Smith’s Hill High School
A NSW Academically Selective High School
Annual School Report

2011
Messages

Principal’s message

2011 was once again an exciting year for Smith’s Hill High School with successes ranging from our girls open basketball team becoming state champions to the senior debating team winning the Hume Barbour Trophy for the fourth time in five years.

Individual students have gained selection in state and Australian sporting teams in addition to others gaining selection in a variety of academic and cultural activities. We have celebrated our successes in debating, chess, mooting and a range of academic areas and there is obvious joy in the performances of our music, drama and visual arts students. The teachers who work with them and the parents who assist are to be congratulated for their skills and their willingness to be involved.

Our student leaders are active and involved young citizens of whom we can be immensely proud. Their enormous school spirit and ability to represent student views within the School Council and in the wider community of the school and Illawarra Region is increasingly evident.

The school environment continues to present its challenges, particularly in wet weather and the more broadly based environment committee is planning for substantial improvements, staged over time with significant input from the SRC. We are grateful to the Department of Education and Communities for the provision of the wall near the Canteen and are working with them on the drainage issues there. The provision of extra seating near the Canteen is greatly appreciated by the students and was the work of the very active environment team and willing parents at the working bee.

I am particularly grateful to the active members of the P&C who are only too ready to assist in all areas of school governance and in activities with the SRC. Their support, practical help and very relevant questions are of great assistance to the school.

There will be many changes in the next few years with the advent of the Australian curriculum and the proposed changes in management structures and decision making processes across our system. As we look forward to the achievements of our students in 2012 and our planning for the future we celebrate the achievements of our students throughout 2011. As you read the pages which follow you will gain an appreciation of our successes and the challenges we plan to meet. I look forward to working with the school community in 2012.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Rae Mitchell

P & C message

The Smith’s Hill High School P&C continues to provide a forum in which parents can articulate their needs and aspirations for their children and to actively support the staff. 2011 was an active year for the SHHS P&C and as President I am pleased with the progress we have made.

Firstly I would like to thank the office holders of the P&C. These roles take time to complete and must fit with other demands. Thanks are also extended to those who made the effort to make the P&C meetings, supported events, and volunteered in the school canteen. A special thank you is owed to Carol Kriss in the Canteen and Kathy Hiscocks who does the P&C books. Mrs Mitchell continues to provide excellent school leadership and her support along with that of the staff is appreciated.

The relationship between the P&C and the Student Representative Council continues to be strong. This is shown through the events that we jointly run such as Variety Night and also the excellent work undertaken by the Environment
Committee. The SRC provides a way for us to communicate and work with the student body. It was pleasing therefore to see the installation of outdoor seating and joint working bees on the gardens during 2011. The work of Rebecca Gibson, Brendan Sheedy, Elise Arntz and Rod Zabell in the Environment Committee has been tremendous and needs to be acknowledged.

Variety night was run in conjunction with the SRC and was a great evening. The evening showcased the depth of performance talent at SHHS. Generous support from local businesses and dealers allowed us to have a number of door prizes and raffles. With the geographic spread of the parent body fundraising is not easy. It is pleasing to see the support to the P&C levy included in the school accounts. These funds along with profits from the school canteen allow us to work with the school, supporting students and teachers.

Following the extensive renovation of the school canteen in 2010, it is working well and there has been an increase in gross profit during 2011. It is great to have an up to date facility to serve the needs of both students and staff. Carol Kriss works hard to ensure that this is run efficiently so that all receive good healthy fare. We have good relationships with our suppliers and they have been supporters of our fundraising events. The challenge for us is to continue to attract parents to volunteer their time to support this venture.

The P&C has a representation on the SHHS School Council which represents students, teachers and parents and has a role in reviewing school policy, school performance and direction on certain matters. It is a very important body and I would like to encourage more parent input into this group. As expectations change from the community, employers and students the role of this group becomes even more important.

The funding of public education in Australia continues to be an important issue for both parents and communities at large. Our P&C has long held concerns about the equity of the current funding model. It was good therefore to have given input to the Federal funding review which resulted in the Gonski report.

The more decentralised funding model of ‘Local Schools, Local Decisions’ presents both challenges but also tremendous opportunities for a school like Smith’s Hill High School. Being academically selective our school does have a special character. The needs of our students are broad and more flexibility in how funds are applied I believe is worth exploring. The ability to improve teaching and learning for our students through decisions made locally is an exciting prospect. My hope is that the whole school community engages in this conversation with the aim of doing an even better job for our students.

As always there are many areas in which the P&C can add value. We need to continue to look at ways of connecting with parents. We are in a good position going into 2012 and I thank all for their input and support

Baz Simmons  P&C President

Student representatives’ message
Throughout 2011, the Smith’s Hill High School Student Representative Council has continued to thoroughly support the school community and the student body. The Student Representative Council aimed to promote the concept of achieving equilibrium through a Healthy Body, a Healthy Mind, and, a Healthy School. In support of this, the SRC continued its involvement in community projects, recreational events, mufti days and fundraisers, each of which was well received by the entire school community.

