

Port Hacking High School

Annual Report

2017



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Introduction

The Annual Report for 2017 is provided to the community of Port Hacking High School as an account of the school's operations and achievements throughout the year.

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

Douglas Hearne

Principal

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School background

School vision statement

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

School context

Port Hacking High School has a population of 1140 students with strong connections to its community. The school emphasises a balanced education for all students, with a focus on academic achievement along with extra-curricular opportunities in sport and creative and performing arts. The expert staff support all students to strive to achieve to their potential. The school produces well-rounded and respectful young men and women who have the knowledge, skills and values needed to shape their lives and contribute productively to 21st Century society. Port Hacking High School provides extension classes for talented academic students, specialist support for literacy and numeracy, expert tuition in the performing arts, an outstanding student leadership program and high quality well-being programs that support a range of student needs. The school's strategic directions focus on: high expectations and improved student learning; student engagement and well-being; and teacher professional learning and leadership.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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 2017, based on the Self-Assessment the school made improvements in three elements of the School Excellence Framework. One in each of the domains of the SEF (2).

In the domain of **Learning** – Student Performance Measures, the school self assessed that it had moved from Working Towards Delivering to Delivering. In 2017, the school implemented several programs (especially in writing) which enable the school to meet the requirements in delivering in this domain as indicated by student learning outcomes.

In the domain of **Teaching** – Data Skills and Use, the school self assessed that it had moved from Working Towards Delivering to Delivering. In 2017, the school undertook extensive professional learning in the use and implementation of Scout. Our involvement was part of a small CESE project involving four Sydney schools.

In the domain of **Leading** – School Planning, implementation and reporting, the school self assessed that it had moved from Working Towards Delivering to Delivering. In 2017, the school undertook an extensive consultation process in the development of the 2018–2020 School Plan. This involved greater student, staff and parent involvement than had previously occurred.

In all other elements of the SEF the school self assessed at the same benchmark as validated through the External Validation process in 2016.

Our self-assessment process will assist the school to refine our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

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

Strategic Direction 1

Raising expectations and improving student learning.

Purpose

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

Overall summary of progress

Our improvement in extended writing in the 2017 continues to build on improved results of our 2016 HSC results. There is still room for improvement on this measure but we are trending positively. This trend in HSC writing is supported by our improvement in NAPLAN achievement in writing, reading and numeracy. Even though we did not always meet our lofty targets, we have seen improvement in all our targeted areas of improvement except Year 9 Reading of our ATSI students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of Yr 9 students achieving Band 8 or above in NAPLAN for reading, writing and numeracy. The remaining 50% to achieve a minimum of one band improvement.	NIL	<p>PHHS 2017 NAPLAN achievements of Year 9 students against this measure are:</p> <p>Reading: percentage of students achieving Band 8 or above was 66.2%, which is significantly above our expected improvement. However, of the 43.8% of students who fell below Band 8, only 50% of those students improved by one band or expected growth.</p> <p>Writing: percentage of students achieving Band 8 or above was 48%, which is slightly below our expected improvement. Of the 52% of students who fell below Band 8, only 45% of those students improved by one band or expected growth, which is significantly below our expected improvement measures.</p> <p>Numeracy: percentage of students achieving Band 8 or above was 74.1%, which is well above our expected improvement. Of the 25.9% of students who fell below Band 8, 63% of those students improved by one band or expected growth, which considering the extra 25% of students who achieved a Band 8 or higher, is still an acceptable achievement against our improvement measures.</p>
Increase by 8% number of Yr 7 and Yr 9 students and by 30% number of ASTI students achieving in the top two bands in reading (Yr 7, 33% to 41%, Yr 9 25% to 33%) and numeracy (Yr 7, 43% to 51%, Yr 9, 33% to 41%) by 2019.	\$1800	<p>PHHS 2017 NAPLAN achievements of Year 7 & 9 students against this measure are:</p> <p>Percentage of Year 7 students in the top 2 bands in Reading is 38.4% which is an improvement on 2016 results but short of our improvement measures.</p> <p>Percentage of Year 7 students in the top 2 bands in Numeracy is 45% which is a small improvement on 2016 results but short of our improvement measures.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase by 8% number of Yr 7 and Yr 9 students and by 30% number of ASTI students achieving in the top two bands in reading (Yr 7, 33% to 41%, Yr 9 25% to 33%) and numeracy (Yr 7, 43% to 51%, Yr 9, 33% to 41%) by 2019.</p>		<p>Percentage of Year 9 students in the top 2 bands in Reading is 26.7% which is a slight improvement on 2016 results but significantly short of our improvement measures.</p> <p>Percentage of Year 9 students in the top 2 bands in Numeracy is 42% which slightly exceeds our improvement measures.</p> <p>The performance of our ATSI students is set out below:</p> <p>Percentage of Year 7 ATSI students in top 2 bands in Reading is 66% which significantly exceeded our improvement measures.</p> <p>Percentage of Year 7 ATSI students in top 2 bands in Numeracy is 33% which meet our improvement measures.</p> <p>Percentage of Year 9 ATSI students in top 2 bands in Reading is 0% which is a very disappointing result.</p> <p>Percentage of Year 9 ATSI students in top 2 bands in Numeracy is 66% which exceeded our improvement measures.</p>
<p>RAP data shows an increase in achievements in HSC extended written response questions in comparison to previous achievement</p>	<p>NIL</p>	<p>A comparison of 2015 HSC results and 2017 HSC results in subjects which have written questions of a value of 4 marks or more revealed an increase of 25% of the number of subjects above state average. For nearly all of these subjects this was due to improved performance on extended writing responses.</p>

Next Steps

Extended writing has been embedded in our 2018–2020 School Plan. In our School Plan there is a greater emphasis on improving the outcomes of our ATSI students.

