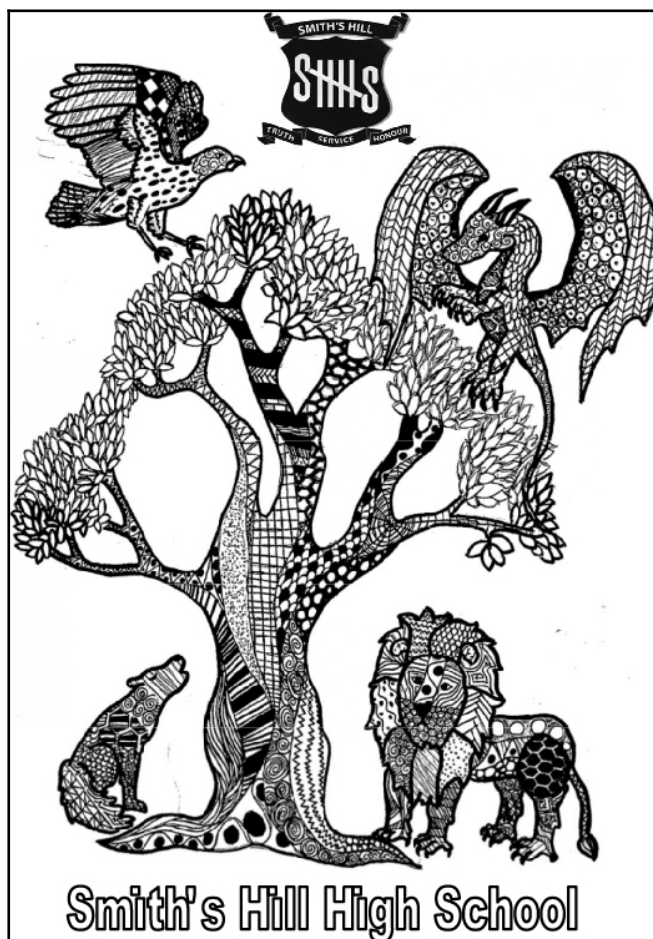


# Smiths Hill High School Annual Report



2018



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## Introduction

The Annual Report for 2018 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.

David Deitz

Principal

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## Message from the Principal

### Principal's Report

2018 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 2018 HSC student cohort on their exceptional results. Jasmine Low achieved first place in NSW for HSC Indonesian Beginners and Hannah Robinson achieved first place in NSW for Swedish Continuers. In addition, 8 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), 73 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 Leukemia Foundation, World Vision, Children's Medical Research Institute and the Cancer Council, the advocacy and understanding of the values and objectives of the programs, coupled with an awareness of the issues confronting people less able and less privileged, is genuinely advanced within the student body.

Our students experience success due to the positive three way partnerships that are formed between students, parents and teachers. Every year we congratulate and farewell a graduating cohort of students. In 2018, we congratulated and farewelled a number of long serving leaders within our teaching staff. Ms Caroline David (Deputy Principal), Mr David Fellows (Head Teacher Science), Mr Brendan O'Conner (Teacher IT), and Mr Brett Cartwright (teacher TAS) contributed much to the richness of student life at our school and we acknowledge and thank them for their deep commitment to the improvement of student learning outcomes here at Smith's Hill High School. The continued commitment of the school executive to evaluate and refine the learning programs, organisational approaches and student wellbeing strategies, ensures that the life of the school is one of development and positive change in response to opinions and evidence. It is a pleasure to work with the school's executive team, whose members provide a depth of educational leadership and management, which provides confidence to all staff and students. The school's Deputy Principals, Ms Nicole Kaiserfeld and Mr Greg McKenzie, provide outstanding leadership on every front. My thanks go 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.

David C. Deitz

Principal

## Message from the school community

### P&C Annual Report 2018

2018 turned out to be quieter than the previous year 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.

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. This has been achieved by parental input into the strategic directions defined in the SHHS School plan 2018–2020.

Of particular note was the implementation of the 'Beyond Zero' vision i.e. installation of the solar panels. Parental input was also vital in preparing a contribution to the recent public debate on the future of selective schools in NSW.

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 contribute to the 'Beyond Zero' vision.

The start of the year was occupied with the transition of the canteen operations. Previously the P&C was responsible for funding and resourcing the canteen. Due to declining revenue and unsustainable losses, the decision was made to cease canteen operations and hand over control to the school.

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. While a third party operates the canteen, there is the option for volunteers to provide their time in return for funding to the P&C.

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 2018.

Hamilton Wearing – President SHHS P&C

## Message from the students

Mid-2018, the captaincy was passed onto the 2018/19 captaincy team of Jiah Pang, Angelyn Indraya, Sebastian Black, and Laura Charlton. The focus of the transition was ensuring that tasks which could not be achieved with the single year of the 2017/18 captaincy could be passed onto the next team, as well as maintaining an effectively functioning SRC. Particularly mentioned by the 2017/18 captains was the issue of air conditioning within the school, which was then taken up by the new SRC in the form of the School Environmental Management Plan.

This plan was created to address the ongoing concerns about climate change within the student body and develop an energy efficient school so air conditioning would not have a negative environmental impact. Components of this plan include the installation of solar panels that feed energy back into the grid, as well as, compost bins that are currently in a testing phase. The management of this plan was passed down from the SRC onto the members of SEAL and other students who sought opportunities to create a sustainable school. Overall, the initiation and management of this plan has been very successful

Events run by the SRC in the latter half of 2018 were also successful. The first of these was the 'Kingston Country' concert, a project of the Year 12 Leadership Team, held in late term 3. This concert was successful in bringing the student body together, and providing various leadership opportunities, not only to the SRC, but also to the social justice groups who wished to hold stalls on the evening. It was a popular event, enjoyed by all year groups and achieving the objective of fostering school spirit and engaging students from all year groups through a single event. Similar events in the future would further this goal of inclusiveness and school spirit.

The year ended with the successful running of Festivus, the annual end of year celebration. As initiated by the 2017/18 captains, the scope of control of this event was open to any willing students. Students involved decided to maintain a similar schedule to that of last year's, due to its success. Festivus involved food stalls, live music, Dodgeball, and the Mario Kart tournament. The day allowed students of all years to participate in activities together, build school spirit, and support the endeavours of their fellow students in performance, competition, and charity. The success of this highly-

anticipated event allowed it to maintain its position as an integral part of the Smith's Hill High School calendar.

The previous plan to install new basketball hoops was also completed, improving the standard of student's leisure and sporting experiences. Overall, 2018 was a productive year for the SRC and we look forward to continuing to build an environmentally friendly, inclusive, vibrant for all students to learn in. Our ongoing focuses for 2019 involve the continuation of the School Environment Management Plan and further initiatives to foster school spirit and engagement throughout the entirety of the student body.

# School background

## School vision statement

In our caring school community, we value a love of learning and achieving personal best.

## 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.

The school seeks to develop a safe and harmonious environment where difference is accepted and celebrated; where students experience a flexible, challenging and relevant learning environment. 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 passionate staff, interested and engaged parents and motivated students with a genuine love of learning. The schools 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

As a results of this process, the school has identified that there are several areas to develop in order to improve our self assessment processes:

- 1) Establish evaluative practices into school routines.
- 2) Develop staff awareness and application of available data.
- 3) Collect evidence on an ongoing basis to strengthen self assessment practices.

Other comments resulting from the EV process:

#### 1) Effective Classroom Practice

The external validation process identified that as a school, we have limited accessible evidence of effective classroom practice.

In 2019, we want to investigate, gather evidence, analyse and evaluate where the school is at in regards to effective classroom practices. We know that there is lots of great teaching taking place across the school and as a result, we may validate what we are already doing, however, we need to get a better understanding of what is taking place before we can make such assumptions.

We recognise that this will need to be a long-term project with a sustained focus over 3 years.

#### 2) Leadership Capabilities

We identified the need for distributed leadership across the school and the numerous teaching and non-teaching staff have leadership capabilities and aspirations.

