

2023 Annual Report

Smiths Hill High School



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Introduction

The Annual Report for 2023 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.

School contact details

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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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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	Excelling
LEADING: Management practices and processes	Excelling

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

Per capita

Beginning teacher support

Summary of progress

Smith's Hill High School's focus for 2023 was on the use of assessment to improve the quality of tasks across all subject areas. Using twilight professional learning in each term, school teams were guided through the process of developing consistent evidence-informed practices across the school, compliant with NESA and school-based assessment policy.

Professional dialogue and strong collaboration within faculties on assessment procedures and strategies drawn from NESA resources, the School Bytes platform and evidence-based practice was at the forefront of changes made to implement consistent assessment procedures and balanced, fair and valid assessment tasks that engaged student learners. Teachers used data and previous resources to improve, plan and embed quality practices into their assessment formulation and as a result, adapted teaching and learning programs to reflect this. Support was provided for all faculty leaders, in the form of executive professional learning and a series of NESA workshops, to facilitate the further development of quality tasks. Assessment notifications, student survey information and student learning outcomes have been tracked through the collection and analysis of school bytes and assessment data and have shown considerable improvement across the school.

In 2023, NAPLAN and ACER testing literacy data were analysed and used as the basis for targeted student Reading workshops. The Head Teacher Teaching and Learning in collaboration with our student engagement and support teacher, created and presented literacy and numeracy student workshops within the EnRICH structure to target areas for development and strategies that lead to growth. Student growth in these areas have been tracked through ACER testing and the data has revealed improved student outcomes.

Next year in these initiatives the School will work with staff to further embed these assessment processes to complement their teaching and learning programs. Additionally, Smith's Hill High School will support the differentiation of assessment practice and enhancement of consistent judgement based on the weight of assessment evidence and well-defined standards. In the area of literacy the School will establish a whole school focus to regularly assess, collate and analyse student progress to inform next steps in teaching, and to embed a culture of agreed faculty practices in the delivery of quality teaching focused on the improvement of all students' literacy.

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
The proportion of students' HSC results in the top two achievement bands is increased	In 2023, 70.15% of HSC students achieved in the top two bands demonstrating progress towards the lower bound target.
• All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.	PAT testing indicates the percentage of students achieving growth in reading has increased by 2.8%.

<ul style="list-style-type: none"> • Improvement in the percentage of HSC course results in top three bands to the lower bound target 90% or above. 	92.89% of students attained results in the top three bands demonstrating solid achievement above the lower bound target.
<ul style="list-style-type: none"> • All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point. 	PAT testing indicates the percentage of students achieving growth in numeracy has increased by 3.0%.

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.

- School Engagement (attendance) and connectedness
- Valuing and Caring for students

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Per capita

Summary of progress

In 2023, the focus for Student Wellbeing was to target the needs of students, including Aboriginal students, by reviewing current practices and strengthening processes in the identification, recording and support of wellbeing and learning. Professional learning during executive meetings and whole staff meetings was delivered to staff to facilitate the sharing of wellbeing information, build greater understanding of the whole child, and develop staff capacity to meet the diverse wellbeing needs of students. The enhancement of positive and supportive learning environments across the school was aided through strong communication and structures that reduced student anxiety and improved student outcomes.

Student survey and focus group data has indicated that the use of assessment differentiation and feedback strategies, consistent assessment notification procedures and targeted low stakes testing in Mathematics has reduced student anxiety and improved wellbeing. The augmentation of the Wellbeing and Learning Hub has been the bedrock of a positive shift in the support of students with diverse needs. This has included the enhancement of the physical environment with strategic spending on resources and beautification, and the funding of additional specialised personnel to work closely with staff, students and parents to meet wellbeing and learning needs. SENTRAL data has clearly reflected greater engagement with support mechanisms and structures, and there has been a significant increase in the developments of IEPs and attendance and participation in the Hub space. Furthermore, the School's most vulnerable students have improved their attendance percentages and have successfully participated in course work. The work of the Hub personnel has been shared during staff meetings to foster greater awareness and engagement across the school. The differentiation of teaching and learning programs, including the modification of assessment tasks, have improved outcomes for these students with diverse needs.

Next year in this initiative Smith's Hill High School will work with staff to further embed the differentiation of their teaching and learning programs to address the increasing diversity of its students. This will support further improvement in teaching practice, school connectedness and consequently leading to enhanced attendance.

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
Attendance Improvement in the percentage of student attendance to the lower bound target 94.4% or above.	The number of students attending greater than 90% or more of the time is 77.97% indicating progress toward the lower bound target.
• Improvement in the percentage of students reporting positive wellbeing outcomes in "Tell Them From Me" surveys (combined results relating to	Tell Them from Me data shows 75.13% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target. In the measure of Expectations for Success the score is 88.69%.

'Sense of belonging', 'Expectations for Success' & 'Advocacy at School') to the lower bound target of 76% or above. SEF assessment indicates improvement in SEF theme Student Engagement (learning, assessment) from sustaining and growing (S&G) to excelling.

Strategic Direction 3: Educational Planning and Collaborative Leadership

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

Professional learning

Summary of progress

Smith's Hill High School's focus for 2023 was on the use of collaboration during professional learning to drive school improvement and foster school culture. Focusing on Assessment Professional Learning, school leaders were guided through the process of developing practices and processes to enhance learning and quality assessment tasks. Professional dialogue on assessment strategies and notifications drawn from evidence was a focus in faculty groups and executive teams to ensure student learning and wellbeing was at the forefront of all practices and these practices were targeted at student need.

Furthermore, the executive team engaged in practical coaching and difficult conversations training to provide them with a toolkit to elevate their ability to amplify and sustain their faculty collaboration and collegiality. At this early stage, these strategies have been utilised to varying degrees based on anecdotal feedback. Next year in this area, the School will continue to practice and fine tune these skills during executive meetings.

In 2023, Head Teachers continued to collaboratively develop faculty plans targeting areas of need which has led to greater accountability, understanding and engagement in the faculty directions. This collective efficacy has improved the SIP's chances of success. Funded faculty planning and administration professional learning days, made available to all teachers in a strategic and structured way, were the vehicle for the collaborative further development of curriculum programs and a well received portion of time to enhance work efficiency and staff wellbeing. These days were highly productive and allowed for teamwork towards faculty goals and ultimately the SIP.

Next year in this area, Smith's Hill High School will continue to provide time for staff to work collaboratively towards shared goals and faculty directions. Although, the School will need to be creative in the way it allows for this important synergetic mechanism to continue to drive improvement across the school.

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
• Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. SEF assessment indicates improvement in SEF theme Learning and Development (Professional Learning) from delivering to sustaining and growing.	• Self-assessment against the School Excellence Framework shows the school currently performing at "sustaining and growing" in the element of Learning and Development.
• Enhancing the implementation of the Faculty Excellence Plans. Staff understand what they need to do to help address the school plan's strategic	• Self-assessment against the School Excellence Framework shows the school currently performing at "sustaining and growing" in the element of School Planning, Implementation and Reporting.

directions and meet the school's improvement measures. SEF assessment indicates further improvement in SEF theme School Planning, Implementation and Reporting (School Plan) to include all features of sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$162,880.00</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"> • School Engagement (attendance) and connectedness • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$65,431.95</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • HSC attainment • NAPLAN • Professional Learning • Collaborative Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective assessment processes and practices, resulting in improved internal student results and reduced anxiety.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of collaborative programming.</p>
<p>Socio-economic background</p> <p>\$10,937.10</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>

<p>Socio-economic background</p> <p>\$10,937.10</p>	<ul style="list-style-type: none"> • School Engagement (attendance) and connectedness • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • professional development of staff through Twilight professional learning and Staff meetings to support student learning <p>The allocation of this funding has resulted in the following impact: the use of staff to engage with students who have diverse wellbeing and learning needs., and socio-economic disadvantage.</p> <p>After evaluation, the next steps to support our students will be: to continue to fund and employ staff to develop and implement strategies and structures that support students with disadvantaged socio-economic backgrounds.</p>
<p>Aboriginal background</p> <p>\$2,988.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: tutoring for a Year 12 Aboriginal student, and whole school activities to increase appreciation and understanding of indigenous culture.</p> <p>After evaluation, the next steps to support our students will be: increasing awareness of how curriculum areas teach Aboriginal perspectives and seek to improve delivery, and continue to support our Aboriginal students through events that enhance cultural awareness.</p>
<p>Low level adjustment for disability</p> <p>\$129,871.86</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of LaST teacher <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning</p>

<p>Low level adjustment for disability</p> <p>\$129,871.86</p>	<p>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 will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through professional learning and support to staff of the learning support and wellbeing team.</p>
<p>COVID ILSP</p> <p>\$26,549.98</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 2023.</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 • providing intensive small group tuition for identified students who required learning support <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals and reduced their anxiety levels around numeracy.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of a literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. <p>The allocation of this funding has resulted in the following impact: enhanced student wellbeing, engagement and learning. This support had a significant impact on the development of support mechanisms for students with significant wellbeing needs and has led to funding and external agency support for a number of students in need.</p> <p>After evaluation, the next steps to support our students will be: to continue building student engagement through team teaching and mentoring opportunities provided by our Student Support Officer and to support student engagement, communication, regulation and behaviour through enhanced home/school communication, complex case management</p>

Student Support Officer \$99,516.00	and improved monitoring.
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	401	399	405	418
Girls	327	326	320	316

Student attendance profile

School				
Year	2020	2021	2022	2023
7	96.2	95.1	91.7	94.4
8	96.2	94.5	87.9	92.2
9	94.8	94.5	89.4	91.7
10	95.0	92.1	89.2	92.1
11	95.0	92.2	91.1	92.5
12	94.4	91.3	89.3	92.2
All Years	95.3	93.2	89.8	92.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	N/A	N/A	N/A
Employment	N/A	N/A	N/A
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	47
Other	N/A	N/A	N/A
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 2023.

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 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	39.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	10.68
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,725,071.32
Revenue	9,973,711.39
Appropriation	9,410,616.76
Sale of Goods and Services	12,532.30
Grants and contributions	486,503.99
Investment income	40,462.34
Other revenue	23,596.00
Expenses	-9,953,411.66
Employee related	-8,747,567.82
Operating expenses	-1,205,843.84
Surplus / deficit for the year	20,299.73
Closing Balance	1,745,371.05

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.

	2023 SBAR Adjustments (\$)
Targeted Total	162,880
Equity Total	143,797
Equity - Aboriginal	2,988
Equity - Socio-economic	10,937
Equity - Language	0
Equity - Disability	129,872
Base Total	8,001,824
Base - Per Capita	188,532
Base - Location	0
Base - Other	7,813,291
Other Total	658,602
Grand Total	8,967,102

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

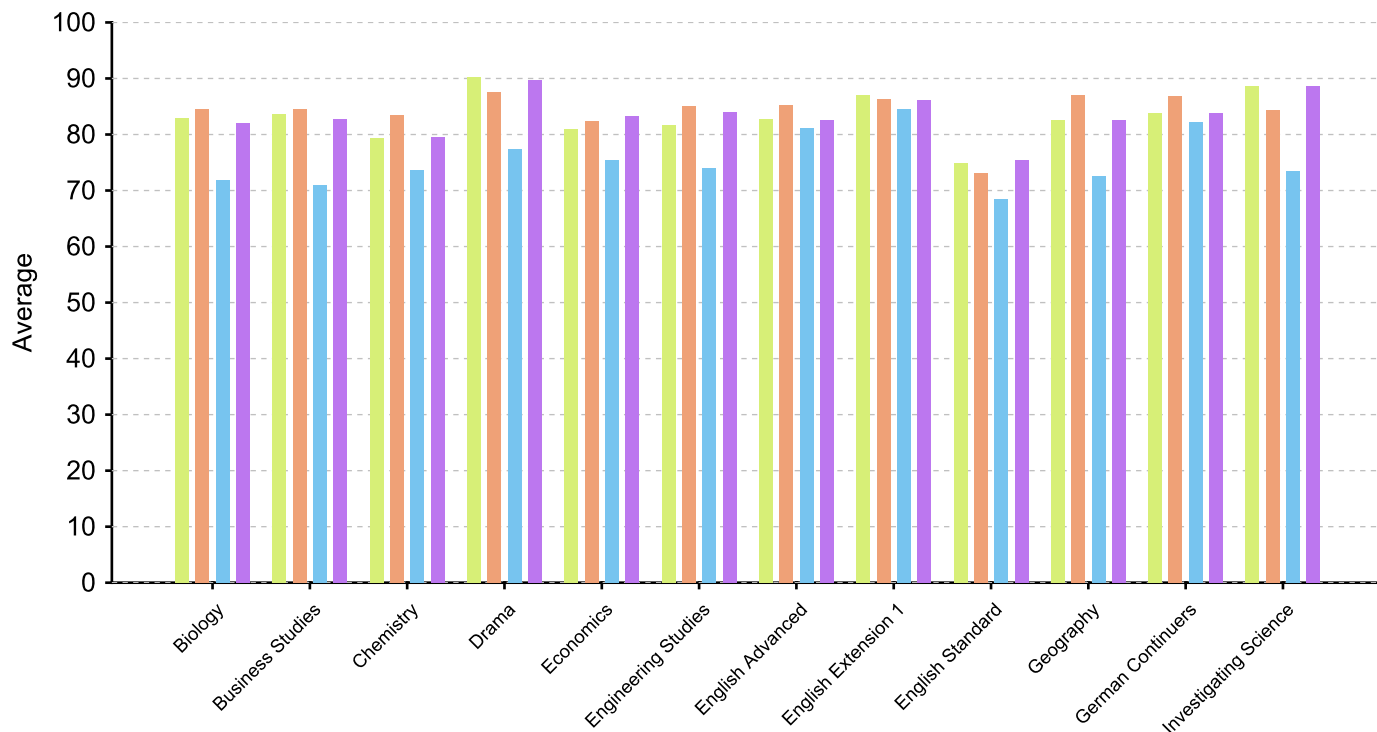
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

