

2021 Annual Report

Smiths Hill High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 2021. 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. 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.

I am extremely proud 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. I would also like to thank and acknowledge the 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 such an honour and a privilege.

David C. Deitz - Principal

School vision

In our compassionate and caring school community, we value a love of learning and achieving personal best. We endeavour to offer a broad range of experiences in diverse and harmonious environments that challenge and engage students. To enhance literacy and numeracy skills and deepen understanding, we use explicit and differentiated learning strategies. We are committed to high expectations, excellence and integrity for all of our students and staff, underpinned by mutual respect, inclusivity and a desire to continuously learn and improve each year.

School context

Smith's Hill High School is an academically selective school situated in central Wollongong. It has an enrolment of 734 students drawn from a broad geographical area. Students with a language background other than English make up 34% of the student population with Indigenous students making up 1%.

Smith's Hill HS supports every student to achieve their educational potential, through talent development opportunities, and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

The school fosters a safe, nurturing and harmonious environment where diversity is embraced and celebrated; where students experience a flexible, challenging and relevant learning environment. This includes facilitating social justice clubs and the development of student attitudes and values which promote endeavour, respect, integrity, compassion, harmony, self-regulation, citizenship and leadership.

Smith's Hill High School has dedicated and passionate staff, caring and engaged parents and motivated students with a genuine love of learning. The school's curriculum provides a broad range of subject choices and extracurricular opportunities in all stages and a variety of learning pathways. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This professional learning will ensure that student growth and attainment, and both literacy and numeracy levels can be enhanced through improved use of data, to support differentiated learning.

Our school regularly welcomes and addresses feedback on school performance from its broader school community. Through collaborative leadership, the school is committed to improvement and change becoming a collective rather than an individual responsibility. Our School Council, SRC and P&C bodies are active and effective in collaborative decision making with the learning community including students, parents and staff. We are committed to connecting with community and have fostered strong partnerships with universities, charity and community groups, and our sister schools across the world.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with the whole school community and endorsed by the School Council.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- HSC attainment
- NAPLAN

Resources allocated to this strategic direction

Professional learning: \$36,000.00

Low level adjustment for disability: \$82,605.88

Per capita: \$94,414.89

Socio-economic background: \$11,825.31

Aboriginal background: \$2,500.00

Integration funding support: \$69,756.00

Summary of progress

Faculties across Smith's Hill High School collaboratively analysed external and internal data reflectively in order to adapt and improve practice that would result in student growth and attainment. In English, student reflections, google forms, unit and lesson reviews, program evaluations, registrations, realisation of PDP goals, support from LST's and classroom observations all contribute to teachers' self-evaluation of their effectiveness and all for adaptations to their practice through reflection and use of student assessment data to inform teaching. Systematic approaches enabling teachers to collaborate regularly and more closely while employing reflection and development strategies has begun though further work in this area will inform the English Faculty Plan in 2022. A more sustained and rigorous approach to analysing Naplan data area for attention is needed in English. In HSIE, internal data from assessment results and HSC (2021) were analysed with staff assessing each HSC question and response. Understanding students strengths and areas of improvement eg, multiple choice - are students reading the whole question or reading part of the question which impacted how they answered Multiple Choice. Discussions and strategies were initiated to introduce multiple choice in earlier stages to assist student skills in this area. The faculty endeavours to conduct continuous assessment of student growth during formative and summative tasks, identifying areas eg comprehension, writing, language for student improvement in future tasks. Registers were reviewed, and teaching pedagogy developed in analysing methods and platforms employed to teach skills eg how to write a short (8-12 marks) or extended response (25 marks). The development of more challenging tasks during online learning as in class instruction/observation was limited - where gaps were easily identified than through online learning. In future, the focus will be on embedding robust skills components in Stage 4 and Stage 5 programs eg, reading widely for increased exposure to language/terminology/concepts, structure of responses to include evidence/sources/examples. Staff have undertaken the teaching of skills and value adding through the provision of explicit scaffolds for students and identifying features of a short/extended response and deconstructing a HSC Band 6 response. An area to consider for HSIE is to access Naplan results to identify students/data in junior school to further support students eg identify initiatives/strategies (eg differentiation of reading material) for students. Surveys and student feedback has been collected by some teachers and used in the future planning of lessons or consideration in the changing of topics to be studied (eg HSC). Staff have also had HPGE training and have an in-faculty expert to help guide staff.

The Languages faculty used raw HSC data and internal assessment marks of HSC cohorts from previous years to identify strengths (Speaking, Writing) and areas for improvement (Reading and Responding, Listening and Responding). This led to a focus on developing and refining students' text comprehension skills in Stage 6 (dictionary skills workshops, Reading and Reading/Listening and Responding workshops, question guide with sample questions and answers, access to detailed and clear marking criteria for HSC questions). The Languages faculty have also begun introducing text types and HSC-style comprehension questions in regular formative assessments for Stages 4 and 5. Their next step is identifying a way to gather meaningful data other than HSC data and effectively track growth in cohorts over time, as our HSC cohorts are small and vary greatly each year. Additionally, to add to their understanding of the DET HPGE policy, staff undertook the 5 hour online training on HPGE practices and attended online training from the Statewide Staffroom. This has built staff confidence in the lessons delivered and encouraged staff to continue to differentiate in the classroom. The Science faculty has a culture of longitudinal HSC data analysis. This analysis is in terms of trends in averages, band analysis and z-score comparison to other faculties. In 2021 this was enriched to include analysis of individual question to identify strengths and weaknesses in responses in the context of syllabus modules, mark distribution and the marking criteria. The result of this analysis was change to the delivery of learning in timing, depth taught, examples emphasised

and working scientifically skills taught in different modules. This process also lead to professional learning leadership at both CNI and SHHS executive levels.

The combined PDHPE, Music and Visual Art faculty used HSC data to formulate improvements to explicit and purposeful teaching practice. This led to teachers researching, investigating and creating teaching spaces and resources. For PDHPE this involved collegial discussion and the creation of explicit teaching of statistics and trend data. The faculty backward mapped a Year 10 assessment task, and embedded explicit teaching strategies into programs. Future progress measures have been made through further evaluation of 2021 HSC data has emphasised a focal point on trend data. Visual Art completed the senior workshop studio and monitored time spent utilising the studio. The impact of this was increased time spent on formative feedback strategies. HSC Data analysis demonstrated continual excellence in achieving top Band 5 and Band 6 HSC results. Across Stage 6 TAS courses, it is evident that explicit and engaging teaching practice is effective with many identified areas of high academic achievement and also some specific areas for growth. RAP data, formal assessment data, informal assessment data via LMS are all instruments for analysing student learning across the TAS faculty. The annual review of RAP data using excel to organise data and flag key areas for concern by comparing SHHS students to state means against specific content areas and outcomes is our faculty process with identified areas for improvement noted in teaching and learning programs across all courses. A review of specific student responses in both formal and informal tasks occurs to identify outcomes and areas of content that require deeper focus for future students (or process of response). Tasks in the TAS faculty are specifically aligned to outcomes and course content to support the development of skills relating to course outcomes. Some adjustments have been made to further structure and align course skills and examination-based skills. This has been done through both modification of assessment and scheduling of lessons to directly address written responses to examination questions.

Professional learning for all staff was initiated in Semester 1. This professional learning addressed various models of differentiation for HPGE with staff reflecting on how we do and how we can implement aspects of these models in our classroom teaching. From here these will be a future focus on implementing streamlined processes for the implementation of structured differentiation. Surveys are implemented at the end of each course (semester in junior years) to gauge student feedback which is used in the reflective and evaluative process of course implementation and future course programming. There is intention to create a standard faculty proforma for this to scaffold the process for staff. In consultation with 2021 Year 11 and Year 12 TAS students, P5 exam question focus will continue into 2022 as Year 12 students identified that this helped them feel better prepared for the HSC examination reducing some anxiety about the HSC and enabling regular informal assessment and feedback for all students. Evidence can be found in: RAP analysis - Evaluation - course/assessment Modification, programs that indicate alignment of outcomes & scheduling of P5 exam question focus, HPGE PL staff workbook reflective practice against model, student course surveys and staff course evaluations. Teachers were surveyed on how they access student assessment data both internal and external., how they analyze the data and what is purpose of collecting the data. ACER/ NAPLAN/RAP/VALID data was analysed to identify and track students achievements, underachievements and talent development areas. The use of communication tools to share this data and analysis with all staff is required in 2022 to further support faculties in their teaching and learning programs to meet the needs of all learners through differentiation. Furthermore, Sentral data reports to track qualitative and quantitative data is an area of investigation, and could be implemented as early identification and underachievement in specific learning areas and targeted goals. The Head Teachers Teaching and Learning sought staff feedback - used in evaluation and further planning and development of professional learning priorities and improved models for individualised learning in communities. Students feedback was sought by the Deputy Principal - surveying and focus groups for evaluative practice of teaching and learning programs including assessment.

In NAPLAN Reading, a number of promotional materials have been distributed by the library about the benefits of reading, further research on students understanding of this needs to be undertaken. Prior to the pandemic a small sample of EnRICH classes showed that 93% or more of students brought their own reading material each EnRICH session. Evaluations of reading promotions programs by students showed that the majority of students found these programs to be engaging. Further evaluation of the reading programs, the collection of baseline and evaluative data is planned for 2022. Student circulation figures in 2021 jumped by 145%, this included the remote online period where students accessed the electronic collection. These figures do not account for the other places students may access reading materials. Annotation of library promotions and reading circulation results were published and enacted upon.

Did student feedback indicate they were less anxious about mathematics as a consequence of the pilot program ? Did teachers find the strategies useful ? Did outcomes for students improve ? A literature review of potential strategies was undertaken. These strategies were applied by the Learning Support Team during their work with students. As a result of these strategies, and the use of low stakes tasks, students involved with the team demonstrated greater confidence in Mathematics.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<ul style="list-style-type: none"> • Improvement in the percentage of HSC course results in top two bands to the lower bound target 68% or above. • Improvement in the percentage of HSC course results in top three bands to the lower bound target 85% or above. 	<p>Overall, there has been achievement in the top two HSC bands of 70.2% and in the top three HSC bands of 94.4%. These results are slightly below the lower bound targets, with the top three bands significantly meeting progress measures and the top two bands slightly above the range for the 2021 target. There were 171 Band 6s achieved through the HSC examinations process after omissions and absences were extracted, and 321 students achieved Band 5s. Clearly, many subjects achieved significant improvement in the top bands for the HSC. Some stand out improvements for the top two bands were in Ancient History, Modern History, Legal Studies, Economics, French Continuers and German Continuers.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top 2 bands in reading to the lower bound target of 85% or above. • Improvement in the percentage of students achieving in the top 2 bands in numeracy to the lower bound target of 86% or above. 	<p>Overall, 93.6% of students achieving in the top 2 bands in reading (to the lower bound target of 85%) and 92.1% of students achieving in the top 2 bands in numeracy (to the lower bound target of 86%)</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in reading to the lower bound target of 63% or above. • Improvement in the percentage of students achieving expected growth in numeracy to the lower bound target of 60% or above 	<p>Overall, 66% of students achieved expected growth in Numeracy for Years 7 and Year 9 NAPLAN combined. Similarly, 66% of students achieved expected growth in Reading for Years 7 and 9 combined. In both sets of data, the growth for Year 7 students was significantly higher with Numeracy at 75% and Reading at 74%. Greater improvement needs to occur from Year 7 to Year 9 for students through whole school targeted strategies.</p> <p>NOTE: There is large uncertainty around the ability estimates for extremely high performing students. Students with extremely high results in the base year may be reported as having negative growth. Growth scores for these students are less meaningful and should be interpreted with extreme caution. A key benefit of transitioning to NAPLAN Online is that the growth scores for these students will be much more precise and accurate than those currently reported.</p>

Strategic Direction 2: Student wellbeing

Purpose

To nurture supportive, respectful and caring relationships across the community fostering connectedness and building the capacity of students to enhance their wellbeing and self-worth for sustainable lifelong success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Students

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$19,168.80

Per capita: \$40,000.00

Professional learning: \$10,141.59

Integration funding support: \$25,000.00

Summary of progress

Staff are regularly informed about students' wellbeing through communication from staff meetings, email updates (and regular updates from Yr 10 YA). Staff worked with Learning Support to assist in the differentiation of work for Yr 8 students, and high needs students from Years 7-12. This included a Year 12 student -who required differentiation of tasks in HSIE to help reduce anxiety - rather than reading she accessed a documentary with specific questions relating to syllabus dot points and a review with the teacher. The English Faculty engages in clearly established protocols in their faculty. These include regulated assessment practices, scaffolded assignments to support different learning needs, explicitly teaching study skills and strategies, effectively using student IEPs and NCCD to support learning, communicating with the Head Teacher Wellbeing, Year Advisers, Learning Support Teachers, Senior Executives and family, contributing and reading student information found on Sentral, and contributing and revising the student Wellbeing document. The Languages teachers regularly referred to the list of Students of Concern/Wellbeing Roundup, emails regarding IEPs, Disability Provisions, Time Out Cards and Executive Meeting minutes for information on student wellbeing and processes to support them at school. This was particularly evident during remote learning, as staff carefully checked expectations prior to contacting students about absences or non-completion of work. Teachers also followed guidelines listed in IEPs and HSC Disability Provisions on Sentral and collaborated with the Wellbeing team prior to issuing assessments to support student wellbeing and learning outcomes. Teachers worked with the Learning Support team during remote learning to develop appropriate Disability Provisions for students - i.e. 10 minutes of additional writing time and supervised rest breaks over Zoom. The Languages faculty communicated closely with the Wellbeing unit to support students with their Preliminary HSC French tasks by modifying assessment tasks and offering small group supervision and rest breaks.

