

Smiths Hill High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Smiths 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

Smith's Hill High School has continued its strong traditions of excellence and success in all fields of endeavour throughout 2019. 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 this continues to be a strong characteristic of the school's history and its future.

We were delighted to congratulate the 2019 HSC student cohort on their exceptional results. Ben Yan achieved first place in NSW for Investigating Science and Laura Charlton equal first in Drama. Grace Mahon achieved second place in NSW for Advanced English, Hannah Robinson third place in NSW for Italian Beginners, Niels Rogge (Yr11 accelerant) fourth place in NSW for German Extension, Christian Kairis fourth place in NSW for Italian Beginners and Annika Oakley (Yr 10 accelerant) fifth place in NSW for Investigating Science. 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), 88 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', with Laura Charlton selected to perform at the 'Encore' program.

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 2019, we also congratulated and farewellled our librarian Mr Luke Cripps who contributed greatly to the richness of student life at our school. We acknowledge and thank all staff for their deep commitment to the improvement of student learning.

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 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

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Fostering Connected Relationships

Purpose

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

Improvement Measures

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:

- Survey data indicating improved communication and culture using 2017 baseline data.
- Using 2018 baseline data, increased participation numbers in learning provided by community experts, professionals and parents.

Progress towards achieving improvement measures

Process 1: Consult, enhance and redevelop school systems and communication effectiveness.

Evaluation	Funds Expended (Resources)
<p>All staff who expressed the need for training in Sentral have been trained. Volunteers to run sessions in Markbook, Wellbeing module, N award warning letters were easily located and time allocated in Week 8 for training to be held.</p> <p>Exec staff used one meeting to divide into groups/pairs and update policies. Policies in completed form were to be uploaded to google folder. Senior Exec to now peruse and arrange for upload to Student/Parent portal once given green light.</p> <p>Some policies such as Uniform/Homework have required far greater attention. These have had teams established to write new policies and will be requiring a greater timeframe. Meetings have been held on weekly basis to continue to make progress. School Council has been consulted on both the above policies. Policies that have been completed should now be uploaded in the portal, with notification made that additional policies will be added once finalised. (in the absence of school policy, DET policy could be temporarily uploaded)</p> <p>On reflection the meeting allowed for improved communication around what staff were in/out on any day, be it Prof Learning absences, sporting absences or alternate school programs and improve the manner in which staff were able to be replaced with casuals.</p>	<p>Time, room, release staff</p> <p>Time for Senior Exec to review the policies which have been updated and give approval for them to be uploaded to Student/Parent portal and school website.</p> <p>Time and money for casual cover.</p>

Process 2: Foster a positive environment that recognises individuals working together towards shared school goals

Evaluation	Funds Expended (Resources)
<p>Removing the PL meeting that was previously used in 2018 has been of benefit. Providing more time for designated faculty meetings has been appreciated. Identified students have been provided support through learning hub. Clans to be rebadged as Enrich according to the school's values. To continue tuning Monday mornings as a discreet session for year and small group sessions. PL time provided for teachers who have volunteered to be involved in the redesigning of Enrich – Focus to be on well being and student learning/study/organisational practices. Resources place in SHHS shared Google Drive to be accessed in 2020 Assemblies, Graduation & Presentation night becoming a more streamlined process. Will continue to use shared google docs to ensure that refinement continue to take place.</p>	

Progress towards achieving improvement measures

Time to have meeting with Yr 12 in Term 3 2020 to run through the procedure for Graduation.

Process 3: Organise activities and contributions in the classroom and in the community that provide enriching experiences.

Evaluation	Funds Expended (Resources)
<p>Science faculty through out the year invited guest speakers from UOW. Utilising the university academic professional will continue next year. This activity provided students a real world experience.</p> <p>Students benefited greatly regarding study skills. The experience this year has given students insights on improvements they can implement for next year's competition.</p>	

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.

Improvement Measures

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:

- Using 2017 baseline data, increased analysis of data by all staff to drive teaching and learning.
- All staff members authentically engaging in professional learning opportunities.
- An increase in the number of Year 9 students demonstrating improvement in literacy and numeracy.
- Demonstrated evidence of incremental improvement in critical thinking exhibited in the Critical Thinking Skills Test.

Progress towards achieving improvement measures

Process 1: • Build capacity in stakeholders to achieve personal best through innovative practice that provide enriching experiences and develop learning skills..

Evaluation	Funds Expended (Resources)
<p>Learning culture was not directly identified as an issue.</p> <p>The absence of data in this area indicates its absence in the schools Learning Culture and common language/focus on pedagogy While there has not been massive revolutions in innovative pedagogy, the incremental progressive changes in teaching and learning has had a large impact on student engagement, performance and access to learning resources.</p> <p>Reporting is improving in authenticity and usefulness</p> <p>While the Trial HSC feedback process took more time, the individual benefit for students was overwhelmingly positive</p>	<p>Release time for technology team to investigate options available for a common learning management system</p>

Process 2: • Build capacity in stakeholders to identify and understand learning progress and subsequently address teaching and learning needs.

Evaluation	Funds Expended (Resources)
<p>Staff participated in the evaluation of learning goals through their participation in Twilight SDD sessions and Faculty Meetings.</p> <p>This allowed them to evaluate their own teaching practice through the use of quality surveys that were issued to students, giving them a voice in their learning process.</p> <p>This was seen as a valuable technique and tool in order to improve quality of teaching.</p> <p>Leadership team have all evaluated their practice with either the whole school (Principal, Deputy Principals) or within their Faculty (Head Teachers)</p> <p>TAS and SASS staff trained in usage</p>	

Process 3: • Support performance development through professional learning that focuses on personal goals and school priorities

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The Criterion conference was extremely helpful in framing some of the challenges concerning the development of staff capacity and understanding of the challenges of using data to evaluate. There were a number of text books purchased as well and then the PL team used this to develop a year plan for Professional Learning.. Using the digital organisation of PDPs has worked to a point, in the sense that transparency and access have improved however there needs still to be engagement with staff around their capacity to access and use these PDPs electronically.

The plan as it currently is for whole school professional learning is going to require the assignment of a considerable portion of the PL budget to skilling up a team to run this PL as it is quite diverse and potentially time consuming.

Strategic Direction 3

Building Sustainable Success

Purpose

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

Improvement Measures

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:

- Demonstrated evidence of incremental improvement in critical thinking exhibited in the Year 11 Critical Thinking Skills Test.
- Decreased numbers of students and staff reporting stress and anxiety issues related to school.
- Yearly evaluation data indicating improved wellbeing and leadership across the school using 2016 baseline data.

Progress towards achieving improvement measures

Process 1: • Organising whole school strategies and integrated classroom practices for sustaining the environment.

