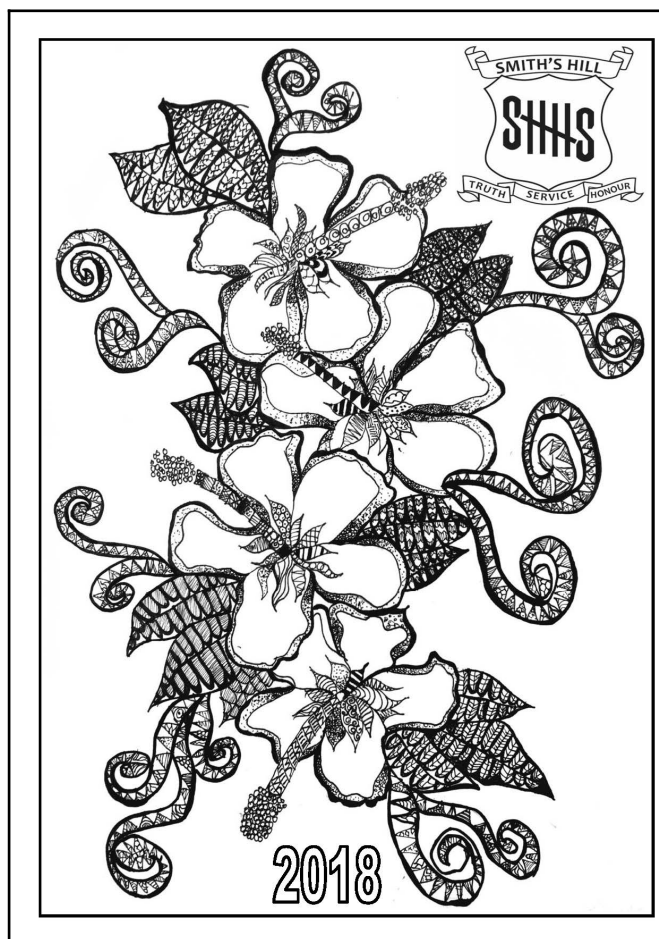


Smiths Hill High School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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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Message from the Principal

2017 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 2017 HSC student cohort on their exceptional results. Serena Gao achieved first place in NSW for HSC Software Development and Design. Tianyue Zheng achieved first place in NSW for Japanese Continuers and third place in NSW for HSC Mathematics. 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), 72 students named on Distinguished Achievers lists (students who achieved a result in the highest band for one or more courses), student nominations for '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 formula "right way" for success 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 Leukaemia 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 2017, we congratulated and farewelled a number of long serving leaders within our teaching staff. Mr Bruce Hayes (teacher Science), Mr David Borger (teacher Science), Mrs Julie Farquhar (librarian) and Margaret Lobmayr (teacher languages) 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. 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 every day as Principal of Smith's Hill High School an honour and a privilege.

Message from the school community

P&C Annual Report 2017

2017 turned out to be one of the more challenging years for the Smith's Hill High School P&C. It again continued to be a platform for parents to express their wishes and concerns for their children and to show their support for the school and the staff. At the same time, some difficult financial decisions had to be made, in particular about the operation of the school canteen. More about this later in the report...Most importantly it has only been due to the passion and dedication of the P&C members that mature and responsible resolutions were deliberated.

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. 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 between the P&C, students and staff. With a variety of 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 inclusion of the P&C levy in the school accounts. Funding was provided by the P&C for several student representatives competing at a national level in their respective fields and also to revitalise the fencing around the basketball courts.

After declining sales and recording losses for the last four years, the P&C resolved unanimously to cease operating the canteen and as a consequence the role of book-keeper was no longer required. This decision was taken after extended discussions over several P&C meetings, and with wider discussion with other stakeholders. The decline in sales was independent of the experience, gifts and creative efforts of the various hard-working canteen managers, casual staff, volunteers and canteen sub-committee we have had in recent years. I thank them all for their dedication.

Despite all the efforts to reverse the trend, the losses continued and the responsible decision to close was taken. This is because funds raised by the P&C are to benefit the entire student body, and could no longer be diverted into subsidising a loss-making canteen. The P&C recognises the value of the school canteen for some parents to connect with the school, and the desire to provide a healthy food service to students and staff. At the time of writing this report, the P&C has committed to exploring future alternative operating models for the canteen.

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, however small they may seem, and I encourage all to consider ways to contribute to and support SHHS. Thank you all who have been so generous in 2017.

Hamilton Wearing – President SHHS P&C

Message from the students

In the former half of 2017, the students were led by a team of Connor Bellhouse, Elinor Stephenson, Brad Van Vreumingen and Hailey Van Vreumingen. Their positive contribution to the school involved the successful planning and running of key student-based events on the school calendar such as Valentine's Day, Shave for a Cure and Soccer Day, as well as their strong focus on mental health, wellbeing and communication within the school community.

Valentine's Day ran relatively smoothly, with positive feedback being received regarding the quality of flowers and efficiency in delivery on the day. Shave for a Cure was an impressive and well-thought out event, highlighting the continuation of a school culture that values generosity and compassion to those going through adversity. Soccer Day was also an excellent display of sportsmanship and school spirit, with the teacher-vs-student game at the conclusion of the day as well as the various stalls from other school-based groups being positively received.

This legacy as well as that of supporting students through the development of policies and strategies to combat mental health issues within the school and focusing on establishing communication channels within all aspects of the school was then passed on to the 2017/18 captaincy team, consisting of Sam Croker, Manisha Wijekulasuriya, Harry Fisher and Uditha Jith. The transition from one leadership team to the next was characterised by the sharing of information and advice regarding the running of the SRC and the continuation of events, allowing us to continue the momentum of the outgoing team.

In terms of events, the year ended with the successful running of Festivus, our annual end-of-year celebration. The widening of the scope of control of this event to anyone who wished to help organise it was effective in developing leadership skills in those who may not hold official leadership titles. This resulted in a myriad of ideas being put forward,

leading to a well-thought out event with live music, food, a Mario Kart tournament, sumo fights and dodgeball. Further developments in the organisation of this event and student involvement will allow Festivus to continue as a highly-anticipated day in the school calendar.

In the latter half of the year, we also focused on the succession of projects started by the outgoing SRC, notably the upgrade of the basketball hoops in the outside basketball courts and the focus on wellbeing and mental health. A partial mufti day was run close to the end-of-year exams to draw attention to mental health issues at the school and the support systems available and a mental health awareness team was established within the SRC that consult with teachers and the deputies about the students' needs on that regard. We were also involved in the evaluation of the awards and discipline processes within the school and the subsequent development of more equitable and transparent procedures. In addition, communication and consultation to the students regarding the newly structured timetable for 2018 was also a priority, with forums and year meetings being effectively utilised to convey and adapt the changes to students' concerns.

Overall, 2017 was a productive year for the SRC and we look forward to continuing to establish more avenues for student input and engagement in concerns of the school and being representatives in the school community for the ideas and issues brought to fruition. Our ongoing focuses for 2018 involve the completion of the basketball hoops project, as well as the successful running of events and initiatives to develop and enhance a school culture reflective of the core values of Smith's Hill High School.

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

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 2017, 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 was in the final year of the implementation of the 2015–17 School Plan and will be undergoing an external validation in 2018 based on the School Excellence Framework, this area was selected as focus for the evaluation.

The terms of reference aligned to the 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), Nicole Kaiserfeld (Relieving Deputy Principal).

Teachers in the School participated in an interview and were surveyed. The following groups of students were interviewed: • 100 Year 7–10 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 2017, 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 2018 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 2018, 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 2018.

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 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

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 2017, 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 continued to be enhanced in 2017. 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.

Last year, teachers improved delivery and use of BYOD in classrooms as a result of a range of ICT workshops and Professional Learning Community TPL. This professional development targeted training on innovative teaching practices in the classroom and forward thinking strategic planning. This ensured advances in technology (hardware, software and implementation) provided staff with the resources and knowledge necessary to achieve optimal learning outcomes of each student. Formative feedback remained a focus for teachers to improve student performance. Staff continued to develop strategies in following up feedback to embed assessment as a formative process.

