

Hunters Hill High School

Annual Report



2017



Hunters Hill
High School

8207

Introduction

The Annual Report for 2017 is provided to the community of Hunters Hill 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.

Judith M Felton

Principal

School contact details

Hunters Hill High School

Reiby Rd

Hunters Hill, 2110

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

huntershd-h.School@det.nsw.edu.au

9817 4785

Message from the Principal

Welcome to the 2017 Annual School Report (ASR) which provides a snapshot of some elements of our school community. I commend the authors of this document and encourage all members of the school community, and those interested in Hunters Hill High School, to read this document together with other publications including Figtree, our school newsletter and Moocooboola, our school magazine.

Our school year commenced with the celebration of strong 2016 HSC results, continued growth in our student numbers, clearly refined and developed directions for the school year as well as enthusiastic students and highly committed staff. Productive relationships between our school and P&C as well as our school and neighbouring schools continued and strengthened throughout the year.

In 2016, Hunters Hill High participated in the recent Department of Education (DoE) initiative External Validation (EV). Our preparation for EV, which included the forensic examination of a wide range of data, allowed analysis of our achievements; also, the opportunity to refine work on our 2015–2017 Strategic Plan's priorities, namely: to improve student engagement and achievement; promote our transition programs and build staff capacity.

Due to this work, we commenced 2017 with an ambitious agenda which included the implementation of the Learning Framework for all Year 7–10 students in all classes. The Learning Framework is a prescribed and consistent structure for lessons for all students across all curriculum areas. This framework captured and embedded best practice. Informing this framework is the understanding that learning is privileged within our school community and all our students are safe, active respectful learners.

Additionally, programs and student electives to promote literacy have been embedded in the school's structures and curriculum offerings. This framework and emphasis on literacy enables all students to access the curriculum and maximise their learning outcomes.

Another and complementary framework was implemented, the Wellbeing Framework. This framework enhanced our considerable strength in student wellbeing with a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Within this framework, the carefully crafted and staffed Inspire program was a great 2017 initiative to assist students achieve specific goals and augment their focus on learning and achievement.

Importantly, we have invested in capacity building to ensure students have the best teachers and the school has the best leaders. Consistent with our commitment to build staff capacity, these frameworks have been supported by our Professional Learning Framework, a systematic and comprehensive schedule of professional learning for all teachers. This targeted professional learning has enabled our teachers to build their capacity to work with students and parents to improve student engagement and achievement. The school expectation is clear and unequivocal: teachers provide

lessons that are well planned, in which the curriculum and its delivery are differentiated, and all students are engaged and achieve their best. The DoE's Professional Development Framework (PDF), a consultative process in which all teachers participate, reinforces the school's Professional Development Framework.

To measure the effectiveness of our directions, programs and approaches, each year, the school examines a range of data including the findings from Faculty Reviews, the Tell Them From Me (TTFM) survey to which students, teachers and parents contribute, student focus groups and external data. Each year we report our findings in our Annual School Report; we undergo External Validation every five years.

We have commenced our planning, preparation and consultation for our 2018–20 School Plan and will strengthen and broaden this work in 2018. This work will be achieved under the new leadership of Principal, Mr Gregory Lill, who commences as Hunters Hill High School's Principal on January 29, 2018.

It has been a privilege to lead the Hunters Hill High School community for nearly two decades; initially, as relieving Principal, and then, after the rescission of the school's threatened closure in October 2002, as its substantive Principal. During this time, the school has not only endured a major school fire that destroyed its historic pavilion but two years of threatened closure during which time the school community was depleted.

On the eve of the school's 60th birthday in 2018, due to the school community's careful planning and significant and sustained work, our school is a monument to student, staff and parent resilience, courage and determination. It is a vibrant, cohesive, collaborative community in which student learning and wellbeing are privileged and one in which teachers, parents and students work together to provide a diverse range of curricular and co-curricular activities for our students.

Today, we have functional learning spaces; a magnificent hall; impressive commercial kitchen; attractive administration block; inviting numeracy centre; student well-being space and multi-media centre. Our location as well as our beautiful, well-tended grounds are gifts to student wellbeing.

Over the years, we have invested in our social capital and enjoy strong local networks and alliances with our local primary schools, councils and politicians. Our transition programs go from strength to strength as does our connection with our neighbouring schools. The latest iteration of this connection is the Lane Cove River Alliance (LCRA). This year for the second consecutive year, we hosted over 400 teachers from the LCRA for the Term 3 School Development Day.

In 2018, we welcome nearly 200 students to the school community in Year 7; also, the school is close to the appointment of an additional Deputy Principal and Head Teacher. I encourage consideration of the school's recent and 2017 achievements as outlined within this report. Whilst work remains, there will be much to celebrate during the school's 60th birthday in 2018!

Judith M Felton

Principal

Message from the school community

2017 has been another successful year for the P&C.

The members of the executive, including Vice-presidents Mitch Kirkman and Joseph Battaglia, Secretary Sharon Flanagan, Treasurer Ann O'Connell have worked hard throughout the year. This year saw the retirement of Neil Hopkins who co-ordinated the P&C-led gardening bees and grounds maintenance for many years. His dedication to improving the school grounds was greatly valued. We are grateful to Simon Hirst who has taken over this role.

The P&C provides recurrent funding for various activities which support the school and its students including student welfare, Achievers' Camp, the Year 12 Yearbook, garden maintenance and the acquisition of a major Year 12 artwork for exhibition in the school's Hedley Art Gallery. Additional funds were allocated in 2017 for classroom airconditioning, refurbishment of the cricket nets and restoration of the amphitheatre outside the Phil Daniels pavilion. This project was overseen by Monique Colman and led to the creation of an attractive outdoor space for learning, performance and casual seating.

A number of social functions were held during the year including welcome drinks prior to the Year 7 orientation and our annual Drinks on the Balcony in December. There was also a winter solstice celebration at the Hunters Hill Hotel which was a good opportunity for interaction with members of the school community.

In May, Mr Anthony Roberts, Member for Lane Cove, opened the refurbished Amenities block on the oval. This project was funded by a Community Partnership Building grant obtained by the P&C.

During 2017, members of the P&C participated in selection panels for the appointment of new staff, including our

Principal Mr Greg Lill and Deputy Principal Ms Michelle Chiew–Meldrum. This is an important way in which the parent body can contribute to the activities of the school. P&C volunteers also provided prospective families with a parents' perspective at the school Open Day, assisted at Year 7 Orientation Day and ran the BBQ at Variety night. We represented Hunters High School at the Northern Sydney Council of P&C associations meetings during the year.

In association with Principal Mrs Judith Felton, I met with our elected representatives Mr Anthony Roberts, Member for Lane Cove and Mr Trent Zimmerman, Member for North Sydney to discuss issues of relevance to the school. The support and interest of our elected local and state Government representatives is very much appreciated.

The P&C continues to run the School Canteen and Uniform shop with the support of parent and community volunteers as well as our paid staff. These two businesses provide vital services for our students and generate profits which are invested back into the school.

The P&C also supports the extra-curricular arts and music activities at the school. The Hip Hop and girls Jazz dance groups (co-ordinated by Delphine Davies) and the music ensembles (under the guidance of co-ordinators Mitch Kirkman, Katrina Nash, Monique Colman) perform at school and community events and local eisteddfods. In 2017, there has been an expansion of the music group program to include a Percussion ensemble in addition to the Concert Band, Stage band and Strings and guitar groups.

Monthly P&C meetings are held during each term and these feature regular presentations from staff and an opportunity for parents and community members to meet and socialise. During the past year the P&C enjoyed a collaborative relationship with the school staff under the leadership of Principal Judith Felton and Deputy Principals Michael Murphy and Josh Gane. We look forward to continuing this productive relationship with the new Executive team in the year ahead.

Margaret Schnitzler

President

Message from the students

2017 was a busy year for the Student Representative Council (SRC). Each morning we brought energy to the school that was motivated by kindness and empathy. Our morning meetings were driven by passion as we considered ways in which we could become facilitators of change locally and globally.

This year, the SRC organised activities for Harmony Day that involved collating kind words to say to people outside of our immediate circle of friends through Kindness Cards. Five students and two teachers participated in the Refugee Ration Challenge, living off the same food as a refugee and raising over \$5,000 to help refugees across our world. Several times through the year, some of the more senior students attended the filming of ABC's 'Q and A' show to get involved in some of the "bigger conversations" happening in our country. Further, the students assisted in the organisation of our NAIDOC Week celebrations and hosted a cake stall to support the Great Book Swap and the raising of almost \$1,200 for the Indigenous Literacy Foundation.

The list of events and fundraising is quite long for students whose achievements already go beyond the classroom, but it is the small moments that really make a difference in a community like a school.

Student Representative Council

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 been focused on learning culture and wellbeing. The school initiated a whole school approach to build positive teaching and learning experiences by implementing the Learning Framework. Within this framework. Successfully achieving more consistent classroom routines across the school, led to more positive learning environments visibly seen and by incorporating Positive Behaviour for Learning strategies we were able to reinforce our school values of safe, respectful and active learners. The introduction of the Wellbeing Framework led to every year group having more focused and specific emotional, social and academic goals. Individualised welfare programs were designed to target these goals and demonstrate the school's commitment to student wellbeing.

In the Teaching domain our main focus has been effective classroom practice. The appointment of a Head Teacher Teaching and Learning has played a crucial role in working with staff to build their pedagogical practice ensuring all staff not only meet the Australian Professional Standards but use the Performance and Development Framework to identify and monitor specific areas for development or continual improvement.

In the domain of leading, our priority has been on succession planning. With the long standing Principal and Deputy Principal retiring at the end of the year, it was important to have a succession plan in place to ensure a smooth transition to a new leadership team. Aspiring leaders were coached and mentored as they shadowed in these roles.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Building Staff Capacity

Purpose

To enable teachers to be proactive, innovative and collaborative facilitators of an engaged and collegial community of learners.

To ensure that all teachers demonstrate curriculum innovation and quality teaching as well as possessing a leadership capability to inspire learning.

To ensure the continued alignment of our school's primary purpose with our programs and practices through the development of leadership capability utilising the Australian Professional Standard for Principals and the Australian Professional Standards for Teachers.

Overall summary of progress

There were three staff members, as a result of the Aspiring Leaders Program, were successfully appointed through merit selection into promotional positions (two Deputy Principal's and one Head Teacher Teaching and Learning). More opportunities for staff to relieve in higher duty positions continued throughout the year with the current Head Teacher Mathematics relieve as a third Deputy Principal, and a Science teacher relieve as Head Teacher Science. Through this program, potential leaders developed the skills and experiences necessary to do leadership roles under guidance and strong mentoring. 100% of staff participated in professional learning via the Professional Learning Framework (PLF), School Development Days (SDD), faculty planning days and individual courses. All of these hours were logged by teachers and went towards either gaining or maintaining their accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school provides opportunities for career growth in a supportive and professional environment		Higher duty positions additionally funded by the school, facilitated career growth for 3 staff members who were promoted via merite selection. Tell Them From Me (TTFM) staff surveys indicated strong vision and leadership committed to continually improving the school.
100% of accredited teachers will have maintained proficiency in Australian Professional Standards for Teaching	\$49892 spent on professional learning courses and casual relief for Early Career Teachers.	In 2017, HHHS had 3 beginning teachers achieve Proficiency; 23 teachers maintained proficiency and 12 worked towards proficiency standards. 100% of teachers are on track with their accreditation.
100% of staff engage in professional learning that is aligned to the school's strategic directions	\$75878.54 spent on professional learning courses and casual relief for staff	Explicit and quality Professional Learning targeting the implementation of the Learning Framework meant that consistent classroom routines, expectations and whole school values were visibly seen across the school. The effective learning time in each classroom increased as a result of these routines and in general, the school environment inside and outside the classroom was visibly calmer, positive and more conducive to learning.

Next Steps

In 2018, we will be ensuring all staff have the necessary skill to develop in their students the writing skills necessary to attain the top bands in the HSC. Staff will undergo a Professional Learning program based around the ALARM method with this being linked to strategies for higher order thinking. There will be a monitoring of staff capacity via a skills checklist for the development of a challenging literacy based pedagogy which will be reinforced through the Performance and Development Framework (PDF) process.

Strategic Direction 2

Maximising Student Engagement

Purpose

To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

To equip students with 21st Century skills, including the productive and ethical use of technology.

To ensure students are supported to become resourceful, empathetic, ethical and resilient lifelong learners.

To develop students' ability to work independently and use critical thinking to contextualise their learning beyond the classroom.

To encourage and develop strong school/parent partnerships.

Overall summary of progress

The Learning Framework has been successfully implemented across all KLAs. Students are aware of their responsibilities as Safe, Respectful and Active Learners. Teachers are using a consistent lesson structure that is maximising learning time and allowing for more engaging and meaningful tasks to be completed.

The school has positively evaluated the new Literacy Elective and our remains above state average for the top three bands in NAPLAN. Additionally, the Inspire Program has been working throughout classrooms to support student engagement and build a collaborative culture of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs reflect exemplary delivery of BOSTES curriculum	\$3000 on casual relief to fund a panel to complete the Maths Faculty review \$160,000 spent on ICT including teacher support and new and maintenance of equipment.	Hunters Hill High School conducted one faculty review in 2017. The Math Faculty was critically examined by a panel of internal auditors who examined the way the faculty operated, identified areas of strength and areas for improvement. Evidence was collected from parent surveys, teaching programs, assessment tasks, student work samples and lesson observations. Whole staff Professional Learning, lead by Susan Turnbull, addressed departmental standards with program registration and evidence of student work.
HSC results in all courses are equivalent to, or better than state average		8 Higher School Certificate courses remained above the state average in 2017. With a particularly small cohort, many subject's results are not statistically viable. We look forward to analysing the results of a larger cohort in 2018.
75% of students will demonstrate value-added improvement in Years 7, 9 and 12		69% of Year 9 students achieved at or above their expected growth in 2017 NAPLAN examinations.
<i>Tell Them From Me</i> (TTFM) survey indicates improvement in student intellectual engagement (high skills and high challenge in the classroom)		The TTFM Student Survey indicates improvement in intellectual engagement in classrooms. Hunters Hill High school students report that "classroom instruction is well-organised, with a clear purpose, and immediate feedback that helps them learn."

Next Steps

In 2018, Hunters Hill High School will have a strong focus on Student Centered Learning. We have successfully built classroom environments and routines that maximise learning time, we now need to ensure that learning is engaging and challenging to all students. All faculty areas will be expected to map out assessment progression from 7 to 12. This progression of skills and knowledge will be made visible to students, ensuring that they understand the need to build upon their learning each year.

All staff will be trained in their delivery of ALARM (A Learning and Responding Matrix) in order to promote higher order thinking skills and literacy across all subject areas. This matrix will be supported by professional learning and additional resources to ensure a language of learning is evident throughout the school.

Continued detailed analysis of HSC, NAPLAN and other external examination data will allow all teachers to build upon skills that are lacking in junior years.



Strategic Direction 3

Embedding Effective Transition

Purpose

To facilitate the social, emotional and academic development of students so they can successfully transition into and through high school, as well as develop skills for life beyond high school.

To ensure the school's systems, resources, policies and processes are supportive of, and responsive to, the diverse student population.

To ensure that teachers have the skills and capabilities to successfully implement effective programs.

Overall summary of progress

The Wellbeing Framework was successfully introduced in 2017. Each year group participated in a range of welfare programs that were aligned to the social, emotional or academic target for that year. Year 7, 8 and 9 students had a focus on friendship and tolerance, digital citizenship and acts of kindness. The Police Youth Liaison Officer presented a seminar on cyber bullying and they participated in student workshops on difference and inclusivity. Year 10, 11 and 12 had a focus on being accountable, setting goals and how to manage stress whilst preparing for the HSC. The Police Youth Liaison Officer presented a seminar on drugs and alcohol, they participated in the study program 'Elevate' and they were inspired by guest speaker Jane Caro, who spoke to the students, teachers and members of the HHHS community about the investment they have made to the future of Australia through their commitment in choice of Public Education.

The *Inspire* program, which was funded by Resource Allocation Model (RAM) Funding, targeted disengaged students. Mentored by teachers, appointed to them through newly created roles, they re-engaged in their learning and the school community through the use of specific, measurable, achievable, relevant and time framed goals.

The impact of both the Wellbeing Framework and the *Inspire* program in supporting students as they transition to, through and beyond high school, was visibly evident. Across the school, there was an improvement in student behaviour, reflected in a decrease in the number of negative referrals on Sentral. Additionally, we could see that students interacted with each other, and teachers, more positively. The culture of the school is regularly described by students, staff and parents as inclusive, nurturing, safe and positive for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive feedback and evaluation of programs that indicate effective support to students and their families as they transition through high school. Participating students feel more confident, connected and engaged in learning.	\$63555.93 of integration funding spent on providing support to allocated students	The Learning Support Team (LST) delivered on learning priorities assisting transition, by communicating weekly learning and support updates with identified specific needs of individuals. With the assistance of a newly appointed Sentral coordinator, Sentral was used by staff to create profiles, make referrals and monitor student wellbeing on a daily basis. Staff developed increased knowledge of referred students and their more specific needs and planned to cater for these needs. Allocating members of the LST to referred students as a caseworker, allowed for strong monitoring of the effectiveness of the support provided.
The <i>Tell Them From Me</i> (TTFM) survey indicates improvement in social engagement (students are actively involved in the life of the school)	\$3000 spent on Wellbeing programs as part of the Wellbeing Framework \$3850 spent of the Elevate program	The purpose of the Wellbeing Framework is two fold. Firstly, the framework was designed to improve student wellbeing across the school by increasing parent engagement, targeting areas of concern early and engaging students in learning about mental health, positive behaviours with peers and learning habits. Secondly, the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The <i>Tell Them From Me</i> (TTFM) survey indicates improvement in social engagement (students are actively involved in the life of the school)	\$3000 spent on casual relief for the Year Advisor's planning day	<p>framework was designed to support Year Advisors in their delivery of support programs as they could see the progression of skills and topics targeted throughout high school.</p> <p>Two additional parent seminars were added to the calendar. One in Year 8 (Wellbeing and Safety Online) and one in Yr 10 (Academic Expectations). Year Advisors were tasked with implementing the events outlined through the framework and engaging students in targeting their social and academic goals. Students all had a lesson in Term 3, to review their Semester 1 reports and set academic goals for the end of 2017. These long term objectives were broken down into Smart Goals for 5 weekly increments. The P&C was also informed of the rollout of the Framework and its intention for 2017.</p> <p>Year Advisors were given resources for whole school projects and external providers such as Headspace, Elevate and the PLO were engaged to support their work. The YA day was used to build the learning and support team's understanding of the Wellbeing Framework and how it fits into the bigger picture of the school plan. Year Advisors were led through a session of breaking down the data from the student TTFM survey, identifying any areas of concern or improvement to target in the coming year. All Year advisors were also given time to 'handover' their Year Group's framework to the Year advisor of the next year group with evaluations of it's effectiveness.</p> <p>As a result, HHHS saw a 17% increase in Yr 7 students with positive relationships, 10% increase in students who 'tried hard to succeed' across the whole school and a 85 decrease in truancy across the school from 2016 to 2017.</p>

Next Steps

In 2018, we will direct a strong focus towards "The Parent Connection" with a purpose to develop a shared approach to education. This is to ensure that the same values are being reinforced at school and at home. We want parents to gain a stronger understanding of the schools requirement in a range of areas including but limited to homework, assessment, reporting, examinations, excursions, uniform, and behaviour. In building this rapport with parents, and as their own knowledge and understanding evolves, they will be confident in supporting their child as they enter, progress through and beyond high school.



Hunters Hill High School 8207 (2017)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4454.68	Each of the Aboriginal students at HHHS has a personalised learning plan (PLP) that has been developed with the students and their families and carers. The focus of these plans is to build on the strength of students, increase school engagement, improve educational outcomes, identify where support was needed and ensure wellbeing needs are met.
English language proficiency	\$24216	<p>Additional EAL/D support was used to cater to the needs of international students. This support was used to support individual students as well as a range of classes. Pastoral care and welfare needs of our international students were improved through the International Students roll call, allowing specific issues to be addressed including attendance and academic concerns.</p> <p>A Mandarin speaking teacher was employed to mentor students and communicate with parents and guardians both in Australia and overseas.</p>
Low level adjustment for disability	\$27308	<p>Students who required additional support due to mental health requirements or learning disabilities were supported by Learning and Support Specialist Teachers (LASTs). Additional School Learning Support Officers (SLSOs) were employed to work with students who have additional learning needs in Year 7–12. All identified students have Individual Learning Plans (ILPs) developed in consultation with parents and personalised adjustments have been made to learning experiences. This enabled all students to participate fully in their learning. As a result, adjustments in all subjects explicitly address the specific needs of students with disabilities and student participation and engagement in lessons have increased. 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. The school established practices where all staff provided evidence of support of curriculum adjustments developed. These adjustments resulted in all students achieving academic success.</p>
Socio-economic background	\$8374.19	<p>Students requiring assistance with teaching and learning, including course fees, equipment such as stationery and textbooks, school uniforms and excursions were accommodated with this money.</p> <p>The school continues to deliver a range of programs to provide all students with equal opportunities to further their learning. These include :</p> <ul style="list-style-type: none"> • The numeracy program <i>Quicksmart</i>

Socio-economic background	\$8374.19	<ul style="list-style-type: none"> • The <i>Inspire</i> program. In 2017, the school funded 0.6 teaching staff to be mentor teachers for boys and girls Years 7–10 disengaged in learning for a variety of reasons. • An ICT teacher coordinator was employed 3 days per week to support staff with their digital literacy and be confident in their implementation of teaching and learning lessons using ICT. • On going support of the Learning Framework, specifically creating positive learning environments through Positive Behaviour for Learning (PBL), provides a platform for an inclusive school environment. In 2017, PBL signage was purchased and displayed throughout the school to reinforce the school's core value and student expectations. <p>The combined effect of these tasks resulted in higher levels of engagement and attendance in school activities for all students.</p>
Support for beginning teachers	\$49892.30	<p>Early career teachers (ECT) were supported in a variety of ways. The school runs a comprehensive induction program that covers issues around the school, teaching and the Department of Education. All ECT participated in this induction program and reported feeling confident with the systems and processes within the school.</p> <p>ECT in their first and second year used allocated funding for relief days to assist them access their assigned Mentor to help with the accreditation process and assist with developing classroom practice.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	351	356	394	387
Girls	197	223	215	212

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.3	93.9	92.6	93.9
8	91.9	91.9	90.4	91.7
9	90.9	90.9	88.7	92.5
10	90.4	88.1	88.2	90.1
11	91.4	89.5	86.6	91
12	90.9	91.8	87.9	89.7
All Years	91.7	91.2	89.3	91.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4
Employment	2	2.5	10.5
TAFE entry	2	1.7	15
University Entry		0	58
Other	4	4	2.5
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2017, student numbers in TVET courses declined due to less interest and fewer available options in the courses offered. Students were enrolled in Business Services at Meadowbank TAFE and Financial Services: Accounts Administration at Hornsby TAFE. The school VET courses Construction and Hospitality continue to be popular.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of the students commencing the HSC year at Hunters Hill High School achieved the HSC in 2017. Those students that did not, either left school to take up employment or failed to complete the assessment task requirements for the award of the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	34.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	1
School Administration & Support Staff	8.88
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. In 2017, there were no teachers of Aboriginal heritage working at Hunters Hill High School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

In 2017, Hunters Hill High School's internal Professional Development Framework delivered professional learning to teaching staff on the following topics:

- Classroom routines and practices
- HHHS Learning Framework expectations of teachers and students
- RAP analysis
- Catering to ESL students
- Quality Teaching – focus on student engagement
- Including ICT in effective pedagogy
- NAPLAN literacy across KLAS
- School Publicity – Taryn Woods
- ALARM (A Learning and Responding Matrix)
- NCCD Learning and Support in the classroom
- Differentiating Assessment Tasks
- Gaining and Maintaining Accreditation
- Adjusting work for Stage 4

\$45705.54 was spent on professional learning for staff to attend courses with external providers. (\$21573.54 was spent from January to May, \$24132.00 was spent from May to December.)

These courses included:

- Visible Learning seminars delivered by John Hattie
- HSC Markers Feedback Days
- Maths Association of NSW conference (where Susan Turnbull our Relieving Deputy presented on Growth Mindset and Teacher Expectations in Mathematics)
- Tough Talk – Managing difficult conversations
- Rock and Water Training
- Implementing Stage 6 Syllabus Courses for subjects within English, HSIE, Maths and Science

Additionally, all executive team members and identified staff looking to build their capacity attended two days of Solutions Focus Leadership coaching and all New and Beginning Teachers attended a New and Beginning Teachers conference for support in classroom management, student engagement, report writing and managing your time as a teacher.

Three teachers achieved proficient accreditation, twenty three teachers maintained proficiency and twelve worked towards compiling proficient standards packages.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	782,500
Global funds	288,689
Tied funds	138,692
School & community sources	411,761
Interest	5,717
Trust receipts	32,334
Canteen	0
Total Receipts	877,194
Payments	
Teaching & learning	
Key Learning Areas	100,351
Excursions	91,821
Extracurricular dissections	65,705
Library	3,045
Training & Development	0
Tied Funds Payments	96,826
Short Term Relief	22,489
Administration & Office	62,371
Canteen Payments	0
Utilities	48,349
Maintenance	139,796
Trust Payments	950
Capital Programs	11,196
Total Payments	642,900
Balance carried forward	1,016,793

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,835,651
Appropriation	1,415,512
Sale of Goods and Services	418
Grants and Contributions	416,031
Gain and Loss	0
Other Revenue	0
Investment Income	3,691
Expenses	-1,092,124
Recurrent Expenses	-1,092,124
Employee Related	-369,653
Operating Expenses	-722,472
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	743,527
Balance Carried Forward	743,527

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,061,504
Base Per Capita	93,041
Base Location	0
Other Base	5,968,463
Equity Total	273,892
Equity Aboriginal	7,481
Equity Socio economic	20,821
Equity Language	157,390
Equity Disability	88,200
Targeted Total	53,076
Other Total	106,278
Grand Total	6,494,749

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

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

School performance

NAPLAN

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

Year 7 Highlights

Hunters Hill High performed above state average in the areas of reading, spelling, Grammar and punctuation

- Reading – 73% of students performed in the top three bands.
- Writing – 39% of students performed in the top three bands.
- Spelling – 71% of students performed in the top three bands.
- Grammar and Punctuation – 65% of students performed in the top three bands.

Year 9 Highlights

Hunters Hill High performed above state average in all areas.

- Reading – 75% of students achieved in the top three bands, with 69% of students achieving greater than or equal to expected growth.
- Writing – 50% of students achieved in the top three bands, with 64% of students achieving greater than or equal to expected growth.
- Spelling – 65% of students achieved in the top three bands, with 63% of students achieving greater than or equal to expected growth.
- Grammar and Punctuation – 61% of student achieved in the top three bands, with 52% of students achieving greater than or equal to expected growth.

Year 7 Highlights

Hunters Hill High performed above state average in the area of Numeracy

- Numeracy – 74% of students performed in the top three bands.

Year 9 Highlights

Hunters Hill High performed above state average in the area of Numeracy

- Numeracy – 76% of students achieved in the top three bands, with 75% of students achieving greater than or equal to expected growth.

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

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Hunters Hill High School had no students identified as Aboriginal in Year 7 and 1 student in Year 9 who achieved satisfactory results in reading and numeracy.

Higher School Certificate (HSC)

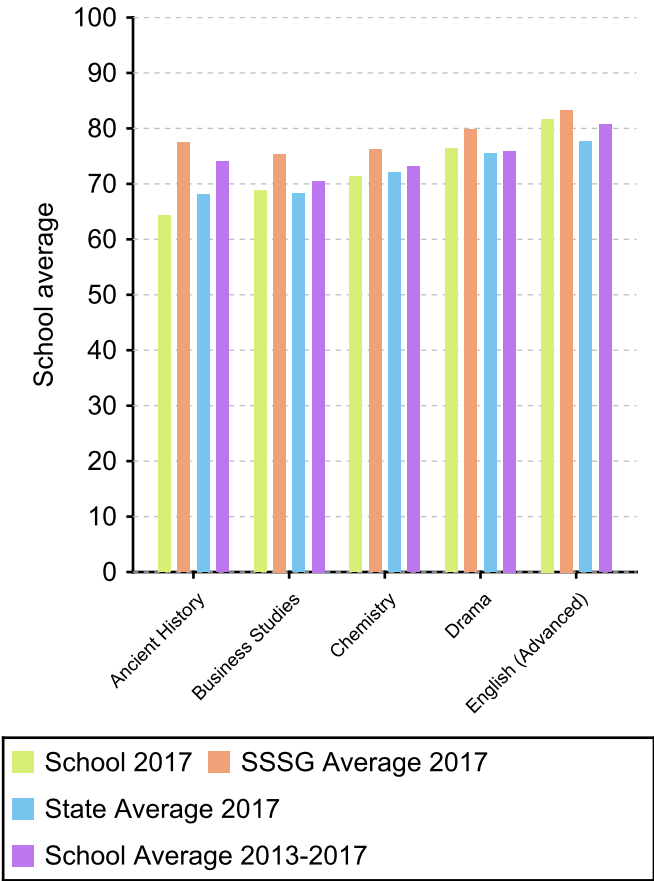
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

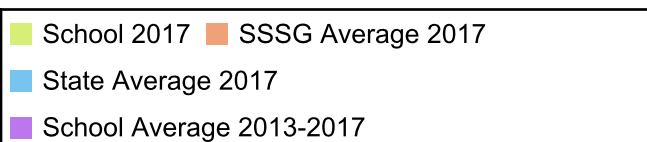
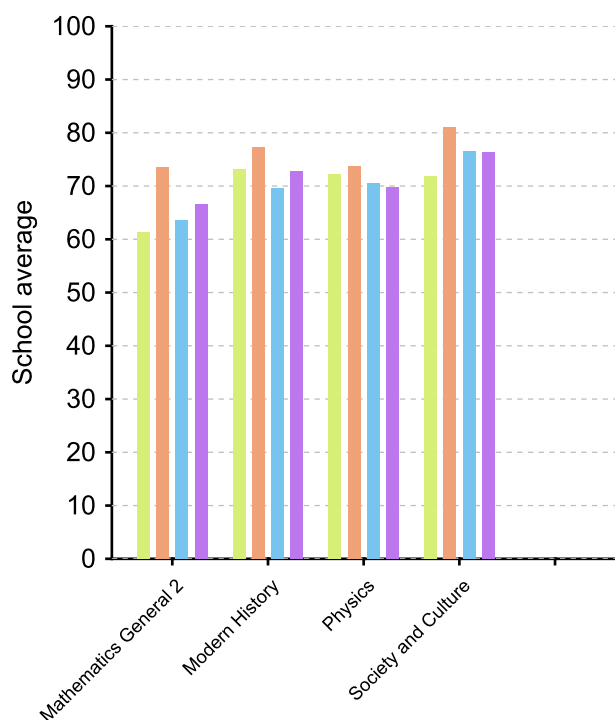
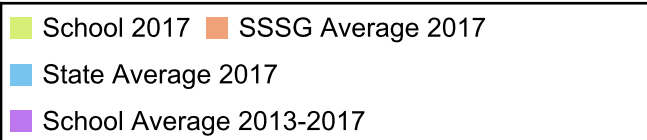
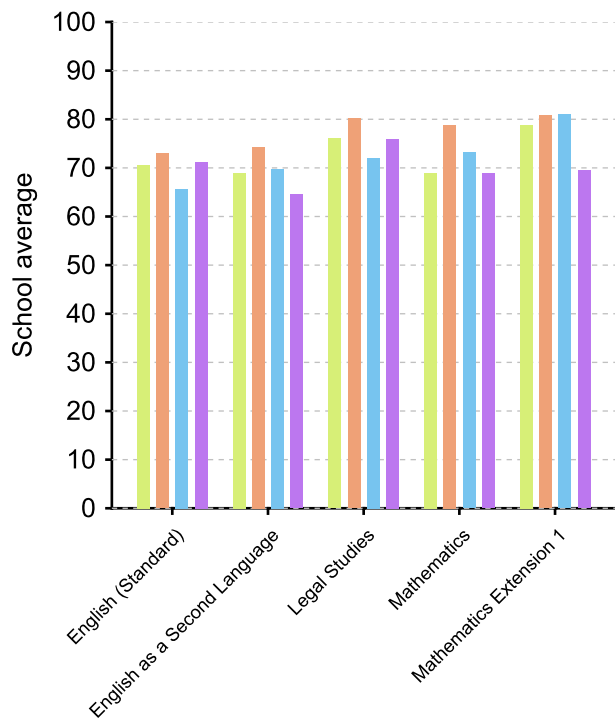
The HHHS school community acknowledges the achievements of the 2017 HSC cohort of 56 students in the Higher School Certificate. Matthew Gray achieved the highest ATAR at Hunters Hill High School with an impressive 96.95. This indicates that he achieved in the top 3.05% of all students in the state. Hunters Hill High School had 10 mentions on the NESA Distinguished Achievers List for students receiving 90% or above in one or more of their HSC subjects (including extension

subjects).

24% of the 2 Unit courses studied at Hunters Hill High School had students who achieved a result in the top two HSC performance bands.64% of the 2 Unit courses studied at Hunters Hill High School had students who achieved a result in the top three HSC performance bands.

Hunters Hill High School students' results were equal to or better than state average in the following courses: English (standard), English(Advanced), Design and Technology, Industrial Technology, Information Processes and Technology, Senior Science and Music 1.





methodologies over the course of 2017. The school gathered community opinions through faculty reviews, P&C meetings, Parent Teacher Nights, Information seminars, program specific online surveys and the TTFM Partners in Learning Survey.

The Partners in Learning Parent Survey was made available online during 2017, this sought to understand parent and caregiver perceptions of parent and student experiences at Hunters Hill High School. Of those surveyed, 91% agreed that the school's general communication through the website, emails, app and newsletters was satisfactory, the majority of parents would recommend HHHS to parents of primary school students and agree that the school provides the subjects that their child wants to study. Parents also reported that their children feel safe at school and that the school supports positive behaviours.

Teachers

Teachers at Hunters Hill High School were surveyed both internally, in relation to the school's Learning Framework and externally to gain a more comprehensive picture through the Tell Them From Me Learning Bar. Teachers at Hunters Hill High School feel that they provide students with regular written feedback on their work, work with school leaders to create a safe and orderly school environment and use formal assessment tasks to help students set clear and challenging goals.

Additionally in relation to the Learning Framework, 77% of teachers surveyed agree that consistent routines have improved student behaviours and 85% agree that the framework has improved the school's culture of learning.

Students

Student feedback was sought on both educational outcomes and the school climate. HHHS remains above well above the state average for engagement with sport and extra curricular activities. Student surveys showed an increase in the number of students who feel they have someone at school who will advocate for their needs and regularly provides encouragement. Furthermore, students also reported improvements in homework behaviours and intellectual engagement in the senior years of school.

Internally, students reported that 2017 saw a 75% increase in Diary use among the student body, 80% agreed that the learning framework has improved classroom environments and 53% of students agreed that explicit lesson objectives had improved their understanding of learning expectations each lesson.

Parent/caregiver, student, teacher satisfaction

Parents and Caregivers

Hunters Hill High School sought to gain feedback from parents and caregivers through a variety of



accurately reflects the student cohort.

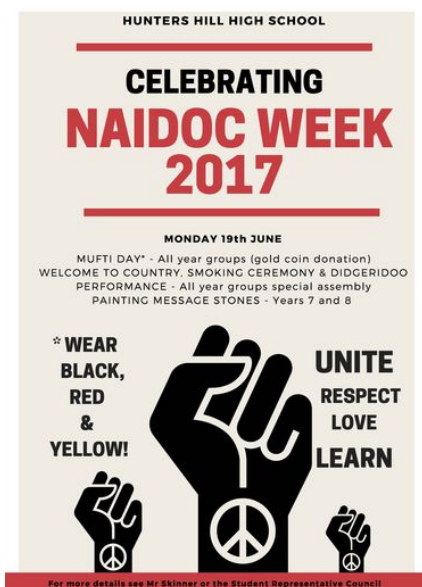
The SRC organised a series of events to celebrate HHHS's multicultural community, including mufti days, morning teas, lunches and food stalls. HHHS students, including International students, come from many backgrounds, with 207 students coming from 42 language backgrounds other than English.

Policy requirements

Aboriginal education

Hunters Hill High School celebrated NAIDOC week to show our commitment to learning and understanding our shared history and officially celebrate the rich Indigenous cultures of Australia. The whole school participated in a mufti day wearing red, yellow and black out of respect for the Aboriginal flag. Students donated a gold coin that went towards the Indigenous Literacy Foundation, one that we have supported for several years. A whole school assembly was opened by an Aboriginal elder, who did Welcome to Country and a smoking ceremony and didgeridoo performance. Years 7 and 8 also participated in the painting of message stones with koomurri tutors.

In 2017, all Aboriginal and Torres Strait Islander students had the opportunity to be part of the SRC through a rotating representation. The Learning and Support Team worked closely with the Aboriginal Education Coordinator to develop appropriate Personalised Learning Plans for all students.



Multicultural and anti-racism education

The Anti-Racism Contact Officer (ARCO) works to ensure the continuation of a respectful and harmonious community at HHHS. In 2017, representation of international students on the Student Representative Council (SRC) continued. This has ensured the SRC