Strategic Direction 2

Student engagement and wellbeing of our people

Purpose

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

Overall summary of progress

In 2017 the school made improvements in each of the improvement measures in this strategic direction. The school expended significant funds in achieving these improvements. Funds were expended primarily in the area of Learning Support. The school has continued a number of existing projects as well as implementing some new projects specifically with a mental health focus. Our external data indicated that students from a low SES background were achieving results similar to those student from higher SES background. Our initiatives with our Community of Schools (COS) improved with the refinement of our Year 6 to Year 7 transition program, attendance of students from our COS attending Portquest, our annual talent quest and principal attendance at primary school parent information evenings. In relation to staff wellbeing a very successful Buddy Week was introduced along with growth in staff attendance at social events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey Data that indicates level of knowledge, skills and understanding of mental health and wellbeing to support future targeted directions and strategies	Learning Support \$85,000 Low socio– Economic \$60,000 Indigenous \$7,000 \$152, 000 Total	<p>Validation of the SEF in the Wellbeing Strategic area provided positive findings that the Programs and Strategies, utilised at Port Hacking High School were at the Sustaining and Growing level. The findings also supported, the students at Port Hacking High School were on the whole, happy within the School Community, in regards to their learning and social – emotional state. They felt they were in a safe and nurturing environment.</p> <p>The School also completed a number of Positive Psychology initiatives as outlined in the Strategic Direction 2, with over 80% of staff completing the professional development in Positive Psychology through participating and completing the “Accidental counsellor” training by the 1st March 2017.</p> <p>Mental Health day for Year 8, coordinated by the School Counsellors and Mr Assaad the Year 8 Year adviser was found to be very successful in assisting students in understanding mental health and providing strategies to deal with issues that may arise from mental health.</p> <p>Data based evidence was also provided through staff, student and community surveys, such as for the Year 9 Goal Mentoring, Bully Busters, Exercise the Mood and “Rock and Water”, Welfare programs, provided strong data evidence supporting the Validation findings that Port Hacking High School in the Strategic Direction of Wellbeing was Sustaining and Growing.</p> <p>Every student in Year 9 had completed an ILP, which was highly commended in the SEF Validation</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey Data that indicates level of knowledge, skills and understanding of mental health and wellbeing to support future targeted directions and strategies		<p>inspection.</p> <p>Evidence was also provided from antidotal evidence from Deeban, numerous enteries that depicted the students at Port Hacking High School as happy and had been given the opportunity to learn from a diverse number of learning experiences.</p> <p>SCOUT data explicitly showed that students from low socio-economic back grounds were achieving results similar to those students from higher socio-economic backgrounds, including an analysis stipulating that result was not common throughout the state or in the port hacking district, described as an excellent result.</p>
Evidence of staff entering students wellbeing information into Sentral to provide better student profiling and targeted support	\$2,200	<p>Over the past year, 197 medical alerts, 60 medical plans and 2,734 incident entries have been made into Sentral to indicate the progress and behaviour of students and to indicate their supportive needs. All Staff have continued to receive professional learning in Sentral for a variety of purposes such as Student Profiles, Attendance and Wellbeing to enhance the communication between support providers, teacher and parents. Year Advisors have been trained in how to use a range of Flags to highlight and bring attention to students requiring support and to improve tabulation of data across the system.</p>
Increased number of Community of Schools (COS) initiatives	\$2,500	<p>Continue to support Year 6 into 7 students through a quality transition program.</p> <p>Attendance by students at partner Primary Schools as matinee audience at Portquest (Annual School Talent Quest).</p> <p>Principal attendance at Primary School information evening in relation to Primary to High School transition.</p>
Increased staff participation in social events	Nil	<p>Introduction of a more official social committee with greater numbers of staff involved – 4 out of the 9 faculty areas.</p> <p>68 Staff participated in Buddy Week out of approximately 108 staff– about 63% of staff participated.</p> <p>Continuation and growth of social committee with more events planned for 2018. Event schedule out to staff in Term 1.</p>

Next Steps

In our 2018–2020 School Plan we have embedded a number of improvements to student wellbeing. Our School Plan sets out our plans to review and evaluate current Student Wellbeing Programs and to assess whether other wellbeing programs and processes could be more efficient and effective in meeting the wellbeing needs of our students (eg. positive mental health, positive and productive relationships across the School, resilience and positive behaviour).

Strategic Direction 3

Teacher professional learning and leadership

Purpose

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

Overall summary of progress

We have achieved the improvement measures for Strategic Direction 3 as set out in the School Plan and in some cases exceeded our targets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers apply their performance and development plan to improve practice.	NIL	In 2017, all teachers implemented their performance and development plans.
100% of teachers have a PDP goal that is aligned with a school strategic direction.	Nil	Teachers identified performance and development goals that met professional needs. At least one goal was aligned to a school strategic direction.
School based PL is mapped to teacher identified PL needs and school strategic directions.	NIL	Professional learning opportunities were provided based on teachers' needs via surveys, school strategic directions and PDPs.
15% of teachers take part in QT Rounds each year.	\$8,500	Sixteen teachers took part in Quality Teaching Rounds in 2017, representing 22% of teaching staff. This is significantly above our improvement measures.

Next Steps

Further development in writing professional goals and aligning individual teacher goals to the broader school context will occur in 2018.

Mapping of professional learning needs to the school strategic directions and the creation of a school professional learning plan and calendar will occur in 2018.

In 2018, 15% of teachers will participate in Quality Teaching Rounds. Beginning teachers and representatives from each faculty will take part in improving teacher quality across the school.