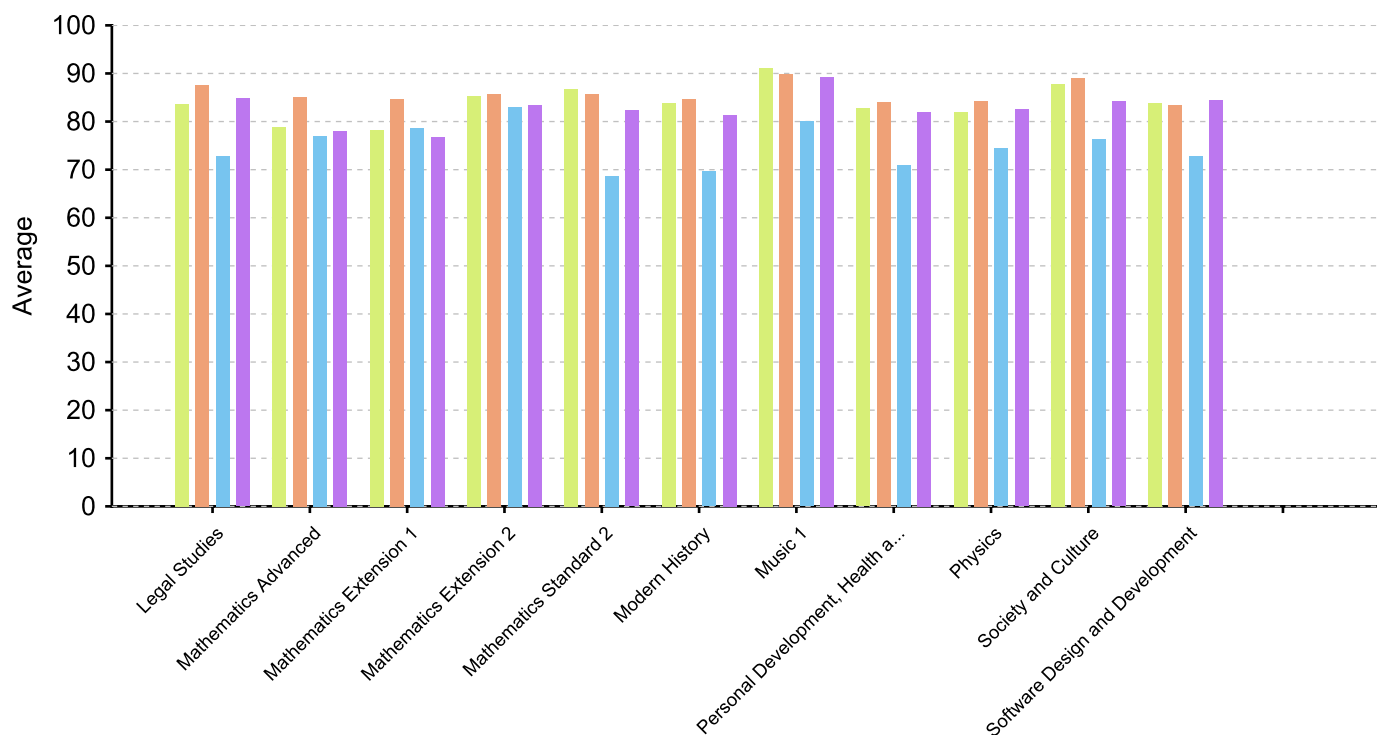
School performance - HSC

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.



