School context

Smith’s Hill High School is an academically selective high school with a strong tradition of achievement in academic and cultural areas. Our population is drawn from the southern suburbs of Sydney to Nowra and the Highlands.

Our curriculum is compacted and organised in a vertical structure which enables acceleration and greater choice for students in the senior school. Extension courses are available and supported. It is an inclusive program which enables students to move more quickly in their areas of expertise or take a variety of pathways to meet their particular learning needs.

Extracurricular activities are encouraged and range from musical and drama performances to the SRC soccer day and a variety of activities which develop students’ capacity to perform in music groups, regional and state ensembles, drama performances, chess teams, sporting teams and national competitions. Student generated activities are valued and past students return to coach debating, Tournament of Minds, theatre sports and our sporting teams.

Technology use is encouraged as a learning tool and students can access this technology in classrooms and the library. Facilities such as the lecture theatre, H Block and the music building enable performances and provide flexible venues for many school and community activities. There are well equipped facilities in Science, TAS and Visual Art and students are offered the possibility of overseas extensions to the curriculum through languages.

Strong links with the University of Wollongong, businesses and charities enable enhancements to the curriculum as does our inclusion in the local regional and state arts programs.

As a school we seek to develop a safe and harmonious environment where difference is accepted and celebrated and students experience a challenging and relevant curriculum.

Principal’s message

2013 was once again an exciting year for the school and in this report we will celebrate the achievements of our students and staff in many fields of endeavour. Our Chess team won the NSW Country Championship and the Open Girls Basketball team are State Champions.

Throughout 2013 the landscape of the school improved with the completion of pathways, overhead walkways and ultimately the COLA over the outdoor classroom, now being used for music performances as well as shade. These changes have been enhanced by the environment team whose work on the gardens has contributed positively to the amenity of the school and encouraged the involvement of students whose volunteer time is now credited through the student leadership initiative.

Work began on replacing the curtains in the MPU and equipping it with audio visual equipment. This will be completed in 2014.

Our visits to Japan and Germany and sister school exchanges to Smith’s Hill High in 2013 have enriched our students understanding of Japanese and German culture and developed friendship and understanding beyond the visits themselves.

As I reflect on this year it is with a touch of sadness that this will be the last annual report I prepare as Principal of Smith’s Hill High School. Our school is a wonderful place to work. I have enjoyed my time here immensely and I sincerely thank the teachers who have worked, and do work here, and the P&Cs and School Councils who have assisted the school to develop. I am particularly proud of our student leaders who as confident and articulate young men and women bring the student voice to School Council, school initiatives and policies. They are delightful young citizens and embody the values of the school in their mature and responsible approach.

I would particularly like to thank the P&C executive for 2013 who have worked tirelessly for the school on working bees, in interview panels and in helping us to reflect upon the directions in which we are moving as a school. Their influence and assistance has been immeasurable.

There are many changes emerging in education. I urge the school community to support the school through the changes in management areas, the Australian curriculum and funding at the Federal level. Please use your considerable skills to have a voice in the education debate to ensure that public education is well funded and provides for all children everywhere with equity and fairness, for there are significant moves to challenge that principle.

This report celebrates the achievements of our students and signals the areas in which we seek to improve our performance. May our school community continue to develop with lives enriched through interactions characterised by integrity, respect for others, endeavour, compassion and harmonious relationships. I have truly enjoyed
sharing the last 23 years with you and wish the school great success in 2014 and into the future.

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.

Rae Mitchell

P & C and/or School Council 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 SHHS. 2013 was a good 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 note of thanks is made to Carol Kriss and Joan Long (Canteen) and Kathy Hiscocks (P&C books).

Earlier this term Mrs Mitchell announced her retirement as Principal. SHHS today is a reflection of the vision, passion and commitment that Mrs Mitchell has put into the school. In a period of continuous change and uncertainty her focus has always remained on ensuring that the school continues to develop the whole student and has gone about this with a deep sense of compassion. Mrs Mitchell has touched the lives of numerous students across her career and can rightly feel proud of where SHHS is today. We wish her all the best for her retirement and thank her for her continual support of the P&C.

The relationship between the P&C and the Student Representative Council continues to be strong. The SRC provides a way for us to communicate and work with the student body. It was pleasing therefore to see the installation of further outdoor seating and joint working bees during 2013.

Together we are making a difference and the school environment is definitely improving. The work of Michelle Maltby and Brendan Sheedy, along with other members of the P&C with the Environmental Committee is acknowledged.

The survey of students and parents provided us useful feedback as a school community. Some change has come from this such as the upgrade of the SHHS website. I believe that it is worthwhile to revisit this document and prioritise what else as a school we can do in response to this feedback.

Fundraising:
With the geographic spread of the parent body fundraising is not easy. Brendan Sheedy and Sandy Grant are thanked for their work in arranging the barbeque fundraiser at Bunnings and the cake stall for election day. It is pleasing to see the continued support of the P&C levy included in the school accounts. These funds along with profits from the school canteen allow us to continue to work with the school supporting students and teachers. This year this has included the purchase of a marimba for the music department, further outdoor seating, a new freezer and air conditioner for the canteen, cupboards for use of the SRC and support for a range of other school activities.