Evaluation	Funds Expended (Resources)
<p>The SEAL team effectively managed the regular emptying of the paper recycling stations located in various buildings around SHHS. However, the monitoring and emptying of the 'return and earn' stations have proven problematic and will require re-evaluating to find a more successful management system.</p> <p>MG completed a Sustainability Grant to apply for funding to purchase and install a GreenHouse alongside the vegetable garden beds near the southern carpark. Currently awaiting a response. Unfortunately SHHS were unsuccessful in this application.</p> <p>Annual evaluation/summary:</p> <p>In Term 1, the SHHS SEAL Team effectively organised and ran the OP SHOP ball. This fundraiser was designed to raise awareness of the impact of SEAL within the SHHS student body. Through reusing discarded clothing or rebirthed from charity organisations, the SEAL team ran a social evening that raised approximately \$800. These funds were used to purchase waste management systems to help compost food and green waste on the site and replenish organic material in order to sustain the herb and vegetable gardens established in 2018. This annual event is now supported by an industry partner called Reusable.</p> <p>SEAL investigated and researched exemplar schools practices around environmental management strategies to recycle paper, plastic, glass and aluminium waste.</p> <p>With the placement of 7 paper recycling stations around the school the SEAL team effectively managed, on a weekly basis, the collection of whole school paper waste to a central location. This sustainable practise has significantly and positively impacted on a reduction of site waste to landfill.</p> <p>With the purchase of 2 'return and earn' style recycling facilities at strategic locations within the school, the SEAL team have nagged to again reduce the deposit of recyclable materials to landfill. While this initiative is still in its infancy, a partnership between school working bee parents and the SEAL team has been instigated to turn these recyclables into cash.</p> <p>Participation in National Tree Planting day occurred on 1/8/2019 where</p>	<p>Routine inspections and regular monitoring of the two 'return and earn' collection stations as well as the individual building based yellow paper recycling bins.</p>

Progress towards achieving improvement measures

students and staff planted out approximately x30 plus native plants in the identified corridor on Gipps street.

This is a highly valued annual event on the SEAL calendar that is registered with and supported by Planet Ark.

The SEAL Team collaboratively developed and completed a Sustainability Grant to apply for funding to purchase and install a GreenHouse alongside the vegetable garden beds near the southern carpark. Unfortunately SHHS were unsuccessful in this application.

Process 2: • Implement a whole school integrated approach to wellbeing to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>1 – In Semester 2 (the time the whole cohort has been involved in the program) there has been a significant reduction in negative behaviour contacts in the year 9 cohort:</p> <p>Year 9 2019 = 12 Negative incidences involving 13 students</p> <p>Year 9 2018 = 28 incidences involving involving 39 students</p> <p>Year 9 2017 = 46 incidences involving 55 students</p> <p>Semester 1 Top Blokes evaluation shows:</p> <p>Improved personal wellbeing – 64%, Improved identification of risky behaviours 78%, Increased social contentedness 21% and improved overall wellbeing 50%</p> <p>2 students from Semester 1 and two from Semester 2 have nominated to be a part of the Top Blokes Ambassador program.</p>	

Process 3: • Creating sustainable systems and processes to acknowledge and identify leadership capacity within the school community

Evaluation	Funds Expended (Resources)
<p>42 Year 9 Students signed up to be peer support leaders and have been involved in the training program.</p> <p>House captains have been involved in training, and have prepared extensively for their role in 2020</p> <p>1 – There has been an increase in the number of year 12 students achieving awards, as noted at graduation.</p> <p>2– A number of students have signed up for the premiers volunteer program to have their hours of volunteer service formally recognised.</p> <p>3 – Year 9 students have successfully engaged in the leadership training, and as a result a large number of the year group.</p> <p>SRC camp resulted in improved communication systems for the SRC, a calendar of events for the year and refined processes for the functioning of the SRC.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$11,405 – 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.
Low level adjustment for disability	Learning and Support Teacher and additional support staffing \$42,686 – Staffing \$37, 056 – Flexible	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 2019 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. 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.
Socio-economic background	\$10, 967 – 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.
Support for beginning teachers	\$37, 798 – 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			
	2016	2017	2018	2019
Boys	402	412	410	416
Girls	338	331	318	314

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.3	97.5	96.9	96.8
8	96.1	96	95.6	95.4
9	96.2	96.1	93.6	95.3
10	97	95.4	94.5	94.1
11	96.5	96.7	93.6	93.6
12	95.1	96.4	94.9	93.9
All Years	96.4	96.3	94.9	94.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0.76	1.54
Employment	0	2.29	3.08
TAFE entry	0	0.76	0.77
University Entry	0	0	86.15
Other	0	94.66	3.08
Unknown	0	1.53	5.38

Evidence

University of Wollongong confirmed 50 enrolments as at 3 March 2020.

Student exit survey response (November 2019), updated (email response) February and March 2020.

Confirmation of student enrolments for each year by Head Teacher Administration.

Confirmation in February 2020 by Year Advisers of student leavers in Year 10 and Year 11 in 2019 (cross referenced by Head Teacher Administration and School Administrative Manager).

All school leavers confirmed by School Administrative Manager.

Year 12 students undertaking vocational or trade training

0.73% of Year 12 students at Smiths Hill High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Smiths Hill High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	39.3
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,491,123
Revenue	8,713,318
Appropriation	7,976,492
Sale of Goods and Services	34,147
Grants and contributions	689,925
Investment income	12,754
Expenses	-8,275,562
Employee related	-7,129,506
Operating expenses	-1,146,056
Surplus / deficit for the year	437,756

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	13,683
Equity Total	105,504
Equity - Aboriginal	3,389
Equity - Socio-economic	10,967
Equity - Language	11,405
Equity - Disability	79,742
Base Total	7,251,754
Base - Per Capita	170,676
Base - Location	0
Base - Other	7,081,078
Other Total	481,671
Grand Total	7,852,612