■ School 2023
 ■ SSSG Average 2023
 ■ State Average 2023
 ■ School Average 2021-2023



■ School 2023
 ■ SSSG Average 2023
 ■ State Average 2023
 ■ School Average 2021-2023

Subject	School 2023	SSSG	State	School Average 2021-2023
Biology	83.0	84.6	71.8	82.0
Business Studies	83.7	84.4	70.9	82.7
Chemistry	79.3	83.4	73.7	79.6
Drama	90.2	87.6	77.3	89.7
Economics	81.0	82.4	75.5	83.3
Engineering Studies	81.6	85.1	73.9	83.9
English Advanced	82.7	85.2	81.2	82.6
English Extension 1	87.1	86.4	84.5	86.0
English Standard	74.8	73.2	68.5	75.4
Geography	82.6	87.0	72.5	82.5
German Continuers	83.8	86.9	82.2	83.7
Investigating Science	88.6	84.3	73.4	88.6
Legal Studies	83.6	87.5	72.9	84.8
Mathematics Advanced	78.8	85.2	77.0	78.1
Mathematics Extension 1	78.3	84.7	78.7	76.8
Mathematics Extension 2	85.3	85.8	83.1	83.5
Mathematics Standard 2	86.8	85.7	68.7	82.3
Modern History	83.9	84.7	69.6	81.3
Music 1	91.2	90.0	80.0	89.3
Personal Development, Health and Physical Education	82.7	84.1	71.0	82.0
Physics	82.0	84.3	74.4	82.5
Society and Culture	87.8	89.1	76.3	84.2
Software Design and Development	83.9	83.5	72.7	84.4

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction:

Data for Parent satisfaction was primarily gathered from the Tell Them from Me survey. There was a slight decrease in the number of respondents in 2023 from 142 (2022) to 124. In 2023 there was again evidence of above state mean results in all but a few measures in the survey.

One of the strongest indicators of parent satisfaction is found in the data for **'I would recommend my child's high school to parents of primary school students'** with 90% of parents agreeing or strongly agreeing with this statement. In addition, 89% of parents indicated likewise for **'The high school has a good reputation in the local community'**. The level of satisfaction with **'High School Communication Satisfaction'** was high with 80% of parents agreeing or strongly agreeing that they are **'satisfied with the general communication from the high school (e.g., newsletters, emails, school website, school app, social media, etc.)'**.

Student Satisfaction: 632 students completed the Tell Them from Me Survey in 2023

72% of our students indicated that they had a positive sense of belonging which was 6% above the state average. In terms of Institutional Engagement our students are well above state average with positive attendance and behaviours at school. Alternatively, our students continue to indicate that they are well below state average in **'valuing schooling outcomes'** and this requires further investigation for clarification of meaning. In regard to factors that are associated with Student Engagement SHHS students were above state average in all areas of **Explicit Teaching Practices and Feedback, Positive Teacher relationships, Positive Learning Climate and Expectations for Success**.

Some notable statistics include:

- 63% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 42%.
- 11% of students were not confident of their skills and found English, Mathematics or Science challenging. The NSW Govt norm for this category is 40%.
- 2% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.
- 64% of students strongly agree or agreed that they were proud of their school.
- The results overall and in comparison to state averages continue to be positive. Results have shown a return to pre Covid levels in the Social Emotional Outcomes.

Teacher Satisfaction:

People Matter Survey: 55% of staff completed the People Matters Survey which was a marked increase from 2022. This increase can be attributed to the time that was allocated for staff to complete the survey.

Some notable improvements that demonstrate teacher satisfaction are:

- My job gives me a feeling of personal satisfaction - 71% up 26 pts from 2022
- My workgroup works collaboratively to achieve its goals - 78% up 23 pts from 2022
- I have confidence in the decisions my manager makes - 73% up 10 pts from 2022
- My manager encourages people in my workgroup to keep improving the work they do - 73% up 19 pts from 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.