Canteen:
The canteen appears to be running well. 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 to ensure all receive good healthy fare. We have good relationships with our suppliers and they have been supporters of various events. The challenge for us is to continue to attract parents to volunteer their time to support this venture.

School Council:
The P&C has a representation on the SHHS School Council. The Council represents students, teachers and parents and has a role in reviewing school policy, school performance and direction on certain matters. I believe that this is a very important body, however, I would like to see 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 attract a range of media attention. There has been plenty said, but it appears little real commitment to address inequities that exist in our school system. I believe most parent’s involvement with P&C groups is to support their own child’s school. It has become apparent to me that we need to do more at both a state and federal government level to support change and teachers in general. My hope is that the whole school community engages
further and more actively in this conversation with the aim of doing an even better job for our students and the broader community.

As always there are many areas that the P&C can add value. We need to continue to look at ways to reach parents and support staff. I understand that many cannot or will not be interested in making meetings so we need to consider other ways of connecting with parents. We are in a good position going into 2014 and I thank all for their input and support.

Baz Simmons  
President Smith’s Hill High School
Parents and Citizens Association

Student representatives’ message
2013 has been a productive year for the SHHS Student Representative Council, as they supported the student body in all of their endeavours. The SRC has continued to co-ordinate events and programs that enhance aspects of school culture and affirm the values of the school.

The year began with the SRC’s Valentine’s Day. This not for profit event was successful in clearly achieving its goal of creating compassionate connections between the student body. Within the same school term, the SRC effectively supported and facilitated a large number of brave students shaving or colouring their hair to raise a record amount of funds for the leukemia foundation.

Term 2 began with the Values Day; over one hundred students participating gave the day a score of 4 out 5 or higher. The day was centered around the school’s unique five values;

- Endeavour
- Respect
- Integrity
- Compassion
- Harmony

Each value was designated a forty minute workshop specifically constructed to introduce Year 7 to the school culture and the values upon which it is founded. Linking with our SRC’s values initiative, the annual Soccer Day saw a theme of Harmony. The largest number of teams yet (59) were encouraged to represent a country in the aim of fostering global co-operation and understanding, a key aspect of our multicultural school.

The SRC has endeavoured to engage the student body through promoting increased involvement in the SRC’s planning and execution of events. The student body was excited by the SRC’s inaugural social networking competition; an initiative that will be passed on to the 2014 SRC after it generated positive student response.

We would like to thank our SRC Co-ordinator, Ms Sue Jones-Sweeting for her support, guidance and determination to provide leadership opportunities for the SRC and others in the student body and acknowledge the outstanding role played by Paul Counsell, Jenna Owen, Andrea Fernando, and Jack Simmons in the activities of the SRC in 2013.

Thea Stephenson, Lachlan Cassar, Alice O'Toole and Adrian Wright, School Captains 2014

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>395</td>
<td>377</td>
<td>388</td>
<td>379</td>
<td>382</td>
<td>389</td>
<td>377</td>
</tr>
<tr>
<td>Female</td>
<td>348</td>
<td>356</td>
<td>360</td>
<td>375</td>
<td>373</td>
<td>373</td>
<td>374</td>
</tr>
</tbody>
</table>

Student enrolment patterns remain fairly stable. Numbers are limited in the junior school to 120 students in each year group. These students are initially placed in Year 7 through a statewide testing and placement procedure. In Years 11 and 12 additional places are offered to students on the waiting list if their desired pattern of study is available.

Student attendance profile

Students have good attendance at Smith’s Hill as can be seen from the graphs below and we are trialling a new on-line roll marking system
Management of non-attendance

Depending upon the reasons for a child’s non-attendance at school, the school may involve the home-school liaison officer, counsellors or external agencies to assist the learning support team. In extreme circumstances, other alternatives are sought to ensure that the student is able to pursue an educational pathway.

On a day to day basis the office staff contact parents of children who have been marked absent on the roll when they have not heard from a parent by the end of period one.

Post-school destinations

Students who completed the HSC in 2013 have indicated that they have accepted offers at:

- University of Wollongong: 63
- University of Sydney: 21
- University of New South Wales: 14
- Australian National University: 4
- University of Newcastle: 3
- James Cook University: 2
- University of Technology Sydney: 2
- University of Western Sydney: 1
- Charles Sturt University: 2
- Australian Institute of Management: 2
- Macquarie University: 2

Five students are pursuing Certificate courses at TAFE, three will complete their HSC through pathways in 2014, one is attending the Bent Street Dance Academy, another has selected Avoca College and four are successfully seeking entry to colleges in the USA.

*Of these students 5 indicated they will defer or interrupt their study in 2014 to travel, be part of an exchange program, volunteer work or tour with sport or cultural groups. Several students stressed the value of having applied through special entry schemes which were based on their athletic or specific academic talents e.g. debating as well as the elite athletes and performers programs and the various Dean’s Scholars programs at UOW.

Seven students were awarded Dean Scholarships at UOW, three gained cadetships with BlueScope Steel and one with Rolls Royce.

Year 12 students undertaking vocational or trade training

In 2013 six students completed a vocational course as part of their Higher School Certificate.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the 138 students in the Year 12 cohort 135 gained a Higher School Certificate and six gained additional vocational qualifications. Three students will complete their HSC in 2014 through the pathways program.