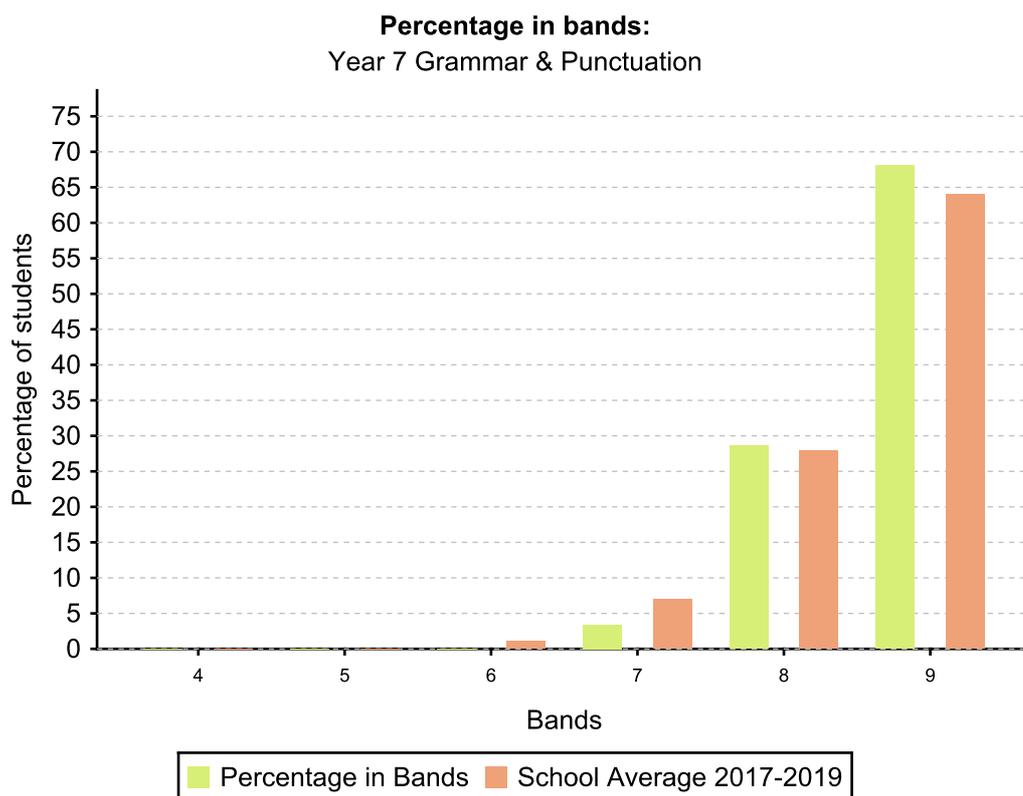
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

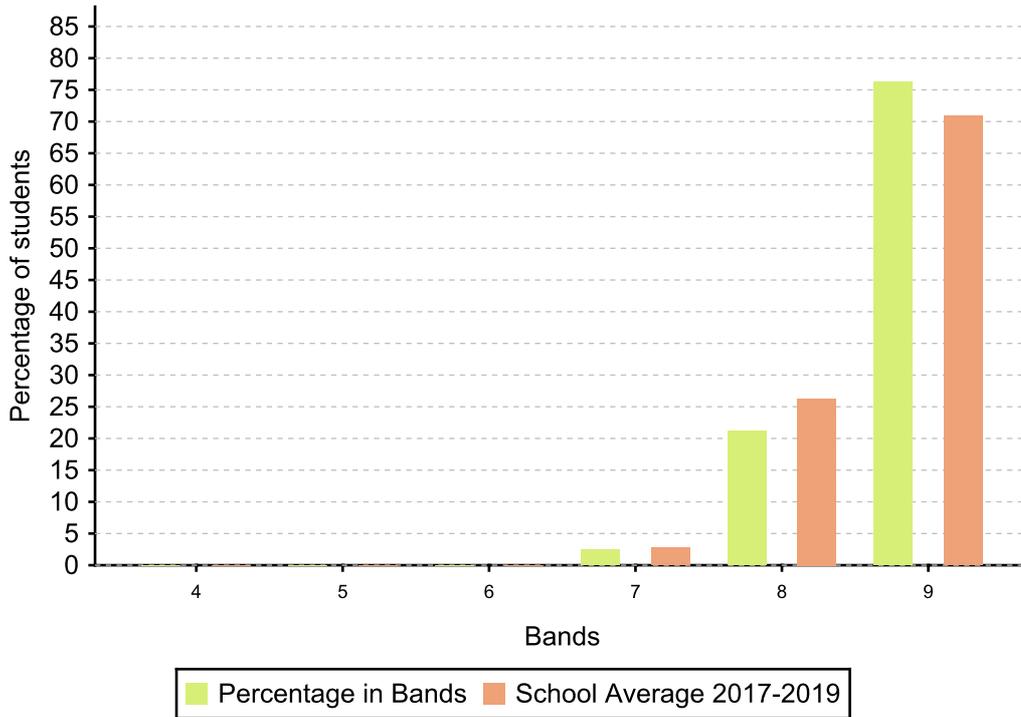
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



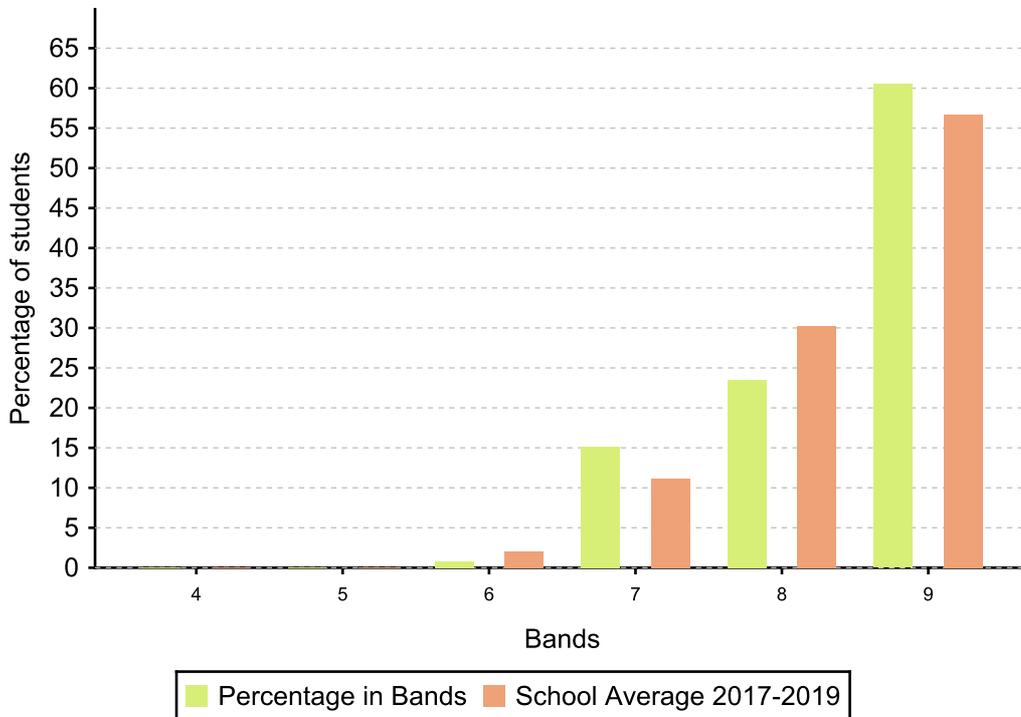
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	3.4	28.6	68.1
School avg 2017-2019	0	0	1.1	7	27.9	64

Percentage in bands:
Year 7 Reading



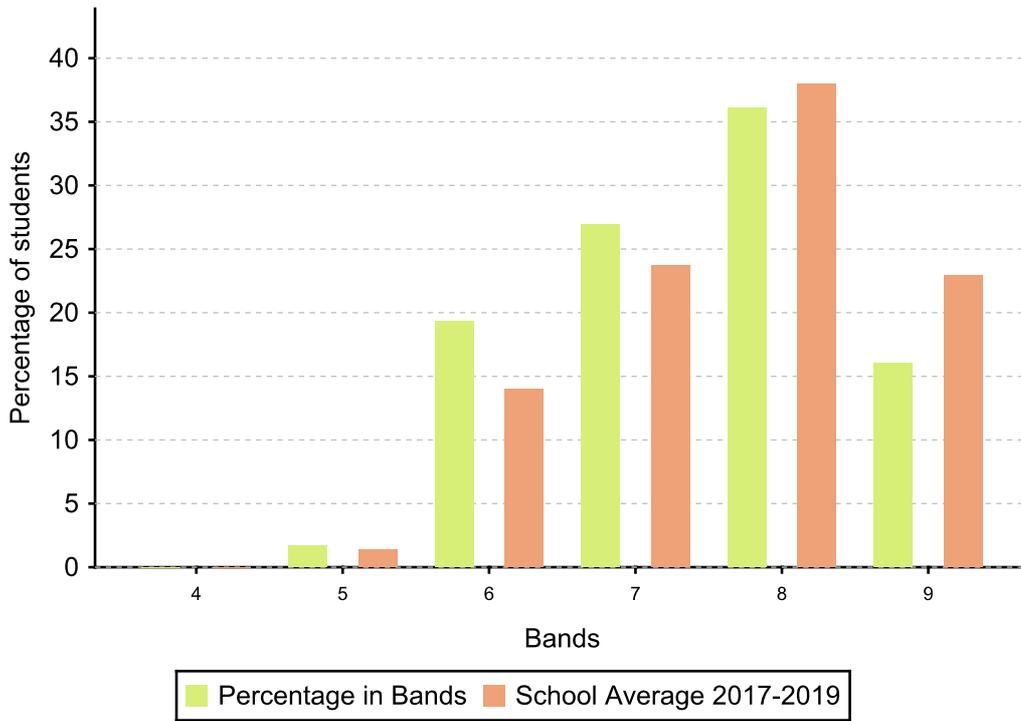
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	2.5	21.2	76.3
School avg 2017-2019	0	0	0	2.8	26.3	70.9

Percentage in bands:
Year 7 Spelling



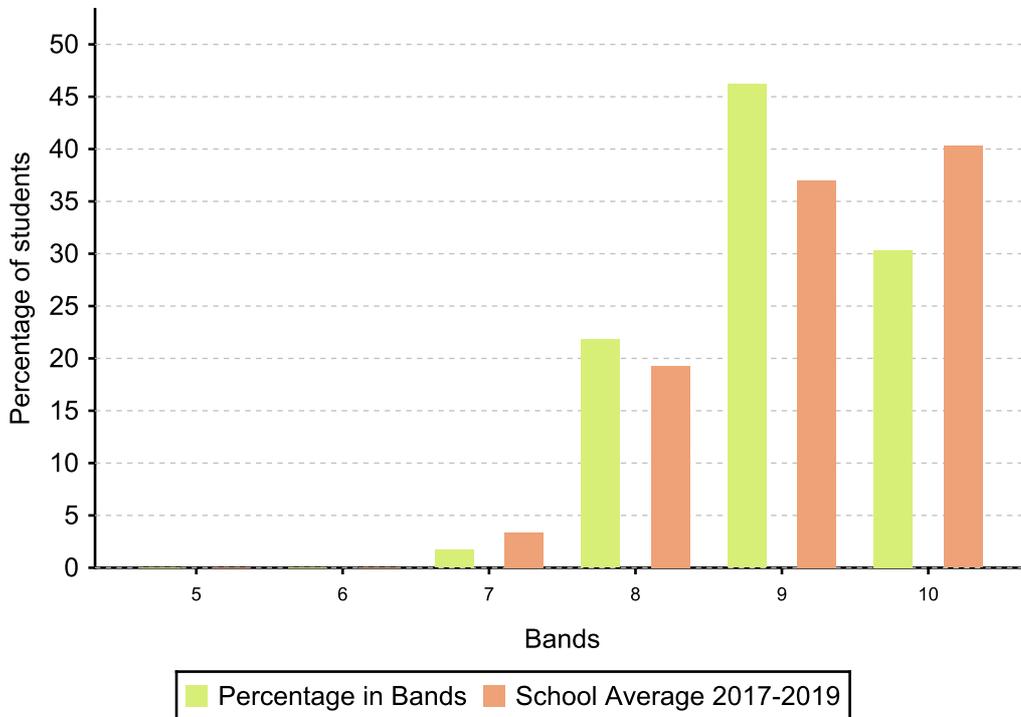
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.8	15.1	23.5	60.5
School avg 2017-2019	0	0	2	11.2	30.2	56.7

Percentage in bands:
Year 7 Writing



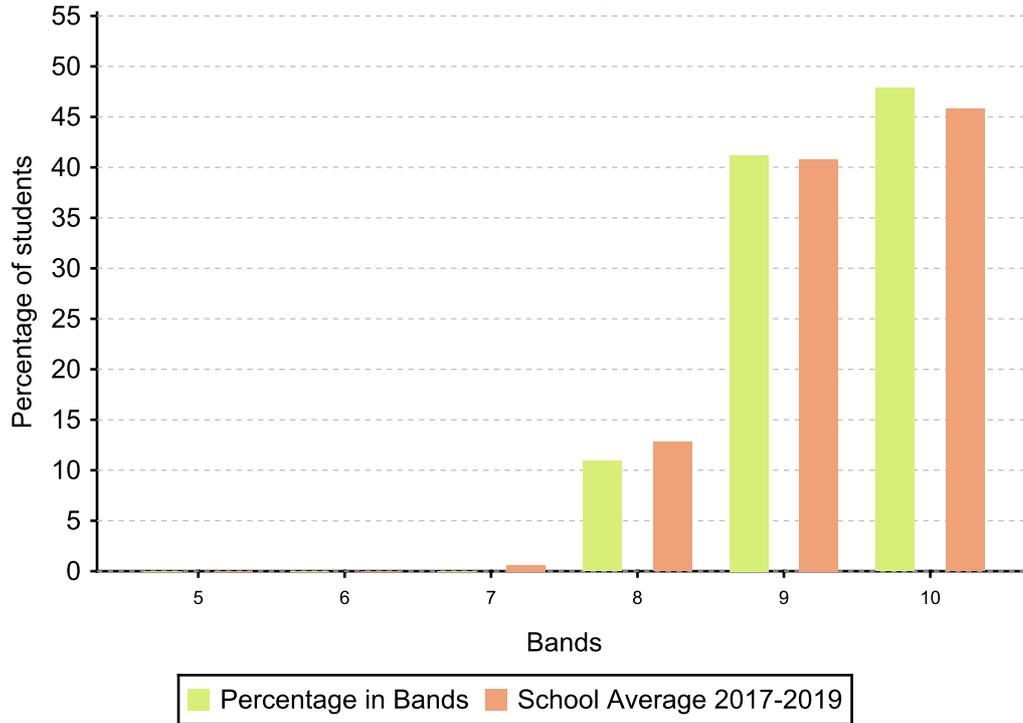
Band	4	5	6	7	8	9
Percentage of students	0.0	1.7	19.3	26.9	36.1	16.0
School avg 2017-2019	0	1.4	14	23.7	38	22.9

Percentage in bands:
Year 9 Grammar & Punctuation



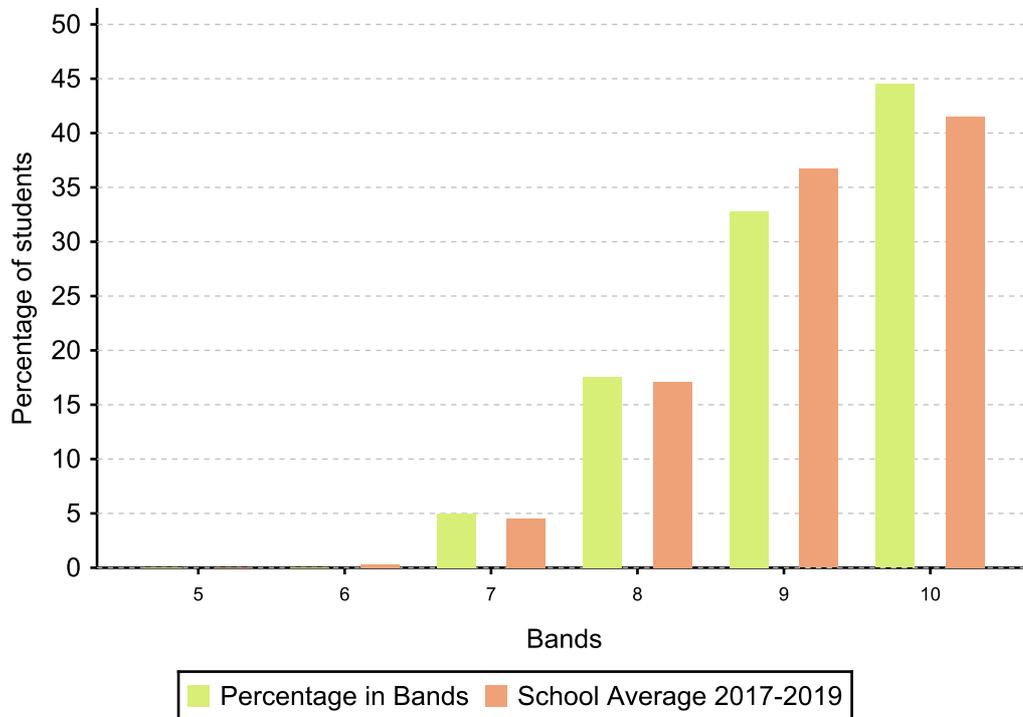
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	1.7	21.8	46.2	30.3
School avg 2017-2019	0	0	3.4	19.3	37	40.3

Percentage in bands:
Year 9 Reading



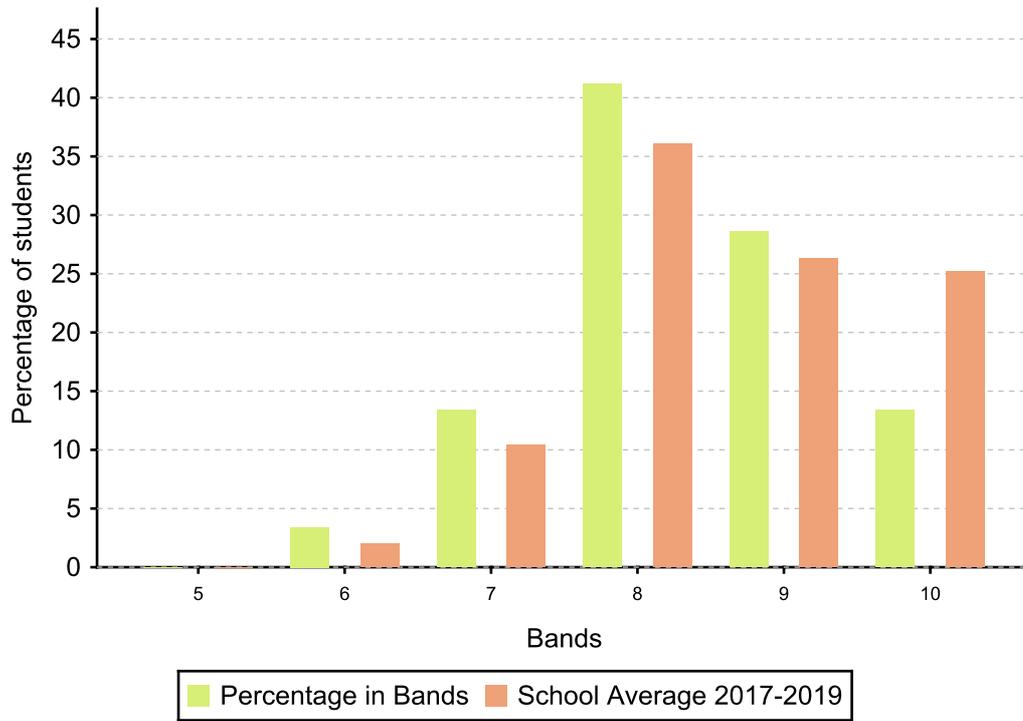
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	10.9	41.2	47.9
School avg 2017-2019	0	0	0.6	12.8	40.8	45.8

Percentage in bands:
Year 9 Spelling



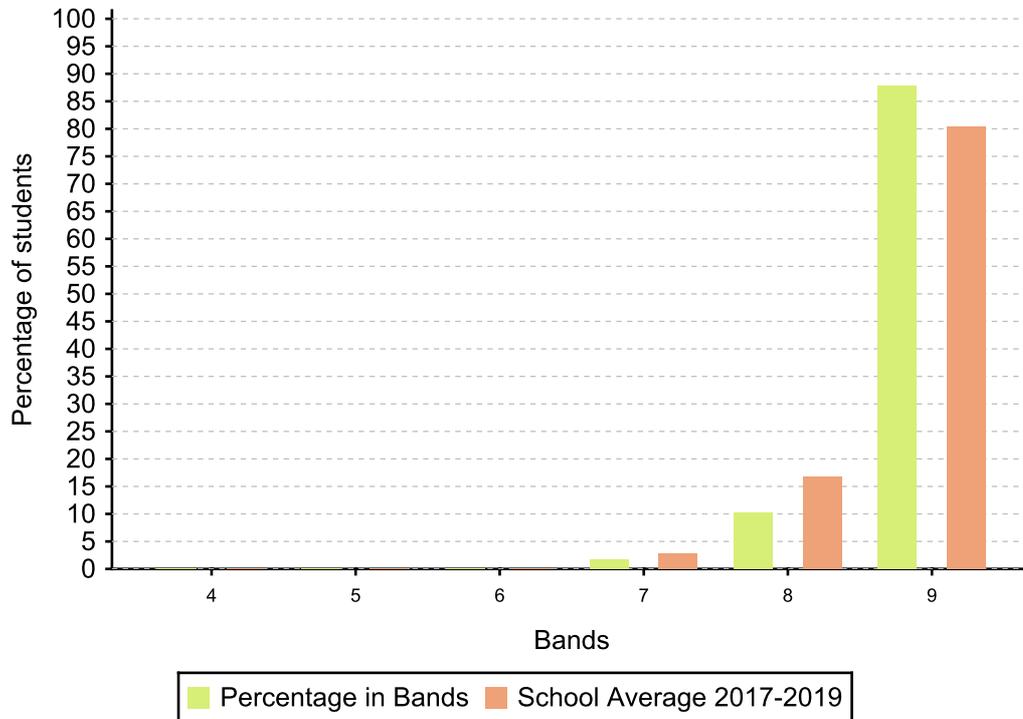
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	5.0	17.6	32.8	44.5
School avg 2017-2019	0	0.3	4.5	17.1	36.7	41.5

Percentage in bands:
Year 9 Writing



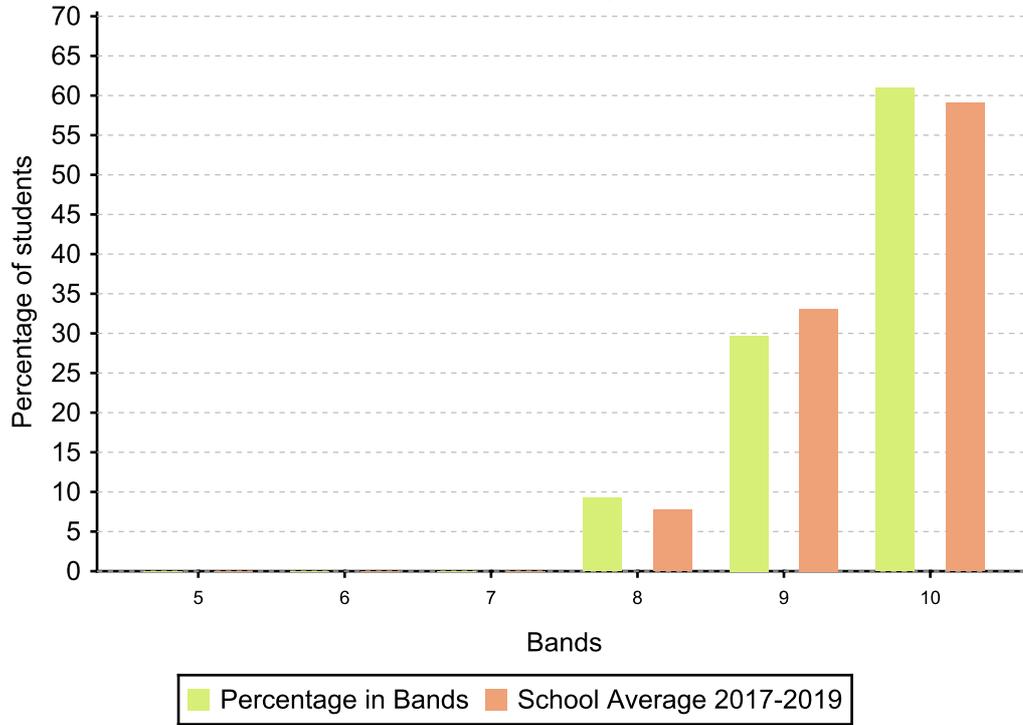
Band	5	6	7	8	9	10
Percentage of students	0.0	3.4	13.4	41.2	28.6	13.4
School avg 2017-2019	0	2	10.4	36.1	26.3	25.2

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	1.7	10.3	87.9
School avg 2017-2019	0	0	0	2.8	16.8	80.4

Percentage in bands:
Year 9 Numeracy

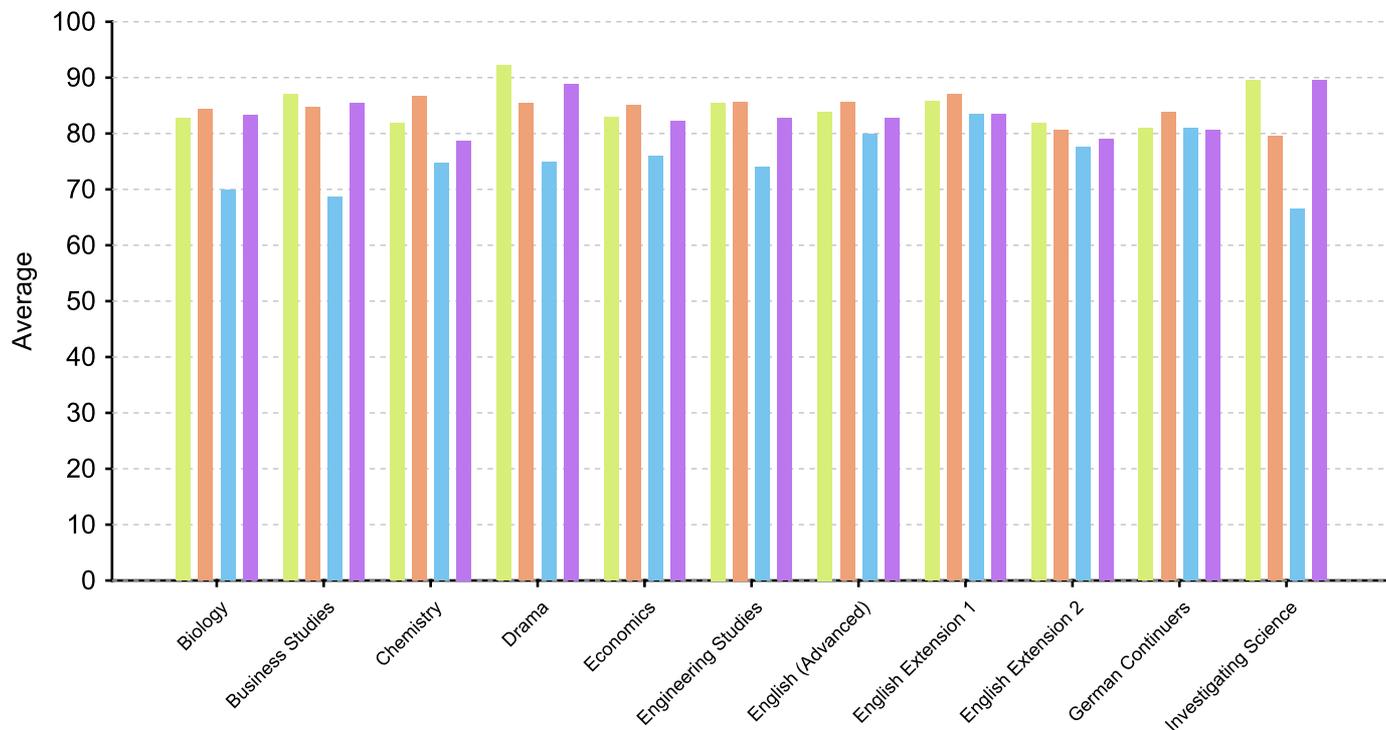


Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	9.3	29.7	61.0
School avg 2017-2019	0	0	0	7.8	33.1	59.1

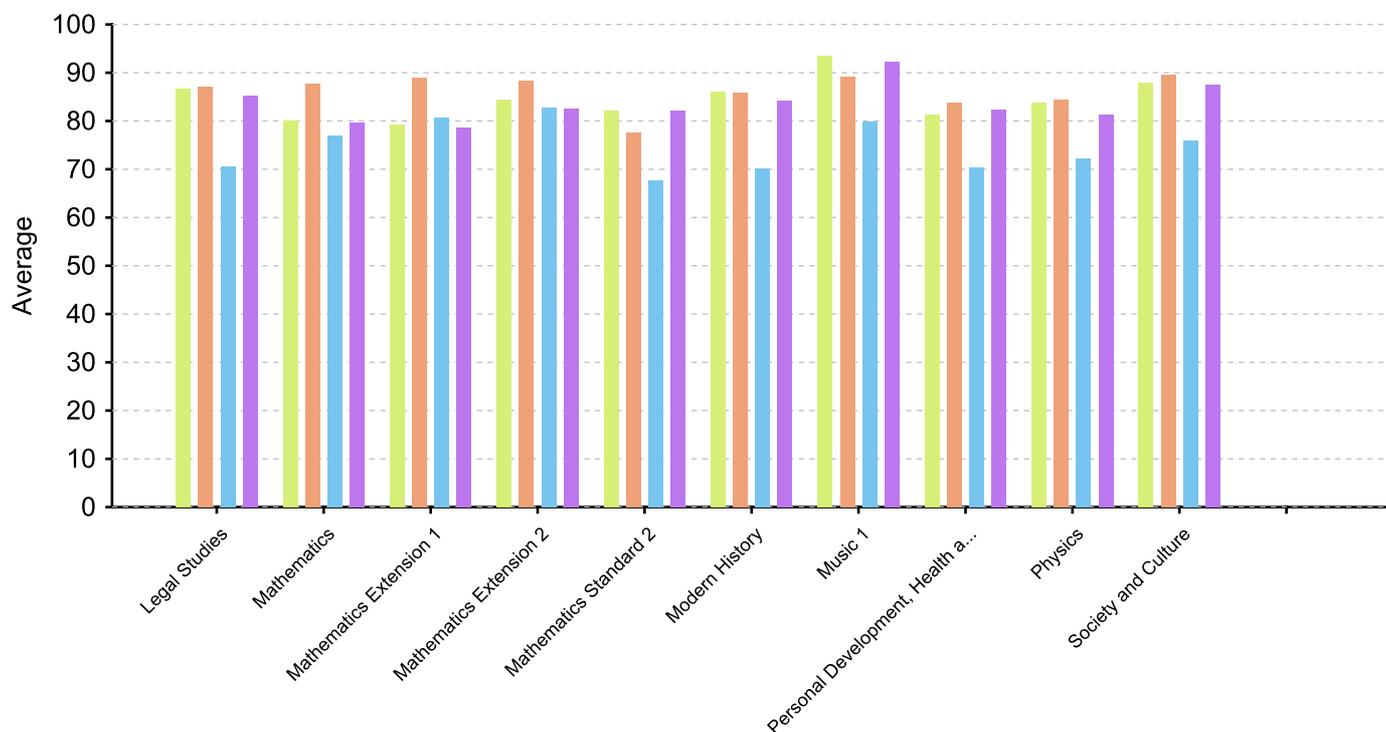
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	82.7	84.3	69.9	83.3
Business Studies	87.1	84.8	68.6	85.3
Chemistry	81.9	86.6	74.7	78.7
Drama	92.2	85.3	75.0	88.8
Economics	83.0	85.1	75.9	82.2
Engineering Studies	85.5	85.7	73.9	82.7
English (Advanced)	83.9	85.6	80.0	82.7
English Extension 1	85.7	87.1	83.4	83.4
English Extension 2	81.9	80.6	77.6	79.1
German Continuers	80.9	83.9	81.0	80.6
Investigating Science	89.5	79.6	66.5	89.5
Legal Studies	86.6	87.2	70.6	85.3
Mathematics	80.1	87.8	76.9	79.7
Mathematics Extension 1	79.3	89.0	80.6	78.7
Mathematics Extension 2	84.4	88.4	82.7	82.6
Mathematics Standard 2	82.1	77.6	67.7	82.1
Modern History	86.1	85.9	70.2	84.1
Music 1	93.5	89.3	79.9	92.3
Personal Development, Health and Physical Education	81.4	83.8	70.5	82.4
Physics	83.8	84.4	72.1	81.3
Society and Culture	88.0	89.7	75.9	87.4

Parent/caregiver, student, teacher satisfaction

Parents

Feedback from parents was attained using the 2019 **Tell Them from Me** Survey. 163 parents completed the survey between 10th September 2019 and 22nd October 2019.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten–point scale. The scores for the Likert–format questions (i.e., strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The overall snapshot of data suggests that in each category the school mean was lower than that of the state mean as indicated in **Image 1**.

In terms of recommending the school to parents of primary school students 44% strongly agreed and 36% agreed that they would. This may suggest a general satisfaction of the school for their current child or children. **Image 2**

Likewise parents strongly responded 88% that they either agreed or strongly agreed that the school had a good reputation within the local community. Again suggesting a level of satisfaction with how the school operates and how this is reflected beyond the school gates. **Image 3**

In regards to satisfaction with general communication from the school, 77% of parents either agreed or strongly agreed that they were satisfied. **Image 4**

Finally, in regards to **Recommending the School** to others 80% of parents were likely or highly likely to recommend the school to others which suggests a level of satisfaction from themselves and their children in regards to being a student at Smith's Hill High School. **Image 5**

Students

Students (658) completed the **Tell Them from Me** Survey between 07 Apr 2019 and 12 Apr 2019. Students from Year 7 – 12 completed the survey.

Some highlights from the survey indicating student's satisfaction with the school can be demonstrated by the following points:

1. 77% of students felt a positive sense of belonging at the school which was 11% higher than the state norm and replica schools.
2. Truancy levels are exceptionally low with only 5% of students indicating missing days, lateness or partial truancy. This is half of the state average.
3. 96% of students indicates that they do not get into trouble or are disruptive or inappropriate with their behaviour. This was above average for replica schools
4. Students indicated slightly above average that they felt teachers are responsive to their needs and encourage independence.
5. Likewise, students indicated a higher than state mean for a positive learning culture and expectations for success at school.
6. 81% of students had a medium to high level of optimism, feel hopeful and have positive expectations for the future. This was indicated as above average for replica schools.

Teachers

The 2019 Tell Them from Me teacher Survey was completed by 49 staff in October 2019. The survey provided extensive data on teacher opinions related to leadership, Parent involvement, Inclusive School, Technology, Teaching Strategies, Data informs Practice, Learning Culture and Collaboration. Some positive points from the survey included:

- 30% of staff agree or strongly agree that staff morale at the school is good.
- 68% of staff agree or strongly agree that the leadership team are leading improvement and change within the school.

- 74% of staff agree or strongly agree that the school has a strong strategic vision and values.

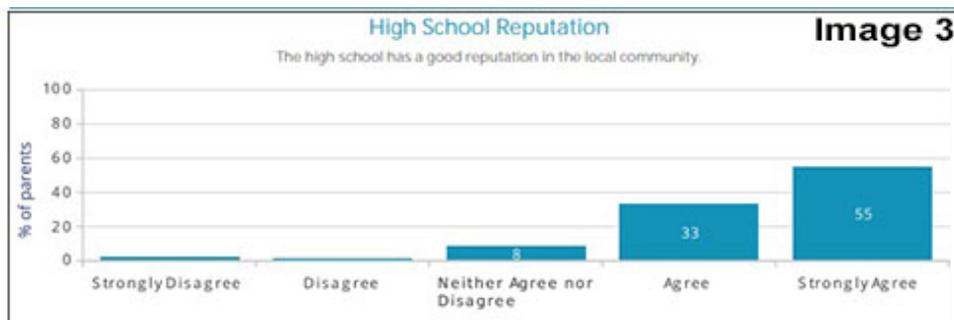
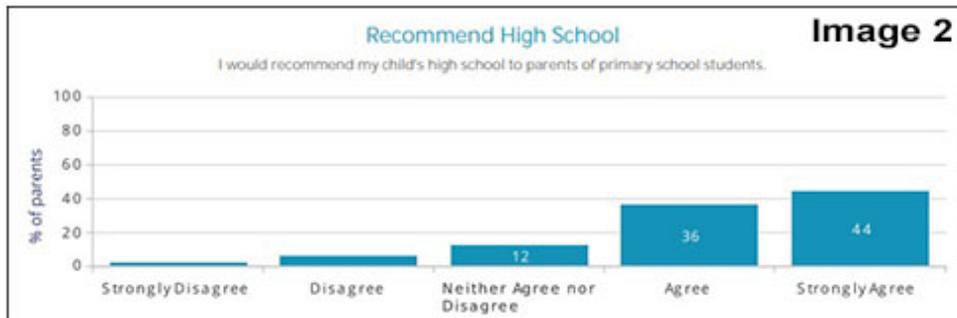
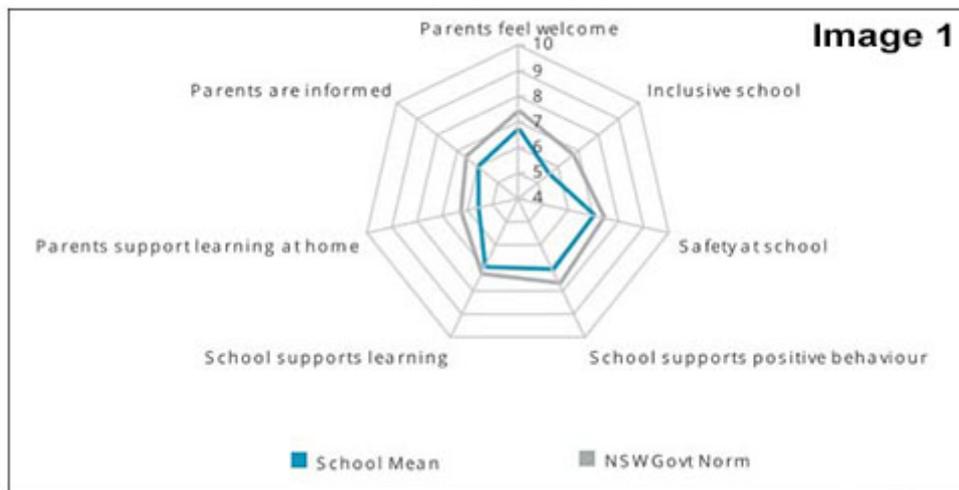
The survey also allowed staff to answer 2 open ended questions related to:

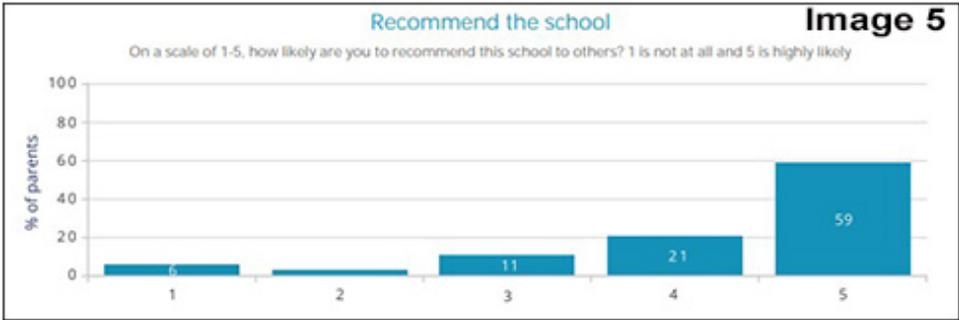
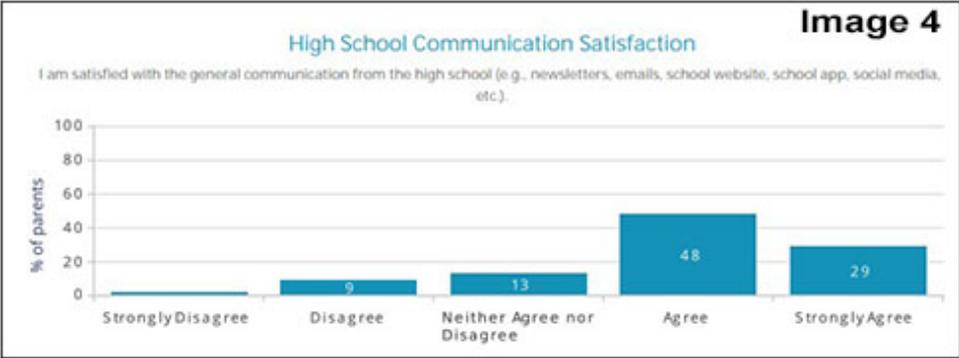
1. A change in their teaching practices in the last 12 months that had a positive impact on the way their students learnt in class
2. How they contributed to the school's vision of personal best through their practice.

Additionally, staff completed a '360-degree Reflection Tool' Principal Survey related to the leadership of David Deitz as Principal. The survey provided teacher feedback on the Principals strengths and weaknesses as well as areas for development and insights into the direction of future professional learning.

Furthermore, staff were involved in a survey analysis of the Deputy Principals leadership within the school and the sub exec of Head Teachers developed leadership surveys for their own teams to complete.

All in the all there were numerous occasions and means for staff to provide their thoughts, opinions and ideas in an anonymous manner to comment on their satisfaction with the leadership at all levels within the school.





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.