

Smiths Hill High School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Smith's Hill 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.

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Principal

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Message from the Principal

2016 has witnessed Smith's Hill High School's continued success and tradition of excellence as an academic selective high school. The ongoing commitment and tireless efforts of students, parents and staff continue to positively contribute to this legacy. The ethos of Smith's Hill High School is steeped in its commitment to developing the whole student and endures as a characteristic of the school's history and its future.

We were delighted to congratulate the 2016 HSC student cohort on their exceptional results. Claudia Hodge was named in the NSW Top Achievers list for Ancient History. In addition, 3 students were named on the All-round Achievers list (students who achieved a result in the highest band in 10 or more units of courses), 85 students named on Distinguished Achievers lists (students who achieved a result in the highest band for one or more courses), student nominations for 'Art Express', 'Encore' and 'On Stage'.

Students at Smith's Hill High School achieve high academic success across a broad range of studies and proceed, post school, to pursue diverse academic fields in professional life. There is no "right way" or success formula for our graduating students. The values of the school (Endeavour, Respect, Integrity, Compassion and Harmony) continue to be upheld with remarkable commitment from all students across all Year groups in support of community programs, initiatives and charities. Not only do our students give their time and effort in collecting for community and charity groups such as the Leukemia Foundation, World Vision, Children's Medical Research Institute and the Cancer Council, the advocacy and understanding of the values and objectives of the programs, coupled with an awareness of the issues confronting people less able and less privileged, is genuinely advanced within the student body.

Our students experience success due to the positive three way partnerships that are formed between students, parents and teachers. Every year we congratulate and farewell a graduating cohort of students. In 2016, we congratulated and farewellled a number of long serving leaders within our teaching staff. Mr David Meredith (teacher Science), Mr Chris Dileva (teacher Science) and Mr Les Thomas (teacher TAS) contributed much to the richness of student life at our school and we acknowledge and thank them for their deep commitment to the improvement of student learning outcomes here at Smith's Hill High School.

The continued commitment of the school executive to evaluate and refine the learning programs, organisational approaches and student wellbeing strategies, ensures that the life of the school is one of development and positive change in response to opinions and evidence. It is a pleasure to work with the school's executive team, whose members provide a depth of educational leadership and management, which provides confidence to all staff and students. The school's Deputy Principals, Ms Caroline David and Mr Greg McKenzie, provide outstanding leadership on every front. I would like to express my thanks to the many parents and members of the school community who give so generously to the advancement of the school in many different ways; to the teaching staff for their partnership with students in realising their potential; and to the students who make everyday as Principal of Smith's Hill High School an honour and a privilege.

Message from the school community

2016 continued to provide opportunities for the Smith's Hill High School P&C to be a platform for parents to express their needs and desires for their children and to be enthusiastic supporters of the school. After another significant year for the SHHS P&C, as President, I am pleased with the progress that we continue to make.

There are many people who generously donate their time and talents advocating for the school. I would like to formally thank all who have contributed as office bearers, food servers, fundraisers, cooks, weeders, fixers, constructors, spruikers, panellists for staff selection, event supporters, transporters and so on.... These roles take time from busy lives and all have a positive influence on the functioning of the school.

The School Council continues to be a forum for building relations with students and staff. With a variety perspectives, the Council is able to effectively consult and develop policies for the best outcomes for the school. It is also satisfying to see collaboration with the student body in particular with the School Environmental Team which has made noticeable improvements to the appearance of the school grounds.

Fundraising, especially with the geographic spread of the parent body, is not easy. It is pleasing to see the continued support of the P&C levy included in the school accounts. These funds along with profit from the school canteen allow us to continue to work with the school supporting students and teachers.

The canteen has experienced a fairly significant changeover of key roles in the latter part of the year and I welcome Kathy Sayers into the role of canteen manager. During the period of uncertainty prior to Kathy's commencement it was gratifying to see the efforts of all involved – past and present – to put the needs of the students first. The canteen continues to provide a service of healthy food to the students of SHHS and for a period in 2016, extended this service to the Wollongong Public School when their P&C was unable to sustain such a commitment. This highlights the ongoing challenge to attract parents to volunteer their time to support this venture.

To properly represent the parents of the school community, the SHHS P&C in particular, needs to overcome the challenges of time and distance to encourage broad participation. There are a multitude of ways to be involved and I encourage all to consider ways to provide support to SHHS. Thank you all who have been so generous in 2016.

Hamilton Wearing – President SHHS P&C

Message from the students

In the former half of 2016, the students were led by a team of Gyan Wijekulasuriya, Jesse Tran, Chris Lavilles, and Kiyan Meharg. This involved the successful planning and execution of several events, such as selling flowers for Valentine's Day, Shave for a Cure, and Soccer Day. We received positive feedback from students regarding these events and they continue to be an integral part of our school.

Valentine's Day ran more smoothly than previous years as we digitalised the orders, and we were fortunate to be able to make a profit for the first time due to the low prices of flowers. Shave for a Cure demonstrated our excellent school spirit and the generosity from many of our students towards the Leukemia foundation and the event was impressive.

Soccer Day was again an essential part of our school calendar, allowing a sense of friendly competition, with the teachers versus student match being especially exciting. Their leadership also involved creating a legacy that would help future SRCs and Captains to function effectively by fostering connections between the various groups within the school, including the SRC, the staff, the house captains, social justice groups, and the student body. Communication between these groups involved social media (such as Instagram and Facebook), as well as meeting in person.

It is this legacy that we as the incoming captaincy team, consisting of Connor Bellhouse, Elinor Stephenson, Brad Van Vreumingen and Hailey Van Vreumingen, wanted to build upon. We were very lucky to begin our captaincy at the start of Term 3, the first time this system has been used in Smith's Hill, which allowed us to learn from and be mentored by the outgoing captaincy team.

In terms of events, the year ended with a highly successful Festivus. Festivus is our annual end-of-year celebration and in 2016 we saw even more student engagement than previous years, particularly in the organisation of the day, which was capably run by the Festivus Team. Despite the weather, students enjoyed live music, food, sumo fights, and dodgeball, with the day encouraging school spirit and building a positive relationship between the staff and students.

We also have a focus on mental health and wellbeing gained from an understanding of the high levels of stress and anxiety present in the student population; this focus has been an element of continuity within the SRC and has led us to explore assessment policy and provide a number of recommendations to staff. Establishing and maintaining a positive 'growth mindset', which focuses on improvement and learning rather than numerical results, has been a key strategy. We also have looked into improving access to the school counsellors, through providing information about how to receive

help if it is needed.

Overall, 2016 was a very fruitful year for the SRC and we look forward to continuing to establish communication channels between groups within the school and developing the leadership capacity of students. Our ongoing focuses for 2017 will be mental health and transparency, as well as mentoring the next group of captains to maintain the SRC's effectiveness and ability to represent the students."

School background

School vision statement

In our caring school community, students are supported in their love of learning and guided in their development to become positive, contributing globally minded citizens.

School context

Smith's Hill High School is an academically selective school situated in central Wollongong. It has an enrolment of 750 students drawn from a broad geographical area across the Illawarra. The school seeks to develop a safe and harmonious environment where difference is accepted and celebrated; where students experience a flexible, challenging and relevant curriculum. This includes the development of student attitudes and values which promote endeavour, respect, integrity, compassion, harmony, self-discipline, citizenship and leadership. Smith's Hill High School has dedicated and experienced staff, interested and engaged parents and motivated students with a genuine love of learning. The school has a flexible curriculum that provides a broad range of subject choices in all stages and a variety of learning pathways.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In Semester Two 2016, an evaluation of the School Excellence Framework Domains and Elements was undertaken. This process is part of our annual reporting commitments to the Department of Education and Communities. School self-evaluation at Smith's Hill High School is the process of determining how the school is serving its students and community. It was used to provide a valid and reliable foundation for school and faculty planning, and identifying areas for future focus within the School. Given that the School is two years into the implementation of the 2015–17 School Plan and will be undergoing external validation in reference to the School Excellence Framework in the near future, this area was selected as focus for the evaluation.

The terms of reference will be aligned to the fourteen elements of the School Excellence Framework. (Learning – Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting, Student Performance Measures Teaching – Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development, Professional Standards Leadership – Leadership, School Planning, Implementation and Reporting, School Resources, Management and Practices Processes). Consequently, the evaluation of these areas was intended to serve as a useful way of establishing a foundation upon which the School could build and improve.

The evaluation team consisted of :Greg McKenzie (Deputy Principal), Caroline David (Deputy Principal), Anna Bullock (Head Teacher Teaching and Learning), David Fellows (Head Teacher Science), Dean Jones (Head Teacher Mathematics), Cheryl Tolland (Head Teacher English), Trace Treleaven (Classroom Teacher)

Teachers in the School participated in an interview and were surveyed. The following groups of students were interviewed: • 120 Year 7–11 students Faculties were also asked to provide the following data and documentation for evaluation: • Assessment schedule and policies • Assessment items • Course programs and Registration • HSC Data • Student Work Samples

Indications are that Smith's Hill High School has an extremely strong school culture. There are many extra-curricular, wellbeing and teaching and learning programs that are running in the school that are widely recognised and valued by the whole school community in improving intellectual, emotional, social and academic student outcomes. These initiatives should continue to be of importance in educating the whole child.

There were a number of consistent and pervading themes throughout each of the focus areas that demand attention

moving into the next planning cycle. Importantly, communication has significantly improved since the previous evaluation of 2015, however, the whole school community are seeking further improvement in this area. This includes recognition of teacher and student success, record-keeping, consultation with the whole school community, improved transparency, and greater reporting and sharing of information.

Differentiated learning for students and staff is a direction worth pursuing in 2017 according to evidence across many areas. Gifted and talented education that extends our top-end students will improve learning outcomes and external examination results. This requires strategic use of data, including internal assessment information, and identification of learning needs before the development of programs.

The integration of technology for learning is an area that endures but requires a great deal of support and development. The infrastructural provision, technology training and the teaching and learning that enhances 21st Century skills are considerations that need addressing moving forward.

Teacher and student reflection and evaluation of practice and learning are considered extremely important to pursue in future years. This includes peer and self-assessment strategies, feedback that facilitates metacognition, and strategies that assist members of our school community to take the next step in improvement. Improving literacy and numeracy are areas that are state-wide priorities and should be given attention at Smith's Hill High School.

Writing across the school is the weakest area across the NAPLAN skills, and with NESA changes in creating higher standards for the HSC for Year 9 in 2017, a strategic approach should be considered.

Leadership opportunities exist in many areas across Smith's Hill High School and widely valued across the whole school community. However, students in the middle school are craving for greater opportunities and involvement in decision-making. Furthermore, teachers believe succession planning and leadership development are areas to address in 2017.

Lastly, the school could make greater and creative use of its resources which include its parent body, experts from the community, student leaders, infrastructure and systems, spaces around the school, and the capacity of its staff.

Our self-assessment 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:

Strategic Direction 1

Challenge and Choice

Purpose

To provide a challenging, engaging and differentiated curriculum, in conjunction with a broad range of extra curricular activities, that enable informed choice, stimulate critical thinking and result in boundless student achievement..

Overall summary of progress

In 2016, there were many achievements across the Strategic Direction of Challenge and Choice. In consultation and collaboration with staff and students, teaching was differentiated to meet the needs of all students. The professional teaching network and culture of the school has been enhanced in 2016. The significant consequence of the classroom observations has been the broadening of teaching strategies to allow for choice and challenge in the classroom and increased professional respect between staff.

Professional learning in 2016 focused on formative assessment and feedback that makes students think and act (Dylan William). Formative assessment stimulates self-regulation and transformation, and providing feedback aids the process of acquiring knowledge and understanding of where students are at. Metacognition of students was aided by the types of descriptive comments generated by the teacher. Teachers designed ways to inform learners regarding the assessment requirements so that learners could close the gap between their learning performances and the desired performances. In School Development Day One, professional learning centred on the nature of formative feedback and two twilight learning sessions followed up on the next components of formative assessment; including peer and self-assessment and learning intentions and success criteria. The last twilight session of 2016 amalgamated all professional learning by emphasising the importance of pretesting in order to gather data and hitherto differentiate learning for students. Staff were encouraged to commit to goals of implementing aspects of formative feedback and had the opportunity to share their practice in cross curriculum groups during the final twilight session.

Teachers that attended professional dialogue meetings were able to write differentiated programs that embedded “challenge and choice”. Consequently, students were engaged with lessons that exhibited intellectual quality. In 2016, the School experienced an enormous growth in professional collaboration in the area of challenge and choice for students and for individual learning.