Workforce information

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

Our teachers are well-equipped to teach their courses and there is a good mixture of experienced and enthusiastic younger new scheme teachers.
working with them who have a well-developed understanding of teaching gifted and talented students. In 2013 Mr Trickett, Mr Carlon, Mr Clifford, Mr Walker and Ms Bromham announced their retirement and they will be replaced in 2014. They have contributed greatly to the life of the school and will be missed in many areas of school life. We wish them well.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>40.7</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.082</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65.182</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At Smith’s Hill High School we do not currently have any Indigenous employees.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools and many mark the Higher School Certificate.

As a minimum all teaching staff have a degree or diploma qualification and one fifth of the staff have further postgraduate studies. Accreditation with the Institute of Teachers is at present required for new scheme teachers. This refers to those teachers who are joining the NSW Department of Education and Communities workforce.

From 2015 all members of staff will be required to be members of the Institute of Teachers and maintain their accreditation with it.

A small number of staff are beginning the process of attaining the higher levels of accreditation which require considerable personal commitment and a great deal of time.

**Qualifications**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate (Additional)</td>
<td>11</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>10</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.

**Date of financial summary** 30/11/2013

**Income**

- Balance brought forward 1011987.20
- Global funds 461675.71
- Tied funds 150783.93
- School & community sources 482822.78
- Interest 27076.41
- Trust receipts 333206.78
- Canteen 0.00

**Total income** 2467552.81

**Expenditure**

- Teaching & learning
  - Key learning areas 122679.95
  - Excursions 224044.00
  - Extracurricular dissections 46109.21
- Library (624.38)
- Training & development 72963.44
- Tied funds 152652.16
- Casual relief teachers 92839.18
- Administration & office 284345.48
- School-operated canteen 0.00
- Utilities 114578.32
- Maintenance 48600.87
- Trust accounts 526192.67
- Capital programs 82181.50

**Total expenditure** 1766562.40

**Balance carried forward** 700990.41

Funds carried forward include unpaid goods on order $31,185.08, unpaid casual salaries $33,598.95, $105,977.14 of trust funds and $58,054.33 of tied funds. This includes funds reserved for equipment acquisition and those collected for overseas excursions, Year 7 and Year 11 camp and Bush School.

Library costs are largely taken from the library fund which is reported upon in a separate account. Library expenditure was $13,963.05 in total.

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the Smith’s Hill High School Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

The achievements of 2013 include:

**Achievements in the Arts**

**Mooting**

Matthew Staraj, Mikaeka Romelinhg and Madeleine McCarthy competed in the Bond University Competition with the assistance of Mr Zabell and Magistrate Bill Dalley.
Theatre Sports

State semi-finals

Senior team: Jenna Owen, Claire Crighton, Lily Montgomery-Primmer, Ondine Manfrin, Blake Jurmann.

Junior Team: Thomas Doyle, Danika Adamski, Grace Welsby, Helenna Barone-Peters.

These teams were well supported by Ms Stokes.

Tournament of Minds


Mr Cutler is very proud of his teams and he and Ms Tolland and Mr Anstey who supported the teams while he was on leave are to be commended.

State Drama Ensemble:

Thomas Doyle, Chloe Horton and Breanna Macey are to be congratulated on their selection for this program.

Illawarra Schools’ Shakespeare Festival:

Duologe: 1st Place Nic Bertolla and Katie Newfield

Scene: 1st Place: Charisse Adair, Joanna Laba and Simon Lee

Mash Up” 1st Place Mahalia Crawshaw, Claudia Hodge, Grace McCarthy, Meara O’Brien, Kelly Robinson, Jade Rosisak, Elisa Sanjurjo, Claudia Staraj and Lucinda Wright

Acting Achievement Award – Nicola Lombardi

School Plays Written by our talented teachers, these provide wonderful opportunities for students. We are fortunate to have talented drama teachers at Smith’s Hill who develop these outstanding experiences for our students.

McGuffin: written and directed by Mr Cutler was written with the cast in mind and in a sense of fun. It contained some very unusual and memorable characters and several important messages.

Personal Space: performed by the Text to Performance class and written by Mr Cutler

The Burrow: written and directed by Miss Stokes and performed by the Youth Theatre class in 12 primary schools to approximately 2000 students.

Music Performances

Our major music ensembles are the Concert Band, Vocal Ensemble and the String Orchestra. These are supplemented by the senior and junior jazz groups, the chorale group, the a cappella group and the guitar ensemble. Throughout the year students were involved in numerous concerts, performances for assemblies and special events, Wollongong Eisteddfod (in which the Vocal Ensemble gained second place in the Open section) and Sydney Eisteddfod. Our students also performed in WotOpera, developing their own opera, and with the Killarney Heights High School performance evening at the IPAC.

Many of our students assist in tutoring at the Regional Junior Music Camp and represent us in Southern Stars, School Spectacular, the Millenium Marching Band and the Southern Schools Performing Ensemble.

The School Musical: Anything Goes

This was an excellent production which won the hearts of the audience with some delightful
characters played with great enthusiasm. ‘Anything Goes’ gained first place in the Arcadians’ Competition.

