

2020 Annual Report

Smiths Hill High School



8542

Introduction

The Annual Report for 2020 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 continued its strong traditions of excellence and success in all fields of endeavour throughout 2020. Despite the global pandemic and associated challenges for all schools and their communities, students, parents and staff at our school came together in unity and support to ensure that student learning was maintained and students continued to experience success.

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 particular, the NAIDOC week and RUOK activities conducted in the latter half of 2020 were highly successful in bringing our school community together, acknowledging the importance of indigenous culture and the need to take care of one's wellbeing.

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. 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

Message from the school community

Our P&C involvement school community was quieter over 2020, obviously due to the pandemic. Despite this we got together remotely over Zoom, enjoyed student representation at our meetings (thanks especially Farzam Zaher) and eventually ended the year with a face to face get together at the Fraternity Club.

There we said goodbye to long-standing parent members of the executive, including former vice president Jodie Anastas, who is sorely missed for her many contributions during her 10 years of service.

Hamilton Wearing has taken up the role of president again, and we welcome new members at our meetings. We're attempting to offer hybrid face to face and remote meetings this coming year.

Message from the students

2020 what a year, and certainly one to remember. A year full of ups and down, of new challenges and yet amazing achievements for all. What really stood out to us was the way in which everybody came together and united as one to stand strong against the virus. It was truly inspirational.

With the constant changing of rules and guidelines, Smith's Hill High School's SRC were kept on their toes. Our captaincy started out relatively normal, yet we soon realised that this was not going to be an ordinary year for the leadership team. COVID-19 regulations had to be adhered to in all aspects of events we wished to run. We experienced this with the organisation of the famous Smith's Hill Festivus day. No more could we hold live acts in H-block, dodgeball in the MPU and activities in classrooms. Instead, it brought up an entirely new set of challenges - reorganising the layout of the day to suit restrictions. However, every single SRC member became involved, and as a team, we effectively planned a COVID safe SHHS festivus! That was, of course, until the day was rained out and we could not hold it.

However, this was only the start of our captaincy. We continued on, and began planning numerous other events. These included Smiths Hill's first every NAIDOC week (celebrating the diverse Indigenous culture within our wonderful school and the broader community) and RUOK week (encouraging students and parents to reach out to their friends and family who may be experiencing difficult personal issues). These events were spectacular successes, and we were amazed at the care and dedication shown by every single student in the school.

We now move onto our more recent events, where the SRC helped to spread the love throughout the school by holding its annual Valentines Day stall. This was a huge success, with the SRC completely selling out of all roses and chocolates on the final day. The SRC thoroughly enjoyed dressing up in red costumes, playing love-themed music and walking around the school, delivering roses to that special someone. Just recently, the SRC also held the World's Greatest Shave event to raise money for research towards blood cancer. We had a number of amazing participants who parted with their hair, and managed to raise nearly \$8000! It was a massive achievement for the school, and we are so proud of everybody who participated.

Now we move onto our future plans. We are currently in the process of organising the annual SHHS Soccer Day, and hope to make it even bigger and better than years before. Unfortunately, Soccer Day was cancelled last year due to the weather, and so we plan to make this an exciting event that we know all the students are looking forward to. Furthermore, the SRC are in the process of organising Smith's Hill's first ever Pride Month, where a variety of activities and events will be held throughout the month to support and raise awareness for the amazing LGBTQI+ students and culture in our school. We are also making a big effort to ensure that the NAIDOC week and RUOK week events organised for 2020 are continued in future years, as we truly believe they made a positive impact on the school.

As the Senior SRC Executive team, we are extremely proud of the way our school has responded to such an extraordinary year, and we are excited to see what the future holds for Smith's Hill High School! We would like to give a massive thank you to all the teachers and parents who have aided us throughout the year.

The Senior SRC Executive Team.

School vision

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 730 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing
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)
Due to COVID-19 there were many changes. Communication during 2020 did not diminish. Websites were enhanced to meet remote learning requirements and needs. Our whole school community felt they were a step ahead of every other school in the area.	

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

Evaluation	Funds Expended (Resources)
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 2021 Assemblies, Graduation & Presentation night becoming a more streamlined process. Will continue to use shared google docs to ensure that refinement continue to take place. 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)
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. COVID-19 put a hold most of the competitions.	

