,832
Surplus / deficit for the year	-59,125

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	284,345
Equity Total	385,936
Equity - Aboriginal	9,018
Equity - Socio-economic	41,696
Equity - Language	129,796
Equity - Disability	205,426
Base Total	12,158,415
Base - Per Capita	262,565
Base - Location	0
Base - Other	11,895,850
Other Total	510,690
Grand Total	13,339,385

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

In 2019, 265 students sat Naplan in **Year 7**

In Literacy, our results include:

- 31% of students received a Band 10, 9 or 8 in Reading
- 34 % of students received a Band 10, 9 or 8 Grammar and Punctuation
- 62% of students received a Band 10, 9 or 8 in Spelling
- 21 % of students received a Band 10, 9 or 8 in Writing.

This means that 34% of Year 7 students achieved "at or above national minimum standard" in all areas of Literacy.

In 2019, 245 students sat Naplan in **Year 9**

In Literacy, our results include:

- 51% of students received a Band 10, 9 or 8 in Reading
- 51 % of students received a Band 10, 9 or 8 Grammar and Punctuation
- 51% of students received a Band 10, 9 or 8 in Spelling
- 37 % of students received a Band 10, 9 or 8 in Writing.

This means that 47% of Year 9 students achieved "at or above national minimum standard" in all areas of Literacy.

Numeracy

In 2019, 265 students sat Naplan in **Year 7**

In Numeracy, our results include:

- 44% of students received a Band 10, 9 or 8

This means that 44% of Year 7 students achieved "at or above national minimum standard" in Numeracy.

In 2019, 245 students sat Naplan in **Year 9**

In Numeracy, our results include:

- 58% of students received a Band 10, 9 or 8.

This means that 58% of Year 9 students achieved "at or above national minimum standard" in Numeracy.

School performance - HSC

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

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

The school did not have an HSC cohort in 2019.

Parent/caregiver, student, teacher satisfaction

Students – Students participated in the Tell Them From Me in 2019. Findings of note include:

- Average participation in sports outside of PDHPE classes is much higher for students at The Ponds High School than similar schools.
- Average participation in extra-curricular activities is much higher for students at The Ponds High School than similar schools (similar schools 25% – TPHS 37%).
- 67% of Year 7 students had high advocacy and high expectations. while Year 9 students indicated 41%. This reflects a statewide trend although more students had low advocacy and low expectations in Year 9 than the state statistics.
- Very few students indicated they truanted which is statistically below similar schools.
- Students at TPHS feel they have positive homework behaviours, more so than similar schools (60% to 54%)
- It was pleasing that 90% of student felt they had positive behaviour at school.
- Intellectually engaged students peaked in Year 7 at 62% and was at its lowest in Year 10 at 35%. Both year groups are more engaged that the state average. This was reflected in rigour and relevance and was almost identical to similar schools.
- 33% of students had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 42%
- 36% of students were not confident in English, Mathematics and/or Science and found these challenging as a result. The NSW Govt norm for this category is 40%.

Parents – Parents had many opportunities to speak to teachers and receive information about the systems and structures at the school. Information nights were well attended as were three parent teacher evenings. Staff were able to manage their time effectively during to parent teacher evenings with many parents reporting satisfaction with the experience. In 2019, P&C meetings were well attended with the most positive feedback coming from meetings focused on: Preparing for Senior Years, students' results of the 'Tell Them From Me Survey', Careers at TPHS, and The School Plan. Parents voted to continue this forum style meetings in 2020 and to continue to advocate for the Department of Education to present a plan to deal with future school growth. In 2020, parent forums and survey monkey will be used to collect targeted feedback on a number of areas.

Teachers

In 2019, Staff Well-being was identified and prioritised as an area to investigate. Staff were surveyed to gather data around the degree of staff well-being across a number of areas. The data generated was presented to all staff during a regular staff meeting and strategies to further support staff well-being were provided during Twilight sessions and Staff Development Days. Staff well-being continued to be a priority over the course of the year. A selection of results are as follows:

- 54% of staff rated their own well-being as high.
- 38% of staff indicated that their well-being was sound.
- 86% of staff indicated that they regularly provide colleagues with positive feedback.
- 72% of staff indicated that they regularly receive positive feedback.
- 93% of staff indicated that they were comfortable voicing concerns.
- 55% of staff indicated that they had a good work-life balance.
- Staff indicated that the major sources of work-related stress were classroom management, administrative processes and the need for more time to prepare and complete administrative work.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

The Ponds High School has 18 Aboriginal students or 1% of the school population. All ATSI students have Personalised Learning Plans which have been developed in consultation with parents or caregivers and our Aboriginal Contact, Ms Miriam Kelly. Ms Kelly provides leadership to support and promote Aboriginal Culture for these students through offering a broad range of cultural experiences which have included: student led assemblies for both Sorry Day and NAIDOC Week; Pathways to Dreaming; Muru Mittigar excursions; SSP Naidoc celebrations; and there are plans for a native garden underway. The Ponds High School is also committed to provide students with curriculum experiences that include and celebrate Aboriginal achievement.

Anti-Racism Policy

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

Ms Miriam Kelly continued raising awareness of anti-racism procedures to encourage students to report incidents where racist comments and actions needed follow-up. These procedures were clarified with new and existing staff as part of student referrals.

Multicultural Education Policy

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

The Ponds High School has a linguistically and culturally diverse population with 57% of students indicating they speak a language other than English at home. The largest proportion of non-English speakers have Hindi as their native language with three northern Indian dialects make up the second largest grouping. There are a significant number of Arabic, Persian and Farsi speaking families as well.

A permanent EAL/D teacher uses a combination of withdrawal, small groups and classroom support to assist students with classwork and assignments. An after school club also assisted EAL/D students with extra support on their homework and assessment tasks. The largest majority of EAL/D students at The Ponds High School are at the Consolidating stage.

In 2019 both a Harmony Day Assembly and a huge Multicultural Day Assembly were celebrated with students wearing national dress. The funds raised during Multicultural Day each year go to support Danny, our World Vision child from Rwanda.

The school also celebrated the inaugural Diwali Night Festival with food stalls and performances varying from the Hip Hop Boys troop, beat boxing, modern dance styles, traditional Hindi dancers, Bangra dancing and a mix of traditional and modern Indian songs. The night was very successful and raised a significant amount of money.