Improved communication with parents by teachers, in regards to information assisted the preparation of students for assessments. Data suggested improved use of the school calendar by staff and engagement by parents on where to find relevant information in SENTRAL. Continued focus on incorporating success criteria with set tasks and more detailed positive, constructive and critical feedback resulted in some improvements in learning progress in 2018. 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 was implemented for all students in Years 7–11 bi-annually. This provided meaningful data to early identify underachievers and students at-risk students which led to the development of strategies to support these students and improve their engagement with learning.

Overall, with sustained best teaching practice the school continued to attain outstanding student results both within the school and in external assessment tools. A strategic approach to addressing the individual students' literacy and numeracy was implemented early in 2017 with the express aim of targeting students with weaknesses in these areas from Year 7–10. As evidenced in the NAPLAN data, writing continues to be a focus area requiring a whole school approach to improving this skill. The school's strategies in identifying and addressing the needs of under-performing students was sustained and enhanced with the bi-annual interim reports. There was continued analysis and communication of students at both ends of the school's reporting data. Identification of and strategies to meet the needs, of under-performing students to lift overall performance in internal and external assessment was delivered at SDD 3.

Teachers that attended professional dialogue meetings were then able to differentiate their teaching programs that embedded "challenge and choice". 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 update 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)	Funds Expended (Resources)	Progress achieved this year
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	\$3,000	Strong support exists with regard to the quality of the school curriculum with 84% of parents agreeing that curriculum provision meets community needs and expectations and provides equitable academic opportunities stating that "the curriculum is interesting and challenging for students" through

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>programs as measured by their school based performance data and community survey results. This maybe measured using one or a combination of the following:</p> <p>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>Survey Monkey.</p> <p>This was reinforced by 74% of staff. 83% of parents and 65% of teachers stated that students' needs were met – “providing activities that are appropriate to my child's needs and abilities”.</p> <p>82% of students, 79% of parents and 76% of teachers reported that teachers sometimes set criteria for both formative and summative student assessment. However, qualitative data from focus groups ranging from Year 7–10 suggested that marking criteria was not always supplied and was “inconsistent across subjects”. Students strongly indicated that assessment criteria was vital to their learning and the feedback process and this was evidenced by strong comments such as “we want marking criterias” in all subjects and as part of the intitial notification.</p> <p>76% of teachers expressed that they use evidence of learning including a range of formative assessments to inform their teaching. Whereas 58% of students believed they were receiving formative type tasks.</p> <p>69% of teachers reported that they provide explicit, specific and timely formative feedback to students on how to improve. Students also reported a high level of formative feedback, with 66% reporting that they are usually or almost always provided with it, and a further 30% reporting sometimes. Parents reported formative feedback occurring in the classroom (65%), 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.</p> <p>Student reports that included personalised information and comprehensive and specific detail, and next step improvement measures is an area of concern – with only 68% of parents and 56% of staff reporting this as a sustained practice.</p> <p>In the school planning cycle of 2015–17, students at Smith's Hill High School have enjoyed a high level of academic success, however, there are some points of interest and concern. Smith's Hill High School's student performance measures in external examinations achieve excellent value added data and very good HSC results. It is important, all faculties and some individuals analyse HSC performance with the view to making adjustments to teaching practice and optimising student performance.</p> <p>The 2017 HSC cohort had three “All Rounders” the same as the 2016 HSC cohort, with nine in 2015. There were two 1st Place in subjects in 2017 and one in 2015, and four “Top Achievers” compared to one “Top Achiever” in 2016 and three in 2015. There were 148 “Distinguished Achievers” in 2017 a slight drop from 162 in 2016 and 216 in 2015. Of all of the examinations sat in 2017, 18% of</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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:</p> <ul style="list-style-type: none"> 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>candidates achieved Band 6 and 62% of students achieved a Band 5 or Band 6. In 2015 70.7% of students and 71.1% of students in 2015 achieved results in Bands 5 and 6. In 2017, All top achievers were girls, all but one All Rounder in 2016 was a girl and in 2015 only one top achiever and three All Rounders were boys.. Only 31% of Band 6s were achieved by boys, in 2016, 40% of Band 6s were achieved by boys, and in 2015, 42% of Band 6s were achieved by boys.</p> <p>The value added data confirms interestingly that boys overall average negative value added at -3.50 compared to positive 1.86 for females (despite girls being outnumbered regularly on Selective entry). The total value added average was -0.86, with all in positive territory other than the top NAPLAN combined Band 10 which was -6.52. This figure despite reservations and scepticism is in decline. In 2016, average value added was 2.76 and in 2015 1.04. Similarly, in both 2015 and 2016, the only Band in negative value added was NAPLAN Band 10 combined, however, both was significantly smaller at 1.48 and 1.82 respectively.</p> <p>Z score were in the positive for all but one of the 2 Unit courses, however, a significant number of Extension courses were negative. This has been very similar in both 2015 and 2016. Crucially, this is an unreliable source of data due to the fluctuation of statistics with smaller cohorts of students in many courses.</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 2017. A key priority of professional learning sessions throughout 2017 was differentiated professional learning through Professional Learning Communities.</p> <p>Teaching and learning programs were almost always, or usually reviewed and revised by 67% of teachers. Almost all teachers reported that they routinely review previous content and preview the learning planned for students in class.</p> <p>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. However, only 51% believed that there was a school wide approach to management that supported teachers and that teachers had a flexible repertoire of strategies for dealing with poor behaviour. Students reported that 51% of classes were well-managed explicitly and consistently across the school.</p> <p>Recent professional learning has focused on this</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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:</p> <p>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>use of student data and 43% of teachers reported regularly using student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. The school leadership team have taken opportunities at Professional Dialogue Meetings,</p> <p>Students indicated that extra curricula activities were extremely valuable in reinforcing learning in the classroom and developing authentic connections with their local community. During focus group interviews students consistently highlighted music camp and busking camp, overseas language excursions, hosting exchange students, Duke of Ed, Music ensembles, Bush School as extra curricula activities that 'make you independent' and 'are challenging', 'opportunities both intellectual and social'.</p> <p>Twilight Sessions, Observational Rounds and in routine classroom observations to demonstrate instructional leadership, promoting and modelling effective, evidence-based practice</p>

Next Steps

In 2018, innovative curriculum delivery will be investigated and implemented to empower students to achieve their personal best. The intended products will be a contemporary approach to teaching and learning is demonstrated in high quality curriculum programs, assessment and improved learning outcomes, and engaging learning environment, which embeds high expectations and promotes student achievement of personal best. For these initiatives to be successfully implemented we will endeavour to build capacity in stakeholders to explore innovative practice to achieve personal best, and to identify and understand learning progress and subsequently address teaching and learning needs. This will be achieved through professional learning that focuses on personal goals and school priorities. For students to succeed in the modern world a focus will be the development and enhancement of student soft skills where they are active owners of their learning through continued development of metacognition, cooperative learning and peer and self-assessment. These skills and the enrichment and development of growth mindsets for all individuals will be embedded in the classroom and throughout whole school activities.

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

As a result of reflective practice, current pedagogical research and analysis of the 2016 School Evaluation, Strategic Direction 2 was amended to further enhance the quality learning environment where staff and students were empowered and supported to achieve their individual, professional and academic best. Moreover, the statements focusing on Product, Process and People were modified in line with the changing Practices. There were further opportunities for the school leadership team to demonstrate instructional leadership, promoting and modelling effective, evidence-based practice, and delivering at Twilight Sessions.

