**School context statement**

Port Hacking High School (PHHS) is one of the largest secondary comprehensive schools in the Sutherland District and is known for its performing arts, sporting and academic achievements. The school attracts students from the St George and Sutherland areas. Demand for places is high and there are waiting lists for most years. Port Hacking High provides a stimulating and caring environment which produces young adults who have the intelligence, skills, confidence and moral values to make the right choices in their lives.

We provide an extension class for talented academic students, specialist support for literacy and numeracy, expert tuition in the performing arts and a student leadership program which produces outstanding school captains and prefects. The school plan focuses on student literacy and learning, student engagement and staff accomplishment.

**Student Representative Council (SRC)**

The Student Representative Council of 2014 comprised of 32 elected students from Year 8 to Year 12. This team developed ideas and initiatives to assist in the development, as well as the promotion, of various charities and organised fundraisers. The team guided by Ms Li and the prefect team created a democratic microcosm, which enabled the younger SRC members to openly voice their opinions on initiatives suggested by the prefect team.

Starting off the year in Term 1, the SRC ran an extremely successful Superhero themed fundraising event for the Make A Wish Foundation. This event, which allowed students to dress up as a character or individual whom they idolise, added to the positive and unified culture for which Port Hacking High School is so well known. The fundraiser involved a variety of activities, including a cake stall, sporting activities, a disco, and even the opportunity to water bomb a selection of teachers! Make A Wish day raised a significant total of $2600, which was an amazing achievement!

In Term 2, the SRC focused its efforts towards the issue of homeless youth. The SRC ran a mufti day with various activities and a guest speaker from the Oasis Youth Support Network, who addressed the school and informed students of the less traditional or common cycle of homelessness. $1500 was raised to support Oasis Youth.

The purpose of Term 3 was to allow the Year 11s of 2014 to experience and understand the processes involved in organising fundraising events on a whole school level. The group of volunteer leaders involved recognised multiculturalism in our school and the way in which we embrace it in such a positive manner, and wanted to celebrate the school’s cultural diversity. In doing so, we organised for a Multicultural Day, which was celebrated through an international food stall, cultural dances and a mural design competition, which gave any student the opportunity to have their design painted on a wall in the school playground. In total $1732.55 was raised and that money was donated to Year 9’s 2014 trip to Cambodia with teacher Mr Redrup.

Term 4 was yet another successful term, with the integration of the new prefect team, the
collaboration and implementation of new initiatives, the excursion to the annual Young Leaders Day in November, and last but not least, the St Vincent De Paul Christmas Drive. The first official initiative of the new prefect team was executed in the middle of the term, and raised awareness for the Butterfly Foundation, which is an organisation that provides support and advice for not only preventing negative body image and eating disorders, but also supporting individuals during the recovery process. The school corridors were filled with butterflies that displayed positive messages about body image and the importance of loving the person you are, and served as a reminder of the importance of uniqueness and individuality in all of us.

As the incoming captains of 2015, we aspire to build upon the principles that the previous captains, Athena and Denzel have implemented into the school’s culture. A strong sense of community is an important foundation of our school, and we want to further this through our relationship with charities and foundations.

Elyssa Kostopoulos and Jonathan Lister (School Captains 2014-2015)
Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (full-time)</td>
<td>0</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>Private colleges (full time)</td>
<td>1</td>
<td>2.5</td>
<td>8</td>
</tr>
<tr>
<td>Other school (gov't)</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other school (non-gov't)</td>
<td>2</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>0</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>TAFE entry (full time)</td>
<td>3</td>
<td>4.5</td>
<td>9</td>
</tr>
<tr>
<td>Apprenticeships/Traineeships</td>
<td>0.5</td>
<td>6.5</td>
<td>12</td>
</tr>
<tr>
<td>Part-time study/work</td>
<td>0.5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Return o’seas</td>
<td>1.5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2014, 34% of Year 12 students undertook at least one school based VET course or studied a VET course at TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2014, 99.5% of Year 12 students attained HSC or equivalent educational qualifications.

Workforce information

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

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 Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>63</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. One member of the Port Hacking High School workforce identifies as being Aboriginal or Torres Strait Islander.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>81</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>19</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

<table>
<thead>
<tr>
<th>Professional learning and teacher accreditation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers working towards Proficient</td>
<td>14</td>
</tr>
<tr>
<td>Number of teachers maintaining at Proficient</td>
<td>16</td>
</tr>
<tr>
<td>Number of teachers voluntarily seeking Highly Accomplished or Lead</td>
<td>5</td>
</tr>
</tbody>
</table>

In 2014 the focus for Teacher Professional Learning was the ongoing implementation of the new National Curriculum including programming and the development of rich assessment tasks. We also continued to develop teachers’ expertise in their use of ICT in the classroom, in particular to support the implementation of BYO device in Yr 9 this year and the introduction of BYO device Yrs 7-10 in 2015.

We also continued to address the professional development needs highlighted in the Exceptional School Project survey that was
conducted in Term 3 in 2013. This survey highlighted the need to improve the quality of the feedback that is given to students and the need to differentiate and have a variety of pedagogical approaches.

Staff continued to develop their skills in the use of SMART and RAP data to inform teaching and learning. This included the regular focus in Term 4 where teachers analysed the skills and needs of the 2015 students.

A variety of strategies were used to address these needs. A strategic approach to Staff Development Days was employed which included guest presenters. Teachers attended regional and network meetings as well as courses offered by professional bodies. The average expenditure per teacher was $522.50 and the total expenditure (excluding beginning teachers, see below) was $41,281.80.

Beginning teachers

2014 was the first year that tied funding was given to schools to support newly appointed permanent teachers. The majority of these teachers at Port Hacking High School were already very experienced teachers having previously taught (and even been faculty heads) in other systems. At Port Hacking High School we are fortunate to have a number of loyal full-time temporary teachers, whose professional development needs we are obliged to also meet. It was decided that in the interest of developing both the newly appointed teachers and New Scheme temporary teachers that funding would be used to buy time for an extensive mentoring program. Teachers who were seeking higher levels of accreditation were trained as mentors. New Scheme teachers (both permanent and temporary) were trained in the requirements of professional accreditation. In a program that will extend into 2015, mentors were paired with New Scheme teachers in a project that would develop all teachers.

Funding was also used to buy time for newly appointed teachers to program, develop rich assessment tasks and attend professional development.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>643407.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>665739.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>345000.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>847560.65</td>
</tr>
<tr>
<td>Interest</td>
<td>23030.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>115786.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2640526.66</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 254779.24  |
| Excursions                | 274895.33  |
| Extracurricular dissections| 228904.99  |
| Library                   | 20906.24   |
| Training & development    | 0.00       |
| Tied funds                | 289567.12  |
| Casual relief teachers    | 109637.26  |
| Administration & office   | 278270.10  |
| School-operated canteen   | 0.00       |
| Utilities                 | 121235.28  |
| Maintenance               | 68391.83   |
| Trust accounts            | 105963.29  |
| Capital programs          | 108277.57  |
| **Total expenditure**     | 1860828.25 |

| **Balance carried forward**| 779698.41 |

Notes:
1. Canteen lease income is included in school and community income sources.
2. Training and Development is paid from tied funds-teacher professional learning.

A full copy of the school’s 2014 financial statement is tabled at the Annual General Meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Faculty Reports

**English**

2014 was a very successful year for HSC English results. Our students performed strongly across
a range of levels. Port Hacking High School continued to experience strong results compared to state averages.

Port Hacking High offered a wide range of English courses including; Advanced English (41 students), Standard English (93 students), English as a Second Language (6 students), Extension 1 (10 students) and Extension 2 (4 students) English and English Studies (14 students).

Examples of Advanced English representing tasks

Advanced students performed wonderfully and continued to perform strongly in the higher bands with 66% of students achieving in the top two bands. Results in higher bands continued to show strong growth for students. Congratulations to the three students who attained Band 6: Melissa Donnelly, Iva Mencevska and Michael Richardson. This was supported by the strong contingent of students achieving Band 5 results, over 58% of Advanced students attained Band 5, which significantly exceeds state averages.

Standard students also performed extremely well. One student attained a Band 6, this is an outstanding achievement with only 0.28% of the state performing at this level. Relatively, PHHS achieved at 1.07%, three times the state average. This was an excellent result for Cheston Lee. Six students attained a Band 5 result which is a strong result.