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>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 staff who needed technology support.</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>Leadership team have all evaluated their practice with either the whole school (Principal, Deputy Principals) or within their Faculty (Head Teachers) School Plans are in the process of development.</p> <p>Building capacity of Head Teachers.</p>	

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

Evaluation	Funds Expended (Resources)
<p>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.</p>	<p>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.</p>

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>Annual evaluation/summary:</p> <p>COVID-19 protocols has thwarted much of the work in this area.</p> <p>In Term 1, the SHHS SEAL Team try to organise and run the OP SHOP ball.</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>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

Participation in National Tree Planting day occurred on 1/8/2019 where 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 - The majority of respondents indicated that the day was beneficial and met their needs.</p> <p>2 - The majority of year 7 and 10 students indicated that the camp achieved the outcomes set out by these camps. Questions regarding the providers and activities were also answered very positively by all participants. Staff evaluations added valuable insight into the camp.</p> <p>The EnRICH program was interrupted by COVID-19 restrictions and therefore its delivery mechanism was significantly hindered and impacted. Yet students still reported benefits from received wellbeing programs and learning workshops through this model. Video conferencing and small group seminars with plentiful points for sharing and discussion meant greater pastoral care.</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 2021</p> <p>1 - There has been an increase in the number of year 12 students achieving awards, as noted at graduation.</p> <p>2 - 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 was cancelled due to COVID-19 and DET protocols.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$2869	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, time has also been allocated to support students outside of during HW hub and lunch times. 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	Staffing - \$43,754 Flexible - \$37,759	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 2020 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 effectively during COVID shut down through phone and online intervention with the students themselves and through consultation with families. Students have also been able to access regular workshops and targeted group intervention in the Learning Hub, which has addressed primary areas of need.
Socio-economic background	\$13,172	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	\$16,698	Last year three beginning teachers were provisioned supervisors through eTAMS to encourage and support them on their journey to proficiency. Last year all three of these teachers submitted their accreditation report and had it approved by the TAA. Supervisors and beginning teachers accessed funds allocated to them as beginning teachers to participate in collegial professional learning about the requirements of accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	412	410	416	401
Girls	331	318	314	327

Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.5	96.9	96.8	96.2
8	96	95.6	95.4	96.2
9	96.1	93.6	95.3	94.8
10	95.4	94.5	94.1	95
11	96.7	93.6	93.6	95
12	96.4	94.9	93.9	94.4
All Years	96.3	94.9	94.8	95.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	80.64
Other	0	99.26	8.87
Unknown	0	0	10.48

Year 12 students undertaking vocational or trade training

0.79% of Year 12 students at Smiths Hill High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

99.2% of all Year 12 students at Smiths Hill High School expected to complete Year 12 in 2020 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)	38.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,928,879
Revenue	8,326,422
Appropriation	8,105,265
Sale of Goods and Services	28,432
Grants and contributions	188,934
Investment income	3,791
Expenses	-8,482,730
Employee related	-7,269,419
Operating expenses	-1,213,311
Surplus / deficit for the year	-156,308
Closing Balance	1,772,571

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.

	2020 Approved SBA (\$)
Targeted Total	53,932
Equity Total	102,481
Equity - Aboriginal	4,928
Equity - Socio-economic	13,172
Equity - Language	2,869
Equity - Disability	81,512
Base Total	7,374,418
Base - Per Capita	175,496
Base - Location	0
Base - Other	7,198,922
Other Total	467,765
Grand Total	7,998,595