With the support and guidance of the teachers, students had the opportunity to be creative, collaborative users of technology and productive thinkers across various faculties. Teachers were provided the expertise through a Staff Development Day that focused on technology and professional dialogue meetings, classroom observations and targeted professional learning to spruce up programs, embed ICT across the curriculum and engage students with “challenge and choice”. This has had some impact on the capacity of teachers to utilise technology within the classroom. A large number of students entered external competitions that facilitated collaborative, critical and creative thinking across a wide variety of pursuits with a high degree of success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In representing the strategic direction, the improvement measure needs to reflect the following: Increased proportion of students engaging in the school's academic and extra-curricular programs as measured by their school based performance data and community survey results. This maybe measured using one or a combination of the following: Increased number of students indicating high levels of engagement with the school's academic and extra-curricular programs. Classroom observational practices and	Strong support exists with regard to the quality of the school curriculum with 73% of parents agreeing that curriculum provision meets community needs and expectations and provides equitable academic opportunities stating that “the curriculum is thorough, engaging and challenging for students”. This was reinforced by 85% of staff feeling the same. Positively, 87% of students believed that teachers set criteria for student assessment, stating that they “find it beneficial” when teachers hand out task criteria. This was supported by 82% of staff who believed teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Individual student reports are generally received well by both parents (86%) and staff (82%) who believe that they include descriptions of the student's strengths	\$23,000 Professional Learning / Teacher Release / Resources (including ICT)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>professional dialogue meetings promote an increase in shared pedagogical practice and innovation. Survey and focus group data indicating greater use of differentiation and formative feedback in the classroom.</p>	<p>and areas of growth. This is reinforced by 91% of staff responses who also feel that student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.</p> <p>In the current school planning cycle of 2015–17, students at Smith’s Hill High School have enjoyed a high level of academic success, and this was typified in the 2016 Higher School Certificate results. Smith’s Hill High School’s student performance measures in external examinations achieve excellent value added data and very good HSC results. All faculties and some individuals analyse HSC performance with the view to making adjustments to teaching practice and optimising student performance. The 2016 HSC cohort had three “All Rounders”, one “Top Achiever” and 162 “Distinguished Achievers”. The success of HSC students reflected that students were being challenged in their courses. Of the 28 2–unit courses on offer, overall 69% of students achieved results in Bands 5 and 6, compared to the state average of 43.8% in those courses. This represented a slight decrease from 2015 where 70.7% of students and 2014, where 71.1% of students achieved results in Bands 5 and 6. Achievement in the combined Bands of 4,5 and 6 in 2016 was at 95.2% compared to 93.1% in 2015, and 93.8% in 2014, however, students achieving Band 2 results halved from 2014 to 2015. In 2016, overall 69% of students achieved results in Bands 5 and 6.</p> <p>In 2016, seven courses – Design and Technology, Geography, Italian Beginners, Senior Science, French Continuers, Music 1 and Visual Arts had 100% of students in Bands 5 and 6, and Society and Culture, German Continuers and PDHPE had all but one student achieved a Band 5 or 6. Of the nine Extension courses offered at the school in 2016, overall 83% of students achieved in the top two Bands E3 and E4. NAPLAN results in 2016 display strong growth for many students. In 2016, there were no students who were below the national minimum standard for any of the test components. All averages of scaled scores were significantly above the State averages for Year 7. In 2016, the average for all Year 7 NAPLAN components have increased. 65.8% of students achieved greater than or expected growth in Reading, 76.3% in Spelling, 68.4% in Grammar and Punctuation, and 90.4% in Numeracy. These were all above State averages. In Year 9, students achieved greater than or expected growth 69% and above the State scaled score average in Spelling. Although student performance was not directly related to Parent interviews or surveys, they were for the most part encouraging with their praise for the school and its approach to meeting their child’s learning and social needs.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>In representing the strategic direction, the improvement measure needs to reflect the following: Increased proportion of students engaging in the school's academic and extra-curricular programs as measured by their school based performance data and community survey results. This may be measured using one or a combination of the following: Increased number of students indicating high levels of engagement with the school's academic and extra-curricular programs. Classroom observational practices and professional dialogue meetings promote an increase in shared pedagogical practice and innovation. Survey and focus group data indicating greater use of differentiation and formative feedback in the classroom.</p>	<p>There were a wide range of facets of effective classroom practice reported on that leads to confidence in the Smith's Hill High School. All reported figures were from a Survey monkey survey. All other data is from interviews conducted with parents, teachers and students as part of the School Review in December 2016. A key priority of professional learning sessions throughout 2016 was formative feedback, using the research of Dylan William, amongst others, to highlight the importance of it in the teaching and learning cycle and 76% of teachers reported that they provide explicit, specific and timely formative feedback to students on how to improve. (15% reported N/A). Students also reported a high level of formative feedback, with 50% reporting that they are usually or almost always provided with it, and a further 39% reporting sometimes. Parents too reported high levels of formative feedback occurring in the classroom, although this metric is not as reliable as those reported by teachers and students as parents are relying on reports from their children and are therefore reporting second hand data. Nonetheless, 63% of parents reported that their child was receiving explicit, specific and timely formative feedback. (9% reported not sure). This is a key positive, and affirmation of both the effectiveness of the professional learning sessions and its resonance with teachers in their classroom practice. Teaching and learning programs were almost always, or usually reviewed and revised by 57% of teachers. (18% reported N/A) Almost all teachers reported that they routinely review previous content and preview the learning planned for students in class. Students reported that such revision usually or almost always occurs in 39% of cases, with a further 34% reporting that it takes place sometimes, and 27% rarely or never. It was widely agreed by teachers that all classrooms were well-managed, with planned learning taking place so that students can engage with learning productively with minimal disruption. Students reported that 50% of classes were well-managed usually or almost always, with a further 40% reporting sometimes on this measure.</p> <p>Recent professional learning has focused on this use of student data and 39% of teachers reported regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices usually or almost always (18% reported N/A), with a further 39% reporting sometimes. Engagement is part of the Quality Teaching Framework. Providing a challenging curriculum is a key area in the school plan of Smith's Hill High School. Parents were asked to report on this extent to which they believed teachers were meeting their child's needs with teaching and learning that is challenging and engaging and 76% reported that this was usually or almost always the case. (3% reported not sure). The school leadership team have taken opportunities at Professional Dialogue Meetings,</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>In representing the strategic direction, the improvement measure needs to reflect the following: Increased proportion of students engaging in the school's academic and extra-curricular programs as measured by their school based performance data and community survey results. This maybe measured using one or a combination of the following: Increased number of students indicating high levels of engagement with the school's academic and extra-curricular programs. Classroom observational practices and professional dialogue meetings promote an increase in shared pedagogical practice and innovation. Survey and focus group data indicating greater use of differentiation and formative feedback in the classroom.</p>	<p>Twilight Sessions, Observational Rounds and in routine classroom observations to demonstrate instructional leadership, promoting and modelling effective, evidence-based practice. A third of teachers report that this occurs usually or almost always and 36% report sometimes (15% report N/A). Hattie's research has long highlighted that the biggest effect size that accrues benefits to students' learning apart from the teacher is that of feedback. The school's emphasis on the inclusion of a concrete example of how to improve in each student's report is an example of the importance of such feedback. 60% of teachers report that they usually or almost always regularly review learning with each students, ensuring all students have a clear understanding of how to improve their learning. (18% reported N/A).</p>	

Next Steps

In 2017, teachers require support in order to provide improved delivery and use of BYOD in classrooms. Professional development that targets training on innovative teaching practices in the classroom is an important goal. Forward thinking strategic planning that ensures advances in technology (hardware, software and implementation) will be met and will provide staff with the resources and knowledge necessary to achieve the optimal learning outcomes of each student. Explicit teaching of metacognition, critical and creative thinking will be investigated through a learning to learn program in Year 7 with the future goal of curriculum implementation across the middle school. There will be a renewed focus on differentiating lessons to meet the needs of all students as various faculties develop programs for new syllabuses. There was a review of student practices with regard to using feedback from teachers to improve performance. Furthermore, staff will continue to develop strategies in following up feedback so as it becomes a formative process.

In the year ahead there will be an attempt to improve communication with parents by teachers, particularly with regards to information that will assist the preparation of students for assessments. This will include improved use of the school calendar by staff and improved training for parents on where to find relevant information in SENTRAL. It is recommended that the school incorporates success criteria with set tasks and more detailed positive, constructive and critical feedback when handing back a work. Scaffolds, examples, exemplars and commonality of language encourage and facilitate student learning and should be considered when explaining and reviewing tasks. Overall, it was clear that there is plenty of good work happening in classrooms, however, the types of tasks we set, the way it is marked and the feedback and follow up on, are areas that may need to be continually developed in the next three years. Importantly, communication to students and parents could be improved to ensure that all three parties are working towards improved learning outcomes. An Interim Report will be organised and completed by all staff for Years 7–11 bi-annually. This will provide important data to identify underachievers, students at-risk and highly engaged students who should be recognised.

Ongoing and sustained best teaching practice that continues to attain the outstanding assessment results of the past will always be a key aim for Smith's Hill High School. A strategic approach to addressing the individual students' literacy and numeracy areas for development will be introduced at the beginning of the year. As evidenced in the NAPLAN data, students in general have their weakest area in their writing. The school could consider a whole school approach to improving elements of writing and potentially a subject-based literacy and numeracy skills continuum for Years 7 to 10 students be developed and/or progress tracked. A focus may include the identification of our top-end students and the extension of their learning through strong gifted and talented strategies. The school's strategies in identifying and addressing the needs of under-performing students will be sustained and enhanced with the bi-annual interim reports and continued analysis and communication of poor assessment and reporting performance. Discussion of a whole school approach to meeting the needs of both top-end students and under-performing students may be required to lift overall performance in internal and external assessment.

Strategic Direction 2

High Expectations High Support

Purpose

To provide a quality learning environment where staff and students are empowered and supported to achieve their individual, professional and academic best.

Overall summary of progress

The School Plan has been revised and adjusted for 2016–7 as a result of reflective practice, current pedagogical research and analysis of the 2016 School Evaluation. Each Practice statement in Strategic Direction 2 has been amended to further provide a quality learning environment where staff and students are empowered and supported to achieve their individual, professional and academic best. Moreover, the statements focusing on Product, Process and People have been modified in line with the changing Practices.

Practice 1

The first practice was changed to underpin the purpose statement that highlights the need for a quality learning environment to support and empowered both staff, and thereby students, to achieve their best. Staff personalised career performance and development will be improved through a peer coaching and feedback culture and subsequently they will reflect on their practice to improve pedagogy.

The products for this practice are:

- Professional growth and accreditation for all teachers who are confident participants in the Performance Development Framework
- Building leadership capacity, succession planning and increasing opportunities for staff to be involved in whole school initiatives. The process introduced to ensure the implementation of this practice is:
- Professional dialogue meetings will provide collegiality and collaborative development of goals related to the school's priorities of formative assessment and feedback, and differentiated teaching and learning.

The Performance Development Framework and regular professional dialogue sessions will utilise coaching and peer questioning techniques to personalise career goal setting and development. This practice began in 2015 and will be embedded in meetings at all levels through the School. Formalised feedback through peer observations has been strategically and sensitively introduced in the second half of 2015 and has been rooted as part of our culture in 2016. Through targeted coaching and attendance at Professional Dialogue sessions, it is expected that in 2017 the school will support numerous teachers in their endeavour to attain higher levels of accreditation and/or seek substantive promotion.

Furthermore, whole school initiatives and succession planning within faculties will be more greatly sustained and implemented.

Practice 2

The second practice was modified to incorporate greater diversity and supportive professional learning that challenges and engages staff to develop appropriate learning goals that underpin school priorities. Staff were involved in a variety of professional learning opportunities, collegial and collaborative professional dialogue sessions that underpin the school priorities, support learner diversity and model best practice.

The products for this practice are:

- Data indicating increased number of staff engaged in quality teaching practices and collaboration that supports staff and students to achieve their individual best.
- Whole school priorities embedded across teaching and learning programs and resources in all KLAs.

The process introduced to ensure the implementation of this practice is:

- Staff meetings, professional learning workshops and coaching will lead to the growth and development of teacher performance and learning related to the school priorities and Australian Professional Standards for Teachers. The Head Teacher Teaching and Learning will coordinate the professional learning of staff using vehicles such as teacher learning communities, school development days, personalised outsourced professional learning and the Performance Development Framework. In 2016, the focus was on formative assessment and feedback that makes students think and act (Dylan Wiliam) and differentiating the curriculum, and subsequently, professional learning and a PDP goal of staff were centred on these areas.