The overall purpose and management of teacher professional learning, including the alignment of professional learning to the School Plan Directions, the writing of PDP goals and beginning teacher induction will be strengthened in the new 2018–2020 School Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Indigenous Coordinator	<p>Our Indigenous Coordinator, Ms Collins, has worked closely with local indigenous community members and Elders. She has also coordinated regular meetings with families and community groups to facilitate the development of a positive school culture for indigenous and non-indigenous members.</p> <p>Ms Collins has coordinated assistance for students experiencing learning and/or social issues. This was achieved through organising mentors from the community, such as cultural music lessons for indigenous students in groups or individually, as the need of students required. One of our highlights was the performance at the Year 9 Formal Assembly by a number of Indigenous students mentored by an Indigenous Leader.</p> <p>Port Hacking High School has established an Indigenous Peer Mentor Program, where the Head Teacher (Welfare) and Indigenous Coordinator work with senior indigenous students to mentor younger students experiencing learning, social and/or attendance concerns. The senior students buddy our junior students as required.</p> <p>The funding support for indigenous students provides a staff member, who has worked with our indigenous students to prepare Individual Education Plans (IEP) and the appropriate follow up. She works with students individually to assist with identified learning issues, setting goals and to support them to maintain and exceed learning standards.</p>
English language proficiency	Nil	<p>Worked closely with ESL students from Years 7–10 mostly of Chinese background focusing on reading and writing skills related to the main KLAs of English, History, Geography and Science.</p> <p>Assisted all students in the understanding and completion of assessment tasks and general classwork.</p> <p>A weekly routine of withdrawal of small numbers of ESL students was undertaken addressing the educational needs of the students at that time.</p> <p>Liaison with teachers who have ESL students in their classes and investigating areas of study that need to be focused on.</p>
Low level adjustment for disability	<p>Teacher Aids: 4 days a week Ms Hildred, 5 days a week Ms Turner /Ms Bruce.</p> <p>Specialist Literacy and numeracy Staff: Ms Northey, half day a week , Ms Lord, 1 day a week.</p>	<p>Each year, meetings with ISTV, ISTH and other learning and health agencies are conducted for each student with significant identified learning and physical disabilities. These meetings also include a family/carer member and welfare staff to accommodate for the best possible learning environment and adjustments that need to be made by the</p>

<p>Low level adjustment for disability</p>	<p>Teacher Aids: 4 days a week Ms Hildred, 5 days a week Ms Turner /Ms Bruce.</p> <p>Specialist Literacy and numeracy Staff: Ms Northey, half day a week , Ms Lord, 1 day a week.</p>	<p>school and staff. This is followed up throughout the year through open communication between welfare staff, families and the learning/health agencies.</p> <p>Funding is provided through specified Student Support and Learning Support to assist students with disabilities. Our Student Support funding allows our school to employ two Learning Support Officers. Depending on the student specified funding, support time is provided both in class and preparation time assisting teaching staff.</p> <p>Specialist teaching assistance comprised of literacy and numeracy strategies were provided directly in the classroom by learning Support Officers. Differentiated sport and gym programs for students with Cerebral palsy and Muscular Dystrophy were designed.</p> <p>Eight students in 2017 received tied learning support.</p> <p>The Wellbeing and Support Teams meet regularly to discuss students with disabilities and learning needs. This wide collection of expertise enables our school to address specific school or health requirements. Such meetings would typically include our Learning and Support Teacher, Year Advisers, Counsellors, Learning Support Officers, teaching support staff, and outside agency members if needed for a specific student.</p> <p>Students identified as requiring particular assistance are provided with diverse and specified support. This is achieved through utilising two extra staff members with specialist skills in the numeracy, literacy, or practical curriculum areas and/or support with social or somatic needs to effect improved participation and learning outcomes.</p> <p>The Learning and Support Teacher works in a coordinated manner with the support staff providing assistance to students with specified learning needs. The assistance provided may be in a mainstream classroom environment, working in small groups or individual assistance if required.</p> <p>The Learning and Support Teacher facilitated a learning support program which involved targeted students during Roll Call to target comprehension and numeracy skills with selected students from the junior years. This program has proven to be highly beneficial in engaging targeted students, enhancing their literacy and organisational skills.</p>
<p>Socio-economic background</p>	<p>Learning support officers two days a week.</p> <p>The Wellbeing Team</p> <p>Learning Support Team</p>	<p>A large number of students were identified through Pastoral Care investigations, Wellbeing and Learning Support meetings, Student Assistance determinations, information communicated through caregivers and community groups.</p>

<p>Socio-economic background</p>	<p>Careers Coordinator Ms Skinner LAST</p>	<p>The identification of students was then acted upon through the Learning Support and Wellbeing teams.</p> <p>Identified students were not only assisted with their educational monetary needs but supported in the classroom with targeted assistance.</p> <p>The assistance specifically included literacy, numeracy and technological assistance.</p> <p>Assistance also came in the form of organisational directions and assistance with assessment tasks.</p> <p>Over 50 students were assisted in redeeming N-awards in Years 10, 11 and 12. This was provided through the targeted assistance of the Learning Support Officers.</p>
<p>Support for beginning teachers</p>	<p>\$48,124</p>	<p>In 2017, eight teachers (either in their first or second year) received beginning teacher funding. These teachers were supported in a number of ways:</p> <p>Beginner Teacher Mentor</p> <ul style="list-style-type: none"> • Provided relief to cover beginner teachers to view each other's lessons. • Provided relief to cover beginning teachers' lessons so they can observe experienced teachers' lessons. • Provided relief for experienced teachers to team teach a lesson with a beginning teacher. • Monitored and assisted beginner teachers with their accreditation. • Provided advice on the teaching practice. • Facilitated conversation and expectations regarding the teaching practice. • Mentored beginner teachers through the early stage of their careers. • Co-ordinated support to beginning teachers with the Induction Co-ordinator and Head Teacher Teaching & Learning. <p>Head Teacher, Teaching and Learning</p> <ul style="list-style-type: none"> • Engaged beginning teachers in the Quality Teaching Rounds program at PHHS. <p>Supervisor</p> <ul style="list-style-type: none"> • Generally a Head Teacher who will sign off on accreditation documents. <p>Funding</p> <ul style="list-style-type: none"> • Funds the Beginning Teacher Mentor position. • Partially funds Quality Teaching Rounds. • Professional Learning and reflection. Professional Learning can cover a range of topics. • Unit planning and preparing lessons. • Assessing/evaluating students' work. • Compiling evidence to achieve accreditation. • Purchasing professional resources that support the teacher's development (not laptops). • Structured feedback meetings.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	558	565	580	577
Girls	567	569	567	563

