

Port Hacking High School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Port Hacking High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Port Hacking High School, students excel in all fields of endeavour: they are regularly placed in the top ranks of the Higher School Certificate; our sports and performing arts programs attract many talented students. Virtually all of our graduates find places in tertiary institutions, traineeships or full-time employment. We insist on high standards of dress and behaviour from our students and, in return, we offer high standards of teaching, a structured and caring community supported by high quality wellbeing programs and a wide variety of learning experiences. At Port Hacking High School we teach and nurture qualities such as self-motivation, discipline and respect for others so that our students graduate as well rounded, confident and responsible young adults. The entire staff of Port Hacking High School work with parents as school partners in guiding student development to adulthood. They are committed to building relationships based on respect with their students, and to focusing students on success in learning.

School context

Port Hacking High School has a population of 1117 students with strong connections to its community. The school emphasises a balanced education for all students, with a focus on academic achievement along with extra-curricular opportunities in sport and creative and performing arts. The expert staff support all students to strive to achieve to their potential. The school produces well-rounded and respectful young men and women who have the knowledge, skills and values needed to shape their lives and contribute productively to 21st Century society. Port Hacking High School provides extension classes for talented academic students, specialist support for literacy and numeracy, a special education unit, expert tuition in the performing arts, an outstanding student leadership program and high quality well-being programs that support a range of student needs. The school's strategic directions focus on innovation and excellence in:

- learning and well-being
- teaching and professional growth
- leading and managing school practices and procedures

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, we have assessed that we are delivering. In the domain of Teaching we are delivering. In the domain of Leadership, we are delivering.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence and Innovation in learning and student wellbeing

Purpose

To provide teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively.

Overall summary of progress

Port Hacking High School has made good progress in each of our goals for the first year of our plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School-wide faculty programs, lessons and formative and summative assessment with increasingly embedded differentiation strategies.	Nil. Staff Development Days and after school professional learning were allocated to address this goal.	Staff engaged in professional learning around effective strategies for differentiation. Faculty programs are increasingly embedded with differentiation strategies to cater to the different learning needs of students. Across the school formative assessment is being used to identify the learning needs of students and to refine the teaching programs.
Surveys demonstrate students' skills in collaboration, creative thinking, critical thinking and communication have improved..	\$1500	Surveys were completed by students, staff and parents. Surveys to parents at the completion of the PBL course stated that students were able to discuss their understanding the concepts and benefits of completing a PBL task. In the classroom students were able to justify their understanding of the 4C's.
Tell Them From Me surveys and internal wellbeing data demonstrates improvement in student wellbeing and discipline.	Nil	The Tell Them From Me surveys were not completed in 2018. They were not part of the first year plan for the 2018–2020 PHHS School Plan. The Tell Them from Me surveys will be completed in 2019.
Student voice and feedback demonstrates increasing community connections and identity.	\$500 for guest speaker from white ribbon, Peer Support and SRC resources	Values centred education was presented to all the student body through formal and information assemblies. The Building bridges program enabled selected year 10 students to guide year 8 in identifying the core values that are most important in the school community. Following surveys of parents, teachers and students enabled the school to determine its nine core values. The SRC ran a number of charity events such as the World's Greatest Shave, which proved to be an outstanding success. The SRC also coordinated the Batyr Foundation day, where depression was acknowledged as a major issue in the community and strategies on how to deal with it. A number of major White Ribbon