Practice 3

The third practice was changed to fortify and support the differentiation of curriculum and enable greater metacognition

for students relating to learning growth. Staff regularly collect data to monitor effectiveness of their performance and to know and understand their students' needs to facilitate and support the achievement of their unlimited potential.

The products for this practice are:

- Staff collate and interpret a wide range of data and subsequently adapt their teaching and learning programs to meet the individual needs of their students.
- Students have ownership of their learning, and achieve personal growth The process introduced to ensure the implementation of this practice is:
- School developed professional learning, policies and systems that identify, address and monitor student learning needs. Faculties used data analysis to know all students they teach and to differentiate programming. The analysis of external student data and school based data was a professional learning priority at a School Development Day in Term 3. Staff became more familiar with using the SMART 2 toolkit and Sentral based data to inform teaching and learning. Executive members from all KLAS will submitted a HSC data analysis for each of the subjects they supervise based on a template that will include teaching strategies informed by the data undertaken in 2016 and beyond. Programs and HSC options were reviewed based on RAP and SMART data over a 4 year period. A program template has been formulated, discussed by executive and implemented by all faculties which will incorporate formative assessment, differentiation and the Quality Teaching Framework. The analysis of data in order to know the students of Smith's Hill High School and the writing of differentiated programs will form the basis of PDPs for teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>In representing the strategic direction, the improvement measure needs to reflect the following: An increased proportion of students achieving through the school's teaching and learning programs as measured by their external performance data, school based performance data and community survey results. This may be measured using one or a combination of the following: Increased number of students achieving value added data and the top two bands in all external exams. Increased professional learning related to personal growth and differentiation of learning to meet the diverse needs of staff and students. Increased numbers of staff collating, analyzing and responding to their class data.</p>	<p>Recent professional learning has focused on this use of student data and 39% of teachers reported regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices usually or almost always (18% reported N/A), with a further 39% reporting sometimes. Engagement is part of the Quality Teaching Framework. Providing a challenging curriculum is a key area in the school plan of Smith's Hill High School. Parents were asked to report on this extent to which they believed teachers were meeting their child's needs with teaching and learning that is challenging and engaging and 76% reported that this was usually or almost always the case. (3% reported not sure). The school leadership team have taken opportunities at Professional Dialogue Meetings, Twilight Sessions, Observational Rounds and in routine classroom observations to demonstrate instructional leadership, promoting and modelling effective, evidence-based practice. A third of teachers report that this occurs usually or almost always and 36% report sometimes (15% report N/A). Hattie's research has long highlighted that the biggest effect size that accrues benefits to students' learning apart from the teacher is that of feedback. The school's emphasis on the inclusion of a concrete example of how to improve in each student's report is an example of the importance of such feedback. 60% of teachers report that they usually or almost always regularly review learning with each students, ensuring all students have a clear understanding of how to improve their learning. (18% reported N/A). Student data, interestingly, was quite different, with only 25% reporting that teachers usually or almost always reviewed learning with them.</p> <p>In 2016, teachers participated in professional learning opportunities that targeted the whole school priority of "Data Skills and Use". Staff almost unanimously believed that the school's professional learning on analysis, interpretation and use of data was building their capacity and enhancing their</p>	<p>\$35,000</p> <p>Professional Learning / Teacher Release / Early Intervention / Learning Hub / Beginning Teachers / Support Resources</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>In representing the strategic direction, the improvement measure needs to reflect the following: An increased proportion of students achieving through the school's teaching and learning programs as measured by their external performance data, school based performance data and community survey results. This may be measured using one or a combination of the following: Increased number of students achieving value added data and the top two bands in all external exams. Increased professional learning related to personal growth and differentiation of learning to meet the diverse needs of staff and students. Increased numbers of staff collating, analyzing and responding to their class data.</p>	<p>practice as demonstrated in only 6.06% of Staff in the Surveymonkey responses stating the school's professional learning "Rarely" or "Never" did this. The second twilight professional learning session endeavoured to build teacher's skills in analysis, interpretation and use of student performance data using SMART and RAP tools. The analysis of faculty data formed the basis of planning and key decision making. In the previous two years modules have been changed and teachers have incorporated data analysis of the BOSTES RAP tool to focus on subject based performance and develop effectiveness in teaching practice, formative assessment and feedback.</p> <p>Almost half of the staff at Smith's Hill HS (45.45% Surveymonkey) analyse and use data to understand their students' learning needs. Teachers through the interview process during the evaluation believe they have a sophisticated understanding of the value of data analysis evident in statements such as, "we understand the value and need to collect data" and the 30.30% of staff Surveymonkey responses who asserted they "Almost Always" or "Usually" demonstrate understanding and use of student assessment and data literacy concepts. The use of data informs school planning, monitors progress and informs decision making at Smith's Hill HS. After each report cycle at executive level, staff analyse, discuss areas for improvement and feedback to faculties to varying degrees the SENTRAL school-based report statistical and qualitative data. Staff overwhelmingly were confident that the leadership were incorporating data analysis in school planning and key decisions (only one staff member chose "Never" or "Rarely" in the Surveymonkey responses to this question).</p> <p>The introduction of Twilight Sessions and Observational Rounds in 2016 introduced many opportunities for teachers to work collaboratively both within their own faculties and across the school. Smith's Hill High School's ongoing involvement in the Curriculum Network Illawarra's Professional Learning Communities has provided all teachers in the school the opportunity to engage with relevant KLA specific ongoing professional learning with teachers from every school from Bulli High School to Kiama High School. All teachers participated in the Term 2 Staff Development Day for a whole day of PL at KLA specific sites, and most teachers have engaged with shorter, more regular sessions throughout the year. Teachers from Smith's Hill have had significant leadership roles in many Networks, but most notably in Languages and Science. Differentiation of the curriculum has been a key area of development for many networks. These School-wide and interschool relationships provide mentoring and coaching support to ensure the ongoing development of all teaching and non-teaching staff. 70% of teachers reported that they continually</p>	

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Next Steps

Further opportunities exist for the school leadership team demonstrate instructional leadership, promoting and modelling effective, evidence-based practice, such as a higher take up of participation in Observational Rounds and wider range of the leadership team delivering at Twilight Sessions.

- Renewed focus on differentiation in the classroom and providing challenging and engaging activities for all learners.
- A wider range of the leadership team delivering at Twilight Sessions and participating in Observational Rounds.
- More explicit practice around reviewing learning with each student, such as personal learning journals, logs etc

The continued good practice of whole school, faculty and individual analysis of HSC data, with the collection of Data Analysis and Recommendations templates from faculties to inform strategies in 2017. In contrast, greater use of NAPLAN, internal assessment and welfare SENTRAL data, and Interim report information could focus attention on meeting students' individual learning and welfare needs. Therefore, it is recommended that the type of data analysis and its use be expanded in the year ahead.

- Teachers' Data Skills and Use is at delivering level as it informs the school's learning goals to some degree but is not utilised by all individual teachers in the planning of student learning and changing of practice. In 2017, it is recommended that there be greater professional learning for all teachers on how to analyse all forms of data including SENTRAL report and markbook data, and then using it to plan for the next phase of teaching and learning.

- Importantly, the school needs to engage its parent body in providing more informative feedback, in reflecting on student performance data on a more regular basis, and in building capacity for parents to use the data to inform strategic improvements.

- The continued use and development of formative assessment data to determine teaching directions and effectiveness,

and significantly, to inform student progress. The critical intellectual basis of formative assessment, according to Roos and Hamilton, is that positive feedback provides a stimulus to the activities of self-regulation and transformation – essential elements, in Piagetian epistemology, for generating higher aspects of intelligence (Piaget 1963). Providing data and feedback aids the process of acquiring knowledge and understanding of where students are at. Research studies inform us formative assessment and feedback can influence learners' goal orientation, such as shifting one's focus on performance to an emphasis on learning. With the aid of the implementation of formative feedback, the difference between the actual learning performance of learners and the desired learning performance can be effectively identified.

A small number of teachers reported that they were not able to access Twilight Sessions in 2016 for a range of reasons, mainly in Term 4 due to HSC marking commitments and overall due to childcare constraints. These teachers were keen to ensure that their professional learning was not disadvantaged due to their circumstances.

- The one-size-fits-all approach to professional learning in 2016, whilst suited many teachers, did not meet the needs of all.
- As 45% of staff report that they rarely or sometimes evaluate teaching and learning programs including the assessment of student outcomes, an opportunity exists for more regular evaluation.
- As 36% of teachers report that they rarely or sometimes work together to improve teaching and learning in their year groups, faculties or for particular student groups, an opportunity exists for greater participation here.
- As 51% of teachers report that there are rarely or sometimes processes in place to provide formal mentoring or coaching support to improve teaching and leadership practice, an opportunity exists for greater participation in Observational Rounds or greater engagement in PDF Classroom Observations.
- Executive, staff, faculty, team and other meetings are used to review the curriculum and to revise teaching and learning programs usually or almost always as reported by 36% of teachers.

In 2017 professional learning will be undertaken by staff on an interest basis. Professional Learning Communities will be formed based on each teacher's professional learning goals in their Performance and Development Plan. Professional learning will take place both on days nominated for this purpose, but also through three Twilight Sessions throughout the year.

Smith's Hill High School's ongoing involvement in the Curriculum Network Illawarra's Professional Learning Communities has provided all teachers in the school the opportunity to engage with relevant, KLA specific ongoing professional learning with teachers from every school from Bulli High School to Kiama High School. All teachers participated in the Term 2 Staff Development Day for a whole day of PL at KLA specific sites, and most teachers have engaged with shorter, more regular sessions throughout the year. Teachers from Smith's Hill have had significant leadership roles in many Networks, but most notably in Languages and Science. Differentiation of the curriculum has been a key area of development for many networks. These School-wide and interschool relationships provide mentoring and coaching support to ensure the ongoing development of all teaching and non-teaching staff. 70% of teachers reported that they continually upgraded their skills through the professional training and development that was provided through the Twilight Sessions.

The Performance and Development Framework prescribes two annual formal classroom observations which provide teachers with planned constructive feedback from peers, school leaders and students to improve teaching practices. 54% of teachers reported that they received such feedback regularly (12 reported N/A). Identifying expertise within the staff and drawing on this to delivery of professional learning has been a priority in 2016. Observational Rounds which are BOSTES accredited, have been a key way that teachers have been able to have effective professional learning. In addition, in house expertise has been used to deliver 100% of Staff Development Day sessions, Twilight Sessions and Professional Dialogue Meetings. In this way, the school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Within the school, teachers collaborate within faculties to ensure consistency of delivery, including strategies for differentiation and consistency of teacher judgement through Twilight Sessions and ongoing faculty-based professional learning. There has been little or no attempt at expanding this to be across faculties, although Observational Rounds have allowed access to across-faculty observations in a formal way.

Strategic Direction 3

Building Capacity Together

Purpose

To strengthen and foster opportunities that build the capacity of students and staff to develop themselves and others within the school, the broader educational community and beyond.

Overall summary of progress

In 2016, there were many achievements across the Strategic Direction of Building Capacity Together. Students were provided with authentic experiences and opportunities to positively connect and contribute to their local and global world. CLANS groups delivered activities based around goal setting, team building, building emotional intelligence and resilience. Student Leadership team organised charity drives and contributions to local and global causes that provide authentic and enriching learning experiences. Staff and students continued to provide experiences and opportunities that facilitated students' personal development. The rationalisation of systems to promote and recognise student involvement in a wide range of authentic experiences and opportunities was the priority during Term 1 of 2016. The SRC in partnership with a team of staff drove this initiative. The organisation and participation of students in charity drives, clubs, activities and competitions developed leadership, resilience, confidence and awareness of local and global issues. In 2016, our extra-curricular activities were charted and advertised for year groups at the beginning of the year and consequently faculties were required to strategically coordinate excursions and activities in keeping with the goal of connecting them with their local and global world. Staff provided opportunities for students to exercise leadership potential and academic development through the involvement in targeted activities within and beyond the school environment and the community worked together with the school to build capacity of students in authentic experiences that connect with the local and global community.

The School was involved in wider community links, professional workshops and partnerships that provided mentoring and coaching to ensure the increased capacity and ongoing development of all staff and students. The School developed links within the wider community to build student capacity via professional delivery of workshops, mentoring and coaching, and a future careers emphasis. The whole school community participated in decision making and provided support to enhance the authentic opportunities for students. Moreover, the School engaged community representatives, academics and leaders in their careers (including parents and ex-students) to address students in their area of expertise in current area of study and/or expertise. The Alumni was organised towards the end of Term 4, 2016.

