

Hunters Hill High School

Annual Report



2016



Hunters Hill
High School

8207

Introduction

The Annual Report for 2016 is provided to the community of Hunters Hill High School (HHHS) 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.

Judith M Felton

Principal

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Message from the Principal

Whilst impossible to capture everything that has happened within our school community in 2016, I trust you grasp a strong sense of our school community from this Annual School Report.

The HHHS story is a great one! Established in 1958, as the first co-educational, comprehensive high school – an innovative idea at the time – in what was then the Sydney metropolitan area, our story is, and continues to be, unique and rich. Today, we continue this proud tradition as a vibrant, energetic, co-educational, comprehensive school community.

We commenced 2016 with celebrations and analysis of our 2015 Higher School Certificate (HSC) results; the year's conclusion was marked by celebrations of our 2016 HSC students. Our 2016 Year 12 students achieved significant state-wide success: Beth Hopkins, our dux, was included in the Board of Studies, Teaching and Education Standards (BOSTES) All Rounders Achievers List. This list honours students who achieve a result in the highest band for 10 or more units of courses in their pattern of study. The school achieved 40 inclusions in the BOSTES Distinguished Achievers List for students who receive 90% or above in one or more of their HSC subjects – not bad for a cohort of 92 students!

Nadiyah Akbar was included in *Callback* for excellence in HSC Dance; Elisabeth Agee in *Shape* for excellence in her Major Work in Design and Technology and Sebastian Calero in *Art Express* for his Visual Arts Major Work. The whole school community was delighted when Year 12 student Abigail Aguilar won the Premier's Award for *NSW International Student of the Year*!

These prestigious achievements acknowledge the exceptional qualities and talents of our students and our teachers who weave their magic on a daily basis; also, what is possible within our school community. Teachers' energy, passion and investment in young people ensure quality curriculum delivery and a vast array of extracurricular activities in the creative and performing arts, sport, leadership and citizenship.

Our school community continues to enjoy strong connections and programs with our Partner Primary Schools. Long-standing and well-established programs such as *Top of the Hill* and *Hands on Science* are now accompanied by the Lane Cove River Alliance. As part of this alliance, our school community hosted Term 3 School Development Day (SDD). At this SDD, over 400 teachers enjoyed our site and hospitality whilst immersed in their professional learning.

Under the leadership of President Margaret Schnitzler, our P&C is very active. It provides funds to resource student learning and improve our grounds and infrastructure; parents assist with merit selection panels for school staff; volunteer in the P&C-run canteen, uniform shop and working bees as well as host a number of social occasions for staff and parents. In co-operation with our Head Teacher Creative and Performing Arts (CAPA), parents develop and manage an array of creative and performing arts' programs.

Teacher-led workshops, which precede each P&C Meeting, are complementary to other school communication

including: our website, twitter, newsletter, Skoolbag app, Parent Information Evenings and Parent Teacher Nights.

Due to the generosity of the P&C's significant school investment and Relieving Deputy Principal Josh Gane's expert project management, there have been numerous improvements to the school grounds, infrastructure and resources. These have included the school's migration to eT4L, a necessary and improved system of technology management, shade sails over the assembly area, interactive screens in every faculty, new furniture and upgraded technology hubs in a number of faculties and the extension of air-conditioning in classrooms and the library.

This year, under the strong leadership of Relieving Deputy Principal Michelle Chiew-Meldrum, our school successfully negotiated External Validation, a recent Department of Education initiative. External Validation is exacting, time-consuming and comprehensive. It entails the examination of data and evidence including NAPLAN, HSC, Faculty Reviews, as well as, student, teacher, parent and community surveys and focus groups. Whilst our school achieved sustaining and growing across all three domains of the School Excellence Framework: Learning, Teaching and Leading, importantly, this examination of evidence allowed the school to measure its progress towards its 2015–2017 strategic directions and refine its priorities.

We have already built the foundations for the realisation of these priorities. The school has appointed a new Head Teacher Student Engagement and Achievement.

One of the great achievements of recent years is the NSW government's Resource Allocation Model (RAM) funding. Modelled on the findings of Gonski and his team, the RAM distributes funding throughout the state according to student need. Our RAM funding has allowed the establishment of the A Team – a team of specialist teachers and Student Learning Support Officers (SLSO) who assist teachers to maximise the learning of all students including those students who find learning challenging, our abler students and our international students.

Whilst the school's emphasis on building staff capacity will continue, the standard for our students is clear and unequivocal: Hunters Hill High School students are safe, respectful, active learners. Student engagement and achievement are expected, valued and celebrated within our school community.

I applaud our school community's achievements which are evident throughout this report.

Judith M Felton

Principal

Message from the school community

The P&C enjoys a collaborative relationship with the school executive as we work together for the benefit of the students and staff. Meetings are held once per month during term time and are generally preceded by a presentation of interest to parents. Prior to each meeting, members of the P&C executive, President Margaret Schnitzler, Vice Presidents Mitch Kirkman and Joseph Battaglia, Secretary Sharon Flanagan, Treasurer Ann O'Connell and Executive members Deborah Slack and Peter Russell meet to plan the agenda and prioritise our activities.

The activities of the P&C are supported by a small, but enthusiastic group of parent volunteers. During 2016, members of the P&C participated in selection panels for the appointment of new staff, spoke to prospective families from a parents' perspective at the school's Open Day and assisted with the BBQ at Variety Night. We also hosted *Drinks on the Balcony* to welcome new parents in February, as well as Christmas Drinks in December. Led by Neil Hopkins in his final year at the school, P&C volunteers also assisted at regular gardening working bees to help maintain our beautiful school environment. We represented Hunters Hill High School at the Northern Sydney Council of P&C associations meetings during the year.

The P&C allocated new funds of more than \$100,000 at our Annual General Meeting in 2016, of which the major expenditure was the purchase of Promethean screens for use in every Key Learning Area (KLA). Initial funding was provided for four screens and following several months later, their use was evaluated favourably, leading to the purchase of four more screens. We also provided funds for more air-conditioning, purchase of Chromebooks, 3D printers and other items of technology to support student learning. The sunshade over the assembly area (for which funds were allocated in 2015) was finally installed and it enhances both the appearance and comfort of this area. As usual, during 2016 we provided recurrent funding to support a variety of programs during the school year, including student welfare, Achievers' Camp and support for maintenance of the grounds.

The P&C continues to run the school canteen and uniform shop in which volunteer parents and carers provide valuable assistance to our regular employed staff. These two businesses provide vital services for our students and generate profits which are invested back into the school.

We run the Dance Program; in 2016 this consisted of HipHop and Jazz groups (co-ordinated by Delphine Davies). These groups have performed at various school events, as well as external competitions. The extra-curricular music

groups, co-ordinated by Mitch Kirkman, Katrina Nash and Jenny Nylund, have continued to thrive and grow during 2016. Membership of the strings group is steadily increasing and the new percussion ensemble has attracted a number of new musicians. The concert band and stage band performed regularly at events during the school year, including Variety Night and the second Music Soiree held each August.

We are fortunate to have a committed group of parents and other members of the school community who give their time and energy to enhance the learning environment for our students and we look forward to a continuing contribution to the life of the school.

Margaret Schnitzler

President

Message from the students

Each year the Student Representative Council (SRC) is made up of young people from Years 7–12 who endeavour to make a difference in the world. These inspiring students meet every morning, brainstorm ideas and develop proposals that address local, national and global issues that we face in the world today. Under the guidance of the Student Leadership Team (school captains and vice captains) and with the support of the SRC Facilitator, Ms Jessica Austin, these students become the faces of leadership and compassion within the school community.

Every student plays a valued role on the SRC; however, elected positions were held by: President, Jacob O'Loughlin (Year 9); Secretary, Christallo Dimos (Year 12); Media Representative, Abigail Aguilar (Year 12); Indigenous Student Representative, Nikkita Terry (Year 11); International Student Representatives, Abigail Aguilar (Year 12) and Yukang Zhang (Year 12); Flag Bearer, Ferghus Middlemiss (Year 8).

Lunar New Year: Under the leadership of the International Student Representatives, the SRC helped organise Lunar New Year with traditional food, a dragon dance, New Year wishes and a red mufti-day. This day was to not only celebrate a festival important to many of our students, but to recognise and appreciate the rich culture of other countries.

Red Cross Blood Drive: Senior students donated blood as a part of the Red Cross blood drive.

Harmony Day: In March the SRC ran a *Hands of Harmony* Competition where students were asked to design a hand with colours and symbols that represent their cultural heritage. Naya Cook, from Year 7, was the winner of this competition.

Mobile Muster: The SRC recognised the impact of techno-waste and encouraged students to bring in their old mobile phones and chargers to be recycled.

Indigenous Literacy Book Swap: In collaboration with the school librarian, the SRC helped raise over \$800 for the Indigenous Literacy Foundation in the Northern Territory by holding a cake stall.

Band T-Shirt Day: In the lead-up to the annual Variety Night and in recognition of the importance of Creative Arts, the SRC held a mufti-day asking students to wear the t-shirt of their favourite music band and to participate in a musical jam session in the hall at lunchtime raising \$300. These funds were directed towards upgrading microphones for Variety Night and assemblies.

Anti-Racism Campaign: In recognition of the rise of 'casual racism' in the media and on social media, the SRC ran a poster design competition to kick off their Anti-Racism Campaign. Year representatives addressed their peers with the Anti-Racism Contact Officer to highlight the prevalence of racism and the need for young people to be instigators for change. Sam Galati (Year 8) was the winner of the poster design competition. This campaign will run into 2017.

Shave for a Cure: Four senior students were participating in *Shave for a Cure* and to support them, the SRC ran a BBQ at the cross country carnival raising over \$400. This sum was built upon during SRC crazy hair colour day when gold coin donations were accepted from audience members to view the head shaving of several volunteers. The Leukaemia Foundation gratefully accepted in excess of \$600 from these events.

School background

School vision statement

Within a safe, inclusive, innovative and value-rich learning community, staff, students and parents work together to achieve excellence in all endeavours; these endeavours are acknowledged and celebrated.

School context

Established in 1958 and located on six hectares on the Lane Cove River, Hunters Hill High School is a dynamic learning community for boys and girls from Year 7 to Year 12. The school site is complemented by a spectacular hall, impressive performance space, commercial kitchen and multimedia room. A broad curriculum, extensive programs and outstanding student achievement are testimony to the school's culture of learning, the expertise and experience of staff, our talented students and strong parent partnerships. High expectations, effective discipline, a sensible uniform code, worthy values and supportive pastoral care are evident throughout our learning community. Whilst supporting, nurturing and enabling students to maximise their learning, skilled and experienced teachers encourage students to develop as 21st Century life-long learners. Strong values and skills of resourcefulness, resilience, respect, co-operation, collaboration and responsibility inform and are evident in student learning. The school's focus is the achievement of personal excellence in academic, sporting and creative areas as well as student leadership and citizenship. Students enjoy consistently strong Higher School Certificate results. More than twice the state average progress to university study; alumni have included university medal recipients. The learning and growth of each student is developed within a broad curriculum, a diverse range of sporting opportunities in school, inter-school, state, national and international competition, as well as wide ranging cultural and leadership programs. Strong relationships with partner primary schools are maintained through a series of annual events and programs. An effective and committed P&C Association operates the canteen, the uniform shop, and working bees as well as fund-raising for educational and welfare programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the planned way forward.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer Principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning Domain

In the domain of learning, our efforts have encompassed all elements of the framework. The operation of our Learning and Support Team (LST) has been particularly important in this area, as it continues its work advancing all students' learning outcomes. Identified students, throughout Year 7 to Year 12, have benefitted from Personalised Learning and Support Plans (PLSP). It is an expectation that all teachers utilise this information when differentiating their lessons to meet the learning needs of individual students. The LST has also led the school-wide National Consistent Collection of Data (NCCD) practices for HHHS. Faculty based practices have been established, whereby NCCD adjustments, to support school students with disabilities, are devised and tabulated at the classroom teaching level.

The school has taken a number of steps to support the wellbeing of students and to promote a positive learning culture. For Year 10–12 students, Academic Review Panels and subject selection advice have led to a smoother pathway through senior high school for many students. Learning assistance programs such as *Beyond the Bell*, *Eat Your Words* and the Numeracy Centre have been well-attended by students from all year levels. Processes to support international students have led to improved achievement.

The evidence provided in the Learning Domain includes:

- Policies and Procedures Handbook demonstrating our well-developed and consistently applied policies and programs.
- Support systems in place to assist student improvement – workshop programs, mentoring, professional learning for teachers, learning and support updates, student referral systems and learning assistance programs.
- Areas of improvement – attendance data, HSC results and sample adjusted tasks.

The evidence supports our judgement of Sustaining and Growing in the domain of Learning.

Teaching Domain

In the area of teaching, there was a focus on collaborative practice. The school implemented a focus on the Australian Professional Standards for Teachers. Each month, the school targeted one standard as the standard of the month. This standard then underpinned the professional learning occurring during faculty, staff and executive meetings. This practice was particularly helpful for teachers undertaking accreditation and maintenance requirements.

Practices relating to the Professional Development Framework (PDF) and individual teacher Performance and Development Plans (PDP) were formalised and linked to our strategic directions. Throughout the school, supervisors worked with their relevant departments to monitor the progress and achievement of teacher goals. Teachers applying for professional development courses were asked to show strong links to the school plan, course outcomes and personal goals. New and beginning teachers were supported in their development of teaching strategies and in working towards accreditation.

Whole school professional learning had a focus on collaborative learning and improving student literacy. Teachers learnt new classroom methods and redesigned areas of their teaching practice to promote collaborative learning and develop literacy skills throughout all Key Learning Areas. Teachers worked in teams and were supported in analysing HSC and NAPLAN data and developing strategies to use this analysis to plan for enhanced learning outcomes.

The evidence provided in the teaching domain includes:

- Professional learning and projects that targeted specific areas of the school plan.
- Handbooks and systems outlining the processes in place for monitoring HSC, teaching practices, welfare and discipline and implementation of the PDF.
- Areas of impact including changes made to practice, improvement in student data, feedback from focus groups and student testimonies.

The evidence supports our judgement of Sustaining and Growing in the domain of Teaching.

Leading Domain

A major focus in the domain of Leading has been a capacity building program which encourages and supports all teachers and administrative staff to expand their skills and leadership potential. The leadership coaching model, *Growth Coaching International*, was implemented from Term 1 for all executive staff and other staff aspiring to leadership positions within the school. Aspects of this program include goal setting, mentoring, accountability and reflection.

The school plan outlines core strategies for improvement and has been evaluated and refined to ensure it both guides and reflects all improvement measures being undertaken. School policies and procedures are clearly communicated and have been refined and evaluated to reflect current best practice.

The use of resources is carefully monitored to ensure the best outcomes for all students, with a focus in 2014 onwards being on the improvement of infrastructure and technology resources to ensure that the school is well equipped to meet 21st Century learning needs. The school was awarded a \$10,000 innovation grant that facilitated a development program for five local schools. This program was led by Hunters Hill High School and focused on the development and sharing of resources, and the use of technology to support collaboration across schools. In recognition of the school's close liaison with community groups, the school has been awarded several grants, the last of which was a \$30,000 Working with Communities grant to upgrade sporting facilities.

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

The evidence provided in the leading domain includes:

- Staff professional development, strategic directions being evident in core school activities and capacity building for new

and beginning teachers, and aspiring leaders.

- Use of resources, community partnerships and how the school is building a culture of high expectations.
- Areas of impact including improved learning spaces and the school environment, succession planning, community scholarships and examples of the many students who are positively contributing to the community.

The evidence supports our judgement of Sustaining and Growing but working towards Excelling in the domain of Leading.

Our self-assessment and the external validation process assisted the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework, visit:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Building Staff Capacity

Purpose

- To enable teachers to be proactive, innovative and collaborative facilitators of an engaged and collegial community of learners.
- To ensure that all teachers demonstrate curriculum innovation and quality teaching as well as possessing a leadership capability to inspire learning.
- To ensure the continued alignment of our school's primary purpose with our programs and practices through the development of leadership capability utilising the Australian Professional Standard for Principals and the Australian Professional Standards for Teachers.

Overall summary of progress

Overall summary of progress

In 2016 the school targets in this strategic direction were:

- The school provides opportunities for career growth in a supportive and professional environment.
- 100% of accredited teachers will have maintained proficiency in Australian Professional Standards for Teachers.
- 100% of staff will engage in professional learning that is aligned to the school's strategic directions.

How did we achieve our targets?

Performance Development Framework

The school successfully evaluated its previous teacher evaluation – Teacher Assessment and Review Schedule (TARS) and Executive Assessment and Review Schedule (EARS) processes and included many elements into the new Performance and Development Framework (PDF), and strengthened it to further build staff capacity. More opportunities for classroom teacher self-reflection and explicit feedback from supervisors is evident in the revised processes. Teachers readily supported this framework and developed their Performance Development Plan for 2016.

Professional Learning

In order to achieve our key performance measure for this strategic direction, 100% of staff engaged in professional learning that was aligned to the school's strategic directions. Whole-school professional learning targeted maximising student engagement as well as any mandatory training required by the DoE; individual professional learning was strongly linked to the school's strategic directions. Our school hosted the Lane Cove River Alliance for the School Development Day in Term 3, with 400 teachers from nine different schools participating in workshops and hearing from three keynote speakers who focused on Gifted and Talented education. We showcased the professional learning that occurred in 2016 through teacher presentations at our Term 4 Staff Development Days.

New and Beginning Teacher Program

In 2016, under the guidance and supervision of Head Teacher English, Ms Elena Goulousis, HHHS overhauled and improved the New and Beginning Teacher induction program. New teachers to the school participated in this program to ensure they were comprehensively inducted into Hunters Hill High School. Beginning teachers received additional support provided through this program in 2016. This support included: access to a Head Teacher for mentoring as well as their direct supervisor's support; two full day conferences that focused on addressing the specific needs of beginning teachers and significant relief time during heavy assessment and reporting periods. This program covered the specific requirements needed for accreditation at the Proficient level.

Year Adviser, Executive and Head Teacher Conferences

In Term 4, HHHS held a series of conferences to evaluate the school's 2016 targets, as well as to refine goals and plans for 2017. Benchmarks for 2017 were set, using data from External Validation, to improve specific areas of the School Excellence Framework. Data obtained from the *Tell Them From Me* (TTFM) survey, together with feedback from the executive, Head Teachers and Year Advisers, assisted in identifying areas for improvement and setting these benchmarks.

Aspiring Leaders Program

In 2016, the school focused upon the strategic direction of Building Staff Capacity. The school supported an additional Deputy Principal position; in turn, extending leadership opportunities for head teachers to assume this role. Head Teacher Mathematics successfully gained entry to the NESLI (National Excellence in School Leadership Initiatives) Advanced Leadership Program for exploration of leadership in education.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">The school provides opportunities for career growth in a supportive and professional environment100% of accredited teachers will have maintained proficiency in Australian Professional Standards for Teaching100% of staff engage in professional learning that is aligned to the school's strategic directions	<p>All teachers participated in professional learning that was strongly aligned to the school's strategic directions. Logging professional learning for accreditation was monitored and supported by supervisors.</p> <p>In 2016, HHHS had four beginning teachers achieve Proficiency; two teachers completed maintenance. 100% of teachers are on track with their accreditation.</p> <p>In 2016, the school funded additional leadership opportunities for two Head Teachers to build capacity in Deputy Principal positions and two teachers to build capacity in Head Teacher positions.</p>	<p>Professional Learning \$32,557</p> <p>Beginner Teachers \$35,642</p> <p>Additional 0.8 Staffing funded by school aimed to strategic direction: Building Staff Capacity.</p>

How will we meet our 2017 targets?

Professional Learning Framework

In 2017, the school will implement the Professional Learning Framework developed at the 2016 Executive Conference. All whole school professional learning has been comprehensively mapped for 2017 and all sessions will explicitly address the needs identified from 2016 data analysis across all areas of teaching and learning. This framework will be delivered over the year through additional sessions dedicated to professional learning twice a term, as well as the allocated School Development Days (SDD). All staff will be able to apply for additional individual professional learning through the professional learning team. To aid further improvement to the professional learning application process, the executive team has improved the professional learning application forms for 2017 applicants to ensure individual professional learning has a stronger alignment to school priorities.

More explicit Professional Development Framework calendar

In 2017, the Professional Development Framework (PDF) will be utilized to enhance teacher development and improvement implementing across all areas of teaching and learning. A calendar of key elements of this framework has been developed collaboratively by the executive team to ensure consistency throughout the whole school; also, clarity of the required processes within the framework. Relief time will be given to supervisors to ensure constructive feedback and mentoring time is successfully provided to all teachers in an effort to build the capacity of all teachers. The PDF calendar includes an outline of time frames for lesson observation week each term with a specific teaching and learning focus; one-on-one teacher interview schedules and completion dates for the self-reflection tools.

Aspiring Leaders Program

Opportunities for aspiring leaders will continue in 2017 with the additional relieving Deputy Principal position funded by the school. Ms Susan Turnbull will shadow and be mentored by Deputy Principal Michael Murphy, gaining experience at this level whilst being supported by an experienced leader. In turn, the school will internally fund Mr Ben Neilsen who will be relieving Head Teacher Mathematics. In conjunction with hands-on experience, there will also be targeted professional learning for all leaders in the school to ensure they have the management and leadership skills required to lead and manage effectively. This will include one-on-one mentoring time with their supervising Deputy Principal and Executive and Head Teacher conferences.



Strategic Direction 2

Maximising Student Engagement

Purpose

- To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels.
- To equip students with 21st Century skills, including the productive and ethical use of technology.
- To ensure students are supported to become resourceful, empathetic, ethical and resilient lifelong learners.
- To develop students' ability to work independently and use critical thinking to contextualise their learning beyond the classroom.
- To encourage and develop strong school/parent partnerships.

Overall summary of progress

Overall summary of progress

In 2016 the school targets in this strategic direction were:

- All teaching and learning programs reflect exemplary delivery of BOSTES curriculum.
- HSC results in all courses are equivalent to, or better, than state average.
- 75% of students will demonstrate value-added improvement in Years 7, 9 and 12.
- Tell Them From Me (TTFM) survey indicates improvement in student intellectual engagement (high skills and high challenge in the classroom).

How did we achieve our targets?

Appointment of a new Head Teacher Student Engagement and Achievement

One important change made effective in Term 4 2016 and heading into 2017 was a restructure of our non-KLA Head Teacher position into a new Head Teacher Student Engagement and Achievement. Ms Ruth Simpson was the successful teacher appointed through internal merit. This role will focus on ensuring we are adding value to all students, supporting teachers and students in the classroom and ensuring our students are maximising their potential.

Infrastructure improvements

In 2016, due to the school's judicious and significant investment, teaching and learning spaces, technology, building infrastructure and the school environment were improved. In the area of technology, the school migrated to eT4L. The school took delivery of 16 new desktop computers (\$9,600) which were used to upgrade all interactive whiteboards throughout the school. The school hall and movement studio were wi-fi enabled. Cabling and WAPS (wireless access points) were installed in both locations enabling connectivity for 120 devices in the main hall and 60 in the movement studio at a cost of \$9,000 to the school. The installation of \$9,000 worth of state-of-the-art furniture in the library has greatly enhanced the learning environment and facilitated the installation of more computers. The library now includes 50 computers in the student learning area. Eight Promethean 75 inch Activ-Panels were installed across the school valued at \$70,000 and funded by the P&C. This innovative equipment will enhance technologically advanced lessons for our students. The school received \$75,000 from the DoE for maintenance projects. This funding, on top of the substantial amount the school directly funds for projects, was spent on two major areas: repairing K Block's external surfaces and re-concreting several areas around the top of the school to eliminate unsightly surfaces and trip hazards. Remaining funds were spent on drainage improvements and building cleaning. The \$56,000 shade sail installed over the assembly area provides sun-safe comfort for the students. The impressive shade sail was made possible by the P&C Association's fundraising and annual P&C contributions. New carpet was installed in seven HSIE and PDHPE classrooms (\$25,000), additional aluminium bench seating surrounding the oval (\$4,000) was installed, the Science space (\$30,000) and the administration block male and female bathrooms (\$30,000) were renovated. Finally, after many years, the library air

conditioning project was completed in 2016. Valued at \$200,000 (funded by the DoE) the library was fully and automatically climate controlled throughout the year ensuring a conducive 21st Century learning space.

SENTRAL

SENTRAL was introduced as a resource for the whole school and a platform for storing and accessing student data. The introduction of SENTRAL allows all teachers to easily access class lists, timetables and student information about learning, behaviour and wellbeing. An induction session was held to ensure all teachers and the SASS team were familiar with the correct use of SENTRAL. A new SENTRAL co-ordinator, Ms Nadine Wild, was appointed through merit to improve teacher support and to maximise usage of the system's features. By Term 4, SENTRAL was utilized to record daily and period by period student attendance which improved accuracy as well as student attendance. Additionally, the generation of BOSTES–N–Award Warning letters from SENTRAL improved consistency.

Quicksmart Numeracy

The program Quicksmart Numeracy was used to help improve the numeracy of targeted students. This program imposes a significant cost on the school. There were, however, improvements in these targeted students' engagement and learning outcomes in Mathematics.

International Student Program

Significant time of school personnel and school resources were invested in the International Student Program to ensure the school's 54 international students enjoyed a positive cultural and educational experience. The benefits of this program, are two-fold: enhanced cultural awareness and diversity within the school community and an increased curriculum flexibility which is possible with increased student enrolment. Review and evaluation of issues raised prior to 2016 guided the provision of the necessary, unique and substantial support for our international students. The Strategic Direction: Maximising Student Engagement, has a specific focus on engaging international students. This was achieved through multicultural events, increasing staff English as an Additional Language or Dialect (EAL/D) skills and improving communication with families (through employment of a Mandarin speaking teacher). In 2016, substantial improvements in attendance, social engagement and academic achievement were demonstrated by the international student cohort.

International Student of the Year Award

Abigail Aguilar, a Year 12 student, was recognised by the NSW Government and received the high honour of being announced as the *International Student of the Year* at the *2016 NSW Premier's International Student Awards*. Students from across NSW were nominated by their schools and Abigail was the successful winner out of three other finalists.

Faculty Reviews

In 2016, the school introduced a Faculty Review. This process critically examined the way faculties operated, identified their areas of strength and areas for improvement. A panel, led by relieving Deputy Principal, Ms Michelle Chiew–Meldrum, consisted of Head Teacher TAS/PDHPE, Mr Warren Pickles, and Mathematics teacher, Ms Nadine Wild, and funded from professional learning funds, conducted the review of the Science Faculty over three days. Evidence was collected from parent and student surveys, lesson observations, teacher interviews and student focus groups. This evidence was analysed and a report presented to the school community. Following this review, the Head Teacher Science worked with the faculty to address the areas identified as needing improvement. Some improvements were seen immediately, for example, refining the way assessment tasks were handed out and explained to classes improved across the faculty. To increase consistency and ensure all students received the same information, year groups were combined and given access to the same explanation. Data showed this enhanced the level of understanding students had about the task and thus were able to produce better quality work.

Lane Cove River Alliance Staff Development Day Term 3

Since late 2015, Hunters Hill High School has been a member of the Lane Cove River Alliance (LCRA). This alliance was established to build upon the already strong relationship that Hunters Hill High School enjoyed with Riverside Girls High School, Hunters Hill Public School, Boronia Park Public School, Gladesville Public School, Lane Cove West Public School, Lane Cove Public School and Greenwich Public School. Through the leadership of a strong team of Principals and Assistant Principals, the alliance determined a common goal from the schools' respective school plans: to address the needs of Gifted and Talented Education (GAT) for our students, particularly in the transition to high school. After extensive planning, Hunters Hill High School hosted over 350 primary and secondary teachers from the local public schools for the Term 3 Staff Development Day. The day commenced with the Director of Public Schools, Ms Sharon Sands, and Hunters Hill High School Principal, Ms Judith Felton, welcoming and congratulating everyone on their commitment and dedication to excellence in Public Education. The agenda involved three keynote speakers: Dr Angela Chessman, Dr Sue Vasilevska and Ms Shirley Koch. The three speakers gave expert advice for identifying gifted and talented students, outlining strategies for enriching learning experiences and maintaining a culture of academic achievement in the digital world. Teachers had the opportunity to choose from over 20 workshops led by their colleagues

which addressed a diverse range of GAT learning strategies for children in the digital generation including: technology, creative arts, Visible Learning, STEM (Science, Technology, Engineering, Mathematics), coding and animation.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> All teaching and learning programs reflect exemplary delivery of BOSTES curriculum HSC results in all courses are equivalent to, or better than state average 75% of students will demonstrate value-added improvement in Years 7, 9 and 12 <i>Tell Them From Me</i> (TTFM) survey indicates improvement in student intellectual engagement (high skills and high challenge in the classroom) 	<p>Significant funding was expanded to improve the school environment and learning spaces including classrooms, staff rooms and technology facilities around the school.</p> <p>SENTRAL was introduced as a tool for centralization of student information for effective communication. Truancy rates decreased due to the introduction of period by period marking and the number of errors in N-Award warning letters decreased due to the appointment of a SENTRAL coordinator.</p> <p>HSC results in 2016 were outstanding with 40 mentions on the BOSTES Distinguished Achievers List for students receiving 90% or above in one or more of their HSC subjects, and 40% of the 2 Unit courses studied at Hunters Hill High School achieved a result in the top two bands (Band 5 and Band 6).</p> <p>The school's Years 7–9 School Excellence Framework (SEF) value-add data has been rapidly improving since 2014, with 2016 value-add in the delivering SEF category.</p> <p>44% and 30% of students in Years 7 and 9 respectively achieved in the top two bands for Reading and Numeracy. 99% of students in Years 7 and 9 undertaking the NAPLAN Reading and Numeracy assessments were at or above the National Minimum Standard.</p> <p>The findings from the Science Faculty Review concluded that Science has been improving in its delivery of the curriculum; students are engaged in learning and their achievement of outcomes are improving. Science HSC results were above state average for Biology, Senior Science and Chemistry, suggesting that students are being prepared for Stage 6 as they progress through Stages 4 and 5</p>	<p>Total spent on improving school infrastructure \$147,137</p> <p>Total spent on ICT \$119,343</p> <p>\$2000 on casual relief to fund a panel to complete the Science Faculty review.</p>

How will we meet our 2017 targets?

Infrastructure improvements around the school

The school will use Department of Education funded maintenance budget to make further improvements to the learning spaces and environment.

International Student Program

In 2017, the school's international student numbers are anticipated to grow. The school will build on the current support structures and increase staffing support by a further 0.4.

Learning Framework

The implementation of Hunters Hill High School's Learning Framework in 2017 will create consistency across faculties with regard to lesson structure, student expectations, academic rigour, teacher feedback and classroom routines. The framework outlines key competencies necessary for our school to continue building a culture of excellence and is a framework that is specifically targeting our strategic direction of Maximising Student Engagement.

Professional Learning Framework

After discussion of the research paper *Aligning professional learning, performance management and effective teaching* (Cole 2012) at the 2016 Executive Conference, to make professional learning more effective, all 2017 Whole School Professional Learning occurring within this new framework will specifically target the key performance measures of this strategic direction. Each session will be carefully structured and delivered to ensure that the focus is on the implementation of teaching strategies and techniques that are going to make the biggest difference to student learning.

Inspire Program

The *Inspire* program will be funded through Resource Allocation Model (RAM). Initially, two of our teachers, Mr Michael Neild and Mr Jonathan Larter, will work collaboratively with Stage 4 and 5 male students who are disengaged in the classroom and causing behavioural concerns. Students involved with the Inspire program will be supported to achieve learning outcomes through mentoring, targeted teacher support, additional parent communication and focus group activities. From Term 2, teachers will run Inspire for Year 7 as well as female students.

Aspiring Academic Achievers (Triple A)

In 2017, the school's first *Navigate*, Gifted and Talented (GAT), students will embark on their Preliminary studies. Through the establishment of a student group, Triple A, we will work, as a school, to ensure the success of every student who is striving for a certain goal. Our Triple A students will be invigorated to challenge themselves through additional learning opportunities, extension activities and targeted teacher direction. This program is aligned to ensuring the school's HSC results are equivalent to, or better than state average.

Literacy Program

From 2020, in order to be eligible for an HSC, students will be required to achieve Band 8 in each of their Year 9 NAPLAN reading, writing and numeracy tests. The 2017 Year 9 cohort will be the first group of students affected by this requirement. In response, Hunters Hill High School has identified students who need additional support to achieve the required results in the 2017 NAPLAN tests. Additional literacy support will be provided in a program tailored to improving students' functional literacy.

Other

In 2017 we hope to undergo the planning phase for ALARM, Visible Learning and STEM with predicted implementation for 2018.

Strategic Direction 3

Embedding Effective Transition

Purpose

- To facilitate the social, emotional and academic development of students so they can successfully transition into and through high school, as well as develop skills for life beyond high school.
- To ensure the school's systems, resources, policies and processes are supportive of, and responsive to, the diverse student population.
- To ensure that teachers have the skills and capabilities to successfully implement effective programs.

Overall summary of progress

Overall summary of progress

In 2016 the school targets in this strategic direction were:

- Positive feedback and evaluation of programs that indicate effective support to students and their families as they transition through high school.
- *The Tell Them From Me* (TTFM) survey indicates improvement in social engagement, that is, students are actively involved in the life of the school.
- Student participation resulted in students feeling more confident, connected and engaged in learning.

How did we achieve our targets?

International Student Program Audit

In 2016, the school's International Student Program was audited. This process is completed by DoE International Student Centre staff in a number of schools throughout the state. Results are compiled and distributed to schools late in Term 4. As they are studying in Australia, without the immediate support of family, international students have a number of additional procedures attached to their enrolment. The school showed evidence of compliance with the relevant regulations. The audit itself serves two functions: firstly, it maintains our position within the DoE as a school that enrolls international students; secondly, it contributes to the DoE's registration within the Education Services for Overseas Students Act (ESOS) – a Federal Government Act. The overall result of the audit was that Hunters Hill High School was found to be 'compliant'. In two points, the school was deemed to be 'highly compliant' – in both student support services and intervention strategies. The team who examined the school's evidence was supportive about the school's decisions to employ Ms Emily Neems, a Mandarin speaking teacher, to communicate with families, and the additional programs the school runs to support international students. These programs include study days, *EAL/D Beyond the Bell* homework club, International Students' roll call and additional tutoring.

Transition beyond school programs

In 2016, students engaged in a range of age-specific programs to prepare for their transition beyond school. During Year 9 Work Education, the class completed a barista training course. The Year 10 cohort had its mandatory Work Experience week at the end of Term 2 designed to help students gain a better understanding of what transition pathway to take in the future. When students returned to school from their Work Experience Week, they learnt how to write their own resumes and cover letters during Careers classes, possibly using their supervisors from Work Experience as a reference or the workplace as part of Work History/Experience. Year 12 students went on an excursion to the 2016 Western Sydney Careers Expo which provided opportunities for students to speak to representatives from a variety of educational and workplace institutions as well as gain a better understanding of what options they had available to them beyond school. The VET courses at Hunters Hill High School (Construction and Hospitality) have also provided students with an opportunity to display their skills in a real life situation. The Hospitality students have assisted the school by catering for school events and celebrations, whilst the Construction classes have helped remove old concrete blocks and lay out concrete for benches on the oval. All of these events have assisted students with their transition pathways whilst at Hunters Hill High School.

Creating connections with Partner Primary School Lane Cove Public School

In Term 3, all Stage 3 teachers from Lane Cove Public School observed Stage 4 classes and teachers at HHHS. In Term 4, this process was reversed, with eight Hunters Hill High School teachers observing Stage 3 classes. Allocated discussion time between involved teachers highlighted key differences between primary and high school pedagogy and its subsequent effect on transition. The findings were presented to Hunters Hill High teachers at the Term 4 Staff Development Day (SDD). Recommendations to improve this transition will be incorporated into the Learning and Wellbeing Frameworks.

Learning Support Team weekly student updates

The Learning Support Team (LST) delivered on learning priorities by communicating learning and support updates with all staff each week. These updates identified specific learning needs of individuals and reflected the collaborative nature of the LST in addressing the needs of different year groups, stages, faculties and student groups. The information shared increased awareness of the personalised learning needs of individual students and informed teachers of better classroom practice and management. Additionally, this process of information sharing was carefully monitored to ensure ethical practice. By analysing the achievement of outcomes of referred students, it was found that these students felt more confident, connected and engaged in their learning.

Elevate Program

This year the school invested in a study program called *Elevate*. This involved a number of seminars to aid Year 12 students in their preparation for the HSC. The topics covered included: path of the study sensei, time management, student evaluation, memory and mnemonics, ace your exams and finish line. In addition to the student workshops, a one-hour parent presentation covered some of the most important points discussed in the student seminars and ways parents can best support their child at home.

Beyond the Bell Transition Program

Beyond the Bell is Hunters Hill High School's weekly homework club and is open to all students to support their organisational skills and study practices. For the last five weeks of Term 4, this program is extended to the Year 6 students from our partner primary schools. The students experience five tailored sessions run by a selection of teachers about practical study and thinking skills. Additionally, they have practice at structuring their time with small tasks that they are taught to incorporate into a study regime using school diaries and study planners.

Year 12 Motivation Day

This day runs at the commencement of the HSC for the Year 11 students early in Term 4. The structure and guest speakers are determined by the Year Adviser with the support of the Learning and Support Teacher (LaST). The aim is to address the particular needs of the cohort. It targets wellbeing, physical health, understanding of ATAR and pathways and motivation. In 2016, it included refugee, author and human rights lawyer, Mr Deng Adut. This session was supported by an expert nutritionist, mindfulness session, ATAR analysis and a Q&A Panel of experts from within the school.

Year 12 Mentoring Program

The diverse needs of students completing the HSC are addressed comprehensively through the Year 12 Mentoring Program. Students select teachers with whom they feel comfortable to become their mentor for the year. This program is formalised and supported by a resource developed by the LaST – The HSC Survival Guide. The guide addresses organisation, study regime, goal setting, reflection, health and exercise and external support advice in a professional and supportive relationship. This program is tailored to the personal needs of the students – the mentoring relationship allows flexibility of support. This relationship promotes the maintenance of a positive mind frame while undertaking the challenges of the HSC year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Positive feedback and evaluation of programs that indicate effective support to students and their families as they transition through high schoolThe <i>Tell Them From Me</i> (TTFM) survey indicates	<p>An evaluation of all transition programs by students and parents indicated satisfaction with the program's delivery and effectiveness.</p> <p>2016 TTFM student survey data indicated:</p> <ul style="list-style-type: none">The school is above NSW Government norm for the number of students who participate in school sports and/or extra-curricular activities including art, drama or music groups.	<p>Total cost spent on transition programs, including <i>Elevate</i>, Year 12 Motivation Day, Open Day, <i>Top of the Hill</i>, <i>Hands on Science</i> and <i>Beyond the Bell</i>, \$7000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
improvement in social engagement (students are actively involved in the life of the school) • Participating students feel more confident, connected and engaged in learning	<ul style="list-style-type: none">• There has been an improvement in the number of girls building more positive relationships and valuing schooling education.• 2016 TTFM parent survey data indicated that parents of the school feel welcome and are informed. They also believe that the school supports learning and positive behaviour, all factors contributing to effective transition.	

How will we meet our 2017 targets?

Wellbeing Framework

In line with the School Excellence Framework, schools that excel in wellbeing have a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The school has a strong Learning and Support Team dedicated to, and successful in, supporting students. The aim of the Wellbeing Framework is to support and develop student wellbeing through the involvement of parents/careers and collaboration of Year Advisers, school counsellor and executive team.

Learning Support Team

Additional resources will be applied to the LST through use of Resource Allocation Model (RAM) Funding. More support staff will target students who require support in the classroom. All students will have a case worker assigned to them; the case worker's role will be taking responsibility for coordinating specific learning and support needs.

Inspire Program

The *Inspire* program will begin in 2017. Funded through RAM, this program will target disengaged students and provide them with the support they require to successfully transition through school.

Aspiring Academic Achievers

The aim of this program is to target our highest achieving Year 11 and Year 12 students, develop a program that will help to ensure that these students will achieve their potential in the Higher School Certificate.

Girls' Wellbeing

Under the guidance of the Girls' Wellbeing Officer, Ms Julia Riviera, the school will focus on strengthening and building upon the opportunities for girls at Hunters Hill High School. Girls' lunches, leadership opportunities, increasing female participation and recognising female achievement are planned for 2017.

More sporting and co-curricular opportunities

In order to achieve our social engagement target and get students more involved in the life of the school, more sporting and co-curricular opportunities, including more knock-out sporting events and extra-curricular music and dance classes will be offered.

Lane Cove River Alliance Term 3 School Development Day

Hunters Hill High School will once again host this event. The 2017 focus will be Student Wellbeing.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Each of the Aboriginal students at HHHS has a personalised learning plan (PLP) that has been developed in collaboration with the students and their families and carers. The focus of these plans is to build on the strength of students, increase school engagement, improve educational outcomes, identify where support was needed and ensure wellbeing needs are met.	\$7467 (Additional Teacher Support) \$2413 (Resources)
English language proficiency	<p>Additional EAL/D support was required to cater to the needs of international students. The International Students Co-ordinator identified and allocated support to the most effective areas, students and classes.</p> <p>The International Students roll call class continued in 2016 allowing pastoral care to take place, improved communication and monitoring of international students, particularly students with attendance and academic concerns.</p> <p>A Mandarin speaking liaison officer was employed to mentor students and communicate with parents and guardians both in Australia and overseas.</p> <p>An English Language Fundamentals course was established for Stage 6 international students. Vast improvements in the students' English writing skills and attendance were seen. Furthermore, significant decrease in the number of international students achieving Band 1 or 2 in their HSC was achieved in 2016.</p>	\$26, 775 (Additional Teacher Support)
Low level adjustment for disability	<p>The Learning Support Team effectively managed the needs of students and monitored their progress on a weekly basis. The team lead by LaST, Ms Jessica Austin, included the school counsellor, the Careers Advisor, SLSOs, Year Advisers, and Girls' Wellbeing Officer.</p> <p>The majority of money allocated in this area funded SLSOs and part-time employment of an additional support teacher.</p>	\$26, 469 (Additional Teacher Support) \$23, 876 (SLSO)
Socio-economic background	Students requiring assistance with teaching and learning, including course fees, equipment such as stationery and textbooks, school uniforms and excursions were accommodated with this money.	\$17, 252

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	369	352	357	394
Girls	194	197	223	215

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.7	95.3	93.9	92.6
8	92.4	91.9	91.9	90.4
9	90.9	90.9	90.9	88.7
10	89.8	90.4	88.1	88.2
11	92.6	91.4	89.5	86.6
12	90.7	90.9	91.8	87.9
All Years	91.8	91.7	91.2	89.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	0	6
Employment	1	0.04	6
TAFE entry	0	0.02	6
University Entry	0	0	70
Other	0	2	2
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

In 2016, two students were enrolled in external vocational or trade training. One course was Human Services (Nursing) via Meadowbank TAFE and the other course undertaken was Electrotechnology, also at Meadowbank TAFE. A number of students took VET courses offered at school. 10 students were enrolled in Construction and 4 in Hospitality. Timetable constraints limited Year 11 student TVET participation in 2016.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 92 Year 12 students were enrolled at the school to complete their HSC. Of the 92 students enrolled, 79 were eligible to receive an ATAR (Australian Tertiary Admission Rank) which would allow them to apply for university. The remainder of HSC students completed their HSC via the school's HSC Plus program undertaking a range of vocational courses including photography and work studies.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	30
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	8.48
Other Positions	3.6

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. In 2016, there were no teachers of Aboriginal heritage working at Hunters Hill High School.

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	20

Professional learning and teacher accreditation

In 2016, there were a number of permanent and temporary staff members working towards accreditation at proficient level. Four teachers (one permanent, three temporary) completed the compilation of evidence and accreditation report and achieved proficiency. Seven teachers were actively engaged in preparing evidence for accreditation.

Two teachers completed their maintenance for accreditation in 2016 and 14 teachers were actively engaged in maintaining their accreditation by completing and logging their professional learning hours.

Significant expenditure was invested into teacher professional development during 2016. In line with the school plan, expenditure was directed towards career development and accreditation (building staff capacity); syllabus implementation, student management and using technology in the classroom (maximising engagement) and student wellbeing (embedding effective transition).

School Development Day (SDD) activities included:

- ensuring staff completed mandatory compliance training
- use of SENTRAL (an integrated record keeping program)
- mindfulness
- using student data to inform practice (HSC RAP data analysis)
- Gifted and Talented Education delivered via the Lane Cove River Alliance
- implementing the Learning Framework.

In addition to the professional learning delivered through SDD, all staff participated in professional learning during staff and faculty meetings. A total of \$32,886.75 was spent on professional learning in 2016; another \$35,641.67 was invested in supporting HHHS beginning teachers through professional learning.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs and does not involve expenditure areas

such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	654 923.93
Global funds	376 552.37
Tied funds	214 182.44
School & community sources	765 123.81
Interest	19 310.21
Trust receipts	69 179.45
Canteen	0.00
Total income	2 099 272.21
Expenditure	
Teaching & learning	
Key learning areas	218 575.77
Excursions	226 852.00
Extracurricular dissections	128 943.50
Library	14 756.74
Training & development	1 219.93
Tied funds	169 565.34
Short term relief	67 806.06
Administration & office	121 891.60
School-operated canteen	0.00
Utilities	105 780.60
Maintenance	199 910.38
Trust accounts	76 065.55
Capital programs	32 580.00
Total expenditure	1 363 947.47
Balance carried forward	735 324.74

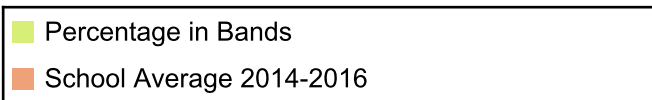
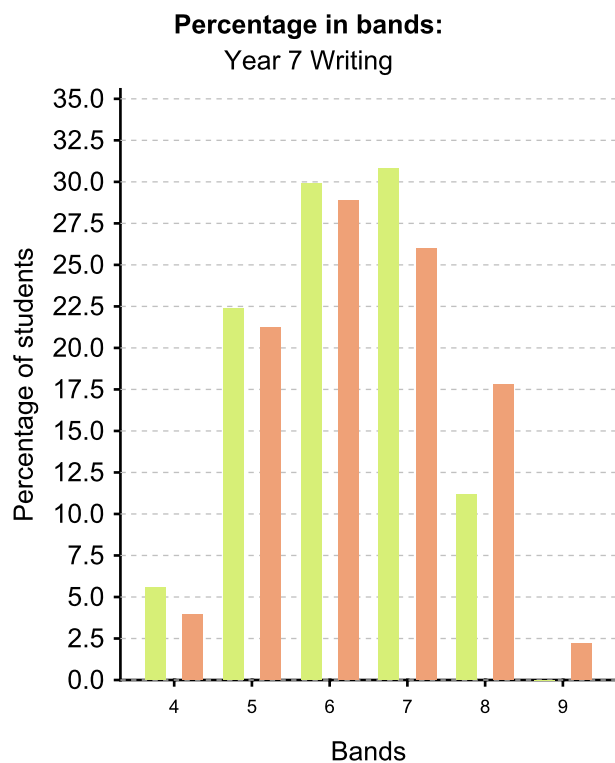
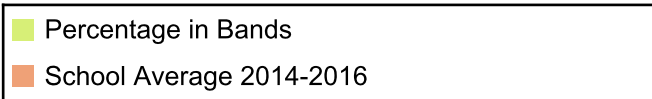
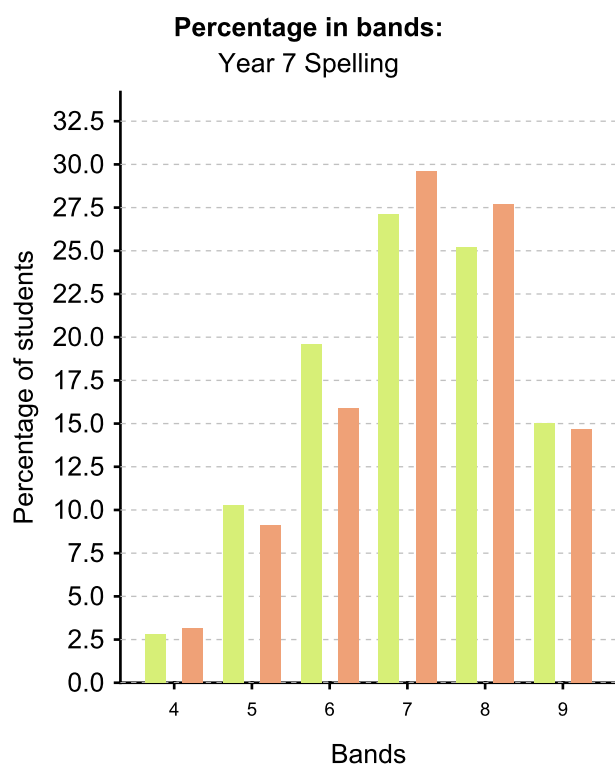
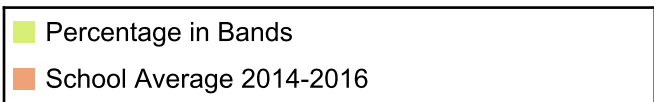
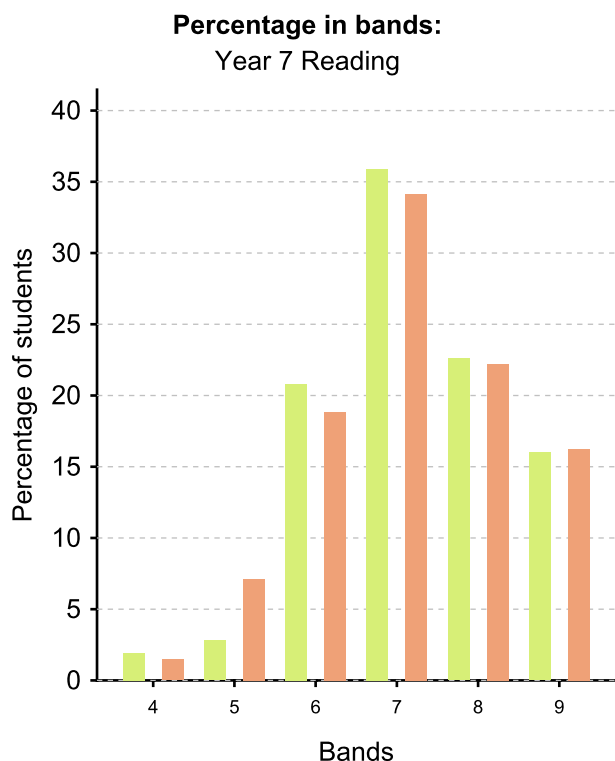
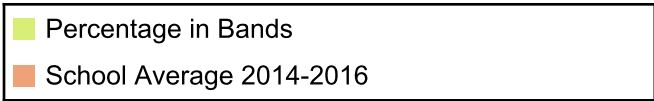
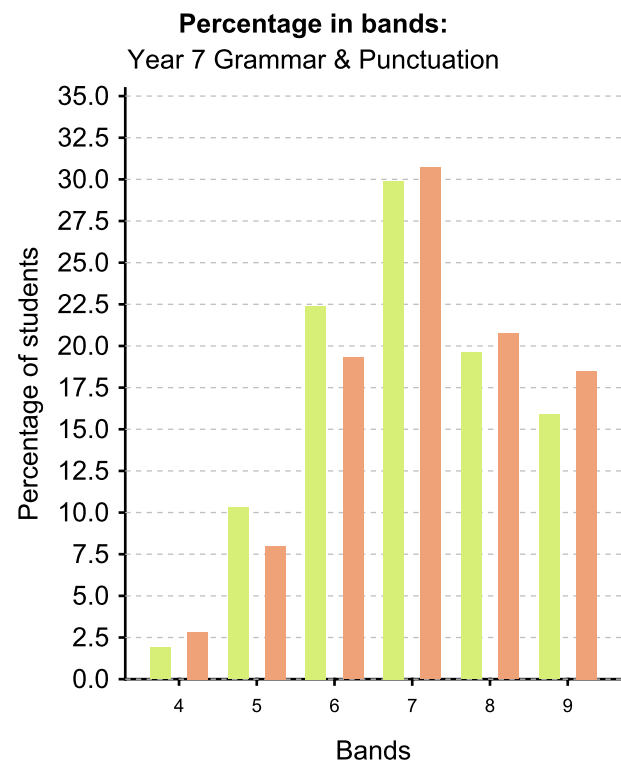
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

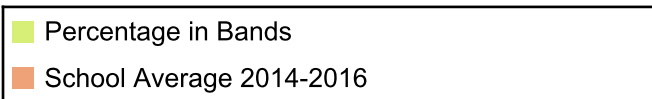
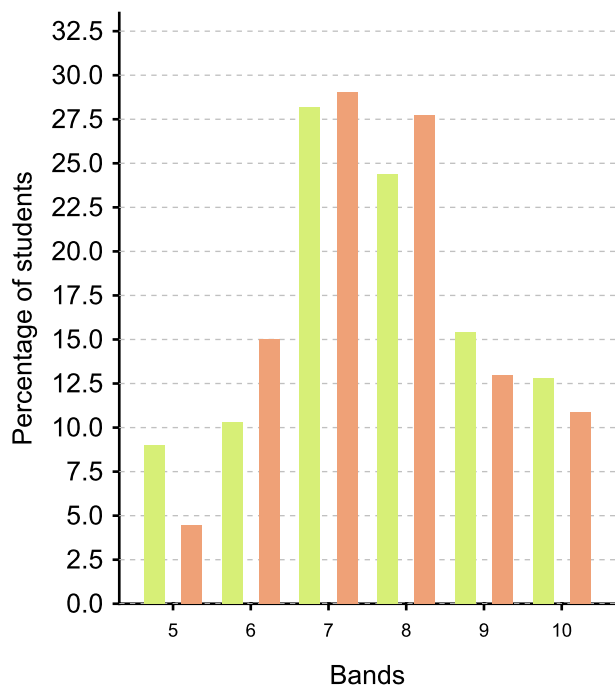
NAPLAN

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 understanding demonstrated in these assessments.

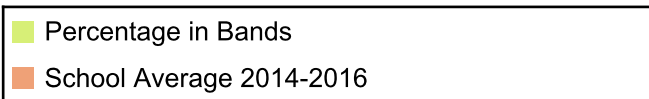
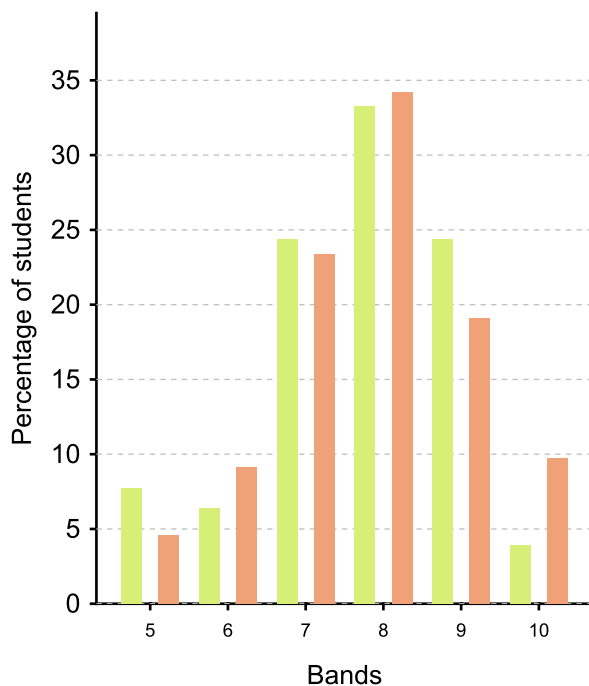
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the 'Find a school' and select 'GO' to access the school data.



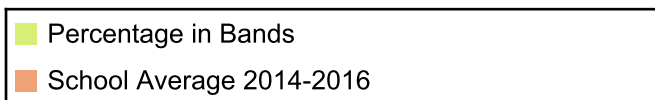
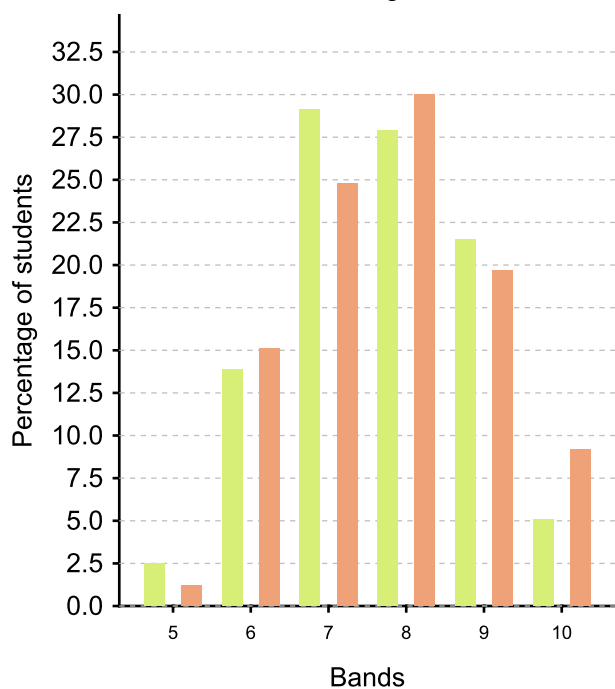
Percentage in bands:
Year 9 Grammar & Punctuation



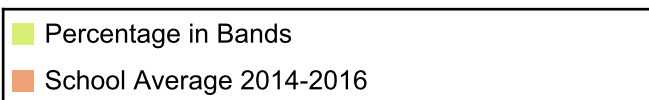
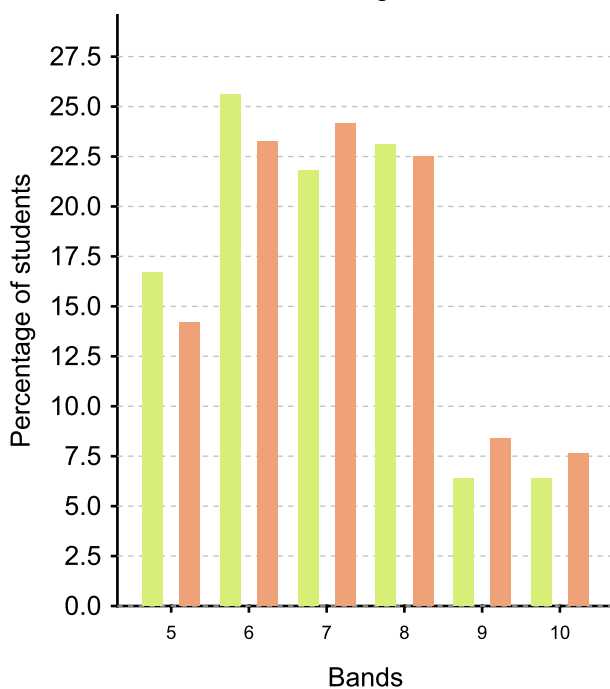
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



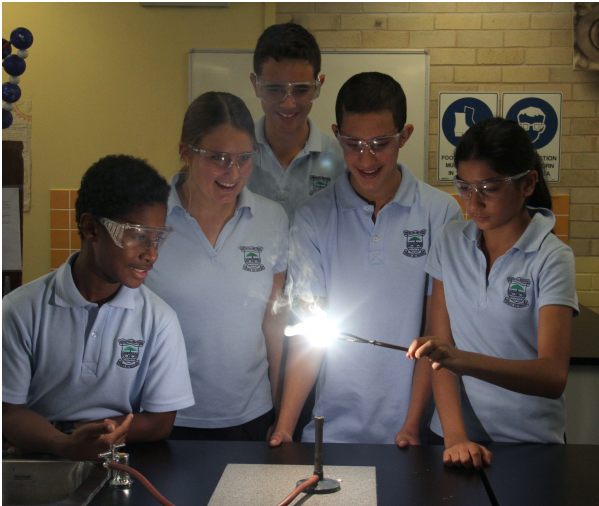
Hunters Hill High School students' performance in NAPLAN was well above state average in all categories tested.

Year 7 Highlights

- Reading – 74% of students performed in the top three bands.
- Writing – 42% of students performed in the top three bands.
- Spelling – 67% of students performed in the top three bands.
- Grammar and Punctuation – 65% of students performed in the top three bands.
- Numeracy – 81% of students performed in the top three bands.

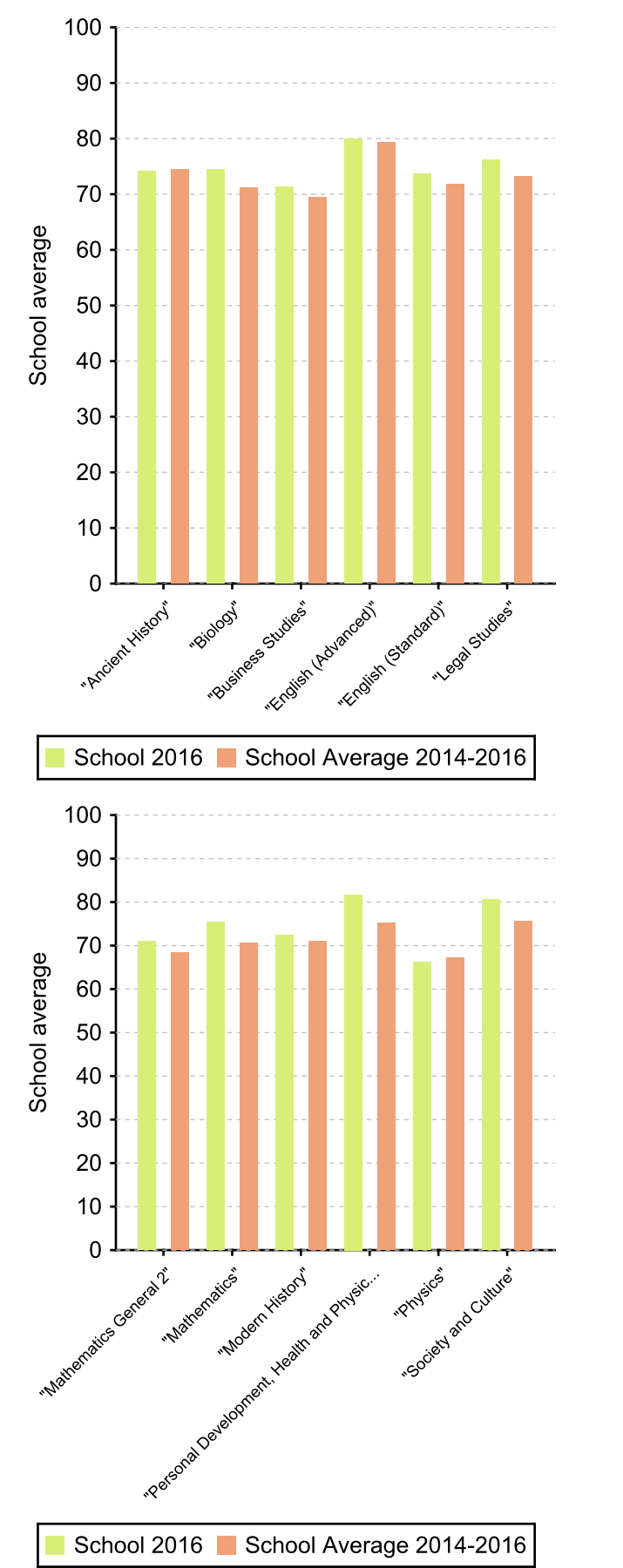
Year 9 Highlights

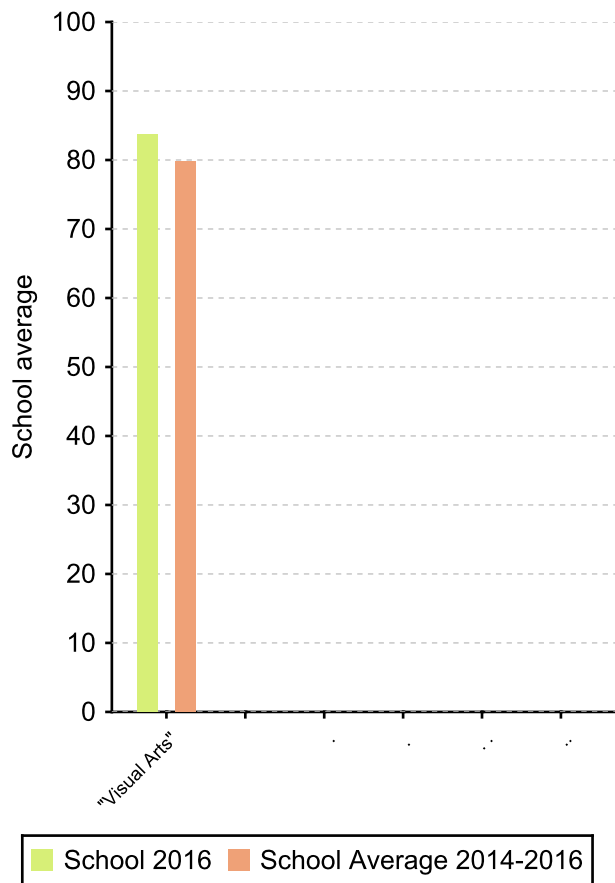
- Reading – 54% of students achieved in the top three bands, with 72% of students achieving greater than or equal to expected growth.
- Writing – 36% of students achieved in the top three bands.
- Spelling – 62% of students achieved in the top three bands, with 66% of students achieving greater than or equal to expected growth.
- Grammar and Punctuation – 53% of student achieved in the top three bands, with 61% of students achieving greater than or equal to expected growth.
- Numeracy – 53% of students achieved in the top three bands, with 59% of students achieving greater than or equal to expected growth.



Higher School Certificate (HSC)

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





Parent/caregiver, student, teacher satisfaction

Schools are required to seek feedback from parents, students and teachers about the school's performance; responses are presented below:

HHHS utilized the *Tell Them From Me* (TTFM) survey in 2016 as an online tool to evaluate engagement and wellbeing. Participants provided anonymous feedback that the school will utilize to evaluate its performance.

Parent Survey

A parent survey was made available to all parents via the school website. The Partners in Learning Parent Survey was a comprehensive questionnaire that covered aspects of parents' perceptions of their children's experiences at home and school. The survey included seven separate measures that were scored on a ten-point scale, 88 parents participated.

Significant results from the parent survey included:

- Parents feel very welcome at Hunters Hill High School
- Over 80% of parents were satisfied with the general communication including newsletters, emails, school website, school app and social media.
- Parents expressed the belief that Hunters Hill High School supports student learning. Parents felt that HHHS teachers had expectations that homework be completed on time and their students need to work hard to achieve their potential.
- Parents expressed the belief that HHHS supported positive student behavior and that children had a clear understanding of the school's behavior requirements. Parents did express a desire for teachers to maintain even greater classroom control.
- Parents considered that their children were very safe at HHHS; that the school addressed behavior issues in a timely manner and that the school helped to prevent bullying.
- Parents felt positively about HHHS Year 12 students maintaining high aspirations for the future.
- In excess of 80% of parents would recommend HHHS to the parents of primary school students.

Teacher Survey

The *Focus on Learning Survey* was completed by staff at Hunters Hill High School. It acted as a self-evaluation tool that looked into areas of classroom and school effectiveness. 87% of staff members participated with representatives from all faculties and

The HHHS school community is very proud of the 2016 HSC cohort of 92 students for the impressive achievements in the Higher School Certificate.

Beth Hopkins achieved the highest ATAR at Hunters Hill High School with an impressive 96.9. This indicates that she achieved in the top 3.1% of all students in the state. Hunters Hill High School had 40 mentions on the BOSTES Distinguished Achievers List for students receiving 90% or above in one or more of their HSC subjects (including extension subjects). The following students were acknowledged: Elisabeth Agee, Sebastian Calero, Samuel Chalkley, Christallo Dimos, Stephen Fredericks, Tallulah Gunn, Harrison Hansford, Matthew Hollomon, Beth Hopkins, Jessica Irish, Jake Jamieson, Max Jones, Bogdan Koldunen, Ruairi Malcolm, Murray Paish, Alice Perkes, Nanako Reza, Yanick Steger, Emily Stephens, Jody Thompson, Ramon Tovar, Isabella Van Gelder and Yukang (Connie) Zhang.

40% of the 2 Unit courses studied at Hunters Hill High School had students who achieved a result in the top two HSC performance bands. Hunters Hill High School students' results were equal to or better than state average in each of the following courses: English (standard), English as a Second Language, Mathematics General, Biology, Chemistry, Senior Science, Ancient History, Legal Studies, Society and Culture, Drama, Music 1, Visual Arts, Construction, Industrial Technology, Information Processes and Technology, Hospitality and Personal Development, Health and Physical Education.

levels of experience.

Significant results from the teacher responses indicated that:

- Teachers felt that they worked with school leaders and created a safe and orderly learning environment.
- Teachers felt strongly about collaboration with colleagues; particularly discussing strategies that increased student engagement and addressed the learning problems of individual students.
- Overall, teachers set high expectations for students' learning, monitored the progress of individual students and provided students with written feedback on their work. It was evident that data informed teacher practice, that formal assessment tasks informed lesson planning, provided feedback to students on how to improve and set challenging goals.
- Teachers implemented technology into their teaching practices where appropriate.
- Teachers felt that they successfully and effectively catered for a diverse range of students' learning needs and that they differentiate class activities to include and help students with special learning needs.

Student Survey

At Hunters Hill High School, 503 students from Years 7–12 participated in the survey program.

Survey data confirmed that Hunters Hill High School was comparable with NSW Government school norms in social, emotional and academic outcomes:

- 40% of HHHS students expressed high levels of happiness with school life (3% above the government norm)
- Most students were intellectually engaged and found the learning interesting and relevant.
- Most students completed homework with a positive attitude and in a timely manner.
- Students do homework for their classes with a positive attitude and in a timely manner.

Other highlights and significant results from the student survey included:

- Rates of participation in school sports and extracurricular activities were significantly above Department of Education norms.
- The highest rate of extra-curricular activities for Year 11 and 12 students was participation in community and support work at school.
- Students' grades in English, Mathematics and Science at Hunters Hill High School were considerably higher than the Department of Education norms

(English 73% over the 68% norm; Mathematics 69% over 66% norm and Science 75% over 64% norm).

- Students felt teachers were responsive to their needs and encouraged a democratic approach.
- Students at Hunters Hill High School felt they had adults at home and at school to whom they could turn to for encouragement and advice.
- 69% of Hunters Hill High School students planned for university attendance compared with the government norm of 67%.



Policy requirements

Aboriginal education

In 2016, Mr Phil Geia returned to Hunters Hill High School during NAIDOC Week to discuss life on Palm Island with Year 10 students. Mr Geia's presentation was called 'PALM ISLAND: The Good, the Bad and the Deadly.' Palm Island came to national attention following riots in 2004, which has had a negative impact on public perception of life on the island. Palm Island is home to a diverse community of people which is often forgotten given the recent history of the island. Year 10 students investigated the changing rights and freedoms of Australians, including Aboriginal and Torres Strait Islander peoples.

At Hunters Hill High School's annual Presentation Day, Year 10 student Makayla Ward was recognised as a finalist in the NSW Aboriginal Student of the Year Awards. The award was determined by former NSW Minister for Aboriginal Affairs, Leslie Williams.

In 2016, Hunters Hill High School inducted an Aboriginal and Torres Strait Islander representative into the Student Representative Council. In 2017, all Aboriginal and Torres Strait Islander students will have the opportunity to be part of the SRC through rotating representation.

The Learning and Support Team has worked closely with the Aboriginal Education Coordinator to develop appropriate Personal Learning Plans for all students and to encourage Aboriginal and Torres Strait Islander students to become leaders in the classroom and throughout the school community.



Multicultural and anti-racism education

The Anti-Racism Contact Officer (ARCO) worked to ensure the continuation of a respectful and harmonious community at Hunters Hill High School. In 2016, representation of international students in the School Representative Council (SRC) continued to increase with elected junior and senior representatives. This was deemed crucial to ensure the SRC accurately reflected the student cohort.

The SRC organised a series of events that celebrated Hunters Hill High School's multicultural community, through mufti days, morning teas, lunches and food stalls. Our students, including International students, came from many backgrounds, with 225 students from language backgrounds other than English.

In Term 4, the ARCO completed a Department of Education training update. In conjunction with the SRC, a whole-school anti-racism campaign was organised. All students attended seminars on the impacts of racism upon individuals and a school-wide competition featuring the slogan 'Racism Stops with Us' was run. This competition, won by Year 8 student Sam Galati, gave students the chance to design a unique logo that represents anti-racism at Hunters Hill High School.

Other school programs

Achievements in the Creative and Performing Arts (CAPA)

Dance

2016 proved to be another busy and successful year in Dance at HHHS. The Jazz Troupe entered the Dance Spectacular and Ryde Eisteddfod performing their routine Set Fire to the Rain. The Hip Hop Troupe entered a range of dance competitions achieving Second Place in the Ryde Eisteddfod and Third Place in the Dance Spectacular. Most notably, the Year 12 student, Nadiyah Akbar, was included in Callback for excellence in HSC Dance.

Music

The music program expanded in 2016 to include the concert band, a stage band, a string ensemble and the

percussion ensemble to students.

The new initiative of a percussion ensemble, under the guidance of Dominic Kirk, was a huge success, with the school grounds ringing with the sounds of drums and singing on a Friday afternoon.

The 2016 performance programs included:

- Open Day
- Variety Night
- Soiree and L'Art Visuales
- Top of the Hill
- Year 6 Orientation Day
- Presentation Day
- Young in Art
- Discover Hunters Hill Festival

In 2016, the HHHS Stage Band performed at the Discover Hunters Hill High School Festival, marking the group's first public appearance. The following students participated: Tom Brennan, Myles Coleman, Will Coleman, Huon Kirkman, Riley Nyland and Charlotte Wiltshire, directed by the talented Stephen Schafer. The group performed a number of complex pieces.

Variety Night

Variety Night 2016 celebrated and showcased the wide range of talents of the Hunters Hill High School students, with performances including the concert band, string ensemble, percussion ensemble, stage band, pianists, Year 7 Drama ensemble, solo vocal performances, contemporary and hip hop dances.

The evening was supported by the P&C run barbecue for performers and audience members. Parent James Hurworth volunteered his time and expertise to film the show and rehearsals.

Soirée and L'Art Visuales

The annual Soirée expanded to include art in 2016, becoming the Soirée and L'Art Visuals night. Students' works from Years 7 to 11 were on display, showing a clear progression in talent and artistic ability. Jay Gosselin, Jolie Che and Natalia Benc's talent found their works photographed for the Northern District Times with the caption Cracking Young Artists. The Concert Band opened the evening, followed by the Percussion Ensemble, Stage Band and String Ensemble. These musical groups played items that showcased their talent. Alex Manefield and Boyd Kirkman impressed audiences with their mastery of J.S. Bach's First Movement from Concerto for Two Violins and Huon Kirkman and Stephan Schafer executed Act Your Age by Gordon Goodwin to perfection. The evening concluded with a P&C vocal group, The Mamas, who entertained audiences with their vocal talents.

Visual Arts

Hunters Hill High School's strong connections to the Young in Art annual event continued in 2016. The

exhibition showcased a range of talents from local high schools and primary schools. HHHS students received five of the thirteen awards on offer. Matthew Tumia achieved a Highly Commended for his photographic series Mirror Image. Albert Yang also received a highly commended for his crayon landscape Point of View and Natalia Benc for her watercolour landscape Homage to Van Gogh.

Two HSC students, Nanako Reza and Sebastian Calero, were pre-selected for Art Express, where Sebastian's Visual Arts Major Work was selected and displayed at The Armory, Olympic Park.

Drama

The Junior Drama ensemble performed at the Arts Alive Festival at the Seymour Centre. The Troupe represented Hunters Hill High School with pride at the Department of Education's festival, performing their play-built performance Boxed Up!

Achievements in Sport

In 2016, increased numbers of students selected grade-based sports in both the summer and winter competitions where 15 different sports were available for boys and girls. Across the winter and summer sports, 14 teams made the semi-finals, 9 teams made the grand final and three teams won their premiership. 298 students represented the school at Zone level, 56 at Regional and an outstanding 39 top-level achievers represented the school at a Regional or State level. In order to cater for all levels of ability and interest, a wide variety of non-competitive and recreational sports were made available.

Annual carnivals were conducted in swimming, athletics and cross-country.

Sportspeople of the year:

- Alissa Jordaan – Year 7 Sportswoman
- Dellacruz Paita – Year 7 Sportsman
- Astrid Kingsmill – Junior Sportswoman
- Adrian McGuigan – Junior Sportsman
- Alice Perkes – Senior Sportswoman
- Harrison Hansford – Senior Sportsman

Carnival days at Partner Primary Schools

Year 9 and 10 Physical Activity and Sports Studies (PASS) students provided excellent assistance at the athletics carnivals of a number of our partner primary schools: Hunters Hill Primary School and Lane Cove Primary School. The students represented the school and proved to be of tremendous help in assisting with a range of activities, such as running the track and field events; demonstrating the use of shot-put and javelin and participating in the 800 m and 400 m races to motivate tiring runners.

Community Involvement

Volunteering

The NSW DEC Student Volunteering Awards Program continued successfully in 2016 with 36 Year 9 and Year 10 students involved. Students received 6 Bronze Certificates, 2 Silver Certificates, 2 Gold Certificates, 2 Diamond Certificates and 1 Opal Certificate, contributing a total 437 volunteering hours.

Two HHHS students were invited to attend the Regional Ceremony for the Student Volunteer of the Year Awards in Lakemba. Sacha Thomas and Charlotte Wiltshire received certificates for being finalists. They were chosen from over 7500 nominations for five different categories. Sacha and Charlotte's volunteering efforts included: Legacy Day, Head Space, Theatre on Chester, School Band, Variety Night, Riding for the Disabled and The Save Sight Institute. These students modeled caring and socially responsible behavior for our community.

Overall, the students' volunteering efforts included:

- Sasha Thomas received an Opal award for 120+ hours of volunteering
- Charlotte Wiltshire received a Gold Award for 60 hours of volunteering
- Ben Jones received a Silver Award for 40 hours of volunteering
- Legacy Day involved 30 students, raising \$4,807.30
- Poppy Day involved 21 students, raising \$2376.90
- The Salvation Army and Red Shield Door knock appeals
- Volunteering for School Service – assisting at the canteen, technical and backstage support crew
- Other school activities – library monitors, Open Day, Top of the Hill, Orientation Day, peer tutoring
- Hunters Hill Council volunteers' morning tea – 10 students were involved

Top of the Hill

Top of the Hill hosted over 80 primary school students from our partner primary schools – Gladesville Public School, Boronia Park Public School, Lane Cove Public School, Lane Cove West Public School, Hunters Hill Public School, Greenwich Public School and Mowbray Public School. Over the two days, the students were led by Hunters Hill High School student mentors who took them to dance, drama, science, music, sport, hospitality and design and technology classes. Specialist teachers from each faculty led the enriching and engaging workshops.

Hands on Science

Hunters Hill High School hosted its annual Hands on Science workshops for enthusiastic and talented primary school students who were in Year 5 or 6. The program targeted students who were passionate about science and enthusiastic to collaborate with peers in a

International Students

International students were supported with their learning and integration into the HHHS community through the following school systems:

- Beyond the Bell EAL/D – a tutoring and homework program was provided for these students.
- A buddy program for new students eased transition into HHHS.
- A Mandarin speaking tutor was employed at the school to assist International students studying for the HSC and build relationships with the wider Mandarin speaking community, particularly parents.
- Full-day workshop to support welfare and study skills for all EAL/D students.
- An English Language Fundamentals course was run by a support teacher to improve results across all subject areas.
- Whole-school cultural events, such as Lunar New Year, were celebrated.
- Additional EAL/D support was delivered in classrooms.

NSW International Student of the Year Award Recipient

Abigail Aguilar was recognised by the New South Wales Government as the honorary recipient of the NSW International Student of the Year Award. The HHHS community took great pride in Abigail's recognition and achievements. She has proved herself to be a worthy ambassador for the school and for all of the students of New South Wales.

Within her first year in Australia, Abigail participated or led the following:

- Volunteering and fundraising for the SRC.
- Organising multicultural days such as Lunar New Year and Harmony Day.
- Developing a formalised survey of her peers to identify academic and welfare needs.

Excursions and Camps

Achievers' Camp

The annual Achievers' Camp took place at The Tops Sport and Recreation Centre, Stanwell Tops. Students were nominated by their teachers as 'thinkers, triers and doers'. The camp recognised the achievements and efforts made by these students throughout the year. The Tops offered a range of recreational and social activities including raft building, archery, vertical climbing challenge, rock climbing, abseiling and cart racing. A total of 110 students attended and were supported by 6 staff members. Financial support for this program was gratefully received from the Hunters Hill High School Parent and Citizens' Association.

Ski Retreat

Hunters Hill High School embarked on its tenth annual Ski Retreat in 2016. The annual Ski Retreat saw 87 students from Years 9, 10 and 11 attend this four-day skiing adventure. Students were based at Berridale and travelled to Perisher Blue each day to ski or snowboard. The majority of the students had never seen snow before so really appreciated this experience. The group undertook two-hour learn to ski or snowboard lessons each morning, then went on optional day trips, based on their ability. While beginners mastered the slopes of Smiggin Holes, the advanced group undertook trips to Blue Cow and Guthega to tackle 'black diamond' runs such as the Kamikaze.

In-school Opportunities

Gifted and talented – *Navigate* Classes

HHHS supported identified gifted and talented students in Years 7–8 through the *Navigate* (Need and Validity in Gifted and Talented Education) class program. Entry into the *Navigate* class was secured through application and successful testing; as well as consistent high performance throughout Year 7 to continue onto Year 8. Students were involved in extension activities for assessment tasks, cross-curricular projects and extra-curricular activities.

Learning support

The Learning Support Team (LST) administered and oversaw a range of programs to support the learning of students. Examples included:

- *Beyond the Bell* – a homework and study skills centre that ran weekly with additional support provided to AEL/D students
- *Eat Your Words* – a fundamental literacy skills class was offered at lunchtimes
- The Numeracy Centre – lunchtime mathematics tutoring provided to students
- *Top of the Hill* – a two-day high school experience program provided to aid transition to high school
- QuickSmart – provided intensive numeracy support for identified students
- HSC Plus – personalised pathways for students who desired to undertake the HSC, but did not want to proceed to university
- S.O.S – Study and Organisation Skills – Year 7 and 8 – one period every Monday
- E.L.F – English Language Fundamentals– additional lessons delivered to Preliminary EAL/D students to improve English skills across the curriculum
- B.R.A.V.E – Boys Respecting and Valuing Education – re-engaging boys with their education through mentoring
- Breakfast Club – weekly shared breakfast – was opened to all students to promote positive relationships and health
- Youth Frontiers Mentoring by RAISE, an external

provider, that supported and mentored girls' participation in the community by supporting the development of self-concept

Year 12 Mentoring and Motivational Day

Year 12 students were paired up with a teacher / mentor who helped them discuss their study plans, motivation and general wellbeing during the HSC year. Year 11 students attended a Motivation Day organised by the LST. The aim of the day was to address the particular needs of the student cohort. It targeted wellbeing, physical health, understanding of ATAR and pathways and how to sustain motivation. The session was additionally supported by an expert nutritionist, mindfulness session, ATAR analysis and a Q&A Panel of experts within the school. The 2016 Motivation Day included refugee, author and human rights lawyer, Deng Adut, whose life-story about hope, persistence and hard work resonated with many students and staff alike.

Year 12 Showcase

In celebration of Year 12 students and their talent, hard work, dedication and achievements in their final year of schooling, the showcase included the display of major works and exemplars of outstanding work in the following courses: Visual Arts, Industrial Technology, Drama, Music, English, Mathematics, Science and Human Society and Its Environment.

Theatre Sports

In 2016, Theatre Sports, a welfare program aimed to improve female student support through the building of positive student relationships and teacher rapport, ran on Tuesday afternoons, during school sport. Students developed their performance and collaborative skills, played a range of drama games. One such game, 'Spacejump', had the goals of building self-confidence, encouraging team work and fostering supportive relationships within the group. Additionally, through teamwork and performance-based activities, students improved collaborative skills and problem-solving, as well as exercised creative and critical thinking skills in a safe and inclusive environment.

The Great Book Swap

Under the librarian's leadership, HHHS student literacy was encouraged and supported whilst funds were raised to aid Indigenous student literacy objectives. Combined with the cake stall run by the SRC, the school raised \$942.90 for the Indigenous Literacy Foundation.

Chess Tournament

The Annual Chess Tournament included 14 student competitors in the junior competition for Years 7 to 9 and 10 student competitors from Years 10 to 12 in the senior competition. Each competitor played three round robin games; the students with the most points progressed to the finals. Whilst some of these games were over very quickly, all students enjoyed the challenge of playing against a variety of opponents.

The Grand Finalists were:

- Junior Tournament Champion – Matthew Paul
- Junior Tournament Runner Up – Song Tran
- Senior Tournament Champion – Rohan Mudaliar
- Senior Tournament Runner Up – Jack McCreanor

Extra-curricular Activities

Science Competitions

HHHS Science students demonstrated excellent participation and success in statewide competitions, such as the Big Science Competition and the Titration Competition. The Big Science Competition was very popular with over 30 students sitting the optional exam in 2016. The students' results were outstanding with students receiving High Distinctions, Distinctions and Credits. Eleven students from Years 11 and 12 attended the day, competing in groups of three. They completed a set of acid-base titrations to determine the unknown concentration of a chemical accurately. Team 1 won a place in the National Finals competing against students from all over Australia.

Mathematics Competitions

The 2016 Australian Mathematics Competition (AMC), one of the largest annual events on the Australian education calendar, took place during July. In 2016, there was an emphasis on problem solving, a valuable life skill, and the questions were designed to be fun for the students. The AMC consisted of 30 questions in the Junior (Years 7 and 8), Intermediate (Years 9 and 10) and Senior (Years 11 and 12) divisions undertaken within a 75-minute time period.

Some notable HSC student successes included:

- High Distinction – Yanchen Yang (Year 9).
- Distinctions – Benjamin Murray (Year 10), Qihan (Hannah) Wu (Year 11).
- Credits – Jiaqi Su (Year 9), Huon Kirkman (Year 10), Alexander Galati (Year 10)