Our talented music and drama staff and a team of supporters enabled this delightful performance to take place. They are to be commended for the amazing amount of time and energy they devote to our students and the quality of the performances they produce.

Southern Stars ‘Extra’

Smith’s Hill High was well represented in Southern Stars ‘Extra’ in all areas of performance with forty students in the mass dance items and featured artists and backing singers (Jaiden Thomas, Isabella Handley, Sandon Groves and Brooke Evans specialist dancers (Amelia Kentwell), orchestra, Clint Corbin, Amy Jones, Rachel Jones, Bryce Fairweather, Andrew Varga, Kingston Yeung, Shannon Annand, Gianna Cheung, Joy Liu, Lachlan Moodie and Nick Zengoski.

Southern Schools Performing Ensemble

Our students have consistently been involved in the regional ensemble and in 2013 Jaiden Thomas, Brooke Evans, Robert Spinks, Clint Corbin, Rachel Jones, Amy Jones, Andrew Varga and Callum Scott were members, performing at schools and venues across the region.

Debating and Public Speaking

Senior Debating Team: UOW Debating champions, best speaker Dimitrious Havadjia.
Model United Nations (MUNA)Highly commended - (Patrick Bell, Thea Stephenson, Dimitrious Havadjia.
The Great Debate Wollongong Youth Centre (Patrick Bell.)

Year 10 Debating Team -2013 regional champions Premier’s Debating Challenge, (Best speaker Breanna Macey). They reached the finals in the Sydney University Competition. Liam McAneny was selected for the Junior Secondary Debating Team (JSDC) and Thomas Condon was included in the JSDC squad.

Junior Debating Team 2013 Zone Champions. Competed in the Sydney University Competition and the Janine Best Competition for selective high schools.

Voice of Youth: Lachlan Cassar and Emily Campbell were winners at Senior Regional level.

Plain English Speaking: Isabel Crawford was 2012 World Champion. In 2013 Lachlan Cassar won at regional level and Patrick Bell was runner up.

Quota Club : won by Lachlan Cassar

South Coast Public Speaking : SHHS Regional winners for the sixth consecutive year. Lachlan Cassar, Emily Campbell and Toby Shanks gained first place; Patrick Bell, Thomas Condon, Breanna Macey, Caitlin Turner and Lua Samimi-Duncan achieved second place; and Helenna Barone-Peters and Simon De Mayo were third in their sections.

UNYA Public Speaking State Finalist - Simon De Mayo -State semi-finalist Lua Samimi-Duncan

Lions Youth of the Year : Patrick Bell at zone level

Rotary Youth Guest Speaker: Thea Stephenson

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest)
Year 5: from Band 3 (lowest) to Band 8 (highest)
Year 7: from Band 4 (lowest) to Band 9 (highest)
Year 9: from Band 5 (lowest) to Band 10 (highest)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Reading  
Average score, 2013 | School | SSG | State DEC  
|------------------|-------|-----|------------  
| 657.0 | 649.0 | 534.0  

**Skill Band Distribution**

| Band | 4 | 5 | 6 | 7 | 8 | 9  
|------|---|---|---|---|---|----  
| Number in Band | 0 | 0 | 0 | 4 | 32 | 84  
| Percentage in Bands | 0.0 | 0.0 | 0.0 | 3.3 | 26.7 | 70.0  
| School Average 2009-2013 | 0.0 | 0.0 | 0.0 | 3.9 | 28.3 | 67.8  
| SSG % in Band 2013 | 0.4 | 0.9 | 1.3 | 5.9 | 25.9 | 65.6  
| State DEC % in Band 2013 | 6.6 | 17.8 | 25.9 | 22.5 | 17.0 | 10.2  

Year 7 NAPLAN Writing  
Average score, 2013 | School | SSG | State DEC  
|------------------|-------|-----|------------  
| 597.4 | 607.9 | 502.1  

**Skill Band Distribution**

| Band | 4 | 5 | 6 | 7 | 8 | 9  
|------|---|---|---|---|---|----  
| Number in Band | 0 | 2 | 14 | 38 | 41 | 25  
| Percentage in Bands | 0.0 | 1.7 | 11.7 | 31.7 | 34.2 | 20.8  
| School Average 2011-2013 | 0.0 | 1.7 | 10.9 | 21.2 | 34.2 | 30.0  
| SSG % in Band 2013 | 0.7 | 2.8 | 8.7 | 19.2 | 34.5 | 34.0  
| State DEC % in Band 2013 | 12.4 | 25.3 | 27.4 | 18.5 | 11.5 | 4.9  

Year 7 NAPLAN Spelling  
Average score, 2013 | School | SSG | State DEC  
|------------------|-------|-----|------------  
| 661.6 | 665.1 | 551.9  

**Skill Band Distribution**

| Band | 4 | 5 | 6 | 7 | 8 | 9  
|------|---|---|---|---|---|----  
| Number in Band | 0 | 0 | 1 | 5 | 31 | 83  
| Percentage in Bands | 0.0 | 0.0 | 0.8 | 4.2 | 25.8 | 69.2  
| School Average 2009-2013 | 0.0 | 0.0 | 0.8 | 10.9 | 33.4 | 54.8  
| SSG % in Band 2013 | 0.4 | 0.7 | 1.1 | 4.7 | 20.2 | 72.8  
| State DEC % in Band 2013 | 7.4 | 9.9 | 20.2 | 28.1 | 21.5 | 12.8  

Year 7 Literacy skill levels are high and well within expected performance bands. They will be used in conjunction with school data to assess student progress and determine areas for improvement.

Although still generally strong, Year 7 writing is a considerable contrast to reading and other areas of literacy and this is unusual for Year 7 cohorts at Smith’s Hill. Student progress in writing will be targeted and monitored throughout 2014.
Year 7 NAPLAN Numeracy results are significantly in the top bands and are used in conjunction with class assessments to assess student progress in numeracy skills.

It should be noted that Year 7 NAPLAN results are largely a product of student performance in these areas from their primary schools. They serve with other school information to assist us in determining student strengths and areas of relative weakness.

It is important to remember that these tests were designed to be diagnostic to assist teachers and the system in general to support student learning.

NAPLAN Year 9 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>682.6</td>
<td>673.4</td>
<td>574.8</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>64</td>
<td>48</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>0.8</td>
<td>5.8</td>
<td>53.3</td>
<td>40.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.0</td>
<td>0.0</td>
<td>1.3</td>
<td>13.1</td>
<td>45.5</td>
<td>40.1</td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>0.5</td>
<td>1.3</td>
<td>2.2</td>
<td>13.5</td>
<td>47.3</td>
<td>35.3</td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>6.9</td>
<td>21.2</td>
<td>27.4</td>
<td>23.5</td>
<td>15.9</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Percentage of students in bands:

Year 9 Reading
It is interesting to note that the strength in grammar, punctuation and spelling is not replicated in the writing section of the test. Planned professional learning in ALARM for the junior students will assist in this area.
This is the first time that all students were not above the minimum standard in any area and the students concerned have been identified for particular attention in their areas of weakness.

**High Achievers**: Jenna Owen third in the state in Drama; Naomi Chin 50/50 in Extension Music.

**Distinguished Achievers**: there were 200 individual results above 90% in courses.

Fifty eight students achieved an ATAR over 90.

**Higher School Certificate (HSC)**

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

The courses listed in the table and in graphical form are those which had a candidature of ten or more students. Smaller groups are not shown. These include, the language courses, music 2, design and technology, food technology, textiles and design, information processes and technology, vocational courses and studies of religion.

**HSC: Course Summary Graphs**
Nominations for Performances and Exhibitions

**TexStyle Exhibition:** Amelia Kentwell (HSC Textiles and design)

**Encore:** Naomi Chin (HSC Music)

**Young Writers Showcase:** Juliet Younger and Jenna Owen (English Extension 2)

**On Stage:** Jenna Owen and Claire Crighton for individual performances; Jenna Owen, Claire Crighton, Ondine Manfrin and Margaret Dunleavy for the group performance. (HSC Drama)

**Value Added**

Value added results track student performances from Year 10 to Year 12. If the average of the school results in Year 10 is very high, it is difficult for students to achieve a positive value added in Year 12 even though this is desirable. Year 10, 2011 had outstanding results and their performance in Year 12 was strong but not quite at the level anticipated. Work currently being done using the ALARM Matrix should have a positive influence in this area.

**Record of School Achievement (RoSA)**

In Year 10 students are allocated grades in their courses for the Record of School Achievement. This is continued in Year 11 and culminates with the Higher School Certificate. All grades for Year 10 to 12 are available on the one certificate available for printing from the BOSTES site using student log-in.
details when required. The Year 10 pattern of grades in 2013 was:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Pattern % of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>English</td>
<td>44</td>
</tr>
<tr>
<td>Mathematics</td>
<td>57</td>
</tr>
<tr>
<td>Science</td>
<td>66</td>
</tr>
<tr>
<td>Aust Geography</td>
<td>36</td>
</tr>
<tr>
<td>Aust History</td>
<td>61</td>
</tr>
</tbody>
</table>

In elective courses the vast majority of students achieved A or B grades for RoSA. These grades will be part of the cumulative results which the Board has available for all students.

Competitions

**Australian English Competition**
8 High Distinctions, 40 Distinctions, 51 Credits

**Australian Mathematics Competition**
A prize and the Prudence Award (Tianyue Zheng Year 7) 6 High Distinctions, 40 Distinctions

**Australian Language Certificate**
9 High Distinctions, 35 Distinctions

**Big Science Competition**
12 High Distinctions, 15 Distinctions, 65 Credits

**Australian Science Competition**
10 High Distinctions, 45 Distinctions, 65 Credits

**Computer Skills Competition**
18 Distinctions, 24 Credits

**National Geography Channel Geography Competition**
32 High Distinctions, 25 Distinctions

**Economics Competition**
2 High Distinctions, 2 Distinctions

**Business Studies Competition**
2 High Distinctions, 1 Distinction.

**Regional Science Fair**
4 Highly commended awards and one student won the Earth and Environment Science Award

**Australian Chemistry Quiz**
28 High Distinctions, 26 Distinctions, 15 credits

**University of Wollongong Science and Engineering Challenge**: second place to Year 10.

**Other achievements**

**Minister’s Award for Outstanding Achievement** – awarded to Andrea Fernando

**United Nations Youth Achievement (UNYA)**:
Jayne Hoschke was selected for the UNYA Pacific Project in East Timor.

**Apex Fashion Design Award**: Mikaela Di Leva won the Australian Fashion Design Award with her costume from the 2012 HSC Textiles and Design course.