The school strategically responded to its community through effective engagement with families and productive relationships with external agencies. School was increasingly recognised as informative, consultative and responsive to its community as a result of engagement and commitment to the School Plan and use of media platforms. The newly developed Newsletter, Surveys, Website and SENTRAL Parent/Student Portal promoted information, standing and achievements of the School, in addition to providing two way communication and consultation. P&C Meetings, Parent Evenings, Diaries, Reports and Parent/Teacher Evenings provided a platform for consultation with all stakeholders. In 2016, Smith's Hill High School investigated structures and platforms to consult and communicate with its school community more effectively. "Meet the Teacher" evenings in Term 1 aimed at providing tailored and detailed information to parents of the junior school will enhance and foster a relationship between parents and staff. The SENTRAL Parent portal gave opportunities to parents to access documents and data, and provide two-way feedback between teachers and parents. A School Evaluation at the end of 2016 targeted at the School Plan and School Excellence Framework, and informed progress and future planning. The success of the strategic appointment of a Community Liaison and a Coordinator of SENTRAL in 2015 was continued in 2016 and it significantly enhanced communication and consultation with families and external agencies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In representing the strategic direction, the improvement measure needs to reflect the following: An increased proportion of students engaged in enrichment programs and opportunities relating to their personal development. This may be measured using one or a	Teachers at Smith's Hill High School have the best interests of the students as their paramount concern. The evidence is clear that teachers are demonstrating the ability to adapt their practice in working towards the school's goals. 65% of teachers chose 'Usually' or 'Almost Always' to 'demonstrating responsibility, adaptability and ethical practices. (Survey Monkey). Teachers also reported that their contribution beyond the	\$15,000 Professional Learning / Community Engagement / Enhanced Communication

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>combination of the following:</p> <p>Increased numbers of students involved in activities and programs to build their emotional intelligence and well-being</p> <p>Greater numbers of links and partnerships within the school and the wider community</p> <p>Increased satisfaction in survey data on community engagement</p>	<p>classroom including broader programs is extensive, with 65% of teachers chose 'Usually' or 'Almost Always' to contributing to greater school programs (Survey Monkey). This was supported by teacher interviews where teachers commented on the large proportion of staff working beyond teaching hours to extend the students' and provide opportunities for extra-curricular events in the community. The commitment of teachers at Smiths Hill has been identified by parents, students and the teaching community. Parent comments mentioned their commendation for the opportunities provided to the students and the commitment and expertise of teachers, 'we feel very lucky that the staff take a vested interest in extra-curricular activities and are actively involved in community events'. Student report that there 'is a large variety of engaging activities available to students to suit almost every child's needs'.</p> <p>It is evident that teachers understand and implement professional teaching standards regularly through professional learning and their own individual goals. 75% of teachers chose 'Usually or 'Almost Always' to understanding the curriculum requirements and teaching standards, this is also evident in teacher interviews where teachers commented on the high standard of teaching in terms of 'innovation, new ideas, deep knowledge of subject area and diverse teaching strategies'. This is supported through (Survey Monkey) where 65% of teachers report of demonstrating and sharing their expertise and have very high levels of contemporary content knowledge and teaching practices and demonstrate currency of knowledge in their teaching areas.</p> <p>For staff, students and parents it is generally perceived that the school is committed to the development of leadership skills in students with 62% (students) and 73% (staff) and 80% of parents indicating usually /almost always via SurveyMonkey. It was indicated that 'lots of leadership opportunities exist if you go looking for them' and many students 'do get involved' though often these opportunities aren't promoted. Student stated that the SRC is certainly an opportunity for students to develop leadership skills though the limited positions available meant that many students who have leadership potential are overlooked as often popularity of student comes into play when elections are held. Students appreciate that SRC meeting are open for all students to attend 'despite not all that many taking up the offer'. Clans is considered to be another area where students can be provided with leadership skills. Parents responded that they 'feel very lucky that the staff take a vested interest in extra curricular activities that promote leadership' and appreciated the opportunity to be 'involved in community events'.</p> <p>Survey data indicates that 82% of staff feel they</p>	

Progress towards achieving improvement measures

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<p>In representing the strategic direction, the improvement measure needs to reflect the following: An increased proportion of students engaged in enrichment programs and opportunities relating to their personal development. This may be measured using one or a combination of the following:</p> <p>Increased numbers of students involved in activities and programs to build their emotional intelligence and well-being</p> <p>Greater numbers of links and partnerships within the school and the wider community</p> <p>Increased satisfaction in survey data on community engagement</p>	<p>have been 'welcomed and engaged, when possible in the development of the vision, values and purpose for the school and the school plan has annual iterations focused achieving identified improvements'. Many staff indicated that the school plan has been designed around the 'changing needs' of the school community and that information has been drawn from 'collection and analysis of learning and development data' 70% (usually/almost always), though 50% (usually/almost always) indicated it as a 'shared process'. 55% of parent asserted that they had (usually/almost always) involvement in the school plan and when it came to the school 'successfully collaborating with parents in the development of school vision many feel (60% not sure/rarely/sometimes) they had minimal input. It is recognised, however, that parents can be kept informed and 'have a say' through forums such as P & C and School Council though it would be 'good to hear more from the community at large'. Students feel that SRC is their connection to school planning though they are not often aware of what their YR representatives are involved in. Many students also expressed that they valued the opportunity to have 'a voice' and be part of school planning through their selection as part of the school review.</p> <p>Smith's Hill High School is committed to the pursuit of excellence and the facilitation and establishment of school resources that enrich and reward educational opportunities for each and every student. The evidence demonstrates that excellent schools provide a strategic and planned approach in the implementation and delivery requirements of school resources that provides a safe environment that supports learning and the learning interests and needs of each student are met. This is demonstrated through the 2016 school evaluation completed by staff, students and parents. Over 85% of staff believe that full curriculum implementation and delivery requirements are usually or almost always met. Over 70% of staff are usually or almost always engaged in annual staff performance reviews. Over 50% of staff believe that the school's financial and physical resources are well maintained within the constraints of the school budget, providing a safe environment that supports learning. Nearly 70% of staff believes the school and its facilities are used creatively to meet a broad range of student learning interests and needs. 60% of staff are confident that planning supports curriculum provision and the recruitment of high quality staff whereas over 43% of staff surveyed are sure that financial management is usually or almost always strategically used to gain efficiencies and maximize resources available to implement the school plan. Over 50% of staff believe that the school facilities are optimised by the school community and meet the needs of the students. Over 57% of parents believe that the school's financial and physical resources are usually or</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>In representing the strategic direction, the improvement measure needs to reflect the following: An increased proportion of students engaged in enrichment programs and opportunities relating to their personal development. This may be measured using one or a combination of the following:</p> <p>Increased numbers of students involved in activities and programs to build their emotional intelligence and well-being</p> <p>Greater numbers of links and partnerships within the school and the wider community</p> <p>Increased satisfaction in survey data on community engagement</p>	<p>almost always well maintained, providing a safe environment that supports learning whereas over 67% of students trust that the school's financial and physical resources are usually or almost always well maintained, providing a safe environment that supports students' learning.</p> <p>Management practices and processes at Smith's Hill High School effectively support school operations and the teaching and learning activity of the school. The evidence is clear that 63.63% of teachers believe that the school leadership is usually or almost always communicates clearly about school priorities and practices. 75% of teachers believe that administrative practices usually or almost always support school operations and the teaching and learning activities of the school. 54% of teachers agree that accountability practises are tied to school development while over 65% of teachers believe that the school leadership team creates an organisational structure that enables management systems, structure and processes to work effectively and in line with the legislative requirements and obligations. Not one staff member believes that students and the community do not have opportunity to provide constructive feedback on school practices and procedures, that streamlined and flexible processes do not exist to deliver services and information to strengthen parental engagement and practices and processes are not responsive to school community feedback; however, while the overwhelmingly majority of teachers believe that these are usually or almost always met a substantial number of teachers believe that they are only sometimes met. As well, parents overwhelmingly believe that, usually or almost always, the school communicates clearly about school priorities and practices, that accountability practices are tied to school development and include open reporting to the community, that there are opportunities for the community to provide constructive feedback on school practices and procedures, that streamlined and flexible processes exist to deliver services and information and strengthen parental engagement, that practices and processes are responsive to school community feedback and that administrative practices provide explicit information about the school's functioning to promote ongoing improvement; however, in some cases parents believe that these are only sometimes met showcasing the need for improvement in collaborative and communicative practices and processes. Over 55% of students believe that there are usually or almost always opportunities for students to provide constructive feedback on school practices and procedures and over 47% of school practices and processes are responsive to student feedback; however, still a number of students believe that is only sometimes or rarely the case.</p>	

Next Steps

The important goal of developing growth mindsets for Smith's Hill students continues to be a focus. In 2017, teachers of CLANs will assist students in setting course learning goals and reflecting on these goals. The School will evaluate, enhance and develop attendance, behaviour and code of conduct policy information, then distribute and communicate this policy to all members of the school community. The Wellbeing team will generate and distribute a list identifying students with low attendance rates and a management plan to deal with the problem. Greater understanding, generation and use of SENTRAL records by staff will facilitate knowledge of students at risk and the development of data to intervene and recognise good and undesirable behaviour and engagement.

The school should continue to embed wellbeing tasks and activities into the curriculum and CLANs lessons. Greater commitment to CLANs, and the collaborative development of a wellbeing focused program may see further success in this area and stronger support from all members of the school community. Wellbeing initiatives and CLANs tasks incorporated in student/teacher diaries may facilitate improved engagement. Throughout 2017, the School will continue to evaluate the use of CLANs as a wellbeing and learning vehicle.

The school needs to develop a strategic approach to the better use community expertise. There are students with caregivers working at the University of Wollongong and in a variety of professional and skilled fields. Utilising their expertise as guest speakers/presenters and as authentic evaluators of student work may improve wellbeing and individual students' learning outcomes. The communication of existing school policies on wellbeing to the whole school community may facilitate understanding and improvement in wellbeing outcomes for students.

It is also clear, that staff go beyond the expectation of teaching to provide opportunities for students in and out of the learning environment. On the whole, parents felt students have excellent opportunities in the range of activities on offer both extra-curricular and through subject choices. In 2017, there should be the continuation of a community approach to teaching and learning including student and parent involvement in the planning and implementation of curriculum and extra-curricular programs. Further promotion and strengthening of community relations will benefit all stakeholders. A review of the Leadership Booklet will encourage greater recognition and participation in leadership across the whole school. In 2017, the School aims to effectively communicate opportunities for both students and staff which will hopefully result in greater distributed leadership. A Coordinator will be appointed to audit the school's human resources to focus on identifying areas of expertise

Finally, based on the evidence harvested during the 2016 Whole Evaluation, an evaluation of SRC communication to student body – more regular year meetings, and an announcement on assembly of SRC meeting agenda are areas for improvement. As we move into the next planning phase, the senior executive will seek to involve more teaching staff in the development and reviewing stages of school plan. The School will investigate possibilities for greater parent involvement in collaborating on the strategic directions of school plan for 2018–2020. As a school we will endeavour to utilise a more collaborative approach to strategic planning and implementation especially in regards to use of financial resources, succession planning, leadership development and longer term financial planning. Continued improved practice of communication and dissemination of information to staff, students and parents is what will strive for.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students improved their English and Maths performance as a result of targeted funding and support.</p> <p>Improvement was made in the area of support for students through the provision of the Home work Club.</p> <p>Additional supports have been provided through students' being able to access the learning hub during study periods</p>	\$2 702
English language proficiency	<p>Students maintained high levels of engagement with learning and participation in learning and formal assessment.</p> <p>Additional supports have been provided through students' being able to access the learning hub for specialised support.</p> <p>Additional LaST time has improved teacher support in accommodating and adjusting the curriculum to meet these students at their point of need.</p>	\$3 267
Low level adjustment for disability	<p>Students received support in the classroom setting and during examinations. This had a high level of impact on student success. This included improved attendance at school, and in classes. Resulting in improved engagement with learning.</p> <p>Additional LaST time has been funded to provide additional supports to students. This has included increased Homework Support in the Homework Hub, and access to lunch time tutoring and assistance with tasks.</p>	\$65 690
Socio-economic background	<p>This funding increased the engagement and participation of students with a range of extra curriculum learning experiences including the Music Ensemble Program and other activities. This resulted in an increase in student participation and engagement with learning.</p>	\$13 210
Support for beginning teachers	<p>They have reported feeling a high level of support by being granted time to attend to programs and accreditation reports that are essential to the establishment of their careers.</p>	\$11 739
Project Based Learning	<p>This funding will provide students with the opportunity to develop their knowledge, skills, attitudes and behaviours through investigating and responding to authentic, engaging and complex questions, problems, and challenges. The course will be divided in to 3 distinct sections:</p> <ol style="list-style-type: none"> 1. Students will develop knowledge and skills of the "how, what and why" of research. Opportunities will exist for students to gain a greater understanding of how working contextually through Project Based learning will benefit their future learning. This will include collaborative experiences with the University of Wollongong. 2. Through sustained inquiry, students will select and respond to a predetermined problem to formulate a proposal (in the form of a "pitch") as to how the issue could be realistically addressed by a Year 8 student. Students will identify the issues associated with proceeding 	\$4391.53

<p>Project Based Learning</p>	<p>with such a project and identify meaningful and relevant options including community links.3. Students will frame their own question/ problem associated with a personally relevant issue of interest (can be similar to section 2 or can be totally different). They will then proceed to devise and create, using support both within the school and the community, a real– life project which will address this problem. The course will culminate with a showcase to relevant stakeholders of the process and final products.Assessment for this course will be ongoing, with a focus on student learning. Students will negotiate the outcomes that will be achieved during the course. These outcomes will be drawn from, but not limited to the Personal and Social Capability outcomes from a minimum of 3 Key Learning Areas which must include either Technological and Applied Science (TAS) or Creative and Performing Arts (CAPA).</p>	<p>\$4391.53</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	378	398	403	405
Girls	378	358	349	341

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.6	97.5	96.8	97.3
8	94.7	96.5	95.4	96.1
9	92.7	95.1	97	96.2
10	92.9	93.6	96.1	97
11	94	94.7	94.2	96.5
12	92.7	94	95.6	95.1
All Years	93.9	95.2	95.8	96.4
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			
Employment			
TAFE entry			
University Entry			82
Other			5.2
Unknown			12.6

Students who completed the HSC in 2016 have indicated that they have accepted offers at:

University of Wollongong – 64, University of Sydney – 4, University of NSW – 15, Australian National University – 8, University of Canberra – 2, UTS – 1, UWS – 1

Fifteen students were awarded a Dean's Scholar at UOW and a further twenty eight students were awarded enrolment in undergraduate Honours degrees in a range of courses at various universities.

The 2016 cohort of 130 students had a median ATAR of 87.1 and eighty five students gained a Distinguished Achievers award for a result in the highest band in one or more HSC courses.

Three students were acknowledged as All Rounders for earning results in the highest band in 10 or more units in HSC courses studied.

Five students were awarded Scholarships and Cadetships from outside providers in industrial and business.

Two students are pursuing Certificate courses at TAFE and 2 will complete their HSC through pathways in 2016.

Several students stressed the value of having applied through special entry schemes which were based on their athletic, academic and extra-curricular interests and talents. Many students took advantage of the various university bonus point offers to support their enrolment in competitive degrees.

One student has joined the Australian Defence Force for a gap year experience and another has gained a Sports Scholarship to study at the University of Boston.

Year 12 students undertaking vocational or trade training

In 2016 Smith's Hill High School had no year 12 students undertaking vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

This is not applicable in 2016 for Smith's Hill High School

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	37.1
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	9.68
Other Positions	3

*Full Time Equivalent

At Smith's Hill High School we do not currently have any Indigenous employees.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

All staff participated in professional learning in a variety of areas in 2016. This was funded through Teacher Professional Learning. Smith's Hill High School built teacher capacity in 2016 through:

100% of staff participating in all mandatory professional learning such as Code of Conduct, Anaphylaxis, CPR, Child Protection and School Planning 2015–2017. 100% of staff also participated in extensive professional learning on Staff Development Days focusing on whole school implementation of School Plan 2015–17, such as Student Data analysis to better know our students' learning needs. Our focus, building teacher capacity, was supported with an INTECH conference, where a variety of staff show casing 21st Century Learning skills through technology. Twilight sessions focused on Formative Assessment as a key professional learning priority, these sessions were represented by 96% of staff, and supported staff PDP's and implementation of

their professional learning in a timely manner.

20% of staff attended Professional Dialogue Meetings. A range of staff engaged in professional discussions around best practice and current educational research. A portion of these meetings were registered through BOSTES. The focus of these professional readings and innovative teaching resources to enhance teacher capacity and development.

The refined Induction program, implemented in term 4 has supported new and beginning teachers to the school. Mentors were identified and provided professional learning to 'buddy' the new teacher. The Induction program aims to retain new teachers in the profession.

In 2016, the pilot program, Action Based Learning through Peer Observation Rounds received a 10% uptake of staff. This BOSTES registered professional learning supported the early career teachers in maintaining their Accreditation and provided a framework for observations based on the Quality Teaching Model.

Teacher Wellbeing is a school priority at Smith's Hill. The Teacher Wellbeing program that promotes fitness and health, as well as teacher collegiality, had a 20% staff attendance throughout term 4.

Staff attendance at external professional learning activities aligned to individual teachers' professional goals, school strategic directions and student learning and wellbeing needs; and establishing networks with other schools. 100% of staff attended the Regional Curriculum Network Meetings to engage in professional dialogue, gather information about data collection and observe effective evidence based teaching practice in their faculties.

Teacher Accreditation

Accreditation with BOSTES is at present required for New Scheme Teachers. This refers to those teachers who are joining the NSW Department of Education and Communities workforce. From 2018 all members of staff will be required to be members of BOSTES and maintain their accreditation with it. A number of staff are beginning the process of attaining the higher levels of accreditation which require considerable personal commitment and a great deal of time. In 2016, Accreditation workshops were provided twice a term, for all levels of Accreditation. Including in this, is support documentation regularly updated and shared with staff accordingly.

There were 4% beginning teachers at Smith's Hill High School in 2016. 15% of teachers at the school are new scheme teachers. These teachers maintained their accreditation by collecting annotated evidence to prove they are proficient in each of the accreditation standards. In 2016, early career teachers were supported by a mentor who oversaw the accreditation process. The school provided professional learning opportunities to assist teachers to complete their

accreditation, such as peer observations and external courses significant to developmental career goals. Our school is taking the necessary steps to ensure all teaching staff will be supported in this process, through an Early Career Teacher Mentor Program commencing in 2017.

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	630 670.08
Global funds	508 676.58
Tied funds	211 792.00
School & community sources	585 463.86
Interest	14 444.41
Trust receipts	223 266.79
Canteen	0.00
Total income	2 174 313.72
Expenditure	
Teaching & learning	
Key learning areas	52 624.06
Excursions	264 748.31
Extracurricular dissections	142 675.67
Library	4 129.45
Training & development	70 439.52
Tied funds	132 715.08
Short term relief	88 990.20
Administration & office	275 456.36
School-operated canteen	0.00
Utilities	104 156.43
Maintenance	66 900.00
Trust accounts	216 943.93
Capital programs	55 604.90
Total expenditure	1 475 383.91
Balance carried forward	698 929.81

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.

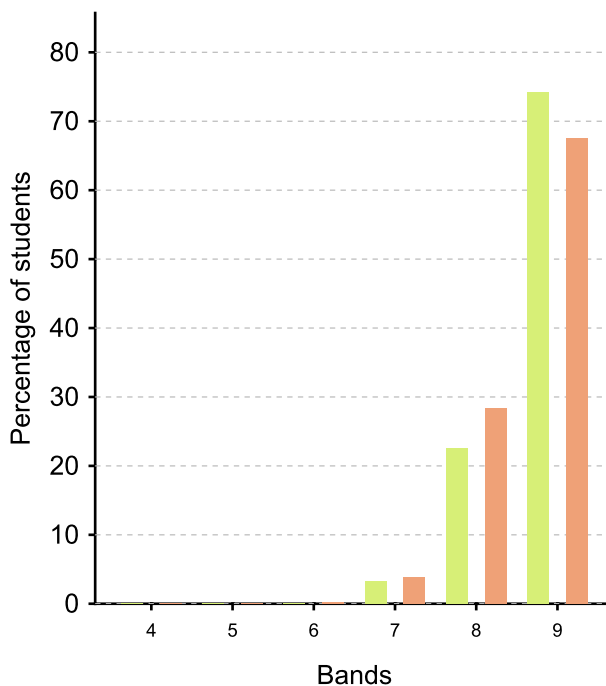
School performance

NAPLAN

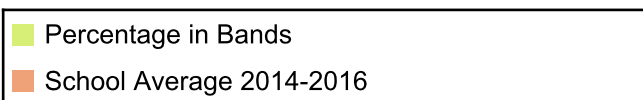
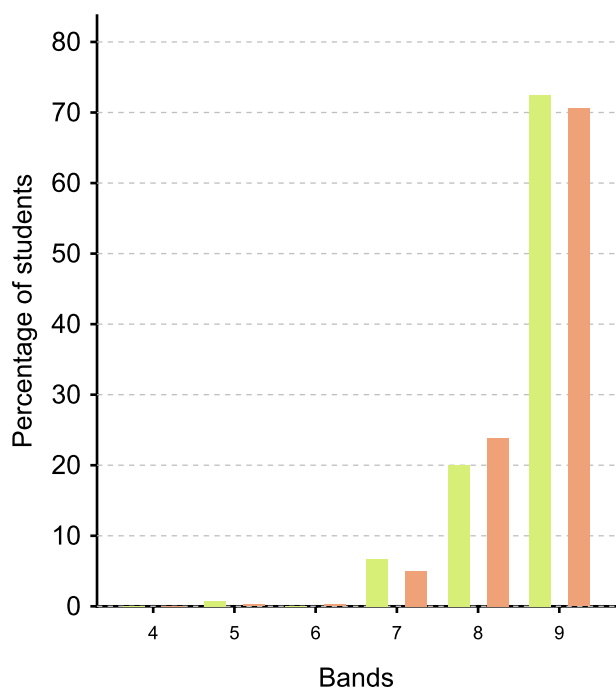
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The majority of our students in Years 7 and 9 are performing at or above proficiency in Grammar & Punctuation, Spelling and Reading. Writing proficiency, in both Years 7 and Year 9 was lower than expected (65% and 47% respectively). Although these figures are well above state averages (18% and 12%), writing has been identified as an area for improvement across the school.

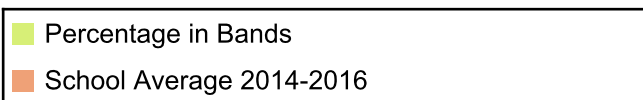
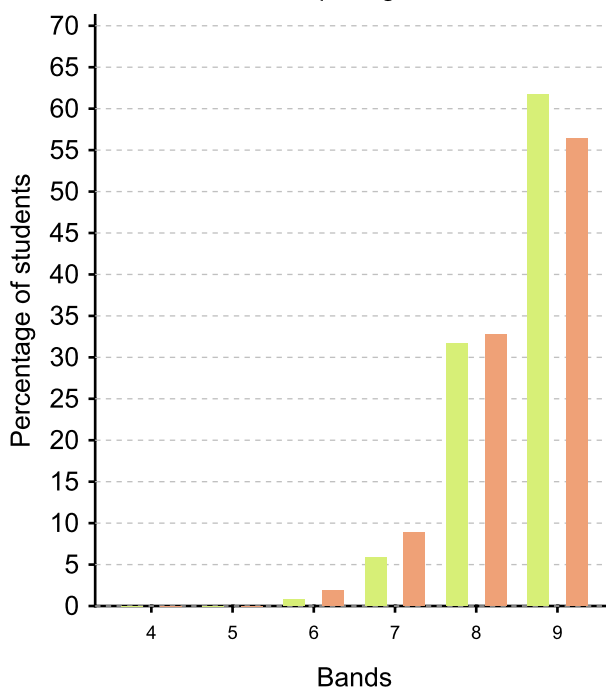
Percentage in bands:
Year 7 Reading