There was continued focus on differentiation through programming of new syllabi across a number of KLA's for the 2018 implementation of the Preliminary HSC and the Geography syllabuses. This provided challenging and engaging activities for all learners in the classroom. Over the course of three Professional Learning twilight sessions there was a distributed leadership model was implemented in order to build capacity of a greater range of experienced and inexperienced staff. Observational rounds and lesson studies were additional delivery modes for professional learning for 2017. In addition, in house expertise has been used to deliver 100% of Staff Development Day sessions, Twilight Sessions and Professional Learning Communities. In this way, the school has embedded 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. These vehicles had mixed success based on qualitative and quantitative data gathered at the conclusion of the year. In line with staff feedback, the inclusion of a regular Monday afternoon TPL scheduled meeting time throughout 2018 will have the intention of providing a varied and targeted faculty and whole school approach to professional learning. Staff personalised career performance and development was improved through a peer coaching and feedback culture and subsequently they reflected on their practice to improve pedagogy.

According to focus groups the 2017 qualitative information and survey monkey data from all stakeholders, the implementation of formative feedback and the explicit practice around reviewing learning with each student, such as personal learning journals and logs, had limited success with only small gains noted. CESE research data suggests that enhanced feedback practices can improve student learning outcomes by 50% over 12 months, and subsequently these areas will need greater whole school focus and implementation in the year ahead.

In 2017, the continued good practice of whole school, faculty and individual analysis of HSC data, in the guise of faculty templates facilitated and informed teaching practice and teaching and learning programs across some faculty areas. Similarly, there was greater use of NAPLAN, internal assessment and welfare SENTRAL data, and Interim report information to identify underachievers, recognise outstanding success and implement a whole school approach to meeting students' individual learning and welfare needs. Consequently, there were larger numbers of meetings with all stakeholders to devise approaches and educational individual plans to improve learning outcomes and attain improved engagement. The Learning and Homework Hub, and the use of learning support resources expedited improvement for many students across years 7–10, and led to enhanced NAPLAN results in writing for Years 7 and 9 in 2017. Teachers' use of data is still at delivering level as informed by the 2017 Whole School Evaluation as is not utilised by all individual teachers in the planning of student learning and changing of teaching practice. Faculties will need to use data analysis to know all students they teach (Professional Standard 1) and will need to devote time to differentiating their programs in 2018. In 2018, it is recommended that there be more focused 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. Continued use and development of formative assessment data may also prove useful in determining teaching directions and effectiveness moving forward. Importantly, the school needs to continue to engage its parent body in providing more informative feedback on individual students, in reflecting on student performance data on a more regular basis, and in building capacity for parents to use data we provide to inform support at home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In representing the strategic	\$8,000	Recent professional learning has focused on

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>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>this use of student data and 46% 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 (26% reported N/A), with a further 26% 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 74% reported that this was usually or almost always the case. (3% reported not sure).</p> <p>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 25% report sometimes (16% 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.</p> <p>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. 76% of teachers report that they usually or almost always regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. (12% reported N/A). Student data, interestingly, improved, with 57% reporting that teachers usually or almost always reviewed learning with them. The analysis of faculty data formed the basis of planning and key decision making. There was continued 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 76% (SurveyMonkey) analyse and use data to understand their students' learning needs. Teachers through the interview process during the evaluation believe they have a foundational understanding of the value of data analysis. . 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 SENCENTRAL school-based report statistical and qualitative data. Staff were relatively confident that the leadership team were incorporating data analysis in school planning and key decisions (59% in the SurveyMonkey responses to this question).</p> <p>The continuation of Twilight Sessions and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Observational Rounds in 2017 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.</p> <p>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 Teaching and Learning, 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. Staff reported they upgraded their skills through the professional training and development that was provided through the Twilight Sessions.</p> <p>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. 71% of teachers reported that they received such feedback regularly (9% reported N/A). Identifying expertise within the staff and drawing on this to delivery of professional learning has been a priority in 2017. Observational Rounds which are BOSTES accredited, have been a key way that teachers have been able to have effective professional learning.</p> <p>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</p>

Next Steps

In 2018, staff will be involved in professional learning opportunities that realise school priorities and engage all individuals in their personal professional growth according to their PDP's. PDP goals have been collated by the HT Teaching Learning resulting in the development of TPL sessions that allows for staff choice around their individual

needs. Teacher quality will be enhanced by increased opportunity to undergo professional development across faculty, staff, TPL, executive meetings, three twilight sessions and CNI development days. A whole school approach will ensure the most effective evidence-based methods optimise learning progress for all students, across the full range of abilities.

In the year ahead, there will be greater focus on the use of a variety of evidence to develop personalised performance to realise the potential of staff and students. This will include analysis of internal and external data, sharing of information across the school, professional dialogue, reflective practice and peer/self-assessment. Shared understanding of the steps to move learning forward will increase the likelihood of producing independent learners. The whole school community will implement strategies that demonstrate aspirational expectations of learning progress and achievement for all students, and the commitment to the pursuit of excellence.

A team of staff will investigate innovative teaching and learning practice and delivery throughout 2018, with a focus on meeting the needs of gifted and talented students in a high performance culture.

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

The important goal of developing growth mindsets for Smith's Hill students continued to be the focus. In 2017, teachers of CLANs assisted students in setting course learning goals and reflecting on these goals. The School evaluated, enhanced and developed attendance, behaviour and code of conduct policy information. This was then distributed and the policy communicated to all members of the school community. The Wellbeing team generated and distributed 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 facilitated knowledge of students at risk and the development of data to intervene and recognise good and undesirable behaviour and engagement.

The school continued to embed wellbeing tasks and activities into the curriculum and CLANs lessons. In 2018 a 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 facilitated some improvement engagement. At the end of 2017, the School evaluated the use of CLANs as a wellbeing and learning vehicle, consequently, a reinvigorated CLAN's model was developed to be delivered during staff development day in 2018. This refurbished CLAN's program included metacognition, resilience training and education of school values.

The school began to develop a strategic approach to the better use of community expertise, including caregivers working at the University of Wollongong and in a variety of professional and skilled fields. In 2018, the utilisation of this expertise as guest speakers/presenters and as authentic evaluators of student work may improve wellbeing and individual students' learning outcomes. In 2017, the development of whole school policies on wellbeing facilitated understanding and improvement in wellbeing outcomes for students, however, moving forward there will need to be an even greater focus on the communication of this area.

It is 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 was greater promotion and strengthening of community relations that benefited all stakeholders. A review of the Leadership Booklet in 2018, will encourage greater recognition and participation in leadership across the whole school. The School aims to effectively communicate opportunities for both students and staff, which will hopefully result in greater distributed leadership.

The senior executive attained greater involvement from the whole school community in the development and reviewing stages of the 2018–2020 School Plan. The School harnessed greater parent and student involvement in collaborating on the strategic directions of school plan for 2018–2020. As a school we developed 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. This included the use of Survey Monkey's, focus groups, workshoping, shared Google Docs and planning days. Continued improved practice of communication and dissemination of information to staff, students and parents was achieved.

Students were provided with authentic experiences and opportunities to positively connect and contribute to their local and global world. 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. 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. 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 Alumni was further developed in 2017 by ex-school leaders.