Historically, students have exhibited some anxiety about the HSC examinations and how to appropriately answer questions in each course context. Data has been obtained by discussing approaches to study and examination preparation with students. Unaware of whole school resources - however, the TAS faculty took the approach of using period 5 lessons in Year 11 and Year 12 to specifically target HSC examination readiness in each course. Students were able to access formal time to practise and receive feedback on responding to HSC examination-style questions and develop a glossary of course specific terms. Further to this, specific scaffolds and strategies could be demonstrated and implemented for students to use. Evidence can be found in LMS Moodle and the fortnightly structure of timetabled Period 5 lessons. In the Mathematics faculty, low stakes testing involves the frequent use of evaluation instruments that have little impact on a student's course grade. The key element of low stakes testing is that students be given the opportunity to try, make mistakes, and to learn from those mistakes with little or no penalty. This method was brought in across all classes in an attempt to reduce Mathematics Anxiety amongst students. Students were given regular (daily, weekly, fortnightly) quizzes across most classes. Both subject specific and mixed quizzes were given based on teacher observation of student work and/or questions asked by students. Quizzes contain approximately 5 or 6 questions. Students were surveyed to determine the impact of Low Stakes Testing in reducing their Mathematics Anxiety, with approx. 80% of students reporting that they felt at least some level of Mathematics Anxiety. Approx. 72% felt that at least some positive impact on their Mathematics Anxiety and at least 56% saying they would like it to continue Low Stakes testing into 2022.

Professional learning on working with students through positive psychology programs occurred in Term 1. This professional learning was aimed at supporting staff to deliver the 'Bite Back' program during EnRICH. Teachers reported they felt confident to deliver the program, and program delivery occurred late in Term 1 and early Term 2. Note that due

to the remote online learning, evaluation has been carried over until 2022. Further professional learning is planned in supporting students with wellbeing needs in the classrooms for SDD One 2022, and also further professional learning in Biteback and Headstrong for delivery for 2022, and in MHFA for 2023. The TAS Faculty designed, developed and delivered guided professional learning across a range of identified models. The Williams, Kaplan and Maker Models resonated most strongly across the TAS faculty as a whole. With support from the Head Teachers Teaching and Learning, the TAS staff were able to consolidate and strengthen their understanding that many of their teaching and learning practices and classroom activities are reflective of the theories of the HPGE strategies suggested.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Improvement in the percentage of student attendance to the lower bound target 90% or above. 	<p>The number of students attending greater than 90% of the time or more has decreased by 1.19% over the past two years.</p>
<ul style="list-style-type: none"> Improvement in the percentage of students reporting positive wellbeing outcomes in "Tell Them From Me" surveys (combined results relating to 'Sense of belonging', 'Expectations for Success' & 'Advocacy at School') to the lower bound target of 73% or above. SEF assessment indicates improvement in SEF theme Student Engagement (learning, assessment) from sustaining and growing (S&G) to excelling. 	<p>In a year of disrupted student learning due to COVID, our Tell Them From Me student wellbeing results were at our lower bound target of 73.03% (down from 76% in 2020). Advocacy at school is an area that we have identified for reflection and further analysis to ensure students are provided with encouragement and have a staff member who they can turn to for advice.</p> <p>2021 SEF assessment indicates improvement in SEF theme Student Engagement (learning, assessment) from sustaining and growing (S&G) to excelling.</p>

Purpose

To build a collaborative culture of continuous and measurable whole school educational improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning
- Collaborative Leadership

Resources allocated to this strategic direction

Per capita: \$45,000.00

Professional learning: \$15,000.00

Aboriginal background: \$2,551.64

School support allocation (principal support): \$37,308.01

Integration funding support: \$24,820.00

Summary of progress

All HSIE staff completed the HPGE course, with the faculty seeking to embed explicit teaching, organisation and completing learning programs identifying HPGE components. Staff were also proactive in sharing strategies regarding specific students with IEPs - strategies that promoted a positive learning environment between teacher and student and ideas on differentiation of activities. All Languages faculty members completed the 5-hour High Potential and Gifted Education Policy online course and attended the Languages State-Wide Staffroom Webinar on 'Differentiation for HPGE students', which enabled them to clarify and extend their understanding of the HPGE policy, as well as effectively identify ways in which they supported and challenged HPGE languages learners, i.e. explicit teaching, formative assessment, choice boards. This led the faculty to implement embedding HPGE strategies in their 2021 teaching and learning programs. Adjustments were also made in light of learner needs based on their IEPs. In Mathematics, group work permits students to develop a range of critical thinking, analytical and communication skills; effective teamwork; appreciation and respect for other views, techniques and problem-solving methods, all of which promote active learning and enhanced student learning. The faculty goal was to expose students to a group work / practical activity once each semester. Students were surveyed to determine the impact of group or practical work on their understanding of the content they were learning in class. Due to the disjointed year, only approximately one third of students reported doing this type of activity in class. Of those, almost 100% of students enjoyed the activity and felt that it improved their understanding of content. Furthermore, approximately 94% of students stated they would either like to or be happy to partake in this kind of activity again. The Science faculty's collaboration and mutual support in developing pedagogy, programming and assessment has always been dynamic and critically analysed teacher practice. The evolution of this has leveraged both Microsoft Teams for professional faculty dialogue, with channels for stages and courses, and Google Classroom to hone resources and communication between teachers and students. This process in 2021 has made the digital environment transparent and using a "shared teacher" promotes improved collaboration. The PDHPE faculty collaborated in sharing best practice and explicit teaching of teaching trend data and implied background knowledge of what is happening in the trend data being presented. Current 2021 RAP tells them that this still needs to be a focal point as students did not achieve their best results in questions focusing on this data, this continued in short answer questions related to the data. This followed with the PDHPE faculty introducing explicit teaching of interpreting trend data into all 7-10 year groups in at least one unit of work. Additional professional learning will need to be introduced to new PDHPE teachers. The Visual Arts faculty demonstrated success across the creation and implementation of the HSC workshop art space. Continued upgrades to these spaces are still needed. Professional learning in student feedback and HSC marking continued online and through Microsoft Teams. The increase in time spent completing BOW had impact on increased time in providing feedback during lesson time. With the increase in student numbers over both Year 11 and Year 12, further impact will be evident in 2022. Music have not completed professional learning in the area of composition, however, all music staff completed training in remote COVID HSC marking. This increased teacher knowledge and understanding of the process. Progressing into 2022, a space has been cleared, quotes have been collated and ordering of equipment to fit out a recording studio is in progress. The impact of this space was that it clearly gave students a place to work and collaborate in the MPAC area. This allowed the teacher to provide more explicit feedback to small groups working in isolated spaces. It also allowed staff to comply with COVID rules and policies. Professional learning in TAS was provided to staff in the context of a reflective process, "what do we do? and how does this fit into teaching and learning models". From this staff were to focus on the explicit teaching of technical skills relevant for studies in TAS and into tertiary education and the workforce. These skills included the use of various CAD software applications and the processes involved with analysing problems to design solutions. Students in junior school are now developing technical skills and having greater exposure to technical problem-solving processes, thus should be able to

develop this through years rather than simply begin the development in senior school. The development of explicit teaching practice and technical skills has only been possible through consistent collaboration between staff to develop teachers' skills, explore possibilities and develop strategies and activities to develop certain skills. Where IEPs are present, adjustments are being made to support students in their learning and through their formal assessment tasks. Strategies were implemented and resources developed for students with IEPs and these initiatives have also been utilised for students who are exhibiting difficulty accessing outcomes that do not currently have an IEP. An adjustment to the Technology Mandatory-Materials Technology project was implemented to incorporate 'Acknowledgement of Country' into the context of the project. This was implemented in Semester 2 (remote learning) and there is evidence in LMS Moodle to indicate the positive impact of this initiative. Other intended adjustments to learning spaces in the Design and Engineering spaces are still in development. Evidence can be found in: HPGE teacher workbook, Illustrator products, Engineering worksheets, Adjustments made for IEP students ,design brief for basketball project with Indigenous perspective. All faculties except Music/Languages were represented in the HPGE team. Staff members of the HPGE team embarked on additional training for members to allow them to participate in planning professional learning designed to expand the teaching staff's capacity to educate students with high potential. Training on research evaluation and reading was implemented for Teaching and Learning Team, Term 2, 2021. The Head Teachers Teaching and Learning communicated to faculties best practice and assisted/led training and work in the area of differentiation and talent development. Teachers within faculties received HPGE professional learning run by team leaders.

The English faculty, represented by relieving Head Teachers Teaching and Learning, assisted in developing and leading professional learning centred on the foundations for embedding program evaluation in relation to HPGE. Additionally, a registration system was trialed in a sustainable manner in Term 2 of 2021 with some success. Continuation of this practice was made difficult due to COVID and moving into the remote setting. The HSIE faculty is supported and has representation by a faculty member, who is easily accessible and familiar with most subjects in the KLA. Staff are already familiar with and included Bloom's and William's models in classrooms and integrated in their assessment tasks. SDD 2 in 2021 provided the opportunity to further discuss and analyse assessment tasks for Stage 6, identifying HPGE components. In the HSIE faculty, staff identified planning, more professional learning in pairs and groups for subject specific areas to consolidate, discuss ideas that would be useful in their pedagogy and differentiation of tasks. The Languages Faculty was initially represented on the HPGE team, however, after minimal success in finding research that particularly aligned with Languages, it was decided that staff would undertake DET online Professional Learning in lieu of representation. Languages staff were already successfully implementing many of the William's and Maker model strategies. This was further strengthened through the training where staff realised many of the activities they do in class are part of the HPGE strategies suggested. The TAS faculty designed, developed and delivered guided professional learning across a range of identified Models. The Williams, Kaplan and Maker models resonated most strongly across the TAS faculty as a whole. With support from the Head Teachers Teaching and Learning, and leadership within the faculty, the TAS staff were able to consolidate and strengthen their understanding of their teaching and learning practices and classroom activities which are reflective of the theories of the HPGE strategies suggested. TAS staff have demonstrated shared efficacy towards teaching and learning that is underpinned by the sequential development of identified skills across the stages. Throughout 2021, TAS staff implemented learning activities that were rigorous and challenging including but not limited to the use of Illustrator, OnShape and Fusion 360 to drive technology and improve learning outcomes for all students. Personal PDP's demonstrate clear links to the faculty plan, with all members of the faculty having more than one goal directly linked to the faculty plan, and the measures in this area.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> 80% of teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice, including the professional learning needs of each teacher within their faculty. 	<p>All faculties across the school are participating and engaging in collaborative professional learning that seeks to improve teaching and learning in the classroom. At least 90% of teachers were involved in the progression of observations of classroom teaching practice, feedback and implementation of improvement strategies. A more targeted survey will need to be utilised in 2022 in order to ascertain and measure engagement rather than administrative participation.</p>
<ul style="list-style-type: none"> 80% of teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development 	<p>This measure formed part of discussion during PDP meetings. Superficially, the school met its target of at least 80% of staff striving to improve their performance and being successful in a number of their goals. Evidence pertaining to the achievement of these individual, faculty and school goals</p>

and efforts to continuously monitor improvement.

were referenced and cited in teacher reports.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$119,576.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Smiths Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC attainment • Attendance • Collaborative Leadership <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers (Aspect) for the implementation of strategy to support differentiation. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Teacher release was provided for staff to work with ASPECT to deepen their knowledge and understanding of strategies to differentiate for students on the spectrum. This resulted in staff making changes to classroom practice and assessment tasks. Improved differentiation enabled students to achieve their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: identify opportunities for further work with ASPECT to enhance teachers understanding of differentiation; restructuring of learning and support within the school to better reflect the integrated nature of learning support and wellbeing; regular review of target students goals to ensure the use of funding is meeting these needs.</p>
<p>Socio-economic background</p> <p>\$11,825.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Smiths Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • employment of additional staff (TSO) to support program implementation and resource provision for all students <p>The allocation of this funding has resulted in: Students having greater and more equitable access to technology resources, access to resources for students who do not have access through library lap top loan program. Students having access to programs and resources through provision to all students.</p>