To support our focus on effective classroom practice and to make real change in breaking down barriers, opening up classrooms, developing authentic lesson observation practices and sharing best practices, we need to revise the roles

and responsibilities of head teachers and provide support in regards to their instructional leadership capabilities.

### 3) Data

Across all areas of the external validation process and the school excellence framework self–assessment survey, we identified that we need to provide better professional learning to staff in both the identification and use of data.

This will be of particular importance with our focus on evaluating effective classroom practice.

Our self–assessment and the external validation 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/self-evidence-guide>

## Strategic Direction 1

### Fostering Connected Relationships

#### Purpose

To facilitate effective communication and nurture supportive, respectful and caring relationships across the community fostering connectedness.

#### Overall summary of progress

Smith's Hill High School 'Local and Global Connections' is preparing our students with the skills to thrive in a highly connected world. As stated in the Melbourne Declaration "Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens – are responsible global and local citizens (Melbourne Declaration, 2008)." The design of numerous programs within the school enhances the connection and networking within our local and global community. The design of our programs is to foster an interconnected understanding, which is essential to develop our students who are responsible local and global citizens. Through the immersion in different experiences, students not only extend on their real-world skills but also experience the fluid nature of Smith's Hill High School subjects, its challenges, moments of inspiration and its diversity. Students develop a deepened appreciation and mutual respect for the content they are studying. The nurturing of these attributes and skills equips Smith's Hill students to be confident, creative, and vital participants in an interconnected world.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvement measures are achieved by the end of the three-year planning cycle through effective implementation of well selected processes. This may be measured using one or a combination of the following:</p> <ul style="list-style-type: none"><li>• Survey data indicating improved communication and culture using 2017 baseline data.</li><li>• Using 2018 baseline data, increased participation numbers in learning provided by community experts, professionals and parents.</li></ul>	\$10,000	<p>Smith's Hill High School provides an abundance of opportunities to connect with the local and global community, this is provided through incursions, excursions, and extra-curricular activities. The programs demonstrate that teachers work beyond their classrooms to contribute to broader school programs. The Curriculum Network Illawarra (CNI) is a networking platform for high school teachers and their KLA's in the Illawarra. It consists of 17 high schools who collegially come together and utilise 21st Century Skills to enhance pedagogy in their school. David Deitz (Smith's Hill High School, Principal) is the Principal of the CNI and plays an integral role of overseeing the networking process. CNI's primary focus is in sharing ideas, resources, programs, and pedagogy on a regular basis. It improves teacher's professional judgement and supports best practice models across the Illawarra. Through this collaboration teachers have been able to connect with local schools and programs which has enhanced the exceptional reputation the school has within the local community and global community links to SHHS.</p> <p>To increase connections with our curriculum and local community students in Year 7 were involved in National Tree Planting Day and the event was registered with Planet Ark, Bunnings were registered as donating seedlings and 30 plants as well as Wollongong Botanic Gardens who donated 30 plants. Year 7 were involved with the whole process of planting the trees and the ongoing care of their plants, by watering them regularly. Bunnings Wollongong also assisted with guiding and helping students plant trees. This activity supplements the Science Unit of Living Things as well as PDHPE: Wellbeing. The greenspace has</p>



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## Progress towards achieving improvement measures

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## Next Steps

To build on the school plan 'Strategic Direction 1 – Fostering connected relationships', we will engage community experts and work in partnership to build the capacity of school members to connect with the local and global world. The end product being 'Enhanced meaningful and authentic experiences to increase local and global awareness.' In 2019, students will proactively engage with all members of the school community to develop functional and beneficial relationships. We endeavor to utilise the skills acquired through connections with the school community to foster further relationships in the local and global world. We will involve a greater collaborative approach in engaging parents to improve understanding of student learning and strengthen student outcomes.

The Executive will ensure in 2019 through the Monday Meeting schedule that there is continued professional learning regarding the use of SENTRAL as a communication platform. The use DoE policy to guide policy within the school to ensure consistency and best practice in all administrative practices and processes is something we strive to do. Keeping VoR documents current along with risk assessment policy is an evolving process.

In 2019, the school will train additional staff on the use of EDVAL (this is currently occurring with a changeover in the timetabling team). Continued annual community satisfaction surveys and adequate and comprehensive follow up will be priorities as we are endeavor to meet the needs of our community.

We strive to build a shared sense of responsibility for positive culture and strong relationships. Each member of our school community plays a role in this pursuit. We seek for parents to demonstrate support for the school's position with their children and in the community and become active partners in embedding these values into the school's culture.

## Strategic Direction 2

### Pursuing Personalised Excellence

#### Purpose

To provide a quality, innovative and differentiated learning environment where staff and students are empowered and supported to achieve their personal best.

#### Overall summary of progress

A mantra commonly espoused by teachers at Smith's Hill High School is centred on the achievement of personal best. The Principal regularly uses the quote "first is nice but best is better" in speeches he delivers to students that focus on academic progress. In an academically selective setting, it is important to recognise that all of the students are high achievers and effort breeds success. Student self-efficacy is delicately positioned from the moment of entry into their Year 7 cohort with social comparison, fear of failure, self-sabotage dangerous inhibitors to motivation and achievement.

In the business of teaching and learning informed reflection through data analysis derives positive improvement and evidence of growth or need for change. Throughout Smith's Hill high school the school community engages with a wide variety of data resulting in professional reflection, aspirational professional career development, student academic improvements and improved pedagogy. The Smith's Hill high community accesses data from a range of sources both internal and external, NAPLAN, VALID, HSC, surveys, focus groups and the Australian Professional standards are commonly used to guide professional dialogue and improve practice. The school is working towards a consistent approach and application of data review; however, each faculty has shown evidence that they are aware of the impact that change driven from data analysis is grounded fact and supports the movement of change towards positive improvement of student academic outcomes and development of 21st Century learners. Teaching staff are supported in their personal and professional endeavours to engage in the Australian professional standards, aligning with the school plan and leadership directions.

At Smith's Hill High School we recognise that the "Principal and other school leaders play a critical role in supporting and fostering quality teaching through coaching and mentoring teachers to find the best ways to facilitate learning, and by promoting a culture of high expectations in schools." Melbourne Declaration, 2008. In implementing quality Professional Learning across the school we have provided the time for staff to be collaborative in programming and corporate marking. This has enabled the staff to both meet NESA requirements with their programs and to deliver quality teaching and learning programs to students across the full array of faculties. Additionally, Professional Learning designed to meet the needs of staff PDP's has been developed in line with the NESA changes for stronger HSC standards. PL was delivered at SDD, with further follow up at Executive PL and in scheduled Monday PL sessions to ensure staff were supported in making changes. Furthermore, we have established an Induction Program for new staff, a Beginning Teacher Mentor Program and release time to work with beginning teachers toward accreditation. The Principal and other school leaders led the Induction program to ensure beginning teachers were confident in making decisions and being able to implement the Smith's Hill High School policy and procedures. Likewise, through guidance and support 3 beginning teachers will submit their accreditation documentation prior to the end of 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement measures are achieved by the end of the three-year planning cycle through effective implementation of well selected processes. This may be measured using one or a combination of the following: <ul style="list-style-type: none"><li>• Using 2017 baseline data, increased analysis of data by all staff to drive teaching and learning.</li><li>• All staff members authentically engaging in professional learning opportunities.</li><li>• An increase in the number of Year 9 students demonstrating</li></ul>	\$18,000	As a consequence of a series of recommendations a Whole School Evaluation, professional learning has focused on formative assessment and feedback that makes students think and act (Dylan William). Formative assessment stimulated metacognition, self-regulation and transformation, and providing feedback aids the process of acquiring knowledge and understanding of where students are at. Professional learning centred on the nature of formative feedback and twilight learning sessions supplemented components of formative assessment; including peer and self-assessment and learning intentions and success criteria, and the importance of pretesting in order to gather data and hitherto differentiate learning for students. Staff were encouraged to