Ten students completed the Extension 1 course, all achieving results in the top two bands. Every student attained a mark of 40 out of 50 or higher, this is a wonderful result. Congratulations to Vanessa Huolohan who attained a top band (E4) result. 90% of the students attained an E3 compared to 62.47% of the state, thus far exceeding state averages.
Four students completed the Extension 2 course, all attaining results in the top two bands. Garry Lu achieved an E4, which is an outstanding result. The remaining students all performed strongly achieving E3 bands which represented 75% of the candidature as compared to the state average of 54.27%. These are marvelous results from this extremely challenging course.

Six students successfully completed the English as a Second Language course attaining good results. Additionally 14 students completed the English Studies course performing well in school based assessments.

Over 100 students from Years 7-10 competed in the International English competition achieving very pleasing results.

**Mathematics**

Students in Year 12 achieved strong results in all courses. Denzel Florez and Cheston Lee achieved high 90’s in both Extension 1 and Extension 2 and deserved their respective dux and proxime accessit for 2014. Mathematics students scored slightly above state average in Bands 4, 5 and 6 with Ezgi Arda gaining a commendable 97. In General Mathematics the students achieved above state average for Bands 5 and 6 with Melissa Donnelly achieving first place.

One hundred and fourteen students entered the Australian Mathematics competition. 49 students received credits, eight students earnt distinctions and MinSik Kim received the Prudence Award prize for scoring results in the 100th percentile. Minsik was then invited to a talented students’ day.

The Maths Club continued to be popular with an average of 30 students attending each session for assistance with homework and assignments. Staff supported Year 12 prior to the HSC with a mathematics study day during the school holidays. Sixty-five students took advantage of the extra help.

The installation of four data projectors in classrooms has seen a rapid increase in supporting lessons with technology. Two further data projectors will be installed in 2015 to enable access in most classrooms.

Maths awards continue to be well received by students with each class being involved at least once per term. The focus for 2014 was attendance and paying attention on purpose.

**Science**

Another amazing year of discoveries and adventures has taken place in the Science faculty. As per our motto of “ensuring all students engage in Science at the highest level”, a number of students have experienced many new opportunities in 2014.

These included:

**NSW RACI (Royal Australian Chemical Institute) Crystal Growing Competition.** Students of 7P participated in this competition which involved them learning about “growing” crystals. As their skills and understanding improved they submitted their “pieces of work”. Congratulations to Liam Cawthorne, Harry Da Silva, Nicholas Pastore and Liam Wilkinson who were team finalists in the competition. A first for the students of PHHS.
ICAS Science Competition. 132 PHHS Science students sat for the competition in 2014. Students from across all year groups participated and they all achieved an amazing set of results. This included: 13 Merit Certificates; 68 Credit Certificates; 25 Distinctions and for the first time at PHHS, 2 High Distinctions Certificates to Minsik Kim in Year 8 and Kai Windle in Year 11 (for his second year running – exceptional!!)

ESSA (Essential Secondary Science Assessment). Another year of strong results from the Year 8 students. The total school results were 4.5% above the state average, with Band 6 percentages clearly above the state average in all sections. ESSA asks questions specifically targeting the following elements; Knowledge and Understanding (+2.6%), Working Scientifically (+1.3%) and Communicating Scientifically (- +8.8%). Along with multiple choice, short response, true/false style questions, students are asked to complete three extended response questions which target the links students make between science and everyday events.

Brain Bee Challenge. Students from 10P were invited to compete in the Australian Brain Bee challenge, run by the University of Western Sydney. The first round involved a 45 minute multiple choice online test on the Human Brain and Nervous System. From this round, two students, Andrew He and William Cassimatis were successful in progressing into round two of the individual competition of the NSW State Finals. These were held at the University of Western Sydney, Campbelltown Campus, School of Medicine, where the top 13% of students from the State were invited to attend. Both William and Andrew had an amazing time and enjoyed the challenge of working outside the set syllabus.

Microbiology Challenge. Six Year 10 students from 10P and 10O joined a number of local schools in the “Microbiology Challenge”. They were provided the opportunity to work with microbiologists from the NSW Microbiology Society and set the challenge of solving a bacteriological or virological problem. The challenge concluded with a “Science Fair” where all groups from each school were provided the opportunity to present their scientific discoveries. All students and their supervisor, Mrs Stamoulos, performed at a high level and are to be congratulated on the effort and dedication demonstrated throughout the challenge.

In the HSC, all subjects, Biology, Chemistry, Physics and Senior Science, performed at a high level and each obtained results above the state average; Biology +2.32, Chemistry +1.20, Physics +2.89 and Senior Science +8.51.

Biology: Students performed at a high standard. One student achieved Band 6 results: Benjamin
Clark. Five students obtained Band 5 results: Melissa Donnelly, Matthew Harris, Iva Mencevska, Mireille Roche and Athena Savvas.

Chemistry: Congratulations to Benjamin Clark and Dante Florez who achieved a Band 6 in this subject and Ezgi Arda, Stewart Kelly, Cheston Lee, Lachlan Mabbutt, Iva Mencevska, Janet Wang, Jacob Yousef and Rebecca Zdraveska for their Band 5 results.

Physics: Good results from students who continued to work hard throughout their studies. Six students achieved Band 5 results: Ezgi Arda, Benjamin Clark, Denzel Florez, Lachlan Mabbutt and Mireille Roche.

Senior Science: Exceptional results were achieved by the students with 12.5% of candidates achieving a Band 6 result, compared to 7.65% of the state. Congratulations to the two students for their Band 6 results: Rahmi Bahar and Emily Blythe. Also to the nine students who achieved a Band 5 result: Monica Fernandes, Benjamin Gibbs, Emily Haynes, Daniel Kocina, Luke Merrick, Lenor Shepherd, Keely Silva, Joel Wright and Anna Yazovskaya.

Well done to all Year 12 science students. Congratulations to the high performing students who undertook studies in more than one Science subject. Their work ethic, dedication and determination surely paid off. The Science staff is to be congratulated for their high level of expertise and professionalism in getting their students successfully through to the HSC. Congratulations also to Nishan Bhandari, Timothy Kifa and Mireille Roche who were granted Science Scholarships from University of Technology Sydney (UTS). Also to the many students who are continuing their love of science through to their tertiary studies.

Human Society and Its Environment (HSIE)

2014 saw the HSIE faculty continue in its goal of creating effective and engaged learners. Our diverse range of subjects had high candidature rates at the HSC with many students achieving excellent results.

In Ancient History over 23% of the cohort achieved results in Band 5. Congratulations go to Sophie Androulis, Jade Hart, Celsea Holmes, Alanna Johansen, Connor Moon, Victoria Tatsis and Lynn Zhou. In Business Studies over 18% of students achieved in Bands 5 and 6. This included Daniel Kocina, Lorenzo Mascarinas, Tayla Pearson, Michael Richardson, Chelsea Sharp, Chloe Smith and Lynn Zhou. In Economics 50% of students achieved Band 5 results. Congratulations go to Emily Blythe, Ben Clark, Emily Yu and Rebecca Zdraveska. In Legal Studies, congratulations go to Laura Eager and Michael Richardson who both achieved Band 5 results. 33% of Society and Culture students achieved Band 5 results and congratulations go to Jessica Blyth, Alanna Johansen, Keisha Lee, Garry Lu and Journie Richards. In Modern History, 93% of the cohort achieved Bands 4 and 5 with congratulations going to Emily Blythe, Lucy Cooney and Connor Moon.

2014 saw the return of HSC Geography to PHHS and what a successful return it was. Despite a cyclone nearly derailing the fieldwork trip to Cairns, Mrs Russell was able to negotiate an alternative date and the experience was one the students will never forget. Most importantly, the high level of engagement with the subject was reflected in outstanding HSC results, with 54% of the cohort achieving Bands 5 or 6. Congratulations to Christina Chhay, Helen Lai, Luke Merrick, Connor Moon, Tayla Pearson, Michael Richardson, Emmett Smith and Emily Yu.

Throughout the year students have participated in a wide array of learning experiences.
display which included replica tools, weapons, armour and clothing. The students gained a hands-on appreciation for the rigours of daily life in the Middle Ages.

Year 9 History students were treated to a visit from a collector of artefacts from the wars Australia has participated in. The display gave the students an opportunity to connect with the Australia of yesteryear.