<p>Socio-economic background</p> <p>\$11,825.31</p>	<p>After evaluation, the next steps to support our students with this funding will be: On reflection, the most equitable use of these funds will be the continuation of funding the TSO, and the continued support of students who need access to resources and programs.</p>
<p>Aboriginal background</p> <p>\$5,051.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Smiths Hill High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC attainment • Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement with external professionals to promote culture, build a sense of community and connectedness of indigenous students. <p>The allocation of this funding has resulted in: An increase in confidence of indigenous students to publicly acknowledge their heritage through participation in school events eg. ceremonies and doing authentic Acknowledgement of Country. An increased understanding of Aboriginal perspectives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further collaboration with external professionals in developing facilities and professional learning that support pedagogy to increase knowledge and understanding of indigenous culture.</p>
<p>Low level adjustment for disability</p> <p>\$82,605.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Smiths Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students with Special Provisions, in particular senior students. <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Restructure changes to learning support to better reflect an integrated approach and further expand the impact of the learning support team. Further collaboration with staff/ faculties in the development of resources to support differentiation, meet the needs of underachievers and improve</p>

<p>Low level adjustment for disability</p> <p>\$82,605.88</p>	<p>capabilities to meet literacy and numeracy.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Smiths Hill High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted wellbeing program in conjunction with an external provider aimed at young women thought to be at risk <p>The allocation of this funding has resulted in: an increase in student engagement and increased rates of attendance in the targeted group.</p> <p>After evaluation, the next steps to support our students with this funding will be: providing release to further evaluate this program and develop a program to further target these students.</p>
<p>COVID ILSP</p> <p>\$44,124.96</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Numeracy - Analysis showed that small group tuition engaged 37 students. With all of these students showing improvement in at least one of at least one of the assessed outcomes.</p> <p>Literacy - Small group tuition impacted a total of 27 students. Students all showed improvement in multiple outcomes being assessed.</p> <p>Focus group information taken with these students showed high levels of enjoyment in the small group learning activities. Students indicated that they felt they benefited from this type of learning, and that they have experienced increased confidence in the target area.</p> <p>After evaluation, the next steps to support our students with this funding will be: Literacy support through small group tuition and continued work with English faculty to align work with the curriculum and build sustainability. Ongoing numeracy tuition.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	410	416	401	399
Girls	318	314	327	326

Student attendance profile

School				
Year	2018	2019	2020	2021
7	96.9	96.8	96.2	95.1
8	95.6	95.4	96.2	94.5
9	93.6	95.3	94.8	94.5
10	94.5	94.1	95	92.1
11	93.6	93.6	95	92.2
12	94.9	93.9	94.4	91.3
All Years	94.9	94.8	95.3	93.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0
Employment	0	0	0.8
TAFE entry	0	0	0.8
University Entry	N/A	N/A	44
Other	N/A	N/A	0.8
Unknown	N/A	N/A	53

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Smiths Hill High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Smiths Hill High School expected to complete Year 12 in 2021 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)	38.7
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,772,571
Revenue	8,816,556
Appropriation	8,515,535
Sale of Goods and Services	11,807
Grants and contributions	288,089
Investment income	1,125
Expenses	-8,975,824
Employee related	-7,560,631
Operating expenses	-1,415,193
Surplus / deficit for the year	-159,269
Closing Balance	1,613,303

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.

	2021 SBAR Adjustments (\$)
Targeted Total	119,576
Equity Total	99,483
Equity - Aboriginal	5,052
Equity - Socio-economic	11,825
Equity - Language	0
Equity - Disability	82,606
Base Total	7,523,217
Base - Per Capita	179,415
Base - Location	0
Base - Other	7,343,802
Other Total	539,285
Grand Total	8,281,561

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.

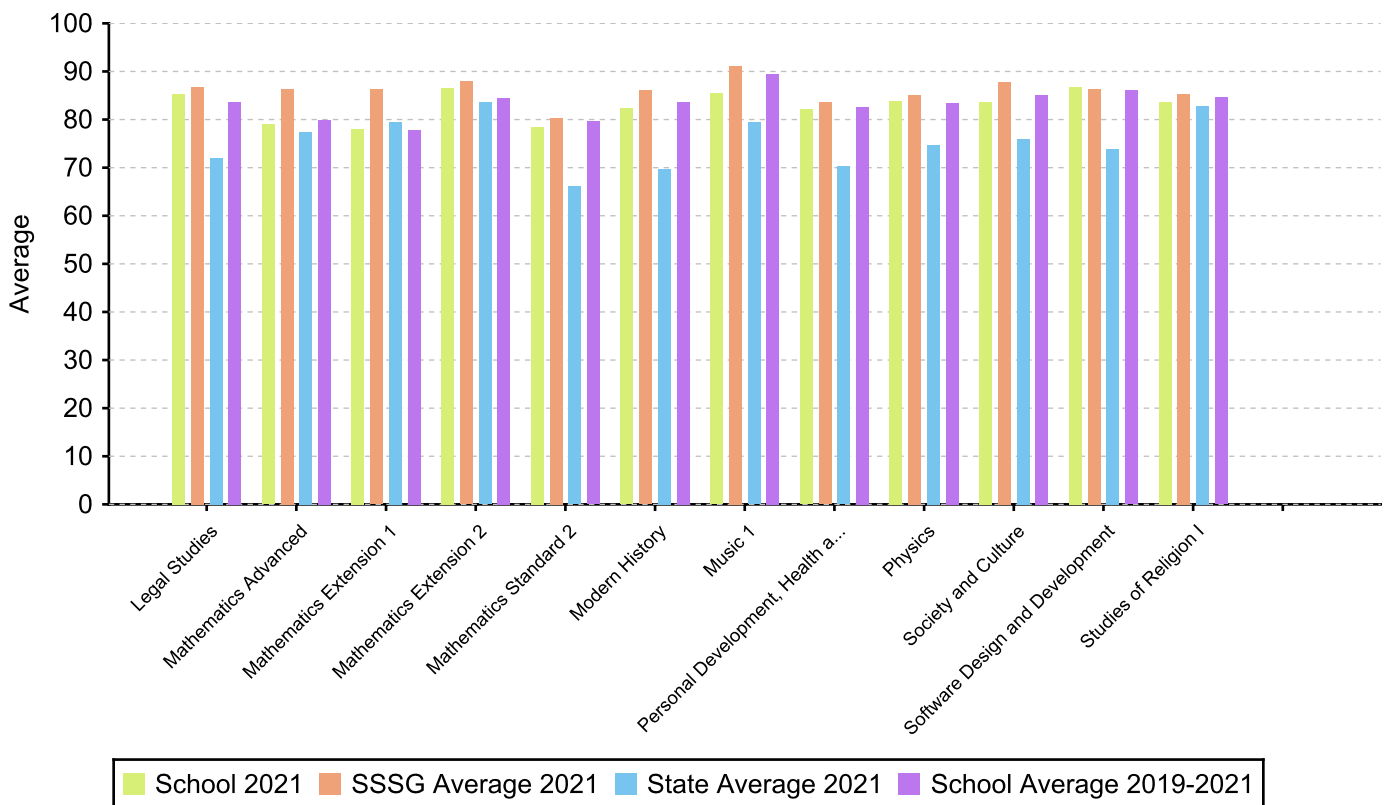
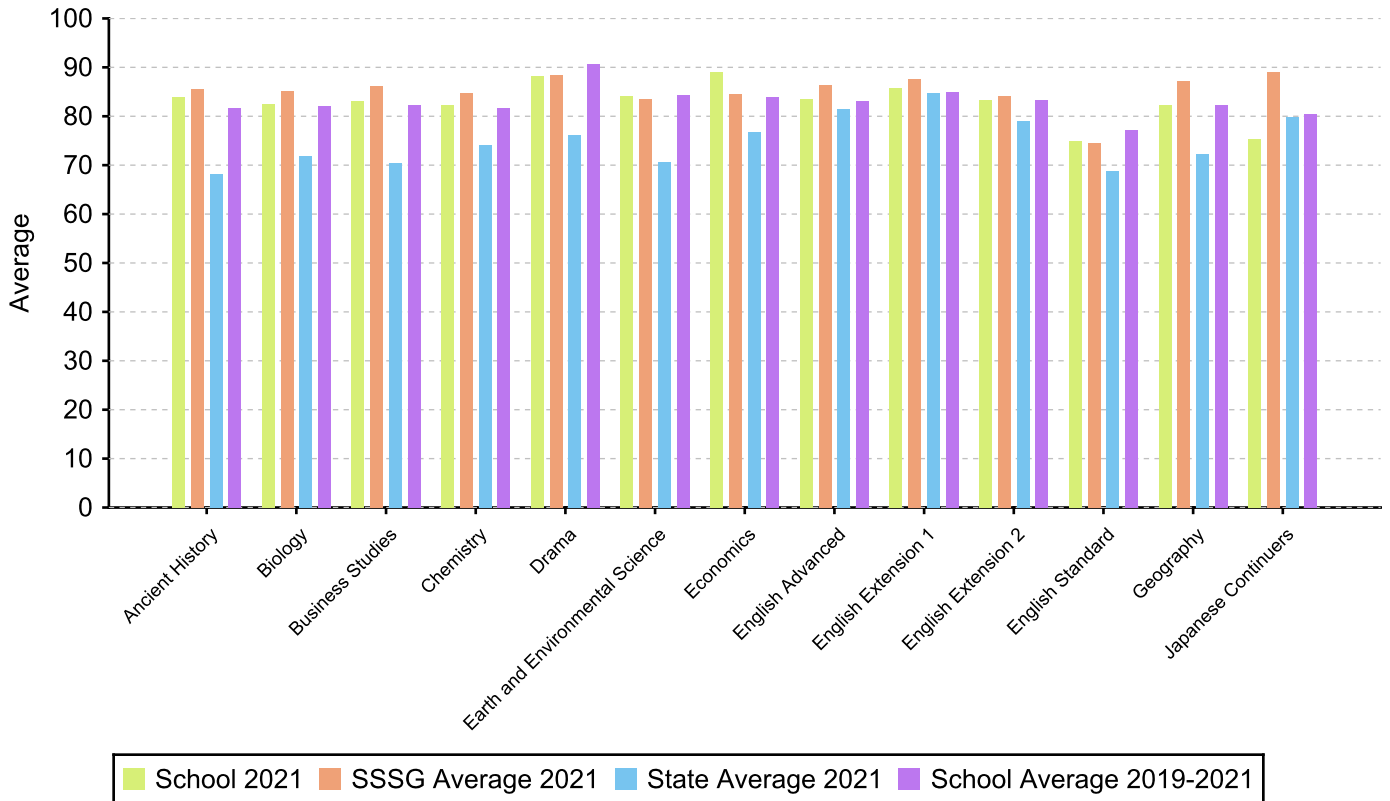
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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 2021	SSSG	State	School Average 2019-2021
Ancient History	83.9	85.6	68.1	81.8
Biology	82.5	85.1	71.9	82.0
Business Studies	83.2	86.2	70.4	82.2
Chemistry	82.2	84.8	74.1	81.7
Drama	88.2	88.4	76.1	90.6
Earth and Environmental Science	84.2	83.5	70.6	84.3
Economics	89.1	84.6	76.7	84.0
English Advanced	83.6	86.5	81.4	83.1
English Extension 1	85.7	87.6	84.8	84.9
English Extension 2	83.3	84.2	79.0	83.2
English Standard	74.9	74.5	68.8	77.2
Geography	82.3	87.1	72.4	82.3
Japanese Continuers	75.3	89.1	79.9	80.5
Legal Studies	85.3	86.8	72.0	83.7
Mathematics Advanced	79.0	86.3	77.4	79.9
Mathematics Extension 1	78.0	86.3	79.5	77.8
Mathematics Extension 2	86.5	87.9	83.5	84.5
Mathematics Standard 2	78.4	80.3	66.1	79.6
Modern History	82.3	86.1	69.7	83.7
Music 1	85.4	91.2	79.4	89.5
Personal Development, Health and Physical Education	82.1	83.5	70.3	82.6
Physics	83.9	85.1	74.8	83.4
Society and Culture	83.6	87.8	76.0	85.2
Software Design and Development	86.8	86.3	74.0	86.1
Studies of Religion I	83.6	85.3	82.8	84.6

Parent/caregiver, student, teacher satisfaction

Teacher Satisfaction:

Data from the People Matters Survey (PMS) has demonstrated a considerable increase in staff engagement with the organisation. A 24 ppt increase from 2020 demonstrates a positive work culture, manager support and improved leadership. The trend was clear for many areas to show vast improvements from the previous year with a few very notable gains in 'personal attachment to my organisation' (up 24ppt) and significant gains in many areas related to senior management. TTFM data adds additional weight to teacher satisfaction. 42% of staff agree or strongly agree that morale amongst staff is good. In regard to areas of improvement there is a need for a number of areas to be addressed, many of which are addressed within the current SIP: Primarily a focus on improving cooperation between teams within the school (this was reinforced by the TTFM data), people taking responsibility for their own actions, meeting future challenges and selecting capable people to do jobs. In the TTFM data there is approximately 25% of staff who neither agree or disagree with certain measures and it is imperative that we attempt to facilitate better collection of authentic data within these surveys.

Parent Satisfaction:

The TTFM data shows mixed results for parent satisfaction with the school. In the measure of 'Parents feel welcome' we figure below the state average in all areas other than 'written information...is in clear, plain language' and 'the school's administrative staff are helpful when I have a question or problem'. It will be essential that we closely monitor this data in future years. Covid may have impacted this data in 2021 when schools were in such a lockdown phase. Likewise, the measure of Parents are Informed was below state average. Most notably parents are suggesting that they are not informed about their 'child's social and emotional development'. The measure of School Supports Learning showed parity with state averages other than the measure of 'teachers take account of my child's needs, abilities and interests' which was well below other measures in this category. This needs addressing with further investigation. The images uploaded below suggest perhaps a more positive image of the school and parent satisfaction. Communication is rated highly as is parents would recommend SHHS to others. This would suggest a strong satisfaction with the school across many areas.

Throughout 2021 and the many changes that occurred due to Covid and complex student wellbeing issues, we did receive multiple communication from parents, primarily through email that suggested they were very happy with the manner and way in which the school responded to these challenges.

With enrollment in excess of 730 students, there were only 111 respondents so it is imperative that we attempt to gather a broader cross-section of data from our parent/carer community so all stakeholders have a voice in the school's progress and measure of satisfaction.

Student Satisfaction - 553 students from approx 730 students completed the TTFM Survey:

Across many measures in the TTFM data SHHS students were above the State Mean. Apart from 'valuing schooling outcomes' our students were well above in regards to students being 'institutionally engaged'. Notably, our students also indicated that they were 'intellectually engaged' and 63% of our students feel that they are 'appropriately challenged' which is 21% higher than the state average. As indicated in the image below our students have above state mean results for 'School- Level Factors associated with student engagement. This involves 'Quality instruction, Positive teacher-student relations, Positive learning Climate and Expectations for Success'.

Overall the school has collected quantitative data via TTFM and People Matter surveys. It will be important that we seek clarification on the areas noted and consider the collection of qualitative data from all school stakeholders via various means such as Focus Groups. Encouraging more staff and parents to complete surveys will also ensure a broader voice from all parties.

Strengths

These are the strengths of the employee experience in your team. These are the aspects that you should look to maintain and celebrate with your team.

Your Strengths for 2021	2021 Score	Parent Unit 2021	Year on Year Change	Most Increased Compared to 2020	2021 Score	Parent Unit 2021	Year on year change
I feel a strong personal attachment to my organisation	89%	75%	+25 ppts	Senior managers promote collaboration between my organisation and other organisations we work with	67%	62%	+53 ppts
There are people at work who care about me	89%	88%	+9 ppts	Senior managers model the values of my organisation	72%	69%	+52 ppts
Senior managers communicate the importance of customers in our work	88%	77%	+22 ppts	Senior managers listen to employees	65%	61%	+51 ppts
My job gives me opportunities to use a variety of skills	84%	88%	New Item	My organisation meets the needs of the communities, people, and/or businesses of NSW	72%	77%	+51 ppts
My workgroup considers customer needs when planning our work	84%	91%	New Item	My organisation respects individual differences (e.g. cultures, working styles, backgrounds, ideas)	83%	81%	+50 ppts
I am comfortable notifying my manager if I become aware of any risks at work	84%	87%	+4 ppts				

Opportunities

These are the areas of the employee experience that can use the most attention. These may be areas for consideration in your team PMES Action Plan.

Your Opportunities for 2021	2021 Score	Parent Unit 2021	Year on Year Change	Most Decreased Compared to 2020	2021 Score	Parent Unit 2021	Year on year change
I am confident my organisation will act on the results of this survey	33%	45%	+19 ppts				
I have the time to do my job well	42%	37%	+22 ppts				
I am paid fairly for the work I do	42%	42%	+22 ppts				
I have confidence in the way recruitment decisions are made	50%	40%	+43 ppts				
I receive adequate recognition for my contributions from my organisation	50%	51%	New Item				
I have confidence in the ways my organisation handles grievances	50%	51%	+43 ppts				

Staff Satisfaction: Considerable ppt increases in employee experiences in 2021 which are to be maintained and celebrated.



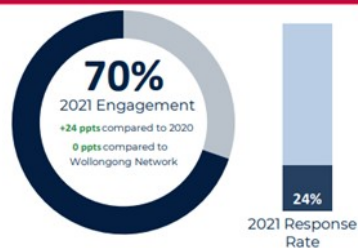
Smiths Hill High School

Your 2021 PMES Results Summary

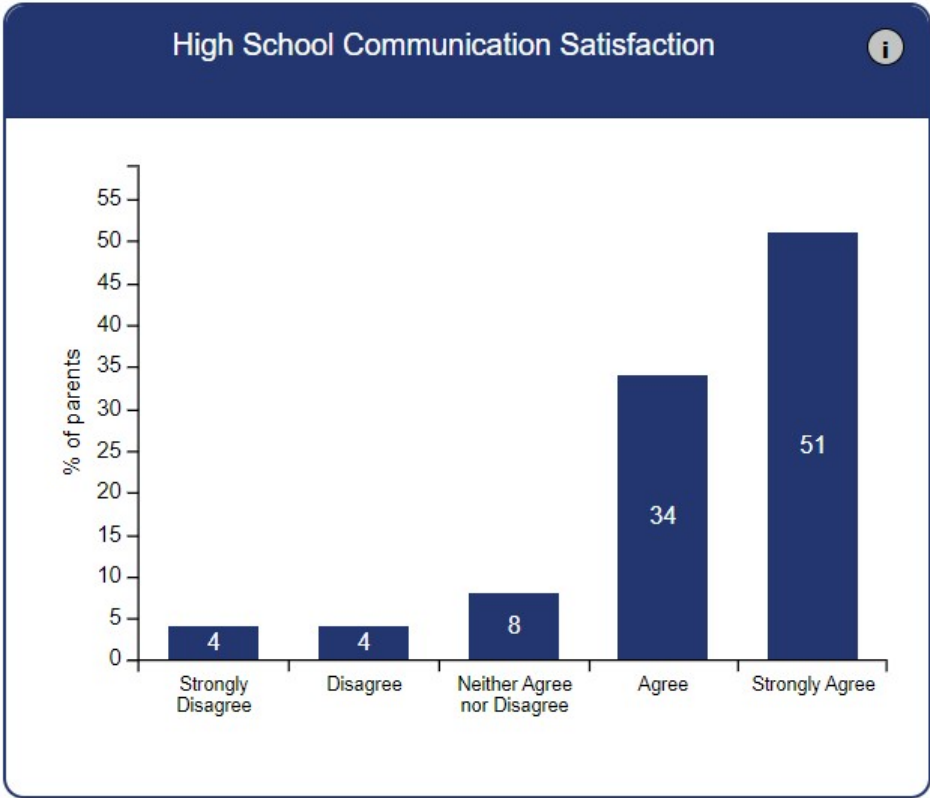
Engagement

Employee engagement is about a person's connection to their organisation. It is a global measure of employee experience.

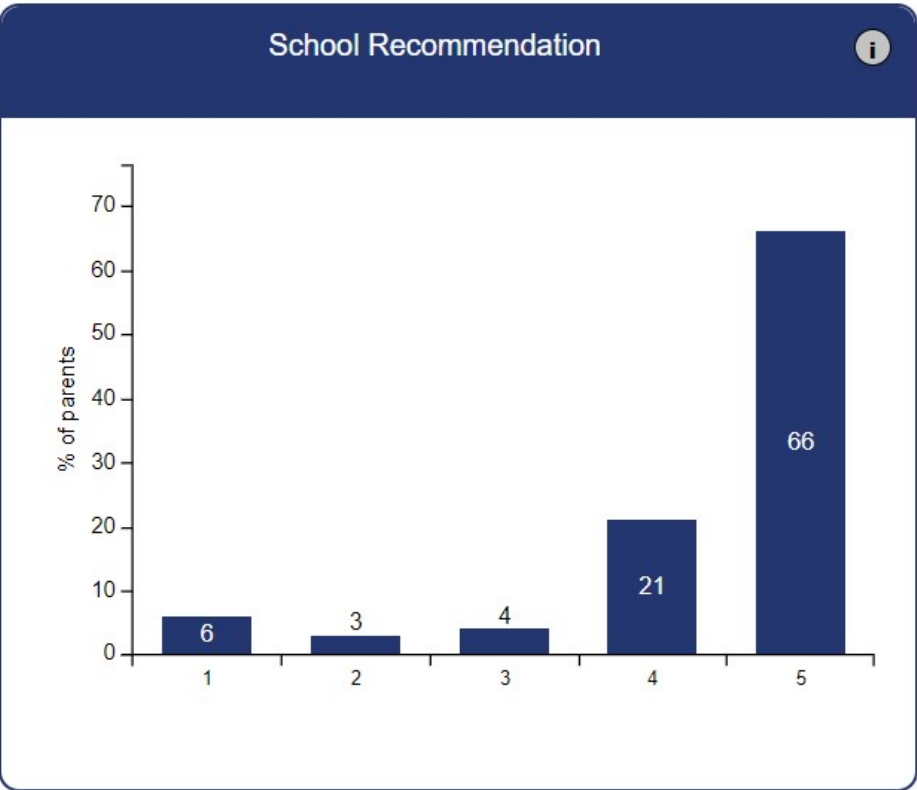
Many factors influence engagement: leadership, a positive and inclusive work culture, manager support, accountability, and flexible work to name a few.



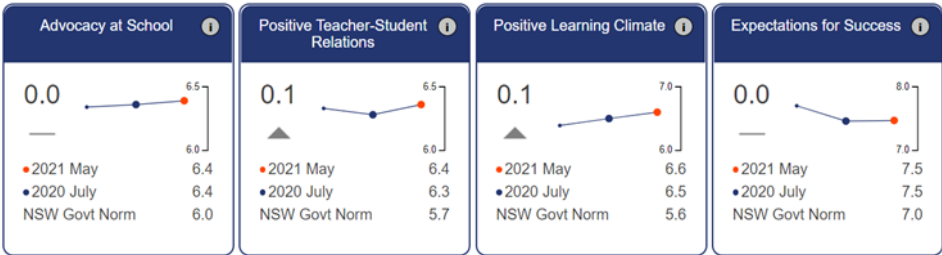
Staff Satisfaction: 70% of responding staff felt engaged and connected to the school and organisation. This was a 24ppts increase from 2020 data.



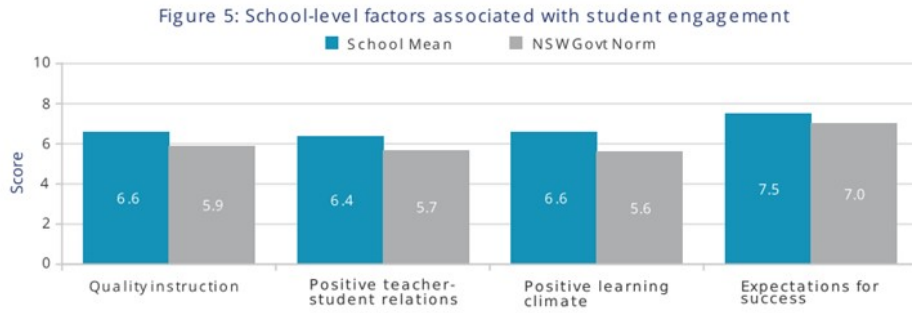
Parent Satisfaction: Data from TTFM indicates a high percentage of parent satisfaction with communication within the school.



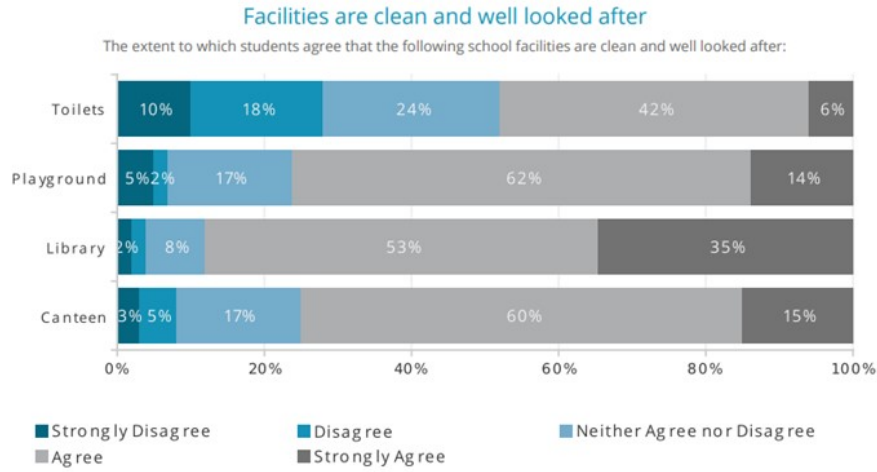
Parent Satisfaction: 87% of parents would recommend or highly recommend SHHS. It is suggested from TTFM that a 5 is highly unlikely to be chosen.



Student Satisfaction: In a difficult couple of years (Covid/student wellbeing issues) it was pleasing to see a positive result in the above measures.



Student Satisfaction: Student satisfaction data can be taken from these measures which indicate above state average results for SHHS students.



Student Satisfaction: Students are generally satisfied with the facilities within the school. Considerable changes have occurred in 2022.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.