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. "Meet the Teacher" evenings continues to provide tailored and detailed information to parents of the junior school, enhancing and fostering a relationships 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 2017 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 2016 was continued in 2017 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)	Funds Expended (Resources)	Progress achieved this year
<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>	\$2,000	<p>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. 67% of teachers chose 'Usually' or 'Almost Always' to demonstrating responsibility, adaptability and ethical practices. (Survey Monkey). Teachers also reported that their contribution beyond the classroom including broader programs continues to be extensive. This was supported by teacher focus groups and Google Docs. 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. Student report that that they value the large variety of engaging extracurricular activities available to students.</p> <p>It is evident that teachers understand and implement professional teaching standards regularly through professional learning and their own individual goals. 58% of teachers chose 'Usually or 'Almost Always' to understanding the curriculum requirements, teaching standards, and the leadership implementing systems where evaluative thinking is taking place. 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 63% 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 and staff. Students and staff have indicated they would like leadership development as a School Plan Practice in 2018 via shared Google Docs. Clans is considered to be another area where students can be provided with leadership skills, however, many students and staff have made direct reference to improving the CLANs format as it stood in the 2017 version e.g "CLANs could be improved",</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>“resources spent on CLANs could be better used”, “CLANs is a work in progress”.</p> <p>Survey data indicates that 100% of staff felt they 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. Parents were kept informed and consulted through forums such as P & C and School Council, surveys and shared Google Docs. 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. Student representatives were part of the writing team that finalised the School Plan of 2018–20.</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 that provides a safe environment that supports learning and the learning interests and needs of each student are met. This is demonstrated through the 2017 school evaluation completed by staff, students and parents. Over 65% of staff believe that full curriculum implementation and delivery requirements for individual students are usually or almost always met.</p> <p>Over 55% of parents believe that the school’s financial and physical resources are usually or almost always well maintained, providing a safe environment that meets a broad range of learning needs.</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 suggests that 44% of teachers and 49% of parents believe that there is streamlined, flexible processes to deliver services and information and to support parental satisfaction and engagement. 44% of parents believe that administrative practices usually or almost always support school operations and the teaching and learning activities of the school.. 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. As well, 55% of parents believe that, usually or almost always, the school communicates clearly about school priorities and practices, that</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>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, and processes are responsive to school community feedback and that administrative practices provide explicit information about the school's functioning to promote ongoing improvement.</p>

Next Steps

In 2018, the school will work towards enhancing levels of emotional intelligence and growth mindsets are demonstrated across the school and wider community. We are seeking to support individuals in our caring community that celebrates diversity whilst strengthening whole school culture. We will endeavour to build the collective leadership capacity of staff and students to sustain ongoing success. The school understands the importance of succession planning, distributed leadership and opportunities for all staff and students to be involved in whole school initiatives. Improved acknowledgement and recognition of the leadership of staff and students and their successful contributions to the community are priorities for the year ahead. The school will respond to its community by engaging and consulting with all of its members through effective communication. Collective responsibility to clearly understand and consistently apply policy, procedures and processes is what we strive for in 2018. The ongoing evaluation of communication methods, administrative systems, policy and processes, will ensure the delivery of anticipated benefits to the school community and changes required. The continued enhancement of a collegial and dynamic school culture fostering positive and productive relationships and the improvement of teaching and learning. A commitment to providing authentic and meaningful opportunities to positively connect and contribute to the local and global community will be a focus on moving forward. The intended outcome of this will be the strategic use of community partnerships to enrich school life and develop the student holistically, with improved usage in the classroom.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,223	Students received support in organisation and goal setting which assisted them to achieve their goals across the curriculum. Further to this they benefited from accessing support in literacy and mathematics, either through the Homework Hub or through the Learning Hub. This enables students to access assistance during free periods, lunch times and also after school.
English language proficiency	\$8,347	Students maintained high levels of improvement in literacy in 2017. They were provided with targetted and small group tuition which focussed on writing and comprehension. Additional teacher time has enabled an extension in the number of afternoons Homework Hub has been offered, and the amount of time the Learning Hub is able to operate, meaning students were able to access more regular interventions.
Low level adjustment for disability	\$65,511	Additional LAST time was used to support adjustments and accommodations in programming and assessment tasks. The investment of time has also enabled an improvement in the way IEP's are written and communicated to staff. The school has also streamlined the communication of information about adjustments and accommodations. Students have also been able to access regular workshops and targetted group intervention in the Learning Hub, which has addressed themes of organisation, numeracy and literacy.
Socio-economic background	\$13,120	This funding enabled student participation in extra curricular activities such as the MEP, camps, and other opportunities. This supported their connection to school, enabling these students to thrive.
Support for beginning teachers	\$21,539	All beginning teachers were mentored by an experienced staff member in their faculty and Supervising teachers assisted the Head Teacher Teaching and Learning to introduce new staff to a range of practices which ensured the staff were trained in the use of systems appropriate to our school setting. Beginning teachers have reported feeling supported in their new career.
Project Based Learning		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	397	401	402	412
Girls	355	347	338	331

Student attendance profile

School				
Year	2014	2015	2016	2017
7	97.5	96.8	97.3	97.5
8	96.5	95.4	96.1	96
9	95.1	97	96.2	96.1
10	93.6	96.1	97	95.4
11	94.7	94.2	96.5	96.7
12	94	95.6	95.1	96.4
All Years	95.2	95.8	96.4	96.3
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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry		0	104
Other	0	0	14
Unknown	0	0	0

There are various other options other than those outlined in the following report which students have chosen. This information is unable to be documented until the census date for tertiary education enrolment.

Two students were rewarded with First place in Course in NSW for their efforts in Software Design and Development and Japanese Continuers.

In 2017 Three students were recognised as All-rounders for earning results in the highest band possible in 10 or more units in HSC courses studied.

The 2017 cohort of 121 students had a median ATAR of 87.10 and seventy two students were 'Distinguished Achievers' who achieved a result in the highest band (Band 6 or Band E4) for one or more courses. These distinguished achievers were distributed across the various KLAs taught at the school. Three students achieved a Band 6 studying at the Saturday School of Languages.

Students who completed the HSC in 2017 have indicated that they have received offers of enrolment for the following institutions –University of Wollongong – 89, University of New South Wales – 15, University of Sydney – 6, Australian National University – 4

Four students were awarded Scholarships and Cadetships from external providers in industry and business. One student was offered a UNSW Faculty of Engineering Rural Scholarship.

An exceptional student has been offered, and accepted, a UNSW co-op scholarship to study chemical engineering. This is a very competitive program and this was an excellent and well-deserved result.

Twenty three of the 2017 graduating cohort have enrolled in a UOW Advanced degree, Pre-Medicine, or Dean's Scholar program. Three students have been offered places in the new Global Leaders program in the Business Faculty at UOW.

A number of individuals have followed specific pathways, including Primary Industries study at Tafe, enlisting in the ADF, following a dream at Australian Film and Television School. Four students have taken gap years and are either working in England, studying in France, volunteering in Israel or enjoying some well-deserved down time.

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

Year 12 students undertaking vocational or trade training

In 2017 Smith's Hill High School had one year 12 student undertaking vocational training in Primary Industry at Yallah TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 Smith's Hill High School had a student successfully complete Primary Industries (Agriculture) and is subsequently pursuing a vacation in the rural sector.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	39
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	9.68
Other Positions	1

*Full Time Equivalent

Smith's Hill High School does not have any Aboriginal 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	0

Professional learning and teacher accreditation

Teacher Professional Learning was again a major feature of the school calendar during 2017. All staff participated in professional learning opportunities that were delivered to meet the needs of staff in line with the strategic directions of the school plan. In addition all

staff participated in mandatory training in areas of Child Protection, e-Emergency care, Code of Conduct and Anaphylaxis/CPR.

Staff also participated in extensive professional learning on Staff Development Days (SDD). SDD Term 2 was again a faculty based Curriculum Network Day where staff shared learning with colleagues from across the region and engaged in professional dialogue with teachers from like subjects. SDD Term 3 saw 100% of staff involved in training on both Literacy and Numeracy continuums along with completion of professional learning around Suicide Prevention, with an external provider delivering a new program to all school staff, which ensured greater awareness of risks and triggers and how to support our students.

Twilight sessions for professional learning were again a feature of the calendar and gave staff the opportunity to undertake learning throughout the year and implement those practices with students in a timely fashion. Staff attended professional learning they had identified as of value to their professional needs with groups focused on Integrating Technology, Gifted and Talented education and Reflective Classrooms. This enabled staff to work toward their Professional Development Plan goals and supported staff to undertake research and learning of their choice.