**Victor Chang Award** for achievement in Science
Lachlan Cassar

**Nobel Prize Awards**
Cassandra Lieschke represented Australia in Stockholm.

**Informatics Olympiads**: Andrew Ross was invited to compete in the Australian Informatics Olympiad and the French-Australian Informatics Olympiad.

**National Science Forum**: Katrina Perera was invited to attend.

**Duke of Edinburgh Scheme**: Forty-three students completed the training and expeditions to the Blue Mountains and the Royal National Park.

**Model United Nations Youth Association** –
Adrian Wright selected to attend the conference in Prague in January 2014.
Chess
Ably supported by Mr Jones, the chess team, Thomas Chin, Johnny Wong, Henry Foster, Kingston Yeung and Tim Talbot, were once again NSW Country Champions.

Sport
Basketball
Open Girls: State Champions for the second time. (Runners up in 2011) Liisa Ups, Katherine Ups, Kate Hewitt (Captain), Joanna Kennard, Kiara Robinson, Naomi Chin, Eleri Morris, Rachel Jones and Alice O’Toole. Mr O’Brien is to be commended for his work with the school teams as coach and mentor.

Open Boys: Zone Champions and third in South Coast.
15 Years Boys: fourth in NSW CHS finals.
15 Years Girls: third in South Coast finals.
South Coast Girls’ Basketball representatives: Kate Hewett, Katherine Ups, Liisa Ups, Eleri Morris. The South Coast team won the CHS championship.
South Coast Boys’ Basketball representatives: Tom Farrar and Nathan Zhang.

NSW CHS representatives: Katherine Ups, Liisa Ups, and Eleri Morris.
State Knock out: Open Girls won the Championship. Open Boys came seventh in the state. Liisa Ups was selected as the most valuable player.

Football (Soccer)
Open Boys: South Coast Premiers and fourth in the state.
Boden Allport selected in the NSWCHS Football 1 team
James Brodnik selected in the NSWCHS Football 2 Teams

Zone Sports
Smith’s Hill High School was placed first overall in the Zone Carnivals. This includes swimming, athletics and cross country running.

Swimming:
Smith’s Hill High School was placed second in the Northern Illawarra Zone
54 students represented the zone at the South Coast Regional Carnival
22 individual students and 9 relay teams represented the school and region at the NSW CHS carnival.
Vladimir Pan represented the region at NSW All-Schools.

Athletics:
SHHS was champion school in Northern Illawarra Zone with a team of 63 students. Zac Havadjia and Emily Fraser were Zone Athletics champions
46 students represented the zone at the South Coast Regional Carnival and 20 went on to the NSW CHS carnival.

Cross country running
SHHS was champion school in Northern Illawarra Zone with a team of 115 students. Scotti Hamilton and Phoebe Callow were Zone Cross Country champions.
40 students represented the zone at the South Coast Regional Carnival and 18 went on to the NSW CHS carnival.

**Special Sporting Awards**

School Blues were awarded for the first time to teams and individuals who were successful in representing the school at state and national level or who won state competitions.

**CHS Blue and South Coast Blue** – Paul Counsell for Hockey

**Mal Mow Award:** awarded to Katherine Up

**NSWCHS Rugby Unions Team** Keiran Bonin was selected for the New Zealand tour.

** Significant programs and initiatives**

**Aboriginal education**

The majority of the staff have completed modules 1-4 of the No Gaps, No Excuses course. Module 5 is to be completed on the first professional learning day of 2014 with the assistance of Aunty Barb Nicholson who has contributed her deep understanding of the modules to the staff. This has led to a broadening of their understanding of the importance of culture and connections with the Aboriginal community.

Learning programs in English, food technology, history, geography, textiles technology, science, personal development, health and physical education and languages have continued to develop the depth and relevance of Aboriginal contexts in their courses. In visual art in Year 7, art making centres around Australian Aboriginal culture. Traditional and contemporary contexts are addressed and in the cultural frame Aboriginal artworks and artists are surveyed for the ways cultural practice is communicated through artworks.

**Multicultural education**

Two students have spent the summer on exchange to develop their language skills

Natalie Merinuk to France

Katie Newfield to Germany

Our Sister schools from Japan visited Smith’s Hill throughout the year: Furukawa Reimei High School in March, Takarazuka High school in July and Kitazono High School in August. Our students visited Takarazuka and Kitazono in September and Rhon-Gymnasium in Bad Neustadt in Bavaria in April. These extensions of the curriculum develop intercultural understanding and students language skills.

Multicultural perspectives are embedded within programs in TAS - food technology and textiles, English, languages, history, geography and society and culture. The rich ethnic heritage of our students facilitates the discussion of cultural contexts within these courses and in other subjects.

The SRC promotes harmony and the Soccer Day targeted multicultural activities and the theme of Harmony in 2013.

