

National Partnership on Low SES School Communities

Situational analysis report for current schools with 2009/10 start date

July 2010

PRAIRIEWOOD HIGH SCHOOL

8560

NOVEMBER, 2010

SOUTH WESTERN SYDNEY Region



Australian Government



**Education
& Training**

NSW Department of Education and Training

The following is a report prepared as a result of a Situational Analysis at Prairiewood High School from January to December, 2010.

- **School situational analysis team members and position**

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As Principal I endorse the contents of this report.

JOHN PICKERING
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PRAIRIEWOOD HIGH SCHOOL

A copy of this report has been lodged with the School Education Director with responsibility for this school.

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1.0 SCHOOL CONTEXT

Prairiewood is a local comprehensive and partially selective high school located in the Fairfield Local Government Area (third largest in the Sydney area) and is surrounded by the suburbs of Wetherill Park, Prairiewood, Smithfield and Bossley Park with William Stimson, Smithfield West, Prairievale, Smithfield and Horsley Park as its main "feeder" primary schools. Almost all of the housing in the immediate area is privately owned, with a small section of government housing adjacent to the school.

The present site of almost eight hectares was first occupied in 1984 and is bounded by Prairie Vale Road, Restwell Road, the Stockland Centre and the public housing area of Bogong Place. Two public hospitals, The Spastic Centre and a rehabilitation clinic are located "just across the road", with a neighbourhood youth centre also nearby. We are part of the Hoxton group of schools in the South Western Sydney Region.

The school's Mission Statement sums up our key focus and purpose: *"To strive for excellence in classroom teaching with students supported by wide-ranging experiences and opportunities which enable them to develop as productive, effective and valued members of the community."*

The majority of Prairiewood students are friendly, courteous, polite, well-behaved and interested in making a worthwhile contribution to their school. Our students are representative of a wide range of academic ability, with some very hard-working students achieving outstanding HSC results in recent years and a significant number of candidates achieving results which place them in the top 10% or 20% of students across the State.

At the same time, there has been an increase in the number of students identified as experiencing learning difficulties and in need of additional learning support, and also an increase in the number of these leaving school during Years 10 or 11 as a result of being offered traineeships, apprenticeships or permanent employment, instead of remaining until Year 12 to complete the HSC.

Twenty students are enrolled in the two Special Education (I.O) support classes which operate at our school.

Prairiewood High School is fortunate to have a very stable and experienced staff of about 77, with 55% or more of the teaching and non-teaching staff having greater than fifteen years experience in schools and almost 40% having worked at our school for 15 years or more. Many of our teachers regularly participate in School Certificate and HSC marking, with some also involved as members of Board of Studies Exam and Syllabus Committees or as members of District Training and Curriculum Support teams. All teaching staff meet the professional requirements for teaching in NSW public schools.

After peaking at 1,510 students in 1995, the total school enrolment has now reduced to 920 students for the 2009 school year (almost the same as in 2007 and 2008) mainly as a result of the changing demographic with the children of original residents now young adults and many younger families now moving into this area. Although 71% of our students are from almost fifty different cultural backgrounds the actual breakdown in terms of cultural groups has changed quite significantly over the years. In 2009, the most significant LBOTE groups represented by students from an NESB/LBOTE background are: Assyrian (17% of these students), Arabic (12%), Vietnamese (11%), Spanish (8.3%), Italian (6.0%) with the next most significant groups being Samoan, Turkish, Tongan and Cantonese.

These figures represent a noticeable change in the mix of students from a range of different cultural backgrounds, even when compared to statistical figures in just the past four or five years. It is also interesting to note that, of thirty-five new students enrolling at our school in

Years 8-12, almost 20% of these (and 2% of new Year 7 students) formerly attended a non-government school.

The Student Welfare Team is led by the Head Teacher Welfare and involves each of the six Student Year Advisers and six Assistant Advisers together with the School Counsellors working together to provide support to the students in each scholastic year group. The Learning Support Team also works closely with Year Advisers and other members of the Welfare Team.

In addition to the usual teacher/faculty monitoring and individual student assessment/exam results for results each half year, student achievement and progress is also further monitored across Years 7-12 via the principal's Monthly Review Meetings and the school works closely with students and parents to address any issues and concerns which may arise.

PrairieWood offers a very diverse curriculum and includes a wide range of VET courses offered at the school and at TAFE, an area of emphasis which has existed since the earliest years of the school's operation in the late 1980s.

In the Senior School, students are invited to choose from more than sixty-five different subjects, including extension courses in English, Mathematics, History and Languages, together with a significant selection of 2 Unit Board Developed courses, as well as other Board Endorsed and Vocational Education and Training (VET and TVET) courses being offered to students for the HSC. PrairieWood was the first school in this area to offer the new Entertainment VET course (commenced in 2005), with a VET Primary Industries course being introduced in 2007.

Students enrolled in the Special Education (I.O.) classes work towards a Life Skills School Certificate and are actively involved in many whole school programs. Special curriculum initiatives which provide opportunities for work skills and social skills development both within and beyond the school have been extremely successful. A vocational education curriculum initiative which has operated for a number of years now has been the hospitality and catering program (including invitations to cater for events and training courses organised by district office and other outside groups) developed for our Senior I.O. students. A special feature of this program is the "PrairieWood Café" where students have the opportunity to develop their hospitality competencies.