In 2011 the SRC ran its second annual Values Day; an award-winning project in which SRC Members themselves run workshops which aim to educate Year 7 students about the five core values that the school community have collectively chosen to embody in the acronym EnRICH. The five values are:
We owe a huge debt of thanks to Wollongong City Library’s ‘Living Library’ program which assisted in making the day a success. Once again Year 7 students were hugely impressed with the day, which is a reflection of just how much time and effort is put into this event by the SRC.

In 2011 the SRC also began setting the foundations for a School Environment Plan, which will aim to steadily improve the school’s environment over the coming years. Led by Vice-Captain Vivian Pham, the Environment Team successfully collaborated with the Parents and Citizen’s Association to install new seating by the canteen area, and many more projects are planned.

One of the SRC’s priorities throughout 2011 was to continue to maintain, and to build upon, the strong relationship that the P&C and the SRC share. As a result, the SRC once again collaborated with the P&C to run Variety Night, an event in which students, teachers and parents are all invited to display their various talents in the name of fun and entertainment. Much to the delight of the SRC, Variety Night in 2011 was a tremendous success, and the SRC looks forward to working in conjunction with the P&C in the future.

The SRC also took part in numerous Charity Events throughout 2011, the largest of which was the SRC’s involvement in the World’s Greatest Shave. The day proved to be a huge success, with numerous students choosing to part with their luscious locks in front of a huge audience in the Main Quadrangle. The funds each student raised went to support the Leukaemia Foundation.

Through these events the SRC worked tirelessly throughout 2011 to ensure that the best interests of the student body were maintained through the continuation of the healthy relationships that the SRC shares with the entire school community.

We are very grateful to the SRC’s Co-Ordinator, Mrs Sue Jones-Sweeting, for her undying passion, guidance and support for the SRC. Our thanks must also be given to the 2011 School Captains, Freya Jansens, Deepakkarthi Karunakaran, Vivian Pham and Riley Boughton for their leadership in furthering the exponential growth and development of the Student Representative Council.

Julian Nikolovski, Heather Rodgers, Matthew Harrington and Nina Blazeska - Captains 2012

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

From Year 7 to Year 10 each year group is limited to 120 students and students are placed from Year 7 on the basis of a statewide testing procedure. The school is able to offer additional places in Year 11 to senior students on the waiting list whose preferred pattern of study is available.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>395</td>
<td>377</td>
<td>388</td>
<td>379</td>
<td>382</td>
</tr>
<tr>
<td>Female</td>
<td>348</td>
<td>356</td>
<td>360</td>
<td>375</td>
<td>373</td>
</tr>
</tbody>
</table>
Management of non-attendance
The school has a flexible response to non-attendance in relation to the circumstances of the individual child. Parents are contacted by the office staff if their child is noted as being absent and the school has not had an explanation of the absence. They will also be contacted if their child is consistently late or frequently absent so that strategies can be put in place to alleviate the problem. On rare occasions the home–school liaison officer, counsellor or external agencies may be asked to assist the learning support team to manage the issue.

Retention to Year 12
Retention rates are high because the majority of our students wish to progress to tertiary institutions. There are some students who have recently left us to pursue their studies in other locations because the family is moving for work commitments. One student left at the end of Year 11 to continue their studies at a college specialising in computing.
Year 12 students undertaking vocational or trade training

In 2011 there were seven students who completed a vocational education course as part of their Higher School Certificate.

Year 12 students attaining HSC or equivalent vocational educational qualification

139 students completed the HSC in 2011. Two from the original cohort were unable to complete their studies due to illness. This resulted in a completion rate of 98.6%

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policy.

Staffing has remained constant with very little change in personnel. Ms Davison was retained in the Learning Support Program Trial in addition to the staffing establishment and we were fortunate enough to retain Mrs Nickolas in 2011 to work with a number of our students from non-English speaking backgrounds.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39.7</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellors</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.082</td>
</tr>
<tr>
<td>Total</td>
<td>65.382</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are currently no Indigenous members of staff at Smith’s Hill High school.

Staff retention

Mrs Koutsooukos and Mrs Nickolas retired and Mr Wetten has been able to finally enjoy his retirement after relieving for Mr Cartwright. We thank them for their dedication to our students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Our staff are well qualified and highly experienced teachers and many of them are involved in the marking of the Higher School Certificate.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>89</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2011</th>
<th>Income</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>927953.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>442328.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>99592.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>486525.24</td>
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<tr>
<td>Interest</td>
<td>50517.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>273278.32</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2280194.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

The funds carried over in 2011 include unpaid orders of $39,066.91, unpaid casual salaries of $14,613.22, $160,560.76 of Trust funds and $78,279.63 of Tied funds. These funds include...
funds collected for the Year 7 and Year 11 camp and Bush school.