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student voice and feedback demonstrates increasing community connections and identity.		events also took place, such as the Sutherland Shire Walk, Shout out, Break the Silence event and a presentation to all theyear groups by the white Ribbon Schools coordinator, Mr Dale Palmer took place.
Improvement on 2017 TTFM baseline data on the three areas of Intellectual Engagement.	Nil	The Tell Them From Me surveys were not completed in 2018. They were not part of the first year plan for the 2018–2020 PHHS School Plan. The Tell Them from Me surveys will be completed in 2019.
The educational outcomes of our Aboriginal students are equal to or exceeds the achievement of non–Aboriginal students.	Relief for Aboriginal co–ordinator to complete IEPs for students who identify as Aboriginal.	<p>A meeting space that can be utilized by Aboriginal and non–Aboriginal students has not been located because of lack of progress on additional rooming. However, we are hopeful this situation will be rectified in Term 1 2019</p> <p>In 2018, Port Hacking High School has too few students to make an accurate comparison of the performance of Aboriginal students compared to non–Aboriginal students.</p> <p>Year 7 – 4 Aboriginal students.</p> <p>Year 9 – 3 Aboriginal students</p> <p>Year 12 – 1 Aboriginal student.</p> <p>However, even though statistically it is difficult to compare, on all external measures (NAPLAN and HSC) our Aboriginal students' achievement was below the achievement of non–Aboriginal students.</p>

Next Steps

TPL Tuesday – Professional Learning delivered by HT T&L on what teaching strategies and learning activities are and the importance of including these in the programs.

HT T&L on a reduced allocation for 2019 will meet with all faculty HTs to support with the implementation of the action plan for compliance and quality differentiated programs and assessment development

Whole Year 7 Cohort to participate in PBL throughout the year. Students will participate in 3 periods a cycle. Students will be looking at collaboration activities.

A review of our Wellbeing procedures and management plan to include a Values focused plan, incorporating all the major elements of The Wellbeing Framework. A substantial survey of parents teachers and students around Student Wellbeing

Allocation of a designated meeting room to share cultural and social experiences between indigenous and non–indigenous students.

All Indigenous students have identified strategies for improved learning to achieve at a Competent (sound), level or better through internal, external results. (compared to non Indigenous students).

Strategic Direction 2

Excellence and Innovation in teaching and professional growth

Purpose

To implement the most effective strategies to improve teaching and learning by sharing and embedding good practice.

Implement innovative practice that are continually evaluated, refined and allow for success to be measured.

Overall summary of progress

Port Hacking High School has made sound progress in each of our goals for the first year of our plan. Port Hacking High School has made good progress in each of our goals for the first year of our plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Observations, feedback and reflection demonstrates increased teacher knowledge of the teaching of Literacy and Numeracy.	Nil	This milestone was changed due to the Differentiation Project being foregrounded as a focus for staff professional learning.
Performance and Development Plans show increasing links to the Australian Professional Standards for Teachers and school priorities.	Head Teachers provided with 2–3 days per semester to mentor and review progress of staff regarding their Performance and Development Plan goals.	All teacher Performance and Development Plans have goals linked to the Australian Professional Standards for Teachers and/or the school plan.
An increase in the number of students in top two bands in NAPLAN in reading, writing and numeracy.	Nil	In 2018, NAPLAN data for Years 7 & 9 indicate that our cohort performance in the top two bands in Reading, Writing and Numeracy decreased across all three domains in both Year 7 & 9. The only exception was a small increase in the percentage of students achieving results in the top two bands in Year 9 writing.
Internal and external data shows increased growth in literacy and numeracy.	Nil	IN 2018, Year 9 NAPLAN data and HSC data showed that the percentage of students achieving at or above expected growth fell in the domains of reading, writing and numeracy between 2017 and 2018. The only exception was growth for Year 12 writing which remained steady. In both 2017 and 2018, 60% of students achieved expected growth or higher in writing.
Feedback and internal survey data from beginning and new teachers indicates an induction program increasingly meets and is responsive to professional needs.	Nil	Beginner teachers were surveyed regarding their induction and feedback was supplied to the beginner teacher mentor. This feedback indicated that they felt comfortable in their own teaching and were supported, where necessary, across the school community as a result of the induction program. Teachers were made aware of PL options and provided with funding and support to attend various professional learning. School PDP goals were made in alignments with SSD's and APSfT. This helped our beginner

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Feedback and internal survey data from beginning and new teachers indicates an induction program increasingly meets and is responsive to professional needs.		teachers to attend appropriate professional development in terms of relief and funding.
An increase in the number of teachers in undertaking and successfully completing accreditation at HAT and Lead.	Nil	Two teachers are currently undertaking accreditation at Highly Accomplished Teacher.
An increase in the number of HSC written items of 4 mark value or higher where the school mean is higher than the state mean.	Nil	Out of 212 four mark or higher HSC questions attempted by students in the 2018 HSC, the cohort mean was higher than the state mean in 107 questions.