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.3	95.1	94.8	95.1
8	93.6	91.6	94	92
9	93.2	91.7	89.9	91.1
10	92.4	90.6	90.3	88.2
11	92.4	91.9	92.3	91.4
12	95.2	93	94.2	93.1
All Years	93.5	92.3	92.5	91.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

SMS messages are sent home daily to parents of absent students. Regular attendance printouts of student attendance rates are prepared by the school's SASS Staff. Students identified with unexplained absentee rates are followed up by members of the school's Welfare Committee. Unacceptable attendance rates are subsequently referred to the Home School Liaison Officer (HSLO).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	2
Employment	2	8	11
TAFE entry	3	8	15
University Entry	0	0	57
Other	0	0	0
Unknown	0	0	14

Year 12 students undertaking vocational or trade training

In 2017, 24% of Year 12 students undertook at least one school based VET course or studied a VET course at TAFE or through another provider.

Year 12 students attaining HSC or equivalent vocational education qualification

All students in Year 12 attained the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	59.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	2
School Administration & Support Staff	13.37
Other Positions	1

*Full Time Equivalent

One member of staff identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	77
Postgraduate degree	13

Professional learning and teacher accreditation

Teacher Accreditation

Number of beginning teachers in the process of gaining accreditation at Proficient: 14

Number of teachers maintaining accreditation at Proficient: 22

Number of teachers in the process of seeking voluntary accreditation at Highly Accomplished: 2

Number of teachers in the process of seeking voluntary accreditation at Lead: 3

Professional Learning

In 2017, Port Hacking High School spent over \$130,000 on professional learning for our teaching staff. This equated to an average of \$1,526.13 per teacher. The funds for this substantial investment in professional learning came from a variety of sources, including: tied professional learning funding and beginning teacher funding.

Staff Development Days

Term 1: 93% attendance

Agenda:

1. Compliance Matters: Child Protection; PDP and observation process; School Plan.
2. Administration: timetables; rosters and responsibilities; students with priority medical conditions; first three days for students
3. Team Meetings: faculties; wellbeing teams; executive; teachers new to Port Hacking High School.

Term 2: 87% attendance

Agenda:

1. Formative Assessment.
2. Introducing Sentral.
3. Differentiated Technology sessions (PowerPoint, ICT for Formative Assessment, Teaching Databases, Google Apps, Geogebra).
4. Staff Wellbeing: Mindfulness.

Term 3: 88% attendance

Agenda:

1. SCOUT Training.

Whole day training in use of SCOUT to improve practice. Training delivered by Daniel French (Leader of SCOUT School Engagement from Information Management & Business Intelligence).

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

In lieu of the two staff development days at the end of the year, Port Hacking High School ran a series of three hour after school professional learning options. Teachers could choose any four after school options in lieu of the last two staff development days. These options included: Formative Assessment & Feedback, Practical Technologies, Quality Teaching Rounds, Catering for Gifted & Talented Students, Writing in the Middle Years, Positive Psychology and faculty based professional learning.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	951,468
Global funds	447,714
Tied funds	333,733
School & community sources	602,433
Interest	26,966
Trust receipts	40,942
Canteen	0
Total Receipts	1,451,788
Payments	
Teaching & learning	
Key Learning Areas	171,825
Excursions	121,216
Extracurricular dissections	167,106
Library	11,398
Training & Development	37
Tied Funds Payments	288,608
Short Term Relief	45,642
Administration & Office	181,296
Canteen Payments	0
Utilities	68,985
Maintenance	48,508
Trust Payments	49,481
Capital Programs	832
Total Payments	1,154,934
Balance carried forward	1,248,321

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,361,455
Appropriation	1,932,049
Sale of Goods and Services	62,330
Grants and Contributions	364,957
Gain and Loss	0
Other Revenue	0
Investment Income	2,119
Expenses	-848,940
Recurrent Expenses	-848,940
Employee Related	-291,709
Operating Expenses	-557,231
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,512,515
Balance Carried Forward	1,512,515

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	9,984,478
Base Per Capita	175,231
Base Location	0
Other Base	9,809,247
Equity Total	297,333
Equity Aboriginal	9,968
Equity Socio economic	78,049
Equity Language	71,160
Equity Disability	138,155
Targeted Total	115,030
Other Total	240,869
Grand Total	10,637,709