Expenditure has included the purchasing of further interactive whiteboards and the replacement of computers and furniture in the library.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council or the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

The achievements of 2011 include:

Achievements in the Arts

- **Rock Eisteddfod**

  Three groups participated in the Rock Eisteddfod. The senior group were second in the Wollongong heat with their performance of ‘Don’t Look Back’, the story of Orpheus and Eurydice.

  Years 8 and 9 gave a colourful performance of the Firebird and Year 7 danced their way to Sydney with an outstanding performance of ‘Nelson Mandela – Son of Africa’

- **Shakespeare Festival**
  
  **Finalists in the Mash-up category** (Adriana Babic, Tess Fergusson-Hook, Affrika Handley, Matthew Harrington and Brooke Rayner)

  **Finalist in Set Design** – Matija Burrett

- **Tournament of Minds**

  **Regional final in Nowra**: Applied Technology and Social Science Teams gained First Place Language /Literature and Social Sciences II teams were awarded Tournament Honours

  **State Final at UNSW**: Social Sciences Team were awarded Tournament Honours

- **Theatresports**

  Chloe Autore, Blake Jurmann, Jenna Owen, Ondine Manfrin, and Lily Mongomery-Primmer gained fourth place in NSW State Drama Festival

  An original short play called ‘Please Explain’ written by Adriana Babic, Rebecca Ellis, Tess Fergusson Hook and Matthew Harrington, was selected for the Festival.

- **School Plays**

  ‘Hamlet, This is Thy life’ was characterised by outstanding performances and quick wit. The Bard himself would have been proud of their performance as was Mr Cutler who is to be congratulated for his authorship, casting and directing of the play.

  ‘When Books Go Bump in the Night’ was the second of the school plays and was particularly entertaining. The tradition of school plays is now very strong in the school.
These plays came second and fourth respectively in the Arcadians School Drama Competition and sixteen cast members received individual awards.

- **Class Clowns**
  Liam McCann, Year 12, gained a wild card entry to the state final and was awarded second place. Liam also gained selection in a writing workshop run by the Performing Arts Unit.

- **State Drama Ensemble** - Amy Jones was selected for the ensemble in 2011.

- **Youth Theatre**
  Youth Theatre continued the tradition of preparing a play for children and toured with Mrs Sjostedt, performing ‘Alice Dreaming’ for 1400 students at eight primary schools.

- **Regional Performing Company and Southern Stars**
  Vocalists, dancers and musicians were involved regionally in the company and Southern Stars. These students included soloists: Dane McKeen, Anjali Iyer, Brooke Evans, Jaiden Thomas, Isabella Handley and Lucy Crighton (instrumental)

  In addition there were orchestra members Lachlan Jones, Bryce Fairweather, Kyle Eardley, Lachlan Moodie, Joy Liu, Claire Crighton, Mikaela Romelingh and Dancers, Taylor Lappin, Amelia Kentwell and choir members Milly Cox, Breanna Macey and Jaiden Thomas

- **Wollongong Eisteddfod** - Our students were awarded first place in the Mauva Bevan Trophy for Improvisation and the One Act Play section.

- **Talent Development Project** - Anjali Iyer was selected for TDP

- **Public Schools Marching Band** - Rachel and Amy Jones

- **State Wind Ensemble** - Lachlan Jones

- **Just Imagine** writing Competition from Wollongong City Gallery - Libby Newton, Laura Hallam and Elizabeth Heffernan were awarded Best Story for an Artwork and Kelly Gill, Luke Vera, Lucie Thompson and Elizabeth Heffernan were highly commended.

- **Music Ensembles and performances**
  There are many avenues for performance in our music group which are ably co-ordinated by Mrs Russo and Mrs Wellings who gained Australian College of Educators Recognition Awards on World Teachers’ Day in 2011 for their outstanding work.

  The String Ensemble, Jazz Group, Concert Band, Vocal Group, Chorale Group and Boys vocal group have performed in a variety of venues, participated in workshops and camps and been busking. Their energy and performance skills are amazing. We owe a special debt to the tutors who assist our teachers, Sarah Hindson and Alex Masso who have inspired and supported their students.

  Highlights were workshops with Sarah Hindson, the Australian Navy Band, Huston Dunleavy and John Spence

**Outstanding Achievements**

**Public Speaking**

**Voice of Youth**

Public speakers - Lachlan Cassar, Meg Behl-Shanks, Lucie Thompson, Emily Campbell. Isabel Crawford and Lucie Thompson were Regional Winners in their sections

**South Coast Public Speaking Competition**

SHHS Winning School

1st place - Isabel Crawford, Kieran Hoyle, Lachlan Cassar, Emily Campbell and Lucie Thompson

**Legacy Public Speaking**

Lucie Thompson – State Semi-Finalist

**United Nations Youth Association** -Lachlan Cassar – state semi finalist and Lucie Thompson – state finalist
Debating

2011 was an outstanding year for our debating teams who have worked to support and encourage each other and have grown in maturity and confidence.