Newly appointed staff to SHHS were again supported through an Induction Program which continues to be delivered. All beginning teachers were mentored by an experienced staff member in their faculty and Supervising teachers assisted the Head Teacher Teaching and Learning to introduce new staff to a range of practices which ensured the staff were trained in the use of systems appropriate to our school setting. Beginning teachers have reported feeling supported in their new career.

Following on from the 2016 pilot program 10% of staff again participated in Peer Observation Rounds. The process of observing colleagues in action and reflecting on practice based on the Quality Teaching Model saw experienced staff refine their practice and encourage colleagues to do the same with the aim of improving teacher quality.

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	698,977
Global funds	345,257
Tied funds	117,447
School & community sources	444,313
Interest	7,509
Trust receipts	183,575
Canteen	0
Total Receipts	1,098,101
Payments	
Teaching & learning	
Key Learning Areas	54,622
Excursions	74,826
Extracurricular dissections	78,647
Library	5,555
Training & Development	10,333
Tied Funds Payments	58,244
Short Term Relief	39,653
Administration & Office	186,125
Canteen Payments	0
Utilities	60,813
Maintenance	29,110
Trust Payments	131,952
Capital Programs	4,035
Total Payments	733,915
Balance carried forward	1,063,163

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	1,647,024
Appropriation	1,412,756
Sale of Goods and Services	3,590
Grants and Contributions	228,832
Gain and Loss	0
Other Revenue	0
Investment Income	1,846
Expenses	-679,281
Recurrent Expenses	-679,281
Employee Related	-127,245
Operating Expenses	-552,036
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	967,743
Balance Carried Forward	967,743

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.

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	6,908,075
Base Per Capita	113,076
Base Location	0
Other Base	6,794,999
Equity Total	90,201
Equity Aboriginal	3,223
Equity Socio economic	13,120
Equity Language	8,347
Equity Disability	65,511
Targeted Total	10,150
Other Total	242,161
Grand Total	7,250,587

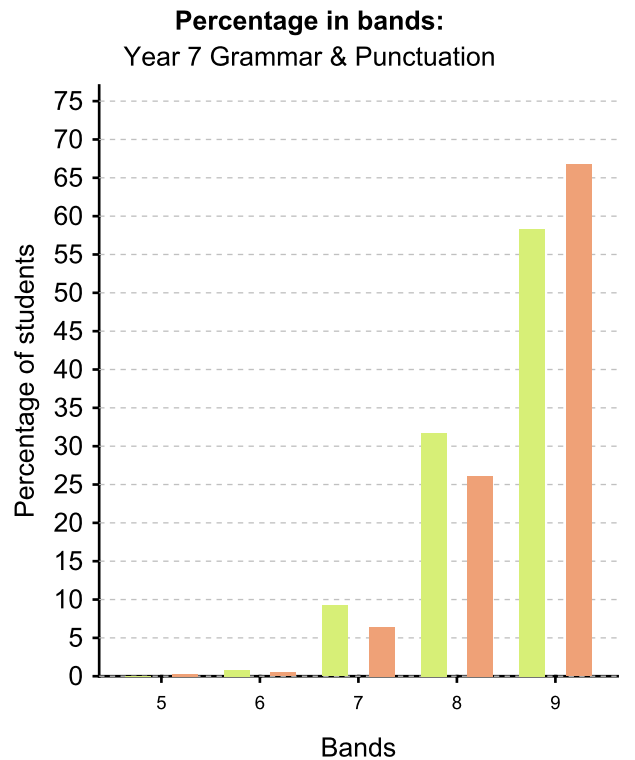
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

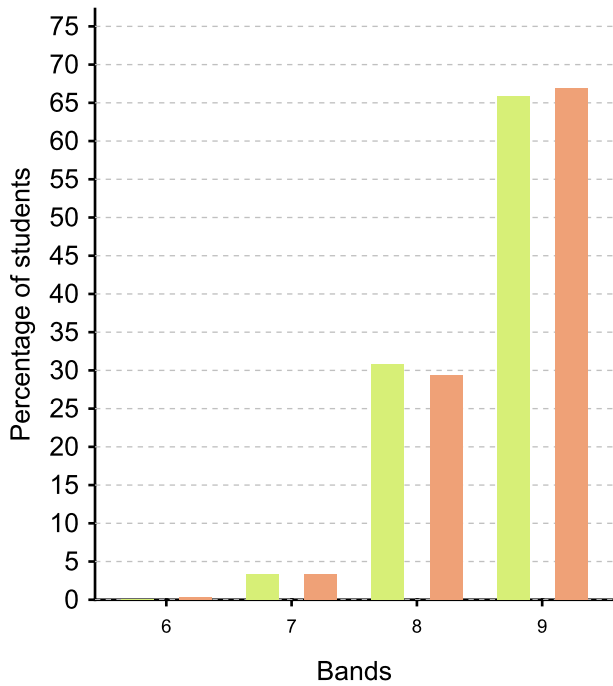
NAPLAN

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.



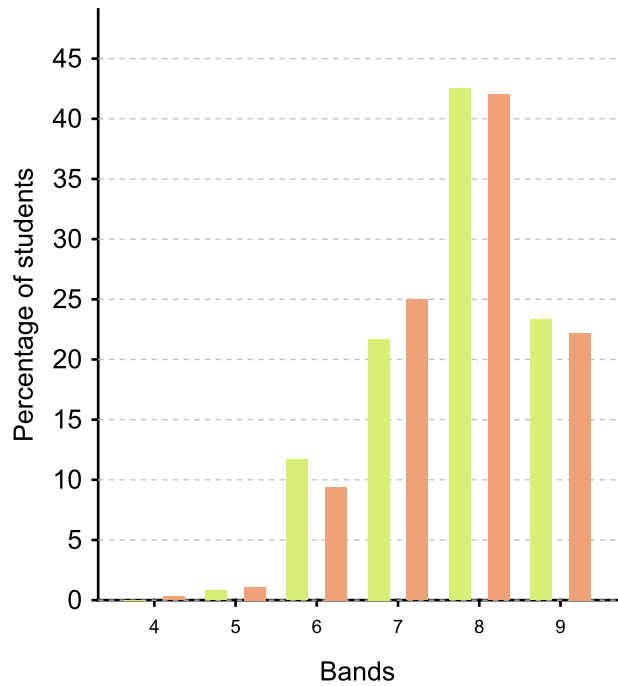
Band	5	6	7	8	9
Percentage of students	0.0	0.8	9.2	31.7	58.3
School avg 2015-2017	0.3	0.5	6.4	26.1	66.7

Percentage in bands:
Year 7 Reading



Band	6	7	8	9
Percentage of students	2.5	8.3	35.0	54.2
School avg 2015-2017	1.7	8.9	36.4	53.1

Percentage in bands:
Year 7 Writing

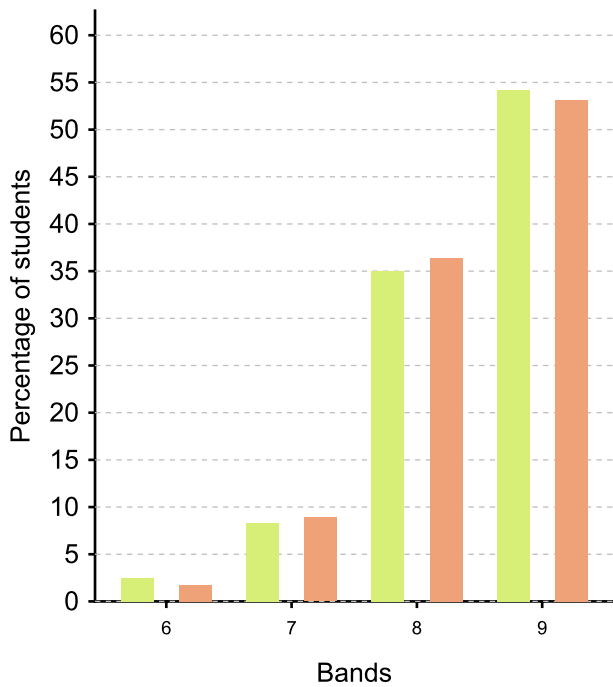


Percentage in Bands	
School Average 2015-2017	

Band	6	7	8	9
Percentage of students	0.0	3.3	30.8	65.8
School avg 2015-2017	0.3	3.3	29.4	66.9

