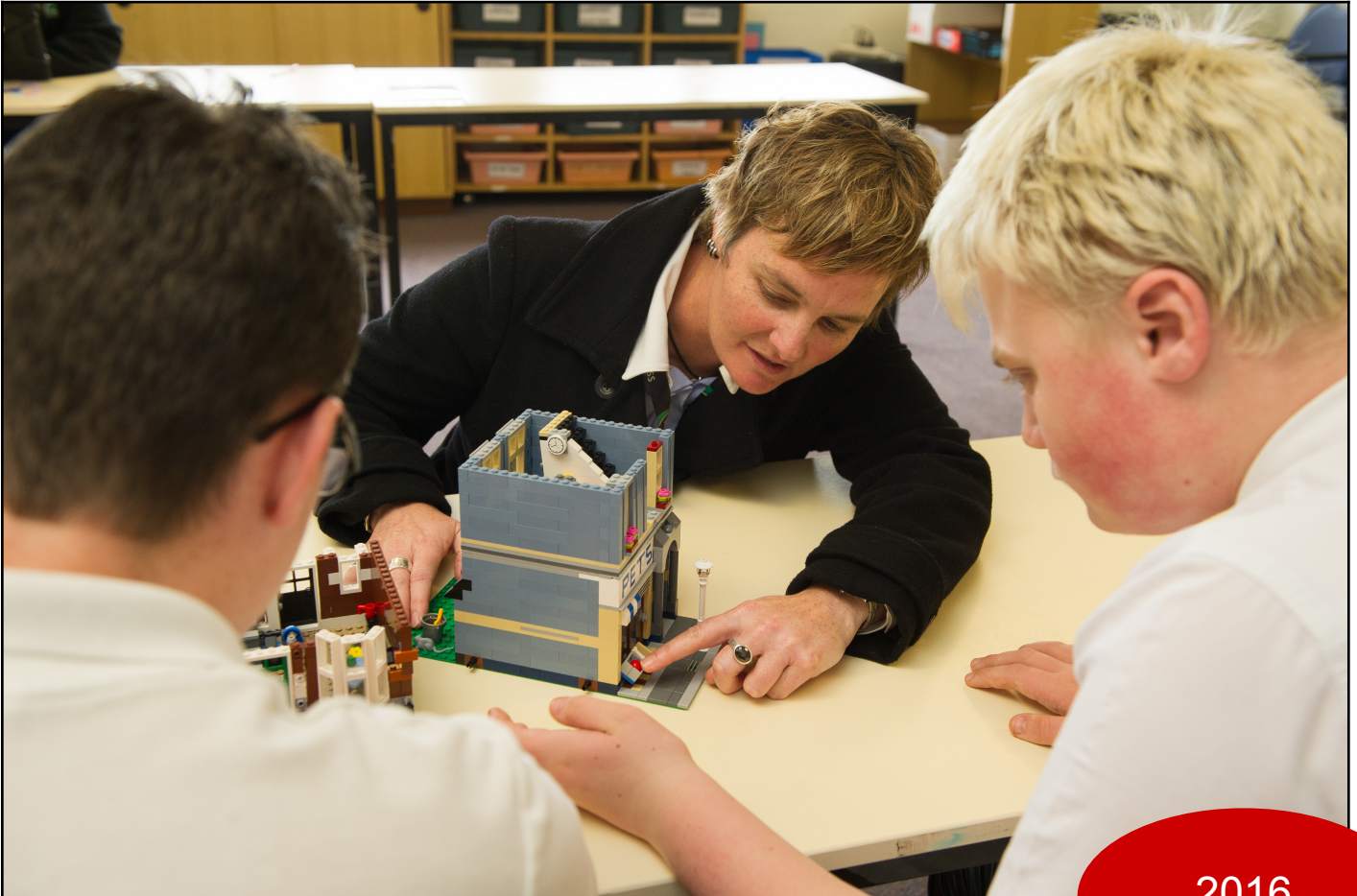


Hunter Sports High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Hunter Sports 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.

Ms Rachel Byrne

Principal

School contact details

Hunter Sports High School

Pacific Hwy

Gateshead, 2290

www.hunterspt-h.schools.nsw.edu.au

hunterspt-h.school@det.nsw.edu.au

4943 5755

Message from the school community

2016 has yet again been an exciting and busy year for our P & C committee. In February of this year the annual general meeting was held and our former President Kelly Sutton stepped down as family and work commitments meant that she was unable to continue with the fantastic work that she has done over the last couple of years. As a committee we are extremely grateful for all the hard work that Kelly has done and on behalf of the P & C I thank her sincerely for her dedication to the P & C Committee. At this meeting Jenni Whitehead took over the position of Treasurer and I moved into the position of President.

We started the year with a new canteen supervisor, Melanie Hall. Mel went straight to work transforming our canteen menu by including more fresh and healthy options and some daily specials. These changes seem to have been well received by both students and staff which has meant that the canteen has been nice and busy.

The canteen is the major fundraiser of the P & C committee with funds raised being put back into the school for the benefit of all students of Hunter Sports High School. This year our fundraising activities were boosted with a Trivia Night held in July and again the Diana Ferrari fundraising night at their Kotara store. The show of support from HSHS staff for the trivia night was fantastic with the Science department taking out the trivia night title and almost \$3000 raised on the night. The other major fundraiser was the Diana Ferrari night where the shop opened after hours to allow us to shop till we dropped. They then donated part of those sales back to the P & C committee to the amount of just over \$1,000.

The P & C committee this year have donated back to the school and the students for the following:

- New shirts for the band
- Musical instruments for the music department
- Prizes to the school Art Competition which were awarded at the recent school presentation day
- We have also agreed to support the school in the purchase of some new sporting equipment and sheltered seating for the school grounds in the new year.

These things would not be possible without the hard work and dedication of the committee and our volunteers. So if you have some spare time please come along to our P & C meetings which are held on the first Tuesday of each month from 6pm to 7pm. We also would love anyone that has some time (even if only an hour or two every now and then) to help Mel and Donna in the canteen. Your help makes it possible for us to help the students of Hunter Sports High School.

School background

School vision statement

We are a diverse learning community, which encourages individuality and excellence, in a supportive environment that fosters respect, responsibility and success.

At Hunter Sports High School our goal is to provide a challenging and broad learning environment, balancing academic excellence and sporting achievement. Our aim is to do this through high expectations and community collaboration.

School context

Hunter Sports High School is a partially selective public high school with 780 students. Enrolments include students from the local drawing area of Windale, Gateshead, Gateshead West and Mount Hutton (420 students), as well as students selected to participate in the Talented Sports Program coming from the local area, the Central Coast, Hunter Valley, Port Stephens and beyond (380 students).

As a diverse community high school we cater to a wide variety of demographics and student needs. We have a Family Occupation and Education Index (FOEI) of 142 with 54% of students in the lowest socio-economic status quartile and a support unit of three classes (34 students) catering for students with both mild and moderate intellectual disabilities.

The school offers students a broad and personalised academic curriculum delivered by a committed staff focused on innovative, quality teaching practices. Our key programs underpin our commitment to providing exemplary educational outcomes for every student.

Talented Sports Program: We have 21 internal (teachers) and 31 external coaches delivering high quality sports programs in 14 talented sports which consistently produces regional, state, Australian and international representatives. In 2015, three teams were state champions and 14 students were Australian representatives. 34% of staff are accredited sports coaches including 3 at a national level.

Aboriginal Education: With 22% of students from Aboriginal or Torres Strait Islander background, the school enjoys a strong reputation for providing a supportive environment and a close partnership with the local Minimbah Aboriginal Educational Group has enhanced our inclusive programs in Aboriginal culture.

Big Picture Academy: We have 70 students in advisories established in years 8, 9, 10 & 11 which offer personalised school to work learning for students delivered by staff and

mentors in our Learning through Internship Program. We offer a Compacted Curriculum for students completing their HSC in year 11.

Vocational Education: We offer an extensive range of vocational education courses and school based apprenticeships for 40% of students in years 10, 11 & 12.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework 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 in the domain of Learning the schools self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of; Collaborative Practice the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Leading the schools self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation 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

Quality Classrooms

Purpose

To build a culture of teaching and learning that has high expectations. To enable teachers to develop and implement quality and innovative curriculum and assessment practices through the sharing of expertise, reflective processes, supportive systems and inspired leadership. To enable students to think deeply, be innovative and reflective and be respectful, responsible, successful learners.

Overall summary of progress

In 2016, Hunter Sports High School provided many opportunities for individual students to achieve success. We have programs to support students with learning needs (Support Unit and Hunter classes), we deliver programs to support Gifted and Talented students in Targeted Sports and the Enrichment classes in Years 7–9, students who are independent workers are supported in our big Picture program and our mainstream students are catered for in all faculties as evidenced by programs which details differentiation activities and extension activities for students. Our alliances with the Waiyarang Community of schools TAFE, Private RTO's and Newcastle University clearly demonstrates that curriculum provision is enhanced by learning alliances with other schools and organisations. Our initiation of the Hunter class and enrichment class structure show that there are programs and processes to identify and address students learning needs.

Our Performance Development Framework process for staff professional learning is well established with each staff member meeting with their direct supervisor to discuss professional goals. All goals are aligned to the Australian Teaching Standards and provide the basis for teacher accreditation. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain school wide improvement in teaching practice and student outcomes. Experienced teachers mentor beginning teachers through regular professional learning, faculty meetings, Budgeted external TPL and staff development days. Faculty Head Teachers are responsible for each of their permanent and temporary staff in the implementation of Professional Development Plans. Each faculty Head Teacher is monitored by a member of the senior executive and the senior executive are directly monitored by the Principal. Data collected via the PDP process drives the professional learning agenda for the following year. As a result we are able to direct professional learning towards staff interest in line with whole school goals and targets.

In 2016, we implemented an ALERT literacy program. ALERT is a multisensory program, focusing on kinaesthetic, listening and speaking elements of learning. Because of this, all student learning needs are catered for. The program has been implemented in a variety of other schools, both primary and secondary, with outstanding results.

We have had several staff trained to deliver the ALERT program to students by Sharon Bramble the creator of the ALERT Literacy Program. This program is being implemented to students in Year 7–10, in both mainstream and the Support unit. Aboriginal and Torres Strait Islander students have also had a strong focus on ALERT literacy. With all students receiving additional sessions to develop their literacy skills.

We have improved our process for Assessment and Reporting through the implementation of different templates for a variety of academic pathways offered at Hunter Sports High School. In these templates there are different performance measures for example VET being competency based, mainstream classes are outcome based, Targeted Sports programs and Big Picture are skills based student performance measures. These reports include descriptions of students areas of strength and areas for growth and data is collected as evidenced by Hunter Class grades to inform future curriculum planning. Reports are issued each semester and we are clearly able to demonstrate that parents are updated on progress of their children.

We are in our second year of implementation of Positive Behaviour for Learning and the consistent and explicit teaching of expected behaviours that has effectively created a teaching and learning environment that reflects a positive learning environment. We have furthered developed our schools reward system with the implementation of a three tiered commendation system has been successful in recognising significant success in terms of academic, sporting and social achievement with students aspiring from bronze to gold achievement. Positive behaviour is also recognized through Star Awards which are achieved through displaying the school values of respect, responsibility and success. Star Awards are recognized at weekly assemblies when they are used in a draw for prizes. Students have been very responsive to the rewards system with 68.9% of students aiming to achieve commendations and 96.7% of teachers using Star Awards and commendations on a regular basis to reward positive behaviour and recognise success. Our PBL student survey data indicates that 20% of students believe that PBL lessons are very effective in teaching students how to behave in certain areas of the school and 76.7% believe that they are somewhat effective.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student attendance	2016 we have seen an overall increase in student attendance of 2.8%. This is the first increase in attendance we have seen in the past 3 years. We have made a significant impact on the attendance data of our senior students. Year 10 attendance data increased 3.5%, year 11 increased by 13.3% and Year 12 by 6.3%.	PBL – \$31 000 Big Picture – \$55 000 Administration – \$18 000 Technology – \$30 000
Increase of students in top 3 bands of NAPLAN for Literacy (writing)	2016 we saw an increase of 2% of the number of students in the top 3 bands for writing in year 9. We have 14.1% students in the top 3 bands for writing In year 7, we have seen an increase of 5.2% in the top 3 bands for writing in NAPLAN. We have 17.1% of students in the top 3 bands.	Contemporary Learning resources – \$25 000 LAST – \$56 000

Next Steps

The next three years will see a significant focus on the school redevelopment. The school will be completely rebuilt over a couple of stages. The first of the demolition work will begin in April 2017. The school will have a number of systems and processes in place to ensure we minimise the disruption to teaching and learning as much as possible throughout the construction phase. We will have a strong Work, Health and safety focus and staff and student wellbeing focus to ensure the safety and wellbeing of all members of the community.

To succeed in the future, our students will require research, problem-solving and critical thinking skills. They will need to be able to work independently and together with groups of other students. The spaces our children learn in have to be more flexible with the innovative integration of new technology and better opportunities for student/teacher collaboration.

The changes that have occurred in education require new and innovative design responses to rethink how schools work, how teachers teach, and how students learn.

The Deputy Principal responsible for Quality Teaching will provide consultative and supportive leadership for staff and students. To ensure quality teaching and learning that is innovative and future focused in preparation for new teaching and learning environments when the redevelopment of Hunter Sports High school is complete by early 2019.

The design of the new school buildings will feature the latest technology and innovative classroom design to ensure students are learning in the best possible environments. Built to prepare students for the opportunities and challenges of tomorrow, it will feature new flexible learning spaces so students can work on group and individual projects that require research, problem-solving and critical thinking. The learning spaces will allow for differentiated teaching to respond to the personalised needs of each student. Learning and Teaching: Learning and Teaching is deeply engaging and academically rigorous, developing the skills, knowledge and qualities students need. Three key focus areas are:

- Technology: Technology is integrated in meaningful ways to empower students to collaborate, create and share their learning.
- Re-Thinking Assessment: Assessment utilises a range of effective strategies to collect evidence in the learning community in an on-going process.
- Innovative Learning Spaces: Learning spaces support the implementation of high quality learning experiences for all students.

Strategic Direction 2

Personalised Learning

Purpose

To promote a culture of equity and excellence that enhances engagement and fosters wellbeing. To provide a wide variety of experiences and opportunities and support structures that allow for staff and students to build on their areas of strengths, talent and interest and to fulfil the diverse capabilities of each member of our school community.

Overall summary of progress

At Hunter Sports High School, there is an ongoing commitment to support the needs of students and to encourage a positive, respectful learning environment where students have the opportunity to achieve to their potential. As well as the attendance meeting, well developed and current policies and programs address and monitor student learning needs. Individual learning support meetings and wellbeing meetings that involve the school counsellor, Deputy Principal, year advisor and learning and support teachers are used to support students, address and monitor learning needs, promote student wellbeing and ensure good conditions for learning. Further support is offered to students through availability of youth workers who offer social and personal support to students. Our success in this area is demonstrated from the Tell It From Me Surveys which clearly shows that we are above state average with regard to student engagement (6%), interest and motivation (5%) as well as effort (3%). All of these factors give a clear indication that we are supporting students effectively in this area through well developed policies and programs that address student learning needs

In 2016, an attendance review was undertaken resulting in an initiative to improve levels of attendance across the school. Additionally, an Attendance Officer now directly monitors student attendance and conducts regular meetings with Year Advisors, Deputy Principals and other key support staff to proactively address attendance issues.

Along with the attendance meetings, Individual Learning Plans demonstrate how we meet the needs of a students cognitive needs through school based testing and an analysis of a students physical, social and emotional needs. The plan gives teachers direct strategies to differentiate learning and support a student learn and grow holistically. Additionally, Hunter Sports High School has a strong wellbeing and learning support team that delivers a comprehensive program of initiatives to support student needs. Our Wellbeing Program is an example of the school's ability to effectively support the needs of students. The depth of programs offered in 2016 ensures that we address all needs of students to achieve to their potential at school. Our school's ability to cater for the needs of students is further displayed with reference to the Year 11 Retention Rates. Hunter Sports has been effective in successfully catering for the needs of students in Stage 6 and this is displayed by the increase in retention for 2016 from 2015 by 17%.

Total VET qualification numbers have decreased since 2013 –due to decrease in TAFE applications and availability. Expansion of school VET delivery profile by adding retail and FSK courses to support student learning –graph in my Google docs (VET Qualifications). The school continues to work closely within the community to develop partnerships with local vocational education providers, local businesses, tertiary institutions, Sports High School Association and state and national sporting bodies to provide viable pathways for our students.

TPL Data indicates \$74,600 spent in 2016 to support Teacher TPL. 42 individual staff members accessed TPL with 26 of those on multiple occasions. Training was provided to 8 casual and temporary teachers to support teachers and youth workers. Some of these courses were curriculum training courses, Quality teaching rounds, network days, STEM conferences, HSC study days, wellbeing, supporting new syllabus changes, assessment and reporting networks, career development VET and ALERT training. All training is either aligned to Personal development plans or faculty management plans.

The Waiyarang Community of schools worked together on implementing Creative and Critical Thinking tools into classroom practice and during the year they have been embedded into faculty programs. Across the community of schools there will be a greater use and understanding from both staff and students in how to utilise these tools to increase student engagement and lift student learning outcomes.

Learning adjustments continue to be made with the 'E' and 'Hunter' class structure providing relevant curriculum for our students. Targeted support from Minimbah staff and extra teaching aid support for student in Hunter stream classes to enhance their individual learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in number of students below National Minimum Standard (NMS) in NAPLAN literacy	<p>In 2016 the school reduced the number of students in Year 7 below National Minimum standards in the areas of writing by 12%, spelling by 1% and grammar by 4%. We saw an increase of students in reading by 2%.</p> <p>In 2016 the school reduced the number of students in Year 9 below National Minimum standards in the areas of Reading by 6%, writing by 10% and Grammar by 3%. We saw an increase in spelling by 4%.</p>	<p>Deputy Principal – \$155 000</p> <p>Youth Workers – \$63 000</p> <p>Youth Programs – \$13 000</p>
Increased ATSI student attendance	2016 saw a significant increase in the attendance of senior Aboriginal students. Year 11 increased 1.5% and year 12 saw an increase in attendance of 2.8%. We saw an overall decrease in year 7 – 10 Aboriginal student attendance of 1.5%.	<p>Attendance Officer – \$56 000</p> <p>Minimbah Team SLSO – \$38 000</p> <p>Teaching and Learning resources – \$37 000</p> <p>Aboriginal Support Programs – \$30 000</p>

Next Steps

Future directions for 2017 to ensure the 3–year plan is on track:

- Stage 6 N Award committee to meet twice each term to identify and support students at risk. Regular learning and support team meetings with these students to individually plan future learning.
- Attendance officer convenes fortnightly attendance meetings in consultation with home school liaison officer, relevant deputy principal and Aboriginal support staff.
- ALERT literacy strategy to be implemented across stage 4 commencing in 2017 with a focus on grammar and comprehension.
- Exit data to be used to reduce the numbers of students leaving school without identifiable pathways and implement the services of support networks for example employment plus to individually work with students to ensure their future prospects are enhanced.
- Whole school approach to personal development plans where regular career counselling will provide direction for all staff. Individual plans will align toward future TPL in line with school strategic directions.

Strategic Direction 3

Collaborative Community Partnerships

Purpose

We are committed to connecting with communities and creating strong positive partnerships that bring mutual benefits to maximise student achievement. As part of the Waiyarang Community of Schools, we are committed to the sharing of expertise and resources for the benefit of all our students and stakeholders. We share community aspirations and as public schools we are focused on providing the best education opportunities for responsible citizenship and student success.

Overall summary of progress

In 2016, we had a number of whole school events that engaged our school community. Aboriginal and Torres Strait Islander parents and carers met up to twice per term to discuss programs and opportunities to enhance the learning experience of all ATSI students. These community forums were always well attended with many positive outcomes such as the planning for the Invention Circle, implementation of MGoals and ways to use PLP's more effectively. They also assisted into the direction of whole school celebrations and our Minimbah Celebration Evening that was attended by over 200 members of the community to celebrate ATSI student success. Another example of a new initiative where our school connected to our community was our Bring Your Own Device Information Evenings for its 2017 implementation. These events contained information for all stakeholders as well as demonstration sessions for our Enrichment class students in Year 7, 8 and 9 for 2017 as well as their parents and carers.

Our Transition calendar continued to be full in 2016 where students from our partner primary schools within the Waiyarang Community of Schools participated in a range of workshops and opportunities. These included our Stage 5 and 6 Sport Coaching students hosting the Waiyarang CoS Cross Country Carnival, our Maths, Science, HSIE and Big Picture faculties hosting workshops for Stage 3 students to participate in and our Minimbah Dance Group performing and running workshops within partner primary schools.

Our School Promotions Officer continued to engage all prospective student Talented Sports Program trialists through our website, Facebook and promotional material. This promotion saw a 32.2% increase in TSP trialists for Year 7 in 2016 for 2017. Facebook continues to be a prominent school promotional tool as some posts in 2016 reached up to 40,000 members of our local and online communities. This platform along with our website contains all relevant information for our stakeholders to access as well the promotion of student achievement.

The NSW Sports High School Association has created significant connections with state and national sporting bodies. In 2016, our school was selected as an Associate High Performing School with Cricket NSW and has created strong links with Hockey NSW. These partnerships will ensure the quality of program delivered and an update to facilities, coaching and holistic development. We continued our strong relationships with the ARU and Newcastle Knights. In Term 3, the NSW Sports High Schools Association was launched at the Sydney Cricket Ground. This event was hosted by Jim Wilson from Channel 7 and included support from National and State sporting bodies including Football, Rugby Union, Hockey, Basketball, Cricket. These sporting bodies recognise the quality of program our school and the other 6 sports high schools offer to our student athlete and are promoting our programs within their individual sport high performance pathways.

In 2016, the partnership between Newcastle University and our school brought many benefits to student outcomes within our Talented Sports Program. This partnership employed a PhD student with an exercise science focus that shifted the way we complete fitness and skills testing, the monitoring of student wellbeing and workloads through Kinetic Athlete Smartphone App and the implementation of a pre-rehabilitation program across all 14 sports for all students. Our Academic Mentors continued in the Talented Sports Program where they conducted weekly review meetings with students to ensure they were meeting their academic, wellbeing and behavioural expectations and balancing this with their commitments within elite sport outside of school. The outcome of this initiative saw students continue to develop as holistically within a supportive environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased engagement of school website and Facebook pages.	We saw a 22% increase in the number of Facebook page likes. Our website had a total of 343% increase of home page views.	School promotions officer – \$18 000 School Promotional resources – \$18 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in Yr. 7 TSP applications	There was a 6.6% (2015>2016) increase in Year 7 TSP applications.	TSP enrichment program (University links) – \$17 000 Community engagement programs – \$5 000

Next Steps

- Continue to build strong connections with local, regional, state and national sporting bodies through involvement in NSW Sports High School Association
- NSW Sports High School Association Fox Sports Documentary to be aired in Term 2, 2017. Our school will then couple our specific school promotion strategy to compliment these approaches.
- Continuation of links built with partner primary schools through the creation of pedagogy that is inclusive of the Critical Thinking Skills Framework and Project Based Learning Opportunities across stages and KLA's.
- Academic Mentors continue to work with TSP students to support balance between school and elite sport as well track student assessment task and N Warning data.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	2016 has continued to provide significant opportunities for our indigenous students. Our Aboriginal Education Officer – (AEO) Shaun Skuthorpe, coordinates the support of our Aboriginal students with our Minimbah team . Personalised Learning Plans and student profiles have been written for all Aboriginal students to create outcomes and goals to promote student learning, retention, engagement and success. In addition, staff continue ongoing professional learning and implementation of Aboriginal perspectives across key learning areas. We have a strong Aboriginal education team that includes staff from all Key Learning Areas.	Aboriginal Education Worker – \$61 000 Aboriginal Wellbeing programs – \$20 000 Community engagement \$13 000 Aboriginal SLSO's – \$54 000
Low level adjustment for disability	The school supported the Nationally Consistent Collection of Data (NCCD) and this created opportunities for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students in their classes. We employed an addition 0.5 Learning and Support Teacher to support teachers with the differentiating of curriculum. Additional SLSO's were also employed to support our new Hunter Class structure which was implemented to support students with additional learning needs. Adjustments in all subjects explicitly address the specific needs of students with disabilities and student participation and engagement in lessons has increased.	SLSO's – \$78 000
Socio-economic background	This funding has supported additional staff (LaST teachers, Deputy Principal, High Performance manager for our Sports programs and our Youth workers. Significant programs including our Youth Centre, , ALERT literacy, Positive Behaviour for Learning (PBL), Attendance officer, Homework Centre and Big Picture education. Increase opportunities for integrating ICT in learning including implementation of a BYOD program. Students from low socio- economic families received additional financial support to ensure equity in education opportunity – uniforms, school fees, excursions and camp costs. This resulted in higher levels of engagement. Our Waiyarang Community of schools has expanded our Transition activities to include programs from Year 4 onwards to prepare students in their transition to High School.	LAST allocation – \$211 000 Wellbeing programs – \$33 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	510	483	456	452
Girls	301	293	291	292

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.8	91.1	88.2	88.7
8	85	87	86.6	85.2
9	84.2	81	84	82.6
10	80.5	78.9	77.6	81.1
11	85.5	80.9	72.3	85.6
12	84.4	85.1	82.1	88.4
All Years	85.1	83.9	82	84.8
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

In 2016 the school had a strong focus on student attendance. We have put new structures and processes in place to ensure more effective student attendance monitoring processes are in place. The school's wellbeing team is highly involved in promoting positive attendance and managing poor attendance. Our school attendance officer works closely with the executive team, year advisors, the HSLO and students and their families to ensure attendance is a priority. We have seen a significant increase in student attendance in the senior years. A proactive approach is taken to identify students whose attendance is causing concern and management strategies are put into place to support these students. In 2016 the school was allocated an Aboriginal Student liaison officer who worked closely with the Home School Liaison Officer (HSLO) and the Wellbeing team to monitor attendance data and interview students where attendance or

punctuality is a concern.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	9	17
Employment	0	16	28
TAFE entry	2	4	15
University Entry	0	2	20
Other	0	0	0
Unknown	0	5	20

Year 12 students undertaking vocational or trade training

In 2016, 24% of Year 11 students and 25% of our Year 12 students undertook a Vocational Education Course. The Vocational Education courses offered in 2016 included Sports Coaching, Metals and Engineering, Hospitality, Construction and Work Skills.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of our 2016 HSC cohort completed their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.08
Other Positions	3.5

*Full Time Equivalent

Hunter Sports High School has 4% of staff who identify

as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

Professional learning and teacher accreditation

In 2016, teaching and non-teaching staff participated in a large variety of professional learning opportunities. Data derived from staff PDP's indicated a strong focus was needed on technology, curriculum, leadership and wellbeing. 100% of staff completed mandatory compliance training in Anaphylaxis and Child Protection with all professional learning hours logged on MyPL.

Our whole school professional learning workshops had a strong focus on future focussed curriculum delivery and innovative learning spaces. These opportunities for staff to collaborate and plan for our future school design. In Term 4, Dan Haesler was engaged to present to all staff about the need to shift our curriculum delivery to engage the learner of today.

As a Community of Schools, 2016 saw the continued focus on implementing the Critical Thinking Skills Framework. Teachers from Hunter Sports HS had the opportunity to show evidence of this implementation in their KLA's but also share practice with primary school colleagues from Stage 3. The response to this was highly beneficial as it allowed high school teachers the opportunity to build a continuum of learning for students arriving in Stage 4,

Three times per term, staff participated in professional learning workshops where they had a choice to suit their individual needs. These workshops had strong technology focuses, differentiation and meeting the learning needs of all students.

The executive team participated in a planning conference where planning began for 2017. This include the reshaping of whole school assessment practices and policies, reviewing whole school programs and planning for shifts in pedagogical practices.

Accreditation

In 2016, Hunter Sports High School ensured the outcomes of the Great Teaching, Inspired Learning reform we met. 6 new staff to the school completed an induction program in Term 1 that ensured they were supported in their transition to teaching at our school. Last year saw 2 members of staff attained their

Proficient Accreditation. This process was supported by an in depth mentoring system for those staff that provided key feedback into the evidence and annotations detailed in their report. 2 members of staff continued to maintain their accreditation at Proficient after successfully completing their Maintenance Report and fulfilling mandatory professional learning requirements from BOSTES. To assist in the accumulation of professional learning hours for teaching requiring accreditation or maintaining accreditation, the school ensured all professional learning workshops were submitted on MyPL and were aligned to the Australian Professional Standards for Teachers.

To support teachers requiring accreditation, a meeting was held each term to support those staff in gathering evidence, understanding the Australian Professional Standards for Teachers and tailoring specific professional learning to support the needs of their Performance and Development Plan.

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

Financial information

This summary financial information covers funds for operating costs to December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 045 362.68
Global funds	577 526.68
Tied funds	1 223 877.71
School & community sources	637 989.54
Interest	23 090.89
Trust receipts	92 893.49
Canteen	0.00
Total income	3 600 740.99
Expenditure	
Teaching & learning	
Key learning areas	88 307.01
Excursions	77 261.08
Extracurricular dissections	417 468.15
Library	1 656.15
Training & development	16 521.58
Tied funds	1 424 138.25
Short term relief	118 437.68
Administration & office	206 178.19
School-operated canteen	0.00
Utilities	115 221.68
Maintenance	57 029.71
Trust accounts	46 975.46
Capital programs	255 912.00
Total expenditure	2 825 106.94
Balance carried forward	775 634.05

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

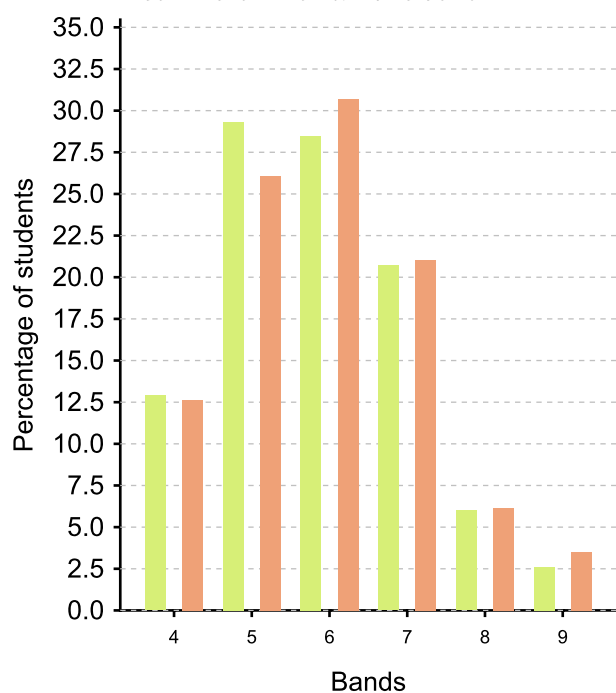
In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our Reading Trend data in NAPLAN in both years 7 and 9 indicates that we are achieving above similar school groups. 2016 saw a significant lift in Year 9 reading. Data analysis shows our Year 9 achievements in NAPLAN in comparison to our SSG's. In reading we are seeing a trend in shifting students out of the bottom bands and into the middle bands over the past 3 years. Whole school approaches have been embedded to enhance our students NAPLAN performance – these include ALERT Literacy, T4XC and Peel to support students extended responses, pedagogy and assessment professional learning to ensure our programs meet the needs of our students.

Where students are identified as requiring additional support, the Learning and Support Team adopt a number of resources to improve and support student learning outcomes and attainment. The introduction of enrichment classes in 2015 is aimed to support more students achieve in the higher 2 bands of NAPLAN by providing a differentiated curriculum that extend student learning and outcome attainment.

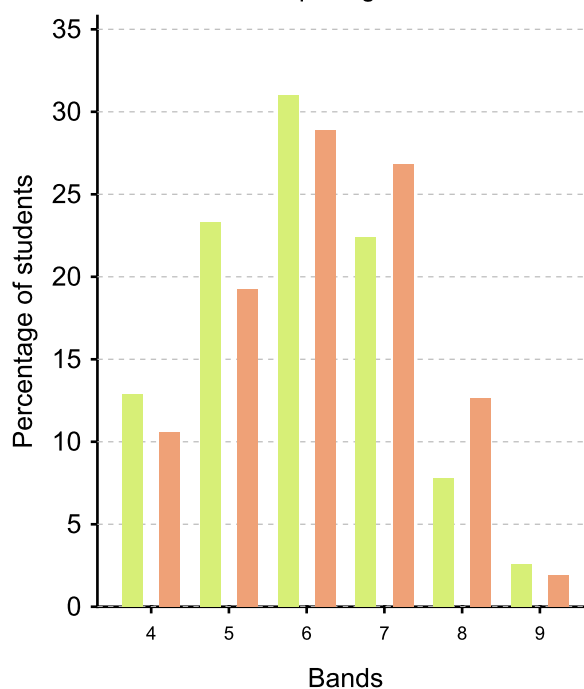
To strengthen our NAPLAN data for the future our school is currently implementing and planning to capture more broadly internal student performance data including pre and post testing and the development of strong formative assessment practices and project based learning opportunities across the school.

Percentage in bands:
Year 7 Grammar & Punctuation



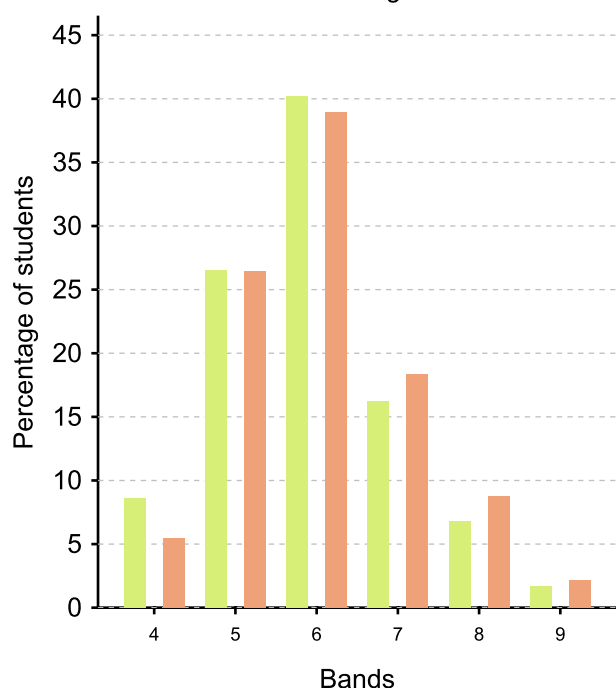
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Spelling



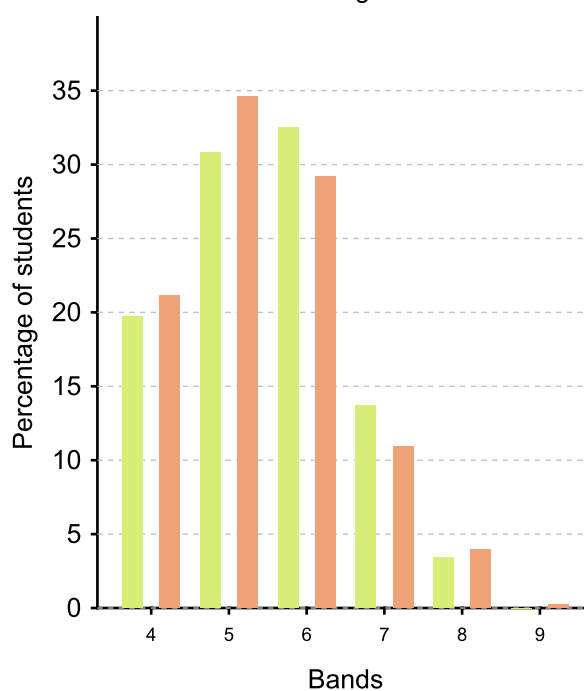
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Reading



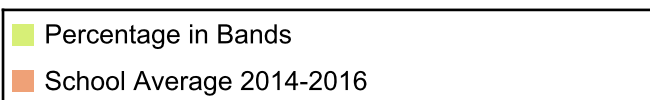
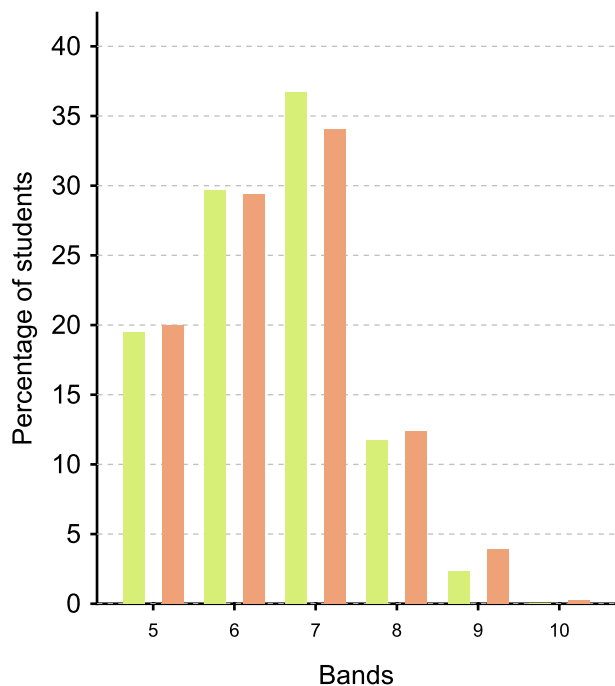
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing

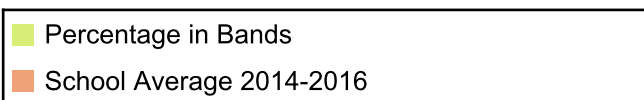
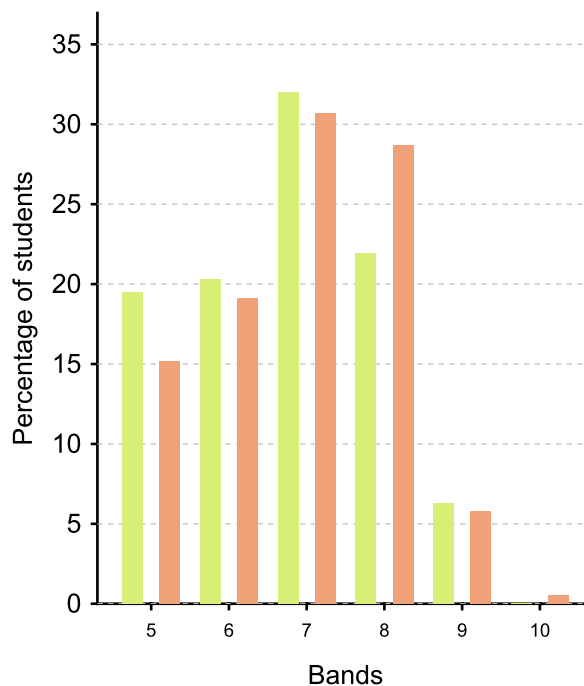


Percentage in Bands
School Average 2014-2016

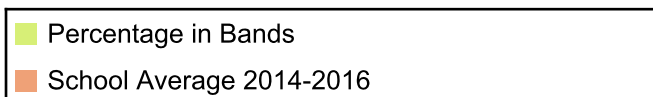
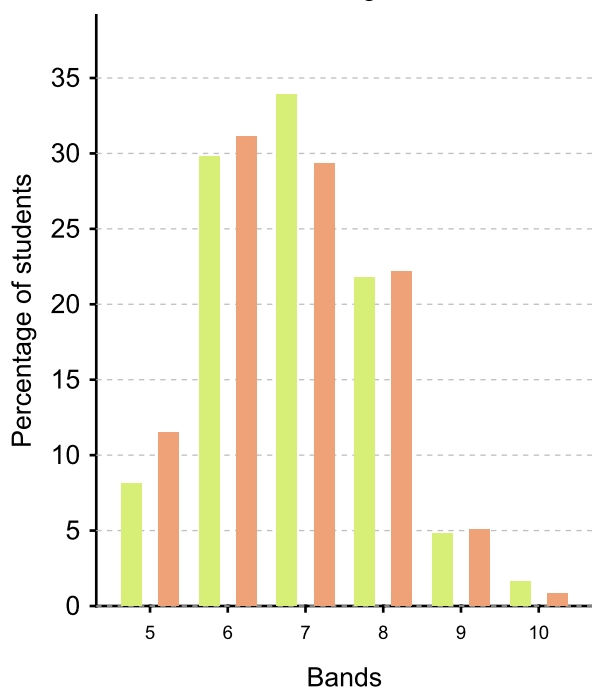
Percentage in bands:
Year 9 Grammar & Punctuation



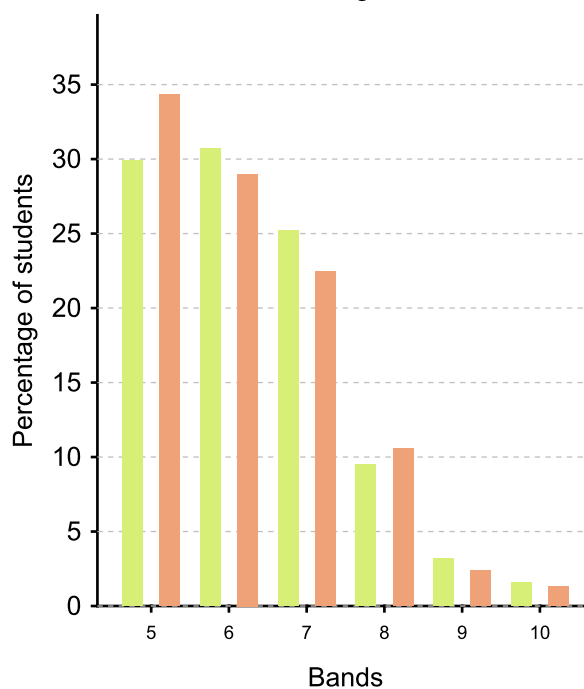
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

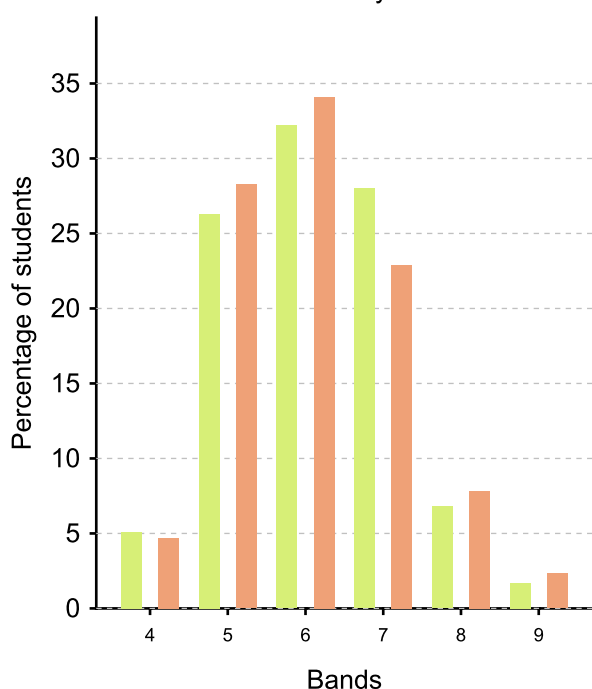


Percentage in bands:
Year 9 Writing



Our Numeracy data in NAPLAN in both years 7 and 9 indicates that we are achieving above similar school groups.. In numeracy we are seeing a trend in shifting students out of the bottom bands and into the middle bands over the past 3 years.

Percentage in bands:
Year 7 Numeracy

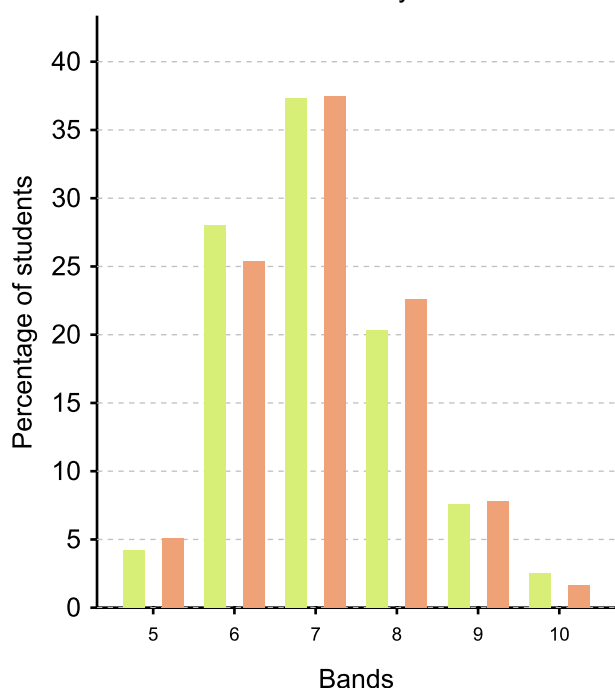


Percentage in Bands
School Average 2014-2016

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Our 2016 NAPLAN data analysis of Aboriginal students in the top two bands for reading is 6.7% in Year 7 and 4.3% in Year 9. For writing 4.3% of Year 9 Aboriginal students were in the top 2 bands.

Percentage in bands:
Year 9 Numeracy



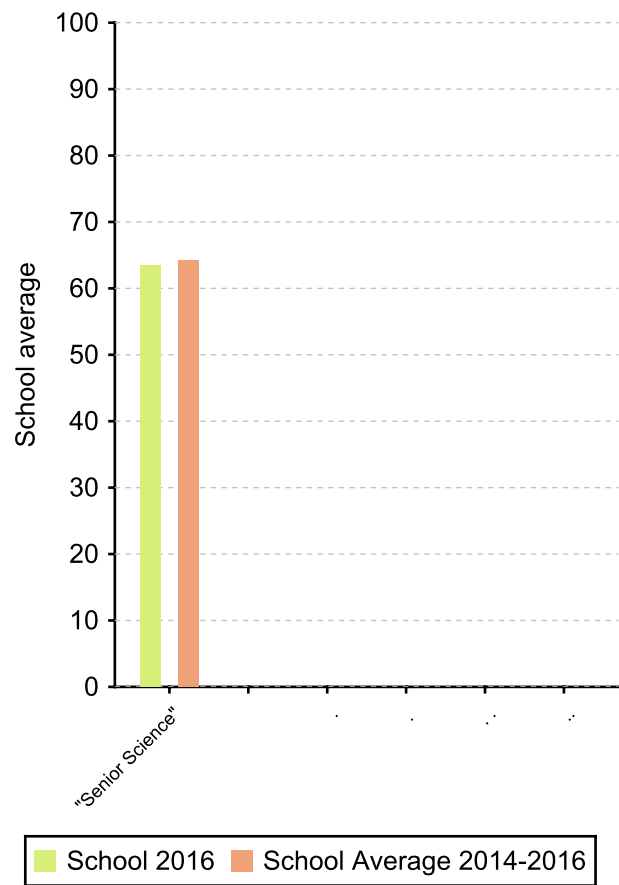
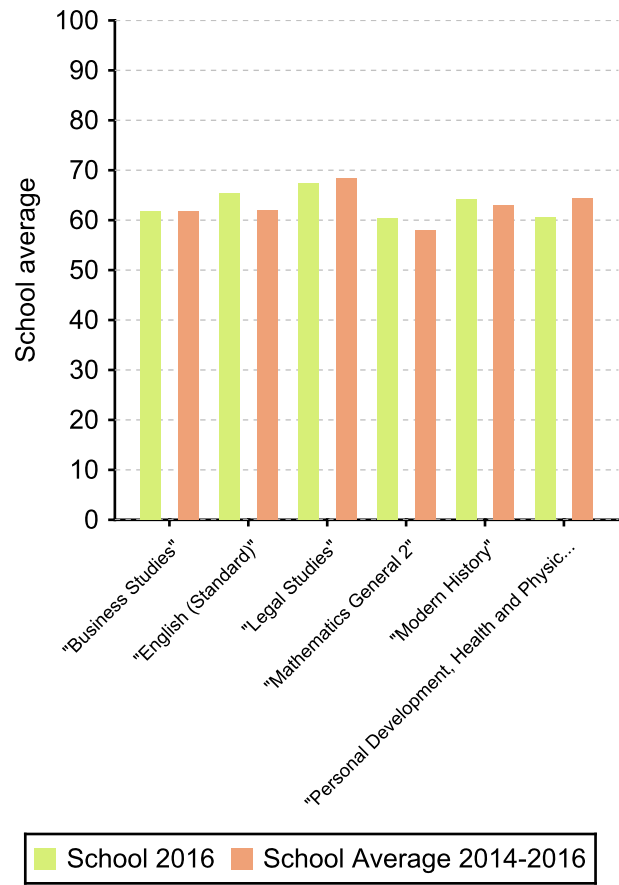
Percentage in Bands
School Average 2014-2016

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 data.

Higher School Certificate (HSC)

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

When we analyse our HSC band analysis data where we have more than 15 students in a class, we sit with more students in Bands 1 and 2 than our similar school groups. Our HSC Band Subject Band Trend data in 2016 demonstrates significant improvements are required compared to Similar School Groups and the State. Clear evidence shows that Head Teachers use and present the RAP to inform future faculty planning re HSC curriculum delivery where they demonstrate this analysis to modify assessment practices and map out a yearly plan to support students to improve on their performance for the HSC 2016 and beyond. Evidence demonstrates the process of Head Teachers sharing faculty priorities based on RAP Analysis and planning for future approaches to improve student learning outcomes.



Parent/caregiver, student, teacher satisfaction

responses indicate that Hunter Sports High School are above state average with regard to student engagement (6%), interest and motivation (5%) as well as effort (3%).

2016 Hunter Sports High School participated in surveys that sought the opinions of parents, students and teachers about the school.

The *Tell Them From Me parent* survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. In summary, key findings included:

- 20% more parents are using social media and the school newsletter to become better informed on our news and activities.
- Parents believe that the school is quite clear about the rules for positive behaviour and they feel that their children are safe while in school and on the way to school.
- Parents feel that we need to become more inclusive and create opportunities for students who have learning difficulties.
- Parents generally feel welcome at HSHS but would like to be more informed about their child's social and emotional development while at school.

The *Tell Them From Me student* survey were conducted in April 2016 and October 2016. This survey measures 38 indicators based on the most recent research on school and classroom effectiveness. The report provides highlights based on data from students in this school that participated in the survey. A summary of key finding from the teacher survey included:

66.7%of staff would not consider teaching in rural or remote NSW

64%of staff that took the survey have been teaching for 6 years or more.

51%of staff that took the survey supervised pre-service teachers.

63.6%of staff agreed or strongly agreed that morale amongst staff is good.

75.8%of staff agreed or strongly agreed that school leaders are leading improvement and change.

84.8%of staff agreed or strongly agreed that school leaders clearly communicate their strategic vision and values for our school.

The *Tell Them From Me student* survey measures 38 indicators based on the most recent research on school and classroom effectiveness. The report provides highlights based on data from students in this school that participated in the survey. Survey responses indicate that students believe that education will benefit them personally and economically, and will have a strong bearing on their future. Our student

Policy requirements

Aboriginal education

Hunter Sports High caters for 168 ATSI students representing 22% of the school population. Hunter Sports High in 2016 continued the strong tradition of raising awareness of and commemoration of significant dates on the ATSI calendar including: Anniversary of The Apology, Harmony Day, Reconciliation Week, NAIDOC Week and Sorry Day.

Staff members expanded their knowledge and understanding of Aboriginal Culture by engaging in Professional Learning opportunities such as: Stronger Smarter, Connecting to Country and Brospeak/Sistaspeak. Hunter Sports High was an active and willing participant in all local AECG meetings, and sought AECG representation in selection panels and major assemblies. In addition, Junior AECG meetings were regularly conducted, providing a strong voice for our ATSI students.

Importantly, in 2016 there were a number of opportunities for Parents and community members to engage with the school. Minimbah Parent and Community meetings were established, providing a valuable asset for our school community.

The Minimbah team of more than 20 staff actively worked through three major targets in 2014:

Personalised Learning Plans (PLP's) were strengthened providing further assistance to educational outcomes for our students. Emphasis was placed on increasing completion of plans and building stronger links between staff, students and the wider community. Strategies to improve school attendance were also strengthened and included individual tutoring assistance for Years 7 and 9. The *Norta Norta* program facilitated tutoring for Year 8 and 10 students whilst senior students were entitled to 3 hours tutoring per week.

The annual Minimbah Celebration Night –showcased ATSI student endeavour. Congratulations to our ATSI students for their dedication and commitment to their studies and to our major award winners including:

Outstanding Attendees Awards: *for 100% attendance in 2016*

Shayla Dwyer and Rikki Franklin

Community Service Award *(for participation in and promotion of Aboriginal culture within the school and wider community)*

Zoe Khan

Application to Learning Awards

Noah Abrahams (Year 7)

Calista Schueppenhauer–Wells (Year 9)

Academic Excellence Awards:

Year 8 – Jack Gillett–Faulkner

Year 10 – Jack Edwards

Year 11 – Kye Abrahams

Year 12 – Emily Davies

Big Picture – Lorien Saunders (Junior) and David Parsons(Senior)

Support Unit – Luke Dorman

Hunter Class – Lachlan Saunders

Fiona Clarke 'All Rounder' Award:

Tazmyne Luschwitz

Les Saxby Memorial Award *(for outstanding achievement in the arts)*

Gordon Griffiths

Female Sports person of the Year:

Emma Spinks

Male Sportsperson of the Year:

Floyd Tighe

Multicultural and anti-racism education

Hunter Sports High School is a culturally diverse community that promotes intercultural understanding and harmony. The school uses an anti-racism contact officer to actively eliminate all forms of racial discrimination.

During 2016, Hunter Sports High School Harmony Day was celebrated with a colour run and cultural food tasting, promoting the school's commitment to promote intercultural understanding and as a celebration of Australia's multicultural makeup.

Other school programs

Big Picture Education 2016

Hunter Sports High school saw three students accepted into the University of Newcastle at the end of 2016 by way of Big Picture Education Graduation Portfolios; an academically rigorous, parallel pathway for tertiary admission. Big Picture Education (BPE) works with Australian schools to deliver an innovative learning design and school structure that personalises learning for each student. Grattan Institute research shows that as many as 40 per cent of school students are unproductive in a given year. BPE addresses engagement by focusing its design on students' individual interests and needs. The BPE design is

shown to improve the quality and quantity of a student's work, attendance, literacy, numeracy and school completion rates.

Sophie Nenadovic, David Parsons and Hamish Thomson will start at the University of Newcastle, studying Physiotherapy, Business/Law and Biomedicine respectively.

University of Newcastle Dean of Education John Fischetti says the Graduation Portfolio closely mirrors tertiary research projects: "These students have completed a portfolio where they've had to really find their passion, build a repertoire of information about their skills and present it. In university terms, that's a high level research project."

Talented Sports Program 2016

2016 has been another successful very sporting year for our school.

We are State Champions in 3 team sports this year after winning the U/16 Girls Rugby 7's, U/15 Boys Rugby League and Open Girls cricket state competitions.

On top of these 3 outstanding results we have also come 2nd, 3rd or 4th in the State in an amazing 9 other Team competitions. That makes in total 12 of our 33 teams or just over one third of our Sporting teams who have either won or finished in the Top 4 of their competitions which featured up to 396 schools. It is an incredible effort and a true reflection of the outstanding work that goes on in our Sports programs.

Also in 2016 we've assisted the development of 363 students in our 14 Sport Programs. Out of this 363 students 100 Hunter Area Reps, 62 NSW reps and 15 Australian Reps. We've also had 124 students from other schools trial for positions in our programs for 2017.

21 internal teachers and 31 external Coaches were employed to deliver our 40 week sporting programs and we pride ourselves on the fact that we are able to attract and retain such experienced coaches to drive the development of our students.

The Annual Sports Award Evening was held at West's Leagues Club and was again a very successful night. The evening was attended by representatives from each of our major sponsors as well as coaches, staff, parents and students.

The following students were rewarded for their achievements in 2016 by receiving these awards:

- Clare Wheeler –Richard Face Award
- Matthew Abbott –Richard Face Award
- Josie Robson – Hunter Sports Centre Sports Person of the Future
- Connor Freeman –Hunter Sports Centre Sports Person of the Future
- Annalee Grove –Newcastle Herald Junior Sports

Person of the Year

- Phoenix Crossland –Newcastle Herald Junior Sports Person of the Year
- Synetta Manns – 2HDSenior Sports Person of the Year
- Pasami Saulo– 2HDSenior Sports Person of the Year
- Chelsea Egginton –Fitness All Rounder
- Anthony Wood –Fitness All Rounder
- Erin Cleaver – BSC Sports Person of the Year
- U15 Rugby League State Cup – NBN Team of the Year

The following students were Australian Representatives:

- Jacob Amos Australian Baseball Touring Squad
- Ashlee Brodigan Australian All Stars Football Team
- Erin Cleaver Australian Para–Olympic Representative
- Brandii Davis–Welsh Australian U16 Indigenous Netball Team
- Mitchell Dobson Australian U17Futsal Team
- Annalee Grove Australian All Stars Football, U/17Mini Matildas Squad and U19Young Matildas Squad
- Logan Humphries AustralianU16 Oztag Team
- Tazmyne Luschwitz Australian U20 Womens Touch Football Draft Squad
- Liam Michels AustralianU13 Futsal Team
- Josie Robson AustralianU13 Basketball Team
- Jason Sangha AustralianU19 Cricket Team
- Pasami Saulo Australian Schoolboys Rugby League Team
- Kyle Schneider Australian U16 Oztag Team
- Bellah Pipe Australian U14 Indigenous Netball Team
- Laura Wilkins Australian Junior Girls Champion – Single Action Shooting

Individual Program Player of the Year Awards

- AFL Player of the Year 2016 Jake Ireland
- Athletics Athlete of the Year 2016 Teah MacPherson
- Baseball Player of the Year 2016 Jacob Amos
- Basketball Player of the Year 2016 Joel Rauch
- Cricket Player of the Year 2016 Nell Gibson
- Football Junior Player of the Year 2016 AnnaleeGrove
- Football Senior Player of the Year 2016 MitchellDobson
- Hockey Player of the Year

- 2016 JackFleming
- Lawn Bowler of the Year
- 2016 ConnorFreeman
- Netball Player of the Year
- 2016 EmmaBradford
- Rugby League Junior Player of the Year
- 2016 BlakeLayton
- Rugby League Senior Player of the Year
- 2016 PasamiSaulo
- Rugby Union Player of the Year
- 2016 SynettaManns
- Swimmer of the Year
- 2016 EmilyWinpenny
- Tennis Player of the Year
- 2016 MatthewAbbott
- Touch Football Player of the Year
- 2016 Jessie Jenkins

Squad Highlights

AFL

- AFL NSW Open Boys Regional Champions
- AFL NSW Open Girls State Semi Finalists
- AFL NSW U15 Boys State Semi Finalists
- 3 Swans Academy Players: Robert Schindler–Taylor, Denver Ross and Samuel Page

Athletics

Erin Cleaver Australian Paralympic Rio Team member

NSW All Schools

- Erin Cleaver 1 gold 2 silver
- Teah MacPherson 1 gold 1 silver
- Jai MacPherson 2 silver
- Shanae McIntyre 1 bronze
- Madeleine Brooks 1 bronze

CHS Athletics

- Teah MacPherson 4 gold
- Jai MacPherson 1 gold 1 bronze
- Chelsea Egginton 1 gold

Baseball

- Finalist Proud Shield State Knock out
- 3 Country NSW Baseball Representatives
- 1 New Zealand Carl Ripkin USA Tour Representative
- 2 Australian Schoolboy Representatives

Basketball

- Increase in numbers of squad– especially girls program
- Highest ever number of students who are playing Div 1 Club Representative
- 10 students named in the NSW Basketball NITP/TAP programs
- 10 NSW Country Tour Representatives
- 2 NSW Country State Team Representatives
- Joel Rauch NSW All School Gold Medal Team Representative
- U15 Boys & Girls/Senior Boys Hunter Regional

Champions

Cricket

- Open Girls State Champions (Marie Cornish Cup)
- Open Boys State Finalists (Alan Davidson Shield)
- U15 Cup Boys 3rd in State
- 2 girls in NSW CHS Teams
- 2 boys in NSW CHS Teams

Football

- Bill Turner Girls 2nd in Australia
- 3rd Open Girls Puma Cup
- 15 Hunter CHS Representatives
- 3 Girls & 4 Boys selected in NSW CHS Teams
- 25 students in the Emerging Jets Program
- 1 Australian School Girl
- 5 girls in the U20's Young Matildas
- 1 girl in the U17's mini Matildas
- 8 girls part of Northern NSW team that won the National Championships
- 7 W-League train on squad
- 2 NSW U17 Futsal Representatives
- 1 Australian U17 Futsal Representative

Hockey

- Jack Fleming NSW U16 All Schools Representative
- Brendon Crouch Hunter Region CHS Representative
- Boys Knock out Hunter Region Finalists
- Boys Knock out NSW Final 16

Lawn Bowls

- Hunter Region Finalists in CHS 4's
- Winners High School Bowls Challenge District Final
- Winners of Regional High S.B.C
- Winners of HSHS – Sydney West competition
- 3 Hunter Region Team Representatives
- First State Representative – Connor Freeman

Netball

U15 Team 4th in NSW CHS

Open Team 4th in NSW CHS

Representative players:

- Lakeside – Emily Kolokotas, Bellah Pipe, Nakittah Leard
- Charlestown – Leilani Fisher
- Charlestown/Hunter Academy – Emma Bradford
- Newcastle – Miranda Morris
- Nelson Bay – Cheyanne Tomkins
- Port Stephens – Nikki Lee–Lalor, Trinity Spelt
- Wyong – Kyra Powell–Caffyn
- Maitland – Montana Shoesmith

Rugby League

- State Championships U15's All Schools
- U14's Buckley Shield Finalists
- U13's Michael Buettner Shield Semi Finalists

- U15's Chase Stanley Cup Semi Finalists
- GIO Schoolboys Cup – 1stin pool B Semi Finalists
- University Shield – 1stin pool B Semi Finalists
- 3 players selected inNorthern NSW U15 Team
- 9 players selected inNorthern NSW Open Team
- 1 player selected in CHS U17Team
- 2 players selected in CHSU18 Team
- 31 players in the NewcastleKnights Junior Representative Program
- 1 Parramatta/1 Central CoastJunior Representative Program
- Pasami Saulo and Nash Birchmaking debut for Newcastle Knights U20's
- Pasami Saulo representingAustralian Schoolboys, NSW CHS & NSW State of Origin U18's
- Mathew Smith NSW U16'sIndigenous Player of the Year

Teah MacPherson ATHLETICS

Jack Fleming HOCKEY

Kurt Donoghoe RUGBY LEAGUE

Jessie Jenkins TOUCH FOOTBALL

Joel Rauch BASKETBALL

Emma Spinks HOCKEY

Trudi Peterson RUGBY UNION

Jade Hemaridis SOFTBALL

Rugby Union

- U16 Girls 7's StateChampions
- U18 Girls 7's 3rdin State Championships
- U14 Boys 3rd inState Championships
- U18 Boys 7's 5thin State Championships

Swimming

- U14's 2nd Place in Relay at CHS John Crameri Zachery Renshaw
- John Crameri Age ChampionZone U14
- Emily Winpenny Age ChampionZone U14 and Regional Champion U14

Tennis

- Girls Open Tennis Team –Finalists of Hunter Open Girls Tennis Knockout
- Boys Open Tennis Team – SemiFinalists of Hunter Open Boys Knockout
- Matthew Abbott selected inOpen Hunter Boys Regional Tennis Team – 5th place at CHS Open BoysState Carnival
- Breanna Blick and Laura Saxon selected in Open Hunter Girls Regional Tennis Team – 3rd placeBronze medalists at CHS Open Girls State Carnival

Touch Fooball

9/10 Boys 2rd inNSW State Championships

Jessie Jenkins selected inNSW All Schools U15 Team

Kurt Donoghoe selected inNSW All Schools U15 Team

Hunter Region Blues Awards 2016

Mitchell Ellison BASEBALL

Jed Hornery FOOTBALL

Pasami Saulo RUGBY LEAGUE

Nathan Corrigan BASEBALL

Mathew Smith RUGBY LEAGUE

Chelsea Egginton ATHLETICS

Jai MacPherson ATHLETICS