**Progress towards achieving improvement measures**

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>improvement in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>• Demonstrated evidence of incremental improvement in critical thinking exhibited in the Critical Thinking Skills Test.</li> </ul>		<p>of implementing aspects of formative feedback. Teachers engaged in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. The Mathematics whiteboards have facilitated the application of formative feedback through mathematical group tasks including developing quadratic formulas from the general form of a quadratic equation using the method of completing the square. They worked in small groups of 3, using the whiteboards, allowing the teacher and students to move around the room and easily offer suggestions to those groups who were having problems. The English Faculty have utilised a structured approach to formative feedback that incorporates student self and peer reflection as well as analysis of the writing processes. This process exemplifies a structured approach to teachers routinely using formative assessments to inform their teaching, adapt their practice and meet learning needs of students.</p> <p>Overall, the exploitation of this professional learning facilitated the enhancement of teachers' assessment repertoire to understand progress through class-based data and thereby improve student outcomes. Smith's Hill High School implements the formative feedback practice in a variety of ways including faculty approaches and individual teaching practice.</p> <p>The improved writing of student reports has been a major emphasis for developing more personalised feedback to facilitate student achievement of personal best. A Report Style Guide was created as a response to comments circa 2015 and prior that they were repetitive, formulaic and imitations of the outcomes and the results. Accordingly, a Reports Team remodelled the learning attributes and formulated a series of scaffolded exemplars. Metacognition of students was aided by the types of descriptive comments generated by teachers as displayed in Hattie's research has long highlighted that the biggest effect size that accrues benefits to students' learning apart from the teacher is that of feedback. The school's emphasis on the inclusion of a concrete example of how to improve in each student's report is an example of the importance of such feedback. Furthermore, the learning attributes fields include "Demonstrates effective organisational skills", "Shows initiative as an independent learner" and "Uses feedback to develop learning goals" directed elements of classroom practice and enabled more specific learning to learn feedback.</p> <p>The writing of reports, and their capacity to be informative and provide feedback that makes students think, has markedly improved over the course of the last two years. The Report Style Guide has led to less necessary corrections, uniformity of interpretation of grammar, and a more lucid and sophisticated expression of progress and</p>

**Progress towards achieving improvement measures**

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvement measures are achieved by the end of the three-year planning cycle through effective implementation of well selected processes. This may be measured using one or a combination of the following:</p> <ul style="list-style-type: none"> <li>• Using 2017 baseline data, increased analysis of data by all staff to drive teaching and learning.</li> <li>• All staff members authentically engaging in professional learning opportunities.</li> <li>• An increase in the number of Year 9 students demonstrating improvement in literacy and numeracy.</li> <li>• Demonstrated evidence of incremental improvement in critical thinking exhibited in the Critical Thinking Skills Test.</li> </ul>		<p>areas for development. Senior Executive members corroborate with the lift in standard relating to language that facilitates students working to personal best. The Senior Executive elucidates that at the last checking point comments are more personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and comparative data. The Deputy Principals use SENTRAL for analysing data on student and subject based performance to recognise effort and success, and plan for individual learning needs. The shift in focus areas for learning attributes in the Report template, signify an emphasis from the school on the integration of metacognitive skills in teaching and learning.</p> <p>In response to student focus group data in the Whole School Evaluations of 2016 and 2017, revealing that many students had not received marking guidelines with their assessment tasks, professional learning and policy documents were developed to enable students to attain their personal best. Teachers designed ways to inform learners regarding the assessment requirements using more specific success criterias and in many instances learning intentions, so that learners could close the gap between their learning performances and the desired performances. This is revealed in the assessment task marking criterias. The English Faculty have utilised a structured approach to formative feedback that incorporates teachers, student self and peer reflection as well as analysis of the writing processes.</p> <p>Fundamentally, there are numerous individual teachers across the school who have taken responsibility to monitor effectiveness of their own practice to improve student outcomes. Assessment instruments are used regularly by teachers at Smith's Hill HS to appreciate the progress of their students and identify gaps in skill development that need to be improved. Significantly, teachers believed they understand and utilise a variety of assessment techniques, including assessment of, as and for learning, to determine student and teacher performance and set new directions. Teachers share criterias with their students from Years 7 to 12 and explain them well with strong notifications, thereby creating understanding of what constitutes success.</p> <p>Smith's Hill High School teachers incorporate numerous classroom based activities that encourage students to extend themselves through choice, voice and authenticity. Teachers in the Science faculty facilitated an Earth and Environmental Science depth study that provided opportunities for students to pursue their interests, acquire a depth of understanding, and take responsibility for their own learning. Assessment Task 1 promoted differentiation and engagement,</p>

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## Next Steps

In 2019, we want to investigate, gather evidence, analyse and evaluate where the school is at in regards to effective classroom practices. We know that there is lots of great teaching taking place across the school and as a result, we may validate what we are already doing, however, we need to get a better understanding of what is taking place before we can make such assumptions. We recognise that this will need to be a long-term project with a sustained focus over 3 years. We have also identified that we need to provide better professional learning to staff in both the identification and use of data. This will be of particular importance with our focus on evaluating effective classroom practice.

A Professional Learning focus on Formative Assessment and Feedback will continue in 2019 including collating and publishing examples of Formative Feedback examples from across the school. Student Focus Groups will be formed to assess impact of Formative Assessment and Feedback Professional Learning. Equipping students with the metalanguage to express their learning journey will be imperative if students are to self regulate. In 2019 we will continue to monitor and reinforce the Assessment Policy, provide professional learning to develop strong outcomes based criterias across all subjects and emphasise choice, voice and authenticity in task to meet the needs of Gifted and Talented students.

A full audit of extracurricular activities and their impact on learning and development of the whole child will enable the school to discuss the learning culture we are creating. We want students to recognise and take responsibility to achieve personal goals and expectations. Primarily, a focus on personal expectations, goals and success as a means of self-reflection and improvement. Teachers will interpret and use feedback, personal data, self efficacy perceptions and reflections to implement changes in learning practices. We will further analyse data and provide continued staff training on the implementation of SCOUT and how it can be used as part of professional development.

The school plan of 2018–2020 states through the practice of the schools' curriculum delivery, the Smith's hill community will develop and deliver innovative curriculum delivery to empower students to achieve their personal best. This will be completed through the building of the capacity in stakeholders to explore innovative practice to achieve personal best. Teachers' are encouraged to expand their interests and professional learning through education and attainment of personal best ensuring an integrated approach to the quality teaching and curriculum planning which promotes the learning excellence and responsiveness in meeting the needs of all students.

The future direction of the school's implementation and use of the professional teaching standards will be to maintain and encourage teachers to improve their accreditation. This will involve leading the beginner teachers and mentors through the process of accreditation, fostering teachers who are motivated to complete the highly accomplish and lead teacher accreditation. The 2018–2020 school plan indicates the process of supporting professional development through professional learning that focus on personal goals and school priorities. This will be achieved through the practice of realising the potential of staff in a variety of evidence based activities and professional learning opportunities. These will produce the product of effective evidence based methods optimising all staff engaging in personal growth across all areas.

The allocation of staff to deliver curriculum will be allocated through the alignment of skilled professionals supporting the achievement of the high-quality service provision. The schools' strategic direction 2, as stated in the school plan 2018–2020, states the provision of quality, innovative and differentiated learning environment where staff are empowered and supported to achieve their best. This goal will be achieved through the support of performance development through professional learning that focus on personal goals and school priorities.

## Strategic Direction 3

### Building Sustainable Success

#### Purpose

To build the capacity of individuals to enhance all types of wellbeing for sustainable lifelong success.