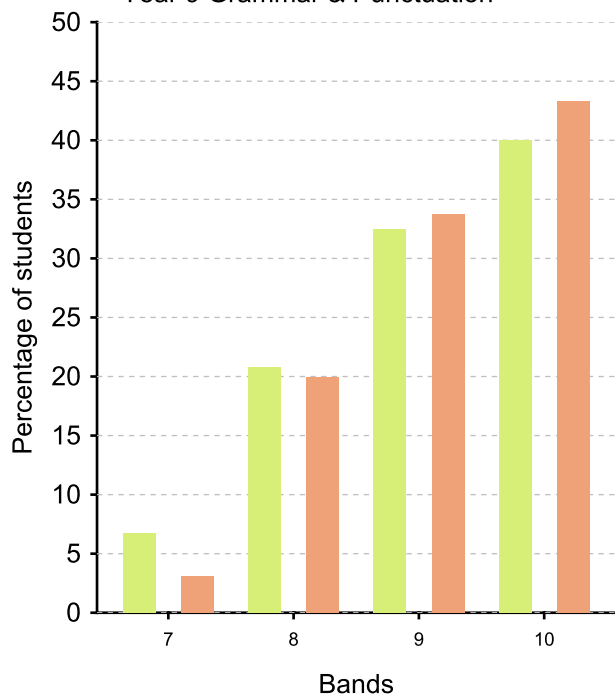
Percentage in Bands	
School Average 2015-2017	

Percentage in bands:
Year 7 Spelling



Percentage in Bands	
School Average 2015-2017	

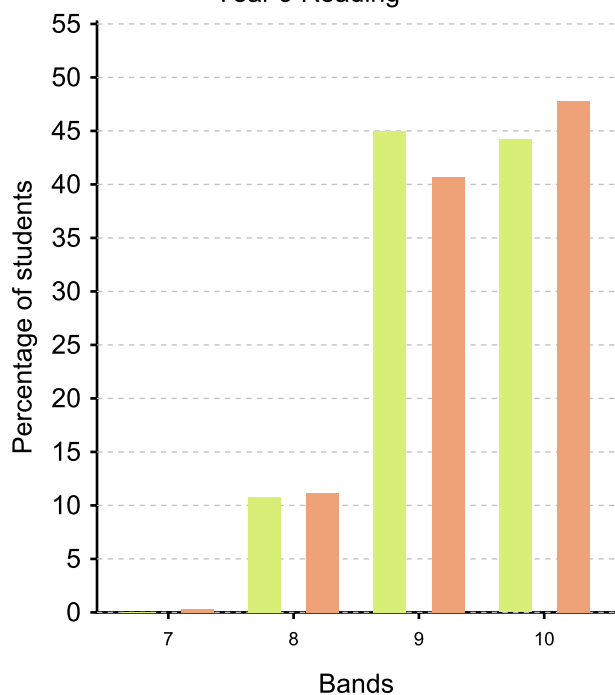
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	7	8	9	10
Percentage of students	6.7	20.8	32.5	40.0
School avg 2015-2017	3.1	19.9	33.7	43.3

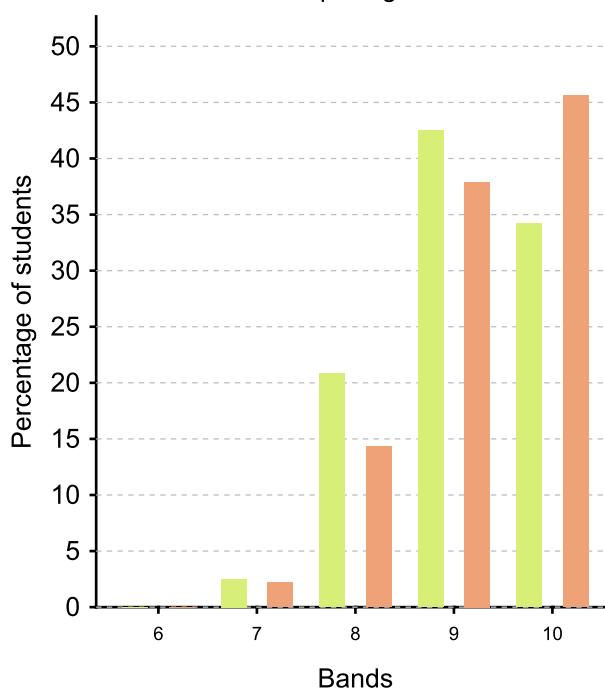
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	7	8	9	10
Percentage of students	0.0	10.8	45.0	44.2
School avg 2015-2017	0.3	11.2	40.7	47.8

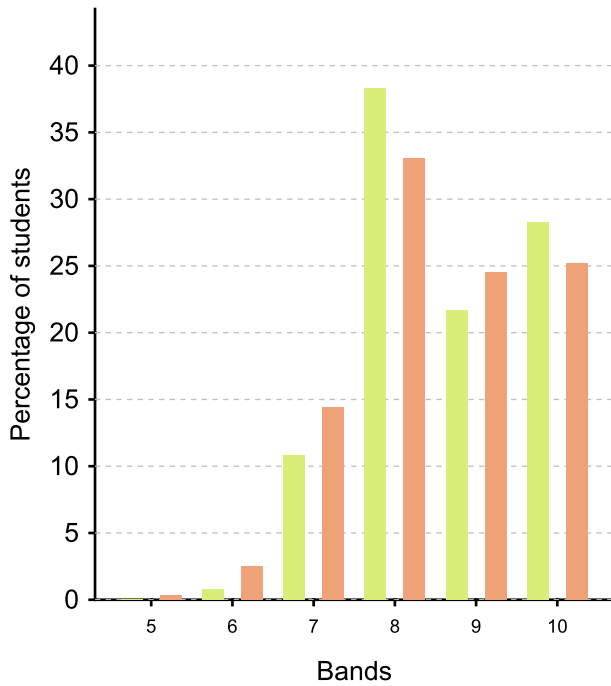
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	6	7	8	9	10
Percentage of students	0.0	2.5	20.8	42.5	34.2
School avg 2015-2017	0.0	2.2	14.3	37.9	45.6

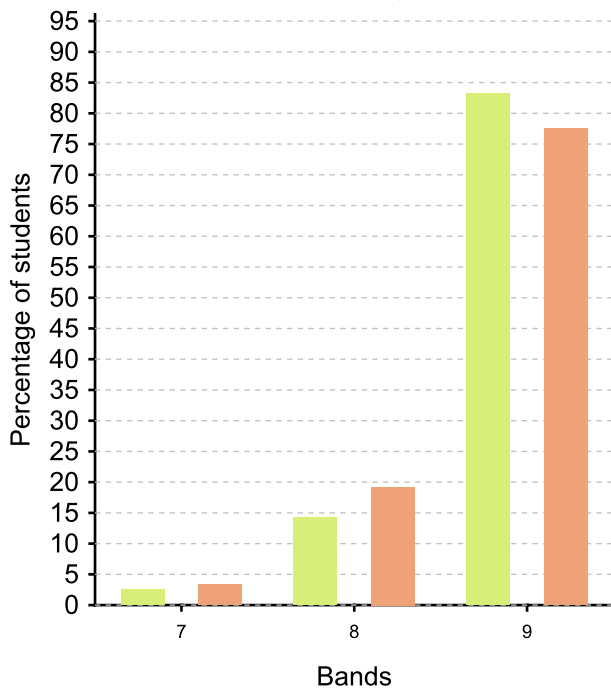
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.0	0.8	10.8	38.3	21.7	28.3
School avg 2015-2017	0.3	2.5	14.4	33.1	24.5	25.2