Year 9 Commerce students participated in regular fieldwork to evaluate different aspects of the commercial world that are evident at Miranda Westfield. More significantly, however, the students also launched the first PHHS Running a Business day. Students had to develop a small business idea, write a business plan, market their ideas and operate the businesses for the day. Each group donated 50% of any profits generated to a charity of their choice. Successful stalls included the car wash for staff, a taco & burrito stall, a sausage sizzle, as well as various stalls to entice the sweet tooths among us.

Year 10 History students participated in a site study of The Rocks to extend their learning of Jack Mundey and the Green Bans that played such an important role in preserving this location and the heritage of colonial Sydney.

Year 10 Geography students conducted fieldwork along the Bate Bay beaches to better understand the role of coastal management and the natural and human features that form and transform this environment.

In the senior years, students participated in a wide variety of subject specific experiences to better prepare them for the HSC.

Year 12 Geography students had the wonderful opportunity to visit the Great Barrier Reef to conduct fieldwork to better understand this fragile ecosystem and the importance of tourism as an economic activity.

Students from Years 9-12 were invited to participate in the annual history trip to France to explore the culture and history of France with a particular focus on the World Wars and Australia’s participation and subsequent relationship with France.

As part of commemorating the Centenary of Gallipoli, PHHS was one of twenty five schools to be selected from across NSW to participate in this historic event. History teacher, Ms Ellem-Honeywill, and four students will be representing Port Hacking High School at this once in a lifetime opportunity in 2015.

**Personal Development, Health and Physical Education (PDHPE)**

Personal Development, Health and Physical Education integrates the knowledge required for students to maintain their health and fitness not only throughout their teenage years but throughout their entire life. PD/H/PE classes are involved in a variety of sports activities developing skills and improving performances in the areas of Athletics, Team and Individual Games, Gymnastics, Dance and Fitness.

PD/H/PE in Years 7-10 has a strong focus on developing the personal skills of each student through a variety of contexts. By utilising
activities in both the classroom and the outdoor environment, students are given the opportunity to develop their physical, cognitive, social and emotional dimensions of health.

The elective subject, Physical Activity and Sports Studies for Years 9 and 10, is always a popular area of study for many students. This subject allows students to experience a variety of team sports such as AFL, golf, lawn bowls, European handball and Badminton, as well as outdoor education, sports coaching of primary school students, event management, sports nutrition and in depth studies in specific issues that impact on sport.

Outdoor Education is a valuable experience for many teenagers as it teaches them leadership, team work and accepting challenges. In 2014 three days of Outdoor Education is offered in the Year 9 PASS course as well as the alpine snow skiing adventure camp for Year 10 PASS. Students in Year 11 also participated in an outdoor experience, challenging them to expand their knowledge and learn the value of commitment, team work and establishing clear goals for their senior studies.

PD/H/PE continues to grow in strength in the senior years with three classes in Year 11 and two classes in Year 12 in 2014. Students undertook an in depth study into the Health of the Australian population giving insight into the factors affecting our health in the 21st century. Students investigated the ways that athletes can improve their performance in sport by studying sports psychology, recovery techniques and specific training methods. In addition, students learn the importance of Sports Medicine and how to manage specific sporting injuries. A strong cohort of 38 students approached the HSC PD/H/PE examination with the determination to achieve the best results possible. The 38 students in the Year 12 PDHPE classes gained outstanding results with the most notable being the five Band 6s and ten Band 5s awarded to the students.

TAS: Home Economics

The Home Economics faculty encompasses Food Technology, Textiles and Design, VET Hospitality (commercial cookery and food and beverage) and Community and Family Studies in the senior school and Food Technology, Textiles Technology and Child Studies in the middle school and Technology Mandatory in the junior school.

During 2014 the facilities were further enhanced with technologies to provide a modern learning experience for students. Installation of commercial cooking equipment in kitchen 231 provides a real industry experience for VET Hospitality students and the installation of additional large screen televisions in each room ensures all teachers and students have access to resources and flexible and modern teaching practices.

The faculty offers highly engaging learning experiences that support the academic curriculum. Students embraced the BYO Device program in Year 9, which led to a variety of ICT based tasks being explored.

Year 9 Food Technology students embarked on a creative cake design challenge that resulted in
some outstanding products, while Year 10 students developed biscuit prototypes that extended their design and creative thinking skills. Year 12 Food Technology students experienced the Sydney Fish Markets in full flight as part of their investigations of the Australian food industry. This experience was highly valuable and well worth the early start!

Textiles students in Years 9-12 continue to produce outstanding practical items that demonstrate high levels of creativity and application of knowledge. Year 11 Textiles and Design students attended an excursion to Rosehill Racecourse to view the exhibit, ‘Texstyle’ as inspiration for their future design projects for 2015.

2014 HSC results were well above state average for Food Technology, Hospitality, Community and Family Studies and Textiles and Design. Students in CAFS achieved three Band 6s and fifteen Band 5 results; Food Technology students achieved one Band 6 and five Band 5s; Hospitality students achieved one Band 6 and six Band 5s and all Textiles students achieved Band 5 results.

**TAS: Industrial Arts**

The Industrial Arts department had another busy year with student interest in our elective subjects remaining strong across all years. In Years 9 and 10 we have seven elective Industrial Technology Timber classes, two Industrial Technology Metal classes, two Industrial Technology Multimedia classes, three Information and Software Technology classes and two Graphics Technology classes.

In Years 11 and 12 we have three Engineering Studies Classes, three Design and Technology classes, three Industrial Technology classes, two Information Processes and Technology classes and two Construction classes.

The results for the Higher School Certificate for 2014 were again outstanding with many subjects achieving results well above state average and many students gaining their best result from subjects within this faculty.

In Engineering Studies, 30% of students achieved Band 5/6 results, with a further 46% achieving Band 4 results and 11% of students having this subject as their best result. In Design and Technology, 45% of students achieved Band 5/6 results, with a further 36% achieving Band 4 results and 55% of students having this subject as their best result. In Information Processes and Technology, 33% of students achieved Band 5 results, with a further 67% achieving Band 4 results and 25% of students having this subject as their best result. In Industrial Technology, 20% of students achieved Band 5/6 results, with a further 52% achieving Band 4 results with 48% of students having this subject as their best result. The Construction students were again active in many building projects around the school including: constructing more free standing pergolas on the edge of the oval and some more concrete slabs and walkways. They were also involved in maintaining and upgrading of the weights gym as well as undertaking their mandatory work placements in local industries.

**Modern Languages**

**French**

Throughout the year, French students practised targeted language skills through role-plays, games and songs. Year 7 developed their research and speaking skills when presenting speeches about famous French people. Year 8 did extensive research for an assignment entitled “Virtual Tour of France” which they presented using their ICT skills. Year 9 and 10 French elective students were able to build upon their French language foundations, focusing in particular on their fluency and listening skills.

Learning a language is an opportunity to enjoy trying the food and many students had the opportunity to prepare crêpes in class, a traditional food eaten in France on Mardi Gras (Shrove Tuesday).

The year ended on a highlight: all elective French students attended an excursion to The Little Snail French restaurant in Pyrmont. They were able to use their French language skills to order their meals and to speak to the wait staff. Some of the more popular dishes ordered included escargots, coq au vin and mousse au chocolat.
The day was a wonderful way to end a year of fabulous French learning!

Year 12 French students were successful in their HSC studies with Band 6 awarded to Svetlana Markoysan in French Beginners and Band 5 to Ezgi Arda in French Continuers. Ezgi Arda was also the worthy recipient of the 2014 Jeanette Child Award for Excellence in French.

Japanese

In February, Year 10 students from both the French and Japanese classes attended the annual University of Wollongong Languages Day. During this most beneficial day, Year 10 students listened to present and past language students of the university talk about their own language learning experiences and they learnt about the world of opportunities afforded by the study of languages. They extended their skills by preparing commercials in their language of study and through role plays and games as well as enjoying a tour of the university’s extensive grounds and questioning a university student about daily life on campus.

Students in elective Japanese experienced language learning in an authentic environment with visits to the Nihongo Tanken Japanese Language Centre in Kirrawee. They also attended the school screening of “Time Trip App” at the Japanese Film Festival and then enjoyed lunch of teppanyaki.

In August we hosted 16 students and two teachers from Hitachi Omiya in Japan, enjoying language and cultural exchange as we showcased our school and city. We are grateful to our host families who warmly welcomed the students to experience home and family life.

In September, 10 students and two staff made a reciprocal visit to Japan. The tour included four nights in Tokyo with a visit to the world’s tallest tower, Tokyo Skytree; a day in Nikko experiencing the natural beauty of the region and the World Heritage listed Toshogu Shrine and a day trip to Hakone at the base of Mt Fuji. We then travelled to Hitachi Omiya where we participated in formal welcome activities, school visits, cultural exchange and homestay. The Australian students presented a PowerPoint about school life in Australia and performed a song. The presentation gave students a chance to share their observations of the differences between Australia and Japan and to use their Japanese language skills. We look forward to visiting Japan again in 2016.

Year 12 students were successful in their HSC studies with Band 5 awarded to Rachel Vamvakaris.

Saturday School/ Open High School

Mrs Carolyn Riordan a language teacher and the current Teacher-Librarian looks after Saturday School enrolments and the Open High School students.
Thirteen students enrolled in the Saturday School of Community Languages to study Chinese, Khmer, Macedonian, Modern Greek, Polish and Spanish. Danni (Janet) Wang achieved a Band 5 in Chinese Background Speakers and Iva Mencevska achieved a Band 6 in Macedonian Continuers. Iva was a top achiever in the HSC being awarded second place in the state.

Ten students are enrolled at the Open High School to study German, Indonesian, Japanese, Modern Greek and Russian. Rahmi Bahar achieved a Band 6 in Indonesian Continuers and was a top achiever in the HSC being awarded second place in the state.

**Visual Arts**

2014 was a very productive and rewarding year for students engaged in visual arts learning experiences. Our programs continued to support students’ direct engagement with the art world through participation in a diverse range of excursions, art making field trips, workshops, study days and competitions.

*Gemma Tyler: first prize for ‘Design An Ad’*

Once again our students achieved outstanding results and recognition for their achievements in state and national competitions. Alexandra Achilleos (Yr 9) was awarded National Student Winner of the Silk Cut Printmaking Awards. Gemma Tyler (Yr 10) was awarded Sydney Regional Winner for the Annual Harmony Day Poster Competition and Zoe Newman (Yr 9) Regional Runner-Up. Both girls attended their awards ceremony at Parliament House. Gemma Tyler was also awarded the Regional High School Winner of the ‘Design An Ad’ Competition with Port Hacking High School announced as the Overall School Winner of this annual competition. Two of our nominated entries were selected as state wide finalists and achieved awards in the DEC’s Operation Art Exhibition. Bianca Walkerden (Yr 9) had her photographic work selected for the collection held by Bear Cottage and Shana-Lee Hall (Yr 11) had her work selected to be used for promotional material as part of the Youth Culture Public Art Project.

Opportunities were also provided for students through school competitions directly related to our thematic programs. These included the Year 7 Recycled Sculpture Competition with first prize awarded to Nathan Pontifex, the Year 8 ‘Self Portrait Photography ‘ Competition with first prize awarded to Kyla Brunton and the Year 7 ‘Sculpture By The Sea’ Photography Competition prize awarded Nicholas Pastore.

*Nathan Pontifex: first prize for Recycled Sculpture*

Throughout the year our students participated in excursions to the MCA Gallery to view exhibitions ranging from Yoko Ono’s ‘War Is Over’, Tabaimo Exhibition, Art Express Exhibition and Study Days at Hazelhurst Gallery and the AGNSW. The
immersive Performance artwork and painting exhibition entitled ‘Afghan Book of the Dead’ exhibited by George Gittoes at Hazelhurst Gallery, the interactive Biennale Exhibition at Cockatoo Island, the Sculpture By The Sea Exhibition and The White Rabbit Gallery.

Year 10 students visit the ‘I Witness, George Gittoes Exhibition.

The Botanical Gardens and the Cartoon Workshop incursion.

Our Year 12 students created HSC Body of Works that were impressive in both conceptual strength and technical resolution. Media and techniques ranged from drawing, sculpture, photography, mixed-media and graphic design. The quality of both practical and theoretical components of the HSC examination reflected the students’ extensive knowledge and engagement with the contemporary practice of the art world. In the HSC, over 50% of students placed in Band 5.

Chelsea Holmes (Yr 12) was successful in having her graphic design Body of Work selected for the Art Rules HSC Exhibition at Hazelhurst Gallery.

The Annual School Exhibition was held in the school library in December and showcased both major and minor works created by students from Years 7 to 12 from both visual arts and photographic and digital courses. Parents, friends and Year 6 students who visited on Orientation Day viewed this energising exhibition.

Performing Arts

Throughout 2014 we have continued to coordinate a diverse number of performance
opportunities for students to showcase their achievements across all strands of the Performing Arts. Due to the success of our school based performances most have become annual events. They have reinforced our commitment to cultivating a strong performance culture at Port Hacking High School.

Our PortQuest competition has become the opening event for the performance calendar and is an invaluable opportunity for the discovery of new talent in our student body and for students to be rewarded for excellence in performance. Students enter the competition in Dance, Drama or Music and compete with students in their own stage group to win one of three first place prizes. Judged by a panel of three external judges, it is an opportunity for students to direct their own performances and receive valuable feedback from teachers in other schools. In 2014 we had a total of 31 acts from students ranging in age from Years 7 - 12.

Our first place recipients made Portquest history this year. It is the first time that all three winners have been performers from the same discipline of the Performing Arts.

2014 stage winners:
Stage 4: Chloe Parsons (Dance “Noises”)
Stage 5: Maxine Rose (Dance “Heart Cry”)
Stage 6: Cameron May (Dance “Project Tap”)

2014 exemplary performances:
Stage 4: Jake Manser (Music “What’s My Name?”)
Stage 5: Emma Roberts (Dance “Spider”)
Stage 6: Elyse McLennan (Music “We’ll Work it Out”)

Other important performance evenings on the school calendar included: our Ensembles Night, showcasing the large number of extracurricular ensembles that we coordinate across all areas of the Performing Arts and involved over 200 students performing to a full auditorium; two singers nights coordinated by our dedicated vocal coach Di Solomon, celebrating 20 years of tutoring at PHHS and showcasing work conducted in the students’ private vocal lessons; Drama play nights for elective students in Years 10 and 11; two HSC showcase evenings to enable students to present their HSC performance programs and receive invaluable feedback pre HSC exams; our awards night, PortXL recognising the achievements of students participating in the various extra curricular ensembles and our two end of semester performances displaying the coursework of our Year 8 Performing Arts Programs.

DANCE
In HSC Dance we had four of our ten students achieve a high Band 5 result, one of these students only missing a Band 6 grade by one mark. Four of our students achieved high Band 4 results. For four of our students, Dance was their highest HSC result and the percentage of our Band 5 results were above state average. We had three nominations for the exemplary HSC showcase “Callback”; Emily Bone and Jessica Atoui for Core and Major Performance and Sarah Rigg for her Core Performance. Students from PHHS have been nominated for “Callback” every year since 1999.

With the availability of two dance teachers in 2014 our extra curricular Dance program continued to be of an excellent standard and demonstrated strong choreography. This was highlighted by the continued inclusion in State and Regional Dance festivals and record numbers of students included in Schools Spectacular. Two of our Year 7 Dance groups were invited to perform as part of the Sutherland Dance Festival, both were choreographed by Year 10 students: Maxine Rose, Eloise Dunn, Amy Jex and Chloe Woodlands. At the Regional Festival we were
represented by four of our Dance ensembles who performed at the Seymour Centre in front of sell out audiences. From this opportunity our Senior Company was selected to perform their work “Struggle for Freedom” at the State Dance Festival at the end of Term 3 and our Junior Company was on the reserve list. We had two students successful in their auditions for State Dance Ensemble run by The Arts Unit: Ashleigh Sunderland (Yr 11) and Georgia Harris (Yr 8). The students have also had the opportunity to attend a performance of “Pateygerang” by the Bangarra Dance Theatre Company at the Opera House.

For the first time in 10 years, Port Hacking High School was offered 24 places in Schools Spectacular, which allowed students from Years 7-10 and Years 10-12 to be selected to attend. Performing amongst 3,500 students from around the State, 23 of our students performed in the ‘Playing To Win’ segment, Georgia Bone and Ellouise Dunn performed in the ‘Tap’ segment and Rhys Banner danced in the boys Hip Hop Segment. Our very own talented Dance teacher Ms Casey Hadfield was selected as a Segment Director, coordinating the ‘Aussie Rock’ segment and was responsible for choreographing ‘Playing To Win’. She had the honour of working alongside Dein Perry, the creator of ‘Tap Dogs’ to piece together the tap section to ‘Joker & the Thief’. Mrs Terry Martin who has a strong history of dance success at Port Hacking High was presented an award for 20+ years of service to Schools Spectacular.

DRAMA

As part of our focus on engaging drama students in Performing Arts we continued to develop and expand our Drama Ensembles. In 2014 we offered extra curricular drama workshops for Year 7, Years 8 and 9 and Years 11 and 12. This has been reflected in an increase in elective Drama classes in senior years. We have also had two students selected for inclusion in the State Drama Ensemble coordinated by The Arts Unit: Emma Birrell (Yr 11) and Madeleine Graham (Yr 11).

Our annual Year 11 Play night was a presentation of two plays; “The Little Prince” by Antoine de Saint-Exupery, adapted for stage by our talented
drama teacher Mr James Cameron and a theatrical adaptation of the renowned novel “Animal Farm” by George Orwell. “The Little Prince” was student directed by Emma Birrell, with standout performances by Sophie Oehme-Short as The Little Prince and Hannah Stamoulis as The Rose. The casting in “Animal Farm” was extremely strong, however, Cameron May was captivating as Napoleon and was well supported by Rani Matthews as Snowball and Isabella Ragonese as Squealer. Rachel Blanch demonstrated a clear vision as director and also enhanced the performance through her excellent selection of music to support the performance.

Our drama students also had the opportunity to be involved in the first “Film By The Sea” event. This event was an inter high school drama competition held at the Sutherland Entertainment Centre. Twenty of the top films submitted were displayed on the big screen. Jasmyn Connell (Yr 10) received the 'Highly Commended' award for her short film 'Bone Dry'.

MUSIC

In 2014 we had a HSC candidature of nine students in Music 1 for the HSC. Our results in this course were above the state average. Three of these students; Melissa Donnelly, Laura Eager and Rachel Vamvakaris achieved Band 6 results; four students achieved Band 5 results (one of these students only missing a Band 6 grade by one mark) and the remaining two students achieved very high Band 4 results. The percentage of our Band 5 and 6 results were above the state average. For eight of the nine candidates, Music 1 was their highest HSC result and for the remaining student it was their second highest HSC result. One of our Band 6 recipients, Rachel Vamvakaris, was nominated for the exemplary HSC showcase “Encore”.

We have worked hard to maintain and extend our co-curricular program. We have maintained our Open Choir and our selective vocal ensemble PortaVoce was resurrected with a strong intake of enthusiastic Year 7 students as well as some dedicated senior students. Two of our talented vocal students, Amy Mifsud from Year 9 and Liam Blackall from Year 10, had the opportunity to sing our National Anthem in the dedication ceremony of the War Memorial in Miranda. The students sang a flawless rendition with an unfamiliar accompaniment and were excellent ambassadors for Port Hacking High School.

We continued to offer an extensive band program comprising of a Senior Concert Band, Concert Band, Junior Concert Band, Beginner Band, Senior Stage Band and our improvisation clinic JazzPort.

On Friday 9th May till Saturday 10th May, 27 of our band students participated in the Port Hacking High School 4th Annual “Play-a-thon”. Students from Years 7–11 played their way through the night working on a half hour on, hour off rotation. Three quarters of the group showed amazing endurance and were still playing strong at 6:30am on Saturday morning. All students involved organised sponsorship to help raise $1920 in funds for band equipment and resources. As well as providing a boost to the band budget another fantastic benefit of the night was the opportunity for the band to rehearse and introduce a large amount of repertoire. It was a fantastic chance for the students to develop and foster friendships, contributing to a feeling of teamwork within the band.

Our JazzPort Ensemble has continued to serve as fantastic ambassadors of Port Hacking High School in the wider community and have repeatedly been invited to attend performance events. Once again they were requested to perform at the annual Miranda Uniting Church Fete presenting a 45 minute set including some well known and loved Jazz classics. They were
also invited to perform at a large charity event run by Sylvanvale to support their “Moving with Life” campaign, raising funds to provide people living with a disability access to therapeutic equipment, specialised training and nutrition programs to help combat the extra health concerns they face.

JazzPort were also invited to attend a jazz workshop conducted by the “Abel Cross Neo-Bop Quintet” at Caringbah High School. This was an excellent opportunity for the students to listen to some of Sydney’s finest jazz musicians play and share knowledge about their craft. In the afternoon our students engaged in a musical “battle” with the Caringbah High School students conducted under the direction of the Neo-Bop Quintet, offering the students suggestions and as a result some fantastic music was performed.

This amazing experience culminated in an evening performance in the auditorium of Caringbah High School attended by parents, teachers as well as our principal Mr Greg McGrath.

PORT XL

In November we celebrated the achievements of students involved in our extensive extra-curricular programs, in our annual awards and variety night, PortXL. In 2014 we coordinated 13 separate groups across the various disciplines in the Performing Arts which involved over 200 PHHS students from Years 7-12. The students also had the opportunity to showcase the repertoire, routines and skits that they had rehearsed throughout the year as well celebrate the achievements of our most talented members. The variety and quality of the performances of these ensembles has improved dramatically over the last couple of years. Every single member of our Performing Arts staff coordinates at least one of these ensembles providing excellent performance opportunities for our students.

**Award recipients for 2014:**

**Band Awards**: Dante Florez (Yr 10), Shekinah Clark (Yr 10), Erin Brancourt (Yr 10), Julian Da Ros (Yr 10), Naomi Campbell (Yr 7), Rowan Simpson (Yr 10), Calvin Wong (Yr 9) Rachel Vamvakaris (Yr 12)

**Dance Awards**: Brianna Jospe (Yr 7), Megan Chappell (Yr 11), Maxine Rose (Yr 10), Annabel Scully (Yr 9)

**Drama Awards**: Natalie Horth (Yr 8), Emily Louise Becroft (Yr 11), Olivia Aroney (Yr 8), Cameron May (Yr 11)

**Vocal Awards**: Lisa Maree Ghaly (Yr 8), Elodie Goriaux Knox (Yr 10), Amy Forster (Yr 10), Amy Mifsud (Yr 9), Liam Blackall (Yr 10)

**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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Key for NAPLAN graphs**
- School Percentage in Bands 2014
- School Average 2011-2014
- SSG Percentage in Bands 2014
- State DEC Percentage in Bands 2014

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

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**Percentage in bands:**

- **Year 7 Reading**
- **Year 7 Writing**
- **Year 7 Spelling**
- **Year 7 Grammar & Punctuation**
NAPLAN Year 7 – Numeracy

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

KEY
- School 2014
- School Average 2010-2014
- SSG 2014
- State DEC 2014
Higher School Certificate relative performance from NAPLAN (Yr 9)

The graph below shows student growth from Year 9 NAPLAN to the HSC Year 12 and compares Port Hacking High School to similar schools (SSG). The horizontal 0.0 line is the state average for growth.

Our value-added measures for student achievement between Year 9 (2011) and Year 12 (2014) showed significant growth in the Low group and was considerably greater than similar schools.

Our value-added growth in the Middle group was weaker than similar schools but still above state average.

Our value-added for the High group was clearly greater than state average and comparable to similar schools.
Higher School Certificate relative performance from NAPLAN (Yr 9)

![Graph showing HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)]

Extra-curricula

Sport

In 2014, Port Hacking High School again achieved outstanding results in many sporting areas with students competing all over NSW in various sports championships and competitions.

Alison McAvoy NSW CHS Athletics Carnival 4x400m regional teams event Gold Medal.

Alison McAvoy of Year 12 was awarded a prestigious Sydney East CHS Blue for Athletics in recognition of her outstanding talents in this sport. This year Alison achieved two CHS gold medals in the 400m event and the 4x400m Regional teams event. She also won the gold medal in the 400m at the NSW All Schools carnival. Alison’s commitment and talent was recognised at the PHHS graduation assembly with the schools 2014 Senior Sports Woman of The Year Award.

Most Outstanding Sporting Achievement of the Year award went to Kobi Sharpe of Yr 7. Kobi won the 12 years high jump at all levels through to NSW All Schools. He broke the record at all carnivals up to NSW CHS level and at the NSW CHS carnival he was announced the best male athlete of the carnival as well as the most outstanding performance by a male competitor.

Kobi Sharpe NSW CHS Athletics Carnival 12 years high jump Gold Medal and new CHS record.

The Junior Sports person of the year went to Zachary Diefenbach who medaled at three NSW CHS carnival (Triathlon, Athletics and Cross Country). He also qualified for and competed at the NSW CHS Swimming Championships and broke numerous school records in the pool.

Keely Silva of Year 12 was awarded the Pierre de Coubertin Award, presented by the Australian Olympic Committee, for her outstanding participation in a variety of sports, her level of commitment and sportsmanship and her ability to demonstrate attributes of fair play and respect for others.

Port Hacking High was once again well represented in Sydney East Regional Representative teams with over 90 individual students gaining selection and competing in NSW CHS Sports Championships throughout the year.
Many students represented at these events in more than one competition or sport.

Thirty-three students qualified and attended the Sydney East Regional Swimming carnival.

Eighteen students went on to represent the school and the region at the NSW CHS Swimming Championships.

Many students represented the school at Zone, Regional and State Cross Country events this year. Five students were named zone champions: Benjamin Johnson (Yr 7) 12 years, Will Eagles (Yr 8) 14 years, Aaron Hawley (Yr 10) 15 years and Rachel Hull (Yr 9) 14 years, and Georgia Johnson (Yr 11) 17 years. Twenty-five students competed at the Sydney East Regional level with Katelyn Clark (Yr 9) and Benjamin Johnson (Yr 7) gaining 1st place to be named Regional Champion for his age category. At the NSW CHS / All Schools Cross Country Championships thirteen students from Port Hacking High competed in various age groups. The 14 years boys team made up of Zachary Diefenbach, Will Eagles, Rees Hooper and Ben Metcalfe received NSW CHS bronze medals for the schools teams event.

Port Hacking High students enjoyed great success in Athletics during 2014. Kobi Sharp (Yr 7) 12 years boys, Jacob De La Vega (Yr 9) 15 years boys and Ashlyn Ndlovu (Yr 10) became Zone Champions due to their outstanding efforts on the athletics track in their age divisions. A strong contingent of 51 athletes represented our school at the Sydney East Regional Championships with 8 relay teams competing; with six relay teams 12, 14, 16 years boys and 12 and 17 years girls relay teams progressing through to the NSW CHS Championships. At the NSW CHS championships, 26 Port Hacking High School students attended. Alison McAvoy (Yr 11) gained 1st place in the 17 years 400m.; Benjamin Johnson came 1st in the 12 years boys 800m; Kobi Sharpe came 3rd in the 12 years boys long jump, 1st in 12 years boys high jump (breaking the CHS record) and 1st in the 12 years boys 80m hurdles. Four relay teams qualified for the finals and all won CHS medals. The 12 years girls ran 2nd gaining a silver medal. The 17 years girls, 14 years boys and 16 years boys all gained bronze medals.

Port Hacking High School students enjoyed great success at the NSW All Schools Athletics Championships. A medal haul of one bronze, one silver and three gold medals was achieved: Benjamin Johnson 12 years boys silver medal in the 800m and gold medal in the 1500m; Alison McAvoy gold in the 17 years 400m and; Kobi Sharp Bronze in the 80m hurdles and gold in the 12 years boys high jump.

Many students represented at other NSW CHS Championships gaining outstanding results. In gymnastics Mikayla Duffy (Yr 7) gained two gold and a silver medal, Ronan Sousa and Angelique Tsigros gained a silver and a bronze medal also at the NSW CHS Gymnastics Championships. Marley Peterson gained a gold medal in trampoline sports. The school’s junior triathlon team made up of Will Eagles, Zachary Diefenbach and Hayden Molla received a silver medal at NSW CHS level. Ashley Atkins competed in sailing where she won a gold and silver medal in two different categories.

Jessica Perry and Casey Studden 4th place in Snow Boarding Teams’ event at the Inter School Nationals
Again the Port Hacking High Alpine Team performed exceptionally well at the Northern NSW Interschool’s Snow Sports Championships. Five of our students represented Northern NSW Schools at the Combined NSW Interschool’s Championships in snow skiing. In addition Casey Studden (Yr 11) and Jessica Perry (Yr 11) also gained selection to compete at the Combined National Interschool’s Championships in snowboarding.

Casey and Jessica were awarded team of the year at the school awards presentation for running 4th nationally as a team in their snowboarding category.

The school entered approximately 50 sports teams in state wide knock out competitions and specific school competitions run by various sporting bodies. Many teams did exceptionally well throughout 2014. The 15 years boys’ Rugby Union team won the Endeavour Challenge 10 a side Championship defeating a sports high school and the more fancied catholic college. The boys 16 years Australian Rules team were Sydney East Champions and the Open Girls Softball team were Regional Champions.

In weekly Zone Grade Sport Port Hacking High excelled winning zone premierships in Girls Junior Touch div 1, Girls Junior Soccer, Junior Oz tag div 1, Senior Girls Oz tag div 1, Mixed Water Polo, Boys Non-Contact Rugby, Boys Year 11 Beach Volleyball and Boys Junior Super 8 Cricket.

In 2014, students registered over 1 250 hours of volunteering in areas such as education, community service, church groups, sport and physical recreation. Students in Years 9 and 10 who register their hours are eligible for DEC Volunteering Awards:

**Bronze Award (20+ hours volunteering)**
Aaron Hawley
Marley Peterson

**Silver Award (40+ hours)**
Kate Reid
Paige Robson
Catherine Said

**Gold Award (60+ hours)**
Jacob Boddy

**Diamond Award (80+ hours)**
Jasym Bowler
Erin Brancourt
Shea Garcia
Hayden Willett
Megan Young

**Black Opal Award (over 150 hours)**
Jordan Roberts
Joshua Roberts
Bianca Walkerden
Jordan Roberts, Bianca Walkerden and Joshua Roberts with their Black Opal Volunteering Certificates

Four students trained as Youth Ambassadors for the Australian Red Cross Blood Service:
Rebekah Herenda-Carroll
Aran Hogan-Slowey
Rachel Li
Harry Zhang

In this role they promoted the Red Cross and organised for eligible students to donate blood. In 2014, 87 blood donations were made on behalf of Port Hacking High School, potentially saving 261 lives.

April Fallon
Jessica Gibson
Sebastian Gomez
Jacqui Gordon
Maison Gronow
Lachlan Kelly
Zachary Logan
Jordan Roberts
Joshua Roberts
Lachlan Savage
Samantha Strecke
Zachary West
James Wislang

Cadets gained valuable skills in leadership, team work and communication. Jacob Boddy subsequently joined a brigade where he continues to volunteer.

In Term 3, 18 students in Year 10 graduated from the NSW Rural Fire Service Secondary Schools Cadet Program:
Jacob Boddy
Jackson Brennan
Robert Brown
Georgia Cole

Duke of Edinburgh Award

In 2014, Port Hacking High School was able to offer students the opportunity to take part in a The Duke of Edinburgh Award. The Duke of Edinburgh program is a youth self-development program that focuses on four areas: Physical Activity, Skill, Volunteering and Adventurous Journey. The program is non-competitive and allows each individual to set and achieve their own goals. The program is recognised world-wide and is looked upon favorably for university entrance.

This year we achieved the following:

• 11 students commenced the Bronze Award with completion anticipated in early 2015.
- 1 student completed the Gold award.
- 1 student completed and was presented with their silver award.
- 3 students completed and were presented with their silver award.

The bronze award group went on 2 camps. Students learnt many new skills through their participation in the program that they wouldn’t normally learn in the classroom.

Many new experiences were encountered:
- Magnificent views from some of NSW’s most loved wilderness areas
- The extremes of Australia’s climate
- Looking out for each other especially when they are injured, sick or just tired.

Every person’s life can be enriched by the goals of the Duke of Ed. Award:
- work on your physical fitness;
- learn something new;
- give to others and
- step outside your comfort zone.

Peer Support
During Term 1, Year 7 participated in the Peer Support program “Rethinking Challenges”. Meeting in small groups with their Year 11 peer leaders they worked through a range of activities that focused on resilience and assisting students with the transition to high school.

All Year 10 students participated in two days of Peer Support training in Term 4 learning valuable skills in communication, teamwork, listening skills, problem solving and learning about their own leadership qualities. They also developed closer bonds that will help them support each other as they face the challenges of senior studies. Fifty students were then selected to become the Peer Support Leaders for Year 7 the following year.

Debating
Approximately twenty-five students regularly attended debating coaching each Tuesday afternoon to work on their debating skills and to develop their general knowledge.
This year Port Hacking High School entered two teams in the Stage 4 Premier’s Debating Competition and two teams in the Stage 5 Premier’s Debating competition. In each division we were Zone winners.

For the third year we had our annual staff vs student debate. Before this debate the head-to-head tally was one win each. This year’s topic was “That Santa Claus is a bad role model”. The students chose to take the affirmative but it was the staff team that was successful on the day.

Library

The PHHS library is a busy, comfortable and inspiring learning space. Many students come to the library to do homework, research, finish assignments, borrow books and to use the computers. On average there are between 70 and 100 students using the library at lunch time and 50 to 70 students in the library before school each day.

Hours

The library is open from 8:15 every morning, until 3:30pm Tuesday and Wednesday and until 5pm on Mondays and Wednesdays. It is also open at recess and lunchtime. The Teacher-Librarian is always available to assist students with research and to select a novel. Maths Club operates on Mondays and Wednesdays until 4pm. Maths teachers are in attendance to assist students with maths homework.

Wide Reading in Roll Call

Each morning in Roll Call students do wide reading for 15 minutes. The library supports this program by purchasing books, including latest releases, and books that students have requested. Students are able to come to the library before school or in Roll Call to borrow books.

Senior students

Senior students who attend TAFE, extension classes, classes in Period 0, are doing minimum units or are doing Distance Education or Open High School are timetabled for study periods. These students are able to come to the library to read, research, do homework, do group work, study and prepare work using the computers. Over 700 students per week have access to the library in their study periods. All the latest study guides and exam workbooks are available for use in the library or to borrow overnight or over the weekend.

Peer Tutor Literacy Program

The Peer Tutor Literacy program runs in Roll Call in the Library each morning. PHHS has successfully run this program in conjunction with the Sutherland College of TAFE (Gymea) for the last few years. TAFE conducts the training for the
Year 10 tutors who work on literacy skills with the Year 8 tutees. Tutors work on current class work with tutees building their confidence towards successful classroom experience. The program is supervised by the teacher-librarian Carolyn Riordan and English teacher, James Cameron.

**PHHS Reading Challenge**

This reading challenge is open to students and teachers. They are encouraged to read 20 books of their choice during the year. The challenge concludes in Term 4 Week 4 and there is an award ceremony. Keen readers receive a merit for reading five books, a deputy principal’s reading award for reading ten books and a principal’s reading award for reading twenty books.

**Open High School/Saturday School of Community Languages/Sydney Distance Education High School**

Mrs Carolyn Riordan a language teacher and the current teacher-librarian looks after Saturday School enrolments, Open High School students and Distance Education students. The students come to the library to study if they have been allocated study periods on their timetable. Their work is submitted for marking through the library and exams and phone lessons are conducted in the Library.

Thirteen students enrolled in the Saturday School of Community Languages to study Chinese, Khmer, Macedonian, Modern Greek, Polish and Spanish. Danni (Janet) Wang achieved a Band 5 in Chinese Background Speakers and Iva Mencevska achieved a Band 6 in Macedonian Continuers. Iva was a top achiever in the HSC being awarded second place in the state.

Ten students are enrolled at the Open High School to study German, Indonesian, Japanese, Modern Greek and Russian. Rahmi Bahar achieved a Band 6 in Indonesian Continuers and was a top achiever in the HSC being awarded second place in the state.

Two students enrolled at Sydney Distance Education High School to study Music. Zac Olsen achieved a second place at the Open High School in Music 2 Preliminary.

**Study Skills**

The Year 11 study skills program is conducted by the teacher-librarian. It is divided into two parts and takes place in the library. In Term 1 the focus is on organisation and in Term 2 the focus is on study skills.

**Services in the Library**

Students are able to photocopy work in black and white or in colour for a small fee. Assignments and school work are able to be printed for free. There are 34 computers for use by students. The three seminar rooms are able to be reserved for filming, group study, debating preparation, OHS exams, special provisions exams and individual use. The library has a range of puzzles, board games and playing cards for use by students as part of our welfare initiative. We also have a giant chess set.
Significant programs and initiatives – Policy and equity funding

Aboriginal education

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

The HSIE faculty undertakes the mandatory 7-10 syllabi to provide perspectives on historical and contemporary Aboriginal history, Aboriginal culture and present issues that the Aboriginal community is confronted with. Particular issues include: recent political apologies which provide new foundations for reconciliation and the initiative of closing the educational gap.

Legal Studies incorporates Aboriginal customary laws by contrasting Aboriginal law with Westminster law, whilst in Studies of Religion Aboriginal Spirituality with other world religions. Design and Textiles draw inspiration from Aboriginal designs and convey how these designs have influenced contemporary patterns. Contemporary diets and eating habits are examined within Home Economics and Music students are introduced to contemporary Aboriginal artists such as Yothu Yindi.

Within the English syllabi, ideas concerning Aboriginal people are examined through Years 7-12 which include; Dreamtime Stories, Aboriginal Identity (individual and cultural) and political forms of writing such as Aboriginal poetry. All of these ideas are represented through different text types to gain a wide understanding of Aboriginal people and culture.

Aboriginal students’ outcomes are nurtured and enhanced through relationships of both Indigenous and non-Indigenous staff. This positive environment allows these students to grow as individuals as well as well-educated community members, which is an area that Port Hacking High feels proud and privileged to have been a part of.

Aboriginal background

The funding for our Action Plan is provided through the Resource Allocation Model and supplemented with Learning Support Funding.

Our first task in 2014 was to identify students with Indigenous background. Fifteen (15) students were identified.

Our Indigenous Coordinator, Ms Collins, has worked closely with local indigenous community members and Elders. She has also coordinated regular meetings with families and community groups to facilitate the development of a positive school culture for indigenous and non-Indigenous members.

Ms Collins has coordinated assistance for students experiencing learning and/or social issues. This was achieved through organising mentors from the community, such as Constable Rod Silva, to talk to our Indigenous students in groups or individually, as the need of the student required. Some of our highlights were the Award for Excellence as an Indigenous Leader. This award was received by Keely Silva in Year 12, presented by a local Elder at a school assembly.

Port Hacking High School has established an 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.

The Funding Support for Indigenous Students provides a staff member, Ms Soutter, who has worked with our indigenous students to prepare Individual Education Plans (IEP) and the appropriate follow up. She works with students individually to assist with identified learning issues, setting goals and to support them to maintain and exceed learning standards.

To supplement the funds in the Resource Allocation Model, funds from Learning Support are targeted to help students with homework, assessment tasks and to assist them to achieve their best, ensuring improved learning outcomes for our Indigenous students.
Our successful Transition to High School Program has continued to provide a smooth transition for students from Year 6 to Year 7.

Mrs Martin, our Careers Coordinator, works with indigenous students as required to transition from school to work or to further study for students in Years 10, 11 and 12.

**Multicultural education and anti-racism**

Multicultural perspectives are incorporated into a wide range of courses. Examples include: In Society and Culture, intercultural connections and strategies to improve communication are explored. In History, the development of Australia’s multicultural policy is studied, including the White Australia policy, post war migration, refugees and the debate on Australia’s population growth. In PD/Health/PE students explore different cultures through dance, games and the influence of other cultures on diet.

Each year Port Hacking High School conducts a number of anti-bullying programs (including anti-racism) and multicultural days which highlight the benefits of a multicultural society.

**English language proficiency**

The ESL department continued to assist and educate students from a diverse background of nationalities. These included: Turkey, Nepal, China, Korea, Russia, Italy, Germany, Brazil and Greece.

ESL students are categorised according to their English language needs. This system is called the EAL/D (English as an Addition Language/Dialect) learning progression. The implementation of the progression levels will enable teachers to: monitor the students’ language progression; report on progress to both teachers and parent; and inform planning for teaching of EAL/D learners. It also enables a smooth progression from Intensive English Centres such as Kogarah.

The ESL allocation goes towards the teaching of the English (ESL) 2 unit course for both the Preliminary and HSC years, as well as tutorial teaching of junior groups. These small withdrawal groups have proven to be valuable to the students, as the language demands in all subjects across the curriculum are addressed.

The stage 6 English (ESL) course provides students with the opportunity to not only develop their language skills, but also challenges them to think critically about texts and immerses the students in Australian culture.

The Year 12 2Unit English (ESL) students studied texts that enabled them to focus on Australian culture, in particular The Stolen Children. This facilitated an in depth engagement and analysis in all English language skill areas: reading, writing, listening and speaking.

The Year 11 2Unit English (ESL) class welcomed International students from Brazil and Italy. This year students undertook studies focusing on Australian composers, broadening the students’ engagement with their host school.

**Learning and Support**

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/carer member and welfare 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 welfare staff, families and the learning/health agencies.

Our Student Support and Learning Support funding is used to assist students with disabilities. Our Student Support funding allows our school to employ two Learning Support Officers, Mrs Hildred and Ms Tregeagle. Depending on the student specified funding, support time is provided both in class and preparation time assisting teaching staff.

The Welfare and Support Teams meet regularly to discuss students with disabilities and learning needs. This wide collection of expertise enables our school to address specific school or health requirements. Such meetings would typically include our Learning and Support Teacher, Year Advisers, Counsellors, Learning Support Officers, teaching support staff, and outside agency members if needed for a specific student.

Students identified as requiring particular assistance are provided with diverse and
specified support. This is achieved through utilising two extra staff members with specialist skills in the numeracy, literacy, or practical curriculum areas and/or support with social or somatic needs to effect improved participation and learning outcomes.

Our Learning and Support Teacher, works in a coordinated manner with the support staff providing assistance to students with specified learning needs. The assistance provided may be in a mainstream classroom environment, working in small groups or individual assistance if required.

Our Peer Reading program, facilitated by our Learning and Support Teacher, involves targeted students in reading daily during Roll Call with selected students from more senior Years. This program has proven to be highly beneficial in engaging targeted students with reading and reinforcing and enhancing their literacy and organisational skills.

**Socio-economic background**
Funds received for low socio economic background have been used to:

- Extend the work of the support teacher learning assistance so that more support is offered to students who have difficulty with reading, writing and numeracy. This is in the form of small group withdrawal, team teaching in junior classes, and regular meetings to help students to get organised for their learning on a daily basis.
- Continue the peer tutor reading program, in which year 10 students are trained at TAFE early in the year, and they then meet in roll call every day with a designated student to help them with reading content in particular subject areas.
- Assist students in Years 10, 11 and 12 who are in danger of failing their course to complete assignments and assessments by due deadlines.
- Fund excursions, elective fees, uniforms and other resources for students in need.
- Work with students with identified behavioural problems to improve their concentration and engagement in learning.

**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:

**Review of Bring Your Own Device (BYOD) Program.**

**Background**

In 2013, the PHHS school community decided to go ‘Bring Your Own Device’ in Year 9 2014. This was to build on the DEC ‘Digital Education Revolution’ which had provided a laptop to all students currently in Years 12, 11 and 10.

Parents, staff and students were surveyed to guide the school in the development of a BYOD policy and program.

In 2014 a number of surveys collected feedback from both teachers and students in Years 9 and 10.

**Students**

Students provided feedback through two surveys. The first one was completed at the end of Term 1 and the last one at the beginning of Term 4. A positive aspect was that the responses to the same set of questions were remarkably similar between both surveys.

A variety of devices were used by students with the Windows platform and Macbooks being the most common. Students used the devices in all subjects, with the highest use in the core subjects of English, Maths, Science, History, Geography and Physical Education. 85% of students reported using their laptops for 3 or 4 lessons (out of a possible 5) every day.

Students had high levels of using their devices in the more traditional aspects of technology such as word processing, researching using the
internet, making notes and accessing digital textbooks.

Students are increasingly using a Learning Management System such as Moodle or Edmodo to access worksheet and other classroom resources. In 2014, all subjects began placing formal Assessment Task Notifications on the school’s Moodle website.

The students had a very positive attitude towards using their devices in the classroom. They found it helped make learning easier and more interesting.

The negative aspect of the program was making sure that students did not get distracted.

**Teaching Staff**

The main focus of the teacher survey was to assess and gain feedback about laptop use in Year 9 as a decline in use in Year 10 had been witnessed in the previous DER program.

Teachers at PHHS have all been issued with a DEC device. A number of teachers choose to bring their own laptops. Each faculty has access to at least one iPad and some teachers choose to bring their personal iPad to school. All devices can access the school’s wifi network.

The teaching staff made comment about some of the challenges that they have faced this year as part of the BYOD program. Teachers had to adapt and change the way that they managed classroom learning to make sure that all students were on task. There was also recognition of the need to develop resources to support the BYOD environment. On a positive note, many teachers commented on the effect that the laptops had in engaging boys more actively in their learning.

**Future Directions**

In 2015 it will become compulsory for all students in Years 7-10 to have a device with them in all lessons. Students will be guided in how to access the school’s wifi network, access relevant software and organise their notes. In 2015 PHHS has introduced an Electronic Diary to replace the paper one issued in previous years. Teacher professional development will focus on increasing the use of Moodle and Edmodo and expanding teacher knowledge of different Web 2.0 tools so that the BYOD environment continues to increase student engagement in learning.

**School planning 2012-2014:**

**School priority 1**

Learning, literacy and numeracy

**Outcomes from 2012–2014**

- New Australian curriculum implemented in English, mathematics, science, and history.
- High levels of achievement in NAPLAN.

**Evidence of achievement of outcomes in 2014:**

- New faculty programs planned and implemented in all four subjects.
- NAPLAN achievement in reading and numeracy well above the state average when compared to similar schools. Strong growth from Year 7 to Year 9.
- High levels of academic achievement in the HSC.

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

- Collaborative faculty planning of new programs.
- Learning support programs for students with learning needs.
- Quality teaching and academic mentoring programs.

**School priority 2**

Student engagement, welfare and school ethos.

**Outcomes from 2012–2014**

High levels of satisfaction and engagement among all students.

**Evidence of achievement of outcomes in 2014:**

- Higher levels of engagement and attendance from students at risk.
- Goal setting programs for students from year 8 to 12 implemented.
• 42% of all courses entered in the HSC resulted in marks over 80.
• Professional development for teachers in quality feedback to students.

**Strategies to achieve these outcomes in 2014:**
• Attendance monitoring and welfare programs.
• Hidden talent surveys with feedback interviews for students in Years 8 and 10.

**School priority 3**
Quality Teaching and Professional learning

**Outcomes from 2012–2014**
Enhanced teacher capacity to improve learning for all students.

**Evidence of achievement of outcomes in 2014:**
• Bring Your Own Device was fully implemented in Year 9, with a high level of usage by teachers and students.
• Early career teachers mentored in teaching methods by senior colleagues; six gained accreditation at Proficient level in the national professional standards.
• Five senior teachers began working towards accreditation at Highly Accomplished level.

**Strategies to achieve these outcomes in 2014:**
• Collegial support for the implementation of the Bring Your Own Device policy.
• Mentoring support for early career teachers in the development of teaching skills.
• Support for teachers seeking accreditation at Highly Accomplished in the National Professional Standards.

**Parent/caregiver, student, and teacher satisfaction**
In 2014, the school sought the opinions of parents, students and teachers about the school.
The school surveyed Year 7 students and parents in early Term 2, and Year 12 students as they finished school at the end of Term 3.

Parents of Year 7 students rated highly their child’s experience of transitioning to high school, and commented positively on the approachable and professional staff, strict uniform and discipline policies, the levels of organisation and communication, the peer support program, and the friendly, welcoming environment. Regular homework, assessment and reporting, plus interesting and challenging course content were appreciated.

“A strong focus on learning and discipline”
“Excellent leadership, enthusiastic, engaged teachers, excellent opportunities in extra curricular activities”
“Excellent communication, in a nurturing learning environment”
“The teachers are engaging and always happy to pass on feedback”
“My son has been very happy due to the supportive teachers”
“The children take pride in their uniform and this reflects well in the community”

Year 12 students showed high approval ratings for the quality of the teachers, the sense of community and school spirit, school leadership, the school’s facilities, levels of recognition for student achievement, and levels of support for their welfare and learning. The mentor program, the library and its staff and many individual teachers were commented on with particular warmth and appreciation.

“Port Hacking has great facilities and teachers that do their job and do it well. The students are diverse yet work well together. The school as a whole supports one another”

“The teachers have always been helpful and are willing to dedicate their time to improve our skills”
“The school’s reputation, the caring teachers and the discipline make it a happy and enjoyable environment for me to grow in”
“I have loved my time here. I have definitely reached my full potential”

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Direction 1**

Raising expectations and improving student learning

**Direction 2**

Student engagement and welfare

**Direction 3**

Teacher professional learning and leadership

**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.

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Joanne Collis  Deputy Principal
Linda Cassimatis  Vice President School P&C
John Cox  Vice President School P&C
Jordan Bailey  Student Representative
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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: