

Hunter Sports High School

Annual Report



2017



8233

Introduction

The Annual Report for **2017** 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.

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 Principal

This year has been a time of much change at Hunter Sports High, and one that has required flexibility and patience from our staff and students. However it has been an incredibly exciting year with great results and outstanding achievements in our classrooms and on our sporting fields.

The redevelopment of Hunter Sports High School continues at a rapid pace. The \$45.1 million project will see Hunter Sports High School become one of the most modern schools in the state. Its design has been influenced by the new ways of teaching and learning that will help prepare our students for the jobs of the future.

Construction of the new school commenced in April 2017 and is on track to be completed early in 2019. The first stage of the project, the new school hall (S Block) has been handed over to the school and is temporarily housing 14 learning spaces while the next stage of demolition and construction takes place. Mid-way through 2018 we'll be filling the classrooms and corridors of this new building (T Block) and by the start of the next school year the new school will be very close to completion. Very exciting times for Hunter Sports High!

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 740 students. Enrolments include students from the local drawing area of Windale, Gateshead, Gateshead West and Mount Hutton (380 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 (360 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. 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.

When assessing progress across each of the Domains in the School Excellence Framework (SEF) the school executive made their decisions based on the evidence provided from both internal and external sources as well as documented DoE data. Often, the evidence validated descriptors at differing levels of the SEF, however, final decisions were made to ensure the evidence validated achievement of each of the descriptors for each element in the relevant domain. In the domain of Learning, the on-balance judgement was that the school was at 'Sustaining and Growing'. In the domain of Teaching, the on-balance judgement was that the school was at 'Delivering'. In the domain of Leading, the on-balance judgement was that the school was at 'Sustaining and Growing'.

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

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

Hunter Sports High School engaged in a partnership with Dan Haesler in 2017 to lead professional learning workshops for all staff. With a key focus on preparing for the school re-development, Dan worked with staff on building their capacity to enhance pedagogical practices, approaches and mindsets to curriculum delivery as well as enhancing the learning experiences of students. The focus areas included engagement, mindset and leadership. Feedback from staff was overwhelmingly positive in response to the staff professional learning periods and were very supportive of these periods assisting them in improving their teaching and learning pedagogy. There was a strong focus on visible learning and ensuring all lessons have a clear learning intention and that students know the success criteria in order to achieve the outcomes of the lessons.

We also implemented a Quality Teaching Rounds project amongst a team of staff. This was a pilot project with a view for Instructional Rounds to form a cycle of collaborative inquiry related to quality teaching and learning practices school wide. Learning walks were conducted via a team of teachers and had a focus area on formative assessment strategies adopted in the classroom, learning intentions identified in the classroom and learning being visible for all students through explicit success criteria.

Master Classes in Technology were established for staff with a focus on use and opportunities with technology as a resource to engage our students. Topics covered included:

- Google Forms
- Sway
- Adobe Spark
- Microsoft 365
- Microsoft OneNote
- Virtual Reality Goggles / Expeditions and how this is used to engage students
- BYOD – how this is being used to enhance student learning

ALERT Learning continued to be implemented school wide in 2017. ALERT is a multisensory literacy program that has been developed over twenty years by Sharon Bramble. Hunter Sports High School is only the third high school in the state to access the program. ALERT Learning is a patented program and Hunter Sports High School has a current licence to access the program. A number of teachers were trained in Phonics, Spelling, Grammar, Reading/Comprehension during 2017. Trained teachers teach ALERT Strategies explicitly across KLAS – English, Science and HSIE to all Stage 4 students. ALERT literacy is also explicitly taught with the Hunter class structure. Trained ALERT teachers team with the regular classroom teacher in the context of the subject. In 2017 each term had a specific ALERT strategy focus area. Term 1 – Phonics and Spelling, Term 2 – Reading/Comprehension, Term 3 – Grammar and Term 4 – Writing. Our results are indicating growth in areas of grammar and spelling which have been the initial focus area for ALERT literacy. We are excited by the results and look forward to seeing this strategy impact on our students writing and reading results in the coming years.

Positive Behaviour For Learning (PBL) continues to have a positive impact on student behaviour. Our suspension data showed a significant decrease from the previous 3 years. There has also been a decrease in the number of negative incidents across the school. There was a much stronger focus on the recognition of positive behaviours and we reviewed our current system of positive rewards to include it in SENTRAL data. There is a positive trend in the number of positive star awards being given out by staff each week. The PBL team constantly review the data and inform staff of how student behaviour is tracking in relation to the PBL data triangles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student attendance	Attendance Officer \$60 000	Attendance increased overall from 2016. It has

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student attendance	Year Adviser 1 period extra release \$12 000 HUNTER class \$20 000 Technology \$50 000	increased by 0.5%. This is the third year in a row we have improved attendance data. The overall attendance for 2017 was 85.30. This is the third year in a row that we have seen improved attendance data. In particular Years 7,8, 9 and 12 increased their attendance throughout 2017.
Increase of students in top 2 bands of NAPLAN for Literacy (writing)	ALERT Literacy \$50 000 Staff TPL release \$100 000 Third DP \$140 000	in 2017 Year 7 had an increase in the top two bands of writing by 6%. This was the best result Year 7 has achieved in writing since 2010. Year 9 writing did not see any students achieve in the top 2 bands of writing.

Next Steps

High Expectations is a key focus area in the new school plan. This will include quality teaching and learning programs to ensure all students are extended to reach their full potential. We will continue to build the capacity of staff through teacher fortnightly professional learning periods. These will have a strong focus in future focused learning classrooms and the use of technology for collaboration and critical thinking amongst students to enhance teaching and learning. We will appoint a Head Teacher Teaching and Learning with a specific focus on supporting staff with the implementation of technology within classrooms. There will be a strong focus on project based learning and personalising learning to ensure we engage students at all levels. ALERT literacy will continue to be a focus in the new school plan as we move to having more trained facilitators in the school. All staff will benefit from being trained in the strategies used to improve literacy for our students. In 2018 students in Years 7–9 will have ALERT as timetabled lessons. Students in Year 7 and 8 have ALERT Literacy once a week and Year 9 have ALERT Literacy once a fortnight.

Specific Focus Areas to refine for Staff Professional Learning as we move into the next 3 year planning period will include:

1. Formative Assessment embedded into all learning opportunities.
2. Having a clear teaching and learning intentions for each lesson
3. Learning is visible for students to self regulate
4. Quality questioning and Quality Feedback
5. Clear Success Criteria

Staff will continue working on visible learning in their classrooms and will spend time working with learning progressions and incorporating literacy and numeracy progressions within their subject area. Professional learning will focus on the impact of the teacher and how do we measure student growth. We will continue to investigate technology that will support teachers in formative assessment practices and measuring student growth from day to day, week to week and year to year.

As we move into the new school the PBL team will review the current PBL expectations and update any signage required to ensure positive behaviour for learning continues to be as effective in the new teaching and learning spaces as it currently is.



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

In 2017, Hunter Sports High provided multiple opportunities for students to reach their academic goals and success through a variety of individual and personalised programs. STEM was introduced to Year 7 and 8 students that allowed for more inquiry based learning opportunities for our students. Our Hunter Classes provided a differentiated program to support students with low literacy and numeracy skills. Our Support Classes continued to deliver their life skills programs to all students and introduced robotics into their classrooms. We continued to deliver programs to our Gifted and Talented students in our Enrichment Classes in years 7 to 9. Hunter Sports High School also continued to deliver Big Picture Education, with two of our senior students being accepted to the University of Newcastle through portfolio entry. We continued with our strong association with our Waiyarang Community of Schools in providing a strong transition program from Year 6 into 7, to ensure appropriate class placements and supports for students moving into the high school setting in 2018.

Through our Professional Learning Sessions, staff gained knowledge and skills around formative assessment strategies, differentiation and future focused learning. Staff were supported in the development of their Professional Development Plans by their Head Teachers, Deputies and Mentor Teachers.

The school was appointed an Aboriginal Instructional Leader during Term 1 2017.. The aim of the Instructional Leader is to progress the state priority of increasing student engagement and the proportion of Aboriginal students in the top bands of NAPLAN in reading and numeracy. Year 7–9 ATSI students were delivered ALERT literacy with outstanding results. Our students achieved Band 10's well above the state for all ATSI Students in NAPLAN Reading and Spelling and above the whole state (Band 10) in NAPLAN Grammar and Punctuation. Our Minimbah Aboriginal Education Team also reviewed the Personalised Learning Pathways (PLP) model and trial an online platform for the completion of PLP's.

In 2017 Hunter Sports High School participated in the 'Tell them From Me surveys' (TTFM) for parents, students and staff. In brief it highlighted that parents believe the school is clear about the rules for positive behaviour and they feel that their children are safe while in and on the way to school. It also showed Hunter Sports High School is above state average with regard to quality classroom instruction (+4%), positive teacher–student relations (+7%) and positive learning environments (+5%).

In addition to the TTFM Survey, the school also provided students with a variety of programs to support student wellbeing and engagement at school. Brainstorm productions delivered presentations across year 7–11 around resilience, cyberbullying and sexting. Other programs delivered included Shine, Rage, Project Booyah, Drumbeat, Centre for Hope and The Love Me Mission.

Hunter Sports High continued to employ two youth workers and an attendance officer to support students in managing their wellbeing and attendance. The schools attendance officer coordinates fortnightly meetings with relevant Deputies, Year Advisers and support staff to monitor and implement support strategies for students with at risk attendance. Our Youth Workers continued to work with students on a one–on–one or group basis and coordinated links to external community supports such as Oasis, Hunter Area Health, Alambi and FACS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in number of students below National Minimum Standard (NMS) in NAPLAN literacy	Allocate resource funds for the continuation of ALERT literacy – \$50,000 Staff TPL DP – \$100 000 Educational Experts – \$20	NAPLAN Writing: Decreased students in bottom 3 bands by 7.9% from 2015 NAPLAN Spelling: Decreased students in bottom 3 bands by 10% from 2015. NAPLAN Reading: Decreased students in bottom 3

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in number of students below National Minimum Standard (NMS) in NAPLAN literacy	000	<p>bands by 14.8% from 2015.</p> <p>NAPLAN Numeracy: No change in the bottom 3 bands, however no students in the bottom band, decrease of 11.1% from 2015</p> <p>NAPLAN Grammar: Decreased students in bottom 3 bands by 12.7% from 2015</p> <p>Overall a 9% Decrease of students in bottom 3 Bands for NAPLAN literacy from 2015</p>
Increased ATSI student attendance	<p>Aboriginal Instructional Leader – \$135,000</p> <p>Attendance Officer \$60 000</p> <p>SLSO's \$60 000</p> <p>AEO \$64 0000</p>	<p>Overall ATSI attendance increased by 3.21% from 2015 (75.34%) to 2017 (78.55%). Yr 7 +2.06%, Yr8 –4%, Yr9 +2.83%, Yr10 – 5.74%, Yr11 +20.99%, Yr12 +15.57%.</p>

Next Steps

Our purpose is to maximise the growth of student learning and engagement in our classrooms to ensure the best possible educational outcomes for all students. In doing so we will continue to support student wellbeing with the continued employment of 2 Youth Workers plus the creation of a Head Teacher Wellbeing. We will appoint a coordinator in STEM and look to expand STEM to all Stage 4 students and have STEM as an elective for Stage 5 students in the near future.

The school is going to conduct an external audit of our Aboriginal Education Program to ensure we are meeting the needs of our ATSI students and the community. In addition to this, the continued employment of an attendance officer to work across multiple areas of the school to support students and their families who are struggling with attendance at school.

Hunter Sports High School will continue with the ALERT Literacy Program with specific ATSI groups to continue the improvement from the lower NAPLAN bands to the higher bands. This will be overseen through the continued appointment of an Aboriginal Instructional Leader.

The school is focused on improving our BYOD policy and processes and using technology as a tool to support teaching and learning. This will involve upskilling of staff and students, digital literacy and citizenship lessons and changes to teaching and learning programs.



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 2017 The school held a number of whole school events to engage with our community. Merit and consistent effort assemblies were conducted each term and PBL award recipients and monthly sports awardees were recognized. The SRC inductions were held in term one and the school pledge was recited in the presence of the whole school and parents. These school assemblies were well attended. Parent Teacher evenings were held at the conclusion of Term 1 and the beginning of Term 3. As in previous years, they were well attended though with the school redevelopment they were shifted to individual rooms, which separated faculties. This allowed for a more personal approach as the separate rooms could be used to showcase faculty initiatives and student work samples.

The school continued its representation at the Sports High School Association and has continued to work with state and national sporting bodies. The sports High School Association partnered with Westpac Bank and Fox Sports to deliver the documentary "Once upon a Sport" which was screened last year on Fox Sports. It highlighted the work done in NSW Sports High Schools and featured students and teachers from Hunter Sports High School as well as others in the Sports High School Association. This was a significant partnership, which looked at the pathways of some famous athletes for example Moises Henriques, Nigel Boogaard and Mariah Williams and the role attending a Sports High School played in their development. The NSW Sports High School association has created significant partnerships with state and national sporting bodies. It continues to work closely with entities like the Newcastle Jets, Newcastle Knights, AFL, Cricket and Hockey NSW, Tennis Australia to name a few.

These organisations recognize the value of the programs offered in our schools and are also involved in promoting our programs in their high performance pathways. In 2018 The sports High school association will partner with Newcastle and Sydney university to conduct fitness testing to create a data base for sports High school Students. Data collected will be used to assist in the further training and development of future athletes in Sports High School programs.

Our school promotions officer ensured our message was out in the community. The school produces fortnightly newsletters, which can be downloaded or viewed on our website. The school Facebook page and website continues to be well patronised by the school community. Facebook likes from February to August rose from 2800 to 3200. Website hits were also up by 37% in 2017 and have more than doubled since 2015. This proactive school promotion saw TSP enrolments increase by 8% in the year 6 into 7 cohort and increase by 19% in the Yr 8–11 groups. The Target Sports awards night was another successful event with well over 400 people attending the presentation at Wests Leagues Club. Attending on the night were representatives from both Councils and State Parliament as well as prominent members of the Newcastle sporting community.

The school again ran a number of transition activities to engage with partner feeder schools and to support Targeted sports students who come from across the Hunter Region. All faculties were involved in these activities. In total 16 separate events were conducted across the year with term 2 and 3 being the most busy. Students at risk were supported by events specifically organized for them and collaboration between the primary partner school and Hunter Sports High School staff ensure that transition to high is as smooth as possible.

The Minimbah team continue to support Aboriginal and Torres Strait Islander students in our school. The Minimbah team were instrumental in the organization of the Harmony Day, Sorry Day and NAIDOC week celebrations. At the conclusion of the year the Minimbah awards nights were held at Charlestown Bowling club and were attended by over 200 students, parents, carers and staff and were once again a wonderful celebration of indigenous culture and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement of school website and Facebook pages.	School promotions Officer	We had a 37% increase in website hits in 2017 and in comparison with the website usage is up by

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement of school website and Facebook pages.	\$18,000 School Promotional resources \$18,000	219% from 2015. In 2017 we had an average of 400 extra likes per item posted on the school's Facebook page.
Increase in Yr. 7 TSP applications	TSP enrichment programs (University Links) – 17,000 Community Engagement Programs – \$5000	There was an 8% increase in TSP enrolment for Yr 6 into 7 There was a 19% increase in TSP enrolments from Year 8–11

Next Steps

Future directions:

- Creation of Targeted Sports Program, Physical Activities and Sports Studies course in Stage 5 course to supplement learning in all Targeted Sports Programs.
- Employment of Strength and Conditioning Coach to work with student in individual sporting programs
- Establishment of Certificate III Fitness course and training of staff member to deliver.
- Continuation of the engagement in the Sports High School Association and continue consultation and dialogue with state and national sporting bodies



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Worker – \$65 000</p> <p>Aboriginal Wellbeing programs – \$20 000</p> <p>Community Engagement \$13 000</p> <p>Aboriginal SLSO's – \$93 000</p>	<p>We have achieved outstanding results in literacy for our Aboriginal students. Aboriginal students increased their average NAPLAN scores across all Literacy domains in 2017. We were above state average in Year 7 for Writing, Grammar and Spelling. We have achieved outstanding results in literacy for our Aboriginal students. Aboriginal students increased their average NAPLAN scores across all Literacy domains in 2017. We were above state average in all areas for Literacy. We saw our best ever results across all domain areas. Aboriginal students also out scored non-aboriginal students in Year 9 domains of Reading and Grammar.</p>
Low level adjustment for disability	<p>SLSO'S – \$90 000</p> <p>HUNTER Class Structure – \$20 000</p> <p>LAST (0.4) – \$30 000</p>	<p>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. Of the students identified with a disability 50% were Cognitive, 4% Physical, 50% Social/Emotional and 4% Sensory. 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 the Hunter class structure 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.</p>
Socio-economic background	<p>LAST Allocation (2.1) – \$213 000</p> <p>Student Assistance \$30 000</p> <p>Youth Workers \$50 000</p> <p>Youth Programs \$20 000</p> <p>Technology \$50 000</p> <p>Wellbeing Coordinator \$20 000</p> <p>ALERT Literacy \$50 000</p> <p>PBL \$15 000</p> <p>Deputy \$150 000</p> <p>Attendance Officer \$60 000</p>	<p>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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	481	454	449	458
Girls	292	288	289	283

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.1	88.2	88.7	89
8	87	86.6	85.2	86.8
9	81	84	82.6	84.6
10	78.9	77.6	81.1	79.8
11	80.9	72.3	85.6	84.6
12	85.1	82.1	88.4	88.9
All Years	83.9	82	84.8	85.3
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 school continues to work hard to improve student attendance. The attendance team meets regularly with the Youth Workers, Year Advisers, Wellbeing Coordinator, Home School Liaison officer and Senior Executive to ensure the school closely monitors and follows up on non-attendance.

The school employs an attendance officer 3 days a week to work with students, staff, parents and community to ensure attendance at school is a priority. We continue to see an increase in student attendance which is great however we do strive to get closer to the DoE state average. We have continued with recognising improved attendance and students who have a 100% attendance with student celebrations and acknowledgement at school assemblies.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	25	23
Employment	2	11	2
TAFE entry	3	6	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

The school CAT team worked closely with students to secure TAFE and work experience opportunities for students. There continues to be a large number of students leaving school without firm employment or career options. The school has been working hard in this area and will introduce a class in 2018 to support yr 10 students looking to transition into the work force prior to the conclusion of yr 10. This initiative is designed to reduce the numbers of students looking for work post school.

Year 12 students undertaking vocational or trade training

In 2017 in Year 12 20 students studied a Vocational Educational course

Students studied the following courses:

- Construction – 7
- Electro technology – 3
- Hospitality – 8
- Metals – 4
- Outdoor Recreation – 3
- Sport coaching – 6
- Foundation Vocational skills – 2

Year 12 students attaining HSC or equivalent vocational education qualification

81 students completed their HSC or equivalent in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	41.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	14.08
Other Positions	1

*Full Time Equivalent

Hunter Sports High School has 4% 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

Professional Learning and Teacher Accreditation

2017 saw the implementation of embedded staff professional learning for all teaching and support staff. All staff received a 1 period allocation per fortnight to facilitate this model for staff PL. Data derived from the school strategic plan and staff PDP's indicated a need to focus on *future focused curriculum and learning environments, technology, formative assessment strategies and curriculum implementation* with the release of a variety of new syllabus' in 2018. All staff completed mandatory compliance training in Code of Conduct and Child Protection with new staff supplying evidence of Anaphylaxis training. The school

continued its partnership with Dan Haesler with extended staff development meetings targeting engagement and curriculum strategies for students in the 21st Century Classroom. All staff PL sessions and extended staff meetings were logged on MyPL for staff requiring accreditation to record the non-accredited hours accordingly. As part of the Waiyarang Community of Schools we participated in a combined Term 2 staff development day focusing on *Project Based Learning Enquiry and Engaging Learners of Today*. This combined PL also allowed staff to showcase and share resources to further strengthen their KLA programs. An average of \$3350 was spent on staff participating in both internal and externally provided professional learning, totalling \$251,250.

Accreditation

During 2017 Hunter Sports High School supported 4 conditional/beginning teachers, 6 provisional, 26 proficient and 36 existing staff. No staff were seeking voluntary accreditation at higher levels. Staff seeking proficient status or seeking to maintain their accreditation were supported with an in depth mentoring system which provided key feedback into the evidence and annotations detailed in their report. To assist in the accumulation of professional learning hours for teachers 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 and each teachers Professional Development Plan.

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	775,634
Global funds	332,841
Tied funds	657,715
School & community sources	284,840
Interest	6,737
Trust receipts	54,679
Canteen	0
Total Receipts	1,336,811
Payments	
Teaching & learning	
Key Learning Areas	35,477
Excursions	5,149
Extracurricular dissections	158,359
Library	951
Training & Development	1,427
Tied Funds Payments	435,978
Short Term Relief	27,663
Administration & Office	89,273
Canteen Payments	0
Utilities	45,341
Maintenance	12,838
Trust Payments	99,864
Capital Programs	15,000
Total Payments	927,320
Balance carried forward	1,185,125

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	2,514,867
Appropriation	2,258,853
Sale of Goods and Services	2,689
Grants and Contributions	250,385
Gain and Loss	0
Other Revenue	0
Investment Income	2,940
Expenses	-1,392,444
Recurrent Expenses	-1,392,444
Employee Related	-809,959
Operating Expenses	-582,486
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,122,423
Balance Carried Forward	1,122,423

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 MANAGEMENT OF THE SCHOOL

The financial management of the school follows the guidelines set out in the Finance in School's Handbook.

The School's Finance committee consists of the Principal, Deputy Principals, 1 Head Teacher, the Administration Manager and one community member.

The major means of monitoring the budget is through the production of detailed monthly reports relating to actual budgeted receipts and payments.

- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)

- intended use of funds available

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	6,886,608
Base Per Capita	117,209
Base Location	0
Other Base	6,769,399
Equity Total	1,259,990
Equity Aboriginal	191,660
Equity Socio economic	776,862
Equity Language	0
Equity Disability	291,468
Targeted Total	746,548
Other Total	242,441
Grand Total	9,135,587

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 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

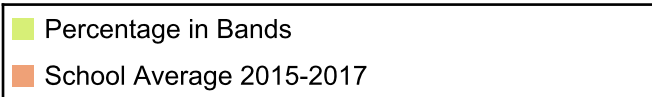
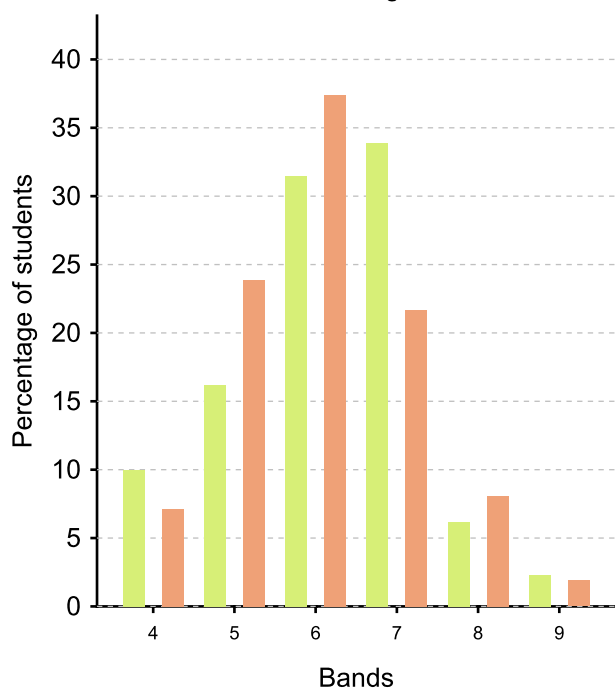
In Year 7 we have seen an increase in students in the top 2 bands for writing. There has also been an increase in students at or above minimum standards in Writing, Spelling and Grammar. We have seen a slight reduction in Reading. The average score across all domains of literacy has seen a significant increase in our average scores. With our best results recorded this year since 2012. We are definitely starting to see a trend in the shift of students from the bottom 2 bands into the middle 2 bands. Our results are very strong in comparison to similar school groups. In particular spelling and writing has seen improvements with on average more students being represented in the middle and top bands than similar school groups.

We have achieved outstanding results in literacy for our Aboriginal students. Aboriginal students increased their average NAPLAN scores across all Literacy domains in 2017. We were above state average in Year 7 for Writing, Grammar and Spelling.

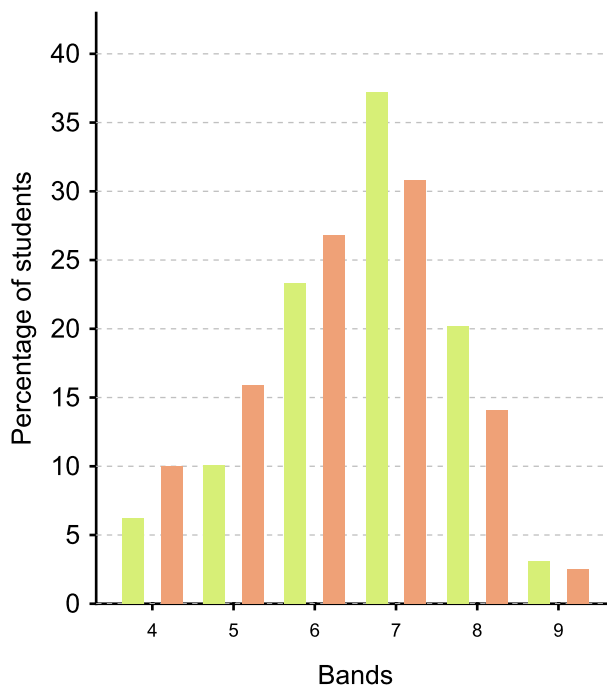
Overall In Year 9 we have seen the best average scores across all domains since 2012. There has also been an increase in students at or above minimum standards for spelling. With the Hunter class and Enrichment classes firmly established it was great to see large improvements in growth in particular growth in Year 9 writing, spelling and grammar for the Hunter class students and the Enrichment class students. Their growth rate was higher than the growth for mainstream students in each of these domains.

We have achieved outstanding results in literacy for our Aboriginal students. Aboriginal students increased their average NAPLAN scores across all Literacy domains in 2017. We were above state average in all areas for Literacy. We saw our best ever results across all domain areas. Aboriginal students also out scored non-aboriginal students in Year 9 domains of Reading and Grammar.

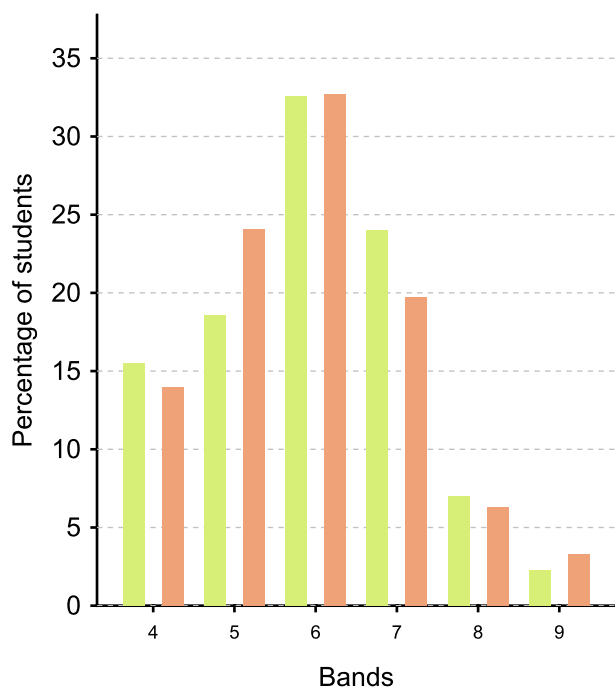
Percentage in bands:
Year 7 Reading



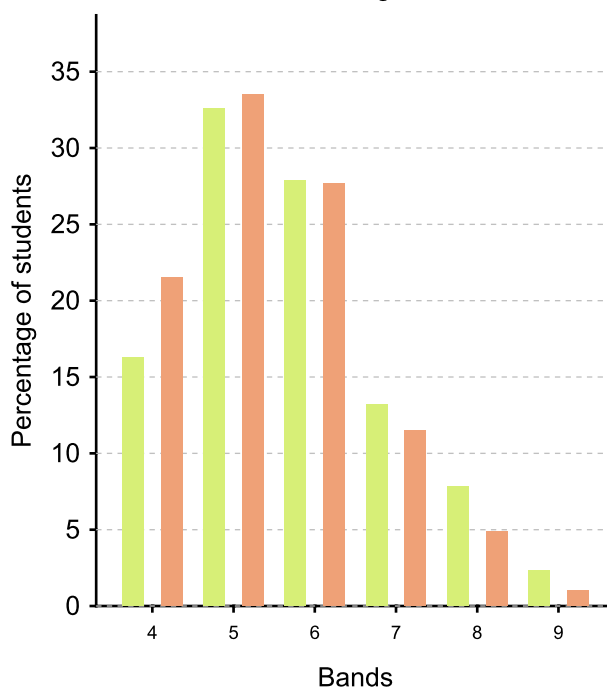
Percentage in bands:
Year 7 Spelling



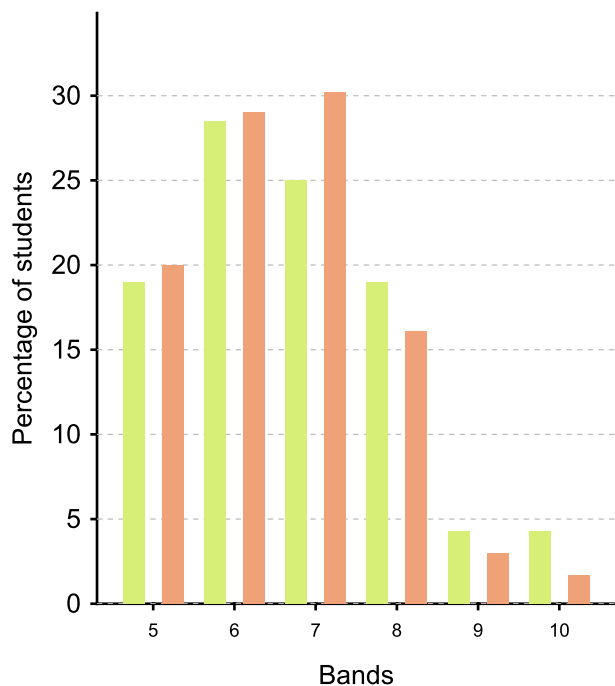
Percentage in bands:
Year 7 Grammar & Punctuation



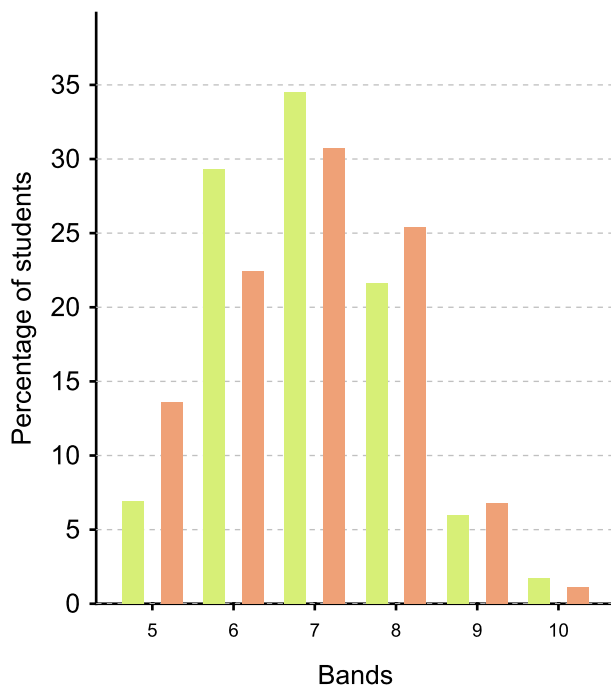
Percentage in bands:
Year 7 Writing



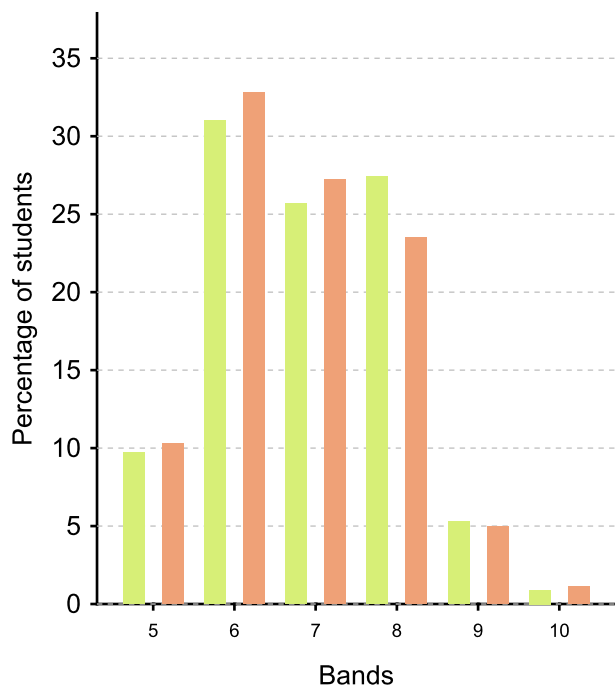
Percentage in bands:
Year 9 Grammar & Punctuation



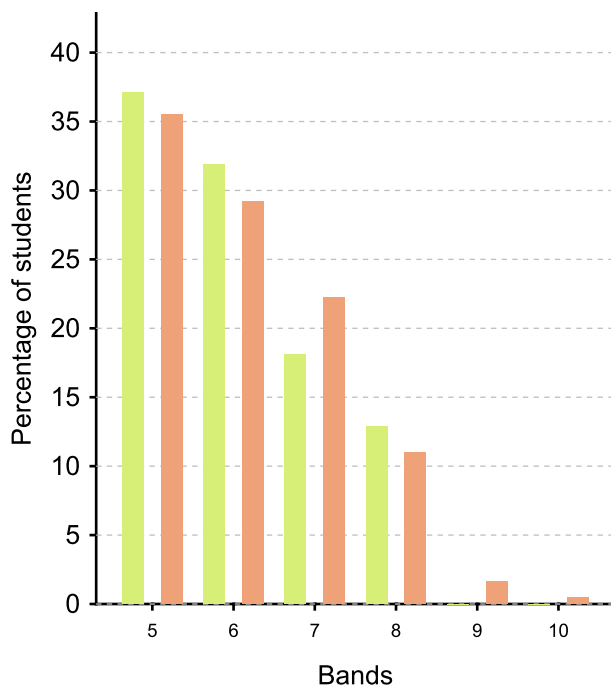
Percentage in bands:
Year 9 Spelling



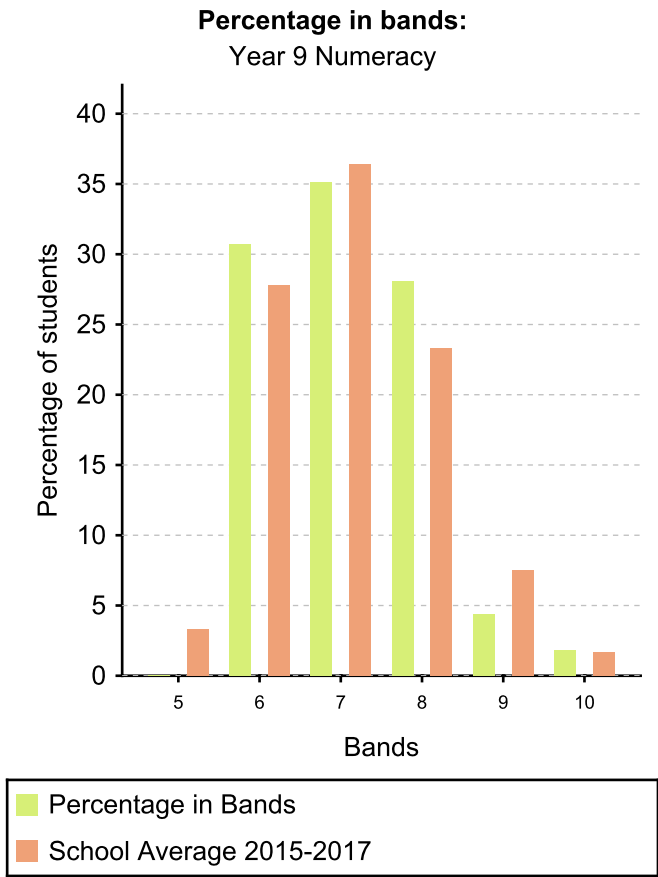
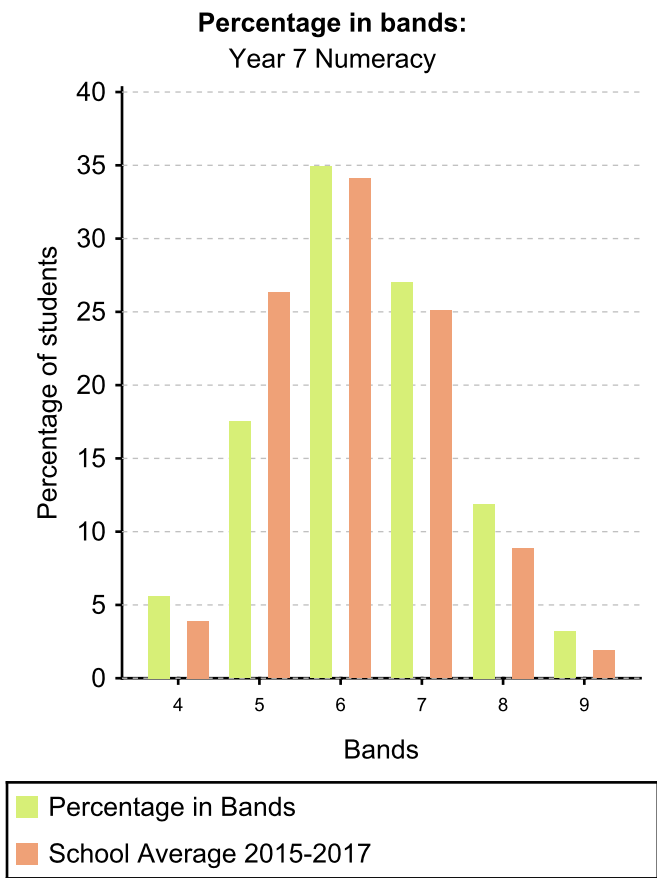
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



In Year 7 Numeracy overall Year 7 students achieved the best scores since 2011. Aboriginal students increased their scores significantly to be just below State average scores. Overall our Year 9 students saw a decrease in their average scores. Our Year 9 Aboriginal students out scored Non Aboriginal students in Numeracy. These Aboriginal students achieved the best scores ever in the domain of Numeracy. In Year 9 the Hunter Class and Enrichment classes all achieved significant growth in Numeracy which was higher than all Year 9 students.



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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>

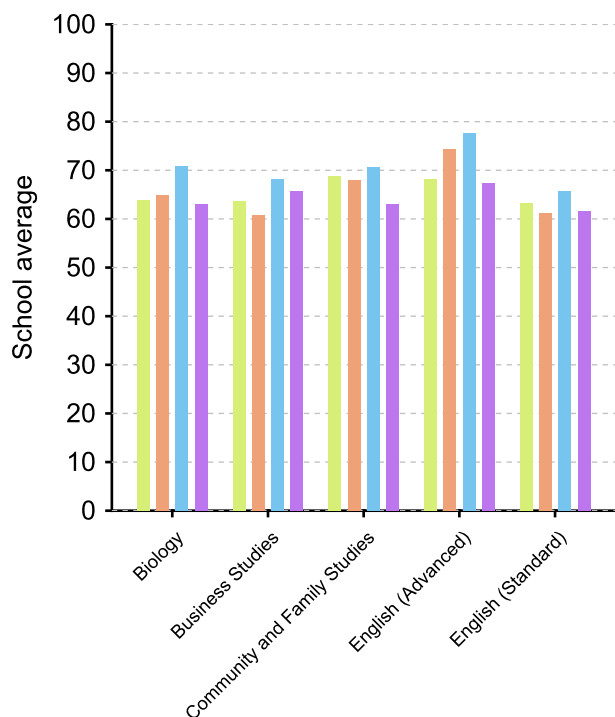
This year 29 Aboriginal students from years 7 and 8 participated in a program designed to help improve their performance in NAPLAN from the middle two bands into the top 2 bands. Students were given opportunities to submit tasks from their subjects and were given feedback to make improvements. They tracked their progress with an innovative App and a live leader board.

Students in years 7, 8 and 9 also participated in one extra ALERT literacy session per fortnight which has helped to improve spelling, grammar and punctuation and writing.

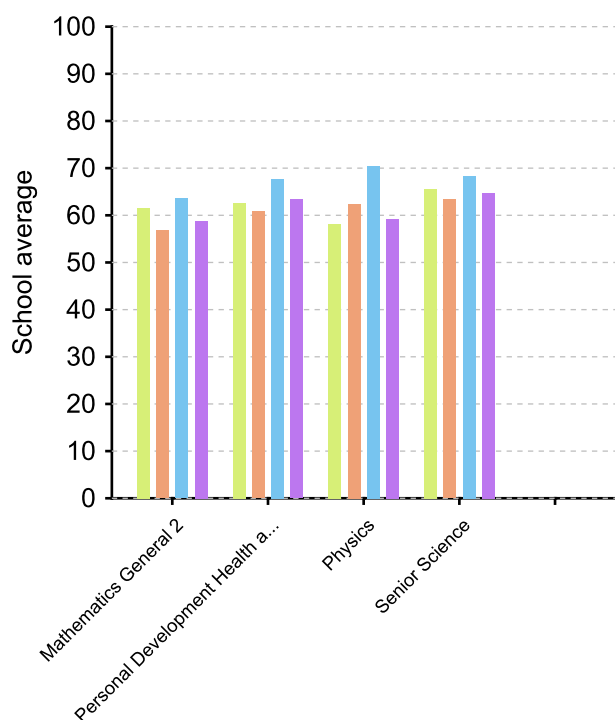
There have been dramatic improvements for students in year 7. All students have been pre-tested and post-tested in relation to specific writing tasks. These results show our school as one of the top performing in the state for growth in writing for Aboriginal students. We have received excellent feedback from the Aboriginal Education and Communities Directorate, with a special delegation coming to our school in 2018 to visit our students and learn more about this

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



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

Maths

- Many students in Band 2 should have been completing GM1 but due to patterns of studies

were unable to move to this course in Year 12

- We had the lowest number of Band 1 in 3 years

Where to next

- Difference between SBA and HSC mark was significant, therefore we will look to increase the number of Band 1 and 2 questions in assessment tasks to improve student confidence in the lead up to the HSC exam.
- Continue to monitor student attendance and completion of course work.

HSIE

- Below state average across the board
- Getting closer to state average over past few years

Where to next:

- Focus on student writing in Stages 4 and 5. ALERT training for HSIE staff to be held during faculty meetings.

PDHPE

- Over 30% of students in our course are sitting in bands 1 and 2.
- More than state average in the bottom 3 bands
- Reduction in % of students in bands 4 and 5 as well as 1.
- Increase in bands 2 and 3.

Where to next:

- Continue to practice the verbs
- Assessments designed to cater for all levels—range of verbs— extend higher order
- Consistent reinforcement of using feedback effectively.
- Regular practice of extended response writing—Incorporated into Task 1 for 2018
- Reinforce importance of using syllabus and catching up on missed work.
- PEEL and GPS strategies reinforced

Community and Family Studies

- Consecutive years of achieving band 5 results after 3 years without any.
- Shifting of band 1 students into bands 2 and 3 into 4.
- Similar band 5 numbers
- No band 6s

English Advanced

- Above state average in one question
- Text choices.
- School assessment up to 20 marks lower than HSC
- Creative writing best results

Where to next:

- Homework, study – student application
- ALERT strategies used in 2018
- Explicit teaching of Module A with modelled responses

Music

- Extra performance practice at assemblies and school functions to gain confidence and performance polish.
- Use of outside music marker for Trial.

- Attendance was not a negative contributing factor.
- Some students suffered performance anxiety.
- All students received 2 years practice of past HSC questions.

Where to next:

- Concentrate on thorough knowledge of the musical concepts and question answer structure.
- Ensure students attend HSC Music Day or REPRISE.

Parent/caregiver, student, teacher satisfaction

In 2017 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:

- 80% of our 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 teachers have high expectations for each student though would like more information on opportunities concerning their children's future.
- Parents generally feel welcome at HSHS but would like to be more informed about their child's social and emotional development while at school.
- Parents feel that Wellbeing is the most important measure for their child while at school.

The Tell Them From Me teacher survey was conducted in October, 2017. This survey measures 38 indicators based on the most recent research on school and classroom effectiveness. A summary of key findings from the teacher survey included:

- 91% of staff that took the survey have been teaching for 6 years or more.
- One of the highest performing drivers of student learning, according to our teachers, is our learning culture where 80% of teachers discuss learning goals and 83% set high expectations for student learning.
- 67% of staff agreed or strongly agreed that morale amongst staff is good.
- 84% of staff agreed or strongly agreed that school leaders are leading improvement and change.
- 91% of staff agreed or strongly agreed that school leaders clearly communicate their strategic vision and values for our school.
- 90% of our teachers set clear expectations for classroom behaviour.

The Tell Them From Me student survey includes ten measures of student engagement, categorised as social, institutional and intellectual engagement. 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

responses indicate that Hunter Sports High School is above state average with regard to quality classroom instruction (4%), positive teacher–student relations (7%) and positive learning environments (5%).

Policy requirements

Aboriginal education

Hunter Sports High has 165 Aboriginal and Torres Strait Islander student who come from a range of different communities who have relocated to attend HSHS. Of these students 60% are from the local community and 40% are students who attend and participate in a Targeted Sports Program.

Hunter Sports High School has an Aboriginal Education Officer (AEO), a male Aboriginal SLSO and a female SLSO who work with specific year groups and touch base with all 165 students. The Minimbah Team has representatives from all faculties, three Head Teachers, two deputies and an Aboriginal Instructional Leader.

An Instructional Leader (Aboriginal students) was recruited as part of the Premiers Priorities working towards increasing the number of Aboriginal Students in the top two bands of NAPLAN. Twenty five students from years 7,8 and 9 were targeted for extra support and and close monitoring to help achieve this target. The Instructional Leader reports to Aboriginal Education and Communities, the local AECG and to the school executive. This cohort has shown strong growth especially in Writing.

Our Minimbah Parent and Community meetings provide another forum for our ATSI community while our Minimbah team work tirelessly to complete Personalised Learning Plans for all Aboriginal students, conduct enrichment and support programs, and celebrate our students at the annual Minimbah Celebration Night which showcases ATSI student endeavours.

Hunter Sports High School is an active and willing participant in local AECG meetings and seeks AECG representation on selection panels and major assemblies. In addition we conduct regular Junior AECG meetings, providing a strong voice for our ATSI students. These meetings provide additional leadership opportunities for Aboriginal students. As part of their role, students report at local AECG meetings, further increasing the connections between the school and the community.

ALERT program was implemented in 2017 and proved to be very successful as can be seen in the NAPLAN value added data. There was a select group of Aboriginal students from year 7 to 10 who were identified and participated in the program with great success and this will continue to run in 2018.

NAIDOC week was a huge success with the whole school participating in cultural workshops facilitated by community members to create awareness and providing education around Aboriginal culture. The feedback from parents, staff and students was very positive.

Kaiyukan Kawuma (Intervention Circle) got up and running in 2017 which involved community elders and members, teaching and student mentors working with selected students to provide support based on their

specific needs. This created an opportunity for the student to be heard and given strategies to help them achieve their potential.

The Minimbah Celebration Night was a huge success which saw 250 students, parents, community and teachers come together and recognise the successes of our students. It was a great night and it was a chance to farewell our Year 12 students and parents.

From the HSC graduates 14 % were ATSI students successfully completed their studies and moved into University, TAFE and other employments. In the school leadership team the boys School Captain and girls Vice Captain were ATSI students.

To build cultural identity the school ran a Bro Speak program for the boys. We are hoping to run a Brospeak and Sista Speakin 2018. This allowed prominent community members to come in to mentor and work with the students.



Multicultural and anti-racism education

Hunter Sports High School is a culturally diverse community that promotes intercultural understanding and harmony. The school has an anti-racism contact officer who actively works with staff, students and families to resolve and eliminate all forms of racial discrimination.

We acknowledged that our school is rich in a range of diverse cultures through celebrating Harmony Day and a special assembly. In addition to the 21% Aboriginal and Torres Strait Islander student population, we also have with a total of 94 students (12.5%) who were either born in another country or have parents who were born in another country. In total we have students who come from 28 different cultural backgrounds, making our school population very culturally diverse.

Other school programs

Talented Sports Programs

2017 has been another successful sporting year for our school.

We were one of 396 Government High Schools in NSW that enter the 33 State KO sporting competitions. We were State Champions in 2 team sports after winning the Open Girls cricket state competition, this was the 3rd year in succession that these girls have won this competition and we also won the Yr 9–10 Boys State All Schools Touch Football competition. On top of these 2 outstanding results we have also come 2nd, 3rd or 4th in the State in an 9 other Team competitions. That makes in total 11 of our 33 teams or 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 a great effort and a true reflection of the outstanding work that goes on in our Sports programs.

Also in 2017 we assisted the development of 344 students in our 13 Sport Programs

Out of these 344 students we had 98 Hunter Area representatives, 54 NSW representatives and 11 National representatives.

We also had 169 students from other schools trial for positions in our programs for 2018. 15 internal teachers and 27 external Coaches were employed to deliver our 40 week sporting programs. Many of these coaches work at National and State level in their respective sports 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 2017 by receiving these awards:

Nell Gibson – Richard Face Award

Logan Kubica – Richard Face Award

Lainee Harrison – Sports Person of the Future

Brandon Tangaroa – Sports Person of the Future

Annalee Grove – Newcastle Herald Junior Sports Person of the Year

Zachary Summers – Newcastle Herald Junior Sports Person of the Year

Teah MacPherson – 2HD Senior Sports Person of the Year

Joel Rauch – 2HD Senior Sports Person of the Year

Teah MacPherson –Fitness All Rounder

Phoenix Crossland –Fitness All Rounder

Erin Cleaver – BSC Sports Person of the Year

Open Girls CricketTeam – NBN Team of the Year

The following students were Australian representatives in 2017;

Regan Black –Australian U/16 Futsal Team

Hannah Bourke –Australian U/20 Young Matilda's Football Team

Erin Cleaver –Australian World Para–Athletics Representative

Annalee Grove –U/17 & U/20 Young Matildas FootballTeam

Luke Huth –Australian Schoolboys Rugby League Team

James Piggott –Australian U/14 Futsal Team

Joel Rauch – All AustralianBasketball Team

Adam Sherrett –Australian U/15 Football Team

Zachary Summers –Australian U/17 Basketball Team

Brandon Tangaroa –Australian U/15 Baseball Team

Jade Memarides –Australian U/219 Softball Team

Individual Program Player of the YearAwards

AFL Player ofthe Year 2017
BaileyCullen

Athletics Athlete of the Year 2017
Teah MacPherson

Baseball Player of the Year 2017
MitchellEllison

Basketball Player of the Year 2017
Joel Rauch

Cricket Playerof the Year 2017
Nell Gibson

Football Junior Player of the Year 2017
Annalee Grove

FootballSenior Player of the Year 2017
JacksonFrendo

Hockey Playerof the Year 2017
Brendan Crouch

Netball Playerof the Year

2017 Murren Woods

Rugby League Junior Player of the Year 2017
Tyronne Nean

Rugby League Senior Player of the Year 2017
Luke Huth

Rugby Union Player of the Year 2017
Emma Bradford

Swimmer of theYear 2017
Zachary Renshaw

Tennis Player of the Year 2017
Farisha Khan

Touch Football Player of the Year 2017
Jessie Jenkins

TSP Squad Highlights

AFL

Damon Ireland U15 CHS Hunter Representatives

2 Swans Academy Players

Denver Ross

Samuel Page

Athletics

Denver Ross

Samuel Page

Athletics

International

1 Representative

1 Silver National Representatives

5 Gold 3 Silver 3 Bronze

State Level Representatives

7 Gold 6 Silver 4 Bronze

Baseball

Mitchell Ellison Hunter CHSCountry U18
Representative NSW CHS Representative NSW All
Schools Representative

Brett Allen NSW Country U16 Representative

Brandon Tangaroa Selection for USA Touring Team

Basketball

Senior Boys Senior Girls Junior Boys Junior Girls

Teams all Hunter Region Champions

Senior Boys Silver medalists State Championship

6 Male Hunter Representatives

2 Female Hunter Representatives selected in NSW Country Development teams

Joel Rauch Hunter CHS NSW All School and All Australian Team representative

Cricket

Open Girls State Champions (Marie Cornish Cup)

4 students selected in NSWCHS teams – girls

3 students represented NSWCountry at National Boys Championships

Football

Bill Turner Girls 2nd in Australia

3rd Open Girls Puma Cup

3rd Open Boys Puma Cup

15 Hunter CHS Representatives

4 NSW CHS Representatives

22 Newcastle Jets Academy Representatives

Newcastle Jets Youth Team – Jackson Frendo

Nothern NSW Representatives: Milo Bisogni, Kirsty Fenton, Ruby Jones, Leia Puxty, Kimberly Trappett, Caleb Trowbridge, Te-Reremoana Walker, Layla Whyte, Brianna Williams Chelsea Williams.

NSW SPORTS HIGH SCHOOL ASSOCIATION

Hunter Sports High School is a key member of the NSW Sports High School Association.

The NSW Sports High Schools Association (SHSA) aims to enable existing Sports High Schools to become Centres of Excellence that provide their students with a balanced academic and sporting education that helps them reach their potential to become elite athletes.

A key feature of this aim is to align existing Sports High Schools with local, state and national Australian sport structures and high performance development pathways.

The New South Wales Sports High School system contributes in excess of 80 Australian and 300 New South Wales Representative Athletes per year. The A League, NRL, Big Bash, ANZ Netball Championship, Commonwealth Games and Olympic Games all have extensive representation of current and previous Sports High School students. Since its inception in 2014 the Sports High School Association has established strong

relationships with the sporting industry and built a growing awareness among these stakeholders.

2017 has seen the first round of partnerships with State Sport governing bodies become formalised with signed off MOU's, partnership media launches and structured player development days with and hosted by Cricket NSW, Basketball NSW and Baseball NSW.

Further partnership launches are planned for 2018 with Hockey NSW, Netball NSW, Athletics NSW and NSW/ACT AFL and Rugby League.

NSW SPORTS HIGH SCHOOL's FOXTEL DOCUMENTARY

Hunter Sports High School was a valued contributor to a 2 hour double episode documentary screened on FOXTEL in 2017. The documentary featured all 7 NSW Sports High Schools and focused on each school's contribution to the Sports Industry in Australia along with the structures and processes used to develop elite student athletes.

Hunter Sports High School's segment of the documentary centred on our relationship with the Newcastle Knights and the holistic approach that is implemented between both organisations with regards to the overall sporting, welfare and academic development of students in the school's Talented Rugby League program.

The documentary received a prestigious media award at the end of 2017.