Values Day also affirms acceptance and understanding of people from all backgrounds and experiences.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Feedback from organised events
- Analysis of school result data
- Group and individual interviews

**Acceleration**

In 2012 Mr Comans was appointed to co-ordinate the acceleration program. Shortly afterward he was promoted to the position of English Head Teacher at another school and Mrs Olsen took on the role.

The co-ordinator role was established as a result of an identified need for better communication with the students and their parents in order to provide more clarity around what is involved in the acceleration program and monitor student progress.

- Students were surveyed in Term 1 on topics such as: Why did they accelerate? Has acceleration been a positive experience? How well informed were they about acceleration and what it would mean in terms of other elective courses, the process and what would be required of them? Generally feedback indicated that students found acceleration both a privilege and a positive experience but there were areas in which the school could improve.
Term 4 - Interviews were conducted with a small group of Year 12 students. These revealed a largely positive “acceleration” experience and highlighted areas where improvements can be made, feedback from the Year 12 students will be used to provide better information for current accelerants as they progress through the program.

This information resulted in:

- Fortnightly meetings of Year 10 accelerated students commenced in Term 4 with a view to helping students adjust to the demands of senior studies when combined with their Year 10 workload. These will continue in 2014 as the students commence a full study load of Year 11 and balance the needs of their Year 12 HSC courses and assessments.
- An Information evening was introduced to ensure parents and students fully understood the nature of the acceleration program and their role in ensuring students’ best interests were being met by acceleration.
- Professional development was undertaken by three staff in gifted and talented education. During the course of the training many different school policies were viewed online in relation to G&T programs and the acceleration processes other schools use. As a result the school is reviewing its acceleration processes and procedures. Consultation with wider school community will be required in 2014 prior to the determination of a revised set of procedures.
- Mid semester reporting of acceleration students will begin in Term 1 2014, parents will receive an additional report for each subject area in which their student is accelerating.
- The selection process for acceleration students was adjusted to include input from the Executive, Year Advisers and Counsellors to allow for greater information on students to be shared prior to making offers for acceleration to ensure the most appropriate offers are made after students had been identified within faculty areas.

Further evaluation will occur in 2014 involving extended discussion with students, parents and teachers. The new procedures will be reviewed to examine their effectiveness in order to make any necessary modifications.

School planning 2012—2014: progress in 2013

School priority 1
Improved access, participation and outcomes for Aboriginal students

Outcomes from 2012–2014
Teaching and learning strategies have been strengthened through the development of community links and greater cultural understanding.

Closer relationships have been formed with the Aboriginal community

Evidence of progress towards outcomes in 2013:

- The school hosted an AECG meeting to provide the community with a better understanding of our programs and curriculum TAS teacher provided a ‘bush tucker afternoon tea’ which the students had helped to prepare.
- Teachers are accessing available resources and Aboriginal community members in their programs.
- Faculties have extended their use of Aboriginal perspectives.
- ATSI students graduated with ATARs of 82.7 and 80.15. One achieved 92 for Mathematics as a result of tutoring funded through the “Norta Norta” program which gave him greater confidence in himself.
- One senior student identified as Aboriginal in 2013 and did so with confidence and pride in his heritage.
- Personal learning plans have been developed for all ATSI students and parents were involved in the development of their plan.

Strategies to achieve these outcomes in 2014:

- Develop enhanced partnerships working with the local AECG to create stronger connections with the Aboriginal community
- Develop positive partnerships with the Aboriginal Unit at UOW and the UOW chapter of AIM to mentor Aboriginal students
- Explore the possibility of joining the Open Day at UOW to create direct links with Aboriginal students across the area to target possible students.
• Explore the concept of a scholarship for uniform and the school contribution to enable access to the school.
• Maintain teacher awareness of resources and professional learning opportunities available to support Aboriginal perspectives in the classroom e.g. Dare to Leave, Scootle etc
• All staff complete No Gaps, No Excuses. New members of staff are to be enrolled in earlier modules as they become available
• Assist staff to use all the data available to more effectively meet the learning needs of our Aboriginal students
• Develop personalised learning plans for all Aboriginal students in partnership with their families and involve teaching staff in this process

School priority 2
Build leadership capacity at all levels in the school

Outcomes from 2012–2014
• Student leadership skills and opportunities for student voice are increasingly available.
• Leadership requirements are met for Captaincy elections.
• The program is expanded to all year groups.
• Staff are able to assume leadership roles and responsibilities in acting capacities and in new initiatives.

Evidence of progress towards outcomes in 2013:
• Leadership logbook used with senior students
• Students are taking on leadership roles and reaching the anticipated levels of the leadership scheme.
• Student developed leadership initiative proposals and successfully carried out their plans.
• The program has expanded to all Year groups.
• A group of students have developed leadership initiatives.
• New scheme teachers have taken on new roles.