Staff at PrairieWood regularly give of their time before and after school, as well as at lunchtimes, to provide these special experiences for our students in areas such as... debating and public speaking; Duke of Edinburgh Award Scheme; Ag Club, Sydney Royal and a range of country show competition events; Multicultural Concert; talent quest; dance, music and drama activities; astronomy nights; fitness club; together with soccer, indoor soccer, Rugby, volleyball, hockey, basketball, netball, table tennis and a range of other sporting programs. Probably the most significant sporting team achievement has been the selection of our school's Rugby team to represent Australia at the World Rugby Youth Tournament to be held in Japan last year. Programs such as these that operate beyond the classroom are important aspects of each child's educational journey and I would like to acknowledge and thank the many staff involved in training and coaching our young people in these programs and activities.

2.0 METHODOLOGY

In conducting this revised school situational analysis, the following phases were followed to draw conclusions, make recommendations and refine strategies linked to the six Reforms of the Low SES School Communities National Partnership.

1. planning the process
2. collecting data
3. analysing data
4. communicating findings, recommendations and strategies.

Timeline for the situational analysis

Date/s	Phase	Task/s	Required resource	Staff responsible
June and July, 2010	Planning the process	Establish a situational analysis team including representatives from key stakeholder groups: <ul style="list-style-type: none"> • determine the data that needs to be collected and the tools available to revise the Situational Analysis • develop a timeline for the revised situational analysis, including tasks, required resources and allocation of personnel responsible • decide how the findings will be communicated to the school community. 		Principal Principal and situational analysis team
March, 2010		Undertake a SMART training workshop (where appropriate). Schools may wish to revisit the SMART training workshop or include new or additional members of the executive team in training		All Executive and Teaching Staff
June, 2010 Feb., 2010 Term 4, 2010 March, 2010	Collecting data	Collect data on: <ul style="list-style-type: none"> • student enrolment • student attendance • student retention • student literacy/numeracy performance • staff profile • student engagement • parents/community (comprehensive community involvement including Aboriginal community and AECG) • Multilit/Reading levels for Yr 9 • UNSW GAT Tests (Yrs 7/8) 		Principal and situational analysis team Learning Support Team HT Teaching and Learning + Low SES Program manager + CLOs.

Date/s	Phase	Task/s	Required resource	Staff responsible
Oct, 2010		Prepare and distribute surveys to parents, students and staff: <ul style="list-style-type: none"> • quality teaching • school culture and teaching • after-school learning improvement program • school life survey • student literacy and numeracy • learning environment, understanding and knowledge 		Principal and situational analysis team
Term 4, 2010	Analysing data	Scanning the data Determine what has changed/progressed from the previous Situational Analysis Drawing conclusions Validating the conclusions Explaining significance of conclusions		Principal and situational analysis team and Learning Support Team
Term 4, 2010 July, 2010 Term 4 2010	Communicating findings, recommendations and strategies	Communicate the findings, explaining conclusions, making recommendations and developing strategies linked to Reforms Describing achievements and progress	Situational analysis report template	Principal and situational analysis team

3.0 FINDINGS

Student enrolment

- Over past 4 years, there has been an overall, downward enrolment trend (<14%); Notable increase in predominance of males over females ie 14% drop in females compared with a drop of 1.6% in males. 10% difference in ratio of males to females. Four years ago it was 3-4% difference.
- 2009 enrolment figures also reflect the overall trend in total enrolments of 886 with 55% being male. A significant finding as part of a detailed analysis of student enrolments in 2009 has been the increased number of students with Refugee status, as well as an increased number of previously unidentified students requiring high level ESL support.
- Enrolment data for the new Year 7 selective classes for 2010 indicates a reverse trend with more than 60% of this cohort being female together with an expected increased overall enrolment
- Student enrolments are now increasing.
- Partially Selective School status and growing numbers in primary schools.

Student attendance

- Yrs 7-10: Improved over the last three years from 89.4 to 90.9, which is well above the State mean and equal to the Regional mean in 2008. At the same time, lateness to school continues to be a point of concern, with students often supported by their parents with excuses for late arrival at school. Parent attitudes about the need for regular and consistent attendance and punctuality at school are often considered to be a contributing factor.
- Yrs 11-12: Although attendance rates show an improvement trend over recent years, from 87.7 to 88.4, these figures are still well below the State and Regional means. There is a need to implement additional strategies for monitoring and highlighting the direct research links between attendance and achievement levels at school – especially with the parents of our students.
- Student attendance rates are improving ... very slowly and gradually.
- Under National Partnerships, a SAS support person has been employed to follow-up on all unexplained absences and alert HT Admin/Principal to attendance patterns of concern. CLOs are also now involved in direct contact with parents (re student attendance) as part of their role.

Student retention

- Retention rates have always been and continue to be higher than the State and regional mean, and compare favourably with those of the local School Education Group of schools.
- The school continues to be proud and celebrate the achievements of its students and a destination survey of Year 12 students who completed the HSC at the end of last year reveals the following positive information re “life after Prairiewood”:

- 34% gained entry into full time university courses
- 31% enrolled in full time TAFE or private college courses
- 6% entered full time apprenticeships
- 10% gained full time employment
- 8% gained part time employment.

Student performance - NAPLAN

Year 7 Reading

- 52.9% met expected growth and this is consistent with the 2009 result.
- Average Scaled Score Growth (ASSG) of 56.1% was consistent with Hoxton, SSG, NSW SWS and State figures.
- The 2010 results show a decrease in the number of students who were at or below NMS, which is an improvement and is trending positively. This positive decrease was below Region averages, which is the first time this has occurred in the comparison period.
- Significant increase in students who achieved proficiency (top 2 bands) to 28% from 12% in 2008 and 15% in 2009.
- Students who achieved proficiency (top 2 bands) were above the Region averages and within 6% of State averages. This is a significant improvement given the results from previous years (2008 – 17% difference and 2009 – 15% difference).
- The results for girls in the Year 7 cohort who were at or below NMS (bottom two bands) has significantly improved over the last three years from 38% in 2008, 24% in 2009 to 16% in 2010.
- The results for boys in the Year 7 cohort who were at or below NMS (bottom two bands) were consistent with previous years. There was a noticeable increase in the number of boys who were below the NMS (bottom band) and this figure was 14% which is 9% higher than State and 5% higher than Region averages.
- Boys are still over-represented in the bottom bands, when compared to girls, by a ratio of 2:1.
- The Band Predictor facility suggested that an increase of just 3 marks per student would have resulted in just 5% of boys being in the bottom band which would have placed the school at State average and below Hoxton average.
- In total, 50 students achieved proficiency levels (top two bands) 29 girls and 21 boys. A total of 103 students were represented in the top three bands.
- When the selective students are excluded from the data the actual number of students represented in the top three bands has remained consistent (2008 – 40 students, 2009 – 52 students and 2010- 49 students).

Year 7 Writing

- 58.4% of students met expected growth an increase from previous year figure of 50.8%
- Significant decrease in students who were at or below the NMS (bottom two bands). 50% decrease from 2008 and 30% decrease from 2009.
- In both proficiency and BMS we are at the State averages and slightly better than Region averages. This is a consistent result in proficiency bands and an improved result in BMS bands.
- Average Scaled Score Growth (ASSG) was well below the figures for Hoxton, SSG, NSW SWS and State.

Year 7 Numeracy

- 69.9% met expected growth an increase from 61.2% in 2009.
- BMS students have fallen significantly since 2008 almost 35%. We are noticeably below both Region and State averages for BMS and moving away from the State trend.
- Single biggest improvement has been in the students who are achieving at the proficiency level. Almost a 200% increase since 2008. Although these results are higher due to the inclusion of Selective students in 2010, results achieved for non-selective students have also improved for the 2010 cohort. This is significantly above the State and region averages and we are reversing the trend away from Region and State averages.

Year 9 Reading

- 40.7% of students met expected growth.
- Average Scaled Score Growth (ASSG) of 26.1% was lower than Hoxton, SSG, NSW SWS and State figures.
- Proficiency level scores were lower than State and region averages but still reflected the same trends as State and region averages.

Year 9 Writing

- 56.7% met expected growth.
- Average Scaled Score Growth (ASSG) on par with Hoxton, SSG, NSW SWS and State figures.
- There was an underachievement in the proficiency bands and overrepresentation in the bottom two bands.
- Significant number of students in the proficiency bands showed little or no growth. Conversely the majority of students in Bands 5, 6, 7 achieved moderate to substantial growth.

Year 9 Numeracy

- 57.4% of students met expected growth.
- There was an increase in the number of students who were BMS but we followed State and Region trends.
- Average Scaled Score Growth (ASSG) figures show better or comparable growth when compared with Hoxton, SSG, NSW SWS and State figures.
- Proficiency scores mirror State and region trends and are consistent over the comparison period.

Student Performance

- Of the 128 students in Year 12 in 2009, forty-seven studied a vocational or trade training course (37%). The range of courses included: hospitality operations; retail operations; entertainment; primary industries; information technology; nursing studies; tourism, and accounting.
- Of the 37% of Year 12 students who received an HSC or equivalent vocational education qualification, approximately 70% sat for the HSC examination in their vocational education course.
- In 2009 there were thirty-nine students who received an AQF Certificate Level II qualification and/or completed Year 12. This represents 30% of the Year 12 cohort. In recent years there is no discernable trend up or down in relation to the uptake of these courses.

School Certificate

- Results for School Certificate English/Literacy confirm an ongoing trend in the reduction of students placed in the lowest two bands with a significant increase in the number of students achieving Band 5 and band 6 results. This improvement is substantial when compared to the school's average results over the past five years.
- Compared to the school's average results in School Certificate mathematics over the past five years, the number of students with results in the lowest two bands continues to decline. It is encouraging to note that overall achievement levels in the top three bands is above the average for the past, with Band 4 and Band 5 levels being above those of the similar school groups and also above the state mean.
- Results for science in 2009 are not too dissimilar from previous years but it is encouraging to note that the number of students with results in the top two bands is above the average. The decline in the number of students achieving results in the lowest two bands mirror their performance in English and mathematics. The number of students receiving results in the top two bands has increased when compared to the school average for the last five years.

- Results in the Australian History, Civics and Citizenship course continue to improve, with more than half of our students placed in the top three bands for this School Certificate course whilst the number of students placed in Bands 1 to 3 is decreasing. The number of students in the top three bands has increased a little when compared to results in the previous five years.
- Results listed above for the Australian Geography, Civics and Citizenship course show that Band 1 results are virtually non-existent and in the lowest three bands are similar to previous years. At the same time, the number of students placed in the top two bands is greater than our school average. In the top three bands, our students have achieved at a level which is higher than those in like school groups and above the state mean.
- The relative performance of our students in the 2009 School Certificate (when compared to achievement levels in Year 5 tests) is quite remarkable. Not only are these results better than those achieved on average over the past five years, but they also far exceed the improvement levels (valued-added figure) of other like school groups.

Higher School Certificate

- Overall results in Biology, Economics, English Extension 1, Mathematics Extension 2, PDHPE, Senior Science, Community and Family Studies, were excellent when compared to statewide results.
- More than 50% of our students achieved results in the top two bands for the following courses: English Extension 1, Community and Family Studies, Mathematics 2 Unit, Maths Extension 1 and Maths Extension 2.
- Results for students in the following HSC courses were excellent - with between 73% and 91% of students gaining results in the top three bands: English Advanced, Economics, Community and Family Studies, Information Processes and Technology, Mathematics 2 Unit, Music Course 1, PDHPE, Biology and Senior Science.
- The 2009 HSC results were better than last year in sixteen courses - a continuing improvement trend for Prairiewood High School students in recent years.
- 91% of students studying English Extension 1 and 80% of those studying the Extension 2 English course gained results in the top two bands
- 63% of students studying the Maths Extension 1 course and all of the students studying the Maths Extension 2 course achieved results in the top two bands
- 57% of students studying the History Extension course gained results in the top two bands
- 51% of students studying Biology achieved results in the top two bands
- 44% of students studying Visual Arts achieved results in the top two bands
- 85% of students studying the English Advanced course gained results in the top three bands

- 89% of students studying the Modern History course gained results in the top three bands
- 80% of students studying Music Course 1 gained results in the top three bands
- 81% of students studying the Biology course gained results in the top three bands
- 76% of students studying the Mathematics 2 Unit course gained results in the top three bands
- 75% of students studying the Information Processes and Technology course gained results in the top three bands
- Results in eleven HSC courses exceed the average achieved over the past five years, with results in biology, chemistry, English (Advanced), English (Extension 1) and Personal Development Health and Physical Education being above the state mean.
- Students in biology, chemistry, mathematics, PDHPE, English (Advanced), English (Extension) and legal studies exceed those of students in like school groups.

Student engagement

- Parent surveys relating to school culture and teaching and learning have yielded very positive results on the whole, with responses indicating that parents and community are very satisfied with the school. The most positive responses included: "The school is continually finding ways to improve what it does", "The school caters for the learning needs of all students" and "The school encourages everyone to learn". "My child talks to his/her teachers about what they are learning and why" continues to receive a less than favourable response from parents.
- Parents are keen to receive more detailed feedback from teachers on individual pieces of student work completed in class or as part of an overall assessment plan, as well as additional feedback about student progress when it relates to students in their first year of stage 4, stage 5 or stage 6 work.
- In spite of whole school training and development activities relating to analysis and interpretation of data in 2010, there remains a significant need for ongoing staff training in this area, especially in respect of use of NAPLAN, SC and HSC data in determining future directions for teaching and learning programs. At the same time, there is considerable evidence of an increased awareness and understanding of the significance of this information, as well as "corridor conversations" relating to student and school data.
- Results in the 2010 Student School Life Survey were all very positive and almost identical to responses provided in 2009. Positive and well-supported items in the survey included: "I want to get good results at school", "My teachers expect high standards of work from me" and "I like to learn new things at school". Disappointingly, the statement which received the most significant number of negative responses (and principally from Year 10 student surveys) was: "I get

excited about my school work". Responses from Years 11 and Year 7 indicated a positive and engaged attitude and approach to learning.

- It is interesting to note that, although many students believe that they are quite proficient in literacy and reading, these results are at odds with the school's NAPLAN data. In particular, interpretation and comprehension/understanding continue to be significant areas for development and improvement.
- In the staff Quality Teaching Survey, the highest supported responses included: "I use a range of higher order questioning techniques in lessons", "Discussions are used regular as an important learning strategy in my lessons", "I encourage students to take risks in their learning" and "The majority of students invest in their own learning by completing tasks beyond ", "My lessons are planned to build upon the background knowledge of my students", and "My lessons are planned to integrate knowledge and skills within a subject or KLA". Overall analysis of the teacher responses provided positive indicators in terms of Quality Teaching criteria as evidenced by the above survey responses.
- A survey of students and parents was conducted at the end of Term 3 to gauge the effectiveness of the After School Learning Centre and the overall impact to the students' learning outcomes. Currently 11 teachers are involved as tutors in the Program with a minimum of 8 each afternoon. The survey revealed that -
- More than 65% of the students felt they: had a better attitude to school; participated more in class; and were more able to complete class work, with more than 75% of students believing they made more of an effort in class and were better readers. Similarly, at least 60% of these parents surveyed reported that: their child was happier coming to school and found it easier to complete homework. At the same time, almost all parents indicated that they that the after school learning improvement and support centre helped their child improve in their schoolwork and expected their child's yearly report to be better/more positive than the half yearly progress report.

Staff profile

Expenditure Summary for 2010 Teacher Professional Learning Funding:

- Beginning Teachers 2%
- ICT 9%
- Literacy and Numeracy 2%
- Quality Teaching 20%
- Syllabus Implementation 4%
- Career Development 16%
- Welfare and Equity 6%
- Laptops for Learning 41%

Note: An additional amount of \$49,000 from Low SES Partnerships funding and \$17,000 from school funds was used to further support and enhance professional learning in 2010, with a significant amount of these funds used for professional learning priorities relating to the commencement of two Selective Stream classes. There is a need for continued targeted professional learning for all staff in ICT, Quality Teaching, Programming/Curriculum Development and Gifted and Talented programs.

- In accordance with our existing three-year School Plan, our whole school focus for professional learning in 2011 is centred on the development of staff understanding and skills in Literacy, Numeracy, Quality Teaching and ICT Technologies. Staff surveys and progress on 2010 targets in our school plan have resulted in the following faculty priority areas for professional learning in 2011: analysis of SMART data; Moodle; effective use of classroom technologies and laptops for learning; GERRIC training and KLA specific software applications.
- There is evidence of greater awareness, understanding and improved staff skills in the 2010 target areas of: data analysis; gifted and talented programs and differentiated curriculum; use of classroom technology resources; and curriculum development, as well as the individual learning needs of our ESL and lower ability students across all years.
- The planned 2011 professional learning initiatives and re-development of literacy, numeracy, quality teaching and ICT teams will develop greater staff confidence, beliefs and perceptions in the teaching of literacy and numeracy to inform school planning and curriculum development.

Parents/community

- Although not clearly evident from survey responses, there is substantial anecdotal evidence of the need to address staff concerns about student attitudes to learning and their ability to cope successfully with curriculum and assessment requirements for the School Certificate and HSC. Special programs designed to support both students and parents in these areas are intended to improve student attitudes and overall student engagement and levels of achievement. A significant catalyst for achieving successful outcomes in these areas will be the work of our CLOs in their dealings with both students and parents.
- Survey responses clearly indicate significant levels of parent satisfaction with many different aspects of the school's operation and are reflected in the following survey items: "The school encourages students to achieve their best" (90% satisfaction), "The school encourages everyone to learn" (93%), "The school provides clear information about student achievement through the school's reporting process" (91%), "The school caters for the learning needs of all students" (86%) and "The school is continually finding ways to improve what it does" (85%).
- The following strategies have been introduced to address the need for increased communication and support links with parents, home and community as a means of strengthening relationships as partners supporting student learning:
 - Employment of CLOs during 2010;
 - Increased levels of contact with parents re student attendance/attendance concerns;
 - Expansion of business and community links to support curriculum implementation;
 - Introduction of parent forums hosted by CLOs; and

- Facilitation and further development of opportunities and experiences for students at risk resulting in positive educational and employment outcomes for these students.

4.0 UPDATED CONCLUSIONS AND RECOMMENDATIONS

Update conclusions and recommendations from previous Situational Analysis Report based on analysis and synthesis of current data.

Conclusion: (Conclusions will inform Achievements/Progress on targets and key strategies)	Recommendation: (Recommendations will inform the targets and key strategies for 2011)
<p>Based on DASA teacher survey data, there was evidence that the majority of classroom teaching staff were lacking in skills in the evaluation and use of NAPLAN, SC and HSC data as a tool to inform teaching and learning programs.</p>	<p>Continue to further develop a program of targeted professional learning for all staff in the analysis and use of NAPLAN, SC and HSC data to support the development of classroom teaching and learning programs.</p>
<p>NAPLAN data reveals the need for a school-wide strategy to support students in Years 7 and 8 with specific literacy and reading concerns.</p>	<p>Develop, implement and evaluate a support program to build and develop student skills in literacy; with a particular focus on reading. Expand recently introduced Multilit Program across Years 7-9 and support the development and training of primary partner schools staff in accelerated literacy and Multilit.</p>
<p>There is need to develop programs targeted at students who are below or at minimum standard and who are high ability and underachieving.</p>	<p>Develop, implement and evaluate a whole school strategy to meet the needs of students with learning difficulties and for students who are underachieving in literacy and numeracy. Expand the after-school learning improvement and support program to include teacher support for homework and assignments – Years 7-10.</p>
<p>NAPLAN data reveals a need for a school-wide strategy to support students in Years 7 and 8 with specific numeracy concerns.</p>	<p>Develop, implement and evaluate a support program to build and develop student skills in numeracy. Structured mandatory professional learning program to be introduced for all teaching staff.</p>
<p>Significant student underachievement in the higher bands and expectations of student learning, particularly in Stages 4 and 5 and evidence of lack of engagement.</p>	<p>Address the underachievement and lack of engagement through increased use of ICT strategies and ICT resources and further embed the Quality Teaching Framework into all teaching programs as part of structured professional learning initiative for all staff.</p>

Conclusion: (Conclusions will inform Achievements/Progress on targets and key strategies)	Recommendation: (Recommendations will inform the targets and key strategies for 2011)
As a result of attendance figures in Stage 6 in particular, consider alternative approaches to address the high rate of absenteeism and lateness to school, including identified Aboriginal students.	Reinforce the need for more accurate monitoring and recording of lesson attendance by classroom teachers in the Senior School, as well as more accurate roll marking each morning in Years 7-10. Continue with phone call follow-up with parents re student absences and use the new CLOs to reinforce this issue with parents.
With the introduction of a selective stream in the 2010 Year 7 cohort, there is a need to ensure a range of enrichment programs beyond the classroom to address the needs of identified gifted and talented students.	Continue to provide and expand the range of enhanced learning opportunities and experiences to further address the needs of Gifted and Talented students – at both Prairiewood HS and in our partner primary schools where these were extremely successful in 2010.
With the increase in identified refugee students and the high proportion of LBOTE students requiring ESL support, there is a need to embed ESL pedagogy across all KLAs.	To further develop, implement and evaluate ESL pedagogy across all KLAs and introduce formal professional learning opportunities for faculty staff via TELL Training. Introduce additional ESL student support program to operate as part of after-school learning support initiative.
Based on parent responses, there is a need for further monitoring and evaluation of assessment and reporting procedures and the provision of detailed feedback for parents and students.	Continue to build and develop assessment, reporting and feedback strategies to enhance student learning outcomes following an analysis of performance data.
There is an identified need for improved communication and dialogue with parents of students from LBOTE and Indigenous backgrounds.	Arrange specific culturally-based parent meetings conducted by CLOs aimed at developing strategies for improving these community links, raising parent awareness about the educational needs and DET/BOS requirements for students and enhancing student learning outcomes.
Results of the Student School Life survey have revealed a continuing need to increase student engagement in learning and goal setting as a means of improving educational outcomes.	Support students with motivational speakers and training programs relating to study skills, goal setting and time management to develop improved student attitudes and engagement, taking greater responsibility for their own learning, especially in Years 10-12.

