

Port Hacking High School Annual Report



2016



8230

Introduction

The Annual Report for 2016 is provided to the community of Port Hacking 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.

Mr Douglas Hearne

Principal

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School background

School vision statement

At Port Hacking High School, students excel in all fields of endeavour: they are regularly placed in the top ranks of the Higher School Certificate; our sports and performing arts programs attract many talented students. Virtually all of our graduates find places in tertiary institutions, traineeships or full-time employment. We insist on high standards of dress and behaviour from our students and, in return, we offer high standards of teaching, a structured and caring community supported by high quality wellbeing programs and a wide variety of learning experiences. At Port Hacking High School we teach and nurture qualities such as self-motivation, discipline and respect for others so that our students graduate as well rounded, confident and responsible young adults. The entire staff of Port Hacking High School work with parents as school partners in guiding student development to adulthood. They are committed to building relationships based on respect with their students, and to focusing students on success in learning.

School context

Port Hacking High School has a population of 1195 students with strong connections to its community. The school emphasises a balanced education for all students, with a focus on academic achievement along with extra-curricular opportunities in sport and creative and performing arts. The expert staff support all students to strive to achieve to their potential. The school produces well-rounded and respectful young men and women who have the knowledge, skills and values needed to shape their lives and contribute productively to 21st Century society. Port Hacking High School provides extension classes for talented academic students, specialist support for literacy and numeracy, expert tuition in the performing arts, an outstanding student leadership program and high quality well-being programs that support a range of student needs. The school's strategic directions focus on: high expectations and improved student learning; student engagement and well-being; and teacher professional learning and leadership.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning the school's self assessment was consistent with the evidence presented and was validated using the School Excellence Framework. In the domain of Teaching the school's self assessment was consistent with the evidence presented and was validated using the School Excellence Framework. In the domain of Leading the school's self assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Raising expectations and improving student learning.

Purpose

To equip all students with literacy, numeracy and learning skills so that they can better interpret and contribute to their world. To equip students with the skills to effectively communicate their ideas, by ensuring that they can introduce, develop, sustain, substantiate and conclude an insightful, effective and cohesive piece of writing. To develop the intellectual quality that is required to build skills, ideas and deep understanding of important, substantive concepts so that students can make informed contributions to their world.

Overall summary of progress

Whilst our extended writing results in the 2016 HSC are very pleasing, we have struggled to meet our targets for improving literacy outcomes for Aboriginal students and Year 9 students..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of Yr 9 students achieving Band 8 or above in NAPLAN for reading, writing and numeracy. The remaining 50% to achieve a minimum of one band improvement.	<p>In 2016, 25% of Yr 9 students achieved a Band 8 or above in NAPLAN for reading, writing AND numeracy.</p> <p>54% of students who did not achieve a Band 8 (or greater) in Reading, achieved growth of one band.</p> <p>58% of students who did not achieve a Band 8 (or greater) in Numeracy, achieved growth of one band.</p> <p>There is no writing growth data available.</p>	Nil
Increase by 8% number of Yr 7 and Yr 9 students and by 30% number of ASTI students achieving in the top two bands in reading (Yr 7, 33% to 41%, Yr 9 25% to 33%) and numeracy (Yr 7, 43% to 51%, Yr 9, 33% to 41%) by 2019.	<p>In 2016, the achievement in the top two NAPLAN bands of students who identified as Aboriginal (4 students in Yr 7 and 4 students in Yr9), is as follows:</p> <p>Yr 7 Reading: 0% Yr 7 Numeracy: 0%</p> <p>Yr 9 Reading: 0% Yr 9 Numeracy: 25%</p>	\$5,953
RAP data shows an increase in achievements in HSC extended written response questions in comparison to previous achievement	<p>In 2016, the mean mark of five subjects was below state average (compared to 15 subjects in 2015).</p> <p>Of those five subjects, in three of those subjects, students performed below the state average in extended writing questions even though they were above or equal to state average in multiple choice and short answer questions.</p> <p>Thus, we can determine that in 2016, there has been an improvement in students' performance in extended writing questions in most subjects.</p>	Nil

Next Steps

Improving student literacy outcomes remains a priority especially for our Aboriginal students and Year 9 students. In 2017, all teachers will be offered the opportunity to engage in the Writing in the Middle Years project delivered at school over a series of afternoons.

Strategic Direction 2

Student engagement and wellbeing of our people

Purpose

To increase knowledge, skills and attitudes of the wellbeing of self and others with a specific focus on increasing awareness and support of the mental health of our people. To equip staff with the knowledge of SENTRAL as a new school data base to develop ongoing wellbeing profiles of students. To further enhance the relationship between partner primary schools to assist in transition to high school as well as developing greater cooperation and links with our partner primary schools. To provide professional learning related to the concept and use of positive psychology within our school context.