**Year 7/8 Team** – Hugh McClure, Lucie Thompson, Breanna Macy, Liam McAneny, Jacob Herbert
- Winners of the Janine Best Trophy, Zone and Regional Champions

**Year 9/10 Team** – Jenna Owen, Meg Behl-Shanks, Dimitrious Havadjia, Patrick Bell

**Winners of the Janine Best Trophy, Zone and Regional Champions**

Mrs Doyle is to be commended for the outstanding record of success her teams have experienced. The program of preparation, coaching and support she has put in place is exceptional.

**WOT Opera**
Music students were given the opportunity to work with personnel from Opera Australia to write and perform their own opera at the Illawarra Performing Arts Centre. The opera was a resounding success and a wonderful experience for all involved.

**Mooting**

Ruby Rowe, Austen Wyatt and Riley Boughton with the enthusiastic support of Mr Zabell represented NSW at the National Finals at Bond University in Queensland.

**Team successes**
- Wollongong University,
- Jenna Owen – selected for JSDC
- Illawarra South East Region, State Champions

**Senior Debating Team**

- Zone Champions
- Regional Champions
- State Champions
- Alexi Polden – selected for CHS debating

The new and the old – past and present team members

**Senior Debating Team** – Ben Hewitt, Isabel Crawford, Alexi Polden, Austin Kennedy-Bates

**Victor Chang Award**

Lauren Madigan for excellence in Year 11 Science

**University of Sydney Year 10 Academic Excellence Award 2011**

Maddison Beevors

**Engineers Australia Award**

Joshua Pratt

**Lions Youth of the Year**

District Finalists - Freya Jansens & Riley Boughton
Alexi Polden – Public Speaking Award

Isabel Crawford - Wollongong Zone Youth of the Year
Western Suburbs Youth Achievement Awards

Lachlan, Rachel and Amy Jones and Halina Leung were all nominated with Rachel winning the $1500 main prize, and her sister Amy as runner up winning $500.

Duke of Edinburgh Award

Forty Year 9 students completed the expedition section of their award, completing a practice hike to Bundeena and the two day test hike in the Blue Mountains.

Chess

Our chess team was once again successful in winning the NSW Country Championships, ably supported by Mr Jones.

What do you Know? (on ABC 3)

Phoebe Rowland & Erin Hall were selected to compete.

Kitchen Wizz (Channel 9)

Phoebe Rowland & Hannah Schmitzeck were competitors.

Achievements in Sport

We continue to be proud of our participation in sport and the facility our students have to be prepared to do their best. Smith’s Hill High students participated in eighteen knockout carnivals and all CHS competitions.

Basketball

- Open Girls’ Team – NSW Gold Medallists

- 15 Years Boys team – South Coast Champions and NSW CHS State Bronze medal winners.

- 15 Years Girls team - reached the state semi-finals, coming in 4th in NSW.

Congratulations to Mr O’Brien for the outstanding success of his basketball teams

Boys Netball – Regional Finalists – runners up

South Coast Representatives in 2011

- Basketball – Liisa Ups, Kathryn Ups, Kate Hewett, Cameron Bouma, Samuel Garrard, Kirsten Ayre

- Tennis – Shion Watabe

- Cricket – Chris Moore

- Hockey – Darcy McMahon

- AFL – Eleri Morris

- Gymnastics – Mikaila Bloomfield

NSW Combined High Schools or NSW All Schools Representatives

- AFL – Eleri Morris

- Hockey – Paul Counsell

Athletics 156 students competed at zone.

Zone Age Champions

- Emily Fraser 1st – 13 Girls
- Kyle Booth 1st – 13 Boys
- Emma Wolfe 2nd – 14 Girls
Smith’s Hill High School was placed 3rd in the Zone Carnival

**South Coast Athletics** - 41 representatives who qualified for the Zone representation.
- Kyle Booth 13 year Boys – 1st Discus, 2nd Shot Put
- Claire Burnett 18 Girls – 1st 800m, 1st 1500m, 4th Triple Jump, 4th Discus
- Kim Chan 14 year Girls – 1st High Jump
- Emily Fraser 13 year Girls – 2nd 80m Hurdles
- Alex Osborne 12 year Boys - 2nd 800m
- James Pivovarski 16 year Boys – 1st Discus
- Thomas Searle 15 year Boys – 2nd 800m, 3rd 400m
- Emma Wolfe 14 year Girls – 2nd 90m Hurdles
- Qualifying Relay Teams – 14 Girls, 14 Boys, 13 Boys, 16 Girls, 15 Boys

Smith’s Hill High School was placed 8th out of 35 schools attending the Regional Athletics

**State Carnival Representation**
- 9 students qualified to attend the State Championships at Homebush - Kyle Booth, Claire Burnett, Kim Chan, Tom Searle, Emily Fraser, Zac Havadjia, Alex Osborne, James Pivovarski and Emma Wolfe.

