

Hunter River High School

Annual Report



2017



8219

Introduction

The Annual Report for **2017** is provided to the community of **Hunter River High School** as an account of the school's operations and achievements throughout the year.

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

Deb Dibley

Principal

School contact details

Hunter River High School

Elkin Ave

Heatherbrae, 2324

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

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

4987 2306

School background

School vision statement

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

School context

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

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

Hunter River High School has approximately 780 students, 18% of whom identify as Aboriginal. Sections of the school's community include areas of significant socio-economic disadvantage. Consequently the school has been provided significant additional funding to address the socio-economic needs of the school and its communities (FOEI – 142) through the Resource Allocation Model (RAM); and the Focus on Reading, Lexia and QuickSmart programs are aimed at improving academic success for students.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 Learning Domain, our improvements have been evident in the Wellbeing and Student Performance Elements. The school placed a comprehensive and inclusive framework over the Learning Support Team that supports the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Students at Hunter River High School continue to achieve value-added results and the percentage at or above minimum standards on external performance measures has increased. The performance of Aboriginal students in the school is comparable to that on non-Aboriginal students.

In the Domain of Teaching, improvements are evident in Data Skills and Use, Collaborative Practice and Learning and Development. The collective capacity of the staff to use data to inform strategic school improvement efforts has been built by the school leadership team. Relationships within the staff provide mentoring and coaching support to ensure the ongoing development of all staff. Hunter River High School has processes to ensure beginning and early career teachers have a high quality and comprehensive induction program.

In the Leading Domain, our improvements have been in the Elements of Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and our industry partners. Clear processes with accompanying timelines direct the effective implementation of the school plan. A shared school-wide responsibility is evident through

leadership, teaching, learning evaluations to review learning improvements. Leadership development is designed to drive whole-school improvement. The school's administrative practices provide explicit information about its functioning to promote ongoing improvement.

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

Student Success as Learners

Purpose

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

Overall summary of progress

Focus on Reading and Writing, Numeracy and 8 Ways of Learning strategies have been embedded into all teaching and learning programs ensuring consistency of focus on school priorities.

Year 9 NAPLAN results indicate a higher percentage of students in Bands 8, 9 and 10 in all areas.

Tell Them From Me data indicates 48% of students at Hunter River High School are intellectually engaged and find learning interesting, enjoyable and relevant compared to the NSW Government Norm of 46%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
HSC and NAPLAN data trends upward indicating improved performance in external assessment.	Literacy Coordinator \$19,000 Numeracy Coordinator \$19,000 Professional Learning \$20,000 Resources \$5,000 Cultural Room Teacher Tutoring \$38,000 Transition Coordinator \$19,000 Future Focused Learning Coordinator \$19,000	Year 9 NAPLAN results in Writing, Reading, Grammar and Punctuation and Numeracy have all seen an increase in the percentage of students in Bands 8, 9 and 10. In the HSC five subjects showed positive growth in Z-Score analysis.
Millennium data indicates upward trends in submission rates (fewer N-Awards).	Cultural Room Teacher Tutoring \$38,000 Resources \$5,000 Career & Transition Coordinator \$19,000 Industry Links Coordinator \$4,750	Millennium data indicates an increase in the N-Award warnings generated for students. Staff have raised their expectations of student achievements and ensure correct procedures are followed.
Survey data indicates the number of students in pursuit of academic excellence has increased.	STEM/GATS Coordinator \$9,500 STEM/GATS Resources \$20,000 Professional Learning \$20,000	Tell Them From Me Survey data indicates positive trends for Hunter River High School students in the areas of valuing school outcomes, positive homework behaviour, interested and motivated, effective learning time, relevance, rigour, positive teacher-student relations, positive learning climate and expectations of success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data indicates the number of students in pursuit of academic excellence has increased.	Technology \$20,000	Tell Them From Me Survey data indicates positive trends for Hunter River High School students in the areas of valuing school outcomes, positive homework behaviour, interested and motivated, effective learning time, relevance, rigour, positive teacher–student relations, positive learning climate and expectations of success.

Next Steps

Literacy, Numeracy and 8 Ways of Learning will remain a focus within the school plan 2018–2020, therefore professional learning will be targeted in these areas and coordinators will continue to drive improvement in these areas.

Investigate a senior studies coordinator to ensure senior students use study lessons productively. Implement transition plans for all students in Years 10 – 12.

Continue to reinforce high expectations across the school of staff and students whilst using the Positive Behaviour for Learning lens to ensure consistency in practice.

Strategic Direction 2

Staff Leading Innovative Practice

Purpose

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

Overall summary of progress

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

Faculties review learning and teaching programs regularly and class profiling has ensured individual learning needs of students are catered for and that programs reflect contemporary evidence-based practice.

Staff indicate student writing has improved as a result of Focus on Writing strategies being implemented consistently across the school. Staff Performance Development Plans and their commitment to professional learning, demonstrate the willingness of staff to improve their practice and student outcomes.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Survey data indicates staff value TPL and use new professional learning to enrich learning and teaching practice.	TPL \$20,000 DP Teaching and Learning \$155,000 Lesson Study \$103,000	Staff access professional learning regularly both internally and external to the school in line with with the State, school and their Performance and Development Plan goals. Staff share their learning at professional development meetings, with colleagues or via recorded lessons. Evaluations of professional learning indicate the value of staff learning and the impact on their practice.
<ul style="list-style-type: none">Review of learning and teaching programs across KLAs ensures individual learning needs of students are catered for and programs reflect contemporary evidenced-based practice.	HT Teaching and Learning \$17,444 TPL and additional collaborative professional learning \$100,000	Each faculty has embedded and improved whole school focus areas into their teaching and learning programs and assessment tasks. Staff continue to prepare class profiles to ensure they cater appropriately for all students. Greater use of scaffolds to ensure differentiation is embedded into practice is occurring.
<ul style="list-style-type: none">Student work samples reflect improvement in writing.	TPL \$26,000	Student confidence in writing has improved and TEEEC paragraphs as part of the "fabulous four" writing strategies are constantly taught and reinforced with staff and students.
<ul style="list-style-type: none">PDP's and individual learning and reflection logs indicate a school-wide commitment to the improvement of teaching practice and student outcomes.	DP T&L Head Teacher Professional Learning \$6,500	All staff have Performance and Development Plans that reflect state, school and personal learning goals. Executive staff have improved the monitoring and support of these plans ensuring staff goals are addressed.
<ul style="list-style-type: none">Survey data indicates an improved student/teacher perception of classroom pedagogy and level of engagement.	DP T&L, HT T&L, STEM Programs, Technology, Future Focused Coordinator Technology Support Officer	Tell Them From Me survey data has continued to improve in the area of student engagement in their learning. Staff have improved their pedagogical knowledge and are implementing new strategies into the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Survey data indicates an improved student/teacher perception of classroom pedagogy and level of engagement.	\$76,000	Tell Them From Me survey data has continued to improve in the area of student engagement in their learning. Staff have improved their pedagogical knowledge and are implementing new strategies into the classroom.

Next Steps

Staff surveys and professional learning evaluations will continue to drive staff learning experiences and coordinators will continue lead the focus areas within the school plan.

Faculty evaluations will remain a focus particularly where their is a change in the Head Teacher thus providing valuable information to an incoming leader of the Faculty.

Focus on Writing will remain a focus with ongoing professional learning for all teaching staff. ALARM will be implemented strategically, to ensure success.

Supervisors will continue to engage with staff PDPs to ensure they are a working document where guidance and mentoring is provided.

Future Focused coordinator will work with staff to implement innovative ways in content delivery to increase student engagement e.g. flipped learning, google classroom, etc.

Strategic Direction 3

Whole School Culture of Values

Purpose

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

Overall summary of progress

An improved perception of school performance is indicated in survey data. Enrollments continue to increase, evidenced by the highest school enrollment in over 10 years.

All faculties have a representative on the PBL committee and participate in the writing of whole school lessons ensuring "buy in" across all faculties.

Whilst behaviour referrals and commendations remain consistent over the past 2 years, staff are referring incidents more regularly to ensure behaviour is dealt with at the lowest possible level and in an efficient manner.

Survey data indicates a positive relationship with parents and the community. The school has enjoyed an increase in the number of compliments, parents/carers attending information evenings and parent/teacher interviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Survey data indicates parent and community perception of school performance has improved.	CLO Publicity/Communications \$10,000 Extended Transition Coordinator \$19,000 Millennium/Reporting Coordinator \$19,000	Parent and community perception of school performance has remained similar to that of 2016, which had seen improved satisfaction over the three years prior.
<ul style="list-style-type: none">Survey data indicates a commitment to PBL by staff.	PBL Coordinator \$19,000 PBL Lesson Writing \$12,000 PBL Resources and Flipping the Coin \$10,000	Staff continue to support Positive Behaviour for Learning (PBL) lessons regularly and reinforce the school's values and expected behaviours in an ongoing basis with students. Each faculty is represented on the PBL committee and prepares a PBL lesson for all staff to teach.
<ul style="list-style-type: none">Millennium data indicates a reduction in behavioural referrals and an increase in attendance and positive rewards.	CLO Wellbeing \$33,000 Girls Adviser \$19,000 Boys Adviser \$19,000 HT Administration \$17,444 Attendance Initiatives \$4,000	Positive rewards are on the increase. Student attendance and behavioral referrals have increased. Staff have become more proactive in recording interventions and appropriate sanctions early.
<ul style="list-style-type: none">Survey data indicates an increase in productive relationships with parents/carers and external providers.	Career and Transition \$19,000 Trade, Disability and Vocational Programs Facilitator \$9,000	Parent/carer surveys indicate a positive growth in school satisfaction. External providers contribute to the school e.g. The Smith Family provided funding for the Year 7 cohort to all experience a "Connecting to Country" program, Youth Frontiers mentoring program, Plan-it Youth mentoring program, etc.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Survey data indicates an increase in productive relationships with parents/carers and external providers.		Industry Partners have committed to P-Tech providing industry experience for staff and students and a commitment to the school. Students have gained employment, traineeships and engagement in STEM related learning and career pathways.

Next Steps

Continue to promote positive student outcomes via social media, newsletters, the school website and local media outlets.

Positive Behaviour for Learning will provide the lens for not only behaviour but all systems and practices across the school.

A wellbeing teacher position to be introduced to triage students with high needs, thus allowing the Deputy Principal's time, to lead whole school initiatives.

Positive Behaviour for Learning in the Community to expand to all partner Primary Schools, thereby strengthening positive community perception.

P-Tech class established whilst strengthening industry partnerships, leading to high aspirations and increased opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Equity Flexible Funding \$57,178</p> <p>Socio-economic Equity Background \$68,000</p>	<p>All students have developed a Personalised Learning Plan on MGoals with the aim of increasing engagement.</p> <p>In NAPLAN, Aboriginal students are above state (Aboriginal) in Reading, Writing, Grammar and Punctuation and Data, Measurement, Space and Geometry.</p> <p>Staff work within the Cultural Room to provide support and assistance to ensure assessment tasks are completed, individual student tutoring is available, as well as cultural support.</p> <p>Language classes provide instruction at both a beginning and continuing level.</p>
English language proficiency	English Language Proficiency Equity \$10,079	<p>A teacher with LOTE training and a passion for supporting English as an additional language or dialect (EAL/D) students, was afforded an allowance to support our EAL/D student. The student was supported in a one on one learning environment providing him with an improved ability to access the curriculum and meet outcomes.</p>
Low level adjustment for disability	Learning and Support Flexible Funding \$75,594	<p>Additional School Learning Support Officers (SLSOs) were employed to support and work with students who have additional learning, behaviour or emotional needs.</p> <p>All identified students are supported with adjustments made to their learning experiences, enabling them to fully participate in learning activities. As a result, all staff profile students based on their learning needs and make adjustments to address the specific needs of students.</p> <p>Additional Lesson Study provided, to allow staff to differentiate teaching and learning programs as well as assessment tasks. The LAST's work collaboratively with staff to differentiate classwork and assessment tasks.</p>
Quality Teaching, Successful Students (QTSS)		No Funding Received
Socio-economic background	Socio-economic Equity Flexible Funding \$822,569	<p>Low socio-economic students are supported in a variety of ways including financial assistance to ensure equity in educational opportunity – uniforms and school fees.</p> <p>To ensure educational and emotional equity, the school provides external programs for study skills, wellbeing and HSC Hub.</p> <p>Head Teacher and Deputy Principal Teaching and Learning lead Quality Teaching Lesson Study, additional Lesson Study, mentoring of beginning teachers, Coordinators of school focus areas and whole staff professional learning.</p>

Socio-economic background	Socio-economic Equity Flexible Funding \$822,569	<p>Initiatives such as Focus on Reading, Focus on Writing, Numeracy by Necessity and Positive Behaviour for Learning ensure staff are well equipped to meet the learning needs of all students within the school.</p> <p>The Learning Centre (TLC) provides support with class and assessment work with teacher assistance and access to technology and printing facilities.</p> <p>Transition to high school programs increased to include students in Year 4. Enrichment days included a sports and STEM day and language lessons in each partner Primary School. Learning links with Stage 3 have been formed through writing and numeracy initiatives.</p>
Support for beginning teachers	\$8,126	<p>Two permanent beginning teachers received targeted funding for their second year of teaching. Support strategies were negotiated and included: timetable concession, provision of mentoring and additional professional learning.</p> <p>Beginning teachers determined professional learning needs as indicated within their Performance Development Plan to support their development. Mentoring programs provided opportunities for collaboration and classroom observation, leading to improved practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	392	364	385	411
Girls	350	353	349	370

Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.5	89.8	91.1	88.3
8	87.9	88.4	91	88.4
9	88	84.4	87.8	87.1
10	86.3	83.9	84.9	85.3
11	78.4	79.9	85.4	81.5
12	85.2	85.3	87.3	87.9
All Years	86.2	85.2	88	86.2
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

Management of non-attendance

The overall student attendance rate for 2017 is 86.20%.

A School Attendance Team (SAT) monitored the attendance of students overall. This team met regularly and included the Principal, Head Teacher Administration, Deputy Principals, an Attendance Clerk and the Home School Liaison Officer (HSLO). The team discussed and implemented school wide attendance improvement strategies and identified at risk students for further intervention. These strategies targeted individual students with an attendance rate less than 85% and engaged staff at all levels from classroom teachers to the HSLO.

In addition, Year Advisers were sent weekly reports from the attendance messaging system to alert them to students with absences. Unexplained absences are

followed up with a phone call and issues are referred to the SAT for further action.

The HSLO, through a formal referral system, works with the school to follow up on the attendance of students where school interventions have not been successful.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.79	15.7	11.42
Employment	1.57	8.97	30
TAFE entry	1.57	1.49	17.14
University Entry	0	0	32.86
Other	11	11.21	2.86
Unknown	0	0	27.14

Year 12 students undertaking vocational or trade training

In 2017 three students completed school based traineeships. One in Business Services, one in Health Services and one in Primary Industries.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students 2017

Studied at school:

Construction – twelve students

Metal and Engineering – ten students

Primary Industries – nine students

Studied at school, delivered by External Providers:

Aviation (Remote Pilot) – two students

Primary Industries Horticulture – seven students

External – Tafe:

Animal Studies – one student

Business Services – one student

Health Services – one student

Media – one student

Primary Industries – Equine Studies – one student

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	43.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.48
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	19

Professional learning and teacher accreditation

Professional learning at Hunter River High School is highly valued as a means to improve staff capabilities, in line the Australian Professional Standards for Teachers. All teachers have a Performance and Development Plan that highlights the professional learning and support required to develop their capabilities. Staff were able to be involved in the school's Lesson Study Program based on the Quality Teaching Framework, whereby observation of practice and feedback is provided by a colleague teacher. A strong focus has remained around the explicit teaching

of literacy and numeracy skills and assessment and reporting.

Twenty seven teachers were maintaining accreditation at proficient level and one Executive staff member is seeking accreditation at Lead level and three classroom teachers are seeking accreditation at Highly Accomplished level.

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	1,035,713
Global funds	380,030
Tied funds	621,355
School & community sources	82,436
Interest	8,337
Trust receipts	18,724
Canteen	109,123
Total Receipts	1,220,006
Payments	
Teaching & learning	
Key Learning Areas	60,357
Excursions	29,096
Extracurricular dissections	42,225
Library	8,628
Training & Development	0
Tied Funds Payments	473,554
Short Term Relief	50,677
Administration & Office	117,363
Canteen Payments	97,653
Utilities	52,250
Maintenance	53,786
Trust Payments	26,924
Capital Programs	57,815
Total Payments	1,070,327
Balance carried forward	1,185,391

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	2,531,832
Appropriation	2,142,672
Sale of Goods and Services	147,819
Grants and Contributions	230,995
Gain and Loss	0
Other Revenue	7,692
Investment Income	2,653
Expenses	-1,537,175
Recurrent Expenses	-1,537,175
Employee Related	-797,673
Operating Expenses	-739,502
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	994,656
Balance Carried Forward	994,656

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	6,959,423
Base Per Capita	118,190
Base Location	0
Other Base	6,841,233
Equity Total	1,301,861
Equity Aboriginal	170,156
Equity Socio economic	822,569
Equity Language	10,079
Equity Disability	299,057
Targeted Total	895,557
Other Total	219,913
Grand Total	9,376,755

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

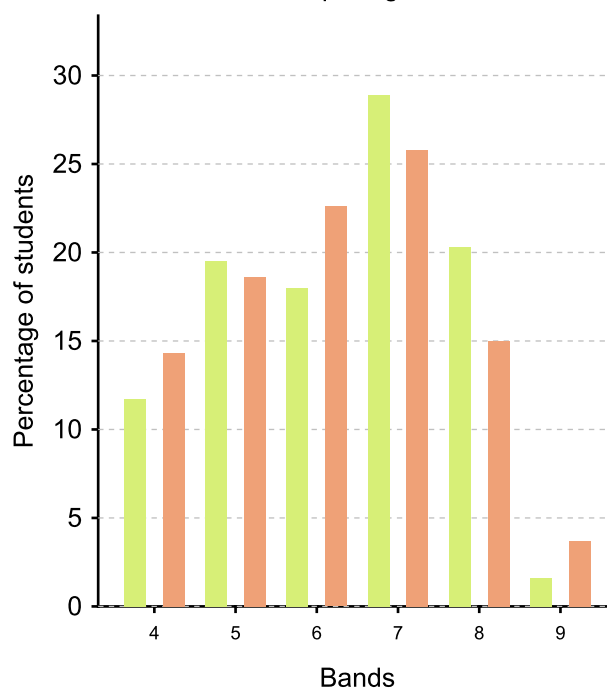
NAPLAN

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.

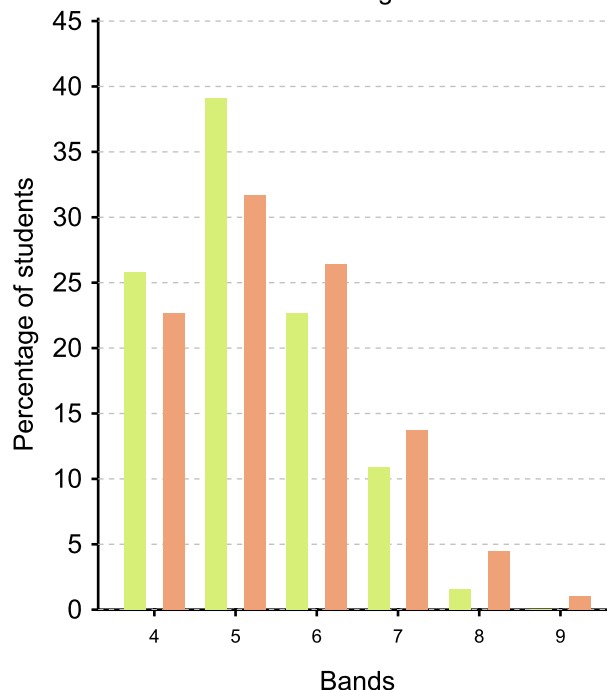
Year 7 students have shown an increase in the percentage of students in the top three bands in Spelling and Writing.

Year 9 NAPLAN results show an increase of students in the top three bands in Reading, Writing, Spelling and Grammar and Punctuation.

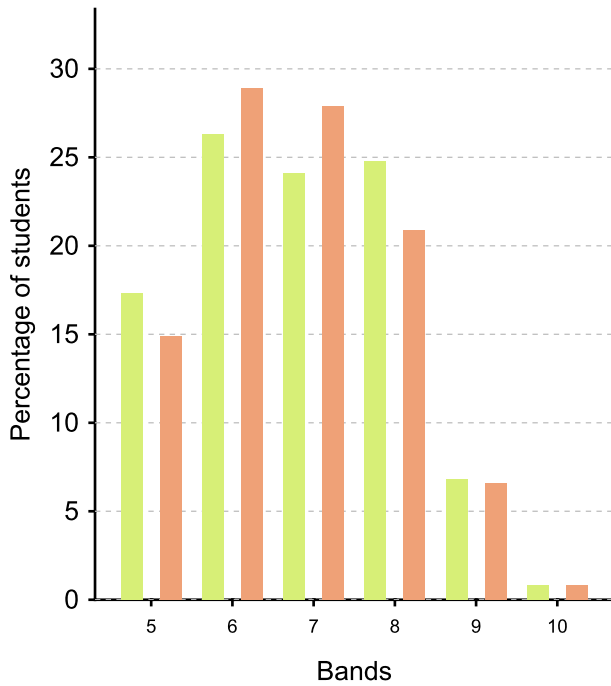
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 7 Writing

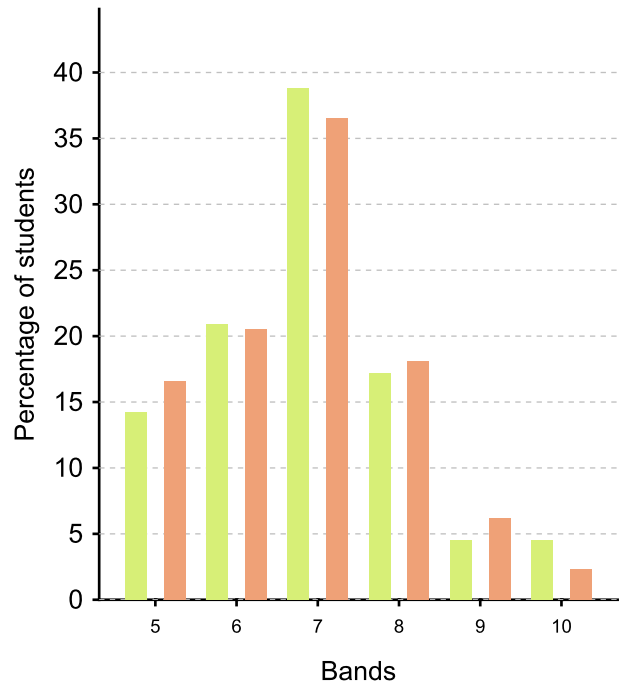


Percentage in bands:
Year 9 Reading



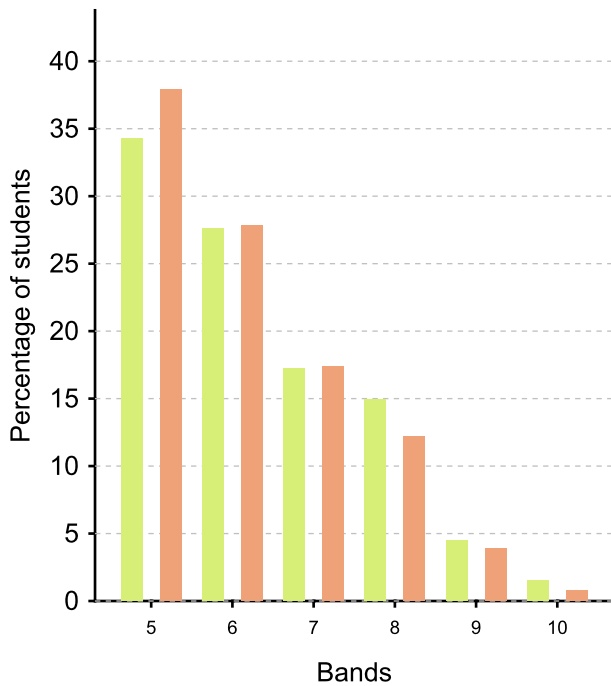
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



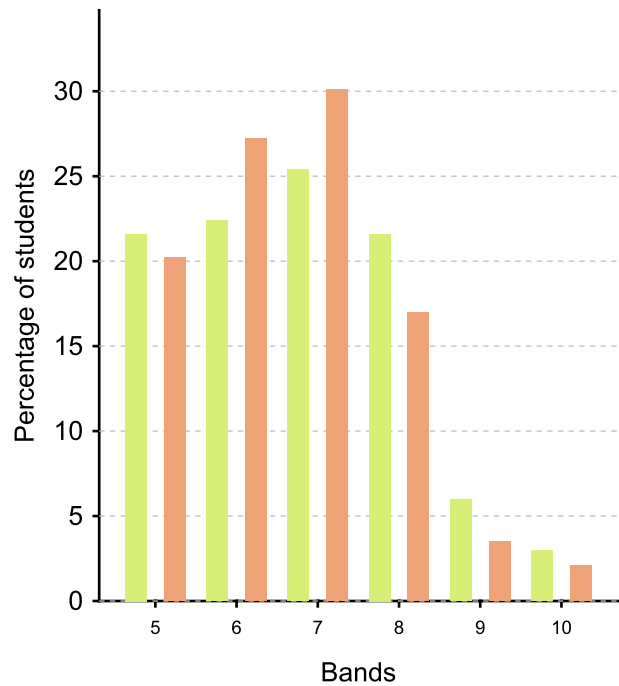
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation

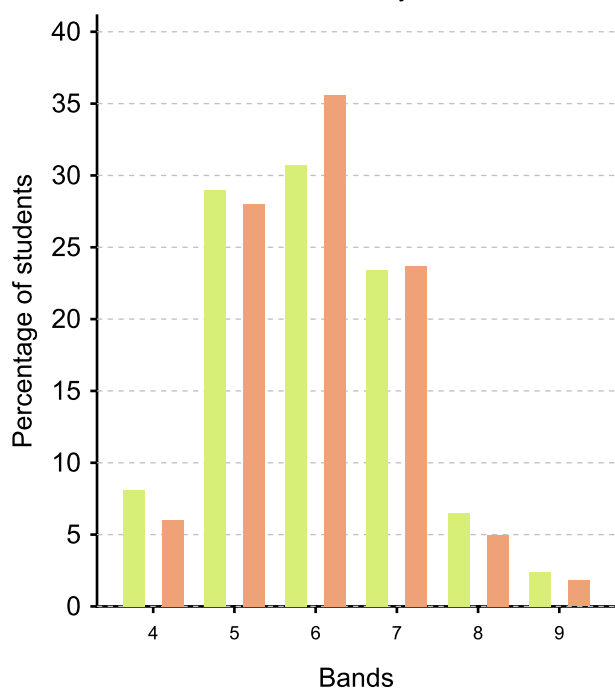


Percentage in Bands
School Average 2015-2017

Year 7 NAPLAN results in Numeracy have shown positive growth in the top three bands.

Year 9 students have shown an increase in the percentage of students in Bands 8, 9 and 10 in Numeracy.

Percentage in bands:
Year 7 Numeracy



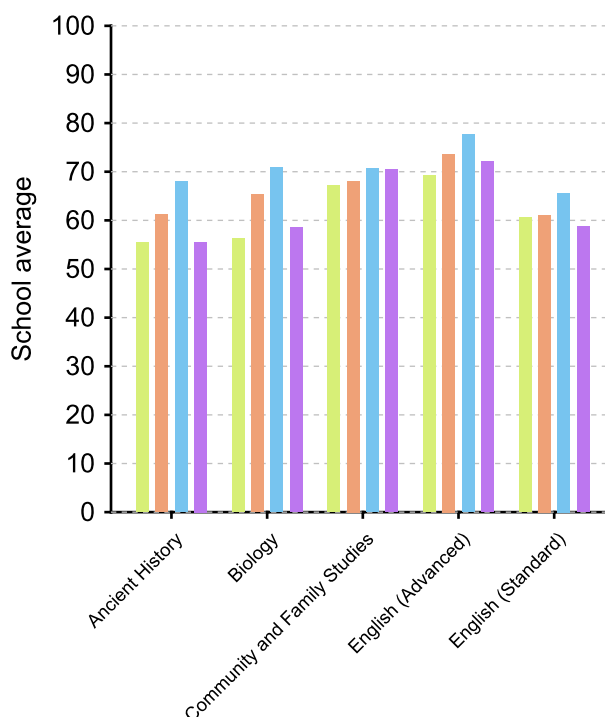
Percentage in Bands
School Average 2015-2017

The number of Aboriginal students in the top two bands increased in Numeracy and remained the same in Reading.

The percentage of Aboriginal students in the top two bands in Year 9 NAPLAN increased in both Numeracy and Reading.

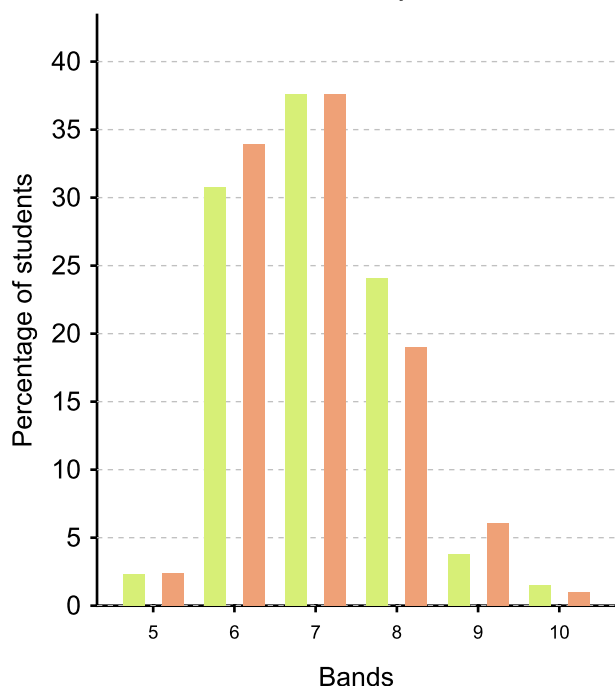
Higher School Certificate (HSC)

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



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

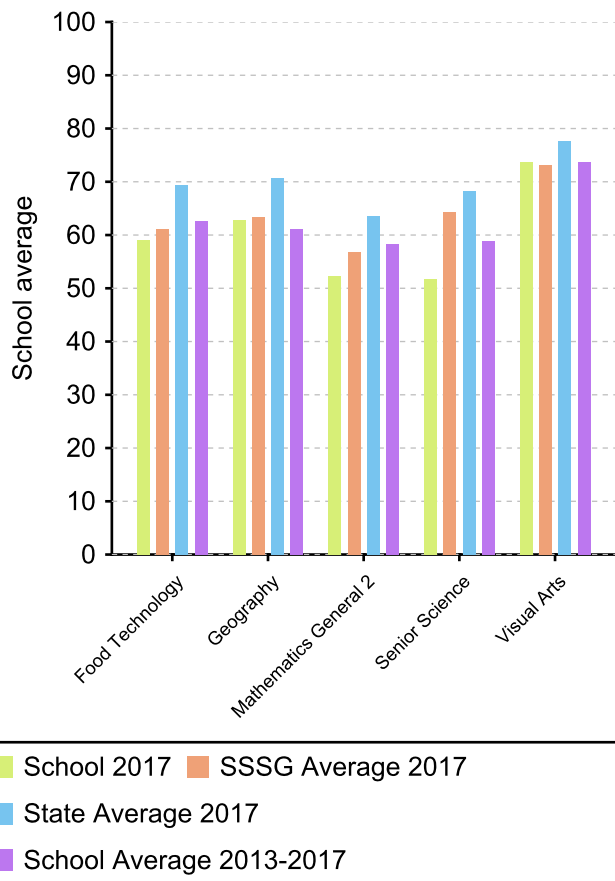
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

The number of Year 7 students in the top two bands in NAPLAN has increased in Reading.

The percentage of Year 9 students in the top two bands has increased in Reading and remained the same in Numeracy.



Parent/caregiver, student, teacher satisfaction

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

In 2017, the school sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) student, parent and staff surveys. Their responses are presented below:

Parents at Hunter River High School are at or above the NSW Govt Norm in the areas of Parents Feel Welcome, Parents are informed, School Supports Learning, School supports Positive Behaviour, Safety at School and Inclusive School.

77% of parents agreed that the school has a good reputation in the local community and 78% of parents surveyed, indicated that they would recommend Hunter River High School to the parents of primary school children.

A significant number of students feel that they have a high level of effective learning time, that their instruction is relevant and the rigour allows them to learn.

Students report positive teacher–student relationships above NSW Govt norm., where teachers are responsive to their needs, and encourage independence with a democratic approach.

Teacher feedback indicates 96.88% of those surveyed believe school leaders have a positive impact on the school culture and 93.55% of these staff indicated that the school is continually finding ways to improve what it

does.

Staff surveys indicate 94.76% believe the school culture supports a sense of ownership of the school and 93.76% of staff believe the school encourages the students to achieve their best.

Policy requirements

Aboriginal education

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

8 Ways of Learning has been embedded into all KLAs through teaching and learning programs and assessment tasks. The symbols are evident in all classrooms and students are familiar with the 8 Ways.

Aboriginal background and Low Socio–economic funding was allocated to support students as required. Focus has aimed to increase literacy and numeracy outcomes and to enhance retention and engagement through the development and integration of indigenous perspectives across the curriculum. Programs to assist with deepened knowledge and engagement include: Gathang language classes, Boys and Girls Groups, Aboriginal Studies elective, MilbaDjunga Numeracy program, Birriwal Walkulda Writing Program and the Yarning Strong Reading Program.

All Aboriginal and Torres Strait Islander students are supported through the development of Personalised Learning Plans to target the individual learning and transition needs of students.

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

Multicultural and anti-racism education

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

Multicultural education is a whole school process that prepares students for their roles and responsibilities in an interdependent world. It places students at the

centre of all school practices that promote multiple perspectives and an appreciation of cultural and linguistic diversity within a democratic society. Students from language backgrounds other than English, both those born in Australia and overseas, comprise a small percentage of students enrolled at Hunter River High School. Our students bring with them a range of cultural and religious traditions.