#### Overall summary of progress

The concept of wellbeing and its close links with learning are not new. A wealth of evidence is available to inform educators of this important relationship in the work they do every day with students, from preschool students beginning their education journey, to senior students preparing for further education, employment and adult life." (The Wellbeing Framework, 2015). Smith's Hill High School has embraced wellbeing and the themes of the framework to ensure that all students Connect, Succeed and Thrive in our school. Literature and research strongly suggests "...that schooling should not just be about academic outcomes but that it is about wellbeing of the 'whole child'; the second is that students who have higher levels of wellbeing tend to have better cognitive outcomes at school." (CESE, Student Wellbeing 2015). As a result the school has implemented a sustained and measured approach to ensure that student wellbeing is an integral part of the school plan and forms part of the daily practice for all staff and strong support from the school leadership team. Along with a teacher focus on student wellbeing in the classroom there have been and continues to be significant opportunities and extracurricular experiences that are available to the student body that directly impacts on their wellbeing and leadership capacity.

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<p>Improvement measures are achieved by the end of the three-year planning cycle through effective implementation of well selected processes. This may be measured using one or a combination of the following:</p> <ul style="list-style-type: none"><li>• Demonstrated evidence of incremental improvement in critical thinking exhibited in the Year 11 Critical Thinking Skills Test.</li><li>• Decreased numbers of students and staff reporting stress and anxiety issues related to school.</li><li>• Yearly evaluation data indicating improved wellbeing and leadership across the school using 2016 baseline data.</li></ul>	\$12,000	<p>Developing the wellbeing of the whole child is facilitated through high expectation of learning progress and achievement for all students. Smith's Hill High School is committed to the pursuit of excellence in this area by focusing students on developing themselves across a number of areas, referred to as pillars during a weekly wellbeing lesson called CLANS. The purpose of CLANS is to give students skills in being able to become responsible for their own self help and well-being. It also provides support through having a mixture of year groups, with younger students mixing with older students and older students are given the opportunity to lead students in different activities. CLANS makes a difference to students due to a number of factors. It provides student leadership opportunities, a curriculum that tailored to developing their capabilities as learners and a supportive peer group with which to collaborate. Students are encouraged to focus on developing personal best, through goal setting that is explicitly taught during CLANS lessons.</p> <p>Student leadership fosters students' motivation. By engaging students with areas of interest they continually improve their skills in leadership through a range of activities including the SRC leadership camp. These skills are then highlighted by student capacity to organise and lead a range of school events including soccer day, bake sales, and shave for a cure.</p> <p>Transition from year 6 to 7 provides schools with an opportunity to develop collaborative partnerships with primary schools, families and the students themselves to ensure continuity of learning during</p>



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## Next Steps

We identified the need for distributed leadership across the school and the numerous teaching and non-teaching staff have leadership capabilities and aspirations. To support our focus on effective classroom practice and to make real change in breaking down barriers, opening up classrooms, developing authentic lesson observation practices and sharing best practices, we need to revise the roles and responsibilities of Head Teachers and provide support in regards to their instructional leadership capabilities. The school will continue to support the SAM in her development and training of the SASS staff. This will involve considering the role statements of SASS staff and ensure that their skills are used most effectively within the school and support high quality service delivery. In 2019, we will foster ongoing connections within the community and create relationships that are mutually beneficial. The SASS staff and Head Teachers will need continued education on the new finance systems in the school to ensure the ease of purchasing and processing of invoices and resources. Head Teacher's will need to potentially better plan their purchases, wants, and needs over a longer time to ensure that student outcomes and high quality delivery do occur even on a smaller budget.

The school plan of 2018–2020 states through the practice of the schools' curriculum delivery, the Smith's hill community will community demonstrate aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This will be achieved through a more integrated approach to personal best that builds upon the strengths of existing programs embedded in CLANS and takes these into every classroom. The school plan of 2018 – 2020 also states that the school will enrich wellbeing and develop growth mind-sets for all individuals. By further extending on the existing wellbeing programs, and developing a more holistic approach this will be achieved. Moreover the school plan discusses building the collective leadership capacity of staff and students to sustain success. In order to achieve these teachers, head teachers students and parents will need to be empowered to take personal and group leadership of developing these skills.

Students will be active owners of their learning through continued development of skills in metacognition, cooperative learning and peer and self-assessment. As such further development of this program into one that engages across the whole school will be necessary for improvement.

The school has changed part of its plan with a new focus on the environment organically evolving based on contemporary global issues. The new Practice will be :

"Enhancing the local and global environment in which we live and learn".

We hope that

"the product of this initiative will be that all stakeholders are active owners and contributors to a sustainable environment and an environmental management plan for sustaining the environment is embedded in school culture.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$8,022 – Learning Support – Teacher	Students were supported in the development of writing, question deconstruction and understanding marking criteria. Additional teacher time has allowed an increase in the frequency of intervention. Support has also been provided to teachers through additional LaST time which has focused on the implementation of appropriate strategies in programs.
<b>Low level adjustment for disability</b>	\$33,960 – Learning and Support Teacher and additional support staffing	<p>Student plans have been improved with regular review of IEP's, which has enabled more efficient communication of students needs. The process of tracking students support has also evolved in 2018 with LaST time being used to improve this process. This has provided better documentation of students needs and the interventions made for each child, which in turn has improved the evaluation of these strategies and allowed for more regular modification of these to better meet students needs. Additional LAST time has also been used to support teachers in making adjustments and accommodations in programming and assessment tasks. Individuals have been supported more effectively in withdrawal situations.</p> <p>Students have also been able to access regular workshops and targeted group intervention in the Learning Hub, which has addressed themes of organisation, numeracy and literacy.</p>
<b>Socio-economic background</b>	\$11,880 – student support, equipment, resources and program subsidies	This funding enabled student participation in extra curricular activities such as the MEP, camps, and other opportunities. As a result of this funding students have displayed a greater connection to school.
<b>Support for beginning teachers</b>	\$13,786 – teacher release and mentoring support programs	Beginning Teachers identified key areas of support through the school Induction Program. As a result 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 and more confident in their new career.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	401	402	412	410
Girls	347	338	331	318

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.8	97.3	97.5	96.9
8	95.4	96.1	96	95.6
9	97	96.2	96.1	93.6
10	96.1	97	95.4	94.5
11	94.2	96.5	96.7	93.6
12	95.6	95.1	96.4	94.9
All Years	95.8	96.4	96.3	94.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Student attendance is monitored by our school wellbeing team. Intervention and support plans are implemented for students in need.

Overall attendance rates are above state average.

## 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	0	125
Other	0	0	3
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

In 2018 Smith's Hill High School had no Year 12 students undertaking vocational or trade training.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 Smith's Hill High School, no students attained HSC or equivalent vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	38.9
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	9.68
Other Positions	1

\*Full Time Equivalent

Currently, there are no Aboriginal members of staff.

### 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	5

### Professional learning and teacher accreditation

In 2018 Staff Professional Learning opportunities were provided to all staff in a variety of ways. These opportunities were developed as a result of individual staff Performance and Development Plans and whole school priorities identified in the current school plan. All professional learning aligned to the National Teaching Standards and the schools three strategic directions of the school plan to ensure all staff were working towards maintaining their accreditation and achieving the school goals.

Staff participated in all mandatory training according to WHS guidelines and in accordance to staff needs, these included CPR/Anaphylaxis, Code of Conduct, Child Protection and Corruption Prevention.

All staff participated in extensive Staff Development Days which focused on reviewing and refining Teaching and Learning Programs including impact of NESA changes to assessment and effective assessment strategies in faculties. SDD Term 2 was again a faculty based Curriculum Network Day where staff shared learning from colleagues from across the region and engaged in professional dialogue with teachers from like subjects. With many new syllabus in faculties the key focus was syllabus implementation and programming resources.

Twilight sessions were again a feature of Professional Learning model and provided staff the opportunity to engage with their colleagues through collaboration and professional discussions. This enabled staff to implement their professional learning in a timely manner proceeding the Twilight sessions. A key priority area of Professional Learning for these sessions were Programming and Evaluation where staff worked largely in faculties to review, refine, develop and apply research to quality teaching and learning programs.

Newly appointed staff were again supported through the SHHS Induction Program which aims to transition new staff to the school effectively and cater to their individual needs. In conjunction with this, all beginning teachers were supported through the Induction Program with an experienced mentoring teacher and their supervisor of their faculties. This is an ongoing program where new staff and beginning teachers reported on feeling more connected and had a greater understanding of school processes as a result of the mentoring.

In 2018 all teachers were required to begin their maintenance cycle of Accreditation at Proficient level

through NESA. Maintaining accreditation requires teachers to continue to meet the Australian Professional Standards for Teachers (the Standards) at the Proficient Teacher career stage. Teachers were provided the professional learning and support needed to understand, access and reflect on the Teaching Standards and their practice.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	967,743
<b>Revenue</b>	8,525,058
Appropriation	7,714,866
Sale of Goods and Services	25,306
Grants and Contributions	767,901
Gain and Loss	0
Other Revenue	3,243
Investment Income	13,742
<b>Expenses</b>	-8,001,678
Recurrent Expenses	-8,001,678
Employee Related	-7,046,500
Operating Expenses	-955,178
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	523,380
<b>Balance Carried Forward</b>	1,491,123

The school undertakes a budgeting process involving the Senior Executive, School Administration Manager and a P&C representative that considers projected income and expenses prior to the commencement of the school year. Subsequent finance committee meetings involving teaching staff and students consider the expenditure of voluntary contributions received by the school.

Capital expenses do not reflect expenditure and as such, the balance carried forward is significantly less than that reported.

In 2019, further capital expenditure is planned to improve the heating and cooling of classrooms.

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	7,108,096
Base Per Capita	143,615
Base Location	0
Other Base	6,964,481
<b>Equity Total</b>	98,811
Equity Aboriginal	3,304
Equity Socio economic	11,880
Equity Language	8,022
Equity Disability	75,606
<b>Targeted Total</b>	13,347
<b>Other Total</b>	247,609
<b>Grand Total</b>	7,467,864

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

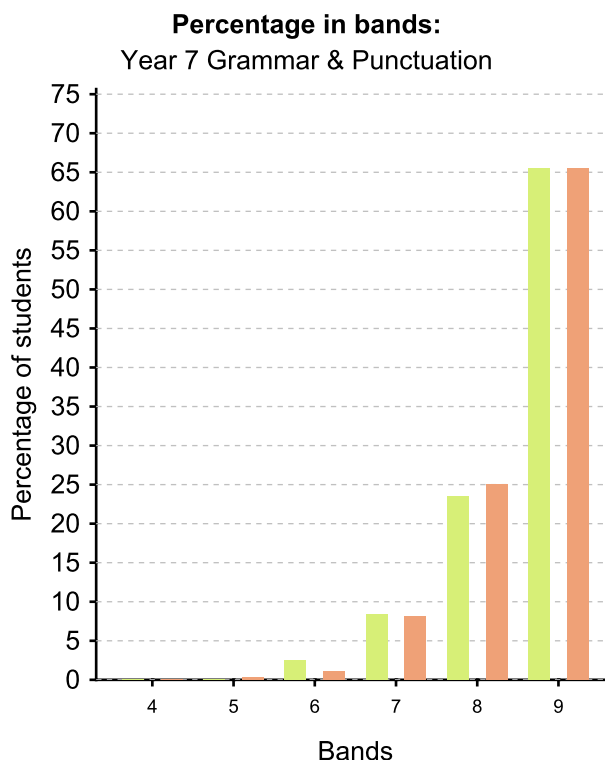
### NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

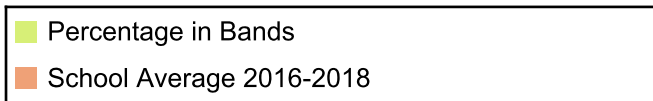
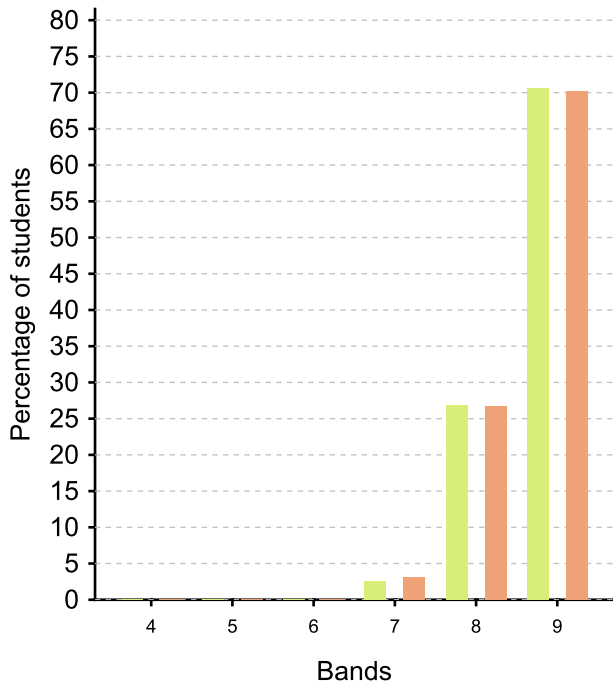
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in Years 7 and 9 are performing above the state average in all sections of the NAPLAN Literacy (including Reading, Writing, Spelling, and Grammar and Punctuation). Analysis of our student data indicates that writing is an area for further improvement for several students.



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	2.5	8.4	23.5	65.5
School avg 2016-2018	0	0.3	1.1	8.1	25.1	65.5

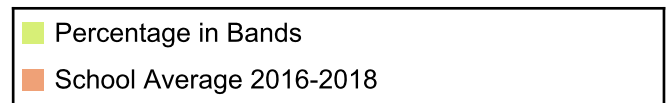
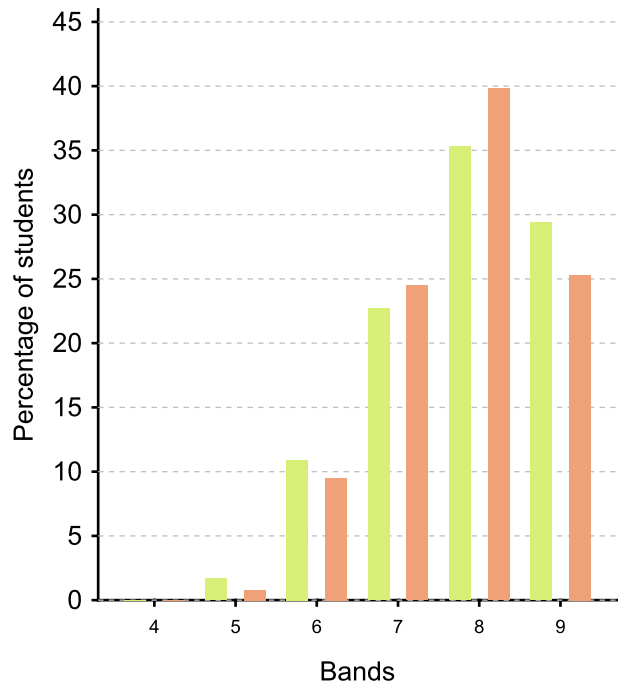
**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	2.5	26.9	70.6
School avg 2016-2018	0	0	0	3.1	26.7	70.2

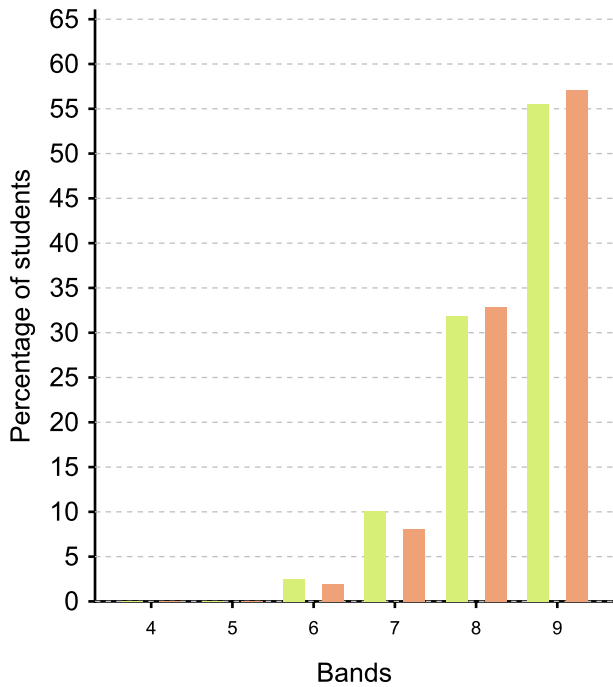
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	2.5	10.1	31.9	55.5
School avg 2016-2018	0	0	1.9	8.1	32.9	57.1

**Percentage in bands:**  
Year 7 Writing

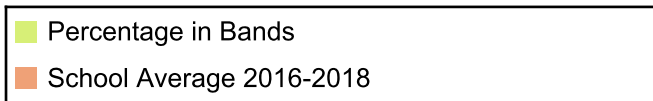
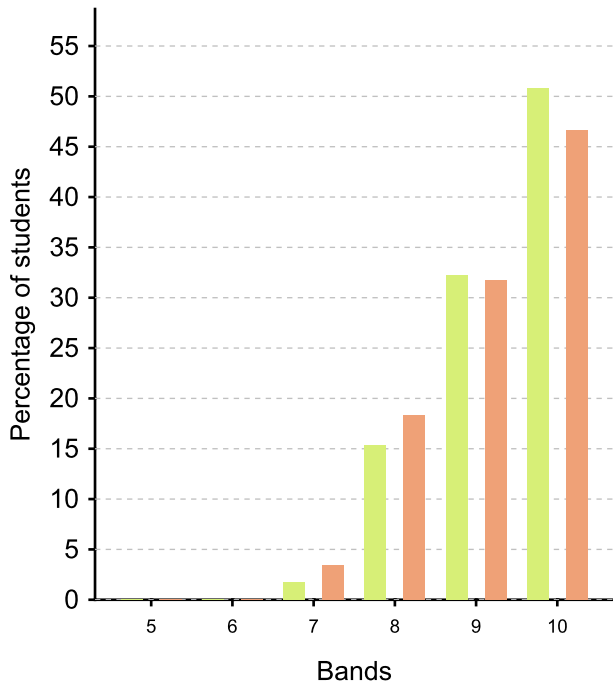


Band	4	5	6	7	8	9
Percentage of students	0.0	1.7	10.9	22.7	35.3	29.4
School avg 2016-2018	0	0.8	9.5	24.5	39.8	25.3

**Percentage in bands:**  
Year 7 Spelling



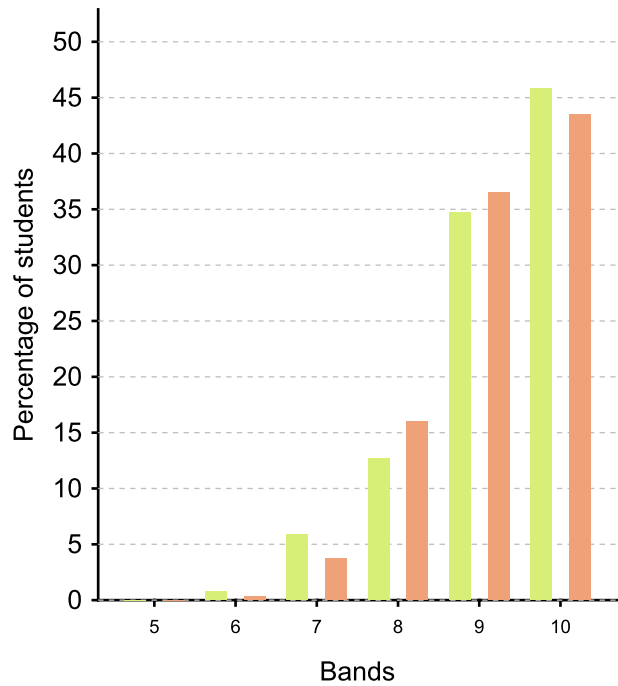
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	1.7	15.3	32.2	50.8
School avg 2016-2018	0	0	3.4	18.3	31.7	46.6

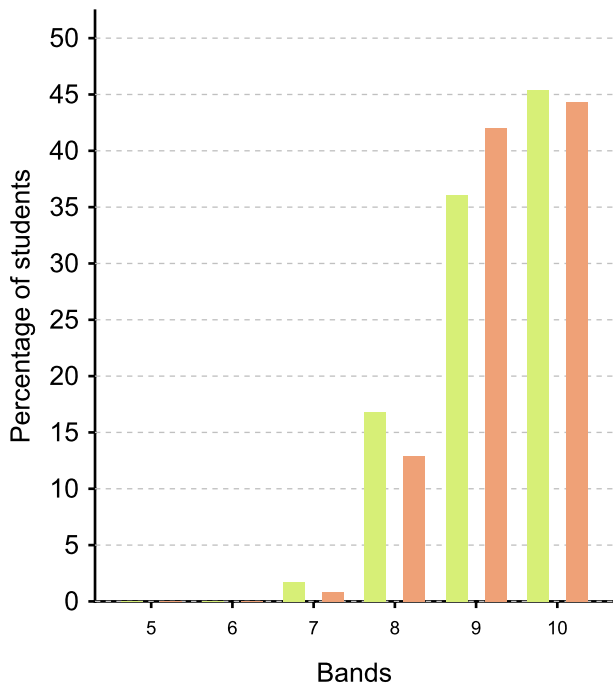
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	1.7	16.8	36.1	45.4
School avg 2016-2018	0	0	0.8	12.9	42	44.3

**Percentage in bands:**  
Year 9 Spelling



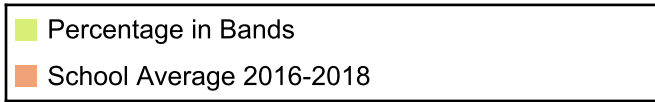
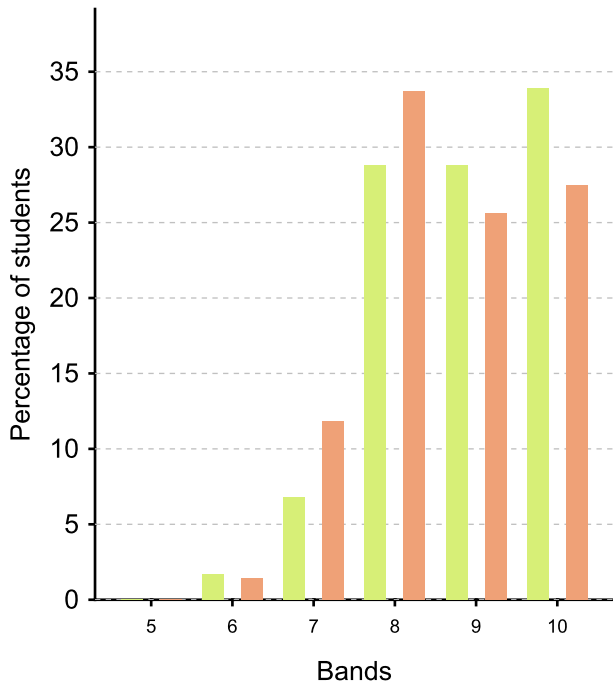
Band	5	6	7	8	9	10
Percentage of students	0.0	0.8	5.9	12.7	34.7	45.8
School avg 2016-2018	0	0.3	3.7	16	36.5	43.5

**Percentage in bands:**  
Year 9 Reading





**Percentage in bands:  
Year 9 Writing**



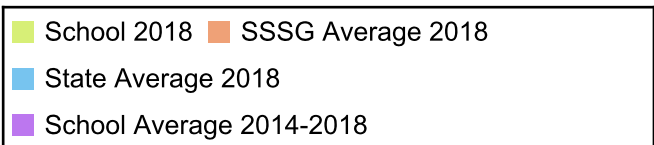
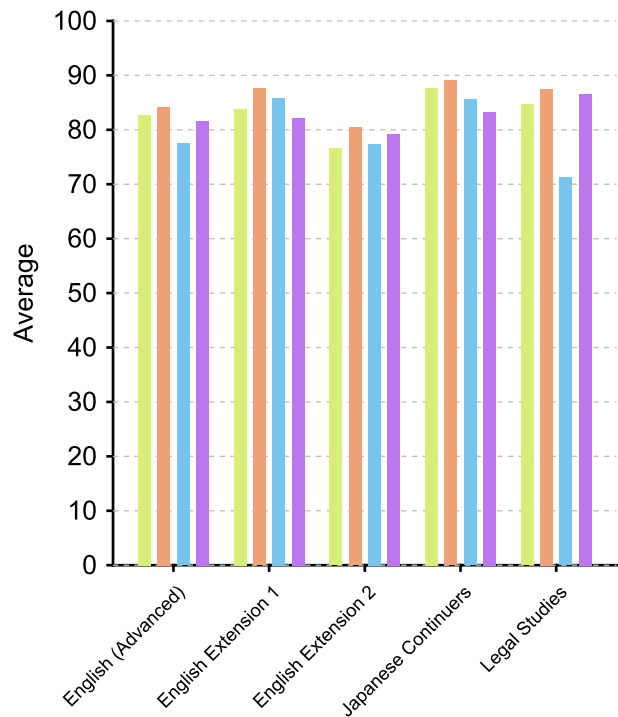
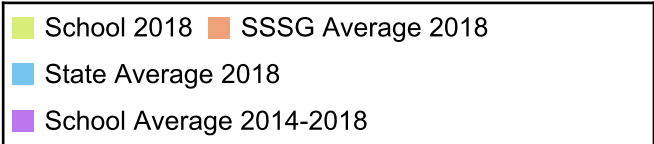
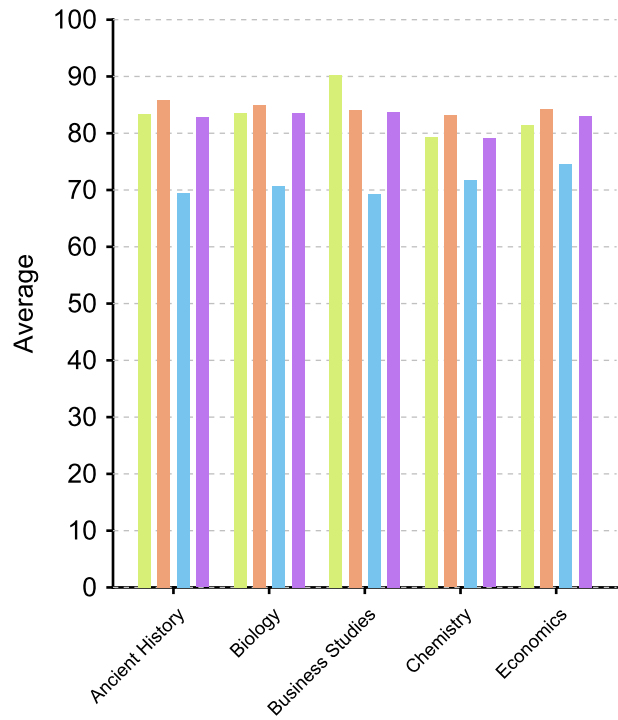
Band	5	6	7	8	9	10
Percentage of students	0.0	1.7	6.8	28.8	28.8	33.9
School avg 2016-2018	0	1.4	11.8	33.7	25.6	27.5

Students in Years 7 and 9 are performing above the state average in all sections of the NAPLAN Numeracy.

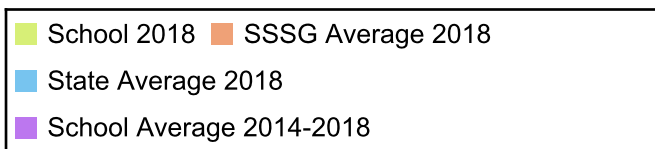
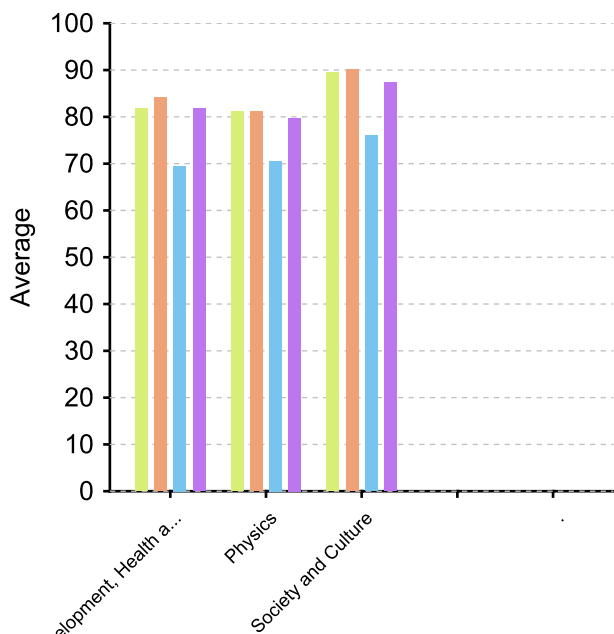
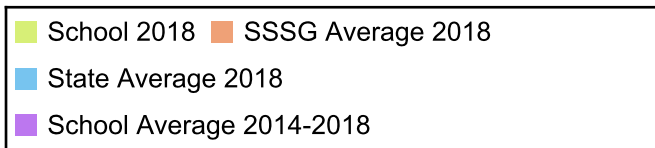
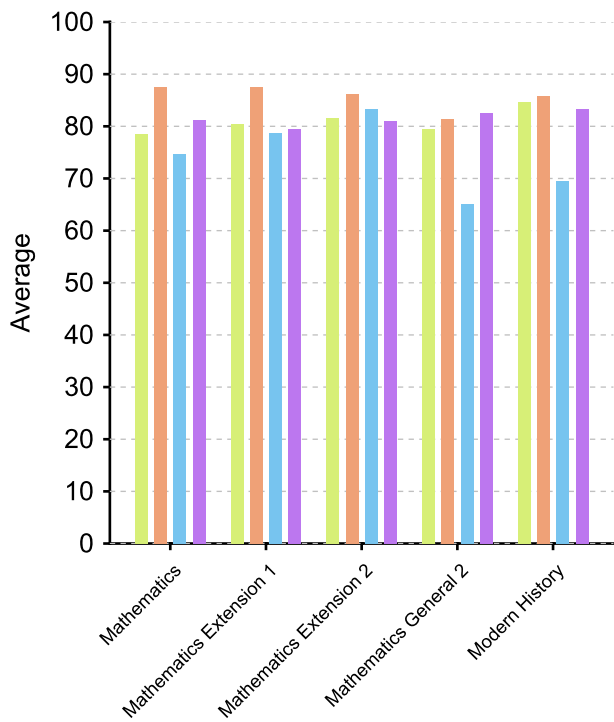
Aboriginal students at Smith's Hill High School are performing within the top two bands of NAPLAN assessment.

### Higher School Certificate (HSC)

We were delighted to congratulate the 2018 HSC student cohort on their exceptional results. Jasmine Low achieved first place in NSW for HSC Indonesian Beginners and Hannah Robinson achieved first place in NSW for Swedish Continuers. In addition, 8 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), 73 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'.







Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	83.4	85.9	69.5	82.8
Biology	83.6	84.9	70.7	83.6

Business Studies	90.3	84.1	69.3	83.8
Chemistry	79.3	83.1	71.8	79.1
Economics	81.5	84.3	74.7	83.0
English (Advanced)	82.7	84.2	77.5	81.6
English Extension 1	83.8	87.5	85.8	82.2
English Extension 2	76.6	80.4	77.4	79.2
Japanese Continuers	87.7	89.0	85.6	83.3
Legal Studies	84.6	87.5	71.2	86.6
Mathematics	78.6	87.5	74.8	81.2
Mathematics Extension 1	80.4	87.6	78.7	79.5
Mathematics Extension 2	81.5	86.3	83.3	81.1
Mathematics General 2	79.5	81.5	65.1	82.6
Modern History	84.6	85.8	69.5	83.4
Personal Development, Health and Physical Education	81.8	84.1	69.5	81.8
Physics	81.2	81.1	70.6	79.8
Society and Culture	89.5	90.1	76.1	87.4

## Parent/caregiver, student, teacher satisfaction

As part of our External Validation process, students, parents and staff were surveyed. Responses indicated high levels of satisfaction, particularly with the school's balanced focus on academic achievement and extracurricular opportunities.

Further feed back will be gathered from students, parents and staff through an external review process to be conducted during Term 2, 2019.

## 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 benefited from accessing support in literacy and mathematics, either through the Homework Hub of through the Learning Hub. This enables students to access assistance during free periods, lunch times and also

after school.

## Multicultural and anti-racism education

### 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 and Kitazono 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

### Debating and Public Speaking

2018 saw all SHHS debating teams successful in reaching the state championship play offs, with the Senior team making it to the state final for the second consecutive year and both the Year 10 and 8 teams proceeding to the state semi-finals, putting them into the top 4 in the State .

Laura Charlton represented NSW at the Australian Debating Championships, and her school in the CHS Team, while Benjamin Yan was selected for the Junior State Debating Team for the ISE Region and was awarded one of the prestigious JSDC Best Speaker Awards.

Charlotte McKenzie proceeded to the state final of the Voice of Youth competition and the state semi-final of the Legacy Junior Public Speaking competition, while Simon De Mayo proceeded to the state semi-final of the Plain English Competition.

SHHS also won the over-all South Coast Public Speaking Competition school trophy, with the most points accumulated from each section.

Another very successful year for SHHS.

## Music

Smith's Hill High School music faculty offers a wide variety of co-curricular activities. 2018 saw 120 students involved in the guitar ensemble, vocal ensemble, Acapella group, string orchestra, concert band, drumming circle and jazz combo. Throughout the year students participate in weekly rehearsals with SHHS teachers tutoring alongside external professional

tutors. Activities and performance opportunities in 2018 for included a 3-day music camp as well as performing at various school formal events. Students in the ensembles have the opportunity to audition for both regional and state performance opportunities and ensembles. In 2018 there were 7 students in the band, 2 vocals and 1 dancer in the Regional Performing Ensemble. Featured vocal artists in Southern Stars Marley Janssens, Hayley Bannerman and Angelyn Indraya with Joel Trotter performing in the Southern Stars Orchestra. Hayley Bannerman also featured as a backing singer in School Spectacular.

Students involved in music classes develop their performance skills by participating in numerous evening concerts throughout the year. 2018 concert series included performance evenings for all year 7 students, year 8, 9 and 10 elective students, several senior performance nights. Elective music students had the opportunity to attend the Sydney Symphony Orchestra Meet The Music, 4 concerts at the Opera House. The music faculty include opportunities for music students to be exposed to a variety of learning experiences by including the use of community members in learning. In 2018 students experienced visits from the Wollongong Brass Band, visiting conductors and tutors and the community jazz. The highly successful year 7 music instrumental program saw more students than ever continue on with their orchestral instrument past year 7. Sarah Bradley (Music 2 and Extension), Max Charles (Music 1) and Tahlia Legradi (Music 1) were nominated for encore performance with Max also being nominated for his composition work.

## Science

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.

## **HSC Results**

The HSC candidature for 2018 was strong, with 131 science candidates, many students took multiple sciences. The performance of students accessing the top two bands was strong; 65% of candidates accessed a band 5 or 6, and 45 students attaining a band 6. The top students in the science courses were; Biology – 93, Chemistry – 93, and Physics – 97.

## **Excursions and Field Studies**

Chemistry students engaged with ANSTO to design and develop their own scientific investigations accessing the equipment and resources from Australia's Nuclear Science and Technology Organisation SHHS has established a partnership with the Illawarra Environmental Education Centre and have developed opportunities for students studying Biology. Experts from the IEEC leads a field study in which the students collect biotic and abiotic data about the distribution and abundance of organisms within the Minnamurra River estuary ecosystem. Year 7 students travel to Taronga Zoo to supplement their studies of Classification by engaging with, and studying their physical, behavioural and physiological adaptations. Years 7 and 10 engaged in studies and analysis of force, motion and energy at Luna Park as a shared stimulus for their studies of Physics.

## **Science Fair**

Year 8 and 10 students complete a student research project, which is peer assessed by the senior science students. The top 10 projects are sent on to the UoW Science Fair. From the ten sent, most of which were highly commended.

## **Sport Report 2018**

Smith's Hill High School enjoyed another successful year in a variety of sport arenas. Students demonstrated positive team spirit and commitment to their chosen sporting fields and extended themselves to juggle both sporting and academic success. The school enjoyed reintroducing sports such as Mountain Biking and Triathlon and demonstrated scope for success in future 2019 events.

## **Carnivals**

Individual and team success in the Swimming, Cross Country and Athletics Carnivals, as well as Age Champions, individual South Coast Regional representatives and NSWCHS representatives were celebrated throughout the year. Smith's Hill High School takes pride in each carnival and places significant value in coming together to celebrate each event. This is prominent through the high attendance of students at each school carnival and the individual and school team success that is displayed throughout the schools attendance at each stage of competition.

## **Swimming**

The school swimming carnival was once again held at URAC, with a high attendance rate and an enthusiastic level of competition, Church house were named the overall winners on the day. Smith's Hill ranked 1st at the zone swimming carnival and 5th at the South Coast Regional swimming carnival. Some standout performances included; Samuel Fickers as the U13 boys Age Champion at School, Zone and Regional Championships and the U13 boys relay team achieved Gold at the CHS Championships.

The cross country carnival was held at Stuart Park and Puckeys Estate. Students enjoyed the competition and comradery of the day. The Year 12 boys and girls cross country teams celebrated success right through to the South Coast Championships.

The Athletics carnival was at capacity with events held throughout the day. The House Captains celebrated success through their fundraising food event. Students engaged in the high level of competition and we were able to witness Rosie Tozer our dedicated High Jump athlete jump at the carnival. Rosie went on break records in the 16 Years Girls High Jump at both Zone and Regional carnivals.

## **Knockout Sport**

### **Futsal**

The Open Boys Futsal Team attended the South Coast Championship and made it through to the semi-final. They were unfortunately knocked out by the team that won the competition. The Futsal games were played in good spirits and they were excited that they exceeded their expectations to how far they would get.

### **Netball**

The Open Girls Netball team were a great team who fought right to the final whistle. The girls were competitive and were a little disheartened when they lost to the teams that came 2 and 3. The team made it all the way to State, where we placed 10th. The team was led by captains, Hannah Roberts and Georgia Deen. Shelley Groves was a workhorse in centre court and new to the team was Oliver Chaffer.

### **Hockey**

Both the boys and girls hockey teams won their first round games and were then knocked out in the 2nd round of the competition. Both teams had a load of fun and spirit and were positive throughout both games. For the girls Neive Campbell made the CHS team and achieved a Zone Blue award for her achievements.

### **Zone Blues**

Four of the many talented athletes at SHHS were awarded with a Zone Sporting Blue Award. This rigorous selection process allows students to be recognise for their sporting achievements in one or more of their specialised fields in the school sport

setting across our Northern Illawarra zone. Recipients have achieved outstanding achievements at a zone, state and national level and commended on their true sportsmanship in sport. We were so proud of the following students achievements and look forward to seeing their future endeavours. Neive Campbell – Hockey, Samuel Fickers – Swimming, James Fletcher – Rugby League and Eleanor Tozer.