**Illawarra Zone Cross Country Champions** - 142 students represented SHHS
- 1st in Girls 18 years, 17 years and 14 years
- 1st in Boys 18 years, 16 years, 15 years and 14 years

**Individual placings**
- Scott Hamilton 3rd 13 years boys
- Brad Holland 2nd 14 years boys
- Thomas Searle 3rd 15 years boys
- Ben Scollary 2nd 18 years boys
- Kim Chan 2nd 14 years girls
- Michelle Royters 3rd 15 years girls
- Claire Burnett 1st 18 years girls
- Darcy Gilroy 3rd 18 years girls

**South Coast Cross Country** - 35 students qualified for Zone
- Ben Scollary - under 18 Boys Champion
- Claire Burnett - under 18 Girls 2nd Place

**CHS State Cross Country Carnival**
- Claire Burnett, Kim Chan, Michelle Royters, Scott Hamilton, Thomas Searle, Lachlan Cassar, Mitchell Jones, Ben Scollary qualified to compete.

**Swimming**
- 67 students represented at Zone Level
- 47 students represented at Regional
- 25 students represented at NSW CHS Level
- 1 student represented at NSW all school

**Zone Champions**
- Thomas Bailey – 12 year boys
- Vladimir Pan – 14 year boys
- Cihan Bagdatli – 17 year boys

Smith’s Hill High School was placed 3rd in the Zone Carnival

- **Vladimir Pan** - NSW All Schools – 3rd 100m, 200m, 400m freestyle
- 12 years Boys, 14 years Boys, 15 years boys, 17 years girls and the 6x50m boys relay teams represented at South Coast

**CHS State Representatives**
- Thomas Bailey, Vladimir Pan, Cihan Bagdatli, Emma Meredith, Karri Ryan, Keira Spencer, Meg Behl-Shanks

**Achievements in Competitions**

**Australian English Competition**
12 High Distinctions, 37 Distinctions, 69 Credits

*Therese Nguyen and Madison Beevors were awarded medals for the top result in NSW*

**Australian Language Certificate**
28 High Distinctions, 31 Distinctions, 17 Credits

*Rebecca Scolnik, Caitlin Romelingh, Zelie Appel, David Dowavic achieved 100%*
National Youth Science Forum
Ashton Brenton was invited to attend

Big Science Competition
1 High Distinction, 22 Distinctions

Alex Polden achieved a perfect score of 120/120

Australian Physics Olympiad and Australia at the Pacific Physics Olympiad in Israel
Theresa Nguyen selected to attend both events

Regional Science Fair (UOW)
2nd Place in Stage 4 and 4 highly commended awards

Australian Science Competition
9 High Distinctions, 56 Distinctions, 71 Credits

Australian Chemistry Competition
32 High Distinctions, 38 Distinctions, 33 Credits

Australian Mathematics Competition
4 High Distinctions, 36 Distinctions, 81 Credits

Prudence Award to Lachlan Moodie

UNSW Computer Programming Competition
5 High Distinctions, 16 Distinctions, 21 Credits

Business Studies Competition
4 High Distinctions, 4 Distinctions

Australian Geography Competition
22 High Distinctions, 63 Distinctions, 29 credits
Jack Simmons, year 10, achieved equal 5th in NSW

NSW Junior Geography Competition
22 High Distinctions, 22 Distinctions, 29 credits

Academic Achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9) and

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

Year 7 results in literacy are generally strong with reading particularly strong in comparison with the selective schools group.

Although our students are generally performing well within the expected bands the data highlights areas we need to consider in our programming and compared with the assessments we carry out at school. For example some students who performed at a lower than expected level in the NAPLAN writing test have achieved higher results in school assessments indicating that they have the skills they did not demonstrate in this diagnostic test.

![Percentage in bands: Year 7 Reading](image-url)
Numeracy – Year 7
The numeracy skills of Year 7 are strong and towards the top of the banding possible for Year 7. The test assists us to see if there are general areas which need attention across the group and identify students who may be experiencing particular difficulties. These results are considered in the context of their classwork.

Literacy – NAPLAN Year 9
Year 9 has well-developed skills. Students identified as experiencing difficulties are referred to the learning support team in addition to working with their teachers in class.
Numeracy – NAPLAN Year 9

All results are in the top three bands for numeracy demonstrating that in general students are progressing well in this area.

Progress in literacy and Numeracy

In Year 9 99.2% of our students are in the top three bands in Reading, 91.8% in Writing, 97.5% in spelling and 99.1% in Grammar and Punctuation. In numeracy 100% of our students have achieved in the top three bands. This indicates steady growth from Year 7 to Year 9.

School Certificate
There is positive growth in all areas from Year 5 external tests to Year 10 School Certificate on the limited range of skills tested. They do not sum up their performance overall but are indicators of progress. The graph which follows is statistically significant because state average is set at zero.

In Year 10 the following percentages of students achieved in the top two bands in the subjects examined by the Board of Studies.