5.0 PROGRESS/ACHIEVEMENT 2010 TARGETS

In this section schools should report on progress towards and achievement of the school's 2010 targets and insert the 2011 target.

Target 2010	Achievement and comments	Target 2011
Improve skill levels in Literacy and Numeracy.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	Continue to improve skill levels in Literacy and Numeracy through structured professional learning.
Improve student achievement levels in SC and HSC.	Sound - Target has been achieved Comments:	Continue to focus upon improving student achievement levels across a wider range of courses in SC and HSC.
Increased literacy and numeracy and focus in all teaching and learning programs.	Sound - Target has been achieved Comments:	A more substantial literacy and numeracy focus embedded in all teaching and learning programs.
Staff involved in a range of Quality Teaching and Learning workshops and professional learning programs.	Sound - Target has been achieved Comments:	Increased staff involvement a range of Quality Teaching and Learning workshops and PL programs.
Increased opportunities for staff to further develop technology skills.	Sound - Target has been achieved Comments:	Further structured PL training for staff in ICT to support classroom T&L programs.
Greater evidence of technology embedded into teaching and learning programs.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	Evidence of technology embedded into a greater range of teaching and learning programs.
Increased confidence of staff and students in the use of technology resources to support learning.	Sound - Target has been achieved Comments:	Further support and training for staff in the use of technology resources to support learning.

To enhance and enrich the classroom work and experiences of students.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	To further develop and expand enrichment opportunities for students in supporting curriculum.
To make greater use of the expertise of people in business and community in supporting curriculum and teaching and learning programs.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	To continue to develop stronger links with business and community to further support curriculum and teaching and learning programs.
To establish stronger and more diverse links with business and community.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	All faculties to consider opportunities for further development of curriculum links with business and community.
Increased recognition and celebration of student achievement.	Sound - Target has been achieved Comments:	To explore further opportunities for increased recognition and celebration of student achievement.
Students encouraged to achieve their personal best and take greater responsibility for their own learning.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	Students encouraged to achieve their personal best and take greater responsibility for their own learning.
Improved student attitudes and greater commitment to their learning.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	To continue to develop new strategies to improve student attitudes and the level of commitment to learning.
To provide greater practical development opportunities in leadership support to staff.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	To continue to provide more practical development opportunities in leadership support to staff.
To encourage all staff to actively participate in professional learning programs that will enhance student learning.	Sound - Target has been achieved Comments:	To implement structured staff professional learning programs that will enhance student learning.
To improve and further develop school systems and procedures.	Basic - Progress has been made towards achievements of the target (near miss) Comments:	To evaluate and further develop more effective and efficient school systems and procedures.

6.0 PROGRESS ON 2010 STRATEGIES FUNDED BY NATIONAL PARTNERSHIPS

In this section schools should report on progress on implementation of the school's key 2010 strategies and indicate key strategies for 2011.

Key strategy 2010	Achievements/Progress Informed by the S.A data analysis	Comments – Schools should comment on issues and constraints affecting progress. (where appropriate)	Strategy 2011 – Schools should choose from the drop down box, then provide any new or revised strategies for 2011
Example: <i>Teacher professional learning in explicit and systematic teaching of literacy</i>	Example: <i>Lesson observations and teacher surveys indicate explicit literacy strategies in majority of programs in English, PDHPE and HSIE and evident in lessons.</i>	Example: <i>Further Teacher Professional Learning in explicit literacy strategies and demonstrations/ team teaching needed for Science, HSIE, TAS and Creative Arts faculties.</i>	Maintain Comments:
Two-day whole school conference with a focus on developing skills in data analysis and the use of this information to build more effective classroom programs and teaching practices.	Two-day conference postponed. Full training session in data analysis implemented for all staff.	Difficulty in having all staff attend a full two-day conference and SDD programs were filled with CoS4 initiatives each term.	Maintain Comments:
Provide all staff with access to all available data related to student achievement and performance levels including NAPLAN, transition data, SC and HSC data.	Completed – Terms 1 and 2 in 2010. Now all results available for access by all staff via DET Portal.		Maintain Comments:
All year 7 & 8 staff, across all subjects, analyse and use NAPLAN results (Item Analysis) to develop a program of explicit teaching skills and strategies in literacy with a particular focus on reading (in partnership with Sefton HS).	Currently being implemented at PHS. Sefton initiative to be taken up in 2011.		Maintain Comments:
Work in partnership with partner primary schools (William Stimson, Smithfield West and Horsley Park) to improve the quality of teaching of literacy for students in stages 3 and 4.	Fully implemented. Habits of the Mind Training days with relief provided for primary schools. Literacy and Numeracy forum with primary and high school staff in 2010.		Maintain Comments:

Share NAPLAN data with partner primary schools (William Stimson, Smithfield West and Horsley Park) and develop joint programming and teaching strategies.	Info from 2008 and 2009 shared with primary schools and will continue to be made available from 2010.		Maintain Comments:
Timetable explicit teaching of reading skills in Years 7/8 across all KLAs based on content-relevant material (in partnership with Sefton HS).	Not yet completed. Part of planned professional learning program for 2011. Multilit program implemented in Years 7-9 during 2010.	Insufficient time for effective planning and implementation due to other Low SES and Selective Schools professional learning initiatives.	Maintain Comments:
Additional Learn. Support staff appointed to assist with literacy/numeracy programs.	Three CRTs and two SAS staff employed during 2010 + three CLOs also assisting.		Maintain Comments:
Grouping of classes in Years 7 and 8 based on ability in numeracy and introduction of numeracy-based in-school program with support from partnership school – Sefton HS.	Sefton link yet to be established in 2011.	Insufficient time for effective planning and implementation due to other Low SES and Selective Schools professional learning initiatives.	Maintain Comments:
Investigate programs to meet the needs of students who are not meeting minimum standards - such as <i>Quick Smart</i> .	Multilit program introduced and staff trained. Senior study support workshops held in 2010. Individualised one-to-one ESL support provided to ESL students.		Maintain Comments:
Learning Support Team to provide teachers with cohort information based on Item Analysis of Year 7 and Year 9 data.	All Head Teachers in KLA areas provided with full details of all student testing data – including all data relating to incoming Year 7 students. Information provided also highlighted areas of strength and weakness for each cohort.		Maintain Comments:

Learning Support Team develop a tracking and monitoring system for monitoring and evaluating student achievement and progress; particularly for students who did not meet minimum standard in literacy and numeracy.	Database established on Profiler Student information system to provide access to this information for all staff plus action taken by LST to provide additional support to these students in the classroom and beyond.		Maintain Comments:
Establish an after-hours Learning Support Centre for targeted low-achieving students.	Fully operational from Term 1 in 2010 and fully staffed by teachers and SAS support staff for four hours each week. Primary focus is literacy, numeracy and reading development based upon student data available via NAPLAN.		Maintain Comments:
Organise parent/community workshops aimed at making parents more aware of home-based strategies to support student learning, especially for low-achieving students of Aboriginal or high-need ESL background.	The first of these was organised by the Assyrian CLO during Term 4 2010 with positive response from those who attended.		Maintain Comments:
Introduce numeracy strategies across all KLAs (partnership - based on Sefton HS model) .	Currently strategies are being developed for full implementation from the beginning of 2011.	Insufficient time for effective planning and implementation due to other Low SES and Selective Schools professional learning initiatives.	Maintain Comments:
Work in partnership with partner primary schools (William Stimson, Smithfield West and Horsley Park) to develop a transition program based on the teaching of numeracy skills .	Teacher forum and exchange held in Term 4 of 2010 represents the initial steps towards implementation of this strategy in 2011.	Insufficient time for effective planning and implementation due to other Low SES and Selective Schools professional learning initiatives.	Maintain Comments:
Share NAPLAN data with partner primary schools (William Stimson, Smithfield West and Horsley Park) and develop joint programming and teaching strategies in	Teacher forum and exchange held in Term 4 of 2010 represents the initial steps towards	Insufficient time for effective planning and implementation due to other Low SES and Selective	Maintain Comments:

numeracy.	implementation of this strategy in 2011.	Schools professional learning initiatives.	
Conduct a program audit, across all KLAs, to determine where relevant numeracy skills can be embedded into subject-specific content.	This is only in the early stages of development and will build upon data already collected previously. To be fully implemented by newly established Numeracy team as part of the 2011 staffing and structured professional learning initiative in the areas of Literacy, Numeracy, QT and ICT.		Maintain Comments:
Review ESL program organisation and delivery to maximise support to ESL students across KLAs in Years 7-12 .	An additional ESL teacher was appointed in Term 2 of 2010 and a targeted senior study program developed with students assessed as needing additional ESL support – especially those who were in danger of not successfully completing the SC, Preliminary or HSC.		Maintain Comments:
TPL for staff: ESL Education (including educational needs of ESL and refugee students, mode of program delivery) and principles of effective ESL pedagogy, including use of <i>ESL Scales</i> .	Three staff have been trained in the implementation of the TELL Program during 2010. A whole-school initiative and formal training in the TELL program has been scheduled for 2011.		Maintain Comments:
Analyse ESL student NAPLAN data to identify ESL student performance and KLA based teaching and learning strategies.	Individualised learning support programs are being developed by the new ESL teacher – and have already commenced during Term 3 of 2010 for some senior students. Additional support is		Maintain Comments:

	also planned for these students as part of the after-school learning improvement program from the beginning of 2011. A similar initiative is being developed for our Indigenous students (CLO only commenced four weeks ago).		
Develop staff understanding and skills in: collaborative teaching models; backward mapping and assessment task design; scaffolding of content; English language learning; and program development.	Implemented via the CoS4 professional learning initiatives and formal Habits of the Mind Training program conducted during Terms 3 and 4 of 2010 – involving PHS and partner primary school staff.		Maintain Comments:
Employment of additional ESL staff to facilitate the introduction of <i>Teaching English Language Learners</i> and provide additional support for the implementation of a revised ESL program in the school.	See above ... additional ESL teacher and training under way.		Maintain Comments:
Increased access to ICT facilities and resources and provision of professional learning for all staff to further embed technology in classroom practice.	Additional ICT facilities provided across all KLA areas during Term 4 of 2010... supplementing the Commonwealth Government program which included installation of one extra Connected Classroom and six interactive whiteboard facilities. Staff across all KLAs have been involved in professional learning initiatives offered at school, district, regional level during 2010. External supervisors were employed during major exam		Maintain Comments:

