

Hunter River High School

Annual Report



2016



8219

Introduction

The Annual Report for 2016 is provided to the community of Hunter River High School as an account of the school's operations and achievements throughout the year.

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

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Principal

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School background

School vision statement

At Hunter River High School we are committed to providing a caring learning environment fostering academic excellence. Quality relationships are developed between staff, students and the community through our values of Harmony, Respect, Honesty and Success. Every student has the opportunity to become confident, creative and resilient life long learners.

School context

Hunter River High School is a comprehensive, co-educational secondary school situated on the land of the Worimi people and is on the Hunter River at Heatherbrae, just south of Raymond Terrace. This name reflects the geographically widespread, diverse communities the school serves. Some of the townships that the school serves are 30km distant. Approximately 85% of students travel to and from school each day by bus.

Our school's two mottos, 'Essayez', meaning test yourself and 'Quality Relationships – Quality Learning' reflect our communities belief that quality educational outcomes will be achieved when all partners in the educational process work together in a supportive, harmonious environment. Through our high expectations and embedded Positive Behaviour for Learning values of Harmony, Respect, Honesty and Success, the school aims to create a learning environment to give each one of its students the opportunity to reach the highest possible outcomes in all aspects of his or her education and training: academic, vocational, personal, social, sporting and civic.

Hunter River High School has approximately 743 students, 15% of whom identify as Aboriginal. Sections of the school's community include areas of significant socio-economic disadvantage. Consequently the school has been provided significant additional funding to address the socio-economic needs of the school and its communities (FOEI – 142) through the Resource Allocation Model (RAM); and the Focus on Reading, Lexia and QuickSmart programs are aimed at improving academic success for students.

Also, the school provides specialised support for students with a mild intellectual disability (IM), a Multi-categorical Class and a Tutorial Centre for students with behaviour difficulties.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those 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 next steps to be pursued.

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

In the domain of Learning, our efforts have primarily focused on assessment and reporting and student performance measures. The school has developed consistent policy and procedures in relation to student assessment and student reports contain detailed information about individual student learning achievements and areas for growth, which provide the basis for discussion with parents. Students are in the early stages of using assessment and reporting processes to reflect on their learning. Students at Hunter River High School are showing expected growth on internal school performance measures and a higher percentage of students are performing at or above national minimum performance measures. The school uses data to inform future learning activities, initiatives and programs.

In the Teaching domain, our main focus has been on collaborative practice and professional learning and development. Teachers work together to improve teaching and learning in and across faculties whilst providing and receiving constructive feedback from peers and school leaders to improve teaching practice. The school has identified expertise within the staff and utilise this to develop its professional community. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding and skills of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

In the domain of Leading, our priorities have focused on Leadership and School Planning, Implementation and Reporting. The school has productive relationships with external agencies such as the University of Newcastle, industry partners through P-Tech and RDA Hunter/ME Program and community organisations to improve educational opportunities for students. The school leadership team makes deliberate and strategic use of these partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community whilst improving student outcomes. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

Our self-assessment process will assist 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:

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

Strategic Direction 1

Student Success as Learners

Purpose

To provide opportunities for students to be creative, innovative, collaborative and resourceful in pursuit of academic excellence.

Overall summary of progress

Focus on Writing strategies have seen an improvement in student responses to extended responses across all KLAs. Trend data is indicating improved performance in NAPLAN and the HSC.

A greater percentage of assessment tasks are submitted on time and of a higher standard.

Tell Them From Me survey data indicates positive results in comparison to NSW Government norms in the areas of a positive learning climate, expectations of success, intellectual engagement composite and students who are interested and motivated.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| HSC and NAPLAN data trends upward indicating improved performance in external assessment. | Of the 22 2–unit courses on offer in 2016, 12 had a positive trend, 5 remained consistent, two subjects are achieving at state average and two are consistently achieving above state average. Year 9 NAPLAN results have trended positively in Writing, Reading, Grammar & Punctuation and Numeracy. | \$18,300 Focus on Reading Coordinator \$12620 Elevate \$18,300 Numeracy Coordinator \$3,000 Resources \$45,000 Professional Learning |
| Millennium data indicates upward trends in submission rates (fewer N–Awards). | According to Millennium data, in 2016 there was a 38% decrease in the N–Award Warnings generated for students. | \$18,300 Cultural Room Teacher tutoring \$3,000 Resources |
| Survey data indicates the number of students in pursuit of academic excellence has increased. | Tell Them From Me Survey data indicates positive trends for Hunter River High School students in the areas of a positive learning climate, expectations of success and students who are interested and motivated. The intellectual engagement composite has remained the same above NSW Government norms. | \$18,300 GATS Coordinator \$2,000 GATS Resources \$5,000 Professional Learning \$95,000 Library refurbishment \$10,000 Technology \$20,000 STEM Resources |

Next Steps

Continue to professionally develop staff in the areas of literacy and in particular writing, whilst maintaining whole of school initiatives such as Focus on Writing, Focus on Reading, Numeracy by Necessity, 8 Ways of Learning and 21st Century Learning.