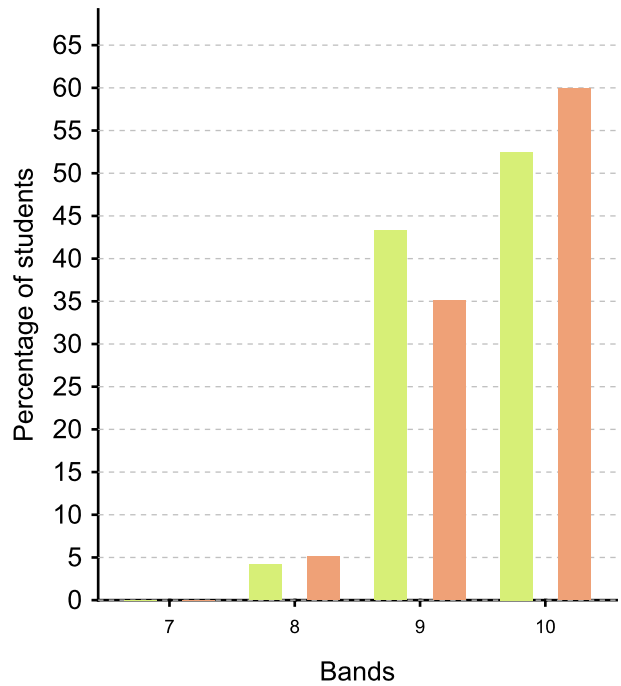
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Band	7	8	9
Percentage of students	2.5	14.3	83.2
School avg 2015-2017	3.3	19.2	77.5

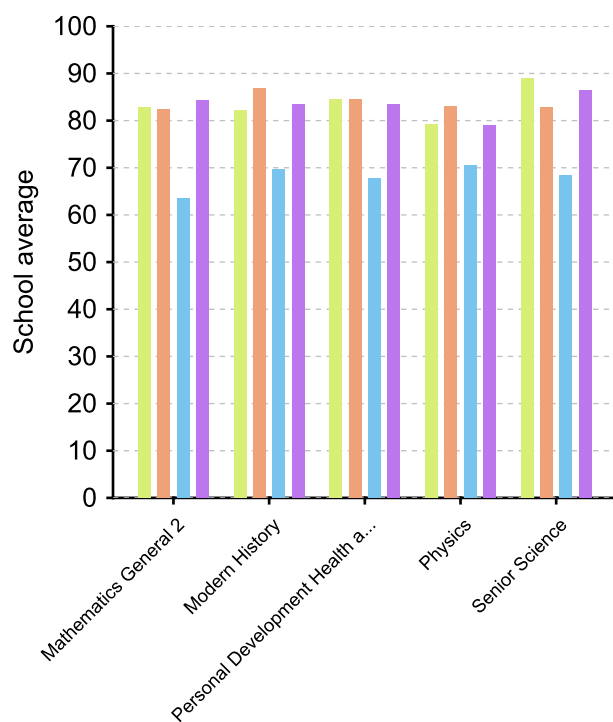
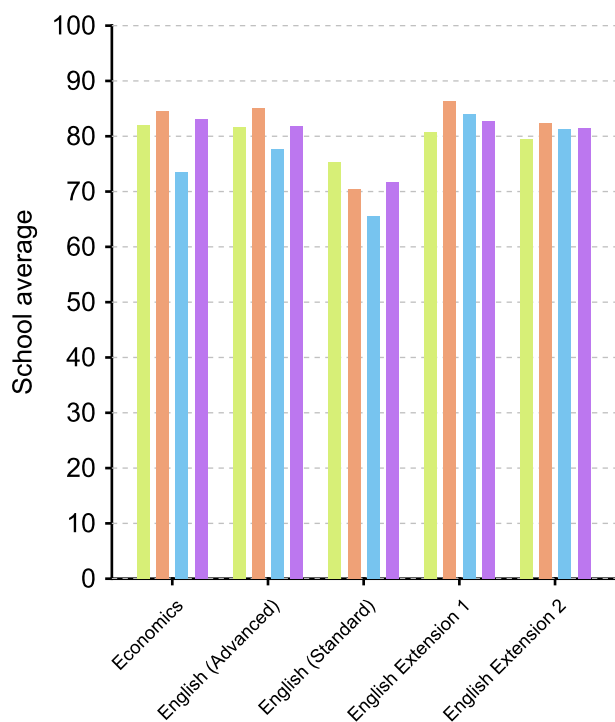
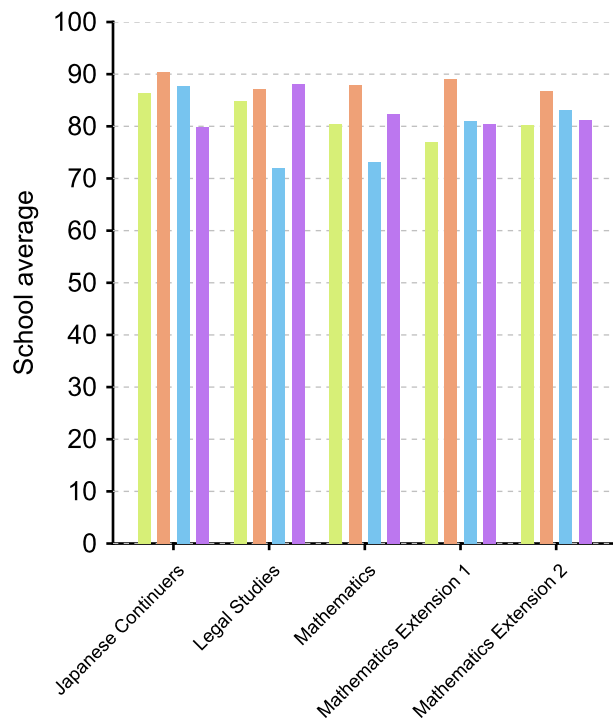
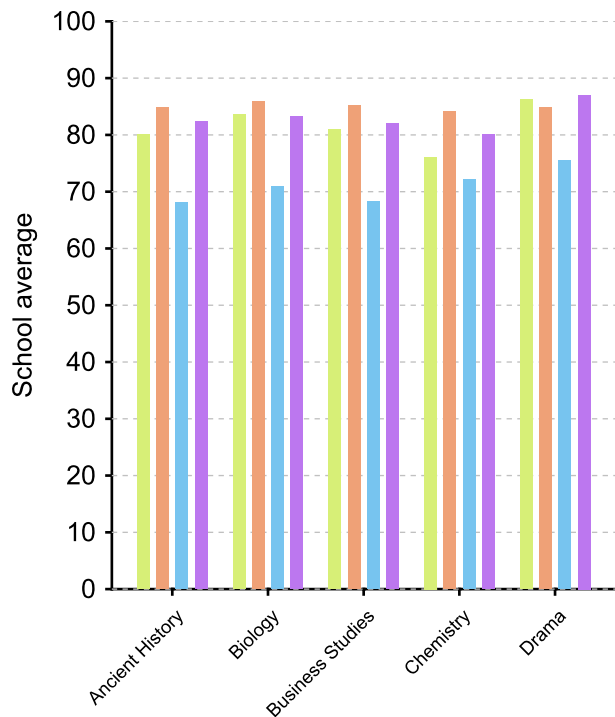
Percentage in bands:
Year 9 Numeracy

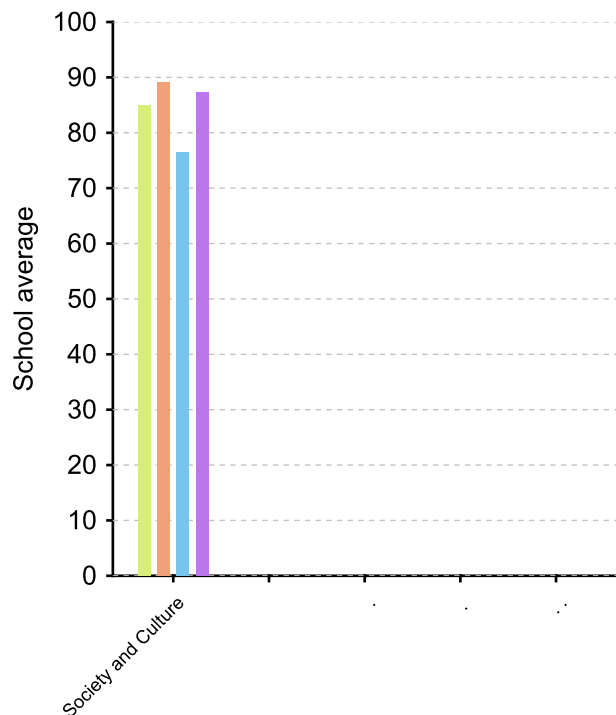


Percentage in Bands
School Average 2015-2017

Band	7	8	9	10
Percentage of students	0.0	4.2	43.3	52.5
School avg 2015-2017	0.0	5.1	35.1	59.9

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.