Next Steps

Professional Development sessions to be run with a focus of improving whole school literacy and numeracy strategies.

Staff to participate in a professional learning at a 3 hour twilight session in mid-term 1. Staff will then program and work on embedding the strategies learnt at the twilight session into programs and embedding strategies into the explicitly teaching writing.

Make improvements on the induction program in 2019 for new scheme teachers, this would involve providing a course that contributes to registered hours.

Strategic Direction 3

Excellence and innovation in leading and managing school practices and procedures

Purpose

The purpose of this strategic direction is to develop excellence and innovation in leading and managing the school. This will occur through rigorous evaluation, greater efficiency in communication and the implementation of a range of school practices, process and procedures.

Overall summary of progress

Port Hacking High School has made good progress in each of our goals for the first year of our plan. Port Hacking High School has made good progress in each of our goals for the first year of our plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing staff engagement and expertise in using Sentral as part of their day to day school administrative practices.	\$3,000 for release time to professional develop staff in the use of SENTRAL mark book and reporting module. \$3,000	
School policies and procedures are increasingly reviewed and modified based on evaluation recommendations.	Nil	A Policy Review Team was created amongst the executive staff to create an administrative and policy framework for the school in the creation of school system wide policy in all areas of leading and managing the school. Time was allocated to review policies at executive meetings. Policies that were created include the Sport and Physical Activity Policy, Wellbeing Policy and Anti Bullying Policy. The disciplinary system also started to be reviewed.
Increased engagement with professional learning to develop deeper understanding of educational needs of students within Special Education.	HT allocated time to visit Endeavour Sports Support Unit and liaise with the HT in relation to programming, funding and resources, including purpose built classroom furniture.	Professional Development was delivered by the Head Teacher Special Education, during Term 1, where all staff were introduced to the operations of the Special Education Faculty and the variety of student needs that may be encountered. As a result, mainstream staff had an awareness of the needs of students with ASD and intellectual disabilities, and developed a better understanding of appropriate integration and support strategies for students with disability.
An increase in the use of relevant digital communication and engagement with our school community.	The Port Hacking High School website was redeveloped by a third party provider ViVo Digital, funded by a Federal government grant "Better school communication with the local community" of \$18150.00. This cost also included a redeveloped style guide to provide a cohesive branding of all	Website changes are made through the Media and Communications Coordinator, these changes are made daily. Information is processed to the Coordinator from all staff within the school. A team is available if support is required. Communication is achieved to ensure excellence and innovation via the school website, registered school facebook pages and prospectus. This is effective for all stakeholders as information is continually updated, streamlined and easy to navigate for all parties. Student achievement is celebrated via newsbyte and facebook. Parents have an increased awareness of school events and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the use of relevant digital communication and engagement with our school community.	communication from Port Hacking High to the community.	activities.
Students increasingly develop a greater appreciation of the needs of special education students through ongoing participation and integration in to whole school activities.	Nil	Students from the Special Education Faculty were involved in a range of whole school activities and learning experiences such as Peer Support, Sport, Year 7 Camp, incursions and excursions which enabled mainstream students to interact with and develop an appreciation of the needs of students with disability. Opportunities were provided for students with ASD to integrate into mainstream classes, including Visual Arts, Mathematics and PDHPE. Mainstream students benefited from experiencing diversity and individual differences in the classroom.

Next Steps

Policy and procedures: In 2019 there are plans for the Policy Review meetings to be scheduled twice a term with the Policy Team bringing forward policies to review and update.

Creation of a draft Special Education Faculty Handbook.

Whole school staff are professionally developed in understanding the three levels of ASD and also the characteristics of students with a determined intellectual disability.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4913.42	<p>Our Indigenous Coordinator has worked closely with local Indigenous community members. The Indigenous Coordinator has assisted student experiencing learning/or social issues. This was achieved through organising mentors within the school and members of the community, such as cultural music lessons for Indigenous students in groups and individually. These lessons assist students with cultural knowledge as well as providing the students with a sense of pride in relation to their heritage and culture; which was seen in a Year 10 Formal Assembly when numerous Indigenous students performed a musical piece, led by an Elder.</p> <p>Port Hacking High have continued their Indigenous Peer Mentor Program, where the Head Teacher (Welfare) and Indigenous Coordinator work with senior Indigenous students to mentor younger students experiencing learning, social and / or attendance concerns. The senior students buddy our junior students as required.</p> <p>The funding support for our Indigenous students provides a staff member, who has worked with our Indigenous students to prepare Personalised Learning Pathways (PLP's) and the appropriate follow up. The coordinator works with students individually to assist with identified learning issues, setting goals and to support them to maintain and exceed learning standards.</p>
English language proficiency	\$18,942	<p>Worked closely with ESL students from Years 7–10 mostly of Chinese background focusing on reading and writing skills related to the main KLAs of English, History, Geography and Science.</p> <p>Assisted all students in the understanding and completion of assessment tasks and general classwork.</p> <p>A weekly routine of withdrawal of small numbers of ESL students was undertaken addressing the educational needs of the students at that time.</p> <p>Liaison with teachers who have ESL students in their classes and investigating areas of study that need to be focused on.</p>
Low level adjustment for disability	<p>\$150,359</p> <p>Learning and Support Teachers–</p> <p>2 days a week: Ms Lord</p>	<p>Each year, meetings with ISTV, ISTH and other learning and health agencies are conducted for each student with significant identified learning and physical disabilities. These meetings also include a family/carers</p>

<p>Low level adjustment for disability</p>	<p>2 days a week: Ms Northey</p> <p>Student Learning Support Officers</p> <p>4 days a week: Ms Hildred</p> <p>3 days a week: Ms Hope</p> <p>1 day a week: Ms Bowes</p>	<p>member, Learning Support Staff and/or Wellbeing staff to accommodate for the best possible learning environment and adjustments that need to be made by the school and staff. This is followed up throughout the year through open communication between learning support and wellbeing staff, families and the learning/health agencies.</p> <p>Funding is provided through specified Student Support and Learning Support to assist students with disabilities. Our Student Support funding allows our school to employ 2 additional Learning and Support Teachers (LaST's) and 3 Student Learning Support Officers (SLSO's). Support time is provided both in class and preparation time assisting teaching staff, as well as differentiated sport and gym programs for students with Cerebral Palsy and Muscular Dystrophy.</p> <p>Ten students in 2018 enrolled in regular classes received Integrated Funding Support.</p> <p>The Wellbeing and Learning Support Teams meet regularly to discuss students with disabilities and learning support needs. These meeting would typically include Head Teacher Wellbeing, Head Teacher Secondary Studies, Year Advisers, LaST's, SLSO's, Counsellors and outside agencies if needed for a specific student.</p> <p>The Learning and Support Team facilitated a learning support program, which involved targeted students in Stages 4 and 5. Students were withdrawn from regular lessons in Term 4 ,to assist with improving their comprehensive and numeracy skills.</p>
<p>Socio-economic background</p>	<p>\$77,087</p>	<p>A large number of students were identified through Pastoral Care investigations, Wellbeing and Learning Support meeting, Students Assistance determinations, information communicated through caregivers and community groups.</p> <p>Identified students were not only assisted with monetary needs but supported in the classroom with targeted assistance. The assistance specifically included literacy, numeracy technological assistance. Assistance also came in the form of organisational directions and assistance with assessment tasks.</p> <p>Over 40 students were assisted in redeeming N'Warning in Year 10, 11, 12. This was provided through the targeted assistance from the Learning and Support Team.</p>

Support for beginning teachers

\$15,838

Additionally, 6 periods a cycle were allocated to a Beginning Teacher co-ordinator.

In 2018, eight staff received Beginner Teacher Funding. These teachers were supported in a number of ways. A Beginner Teacher Mentor was assigned to support these staff.

Casual cover was provided for Beginner Teachers to observe experienced staff members' lessons.

Relief was provided for experienced staff to team teach with the Beginner Teachers.

Monitoring, advice and professional learning was delivered for staff to begin, maintain and submit their accreditation.

Regular meetings (formal and informal) were conducted to discuss classroom management, parent teacher night tips, reporting and excursion administration. This encouraged and facilitated our Beginner Teachers to follow consistent school protocol and start their career with high expectations.

Beginner Teacher wellbeing, mental health and time management skills were regularly monitored to ensure these teachers were provided with support when necessary.

Beginner Teachers were encouraged to interact with the Quality Teacher Rounds, facilitating observation, feedback. This works in alignment with our strategic directions of facilitating observation and feedback. Staff also used current, evidence based and innovative pedagogical practice while using the Quality Teaching Framework to critique lessons.

Funding was used to assist the above processes and also to facilitate professional learning, programming, lesson planning, evaluation of students' work, support in the accreditation process, purchasing professional resources and providing structured feedback.

Time was allocated for the Beginner Teacher Mentor to work with early career teachers to develop and track PDP goals in alignment with APSfT. This works in conjunction with the School's Strategic Directions in improving the culture of professional growth.

A new induction program was developed to induct both Beginner Teachers and new staff to Port Hacking High School. This will be evaluated for improved implementation in

Support for beginning teachers	\$15,838 Additionally, 6 periods a cycle were allocated to a Beginning Teacher co-ordinator.	2019.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	565	580	577	559
Girls	569	567	563	554

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.1	94.8	95.1	93.3
8	91.6	94	92	92
9	91.7	89.9	91.1	89.4
10	90.6	90.3	88.2	90.1
11	91.9	92.3	91.4	89.2
12	93	94.2	93.1	91.5
All Years	92.3	92.5	91.8	90.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

SMS messages are sent home daily to parents of absent students. Regular attendance printouts of student attendance rates are prepared by the school's SASS Staff. Students identified with unexplained absentee rates are followed up by members of the school's Welfare Committee. Unacceptable attendance rates are subsequently referred to the Home School Liaison Officer (HSLO).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	0	3.5	10.2
TAFE entry	3.5	6.6	19.7
University Entry	0	0	45.6
Other		0	4
Unknown	1.5	1	18.3

Year 12 students undertaking vocational or trade training

In 2018, 35% of Year 12 students undertook vocational or trade training in at least one area. Seven students undertook two vocational or trade training course.s.

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students attained a HSC or equivalent vocational educational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	56.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.97
Other Positions	1

*Full Time Equivalent

One member of staff identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional Learning

In 2018, Port Hacking High School spent over \$100,000 on professional learning for our teaching staff. This equated to an average of \$1,351.35 per teacher. The funds for this substantial investment in professional learning came from a variety of sources, including: tied professional learning funding and beginning teacher funding.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,512,515
Revenue	12,622,664
Appropriation	11,639,312
Sale of Goods and Services	77,285
Grants and Contributions	859,137
Gain and Loss	0
Other Revenue	34,825
Investment Income	12,105
Expenses	-12,846,263
Recurrent Expenses	-12,846,263
Employee Related	-10,797,259
Operating Expenses	-2,049,004
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-223,599
Balance Carried Forward	1,288,916

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	9,638,982
Base Per Capita	220,364
Base Location	0
Other Base	9,418,619
Equity Total	310,760
Equity Aboriginal	11,680
Equity Socio economic	77,087
Equity Language	39,966
Equity Disability	182,026
Targeted Total	823,646
Other Total	246,611
Grand Total	11,020,000

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, students at Port Hacking High School performed better than students in statistically similar schools (SSSG) in the top three bands of all literacy domains. We will report on two domains, reading and writing.

Reading: the percentage of students achieving top three results compared to students in similar schools:

Year 7: 71.1% PHHS 64.7% SSSG

Year 9: 63.6% PHHS 60.6% SSSG

Writing: the percentage of students achieving top three results compared to students in similar schools:

Year 7: 29.2% PHHS 21.1% SSSG

Year 9: 46.8% PHHS 45.1% SSSG

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	0.6	8.8	24.9	32.0	19.3	14.4
School avg 2016-2018	1.4	7.2	18.5	36.1	22.1	14.7

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	1.1	4.4	23.3	38.3	25.0	7.8
School avg 2016-2018	1.8	6.5	23.2	33.9	23.6	11

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	2.8	4.4	17.7	33.7	29.8	11.6
School avg 2016-2018	1.8	4.3	16.3	33	32	12.6

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	0.6	14.4	26.5	29.3	21.5	7.7
School avg 2016-2018	1.4	13.3	28.5	32.3	18.7	5.7

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	3.8	6.5	24.9	41.1	20.5	3.2
School avg 2016-2018	4.2	11.2	28.2	31.3	17	8.1

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	1.6	11.8	23.1	43.0	15.1	5.4
School avg 2016-2018	1.4	12.3	22.7	39.4	17.9	6.3

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	3.2	8.1	25.4	38.4	18.4	6.5
School avg 2016-2018	2.8	8.6	24.5	34.3	21.4	8.4

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	10.9	19.6	22.8	28.3	14.7	3.8
School avg 2016-2018	8.6	22.8	25.4	29.1	10.2	3.9

In 2018, students at Port Hacking High School performed better than students in statistically similar schools (SSSG) in the top three bands in numeracy..

Numeracy: the percentage of students achieving top three results compared to students in similar schools:

Year 7: 76.3% PHHS 67.3% SSSG

Year 9: 69.5% PHHS 62.6% SSSG

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.0	3.9	19.9	38.7	24.9	12.7
School avg 2016-2018	0.2	4.9	19.8	33.1	25.2	16.9

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.0	7.1	23.5	35.0	23.0	11.5
School avg 2016-2018	0.5	7.7	22.8	32.4	25.4	11.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in Numeracy and Reading.

In 2018, 32.8% of Year 7 students achieved top two band results in Reading and 20.5% of Year 9 students achieved top two band results.

In 2018, 37.6% of Year 7 students achieved top two band results in Numeracy and 34.5% of Year 9 students achieved top two band results.

Higher School Certificate (HSC)

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

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	75.3	74.1	69.5	72.4
Biology	75.7	75.1	70.7	76.6
Business Studies	72.6	73.9	69.3	73.9
Chemistry	71.8	74.0	71.8	75.1
Community and Family Studies	73.3	72.9	69.9	74.8
Construction Examination	75.4	0.0	67.8	75.4
Drama	71.9	78.9	74.8	74.7
English (Advanced)	79.1	81.0	77.5	79.8
English (Standard)	63.8	70.9	65.0	67.9
Food Technology	80.6	73.7	70.7	79.0

Hospitality Examination (Food and Beverage)	75.8	74.6	71.0	77.4
Industrial Technology	71.0	72.0	66.2	73.9
Information Processes and Technology	81.5	75.0	72.0	79.0
Legal Studies	85.4	77.1	71.2	77.6
Mathematics	75.0	78.1	74.8	77.4
Mathematics Extension 1	70.9	75.6	78.7	75.3
Mathematics General 2	70.5	72.3	65.1	73.0
Personal Development, Health and Physical Education	73.1	73.9	69.5	73.1
Physics	74.8	70.9	70.6	73.6
Senior Science	73.0	73.4	68.2	76.3
Society and Culture	86.3	77.9	76.1	83.0
Visual Arts	80.3	81.7	78.0	81.4

In 2018, Year 12 Port Hacking High School students achieved a mean above statistically similar schools (SSSG) in nine out of twenty-one HSC subjects.

Parent/caregiver, student, teacher satisfaction

In 2018, a whole school review was conducted into the teaching and learning programs. The review is ongoing and has enable staff to provide teaching, learning and assessment which provides learning experiences that cater for the diversity of learners so that all students can learn effectively.

Student wellbeing evaluation commenced in 2018 and will be finalised during 2019. Students from all years participated in various programs, presentations and courses. Surveys were conducted following the presentations. Below is a snapshot of the feedback:

Mindfulness Practice Course Year 12: Would you recommend Mindfulness practice to your peers? 100% would recommend the course.

White Ribbon Day Presentation: Did you learn about valuable or important information? 93% said yes 7% said no. Do you believe this program should run in 2019 for students? 100% said yes 0% said no.

U-Turn the Wheel Year 11: 100% of students would recommend this course to their peers.

Goals Mentoring Year 9: Helped ID aspects of learning to improve? 89% of the students agree/strongly agree. Enjoyed working with teacher mentor? 96% of the students agree/strongly agree

Rock and Water Student: Recommend program to others? 100%

All Year 12 2018 students were surveyed at the time of leaving school. 90% of students were satisfied with Year 7 to 10 courses and 87% with Year 11 and 12 courses. They expressed levels of satisfaction with the school in the context of their final year, the experience of preparing for the HSC and support received.

Parent satisfaction continues to be expressed through positive feedback from the P&C. Communication between the school, parents and the local community is continuing to build with the launch of the new website.

In 2019, the school will be utilising the *Tell Them from Me* Survey this will enable the capture student, staff and parent opinions and satisfaction levels.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded within the culture of Port Hacking High School for both Indigenous and non-Indigenous students. These perspectives are implanted through various faculties and their syllabi and give all students an education relating to Aboriginal heritage and history.

The HSIE faculty undertakes the mandatory 7–10 syllabi to provide perspectives on historical and contemporary Aboriginal history, Aboriginal culture and present issues that relate to the Aboriginal community. Particular issues include; foundations for reconciliation and closing the educational gap.

Port Hacking High School received Aboriginal background funding in 2016. This was used to employ a teacher to work with students and their families to plan, write and regularly evaluate and Individual Learning Plans for all Indigenous students.

Our teacher with an Aboriginal background assists our students as a mentor. The school works with Aboriginal families to evaluate Individual Learning Plans, setting goals and to support our Aboriginal students in maintaining and exceeding in their learning.

Multicultural and anti-racism education

The ARCO is the central point of contact for complaints of racism. They record complaints and resolution methods and maintain all data in line with the policy guidelines.

The following complaints process has been summarised from the **Anti-racism education – advice for schools** implementation document:

- The ARCO liaises with the complainant to ascertain if an informal resolution is possible or appropriate. This depends on the seriousness of the complaint or if complainant is fearful of, or intimidated by, the respondent.
- If an informal resolution isn't possible, the ARCO advises the complainant of their rights and refers the matter to the 'delegate'. The delegate is nominated by the principal and is often an executive member of staff or the principal themselves. In line with the guidelines, they can request the ARCO's assistance.
- The delegate is responsible for complaints requiring a formal resolution and they lead any investigation or negotiation.
- The delegate makes the final decision on whether a negotiated settlement is possible. The delegate informs the complainant, the respondent, the ARCO and the school principal of each outcome
- In 2018 Students, executive and staff were made aware of Mr. Papangelis as ARCO at executive and staff meetings, including responsibilities of the role. Working with the Wellbeing team each year was made aware of who the ARCO is and their responsibilities at Year meetings. The Wellbeing team updated a pamphlet with local and other important wellbeing apps and information such as Kids Help Line and the school's ARCO to access from Moodle as needed. Identification of the ARCO by students was achieved from a number of announcements and guidance at the Weekly School Assembly.
- 2018 Harmony Day, Wednesday 21st March was initiated by the SRC and was strongly supported by most staff, through wearing something orange on the day and an explanation to the student body during the mid-week assembly by the SRC, explaining Harmony Day.