Overall summary of progress

Overall progress towards the school's improvement measures, in this Strategic Direction, has been encouraging. Each of the projects described in the school plan are being actioned and monitored. The team leading this Strategic Direction are focussed to ensure that each of the projects is being implemented in a timely way. Regular discussions are being conducted in relation to the impact of the improvement measures and evidence to support the judgements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey Data that indicates level of knowledge, skills and understanding of mental health and wellbeing to support future targeted directions and strategies	For planning and organisational reasons, work towards this improvement measure has been deferred until 2017.	Nil
Evidence of staff entering students wellbeing information into Sentral to provide better student profiling and targeted support	A high priority for the school in implementing SENTRAL has been providing professional learning for staff in using the well being module. All staff have been trained and are now using this module for a variety of well being related purposes. This has improved student well being profiling and enabling targeted support.	Nil
Increased number of Community of Schools (COS) initiatives	Several new and ongoing COS activities have been planned and implemented. COS links will continue through the school's Yr6–7 Transition program while one local primary school attended PortQuest. Preliminary discussions have occurred about a short film festival involving our partner primary schools along with the possibility of a transition mathematics program.	\$1,839.08
Increased staff participation in social events	There is evidence of increased staff participation in school organised social events. This has had the impact of consolidating and maintaining staff collegiality and positive staff relationships.	Nil

Next Steps

Each of these improvement measures will be further developed during 2017. An evaluation of the school's discipline process and procedures will be undertaken in 2017. A survey that will produce data that indicates levels of student knowledge, skills and understanding of mental health and wellbeing will be conducted. At the end of 2017 each of the improvement measures will be self assessed against the School Excellence Framework. This self assessment will explore evidence of the improvement measures being embedded into everyday school practice and the impact that is evident leading to ongoing school improvement. This will inform the rewriting of the school plan for the next three years from 2018–2020.

Strategic Direction 3

Teacher professional learning and leadership

Purpose

To develop teaching staff who are engaged with professional learning that supports the school's strategic directions. To develop a collegial, collaborative professional teaching and learning community who are equipped to continuously improve school practices and processes. To develop teacher leadership capacity at all levels to lead whole school programs that

Overall summary of progress

We are on track to achieve the improvement measures for Strategic Direction 3 as set out in the School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers apply their performance and development plan to improve practice.	In 2016 all teachers implemented their performance and development plans.	Nil
100% of teachers have a PDP goal that is aligned with a school strategic direction.	Teachers identified performance and development goals that met professional needs.	Nil
School based PL is mapped to teacher identified PL needs and school strategic directions.	Professional learning opportunities were provided based on teachers' needs via surveys, school strategic directions and PDPs.	Nil
15% of teachers take part in QT Rounds each year.	Eleven teachers took part in Quality teaching Rounds in 2016, representing 14% of the teaching staff. The focus was improving beginning teacher quality.	\$7,966.45

Next Steps

Further development in writing professional goals and aligning individual teacher goals to the broader school context will occur in 2017.

Mapping of professional learning needs to the school strategic directions and the creation of a school professional learning plan and calendar will occur in 2017.

In 2017, 15% of teachers will participate in Quality Teaching Rounds. Beginning teachers and representatives from each faculty will take part in improving teacher quality across the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The responsibility was given to a casual staff member to work closely with the Indigenous Co-ordinator and the Wellbeing Head Teacher to firstly identify all Indigenous students, through school records and those later identified through communication with family and caregivers. These students were each assisted to complete IEP's and subsequently developed further. These IEP's were used to provide literacy and numeracy assistance as required by individual students.</p>	\$5,953
English language proficiency	<p>EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English. EAL/D students come from diverse multilingual backgrounds and may include: overseas or Australian-born students whose first language is a language other than English; and Aboriginal or Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English. The EAL/D department continued to assist and educate students from a diverse background of nationalities. These included; China, Switzerland, Germany, Italy, Russia & Ukraine. Students receiving support range from Years 7–12. 2016 saw eight students attend Port Hacking High School in both Years 11 & 12 undertake the Study Abroad program. These students were enrolled for 3–6 months and immersed themselves in Australian Culture to build upon their English language skills.</p> <p>The Stage 4 & 5 EAL/D program is run through withdrawal groups. Students participate in small Staged based groups and the content is guided by the needs of the students. The Year 11 Preliminary HSC (ESL) students undertake three units; Area of Study: Journey; Language as a Tool for Communication; and Views of the World. These three units introduced students to textual based analysis with a strong focus on the Australian experience. The Stage 6 English (ESL) course provides students with the opportunity to not only develop their language skills, but also challenges them to think critically about texts and immerse the students in Australian Culture. 2016 saw a graduating class of 13 students. Within this group, multiple students received a Band 5, with 1 student receiving a Band 6.</p>	\$19,494
Low level adjustment for disability	<p>The low level adjustment for disability was utilised as in-class assistance, small group withdrawal and individual assistance for students with identified learning and/or physical disabilities. RAM funding allowed the school to hire two teaching staff on a casual basis and an extra teacher's aide. The teaching staff worked with students with</p>	\$72,558

<p>Low level adjustment for disability</p>	<p>identified disabilities in the areas of literacy and numeracy. These students were identified through medical records, in which a disability was diagnosed, or were identified by the wellbeing staff including the counsellors, Learning and Support Teacher or year advisers. In 2016, over twenty students were identified with learning disabilities and attracted specialised learning assistance throughout the year.</p>	<p>\$72,558</p>
<p>Socio-economic background</p>	<p>The funding for students from low socio-economic backgrounds was utilised to assist with special programs such as Exercise the Mood and the associated breakfast for students disengaged from school. The funding also assisted in running other school based programs such as Rock and Water to assist students to develop a belief within themselves and develop strategies for coping with stressful situations. The funding also assisted in supplementing our teaching resources allowing an extra two staff members, two days a week each, to assist students with their learning in targeted literacy or numeracy assistance. The funding was also directed to assisting Year 10, 11 and 12 students who were struggling completing assessment tasks due to a wide range of socio-economic reasons. In the course of the year, sixty students were assisted to achieve the learning requirements of the subject area.</p>	<p>\$51,386</p>
<p>Support for beginning teachers</p>	<p>In 2016 Port Hacking High School employed seventeen early career teachers across seven faculties. Of these seventeen teachers, five were in their first year of teaching. Due to these significant numbers, it was essential that appropriate support be identified and implemented as a key strategy to assist new teachers entering the profession; in alignment with Great Teaching, Inspired Learning reforms.</p> <p>The initial step was to employ a Beginning Teacher Mentor (0.2) to provide a point of contact beyond the school's executive, and develop and implement initiatives aimed at enhancing teaching and learning at Port Hacking High School.</p> <p>All early career teachers were engaged in a school-based induction program whereby they became familiar with the school setting, policy and procedures, completed a reflection against the Australian Professional Standards for Teachers and identified appropriate goals for their Professional Development Plan.</p> <p>Teachers in their first year of teaching received practice-based mentoring with a focus on classroom management, building student engagement and collaborative practice. This was achieved through mentoring meetings, lesson observations, ongoing feedback, identification of appropriate professional learning, a reduced teaching load and ongoing reflection.</p>	<p>\$34,763.43</p>

<p>Support for beginning teachers</p>	<p>Beginning Teacher reflections throughout the year indicated increased confidence and capacity for all involved.</p> <p>The remaining early career teachers engaged in various professional learning activities, with an identified need being clear and consistent processes and expectations around accreditation at the proficient level. They also had ongoing access to the Beginning Teacher Mentor, should they need any additional support. This process resulted in seven teachers gaining accreditation at the proficient level in 2016.</p> <p>The NSW Department of Education Beginning Teacher Support Funding has made this initiative possible. Funding is set to expand in 2017, with the inclusion of temporary teachers who meet eligibility requirements. This will enable further growth of the inaugural program and strengthen existing programs and support for beginning teachers.</p>	<p>\$34,763.43</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	536	558	565	580
Girls	551	567	569	567

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.8	94.3	95.1	94.8
8	94.2	93.6	91.6	94
9	93.8	93.2	91.7	89.9
10	92.1	92.4	90.6	90.3
11	93.3	92.4	91.9	92.3
12	93.1	95.2	93	94.2
All Years	93.6	93.5	92.3	92.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1
Employment	0	6	16
TAFE entry	2	2	14
University Entry	0	0	61
Other	1	3.5	2
Unknown	0.5	1	6

Year 12 students undertaking vocational or trade training

Year 12 students who completed a school based VET course are outlined below:

- * Thirteen students studied VET Construction
- * Twelve students studied VET Entertainment
- * Twenty-five students studied VET Hospitality (Food & Beverage).

Year 12 students who completed a TAFE based VET course are outlined below:

- * Five students studied Business Services
- * Five students studied Electrotechnology
- * Four students studied Tourism Travel & Events
- * Three students studied Youthwork (Community Services intro)
- * Three students studied Plumbing
- * Three students studied Outdoor Recreation (Sport, Fitness & Recreation)
- * One student studied Financial Services Accounts Admin
- * One student studied Human Services
- * One student studied Design Fundamentals (Fashion)
- * One student studied Design Fundamentals (Interior Design)

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.9
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	13.37
Other Positions	2

*Full Time Equivalent

One member of staff identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	83
Postgraduate degree	17

Professional learning and teacher accreditation

Teacher Accreditation

Number of beginning teachers in the process of gaining Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient: 14

Number of teachers maintaining accreditation at Proficient: 23

Number of teachers in the process of seeking voluntary accreditation at Highly Accomplished: 1

Professional Learning

In 2016, Port Hacking High School spent over \$105,000.00 on professional learning for our teaching staff. This equated to an average of \$1448.59 per teacher. The funds for this substantial investment in professional learning came from a variety of sources, including: tied professional learning funding, beginning teacher funding and funds allocated to Port Hacking High School as part of our involvement in the University of Newcastle Quality Teaching Rounds research project.

Staff Development Days

Term 1: 91% attendance

Agenda:

1) Compliance Matters: Child Protection; Anaphylaxis policy update; PDP process; School Plan and SEF external validation.

2) Administration: timetables; rosters and responsibilities; students with priority medical conditions; first three days for students

3) Team Meetings: faculties; wellbeing teams; executive; teachers new to Port Hacking High School

Term 2: 86% attendance

Agenda:

Joint professional learning experience between Port Hacking High School and Cronulla High School.

1) Guest speaker Professor Andrew Martin: *Factors affecting academic learning. (SD1)*

2) Guest speaker Rocky Biasi: *The Accidental Counsellor (SD2)*

Term 3: 85% attendance

Agenda

1) High Performing HSC Subjects: Strategies from teachers whose students perform above expectations. (SD3)

2) Faculty identified professional learning (SD3)

3) Extended writing strategies. (SD1)

Term 4: 99% attendance (The other 1% attended on one or both of the SDD at the end of the year.)

In lieu of the two staff development days at the end of the year, Port Hacking High School ran a series of three hour after school professional learning options. Teachers could choose any four after school options in lieu of the last two staff development days. These options included:

Grammar 101 (SD1)

Grammar 102 (SD1)

One Note & Sway (SD3)

Developing Digital Learning Resources (SD3)

The Reform Agenda and School Excellence Framework (SD3)

Positive psychology and classroom practice (SD2)

Gifted and Talented (SD1)

Facilitating success for academically challenged and difficult students (SD3)

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

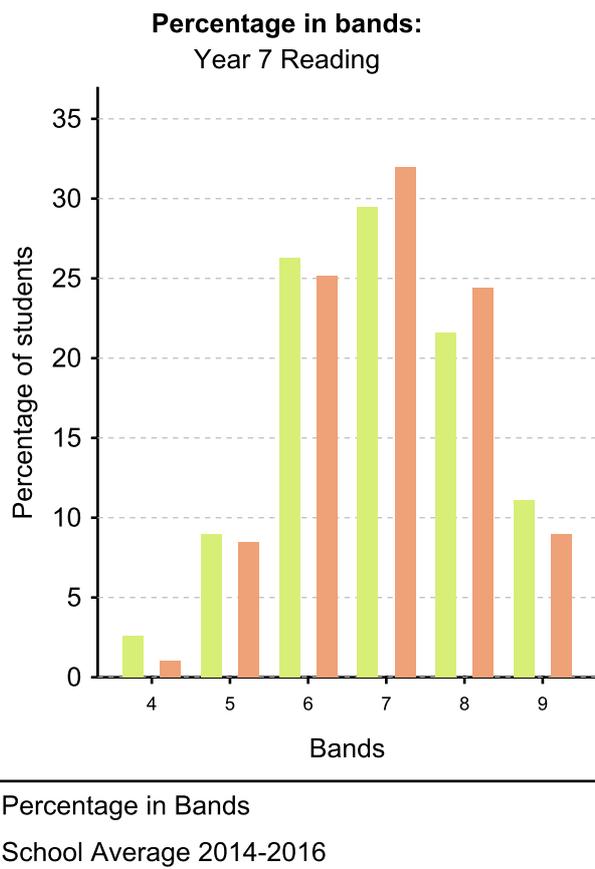
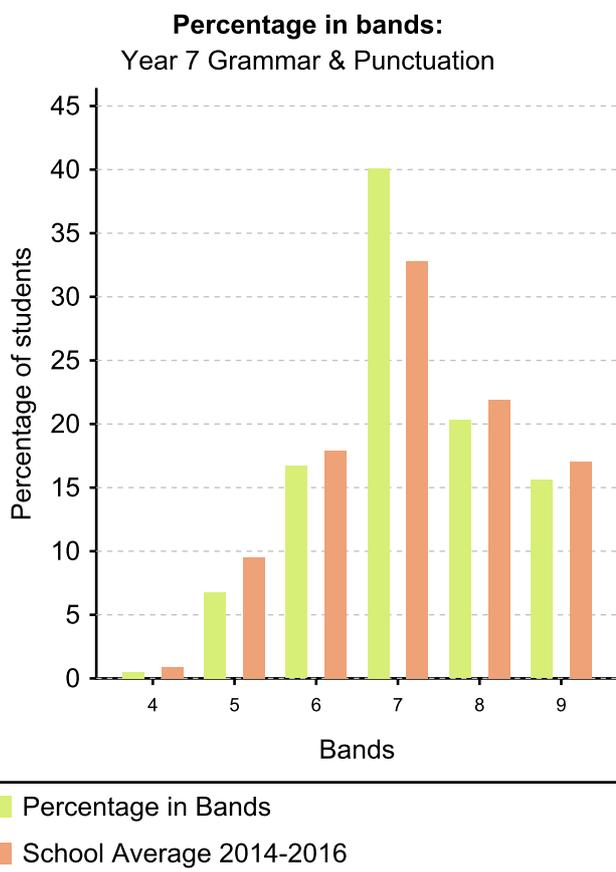
Income	\$
Balance brought forward	781 448.02
Global funds	737 592.87
Tied funds	460 437.25
School & community sources	904 649.68
Interest	19 014.40
Trust receipts	104 563.60
Canteen	0.00
Total income	3 007 705.82
Expenditure	
Teaching & learning	
Key learning areas	250 347.80
Excursions	306 413.66
Extracurricular dissections	272 849.97
Library	19 726.86
Training & development	0.00
Tied funds	405 517.20
Short term relief	152 152.05
Administration & office	299 460.63
School-operated canteen	0.00
Utilities	113 105.44
Maintenance	102 754.11
Trust accounts	94 327.10
Capital programs	39 583.31
Total expenditure	2 056 238.13
Balance carried forward	951 467.69

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

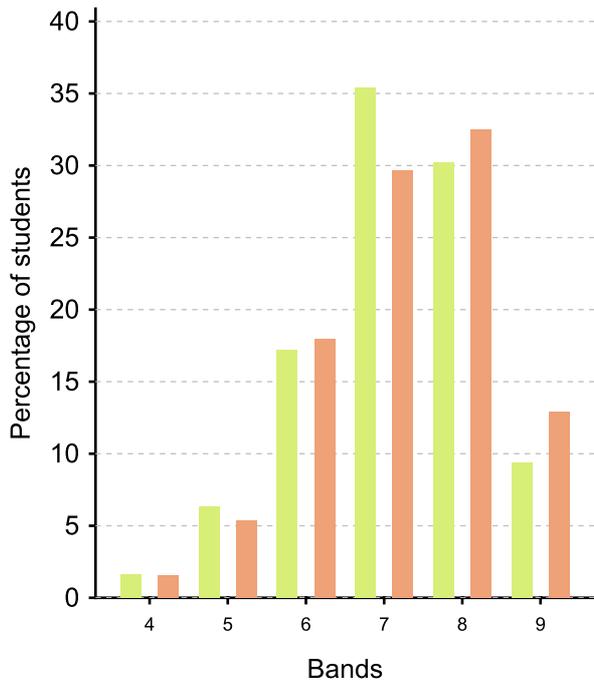
School performance

NAPLAN

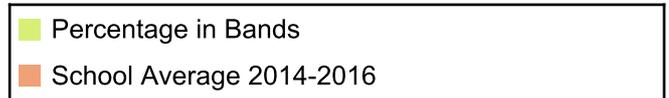
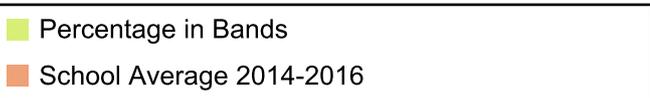
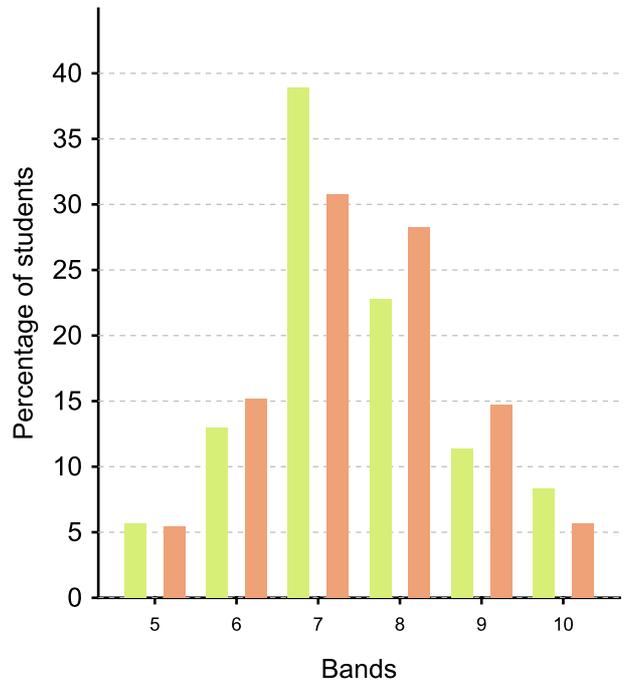
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



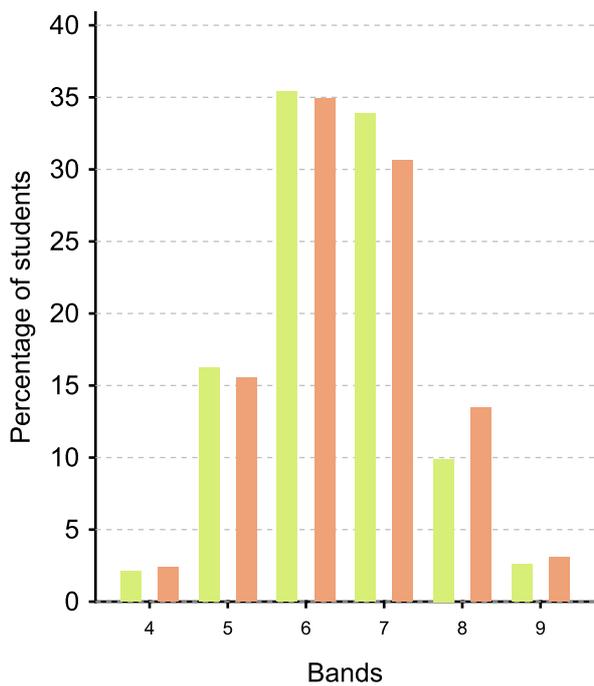
Percentage in bands:
Year 7 Spelling



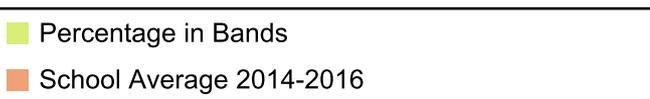
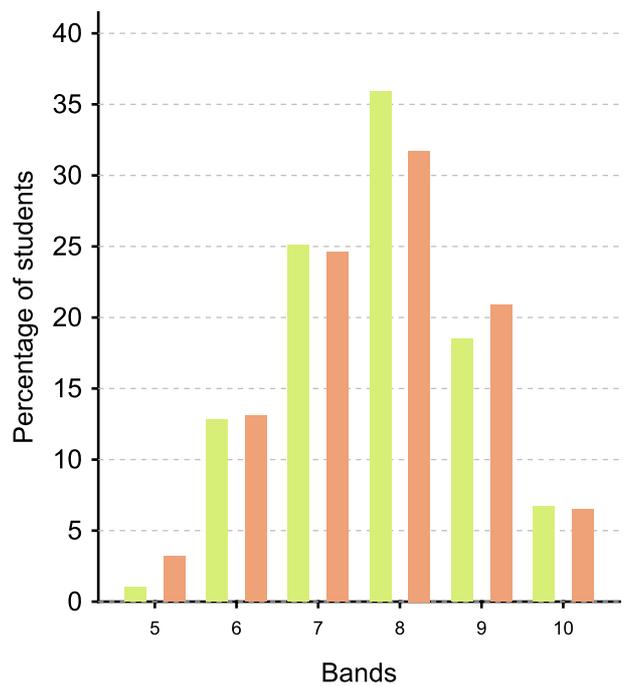
Percentage in bands:
Year 9 Grammar & Punctuation



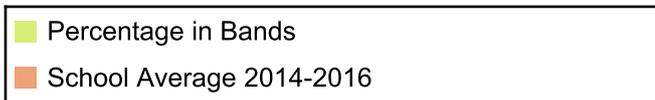
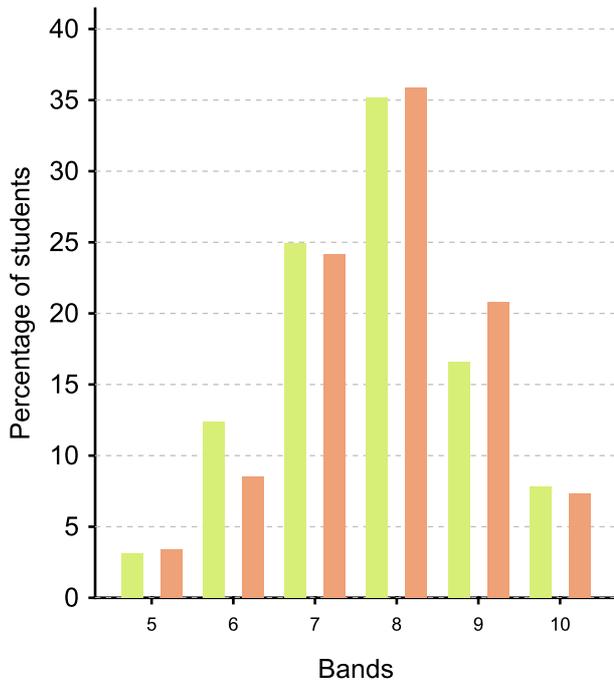
Percentage in bands:
Year 7 Writing



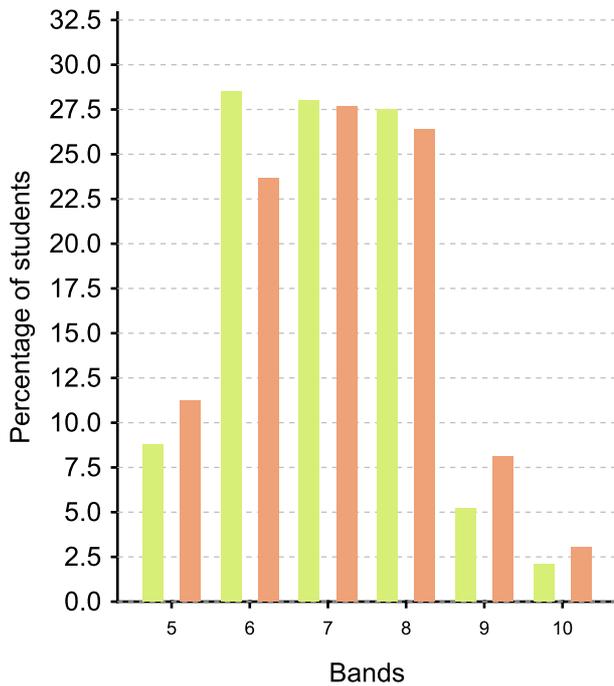
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling

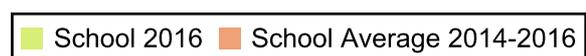
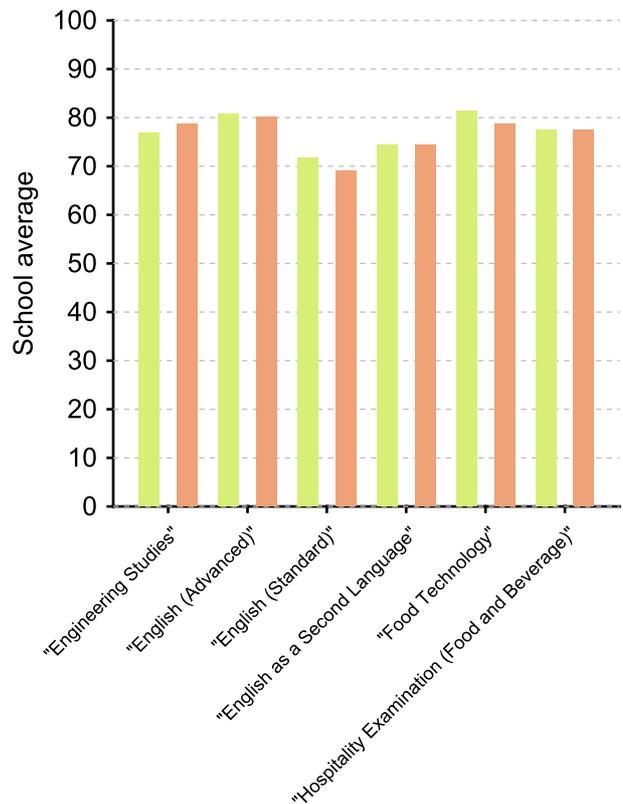
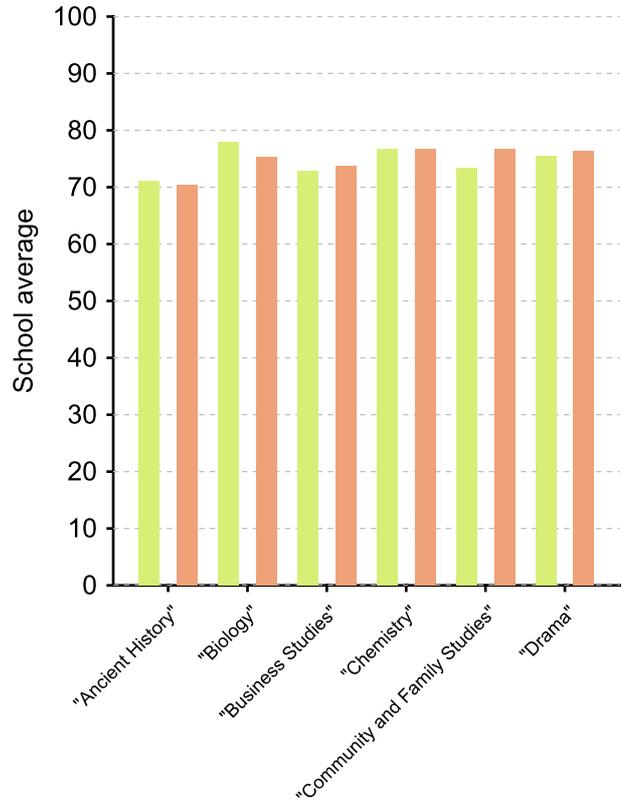