	periods to facilitate the release of staff for much of this training.		
Link with community initiated extra-curricular activities aimed at Gifted and Talented students.	A range of G&T initiatives have been introduced – in areas such as “artist in residence” dance project, “brainwave competition”, debating and public speaking, digital photography, ceramics and pottery... involving students from PHS and partner primary schools.		Maintain Comments:
Establish network structures with/across other schools (Connected Classrooms and other ICT tools to link staff and students).	Not yet implemented.	Insufficient time for effective planning and implementation due to other Low SES and Selective Schools professional learning initiatives.	Maintain Comments:
Develop a partnership with University of Western Sydney to facilitate classroom/student-centred action research (partnership with Sefton HS).	Not yet implemented, although some early contact has already been established with UWS in relation to links to support our selective class programs.	Insufficient time for effective planning and implementation due to other Low SES and Selective Schools professional learning initiatives.	Maintain Comments:
Additional support staff to be employed to assist the Career Education teacher in the development of individual career pathway programs with a special focus on Aboriginal and high needs ESL students.	Not yet implemented. Aboriginal Engagement Officer appointed early in Term 4 of 2010.		Maintain Comments:
Employ part-time CLOs (Aboriginal and Assyrian/Arabic) to develop stronger links between school and home with a particular emphasis on concerns related to attendance, subject selection, achievement and performance.	Now fully implemented and providing a range of valuable assistance to students and parents – clear evidence of the value of this initiative even if only recently introduced.		Maintain Comments:
Identify like-schools with high attendance figures to investigate alternative strategies to improve attendance.	Not yet implemented.	Insufficient time for effective planning and implementation due	Maintain Comments:

		to other Low SES and Selective Schools professional learning initiatives.	
More diligent follow-up of fractional truancy by the Student Welfare Support Team, especially for Stage 6 students.	This is being achieved via the newly appointed HT Admin, CLOs and HT Welfare – ably supported by employment of SAS staff for two days each week to provide follow-up with parents of absent and/or late students across all years. A computer-based software facility has also been developed to support this initiative.		Maintain Comments:
Audit of feedback based on Steve Dinham research in partnership with Sefton High School.	Not yet implemented. As an initial step in 2010, Steve Dinham's book relating to "moving and improving your school" has been issued to all executive staff and will form the basis of a professional learning workshop at our 2011 Executive Development Day in January.		Maintain Comments:
Develop a professional learning program based on the Curriculum Corporation website "Assessment for Learning" modules.	Not yet implemented... to be a focus at faculty level from 2011. Faculties have been provided with information relating to these modules and support materials produced by Curriculum Directorate.		Maintain Comments:
Develop and investigate samples of explicit quality criteria for assessment tasks using Board of Studies developed support and resource materials.	A link to the BOS "ARC" has been added to our PHS intranet but no explicit investigation has yet been		Maintain Comments:

	initiated at a whole school level.		
Teacher mentor program to incorporate regular review and monitoring of teaching and learning practices in the classroom.	In 2010, changes have been introduced to the New and Beginning Teacher Support program conducted as a PHS school professional learning program during Terms 1 and 2. Refinements introduced in 2010 to the SC and HSC accountability procedures, as well as the EARS procedures will assist in developing this area of our school plan.		Maintain Comments:
Appoint Head Teacher, Teaching and Learning, to work with Head Teachers to focus on professional learning and in-class support for the implementation of the Quality Teaching Framework.	HT Teaching and Learning appointed at beginning of Term 2 in 2010 and much improved and well-developed Learning Support "faculty" established to support our students.		Maintain Comments:
Review and further develop the TARS process to include monitoring of QT implementation.	Not yet completed. To be developed and fully implemented in 2011 as part of the structured professional learning initiative funded by National Partnerships.	Insufficient time for effective planning and implementation due to other Low SES and Selective Schools professional learning initiatives.	Maintain Comments:
All staff to be GERRIC trained (UNSW) to better accommodate the learning needs and provide improved T&L outcomes for all G&T students.	More than two-thirds of all teaching staff have now completed GERRIC training in 2009/2010 and additional staff are to complete this course during 2011.		Maintain Comments:
Continue TPL for staff to embed Quality Teaching and appropriate teaching, learning and assessment strategies in KLA programs	A revised and active Assessment and Reporting team has		Maintain Comments:

<p>and at a whole school level, including differentiated curriculum, negotiated curriculum and alternative structures.</p>	<p>completed a revision of our policies and procedures and will continue to further develop strategies to support full implementation of QT policy in 2011.</p>		
		<p>Strategic Programs for 2011:</p> <ol style="list-style-type: none"> 1. After-school Learning Improvement Centre (\$55,000) 2. Middle-school Curriculum Links with partner schools (\$7,000) 3. Partner primary school enrichment programs (\$13,000) 4. Literacy, Numeracy, Qt and ICT whole staff training/PL initiative (\$250,000) 5. Steve Dinham: developing and Improving your school (\$5,000) 6. GERRIC Training (\$10,000) 7. Multilit Training and Habits of the Mind Training (\$8,000) 8. TELL Training (\$10,000) 9. Accelerated Literacy Training in three partner primary schools (\$60,000) 10. 7-10 Programming and Curriculum Development – QT initiative (\$50,000) 11. Study Skills Development ... Elevate Education, including parent session (\$10,000) 12. Career Transition/School to Work Camp for Yr 10/11 students 'at risk' (\$20,000) 13. Artist in Residence+Writers' Guild (\$9,000) 14. Enrichment programs in astronomy, robotics, engineering, creative and performing arts, etc. (\$40,000) 	