- English: 95.7%
- Mathematics: 81.7%
- Science: 91.1%
Australian History, Civics and Citizenship 89.2%
Australian Geography, Civics and Citizenship 90.8%
Computing Skills (Highly competent) 100%

Higher School Certificate

The graphs which follow show those courses which had ten or more students. Those with less than ten in a group do not appear.

These courses include all language and language extension courses, geography, earth and environmental science, history extension, design and technology, visual arts, software design and development, food technology, textiles and design, information processes and technology, and all vocational courses.

Courses in which over 80% students have achieved in the top two bands are:
Ancient History, Extension History, Design and Technology, Extension 1 and 2 English, Earth and Environmental Science, Music 1, Music 2 and Extension Music, Legal Studies, Food Technology, Geography, German, Extension German, Software and Design, Visual Arts and Textiles and Design. The Textiles and Design class had seven out of nine students achieve a Band 6 result.

Value added results track student performance and if school certificate results are high then value added in the higher school certificate will be more difficult to achieve.

All Rounders
All rounders are students who gained Band 6 in at least ten units. In 2011 there were 9 students who achieved this: Zoe Barker, Ivan Basic, Rachel Chambers, Kate Chapple, Jennifer Li-Hui Chiu, Muhammad Jawad Khan, Amanda Lieu, Chelsea Murray and Theresa Nguyen

Outstanding HSC results
Five students scored an ATAR above 99: Ivan Basic, Theresa Nguyen, Chelsea Murray, David Dowavic, Zoe Barker

Sixty-five students scored an ATAR of 90 or over,

Top Achievers
David Dowavic – 1st in the State in German

Ryan Drury – 6th in the State in Engineering Studies

James Chappell – 11th in the State in Personal Development, Health and Physical Education

Audi Li – 14th in the State in 2 Unit Mathematics

Allister Carrigan – 18th in the State in Personal Development, Health and Physical Education

Distinguished Achievers
There were 227 individual results above 90% in courses

HSC Nominations for Performances and Exhibitions

Encore (HSC Music) – Miles Moody, Michael Burns, Paulina Smirnov and Patrick Davis

Art Express – Nathan Chapman

Design and Technology – Hugh Powell

Other - Tessa O’Donnell-Robinson scored 50/50 for Extension 2 in her examined short story major work.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

All Aboriginal students have a personalised learning plan designed to assist them to achieve their personal best. Food Technology, History, Geography, Textiles Technology, Visual Art, Science, English and Personal Development, Health and Physical Education include Aboriginal perspectives in a significant way in their courses. The school has begun moves to establish stronger relationships with the Aboriginal community through the formal signing of an agreement with the AECG.

**Multicultural education**

**Summer Exchange Programs**

The following students have been on exchange programs throughout the summer studying in the following countries:

- **France:** Stephanie Murray, Cordelia Ongerth, Kristi Cheung, Lizzie Blomfield and Ashley Henderson
- **Germany:** Lily Thompson and Anjali Iyer
- **Japan:** Mikaela Romelingh, Blake Jurmann and Georgia Brown

Visiting sister schools and cultural groups combined with multicultural perspectives in English, Languages, Geography, Visual Arts and Music encourage the development of understanding of other cultures.

**Progress on 2011 targets**

**Target 1**

Year 9 students achieve or exceed expected growth in NAPLAN literacy and numeracy tests and demonstrate this growth in course work.

Teachers are modeling appropriate strategies for the development of literacy and numeracy skills and encouraging students to research and analyse data with positive effect.

Our achievements include:

- Faculties have developed subject specific scaffolds for literacy and numeracy skills
- The majority of students have achieved expected growth.
- Growth is evident in student work and in school certificate results for English-literacy and Mathematics
- Explicit teaching is being reported in evaluations and reviews.

**Target 2**

Develop and affirm a culture of high expectations and achieving one’s personal best, supported by a rigorous curriculum, differentiated to facilitate student engagement in learning and quality teaching practices.

The school presents a consistent message about students competing with themselves to build their skills on a continuing basis, targeting their own strengths and weakness on an individual basis. It is stressed that in working together to learn they support each other and collectively improve.
Our achievements include:

- Faculties are continuing to refine programs to explicitly teach skills and develop student confidence.

- Some junior programs still lack clarity in their assessment processes and this needs to be continued into 2012 when a full assessment audit will be held.

- Students are now reporting greater variety in teaching practice and more skilled application of ICT skills.

- Senior courses have appropriate procedures for assessment which are clear and explicit.

Target 3

Strengthen staff capacity to enhance student learning outcomes through increasing their engagement in professional learning and providing access to leadership and learning opportunities at school, regional and state level.

Feedback on professional learning days and previous professional learning indicated a need to take a more personalized approach aimed at concentrating on the learning needs of the staff.