Strategies to achieve these outcomes in 2014:
• Encourage professional growth through engaging with the new processes of assessment and review for teachers to be implemented in 2015 and develop a process for implementation in the school.
• Implement a professional learning plan which utilises the strengths of teaching and support staff, reflects the requirement of the professional teaching standards and provides opportunities for leadership at a variety of levels (faculty, school, local network and professional associations).
• Professional development of the executive staff to enable them to support their staff in the BOSTES accreditation processes.
• Mentoring and coaching
  1. More experienced staff - beginning teachers
  2. Teachers with strong ICT skills – less experienced ICT users
  3. Teachers - students who need assistance.
• Provide targeted support for beginning teachers.
• Seek feedback from students on course delivery and teaching strategies
• Provide opportunities which enable people to demonstrate the required skills – in leadership roles in faculties, professional learning activities, mentoring and whole school programs
• In-service teachers on the BOSTES requirements and plan for their implementation in 2015-17
• Encourage and support initiatives which allow for the development of leadership and communication skills in both staff and students
• Support student initiatives
• Evaluate the process used for the Captaincy elections
• Consolidate the use of the Leadership log book

School priority 3
Develop courses for the implementation of the new syllabus documents which have high expectations, gifted and talented strategies and respond to the needs of students and the development of their learning.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:
• Courses have been developed in 2013 for full implementation in 2014
• Mrs Olsen has taken on the role of co-ordinator for the accelerating students and the processes described earlier in this report are occurring.
• Course evaluations affirm that differentiated G&T strategies are being used.
• Initial involvement with CNI groups has occurred.
• There has been o-operative development of new programs with 21st Century learning strategies.
• There is agreement to trial cross-curricular projects in 2014

**Strategies to achieve these outcomes in 2014:**

- Collaborate in local CNI (Curriculum Networks Illawarra) networks developing programs for emerging new curriculum.
- Encourage teachers to join professional associations.
- Progressively plan the implementation of each syllabus area.
- Plan professional learning in:
  1. differentiation for all teaching staff
  2. quality feedback
  3. assessment for learning
  4. quality assessment tasks
- Develop scaffolds for learning, assessment and quality feedback
- Evaluate courses regularly to genuinely inform teaching programs and pedagogy
- Trial cross-curricular projects to avoid skills duplication and support wholistic learning.

Establish more effective procedures in the school to meet the requirements of reporting for the Record of School Achievement (RoSA).

**Professional learning**

The teaching staff have been involved in a variety of professional learning throughout 2013. This has included:

- Modules 3 and 4 of the No Gaps, No Excuses program.
- Modules of the Mental Health First Aid program
- Faculty Professional Learning days on the National curriculum
- Sessions on study skills and integrating these into their programs, further work on ALARM (a process to assist students in their understanding of the requirements of questions in the HSC) and Mindfulness.
- Cybersafety.
- Mandatory training on anaphylaxis, child protection, CPR and first aid.
- Representatives from each faculty have attended a professional learning day on the National Curriculum through the Curriculum Networks Illawarra (CNI) groups. This will be repeated and extended in 2014.

**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.


**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school following activities within the school and a number of small focus group surveys following on from the student initiated survey of 2012 which related to extra-curricular activities, the SRC, communication, uniform and areas in which members of the school community felt they would like to make a comment.

Responses were generally overwhelmingly positive but did highlight areas in which the school can do better

Their responses are presented below.

Parents, students and teachers value extra-curricular activities and find them enriching and fun. The perception remains that some activities are difficult to become a part of if you join the school at a later date.

While there has been an improvement in work being placed on Moodle so that students who are absent can access it, it is still variable. Conversely teachers have noted that some students never access Moodle to take advantage of the extra resources that are there.

Parents value the access to notes and information provided through the website – particularly when notes or information have been lost.

Late notice of excursions or events is an area which is still highlighted and staff have managed to provide greater notice to parents in relation to this.

Parents and students value extra-curricular activities and the enthusiasm the majority of staff have for these activities and their teaching. They are appreciative of the time many staff give to senior students and those experiencing difficulties.
Parents appreciate the access to policies now available on the website.

Areas identified for further consideration are consistent application of policies by all, access to work on Moodle to support students who are committed to many activities and exploring ways to provide information to parents more regularly on students achievements. While there has been some improvement in this area the school must work on providing timely feedback to parents on issues related to their children.

Program evaluations

Background

Faculties have continued the process of evaluating a proportion of the courses taught throughout the year to assess the effectiveness of their programming and teaching. Areas such as mandatory policies, quality teaching, student direction, assessment and resources were considered as part of this professional assessment.

Findings and conclusions

The evaluations demonstrated a number of positive practices:

- Evaluations were carried out in each faculty
- Attention is being given to quality teaching strategies and appropriate use of technology as a learning tool.
- Students indicated that they were generally well informed about the courses and the modes of assessment to be used.
- Explicit criteria and clearly delineated marking schemes were evident for some assessment tasks but more work is required in this area.

Future directions

While progress has been made in programming and assessment there is a need to target assessment for learning as opposed to assessment of learning. This will become a target of the plan for 2014.

It is also important to facilitate student directed learning and design activities which promote professional dialogue.

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.

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
Mr Parmar Head Teacher HSIE
Mrs Rojas Head Teacher TAS
Mr Andrew Smith Head Teacher Administration
Mr Walker Deputy Principal
Mr Zabell Deputy Principal
Mrs Jones-Sweeting SRC Co-ordinator
Mr Baz Simmons President SHHS P&C
Lachlan Cassar School Captain 2014
Thea Stephenson School Captain 2014
Adrian Wright Vice Captain 2014
Alice O'Toole Vice Captain 2014

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