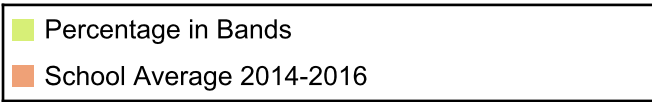
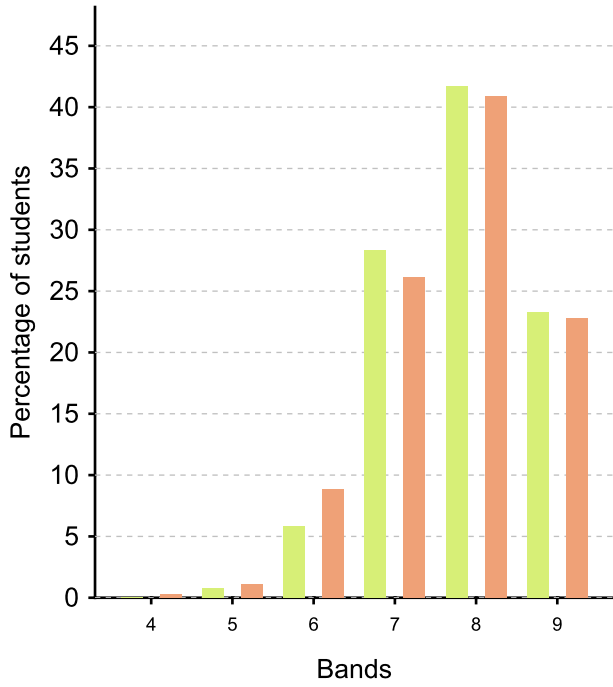
Percentage in bands:
Year 7 Grammar & Punctuation



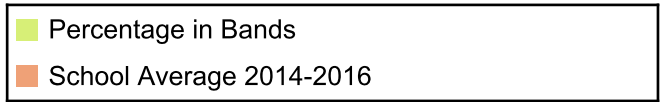
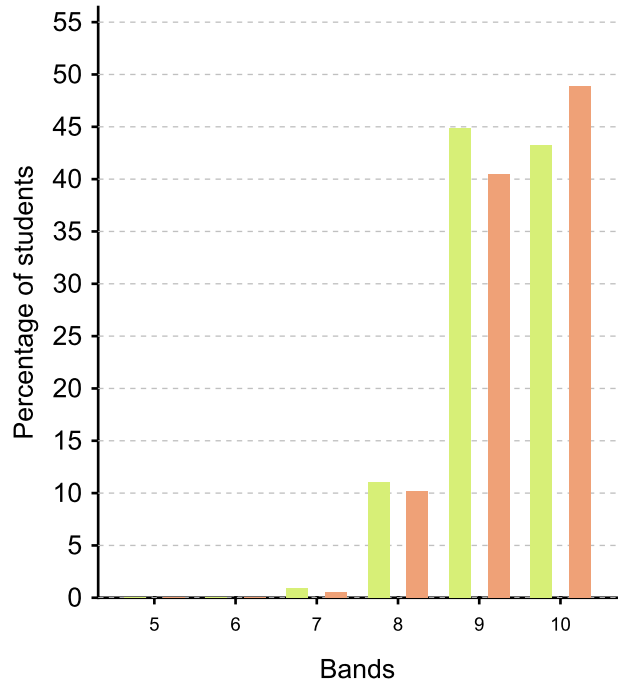
Percentage in bands:
Year 7 Spelling



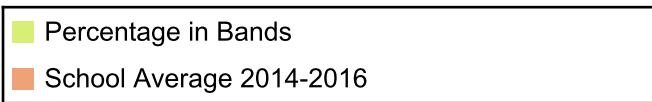
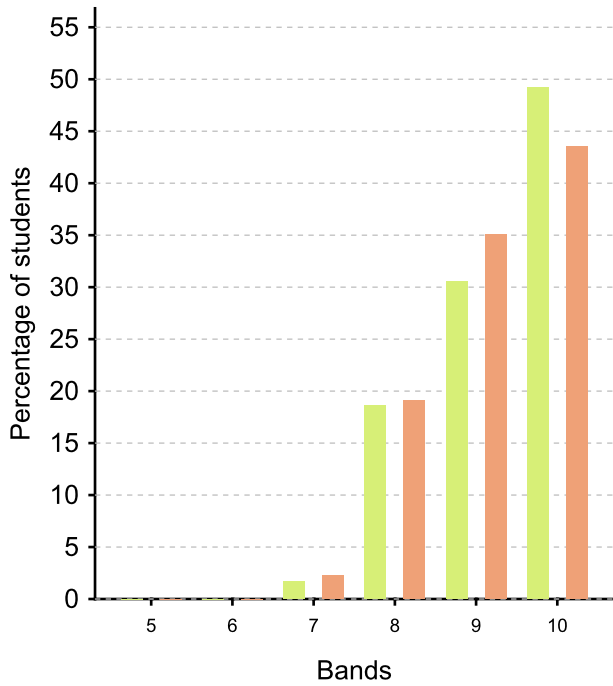
Percentage in bands:
Year 7 Writing



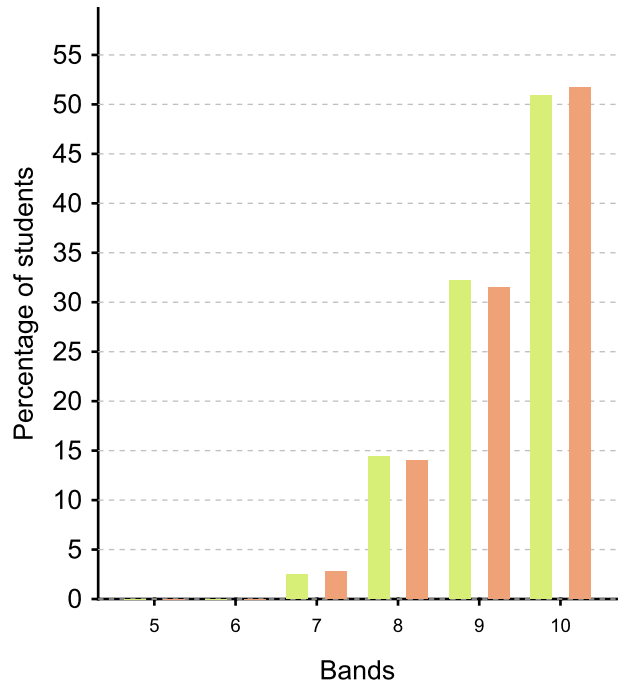
Percentage in bands:
Year 9 Reading



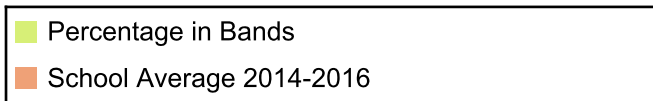
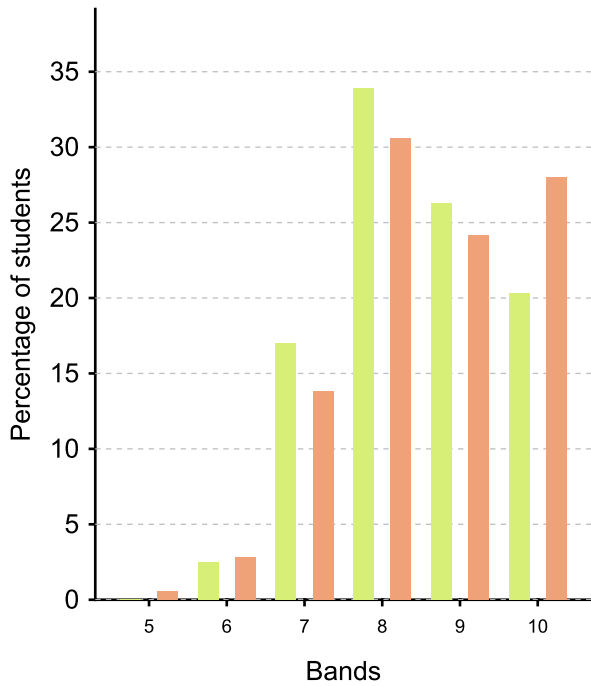
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

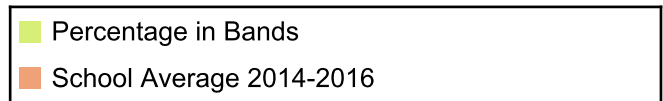
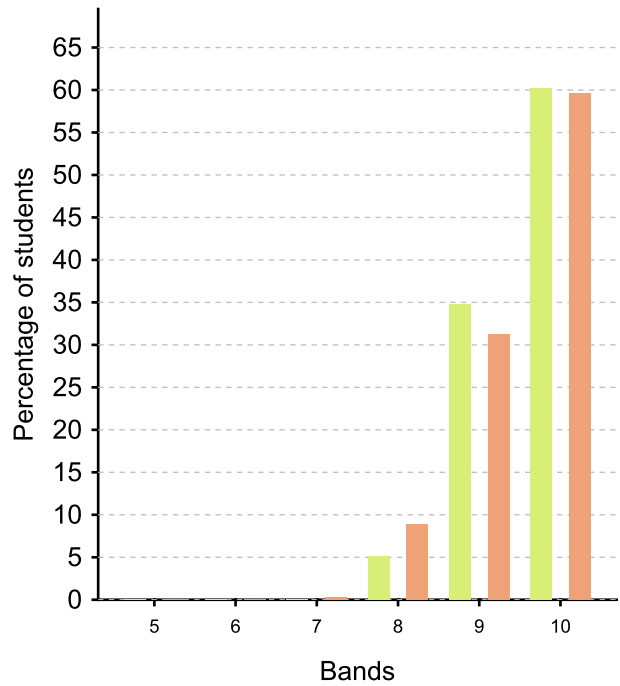


Percentage in bands:
Year 9 Writing



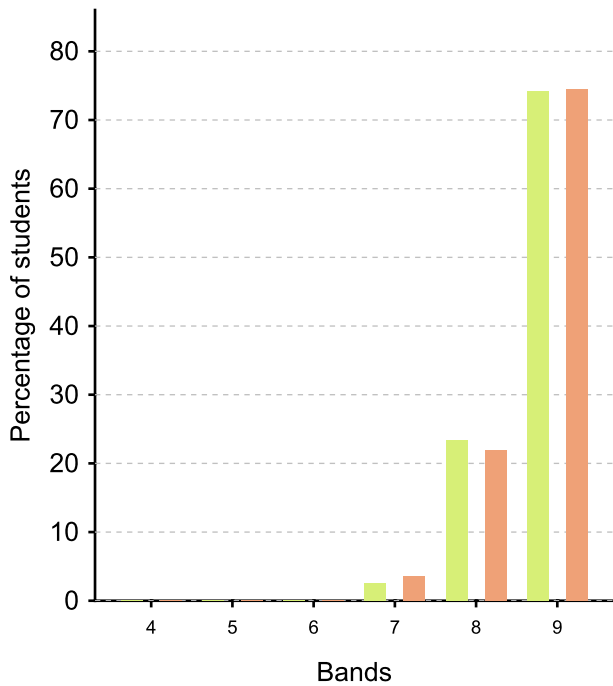
Our Year 7 and 9 Numeracy results show a high percentage of students performing at or above proficiency (98% and 95% respectively). Our Year 9 results were not as strong as expected.

Percentage in bands:
Year 9 Numeracy



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 the school name in the Find a school and select GO to access the school data.

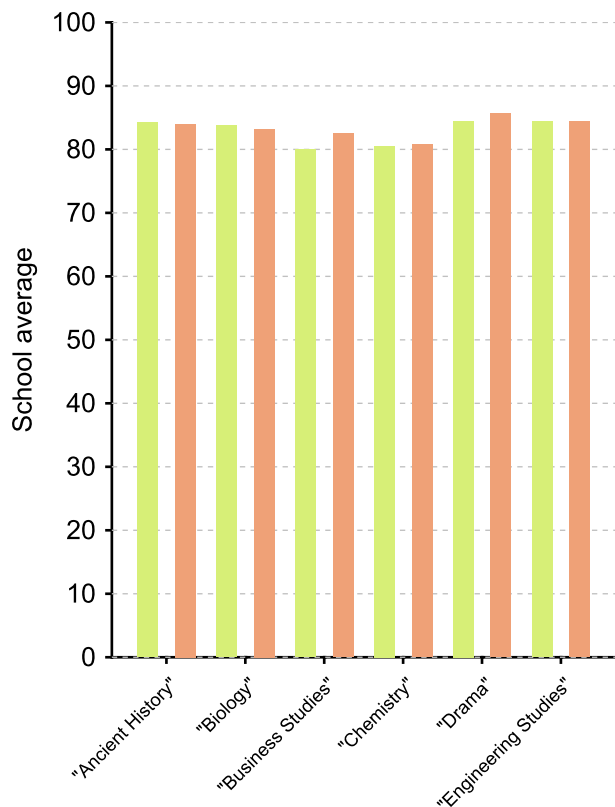
Percentage in bands:
Year 7 Numeracy



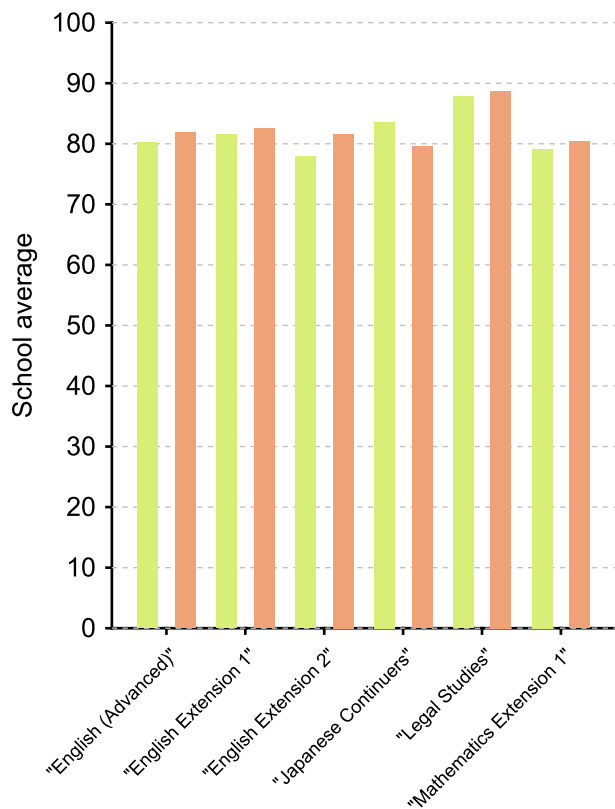
Smith's Hill High School has a continual focus on improving educational outcomes for all students, including our Aboriginal students. None of our Aboriginal students were part of the 2016 NAPLAN results.

Higher School Certificate (HSC)

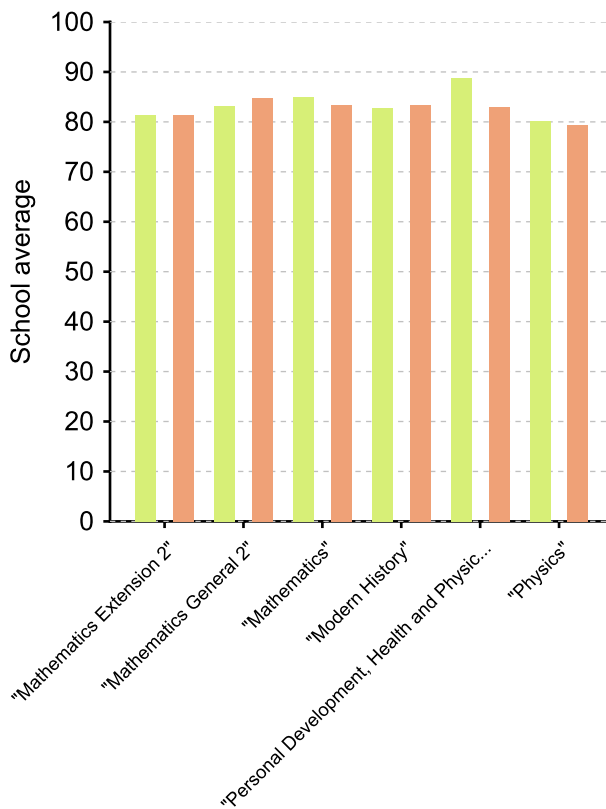
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



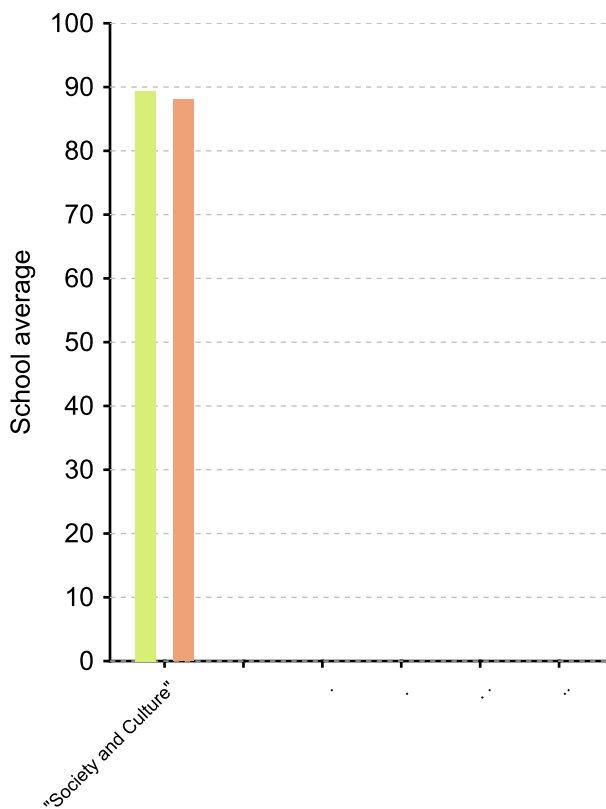
■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

LEARNING

Students:

- 76% believe expectations of behaviour are explicitly taught to them and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies
- 78% believe positive, respectful relationships are evident among students and staff, promoting student well being and ensuring good conditions for students learning

Note: A lot of focus group comments demonstrate that students believe that there are high expectations within the school community

Parents:

- 90% believe positive relationships exist between their child and the staff, promoting well being and learning
- 83% believe positive and respectful relationships across the school community underpin a productive learning environment, and supports their students' development of strong identities as learners

Teachers:

- 90% believe positive, respectful relationships are evident among students and staff, promoting student well being and ensuring good conditions for student learning.
- 76% believe there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- 92% believe there are positive and respectful relationships across the school community which underpin a productive learning environment, and support students' development of strong identities as learners.

TEACHING

There were a wide range of facets of effective classroom practice reported on that leads to confidence in the Smith's Hill High School. All reported figures were from a SurveyMonkey survey. All other data is from interviews conducted with parents, teachers and students as part of the School Review in December 2016. A key priority of professional learning sessions throughout 2016 was formative feedback, using the research of Dylan William, amongst others, to highlight the importance of it in the teaching and learning cycle and 76% of teachers reported that they provide explicit, specific and timely formative feedback to students on how to improve (15% reported N/A). Students also reported a high level of formative feedback, with 50% reporting that they are usually or almost always provided with it, and a further 39% reporting sometimes. Parents too reported high levels of formative feedback occurring in the classroom,

although this metric is not as reliable as those reported by teachers and students as parents are relying on reports from their children and are therefore reporting second hand data. Nonetheless, 63% of parents reported that their child was receiving explicit, specific and timely formative feedback (9% reported not sure). This is a key positive, and affirmation of both the effectiveness of the professional learning sessions and its resonance with teachers in their classroom practice. Teaching and learning programs were almost always, or usually reviewed and revised by 57% of teachers (18% reported N/A). Almost all teachers reported that they routinely review and preview the learning planned for students in class. Students reported that such revision usually or almost always occurs in 39% of cases, with a further 34% reporting that it takes place sometimes, and 27% rarely or never. It was widely agreed by teachers that all classrooms were well-managed, with planned learning taking place so that students can engage with learning productively with minimal disruption. Students reported that 50% of classes were well-managed usually or almost always, with a further 40% reporting sometimes on this measure. Recent professional learning has focused on this use of student data and 39% of teachers reported regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices usually or almost always (18% reported N/A), with a further 39% reporting sometimes. Engagement is part of the Quality Teaching Framework. Providing a challenging curriculum is a key area in the school plan of Smith's Hill High School. Parents were asked to report on this extent to which they believed teachers were meeting their child's needs with teaching and learning that is challenging and engaging and 76% reported that this was usually or almost always the case (3% reported not sure). The school leadership team have taken opportunities at Professional Dialogue Meetings, Twilight Sessions, Observational Rounds and in routine classroom observations to demonstrate instructional leadership, promoting and modelling effective, evidence-based practice. A third of teachers report that this occurs usually or almost always and 36% report sometimes (15% report N/A). Hattie's research has long highlighted that the biggest effect size that accrues benefits to students' learning apart from the teacher is that of feedback. The school's emphasis on the inclusion of a concrete example of how to improve in each student's report is an example of the importance of such feedback. 60% of teachers report that they usually or almost always regularly review learning with each students, ensuring all students have a clear understanding of how to improve their learning. (18% reported N/A). Student data, interestingly, was quite different, with only 25% reporting that teachers usually or almost always reviewed learning with them.

Policy requirements

Aboriginal education

Aboriginal education Learning programs in English, food technology, history, geography, textiles technology, science, personal development, health and physical education and languages have continued to

develop the depth and relevance of Aboriginal contexts in their courses.

In visual art in Year 7, art making centres around Australian Aboriginal culture. Traditional and contemporary contexts are addressed and in the cultural frame Aboriginal artworks and artists are surveyed for the ways cultural practice is communicated through artworks.

Multicultural and anti-racism education

Our Sister schools from Japan visited Smith's Hill throughout the year; Furukawa Reimei High School, Kitazono High School and Takarazuka High School. These extensions of the curriculum develop intercultural understanding and students language skills.

Multicultural perspectives are embedded within programs in TAS – food technology and textiles, English, languages, history, geography and society and culture. The rich ethnic heritage of our students facilitates the discussion of cultural contexts within these courses and in other subjects. The SRC promotes harmony and the Soccer Day targeted multicultural activities and the theme of Harmony in 2016.

Values Day also affirms acceptance and understanding of people from all backgrounds and experiences.

Other school programs

Music

Smith's Hill High School has a strong extra curricular music program with almost 20% of the school population being involved in our music ensembles throughout 2015. These ensembles include Concert Band, Vocal Ensemble, String Orchestra, Jazz Combo and Guitar Ensemble. These are supplemented by the A Capella vocal group and senior guitar ensemble. We have been fortunate to work with tutors from Wollongong Conservatorium of Music as well as ex students who have come back to help with instrumental ensembles. Throughout the year students are involved in numerous concerts, performances for assemblies and special events.

Our students continue to represent the school at both regional and state level. Vocal and instrumental students were chosen to be a part of the Regional Performing Ensemble and Southern Stars.

The extracurricular ensembles had two very successful camps; the annual music camp in April and the Sydney busking trip in December, which has both added depth to the experience and skills of our students.

Changes in curriculum structure for year 7 has seen the extension of the year 7 music program. Students from year 7 now have access to and learn an orchestral instrument for the entire the year. This is a popular

program that is unique to SHHS, taking students out of the regular classroom context and placing them in an orchestra provides an authentic learning experience, further developing their interest and passion for studying creative and performing arts.

Joy Liu was an Encore nominee for Music Extension.

English

In total 123 students entered the UNSW English competition with all achieving above national average scores. 15 High Distinctions, 46 Distinctions, 45 Credits, 7 Merits and 10 Participation certificates were awarded. Red Room Poetry Competition. Luke Behl-Shanks and Elliot Winn in Year 7 had poems shortlisted in this competition with both receiving highly commended awards.

AUSTRALIAN MATHEMATICS COMPETITION 2016

155 Students entered competitions

2 received Prizes – Benjamin Yan, Ellen Zheng

12 received High Distinction – Zayd Allen, Adem Bente, Philip Thomas, Allan Parkes, Peter Lavilles, Nestor Prohm, Justin Quinn, Jessie Du, Andrew Virgona, Quincy Tut, Cathleen Li, Justin Takacs

51 received Distinctions – Arabelle White, Marcus Dostal, Sooyoung Moon, William Attwood, Ashtyn Maher, James Da Silva Chen, Jack Kirwan, Eloise Taylor, Thomas Karayiannis, Luke Behl-Shanks, Justin Hedayati, Jasper Lyall, Harry Hutton, Ajay Rindani, O Chaffer, Elliot Winn, Jeremy Zhao, Emily Read, Ella-Rose Webber, Harriet Jenkins, Jonty Westbrook, Sierra Anastas, Maximillian Sanzone, Josh Agarwal, Caitlin Fera, Leah Jeffries, Sufyaan Ul-Haq, Phillip Virgona, Amy Wearing, Christopher Marsh, Kivaan Mudaly-Naidoo, James Turner, Holly Burton, Armaan Gambhir, Ethan Samper, Lachlan Cocca, Jiah Pang, Sarah Bradley, Vincent Cummins, Savannah O'Connell, Uditha Jith, Chloe Muir, James Wilson, Tianze Wei, Stephanie Lam, Alice Yang, Henry Kocatekin, Kai Dreyfus-Balesi, Tomas Polden, Simon Upitis, Lachlan Cole

63 received Credits

25 received Proficiency

2 received Participation

Best in school Award Winner – Ellen Zheng Year 10

Australian Mathematics Olympiad 2016

High Distinction – Andrew Virgona, Ellen Zheng

Distinctions – Nestor Prohm, Benjamin Yang

Credit – James Wilson, James Wearing, Cathleen Li, Justin Quinn,

Participation – Adem Benten, Quincy Tut, Peter Lavilles, Sooyoung Moon , Allan Parkes

Two students, Andrew Virgona and Ellen Zheng were selected to attend the Mathematics Training Camp in Melbourne in December 2016 with future training and examinations with future possible selection for the Australian International Olympiad team to compete in Rio in 2017.

Australian Challenge for Young Australians 2016

Challenge Program

High Distinction – Andrew Virgona

Enrichment Program

High Distinction – Andrew Vigona

Distinction – Emily Read

Participation – Ruvindri Ediriweera

Sports Carnival Report 2016

In 2016 the level of participation that Smith's Hill students bring to the Athletics, Cross Country and Swimming carnivals is to be recognised and applauded. The attendance at the school carnivals is always very high and all students and staff enjoy the opportunity to spend some quality time out of the classroom. In 2016 the school was dominant at the Zone level in the three disciplines. At the Regional level the competition was much keener but Smith's Hill was always competitive at the Swimming, Cross Country and Athletics carnivals. Congratulations, to all students for your efforts, and to all the teachers and parents for your support.

The school was very well represented by the swimming team who competed at the Zone Carnival at Corrimal Pool. Darcy Campbell from Year 7 won the Swimming Age Champion for the 12 years boys and Justus Bacic–Johnston won his Age division with a dominant display in the pool in many events. The individual competitors put the school in a very good position in the point score but it was the team effort in the relays which pushed Smith's Hill to the Combined Girls and Boys points win for the Carnival. Congratulations to all competitors.

At the Regional Swimming Carnival we swam against the quickest swimmers in South Eastern NSW. With an amazing number of personal bests and great team swimming we have a large squad off to the CHS State Titles at Homebush 3 – 5 April. The Boys 12–19 yo 300m team, Boys Open Age medley, Boys Open, Girls 6 x 50 and Girls 15 yo are the relay teams who have qualified for State. Individual competitors who will be competing at the CHS State finals include Lachlan Moss, Justus Bacic–Johnston, Lachlan Konza, Mali Taylor, Grace Mahon and Liam Hedges.

At the Regional Athletics Carnival at Canberra we had two Age Champions Rosie Tozer and Eleanor Tozer.

region and the the overall combined team score saw Smith's Hill finish a wonderful third place . All students performed at their personal best and Eleanor Tozer, Rosie Tozer, Imogen Mackinley, Sian Fennell, Reyne Fennell, Keegan Halland Sam Conte were all triumphant in the finals of their individual events.

In 2016 the School Cross Country ran through beautiful Puckey's. The Team then went on to win the Zone and Regional Cross Country Carnival. The school has had some excellent results at the Regional Cross Country at Nowra and the team has already competed at the State level at Eastern Creek.

Reyne Fennell came second in the State in his Age group and will be off to compete at the Nationals in late August. Sister Sian Fennell came fourth at State. Congratulations, a great effort!

The Smith's Hill senior boys team comprising of Aaron Rodwell, Scotti Hamilton, Liam Webb and Gyan Wijekulasuriya, competed at the state competition at Eastern Creek. Their combined efforts meant they came first in the Government schools Teams Event and will receive the gold medal. Aaron Rodwell and Scotti Hamilton were part of the South Coast team that finished second overall in the state. Scotti will now progress through to the Nationals.

The 13 yrs Boys team of Reyne Fennell, Aaron Luessink, Luke Behl–Shanks and Jacob Zerafa came second in the schools team event. This is an exceptional result for the boys currently in Year 7 and we look forward to their efforts in the future.

The mighty 17 girls team came Third in the State School Teams Event with only three competitors Hailey Van Vreumingen, Helenna Barone–Peters and Nicole Papademis. This is an extraordinary result made only more amazing by the fact the best individual result for any of these girls was 36th. The girls third place result is based on the teams overall combined results. Lots of Applause!!!! Congratulations. Well deserved.

The swimming Carnival was held on a very cool day at the UOW aquatic centre and we had an incredible attendance despite the damp weather. The team then competed at the Zone and Regional before 22 swimmers were representing Smith's Hill and the Region at the NSW CHS titles at the Olympic stadium. The relay teams had an excellent meet and the individual swimmers all swam personal bests. Justus Bacic–Johnston and Mali Taylor finished the finals in medal positions.

Daniel St. George won the CHS title for the 200m freestyle. In 2016 Smith's Hill has again had some very positive sporting results which are supported by the culture of involvement displayed throughout the whole school. Our own personal best is an admirable goal. All the competitors at the school, zone, regional and state level should be congratulated for their efforts, their commitment, the training and the results. It is certainly the positive "personal best" culture at Smith's Hill that supports so many great achievements.

TheatreSports

2017 was a very successful year for TheatreSports with our junior team winning the state final in their division and the senior team overcoming great adversity to compete in the semi-final.

Junior Team (State Champions – First Place) – Neive Campbell, Gabriel Eady, Marley Janssens, Amy Wearing, Ritchie Welsby

Intermediate Team (State Semi-finalists) – Alice Gill, Isabella Gould, Grace Howie, Leyla Meharg

Senior Team (State Semi-finalists) – Helenna Barone-Peters, Megan Farrell, Henry Kocatekin, Rabia Matar

State Drama Writing

Ensemble Member – Hayley Bannerman

Smith's Hill High School Inaugural Comedy Revue (directed by Mr Reveleigh) This year saw the very first Smith's Hill Comedy Revue, with sixteen students writing a variety sketches and comedy scripts as part of a full night of theatre. This show is designed to compliment the numerous other dramatic performance opportunities throughout the school calendar, including stagewriting, comedic and production roles.

SHHS Debating 2016...

Senior Debating Team: Elinor Stephenson, Charlie

- 2016 UOW SWORDS Senior Debating Champions
- 2016 Best Speaker – Thomas Condon
- 2016 University of Sydney Senior Debating Champions
- 2016 Best Speaker – Elinor Stephenson
- 2016 Debate USA Selection
- 2016 Premier's State Debating: Regional Champions Finalist
- 2016 Debating Workshop Leaders:– ElinorStephenson, ArinTornyj–Aydin
- 2016 UN Assembly Evatt Trophy – STATE WINNERS! – ThomasCondon, CharlieGonzalez

Year 9/ 10 Debating Team: Year 10: Uditha Jith, Vanessa Recinos, Laura Charlton and Isabella Matthews **Year 9:** Grace Mahon, Gemma Hedayati and Tom Behl-Shanks

- 2016 UOW Junior Debating Champions
- 2016 Best Speaker Award: Laura Charlton
- 2016 University of Sydney Junior Debating Champions
- 2016 Best Speaker Award: Laura Charlton
- 2016 University of Sydney Women's Tournament Champions
- 2016 Best Speaker: Vanessa Recinos
- 2016 Premier's State Debating: Regional Champions, State Semi-Finalist
- 2016 JSDC – Junior State Debating Selection: Vanessa Recinos, Laura Charlton

Year 8 Debating Team: Sidney Pettett, Ben Yan, Niamh Christopher and Mazaya Shujau

Year 7 Squad: Charlotte McKenzie, Gabriel Kennedy, Inaia Janssens, Luke Behl-Shanks, Maurice Lam and Aimee Bulliman

- 2016 Premier's Debating: Regional Champions, State Finalist
- 2016 UOW Debating Finalist
- 2016 University of Sydney Junior Debating Tournament: Runner up Champions

SHHS Public Speaking 2016...

- 2016 Voice of Youth Senior Regional Winners: Alice Yang, Charlie Gonzalez
- 2016 Voice of Youth Junior Regional Winner: Grace Mahon
- 2016 Voice of Youth Junior State Finalist: Grace Mahon
- 2016 PESA Regional Finalists: Elinor Stephenson, Alice Yang
- 2016 Junior Legacy Regional Winner: Uditha Jith
- 2016 Junior Legacy Regional Runner up: Grace Mahon
- 2016 UN Voice Regional Winner: Grace Mahon
- 2016 UN Voice State Finalist: Grace Mahon
- 2016 Lion's Youth of the Year: ElinorStephenson: Wollongong Winner, HaileyVan Vreumingen: Dapto Winner
- South Coast Public Speaking: Laura Charlton – 1st Place, Elinor Stephenson – 2nd Place, Uditha Jith – 2nd Place, Gabe Eady – 2nd Place, Grace Mahon – 3rd Place, Charlotte McKenzie – 3rd Place

Technology and Applied Studies

In 2016 the TAS Faculty of Smith's Hill High School continued to strengthen its direction towards embedding CAD modelling and 3D printing across all three stages.

Having been recognised by the UOW Innovation Campus and Department of Education as a 'Model School Facility for 3D Printing' the TAS Faculty invested a further 2-up mini printers and a total of 20 HP laptop computers to facilitate Teaching and Learning in the growing area of creative problem solving for 21st century learners.

Some 67 students participated in the Digital Technology division of the International Competitions and Assessments for schools. Outstanding results were witnessed here with 4 high distinctions, 16 distinctions, 32 credits, 4 merits and 11 participation certificates.

Strong HSC results reflected sound teaching pedagogy with 2 students major practical projects in design and technology being recognised for inclusion in the annual 'shape' exhibition of exemplar student projects at the Powerhouse Museum.

Similarly, in Engineering Studies, strong HSC results were evident with 5 band 6, 6 band 5 and 3 band 4 results.

Outstanding results were achieved by those students who entered the 'Computational and Algorithmic' (CAT) competition this year. This is a one hour problem solving competition where students are engaged in a variety of activities including questions which test their ability to perform procedures requiring logical thought, while more challenging problems require the identification and application of algorithms. Three students achieved a grade of distinction while three students achieved a high distinction. 13 students received certificates of credit, a total of 22 students participated in this extracurricular activity.

Science Faculty

Science provides a way for students to answer interesting and important questions about the biological, chemical, physical and technological world. The study of Science is a collaborative, creative endeavour and provides explanations for a variety of phenomena and enables sense to be made of the natural world. As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of the relationships between science and technology and its importance in the current and future practice of science. The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

At Smith's Hill High School the Science Department strives to develop and deliver high quality, engaging programs that are relevant, challenging and provide opportunities for students to explore areas of their own interest beyond the classroom. The faculty also aims to make science fun and enjoyable.

2016 Science Competition Results

Australian National Chemistry Quiz 20 High Distinctions, 2 High Distinctions Excellence, 12 Distinctions

Big Science Competition 25 High Distinctions 24 Distinctions

UNSW Science Competition 11 High Distinctions 39 Distinctions

2016 Extra curricular activities

Minnamurra River Field Study – SHHS has established a partnership with the Illawarra Environmental Education Centre and have developed an assessment task for students studying Biology in Year 11. Experts from the IEEC leads a field study in which the students are taught how to use equipment and to collect data about the distribution and abundance of organisms within the Minnamurra River estuary ecosystem.

UoW Science Fair – Year 10 students complete a student research project, which is peer assessed by the Prelim/HSC science students. The top 10 projects are sent on to the UoW Science Fair. From the ten sent, 7 were highly commended and one project won the 'Best in Biology' category award.

ANSTO activities – Year 9 Nuclear Radiation Lecture

Luna Park Excursion – Year 7 and 10 Students travel to Luna Park to explore and expand their understanding of forces and Newton's Laws. They can bring these first hand experiences back into the classroom.

Taronga Zoo Excursion – Year 7 students travel to Taronga Zoo to supplement the Classification topic they are studying. Students get to see real animals and study their physical, behavioural and physiological adaptations.

2016 Technology – The promotion of technology is fundamental to the school's educational philosophies. Science and technology form a tight relationship where each builds off the advances of the other. This year we were fortunate to receive some additional funds to purchase new data loggers. This technology will enable all students to take digital measurements including temperature, pH, heart rate and motion. This data can be plotted and manipulated with computer programs.

Teachers have also been supported and encouraged to incorporate Google Classroom and Google Docs in their classroom practice. This is designed to better engage and support 21st Century learners. In addition, faculty programs and resources are being designed, shared and stored using Google Drive.