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

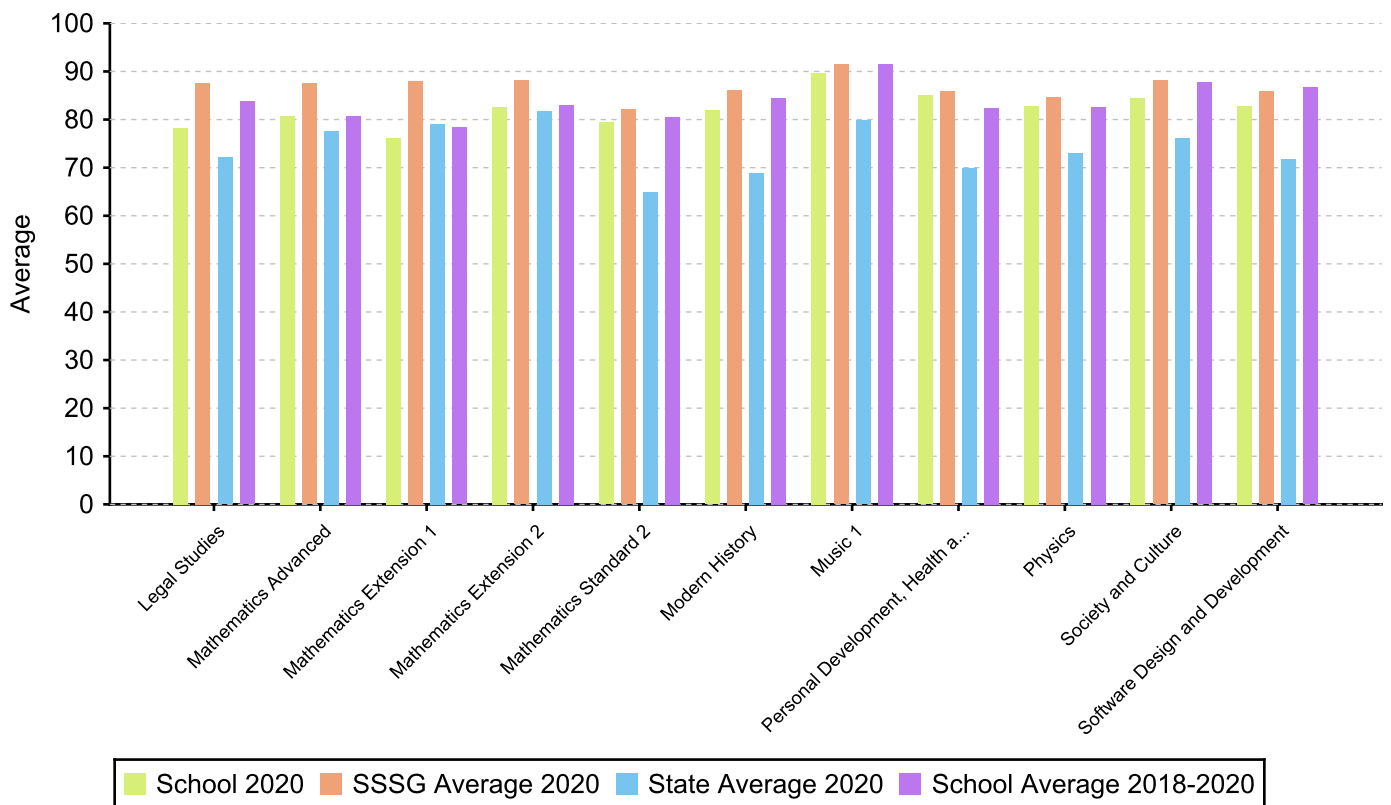
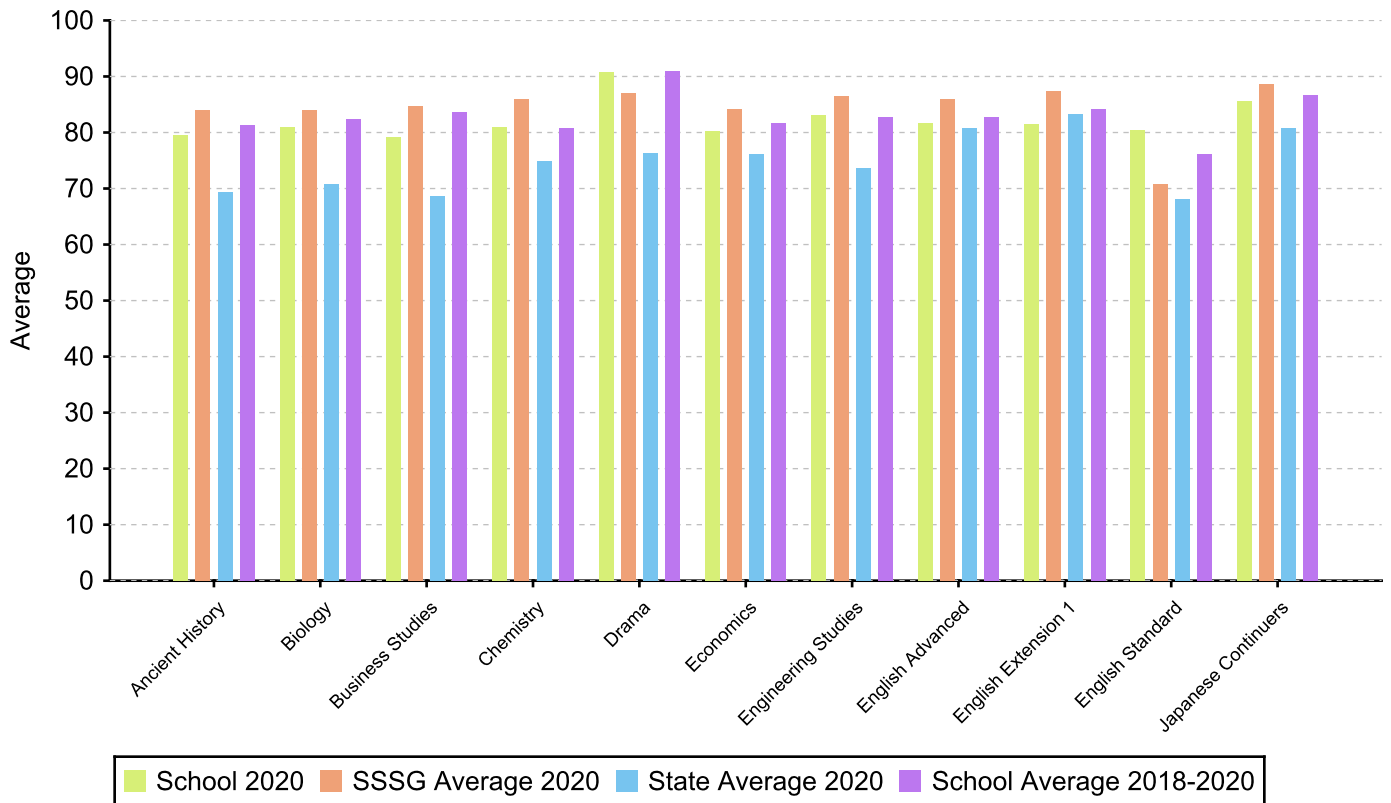
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	79.5	84.0	69.4	81.3
Biology	80.9	84.0	70.8	82.4
Business Studies	79.2	84.7	68.6	83.7
Chemistry	81.0	86.0	74.8	80.7
Drama	90.7	87.1	76.4	90.9
Economics	80.3	84.2	76.1	81.6
Engineering Studies	83.1	86.5	73.6	82.8
English Advanced	81.7	86.0	80.8	82.8
English Extension 1	81.5	87.4	83.4	84.2
English Standard	80.4	70.8	68.1	76.0
Japanese Continuers	85.5	88.7	80.8	86.6
Legal Studies	78.3	87.6	72.1	83.7
Mathematics Advanced	80.8	87.5	77.7	80.8
Mathematics Extension 1	76.2	88.0	79.1	78.3
Mathematics Extension 2	82.6	88.1	81.8	83.1
Mathematics Standard 2	79.4	82.1	64.9	80.5
Modern History	81.9	86.1	68.9	84.6
Music 1	89.7	91.4	79.8	91.5
Personal Development, Health and Physical Education	85.0	85.9	69.9	82.4
Physics	82.8	84.6	73.0	82.6
Society and Culture	84.5	88.1	76.2	87.7
Software Design and Development	82.8	85.8	71.8	86.7

Parent/caregiver, student, teacher satisfaction

Parents

Feedback from parents was attained using the 2020 *Tell Them from Me* Survey. 151 parents completed the survey between 14 August 2020 and 23 October 2020.

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 three categories the school mean matched the state mean, was lower in two categories and significantly higher than the state mean in one category as indicated in **Image 1**.

In terms of recommending the school to parents of primary school students 61% strongly agreed and 29% 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 96% 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, 86% of parents either agreed or strongly agreed that they were satisfied. **Image 4**.

Finally, in regards to **Recommending the School** to others 90% 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

In Smiths Hill High School, 517 students completed the *Tell Them From Me Survey* between 28 June 2020 and 01 July 2020, which included ten measures of student engagement alongside the five drivers of student outcomes.

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

1. 72% of students felt a positive sense of belonging at the school which was 6% higher than the NSW Government norms.
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. 95% of students indicated that they do not get into trouble or are disruptive or inappropriate with their behaviour. This was above average for replica schools.
4. 68% of students feel that they are appropriately intellectually challenged which is 26% above the state average.
5. Likewise, students indicated a higher than state mean for a positive learning culture and expectations for success at school.

Teachers

The 2020 *Tell Them from Me* teacher survey was completed by 17 respondents between 20 October 2020 and 23 October 2020. 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.
- 41% of staff agree or strongly agree that the leadership team are leading improvement and change within the school.
- 53% of staff agree or strongly agree that the leadership team clearly communicate their strategic vision and values within the school.

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 Principal's 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.