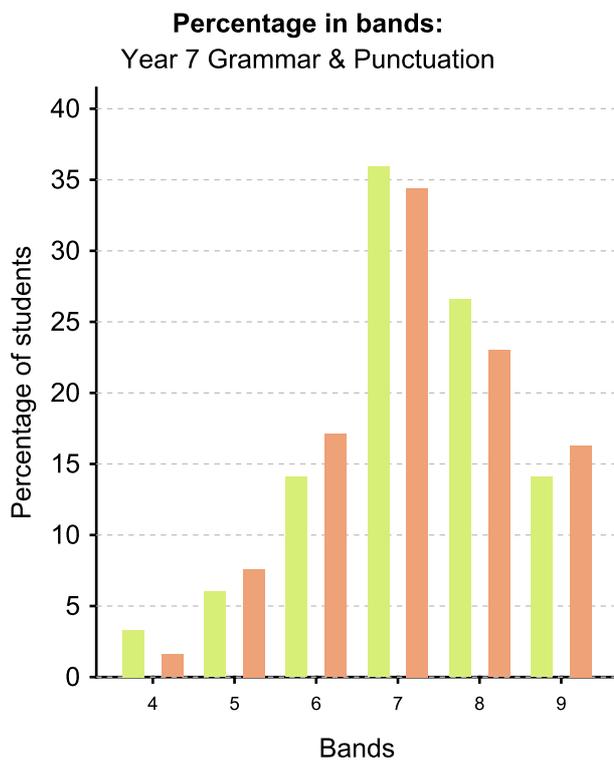
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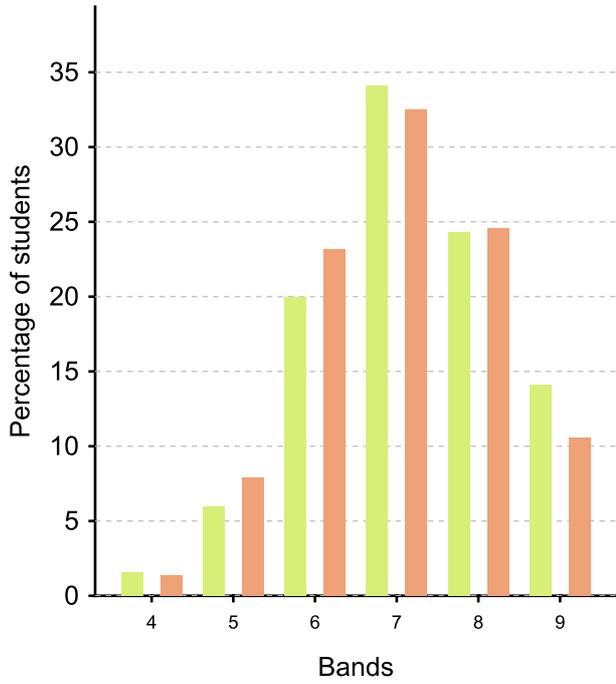
School performance

NAPLAN

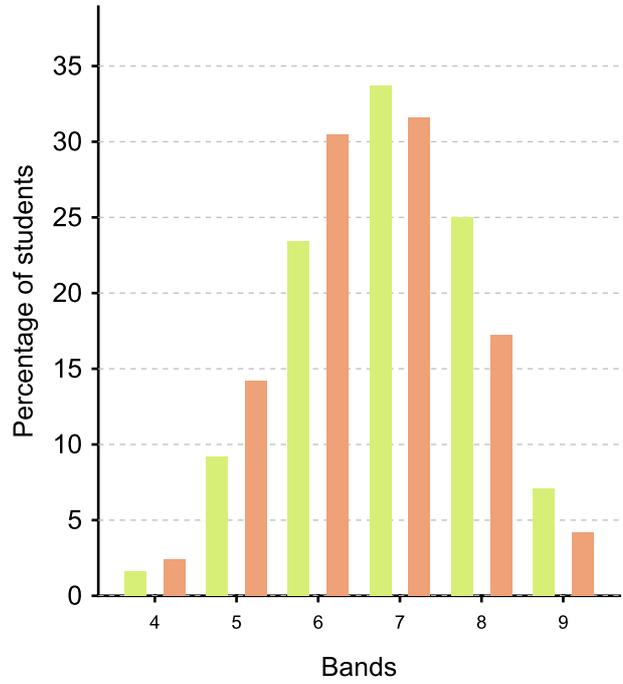
In the National Assessment Program, the results across Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



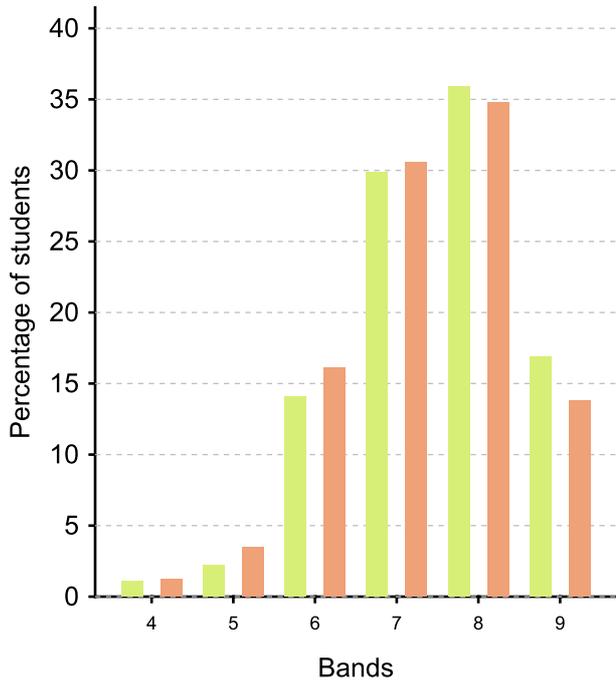
Percentage in bands:
Year 7 Reading



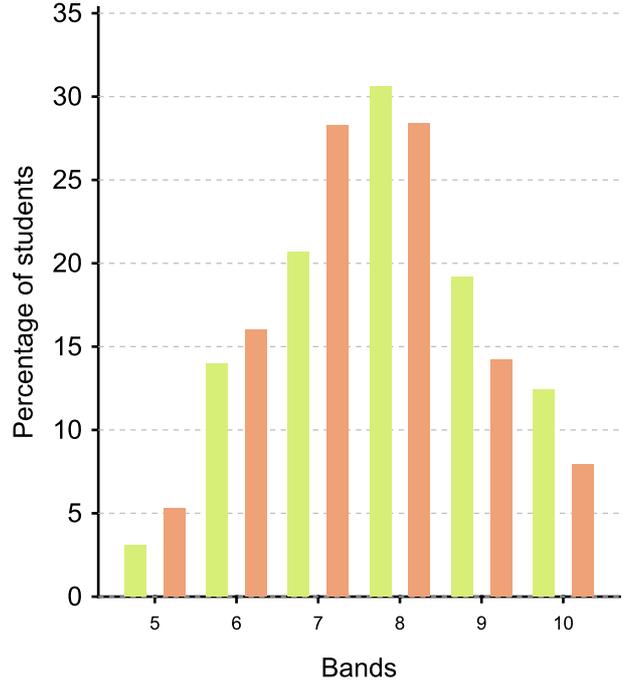
Percentage in bands:
Year 7 Writing



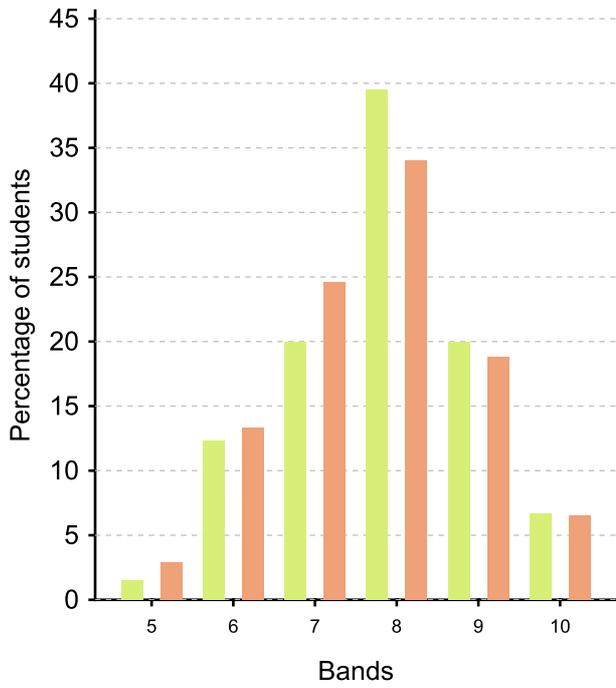
Percentage in bands:
Year 7 Spelling



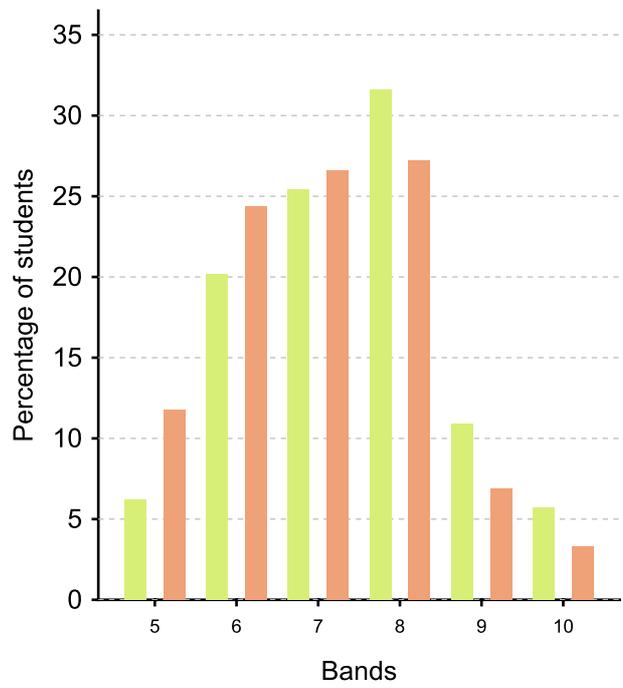
Percentage in bands:
Year 9 Grammar & Punctuation



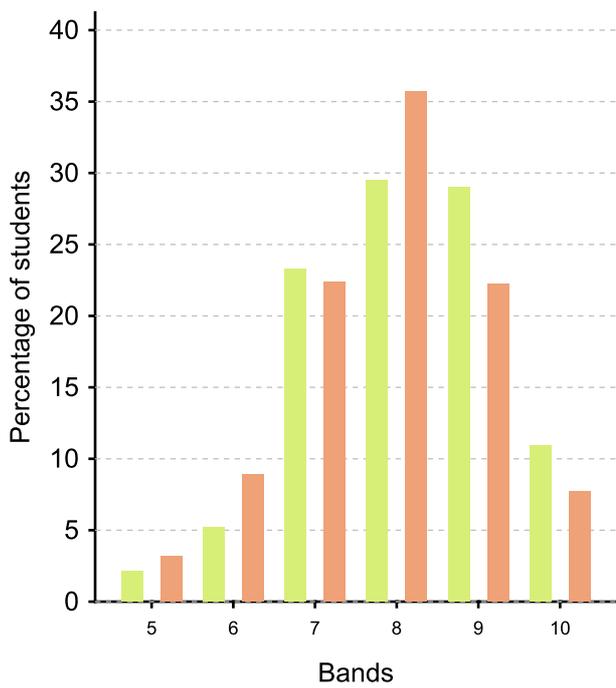
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



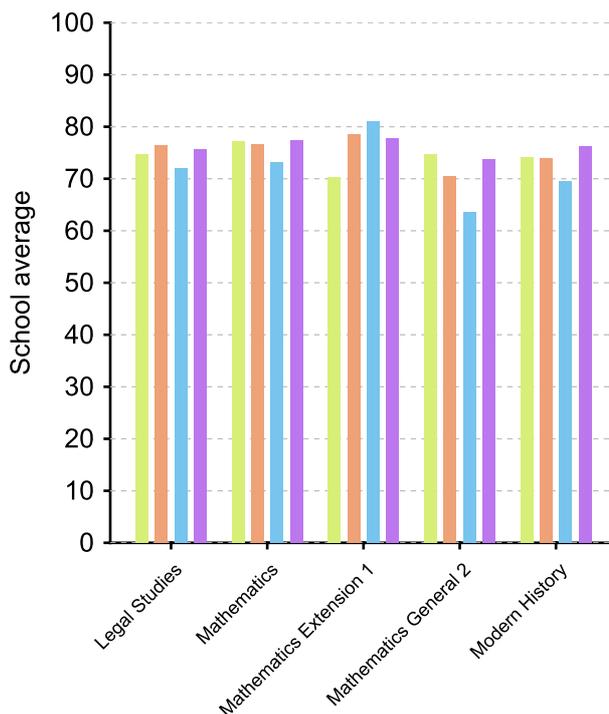
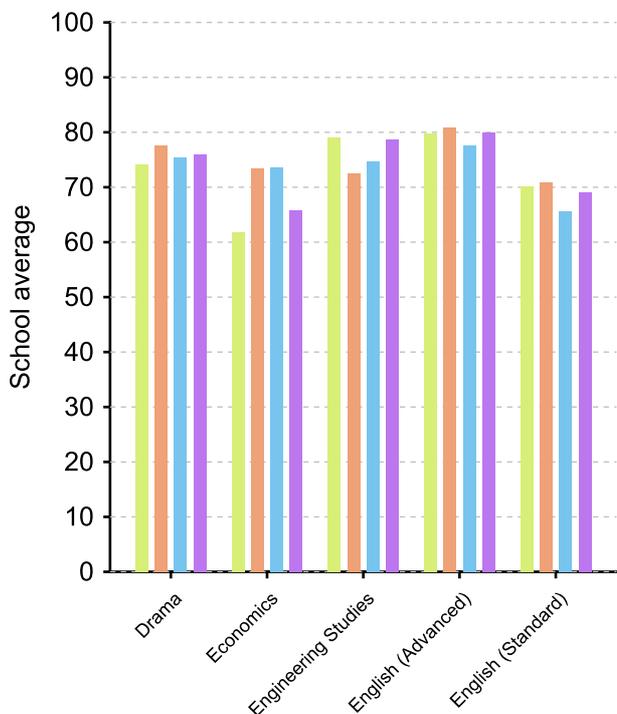
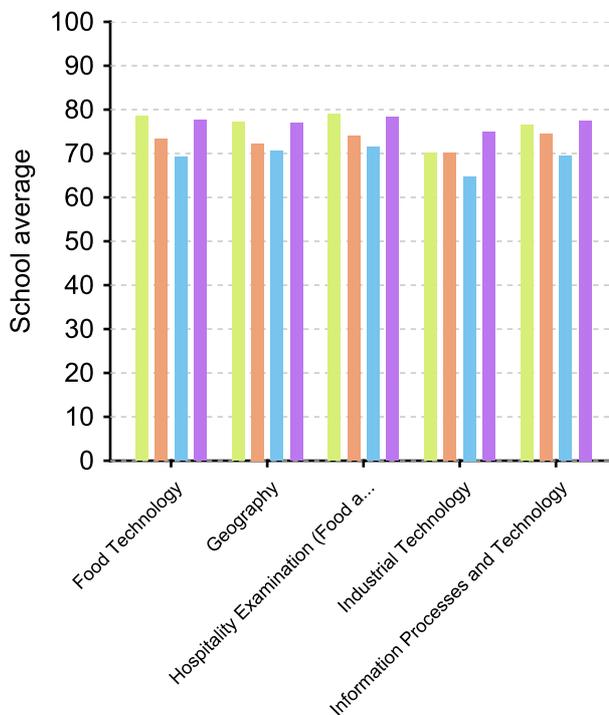
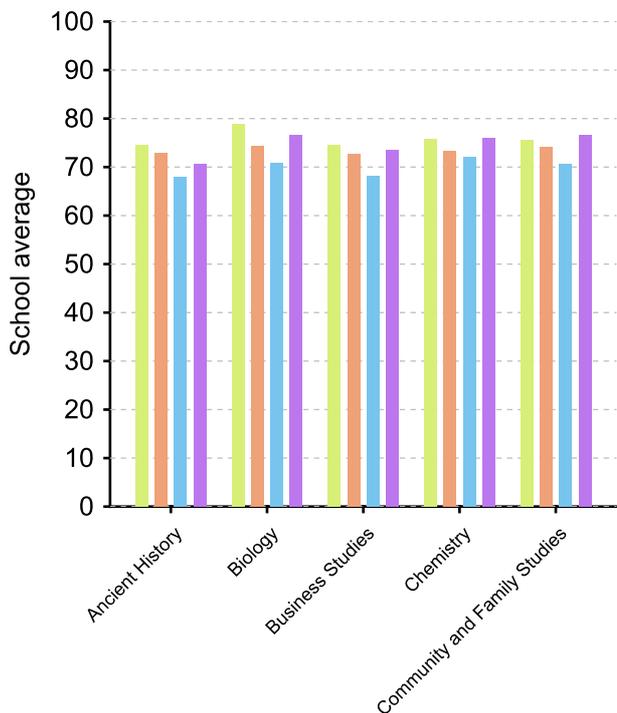
Percentage in bands:
Year 9 Spelling



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Parent/caregiver

- 88% of parents/caregivers agree or strongly agree that our school has a good reputation in the local community.
- 75% of parents/caregivers agree or strongly agree that they would recommend our school to parents of primary school students.
- 71% of parents/caregivers agree or strongly agree that they were satisfied with the general communication from our school.

Students

Social–Emotional outcomes

- 90% of students felt that they can do well in their school work.
- 80% of students have friends at school who they can trust and who encourage them to make positive choices.
- 80% of students have medium and high feelings of happiness with their life.
- 74% of students have medium and high levels of optimism and feel good most of the time.
- 65% of students feel accepted and valued by their peers and others at the school.

Driver of student outcomes

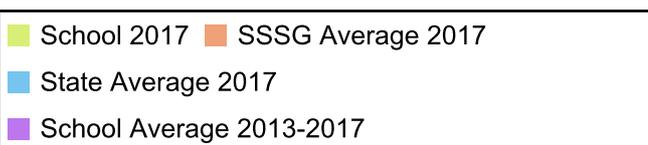
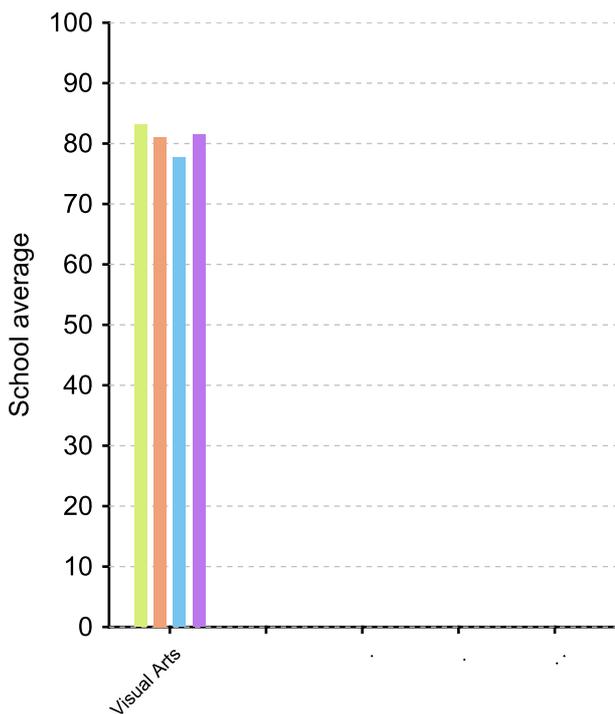
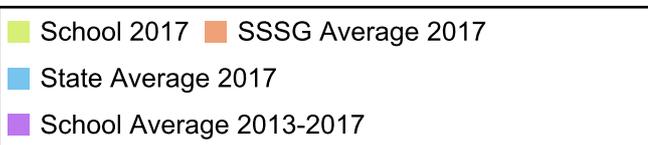
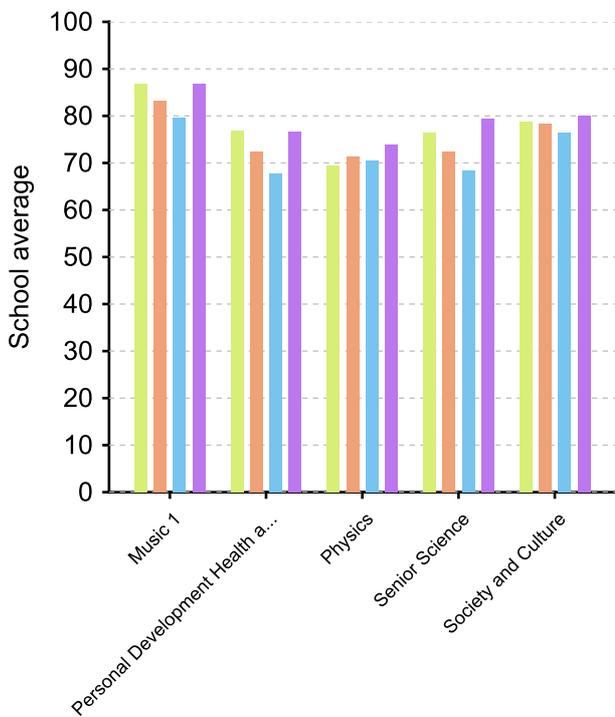
- 83% of students reported that they plan to finish Year 12.
- 65% of students plan to go to university.
- 31% of students plan to do an apprenticeship or VET/TAFE course.

Other measures

- 60% of Aboriginal students agree/strongly agree that they feel good about their culture.
- 56% of students agree/strongly agree that they felt proud of the school.

Staff

- 30% of the teaching staff have been teaching between 6–15 years while 50% of the teaching staff have been teaching for 16 or more years.
- 71% of the teaching staff are permanent in their teaching positions.
- 57% of teachers believe school leaders clearly communicate their strategic vision and values for our school.
- 48% of teachers believe that school leaders are leading improvement and change.
- 33% of teachers believe student wellbeing (including discipline) should be prioritised in the 2018–2020 School Plan.
- 21% of teachers feel they need more targeted professional learning in differentiation teaching learning and assessment and wellbeing.



Aboriginal education

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

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

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

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

Multicultural and anti-racism education

The ARCO is the central point of contact for complaints of racism. They record complaints and resolution methods, and maintain all data in line with the policy guidelines.

The following complaints process has been summarised from the **Anti-racism education – advice for schools** implementation document:

- In 2016, a new ARCO was trained for Port Hacking High School. This necessitated that the Executive, Staff and students were made aware, who the ARCO was in the school and available for staff or students as needed when dealing with racism and to promote the benefits of Multiculturalism in the school.
- In 2017, executive and staff were made aware of the new ARCO at executive and staff meetings, including responsibilities of the role. Working with the Wellbeing team, each year group was made aware of who the ARCO is and their responsibilities at Year meetings. The Wellbeing team also produced a pamphlet with local and other important wellbeing apps and information such as Kids Help Line and the school's ARCO to access from Moodle as needed.
- 2017 Harmony Day 21 March, was initiated by the SRC and was strongly supported by most staff, through wearing something orange on the day and an explanation to the student body during the mid-week assembly by the SRC, explaining