Mathematics General 2	82.8	82.3	63.6	84.3
Modern History	82.2	86.8	69.6	83.4
Personal Development Health and Physical Education	84.4	84.4	67.7	83.4
Physics	79.1	83.0	70.4	79.1
Senior Science	89.0	82.7	68.3	86.5
Society and Culture	84.9	89.2	76.4	87.3

■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	80.1	84.9	68.1	82.4
Biology	83.6	85.8	70.9	83.2
Business Studies	81.0	85.2	68.2	82.0
Chemistry	76.1	84.1	72.1	80.1
Drama	86.3	84.8	75.5	87.0
Economics	82.0	84.5	73.6	83.2
English (Advanced)	81.7	85.1	77.6	81.9
English (Standard)	75.3	70.4	65.6	71.7
English Extension 1	80.7	86.4	84.0	82.7
English Extension 2	79.4	82.4	81.2	81.4
Japanese Continuers	86.3	90.5	87.7	79.9
Legal Studies	84.9	87.1	72.1	88.0
Mathematics	80.4	87.9	73.2	82.4
Mathematics Extension 1	76.9	89.2	81.0	80.4
Mathematics Extension 2	80.2	86.9	83.1	81.1

Policy requirements

Aboriginal education

Students received support in organisation and goal setting which assisted them to achieve their goals across the curriculum. Further to this they benefitted from accessing support in literacy and mathematics, either through the Homework Hub or through the Learning Hub. This enables students to access assistance during free periods, lunch times and also after school.

Multicultural and anti-racism education

Once again, our Sister schools from Japan visited Smith's Hill High School throughout the year; Furukawa Reimei High School, Kitazono High School and Takarasuka 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.

The SRC promotes harmony and the Soccer Day targeted multicultural activities.

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

Other school programs

Carnival and Sports Report 2017

In 2017 Smith's Hill High School students brought an unparalleled level of participation and enthusiasm to the three major sporting carnivals and the subsequent competition at Zone, Regional and State level. The attendance at the schools carnivals is wonderful and all staff and students enjoy the opportunity to enjoy some quality time in the great outdoors. In 2017 the schools athletes at the Zone level carnivals were very competitive and won the three overall pointscores.

At the Zone Athletics carnival we had four students become Age Champions on the day. The individual Age Champions compete across a number of events and disciplines. These exceptional athletes and the all-important relays made an important contribution to the whole school result.

At Regional Athletics we had three outstanding Age Champions and twenty two individual athletes compete at such a high level to gain qualification for the State Athletics Carnival at the Olympic stadium. The CHS results were impressive with many students making finals and one coming second in the high jump. At the all-schools carnival this magnificent athlete went one further and won the high jump.

The school Cross Country carnival is a wonderful whole school event with students having a great day in the picturesque Puckies' reserve. At the zone carnival at Woonona many students brought their A game and the school had 10 of the 14 Age /gender Champions won by Smith's Hill students. The 18 yo Boys came attained top three in the first five coming First, second and third. The 17 yo girls took seven of the top ten places in their race. The combined teams won the day by a commanding margin.

Swimming was the first school carnival of 2017 and the level of participation and fun was fantastic. Smith's Hill won the Zone carnival and the school had 19 individual competitors and 14 relay teams qualifying for competition at the regional level. The team performed exceptionally well and a number of the best swimmers qualified for the State Championships. This year we have had two athletes recognised for their achievements with a Zone Blue. Congratulations to all students for their keen participation and willingness to give your personal best.

South Coast Open Boys Basketball champions. Finished top 16 in the State. Coach: Darren O'Brien 2.

SHHS Won the Hassett cup cricket knockout (under 15s boys south coast comp) and runners up for south coast division of the Davidson shield cricket knockout. (open boys) Coach: Andrew Weekes

The carnivals and other sporting endeavours would not run without the support of the teachers and parents. Thank you for your invaluable contribution to these important school events.

English Faculty Report 2017

Throughout 2017 the English Faculty developed programs for the new Stage 6 NSW Syllabus for the Australian Curriculum ready for implementation in 2018 to Year 11 Advanced, Standard and Extension 1 students

UNSW English competition

In total 102 students entered the UNSW English competition with all achieving above national average scores. 6 High Distinctions, 34 Distinctions, 43 Credits, 8 Merits and 11 Participation certificates were awarded.

Red Room Poetry Competition – Holly Taws in Year 7 had her poem 'Airports' shortlisted in this competition.

TheatreSports

2017 was a very successful year for our participation in the TheatreSports Schools Competition with all three teams making the state finals for their respective divisions.

Junior Team (State Finalists – Fourth Place) – Joshua Fellows, Jessica Hewett, Inaia Janssens, Grace McCann, Alexander Stevenson

Intermediate Team (State Finalists – Second Place) –

Neive Campbell, Gabriel Eady, Marley Janssens, Amy Wearing, Ritchie Welsby

Senior Team (State Finalists – Fourth Place) – Helenna Barone–Peters, Megan Farrell, Henry Kocatekin

Comedy Revue

This year marked out second year for the Smith's Hill High School Comedy Revue, with a larger cast (twenty–seven students) and crew (ten students) writing a variety of sketches and comedy scripts as part of a very full night of theatre. Everyone involved displayed skills that would rival professionals in a range of roles from performance, to writing, to stage management and production.

Tournament of Minds

Language/ Literature – Australasian–Pacific Final – Tournament Honours, State Final – First Place, Regional Final – First Place: Holly Burton, Laura Charlton, Asha Colless, Rachel Harris, Portia Johnson, Annika Oakley and Ella Spaleta Green

Engineering/ Mathematics – NSW Final – Tournament Honours, Regional Final – First Place: Piper Callow, Callum Faulkner, Ariel Green, Jacob Malby, Harry Morgan, Emily Read and Elliot Winn

NSW Government State Representative Awards: Holly Burton, Laura Charlton, Asha Colless, Rachel Harris, Portia Johnson, Annika Oakley and Ella Spaleta Green

NSW Public Schools State Drama Ensemble – Piper Callow

School Play – You Can't Have One Without The Other (by Mr Cutler)

Junior school play – Horror Block (by Mr Cutler)

Youth Theatre – Spooks (by the Youth Theatre Ensemble)

2017 Science Faculty Report 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 SHHS 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.

2017 Science Competition Result

Australian National Chemistry Quiz – 8 High Distinctions, 2 HD Excellence, 19 Distinctions
Big Science Competition – 12 High Distinctions, 22 Distinctions
UNSW Science Competition – 11 High Distinctions, 43 Distinctions

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 Experiment Video Conference
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.

Hatching Chickens and Ducklings Program – This was a 10 day program in which students in Years 7–12 had the opportunity to learn about and observe the reproductive cycle of chickens and ducks. Students also helped look after the animals after they hatched.