Percentage in bands:
Year 9 Writing

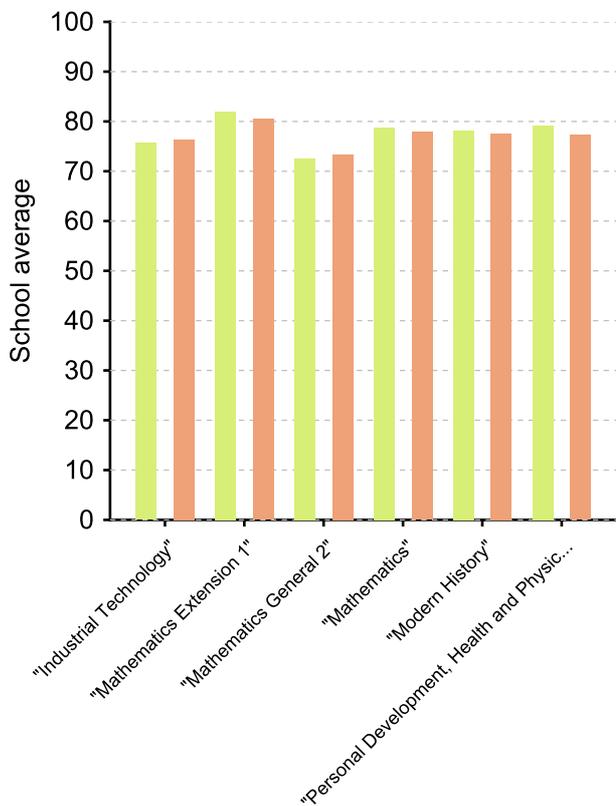


Higher School Certificate (HSC)

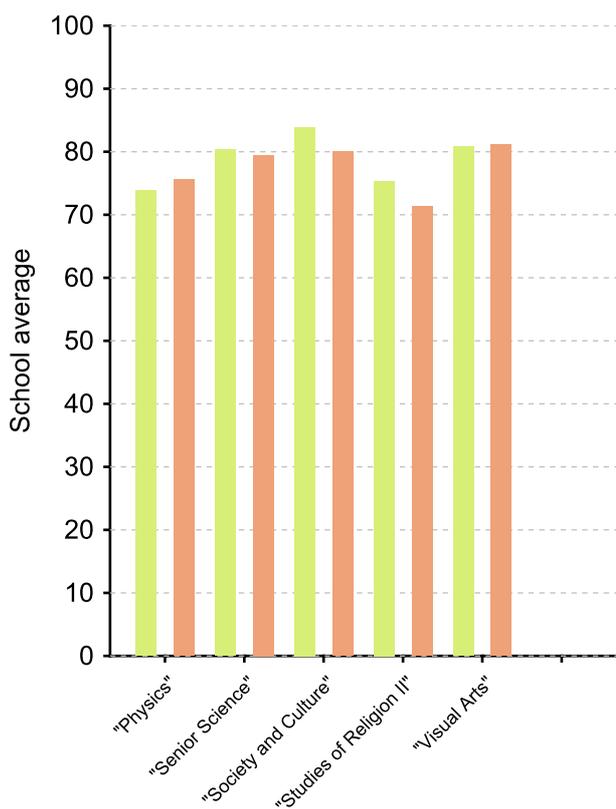
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Port Hacking High School in the Find a school and select GO to access the school data.



Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)

Parent/caregiver, student, teacher satisfaction

In 2016 the school conducted the Tell Them From Me (TTFM) survey. The data presented here are selected highlights from the TTFM reports.

Parent/caregiver

- 83.4% of parents/caregivers strongly agree/ agree that they would recommend our school to parents of primary school students.
- 86.4% of parents/caregivers strongly agree/agree that our school has a good reputation in the local community.
- 81.1% of parents/caregivers strongly agree/agree that they were satisfied with the general communication from our school.

Students

- 62% of students strongly agree/agree that they felt proud of the school.
- 65% of students feel accepted and valued by their peers and others at the school.
- 79% of students have friends at school who they can trust and who encourage them to make positive choices.
- 82% of students have medium and high levels of optimism and feel good most of the time.
- 78% of students have medium and high feelings of happiness with their life.

Staff

- 42.4% of staff strongly agree/agree that morale amongst staff is good
- 43.1% of staff strongly agree/agree that school leaders are leading improvement and change.
- 45% of staff strongly agree/agree that school leaders clearly communicate the strategic vision and values of the school.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded within the culture of Port Hacking High for both Indigenous and non-Indigenous students. These perspectives are implanted through various faculties and their syllabi and give all students an education relating to Aboriginal heritage and history.

The HSIE faculty undertakes the mandatory 7–10 syllabi to provide perspectives on historical and contemporary Aboriginal history, Aboriginal culture and present issues that relate to the Aboriginal community. Particular issues include; foundations for reconciliation and closing the educational gap.

Port Hacking High School received Aboriginal background funding in 2016. This was used to employ a teacher to work with students and their families to plan, write and regularly evaluate and Individual Learning Plans for all Indigenous students.

Our teacher with an Aboriginal background assists our students as a mentor. The school works with Aboriginal families to evaluate Individual Learning Plans, setting goals and to support our Aboriginal students in maintaining and exceeding in their learning.

Multicultural and anti-racism education

Multicultural perspectives are incorporated into a wide range of courses. Examples include: In Society and Culture, intercultural connections and strategies to improve communication are explored. In History, the development of Australia's multicultural policy is studied, including the White Australia policy, post war migration, refugees and the debate on Australia's population growth. In PD/Health/PE students explore different cultures through dance, games and the influence of other cultures on diet.

Each year Port Hacking High School conducts a number of anti-bullying programs (including anti-racism) and multicultural days which highlight the benefits of a multicultural society