Considerable time was allocated following the laptops for learning course to enable staff to develop their skills. Through employing the HSC supervisors to supervise the school’s internal Year 12 more professional learning time was created. Teachers could book time with other members of staff or students who had the skills they wished to learn.

Professional learning was offered after school with the assistance of Ms David, Mr Jones and Mrs Russo and twelve members of staff completed three afternoon sessions.

A team of teachers attended the Team Leadership course and lead sessions at the staff development days related to our planning for 2012 and the processes we use.

Our achievements include:

- All staff were able to spend time working on their identified areas for development.

- Faculties are making greater use of Moodle which gives students access to work covered in class and extra resources in English and some other subjects.

- Teachers were able to share their skills with others in small groups and the feedback has been highly positive.

- Plans for 2012 have been developed.

Target 4

Develop student leadership capacity and resilience

Opportunities for leadership are offered through and a variety of opportunities in social justice groups and year group activities. The SRC have explored broadening their base in committees working in different areas such as the Environment team which has SRC and other students involved.

Our achievements include:

- The SRC workshops were held and evaluated positively with the SRC now developing them further. All SRC members had roles to play in the workshops.

- Students from Year 7 to Year 12 proposed extracurricular activities and organised these confidently.

- The Sports Studies class prepared and executed class outdoor activities, complete with planning and risk management strategies.

- Year 7 and 8 Visual Art classes incorporated SenseAbility in the program to address the issue of resilience.

- Student involvement in self-initiated charitable works is exceptional. These include:

  - The Joanne McKay Breast Cancer Awareness Appeal
  - Shave for a Cure
  - Jeans for Genes Day
  - Forty Hour Famine
  - Salvation Army Red Shield Appeal
  - Legacy
  - SRC Child sponsorship and Kidz Wish
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of the Visual Arts and Personal Development and Health and Physical Education Faculties and a preliminary evaluation of assessment practices which will continue in 2012.

Educational and management practice

As part of the planned review of our teaching and learning practices a preliminary review of junior assessments was carried out.

Background

Assessment and reporting is an area which is covered in faculty reviews and through 2011 some questions had been raised by students with their Year adviser. This led to a preliminary review conducted by Mrs Royle in which 100 students were surveyed in the junior school.

Findings and conclusions

It was found that junior assessments were inconsistent. Students requested more specific details of the tasks and in some areas greater notification of the requirements and timing of the task. They also suggested that for some tasks more explicit modeling would help them to understand the teacher expectations.

Future directions

- Complete a full review of assessment and reporting practices from Year 7 to Year 12 in 2012
- Faculty planning backward mapping tasks
- Explicit details relating to tasks
- Explicitly teach expected skills and give models of possible answers for guidance.

Curriculum – Visual Arts Faculty

Background

Each year are reviewed on a rotational basis through an internal process into which we invite a head teacher from another school to assist the faculty to evaluate their programs and practices. Parents, students are staff were asked to reflect on classroom practice, assessment and reporting, ICT usage and faculty management.

Findings and conclusions

The review identified that:

- Visual Arts teachers are experienced, committed enthusiastic, organized and passionate and their teaching rooms are colourful and inspiring.
- Students enjoy the variety of courses, tasks, opportunities and experiences that the Visual Arts teachers offer, including being able to use the rooms for artwork during lunchtimes
- All appreciated the opportunities to develop abstract thinking, organisational skills, an appreciation of the creative process and confidence.
- Students liked having a design brief, using scaffolds and rubrics and clear explanations of tasks
- Work samples were useful ways of developing skills
- Observation and interaction with students were important parts of the teacher’s role and contributed to an atmosphere in which assessment could be more communal.
- Students and parents would like to access outlines of the content of courses and the benchmarks students are expected to achieve
• Students felt that sometimes the intent of task was unclear and that further explanation in writing or verbally would assist.
• The darkroom is in poor condition and needs to be refitted.
• Storage of senior works needs investigation.
• Teachers collaborate and share resources.
• Some course names are misleading.

**Future directions**

**It is recommended that:**

• Teachers develop different strategies for teaching the theoretical areas of the course.
• Teachers investigate appropriate storage and drying areas for senior artworks.
• Teachers assess websites and have those that are useful unblocked for study purposes.
• More display spaces be identified and utilised to put artwork on show.
• Assessment notifications be reviewed for clarity, specificity and appropriateness incorporating relevant outcomes, explicit expectations and marking guidelines and published on Moodle for accessibility.
• The SenseAbility program be reviewed for duration and effective delivery.
• Teachers explore ways of providing parents with information on the courses.
• The Head Teacher research the cost of replacement or refurbishment of the dark room.

**Findings and conclusions**

Students enjoy:

• the physical games, sport and playing with friendship groups.
• balanced theory and practical lessons.
• discussion in health lessons – life skills.
• being outside the classroom for sport.
• opportunities to do first aid etc.
• opportunities for choice in assessment tasks.
• the use of the interactive whiteboards rather than textbooks and booklets.