Continue to provide opportunities for students to access additional support in completing assessment tasks through The Learning Centre and Cultural Room. Continue to focus on staff using a range of effective assessment strategies to allow students the opportunity to demonstrate what they know and can do.

Continue to reinforce and support students with the skills and support to achieve academic excellence.



Strategic Direction 2

Staff Leading Innovative Practice

Purpose

To develop a school culture where by staff members engage in ongoing professional learning, plan for and implement effective teaching and learning and lead innovative practice to maximise student outcomes.

Overall summary of progress

Staff survey results indicate that staff value TPL and use new professional learning to enrich their learning and teaching practice.

Regular faculty reviews of learning and teaching programs and class profiling has ensured individual learning needs of students are catered for and that programs reflect contemporary evidence-based practice.

Staff indicate student writing across the school has improved as a result of Focus on Writing strategies being implemented consistently across the school.

Staff Professional Development Plans and their commitment to professional learning demonstrate the willingness of staff to improve their practice and student outcomes.

Students levels of intellectual engagement and interest and motivation are at and above NSW Government norms according to the Tell Them From Me Survey data. Students have responded positively to a variety of pedagogical changes employed by staff.

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">Survey data indicates staff value TPL and use new professional learning to enrich learning and teaching practice. | Staff use professional learning opportunities both internal and external of the school to enrich and improve their learning and teaching practice. Staff evaluations indicate that staff value the professional learning with the impact evident in teacher practice. Staff willingly create video recordings of their practice to share in professional learning sessions. | \$59,346 TPL \$152,264 DP Teaching and Learning \$63,000 Lesson Study \$18,300 21st Century Learning Coordinator |
| <ul style="list-style-type: none">Review of learning and teaching programs across KLAS ensures individual learning needs of students are catered for and programs reflect contemporary evidenced-based practice. | The Special Education faculty underwent an evaluation to guide a faculty plan for the implementation of the newly appointed new Head Teacher. Faculties are ensuring that whole school focus areas are embedded within learning and teaching programs. All teachers prepare a class profile for each of their classes to ensure they are meeting the needs of a diverse range of students. | \$127,000 HT Teaching and Learning \$20,000 TPL and additional collaborative Professional Learning |
| <ul style="list-style-type: none">Student work samples reflect improvement in writing. | Student work samples have shown improvement in quality with a strong emphasis on TEEEC paragraphs and other Focus on Writing strategies evident. Student and parent comments reflect a positive attitude to these strategies. | \$25,000 TPL |
| <ul style="list-style-type: none">PDP's and individual learning and reflection logs indicate a school-wide commitment to the improvement of teaching practice and student outcomes. | All teachers have prepared a Professional Development Plan. Teachers have developed an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing professional growth. | DP T&L |
| <ul style="list-style-type: none">Survey data indicates an improved student/teacher | Student engagement and perception of improved classroom pedagogy is evident in Tell Them From | DP T&L, HT T&L, STEM programs, Technology, |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------------|
| perception of classroom pedagogy and level of engagement. | Me survey data and student comments. Staff have engaged with new pedagogical practice enthusiastically and have experienced a more engaging learning environment. | \$74,000 Technology Support Officer |

Next Steps

High quality and strategically planned professional learning will continue to be a priority. Initiative coordinators will continue to drive this learning.

An annual Faculty evaluation will continue and faculties will evaluate and make adjustments to all programs on an annual cycle. Staff will continue to be provided with student profiling information to allow differentiation across all years and KLAS.

Focus on Writing will remain a whole school focus with ongoing professional learning. The ALARM writing technique will be investigated for 2017.

Supervisors of staff will engage on a deeper level with teaching staff to ensure appropriate guidance and mentoring is provided.

Project Based Learning will be trialled in 2017 in Year 8 and more STEM electives will operate as a means of engaging students in deep learning experiences.



Strategic Direction 3

Whole School Culture of Values

Purpose

To develop a positive school culture that creates and maintains a supportive learning environment. To engage with parents, carers and the community to foster quality relationships for quality learning.

Overall summary of progress

School satisfaction survey data indicates improved perception of school performance.

Staff continue to be committed to Positive Behaviour for Learning as indicated in a survey data and their willingness to teach and reinforce school values.

Whilst behavioural referrals and positive rewards are similar to previous years, suspension rates have dropped and attendance continues to improve.

Positive Behaviour with the community and newly formed industry partnerships has continued to increase productive relationships.

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">Survey data indicates parent and community perception of school performance has improved. | Parents and the community perception of school performance has improved in seven of the thirteen areas of the School Culture survey over the past three years. | \$18,300 CLO Publicity/Communications \$18,300 Extended Transition Coordinator \$18,300 Transition to Millennium Reporting |
| <ul style="list-style-type: none">Survey data indicates a commitment to PBL by staff. | Staff teach Positive Behaviour for Learning (PBL) lessons regularly and reinforce the school's values and expected behaviours in an ongoing basis with students. | \$18,300 PBL Coordinator \$10,000 PBL Lesson Writing \$20,000 PBL Resources and Flipping The Coin |
| <ul style="list-style-type: none">Millennium data indicates a reduction in behavioural referrals and an increase in attendance and positive rewards. | Whilst behavioural referrals and positive rewards remain consistent in number, there has been a decrease in suspensions by 6% since 2014. PBL continues to provide clear and consistent expectations of behaviour and procedures for both staff and students. | \$33,000 CLO Wellbeing \$18,300 Girls Advisor \$18,300 Boys Advisor \$18,200 Attendance Officer \$16,600 HT Administration \$4,000 Attendance Initiatives |
| <ul style="list-style-type: none">Survey data indicates an increase in productive relationships with parents/carers and external providers. | Positive Behaviour for Learning in the Community has enhanced the reputation of all public schools in Raymond Terrace and has fostered strong community links. Industry partnerships have been formed as part of the P-Tech pilot school announcement. | \$18,300 Career and Transition \$18,300 Trade, Disability and Vocational Programs |

Next Steps

The school will continue to promote the positive student outcomes achieved via social media, newsletters and on the school website.

PBL will continue to be a priority for Hunter River High School with a coordinator position remaining to ensure consistency and fidelity of the program.

Peer mentoring and mediation to be implemented in 2017.

Communication audit in 2017 will provide guidance to ensure productive relationships are maintained and improved.



| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--|
| Aboriginal background loading | <p>All students have a Personalised Learning Plan and have begun using MGoals to increase engagement for students, parents and staff.</p> <p>In NAPLAN, Aboriginal students are equal to state average in Numeracy and Grammar and above state average in Spelling and Reading. Growth in Reading was particularly strong.</p> <p>Submission rates of assessment tasks has increased due to the assistance provided by the employment of qualified teachers in the cultural room.</p> | <p>Norta Norta \$28,374</p> <p>Flexible Funding \$19,800</p> <p>Individual Senior Student Sponsorship \$38,525</p> |
| English language proficiency | | No funding received |
| Low level adjustment for disability | <p>Additional School Learning Support Officers (SLSOs) were employed to support and work with students who have additional learning, behaviour or emotional needs.</p> <p>All identified students are supported with adjustments made to their learning experiences, enabling them to fully participate in their learning. As a result, all staff profile students based on their learning needs and make adjustments to address the specific needs of students.</p> <p>Staff professional learning in differentiation, created the opportunity for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</p> | \$78,539 |
| Quality Teaching, Successful Students (QTSS) | | No funding received |
| Socio-economic background | <p>Low socio-economic students are supported in a variety of ways including financial assistance to ensure equity in educational opportunity – uniforms and school fees.</p> <p>To ensure educational and emotional equity the school provides external programs for study skills, well-being and HSC Hub.</p> <p>Initiatives such as Focus on Reading, Focus on Writing, Numeracy by Necessity and Positive Behaviour for Learning ensure staff are well equipped to meet the learning needs of all students within the school.</p> <p>The Learning Centre (TLC) provides support with class and assessment work with teacher assistance and access to technology and printing facilities.</p> | \$601,559 |
| Support for beginning teachers | Two permanent beginning teachers received targeted funding for their first year of teaching and two teachers received second year targeted funding.. Support strategies were negotiated and included timetable concession, provision of mentoring and additional professional learning. | \$34,917 |

Support for beginning teachers

Beginning teachers determined professional learning needs as indicated within their Professional Development Plan to support their development, Mentoring programs provided opportunities for collaboration and classroom observation leading to improved practice.

\$34,917



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 374 | 393 | 364 | 385 |
| Girls | 331 | 351 | 353 | 349 |

In February 2016, student enrolment was 734.
Applications for enrolment continue to increase.
Applications for enrolment continue to increase.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 90.8 | 90.5 | 89.8 | 91.1 |
| 8 | 89.8 | 87.9 | 88.4 | 91 |
| 9 | 89.8 | 88 | 84.4 | 87.8 |
| 10 | 83.4 | 86.3 | 83.9 | 84.9 |
| 11 | 82.3 | 78.4 | 79.9 | 85.4 |
| 12 | 87.6 | 85.2 | 85.3 | 87.3 |
| All Years | 87.4 | 86.2 | 85.2 | 88 |
| 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 |

Management of non-attendance

The overall student attendance rate is 88.0%.
Attendance strategies have assisted in the increase over a four year period.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 9 | 0 |
| Employment | 0 | 5 | 37 |
| TAFE entry | 0 | 6 | 16 |
| University Entry | 0 | 0 | 22 |
| Other | 6 | 0 | 7 |
| Unknown | 0 | 0 | 2 |

From our 2016 HSC cohort 18 students were offered places in Teaching, Commerce Mathematics, Pharmacy, Engineering, Biomedical Science and Psychology.

Year 12 students undertaking vocational or trade training

In 2016 no students completed a school based traineeship.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students 2016

Studied at school:

Construction – nineteen students,

Hospitality – five students,

Metal and Engineering – seven students, and

Primary Industries – six students.

Studied at school, delivered by TAFE:

Beauty Services (make-up) (4 units) – one student,

Hair and Beauty Services (2 unit) – four students,

Hairdressing (4 units) – three students.

External – TAFE

Automotive – one student,

Electro-technology – three students,

Human Services – one student,

Tourism – one student,

Sport, Fitness and Recreation – one student, and

Animal Studies – one student.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 38.2 |
| Learning and Support Teacher(s) | 2.2 |
| Teacher Librarian | 1 |
| School Administration & Support Staff | 16.48 |
| Other Positions | 4.9 |

*Full Time Equivalent

The teaching staff comprised of new scheme and experienced teachers who were supported by an administrative team, learning support officers, community liaison officers, a farm assistant and a general assistant.

Hunter River High School has five members of staff who are Aboriginal.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 22 |

Professional learning and teacher accreditation

Significant professional learning was undertaken by staff at Hunter River High School in 2016. Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogue and led to all teachers actively developing a PDP to improve their own performance. Staff were able to be involved in the school's Lesson Study Program based on the Quality Teaching Framework, whereby observation of practice and feedback is provided by a colleague teacher. A strong

focus has remained around the explicit teaching of literacy and numeracy skills and assessment and reporting.

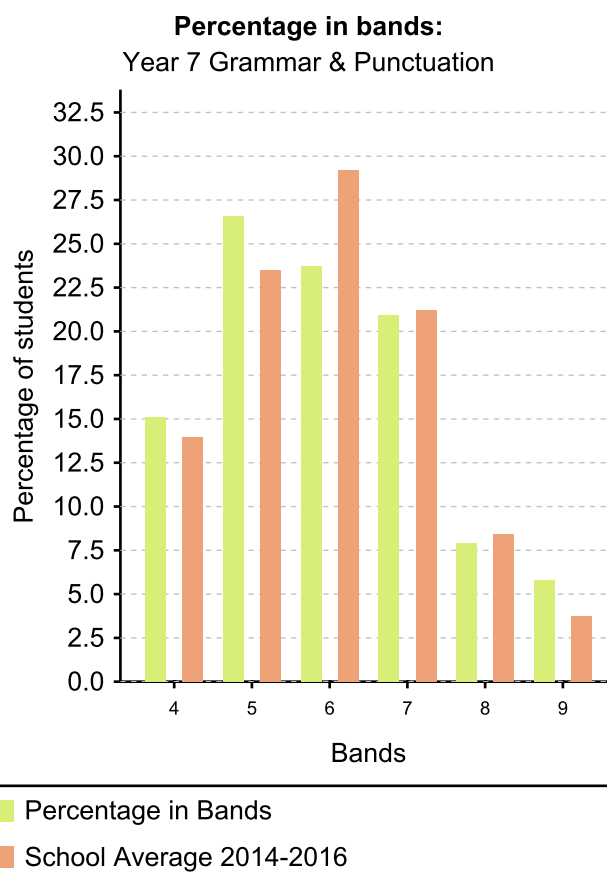
Twenty four teachers were maintaining accreditation at proficient level and one Executive staff member is seeking accreditation at Lead level.

School performance

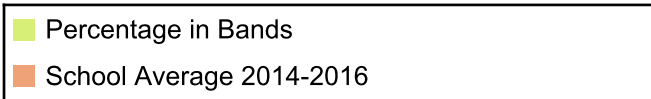
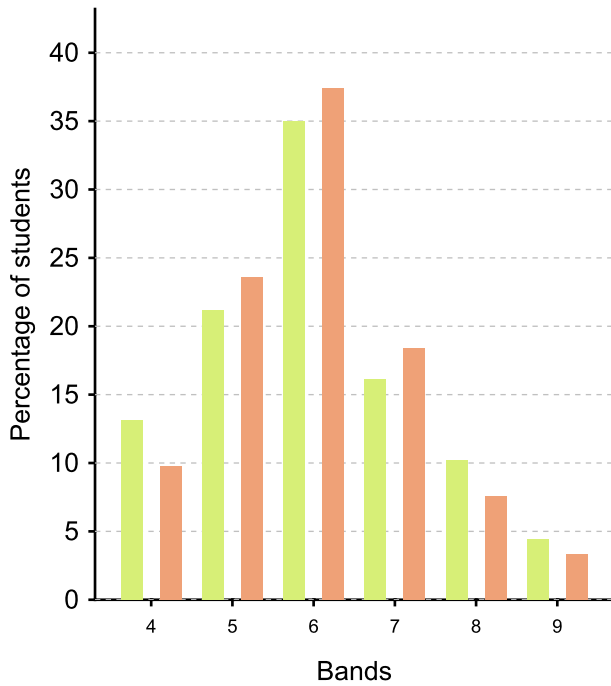
NAPLAN

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

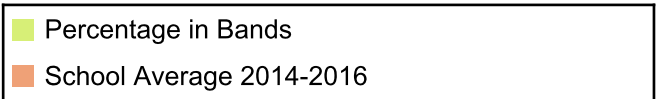
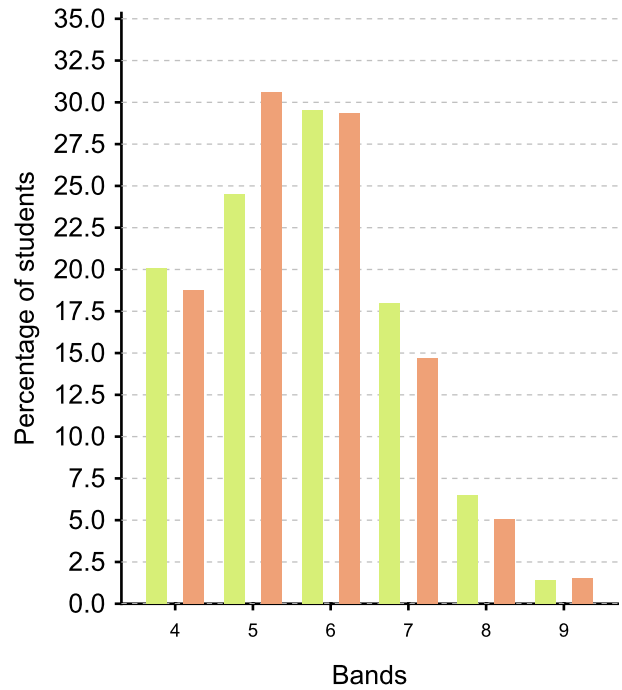
Year 7 NAPLAN results show an increase of students in the top two bands in Reading and in Bands 7 and 8 in Writing. Year 9 students have shown an improvement over the last 5 years in Writing, Reading and Grammar & Punctuation.



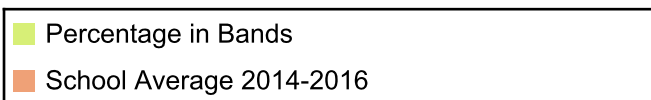
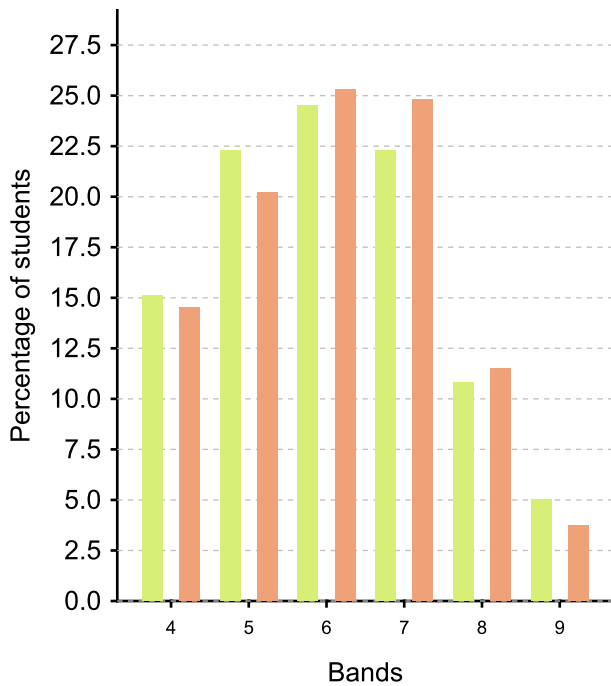
Percentage in bands:
Year 7 Reading



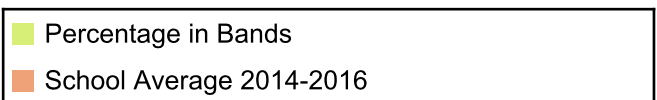
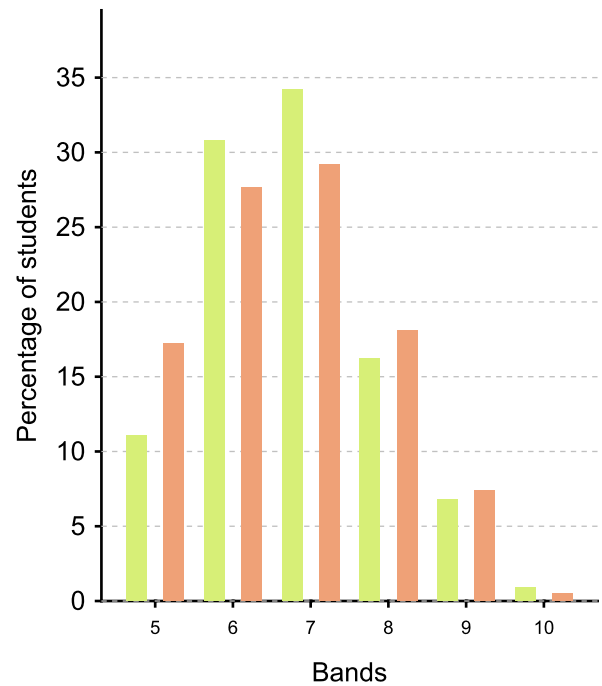
Percentage in bands:
Year 7 Writing



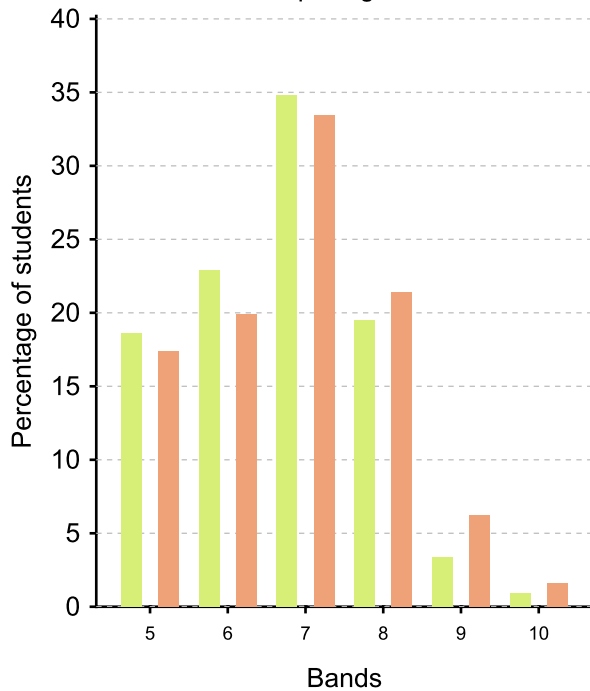
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Reading



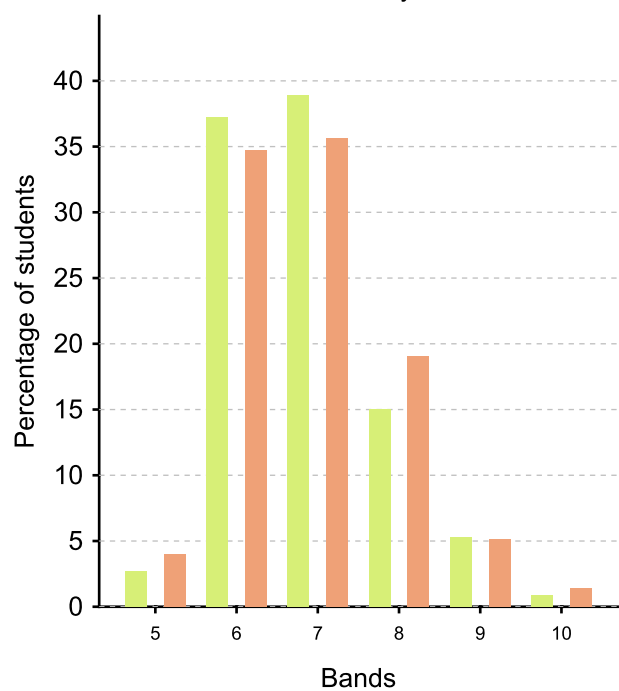
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

Year 9 NAPLAN results in Numeracy shown positive growth in Data, Measurement, Space and Geometry as well as Number, Patterns and Algebra.

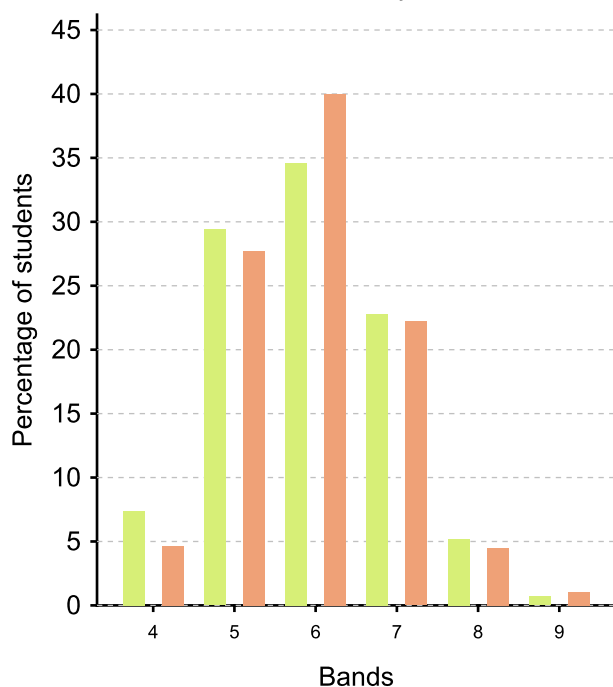
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

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 7 Numeracy



Percentage in Bands
School Average 2014-2016

The percentage of Year 7 students in the top two bands has increased in Reading, Writing and Spelling and has remained consistent for Grammar & Punctuation and Numeracy.

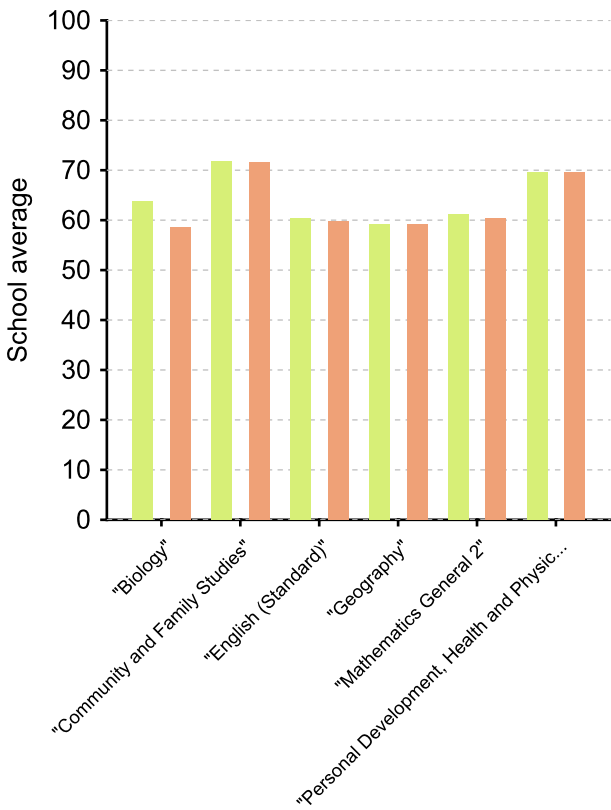
The percentage of Year 9 students in the top two bands has increased in Writing and remained consistent in Reading, Grammar & Punctuation and Numeracy and has slightly decreased in Spelling.

The percentage of Year 7 Aboriginal students in the top two bands increased in Spelling and Grammar & Punctuation and Data, Measurement, Space and Geometry. Reading has remained consistent and there were no Year 7 Aboriginal students in the top two bands for Writing and Number, Patterns and Algebra.

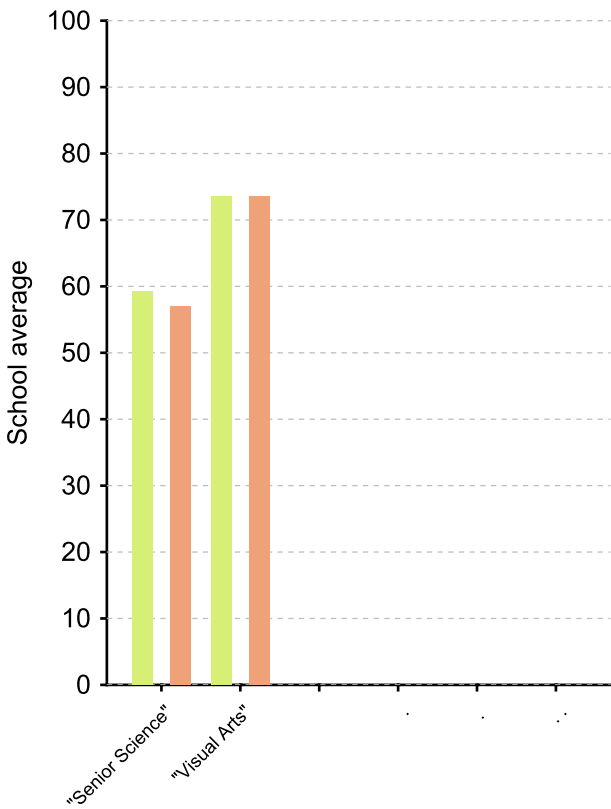
The number of students in the top two bands in Year 9 increased in Grammar and Punctuation, remained consistent in Reading, Spelling and Data, Measurement, Space and Geometry and there were no Year 9 Aboriginal students in the top two bands in Writing or Number, Patterns and Algebra.

Higher School Certificate (HSC)

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



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016

Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. The was a significant increase of achievements at Bands 5 and 6 in 2016.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) student, parent and staff surveys. Their responses are presented below:

- Parents feel welcome when they visit the school and feel well informed about their child's learning.
- Parents believe the school supports learning and positive behaviour and that it is inclusive of the learning needs of all students.
- 93.7% of parents surveyed, indicated that they would recommend Hunter River High School to the parents of primary school students.
- A significant number of students feel that have a positive learning climate, with staff who have high expectations for all students to succeed and that there are positive teacher-student relations.
- Students believe that learning time is used effectively with with important concepts taught well and classroom time is used efficiently.
- A high proportion of students indicate that classes have an appropriate level of relevance and rigour whereby classroom instruction is well-organised with a clear purpose and with immediate and appropriate feedback that helps them to learn.
- Teacher feedback indicates a culture of high expectations for all students with clearly stated learning goals for each class.
- Staff provide challenging and visible learning goals for students, plan quality learning opportunities, provide quality feedback and support students to overcome obstacles to achieving their learning goals.

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has seen Hunter River High School target resources and professional learning to promote the inclusion of Aboriginal perspectives and content across KLAS. Staff trained in Stronger Smarter Leadership and participated in Connecting to Country learning provided by the Youyoong AECG.

Funding from Norta Norta, Aboriginal background and Low Socio-economic were allocated to support students as required. Focus is given to increase literacy and numeracy outcomes and to enhance retention and engagement through the development and integration of indigenous perspectives across the curriculum. Programs to assist with deepened knowledge and engagement include Gathang language classes, Boys and Girls Groups, Aboriginal Studies elective, Milba Djunga Numeracy program and an outdoor learning area.

All Aboriginal and Torres Strait Islander students are supported through the Cultural Room and it's staff through the development of Personalised Learning Plans to target the individual needs of each Aboriginal student.

All formal meetings, assemblies and functions acknowledge the traditional custodians of the land, the Worimi people and pay respect to the elders past, present and future for they hold the memories, the traditions, the culture and the hopes of Aboriginal Australia.

Multicultural and anti-racism education

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through the celebration of days such as Harmony Day. The day involved activities about inclusiveness, respect and a sense of belonging for everyone. It was a day for all students to embrace cultural diversity and to share what we have in common. The central message for Harmony Day was that 'everyone belongs', reinforcing the importance of inclusiveness to all students.

Multicultural education is a whole school process that prepares students for their roles and responsibilities in an interdependent world. It places students at the centre of all school practices that promote multiple perspectives and an appreciation of cultural and linguistic diversity within a democratic society.

Students from language backgrounds other than English, both those born in Australia and overseas, comprise a small percentage of students enrolled at Hunter River High School. Our students bring with them a range of cultural and religious traditions.