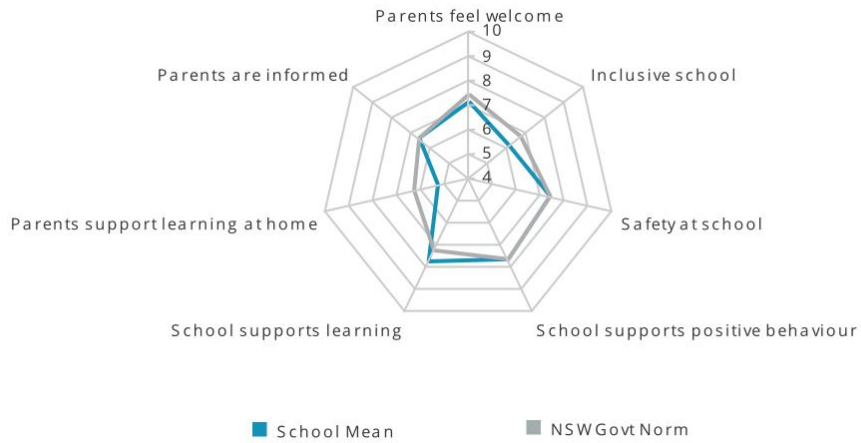


Image 1

Recommend High School

I would recommend my child's high school to parents of primary school students.

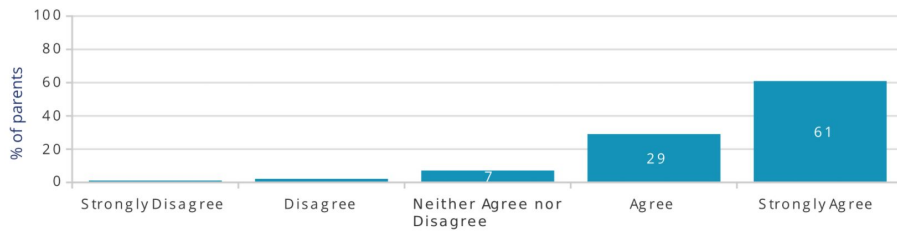


Image 2

High School Reputation

The high school has a good reputation in the local community.

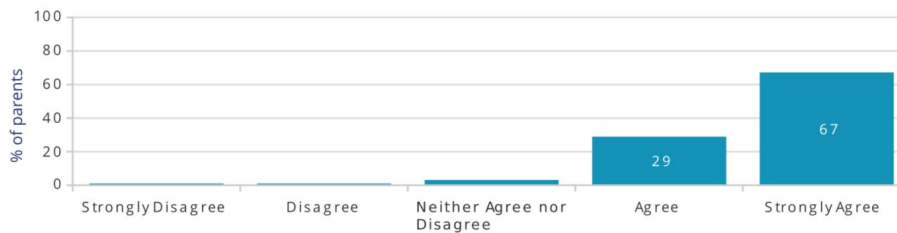


Image 3

High School Communication Satisfaction

I am satisfied with the general communication from the high school (e.g., newsletters, emails, school website, school app, social media, etc.).

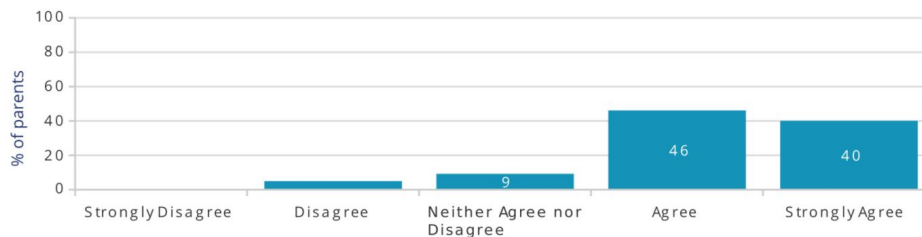


Image 4

Recommending SHHS to others

On a scale of 1-5, how likely are you to recommend this school to others? 1 is not at all and 5 is highly likely

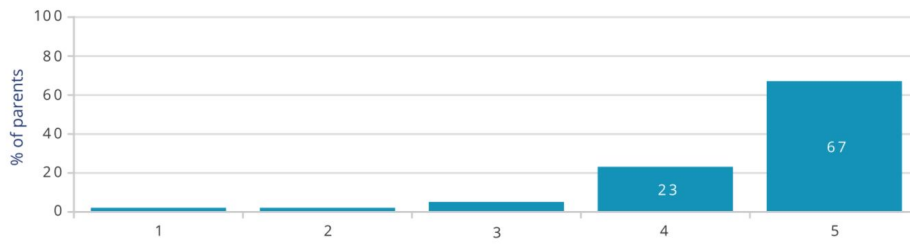


Image 5

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.