Students and parents feel that:

• the courses are fun but some games go on for too long.
• nutrition, fitness and mental health are important.
• they would like access to elective courses in PD/H/PE.
• the courses were not as important as the ‘more academic’ ones.
• the communication about courses and course expectations could improve.
• the teacher could challenge the students more in some courses.
• some courses need to be revised with attention given to the appropriateness, relevance and applicability of the resources being used and the balance of activities eg PE4.
• some resources are outdated and too lengthy and now inappropriate.

**Future directions**

It is recommended that the faculty:

• use formal course evaluations more regularly to inform programming and engage students in their learning.
• develop a comprehensive plan for faculty management and future development.
• review and redevelop the programs highlighted in the review in order to develop.
higher order thinking skills and use a variety of teaching modes.

- Plan the use of ICT and incorporate student use of the interactive whiteboard where possible.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In the faculties reviewed and the feedback at a variety of functions throughout the year parents have indicated strong support for the school and the work of the staff.

They have indicated that the school is a positive place which teacher professionalism is recognized and there is a variety of approaches and opportunities for enrichment.

**Teacher involvement and support for a wide range of extracurricular areas is appreciated by parents and students.**

Parents and students have requested that the school investigate refining the process of assessment for the junior school to provide more consistency in notifications and task structures.

Support for the Year 7 /11 camp was overwhelmingly positive. The school community sees it as a vital part of the transition to high school program, building beneficial relationships.

Parents again raised the need for the school to more consistently supply course outlines and assessment guidelines for the junior school.

**Professional learning**

Professional learning for 2011 centred around the school plan and concentrated on developing the skills and competencies of beginning teachers, improving the ICT skills of staff, furthering quality teaching in the school and implementing leadership and career development programs.

The laptops for learning program, interactive whiteboards, Moodle and ClickView have provided impetus for teacher learning in the area as faculty reviews have demonstrated.

The Google surveys of students indicate that these initiatives have contributed to changed teaching strategies.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Improved access, participation and outcomes for Aboriginal students

**2012 Targets to achieve this outcome include:**

- Develop strong partnerships with the school’s Aboriginal Families and the Aboriginal Community
- Strengthen teaching and learning strategies through the implementation of quality evidence based programs and initiatives
- Increase the number of Aboriginal students seeking access to the school
- Increase parental engagement with their child’s education

**Strategies to achieve these targets include:**

- Participate in cultural Awareness training
- Develop enhanced partnerships working with the AECG to create stronger connections with the Aboriginal community
- Access professional learning opportunities for staff related to Aboriginal perspectives
School priority 2
Outcome for 2012–2014
Build leadership capacity at all levels in the school

2012 Targets to achieve this outcome include:
- Strengthen staff capacity to enhance student achievement of learning outcomes through increasing their engagement in professional learning and providing access to leadership and earning opportunities at school, regional and state level
- Develop student leadership skills, exploring opportunities for student voice
- Strengthen the capacity of staff and students to use and latest technology for learning

Strategies to achieve these targets include:
- Provide opportunities for staff and students to take on new roles or shadow others
- Develop a professional learning plan designed to enhance leadership opportunities in the faculty and whole school level
- Research student voice and its impact on learning outcomes (network with Gosford High school)
- Encourage student and staff initiatives which allow for the develop of leadership and communication skills

School priority 3
Outcome for 2012–2014
Establish a culture of high expectations which responds to the needs of all students and develops their learning potential

2012 Targets to achieve this outcome include:
- Develop and affirm a culture of high expectations and achieving one’s personal best, supported by a rigorous curriculum, effectively differentiated to facilitate student engagement in learning and quality teaching practices.
- Develop strategies to increase students’ resilience through building confidence in their capacity to learn and relate well to others

Strategies to achieve these targets include:
- Access existing courses and school staff expertise to initiate further professional learning in differentiating the curriculum, and managing mental health issues and special needs students
- Target specific areas of skill development including explicitly teaching study skills
- Support and encourage teacher involvement in professional networks
- Provide a differentiated curriculum which incorporates negotiated learning, and assessment
- Use available data to effectively plan and develop courses of study

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes.

The self-evaluation committee and school planning committee have determined targets for the school’s future development.
Members of the Committee

Mr Trickett Head Teacher English
Mrs David Head Teacher Teaching and Learning
Ms Mearing Head Teacher Welfare
Mr Carlon Head Teacher Science
Mr Jones Head Teacher Mathematics
Mrs Rojas Head Teacher TAS
Mr Parmar Head Teacher HSIE
Mr Perkiss Rel. Head Teacher Administration
Mr Walker Deputy Principal
Mr Baz Simmons P&C President
Julian Nikolovski School Captain 2012
Heather Rodgers School Captain 2012
Matthew Harrington Vice Captain 2012
Nina Blazeska Vice Captain 2012
Ms Jones-Sweeting Teacher Visual Arts
Mrs Royle Teacher PD/H/PE
Mrs Russo Teacher Music

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: