

Hunters Hill High School

Annual Report



2018



Hunters Hill
High School

8207

Introduction

The Annual Report for **2018** is provided to the community of Hunters Hill High School as an account of the school's operations and achievements throughout the year.

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

Gregory Lill

Principal

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Message from the Principal

My first year here has been one that has, of necessity, been one of change. A large staff turnover at the end of 2017 both amongst the teaching and executive staff has ushered in bold new thinking and a renewal of a more rigorous approach to the academic demands of high school.

The school has revamped its' approach to assessment, the way it deals with literacy, given a new impetus to feedback with students, ensuring that they receive it in a way that can be formative, and prepared itself to develop a major focus on the development of higher order thinking skills in 2019 and beyond. To facilitate this there has been a restructure of the timetable, removing a distinct roll call and introducing a mentoring period Umatter as well as consolidating elective time into two electives in Stage Five. We have prepared to move from a six period day to a five period day with changes to breaks in line with this. Overall the aim is to cut down movement, maximise actual teaching time and facilitate a focus on higher order thinking skills to support the more rigorous approach.

As can be seen elsewhere in this report the school is aiming to improve its growth from Years 7 to 9 and the growth for middle and higher performing students from Year 9 to the HSC. and have made an appropriate analysis of our HSC, NAPLAN and VALID results to establish clear pedagogical directions.

This has also been a year in which our students have achieved and excelled in a variety of areas. Our students have been active as community leaders, volunteers, sportsmen and performers. A pleasing mix of talents that reflects the community nature of our school. This annual report would not be complete without a thankyou to the P and C for their efforts with the specialist musical ensembles which have represented the school so ably across a variety of forums. The P and C also deserve thanks for their fundraising in support of the school and their environmental efforts within the school environment.

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

With the arrival of so many new staff including a completely new senior executive, A number of Head Teachers and over a quarter of the teaching staff it was an appropriate time for review and renewal of the schools directions. To this end there has been a detailed evaluation of both the available external examination data as well as the data available through in school processes to determine our directions for the next three years. The analysis showed a shortfall in our students in two main areas; the growth in skill from Years 7 to 9 in literacy and the growth in higher performing Year 9 students leading up to the Higher School Certificate. To overcome this we have developed strategic directions in three areas. Firstly The building of staff capacity to teach specific literacy skills, as well as mark and give feedback to students in this area. Secondly to give students a greater understanding of their own learning, through a detailed knowledge of the skills they are developing and a targeted approach to assessment and feedback. This helps them to identify their own areas of weakness. Finally we need to engage our parents in the process not only so that they know what is going on in the school in an administrative sense but in a learning sense so that they can be a part of the process.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Building Teacher Capacity

Purpose

The purpose here is to ensure that all staff have the necessary skill to develop in their students the writing skills necessary to attain the top bands in the HSC. Whilst the school has a solid entry level literacy level those students need to be extended so that they can critically evaluate and analyse and be able to express those conclusions in a sophisticated way. To this end the staff must first be cognisant of the literacy requirements of the courses within their own specialty and be aware of the elements of that combine to create an A range response, not just the content required. To this end staff will undergo a Professional Learning program based around The ALARM method with this being linked to strategies for higher order thinking. In this way students leaving Hunters Hill HS will be prepared for higher education, training and work.

Overall summary of progress

The focus in 2018 was around getting staff familiar with the ALARM model. This occurred from Term 2 onwards and was successful with a visit from Max Woods to present to targeted staff being a motivational starting point. These staff members then variously opened their classrooms for demonstration lessons, presented to staff or faculty groups and shared resources so that the understanding of the process became more widespread. The school is confident that the majority of staff can deconstruct and construct an answer using the matrix and provide feedback on student work that targets the structural aspects of writing so that students can more accurately respond with an analytical and/or evaluative approach.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* to have 75% of students making expected growth between Year 7 and Year 9 across all elements of NAPLAN	\$12,000 in professional learning funds to complete ALARM training and considerable in school PL time to reinforce practices.	1) A school wide pedagogy that reflects a focus on writing development 2) Students confident in their knowledge and skill in being able to deconstruct their own responses and analyse the areas in which it fails to meet an A range response 3) A structured approach to assessments from 7 to 12 that is developmental for both literacy and higher order thinking
*To have HSC value added data reach State average in all three areas: lower, middle and higher performing students.	\$14,400 in support of Professional Learning activities aimed at supporting classrooms that are higher order	1) STEM program partnering with Sydney University in place 2) Preliminary shift in classroom focus, all staff recognising the need for challenge 3) higher order thinking pedagogies ready to be explored 2019.

Next Steps

Having staff understand the matrix alone however, is not enough. The school's pedagogy needs adequate writing and feedback time but it also needs to contain the prerequisite classroom activities that will force students to think for themselves: discover and manipulate knowledge rather than simply learn it. This ties in with ALARM's focus on getting students to respond in a focussed, ordered but sophisticated way. To this end two staff will have significant allowances to work in a team teaching capacity with staff to develop skills so that the use of the ALARM metalanguage and process is just a seamless part of the pedagogy. At the same time other staff in the school are developing skills in the areas of problem based learning, flipped classroom and questioning in order to facilitate classrooms that operate more regularly at an analytical and evaluative level.

Strategic Direction 2

Student Centred Learning

Purpose

The purpose here is to ensure that every student is challenged and engaged to continue to learn. A whole school review of assessment practices is to be undertaken in order to ensure that there is a clear progression in the skill demands from year to year and that those skills are being developed as appropriate. To this end assessment practices will be focussed more on being formative so that they are appropriate learning experiences. As a corollary to this staff will also be reflecting on and developing their own pedagogy with particular reference to literacy, higher order thinking and technology so that teachers can make better and more appropriate choices in their strategic approaches to both remediating and extending students in line with the demands of the Australian curriculum.

Overall summary of progress

There has been significant progress made in getting students to take responsibility for their own learning with a complete revamp of the assessment process. Now all assessment tasks have an inbuilt timeline that requires students to plan, draft and gain feedback before submission in order to develop the positive learning habits that students need. The feedback too, is focussed, using the school's ALARM metalanguage to ensure that students can identify the part of the process that most needs attention. This has certainly improved the submission of quality responses particularly in Stage 5.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>*To have a developmental assessment program 7 to 12 that is formative, developmental and clearly aligned to the skills necessary for HSC success.</p> <p>* For teachers to report that there is a higher satisfactory completion rate for assessment tasks.</p>	Considerable in school time was spent on this including Staff Development Day time, staff and faculty meetings.	The assessment program has been remodelled. All assessment tasks have higher order thinking and ALARM integrated.
* Improvement in external school examination results (see SD1)	\$18.000 in Professional Learning Money that supported ALARM, higher order thinking initiatives	The 2018 HSC results and NAPLAN results have both shown improvement from 2017 and are on track to meeting targets.
* For students to report that they do find classes challenging and engaging.	\$8800 in Professional learning money plus staff time in faculty and staff meetings	Students have shown a positive interest in both STEM and problem based learning projects. This to be evaluated more closely in 2019. Also the navigate program has been given a stronger intellectual quality.

Next Steps

In 2019 all students will be part of a mentoring programme which has a number of functions. In the area of learning planning, time management and goal setting will be strong focusses to develop student understanding of the process of learning.. By developing an ongoing relationship with their mentor they will be able to have more insightful discussions about their progress and attitude. this will be supported by a streamlining of the assessment process whereby the requirements for each year will be clearly set out at the beginning of the year in a format accessible to students and their carers to facilitate planning and responsibility.

Strategic Direction 3

The Parent Connection

Purpose

The purpose here is to develop a more comprehensive relationship between Hunters Hill High School and its community. This is in order to develop a shared approach to education so that the same values are being reinforced at school and at home. It is important for parents to understand the schools requirements in a range of areas including but not limited to homework, assessment, reporting, public examinations, excursions, uniform and behaviour. In developing this understanding the school will be seeking to develop a rapport with its community in a variety of ways to ensure that the parents have the knowledge and understanding necessary to be able to contribute to school direction as it evolves over the next few years but also be confident in supporting their child to achieve their personal best. this is crucial if public confidence in public education is to be high.

Overall summary of progress

The RAPPORT program has been instituted at the school with a strong sign up from parents into the closed facebook groups particularly in the junior years, we are approaching the target of ninety percent and hope to meet that in the new year as positive word spreads amongst parents. Feedback has been extremely positive, particularly around the assessment notifications. The new website is up and running and has garnered interest from prospective parents.

Attendance at school events has been slightly up but RAPPORT was not up and running at the time of the carnivals so that will be an ongoing area of improvement for next year.

Whilst N awards were down, this may have reflected an influx of young staff unfamiliar with the system rather than a renewed commitment from students. Staff understanding of the process will be reinforced as will student diligence both through the U Matter program and the social media platform.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* to have at least 90% of our parents being kept up to date with our social media platform and reflecting that they feel "well informed about what is happening at the school. This to be translated into 75% attendance at information nights.	\$14,000 new website, social media organisation, IT expert time	Up over 70 % on average parent uptake on closed facebook groups, and achieved target of over 75 % attendance at 10 and 11 information nights.
* to increase homework completion rates and decrease N award rates	\$14,000	N award rates were down, see comment above. Homework completion remains an area still being targeted for 2019.
* To increase attendance at school events like swimming carnivals to the school norm, reflecting an improved school spirit. to facilitate on time payment for school excursions and activities.	\$14,000	Attendance at carnivals still a focus, as RAPPORT not available to have a serious effect. Parents becoming used to earlier payment.

Next Steps

The school will be trying to build the uptake of RAPPORT, particularly with the new Year 7. The advent of the parent portal through Sentral will allow the closed facebook groups to direct parents directly to due tasks, payment options and other administrative requirements. Next year will be an opportunity for staff to take greater advantage of RAPPORT and use it to promote the pedagogy of the school by providing more detail on classroom activities, such as through videos, to engender parental support for the changing nature of the schools classrooms: the greater emphasis on higher order thinking and STEM in particular.

The other important change for next year will be a more targeted approach on the parent information nights, so that the content of U Matter can be communicated to parents as well as purely administrative matters. In this way the content of U Matter can be reinforced so that school and home are giving a consistent message.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,890	Aboriginal Studies running in school, Aboriginal leadership program rewarded with state recognition, closing the gap targets met. All ATSI students have a Personal Learning Plan.
English language proficiency	\$167,345	<p>Additional EAL/D support was used to cater to the needs of international students. This support was used to support individual students as well as a range of classes. Pastoral care and welfare needs of our international students were improved through the International Students roll call, allowing specific issues to be addressed including attendance and academic concerns.</p> <p>A Mandarin speaking teacher was employed to mentor students and communicate with parents and guardians both in Australia and overseas</p> <p>Students continue to feel supported, and International students are a vibrant part of the school life. HSC results for International students slightly above State average.</p>
Low level adjustment for disability	\$122,098	All identified students have Individual Learning Plans (ILPs) developed in consultation with parents and personalised adjustments have been made to learning experiences. This enabled all students to participate fully in their learning. As a result, adjustments in all subjects explicitly address the specific needs of students with disabilities and student participation and engagement in lessons have increased. The school supported the Nationally Consistent Collection of Data (NCCD) and this created opportunities for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students in their classes. The school established practices where all staff provided evidence of support of curriculum adjustments developed. These adjustments resulted in all students achieving academic success. Results for targeted students were mixed with attendance frustrating some ILP's , though there were some very positive results. next year will have a focus on appropriate adjustments
Socio-economic background	\$62,000	<p>Students requiring assistance with teaching and learning, including course fees, equipment such as stationery and textbooks, school uniforms and excursions were accommodated with this money.</p> <p>The school continues to deliver a range of programs to provide all students with equal opportunities to further their learning. These include :</p> <p>* The numeracy program <i>Quicksmart</i></p>

Socio-economic background	\$62,000	<p>* The <i>Inspire</i> program. In 2018, the school funded 0.6 teaching staff to be mentor teachers for boys and girls Years 7–10 disengaged in learning for a variety of reasons.</p> <p>* An ICT teacher coordinator was employed 4 days per week to support staff with their digital literacy and be confident in their implementation of teaching and learning lessons using ICT.</p> <p>* On going support of the Learning Framework, specifically creating positive learning environments through Positive Behaviour for Learning (PBL), provides a platform for an inclusive school environment. In 2018, PBL signage was purchased and displayed throughout the school to reinforce the school's core value and student expectation.</p> <p>The Inspire program has been reasonably successful with over 60% of participants being successful in having a positive year. next year Inspire will be teamed with Creating Chances as a way of turning around disengaged students.</p>
Support for beginning teachers	\$88.112	<p>This year for the first time Early Career Teachers were linked in to the joint program running across North Sydney school and this has been a positive result. All new teachers to the school are on track with accreditation and are successfully adjusting to the profession.</p> <p>ECT in their first and second year used allocated funding for relief days to assist them access their assigned Mentor to help with the accreditation process and assist with developing classroom practice.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	356	394	387	408
Girls	223	215	212	272

The school is on a steady upward spiral of growth with a growing reputation in the Ryde and Lane Cove communities. The school anticipates being well over 700 in 2019

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.9	92.6	93.9	93.5
8	91.9	90.4	91.7	91.8
9	90.9	88.7	92.5	91.9
10	88.1	88.2	90.1	91.3
11	89.5	86.6	91	87.9
12	91.8	87.9	89.7	92.2
All Years	91.2	89.3	91.7	91.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

- The schools attendance program was under the auspices of the Head teacher teaching and learning and there was a teacher allocated specifically to monitor and follow up attendance concerns. Regular monitoring of the information available through Sentral was undertaken and follow up letters , together with phone contact with parents was undertaken. This often led to meetings with caregivers and attendance plans being developed. In some cases it was necessary to involve the Home School Liaison Officer to have a more formal intervention. The school's

biggest concern in 2018 was around the late arrival of students , particularly in Years 10 and 11. the school has reorganised roll marking for 2019 to facilitate the follow up and increase student ownership of their attendance patterns.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	0
Employment	1	1	6
TAFE entry	1	1	4
University Entry	0	0	56
Other	0	0	19
Unknown	2	0	15

Year 12 students undertaking vocational or trade training

In 2018 Nineteen students undertook school based vocational training in either construction or hospitality with all students successfully gaining their dual accreditation. Two students in Year 12 studied for a TAFE qualification as part of their HSC and were successful in gaining such. For 2019 the changes to the structure of the timetable may facilitate access to TAFE but this also needs promotion with students and caregivers as a viable option.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 all students who started their HSC year at the school gained their Higher School Certificate successfully.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	36.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	9.28
Other Positions	1

*Full Time Equivalent

The Australian Education regulation 2014, requires schools to report on Aboriginal composition of their workforce. In 2018, there were no teachers of Aboriginal heritage working at Hunters Hill High School.

Workforce retention

The school has had an unusually high turnover of staff in 2018. After the retirement of both the previous Principal and Deputy Principal a number of other staff left the school either through retirement, promotion or transfer. This meant that during the year one third of the staff in the school were new to Hunters Hill High School, including four new Head Teachers. However, this means that the school can start 2019 with a stable staff and look forward to a period of stability with a group of enthusiastic young educators.

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	16

Professional learning and teacher accreditation

The school developed a comprehensive professional learning framework that included use of staff meeting time as well as Staff Development Days. The focus of professional learning was around the school strategic directions and included ALARM, student well being,

teaching for inclusion, mandatory training, use of SENTRAL and classroom observations (part of the PDP process).

As well as this, staff accessed online courses, attended day courses and conferences to enhance their teaching and/or leadership skills. Professional learning time was allocated to faculties to assist them to completely remodel the assessment program. All assessment tasks were improved by incorporating higher order thinking and aligning them to the necessary skills required for HSC success.

This year, Hunters Hill High were a part of the North Sydney Entente Cordiale (NS-EC), a community of schools sharing and collaborating high quality educational programs. We used the Term 3 Staff Development Day to bring together faculties across this network of schools and create opportunities for innovation, share resources and utilise the expertise and talents within these schools whilst producing long-term relationships between schools.

The total school expenditure of professional learning was \$88,595. All Beginning Teachers have been supported through an extensive Induction Program. All Beginning Teachers attended most of the induction sessions as well as four whole day workshops run in collaboration with the NS-EC. New Scheme Teachers in their first and second year were allocated funding for relief days or reduced teaching loads to support their professional development. We also invested 0.2 period allowance to an Early Career Teacher Mentor.

Opportunities were provided for Beginning Teachers to reflect on classroom practice as well as to identify areas of development. They were observed by both their head teacher and mentor. New scheme Teachers had regular meetings with their mentor who also assisted them with the accreditation process, particularly the annotation process. All Beginning Teachers started collecting and collating evidence to support their Accreditation at Proficient level with the goal to submit their application in their second year of teaching.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	743,527
Revenue	8,101,578
Appropriation	7,203,756
Sale of Goods and Services	161,969
Grants and Contributions	627,323
Gain and Loss	0
Other Revenue	98,413
Investment Income	10,118
Expenses	-7,891,330
Recurrent Expenses	-7,891,330
Employee Related	-6,867,806
Operating Expenses	-1,023,524
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	210,248
Balance Carried Forward	953,775

Hunters Hill High School's financial management processes and governance structures meet financial policy requirements of the New South Wales Department of Education and Training.

The school has rolled over funds reserved for use in a number of areas: the refurbishment of the school hall's sound and lighting systems, the rebuild of the TAS area to facilitate STEM and support our involvement in the Sydney University STEM project, and an upgrade of the school's photocopying system. The school had also allocated flexible learning support funding for the employment of a School Learning Support officer but despite a number of attempts no suitable applicants were found.

In 2019 there is the intention to spend significant professional learning funds in two areas. Firstly, in the support of early career teachers as the school has a significant group of such teachers and secondly in the support of the school's introduction of ALARM.

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Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,478,624
Base Per Capita	115,906
Base Location	0
Other Base	6,362,718
Equity Total	315,387
Equity Aboriginal	5,611
Equity Socio economic	23,140
Equity Language	173,972
Equity Disability	112,664
Targeted Total	102,901
Other Total	107,745
Grand Total	7,004,657

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school's NAPLAN data shows consistent achievement. The school's percentage of students at or above expected growth was higher than State average across all five domains. Scaled growth was above State average for all domains except writing. This is a particular area of attention within the current school plan.

Percentage in Bands:**Year 7 - Grammar & Punctuation**

Band	4	5	6	7	8	9
Percentage of students	0.7	8.8	17.7	27.9	21.1	23.8
School avg 2016-2018	3.5	9	19.3	28.3	20.9	19

Percentage in Bands:**Year 7 - Reading**

Band	4	5	6	7	8	9
Percentage of students	1.4	2.1	22.6	27.4	24.7	21.9
School avg 2016-2018	1.4	4.1	20.8	32.9	22.7	18.1

Percentage in Bands:**Year 7 - Spelling**

Band	4	5	6	7	8	9
Percentage of students	1.4	4.1	21.8	25.9	26.5	20.4
School avg 2016-2018	1.4	9.2	18.8	26.9	26.6	17.1

Percentage in Bands:**Year 7 - Writing**

Band	4	5	6	7	8	9
Percentage of students	2.7	15.0	29.3	27.9	15.6	9.5
School avg 2016-2018	4.1	20.7	29.6	28.3	12.5	4.9

Percentage in Bands:**Year 9 - Spelling**

Band	5	6	7	8	9	10
Percentage of students	4.5	13.6	21.8	27.3	20.9	11.8
School avg 2016-2018	4.8	8.3	24.8	28.9	25.4	7.9

Percentage in Bands:**Year 9 - Reading**

Band	5	6	7	8	9	10
Percentage of students	1.8	7.3	29.1	28.2	21.8	11.8
School avg 2016-2018	2.9	8.3	23.5	32.4	23.8	9.2

Percentage in Bands:**Year 9 - Grammar & Punctuation**

Band	5	6	7	8	9	10
Percentage of students	0.9	12.7	14.5	35.5	28.2	8.2
School avg 2016-2018	3.8	12.7	21	32.4	21.3	8.9

Percentage in Bands:**Year 9 - Writing**

Band	5	6	7	8	9	10
Percentage of students	11.8	19.1	20.0	32.7	10.0	6.4
School avg 2016-2018	10.8	18.4	24.8	29.2	9.5	7.3

NAPLAN growth has from Year 7 to 9 has shown a consistent upward trend. problem solving is a focus for the school plan in 2019.

Percentage in Bands:**Year 7 - Numeracy**

Band	4	5	6	7	8	9
Percentage of students	0.0	7.5	21.2	28.8	22.6	19.9
School avg 2016-2018	0	7.2	17.9	33.3	22.9	18.7

Percentage in Bands:**Year 9 - Numeracy**

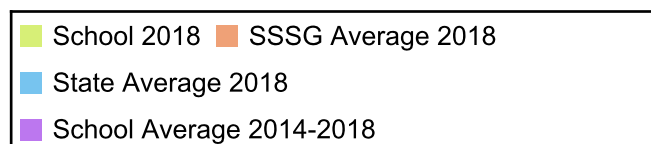
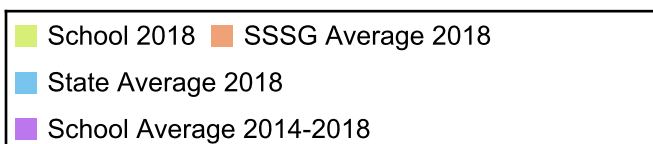
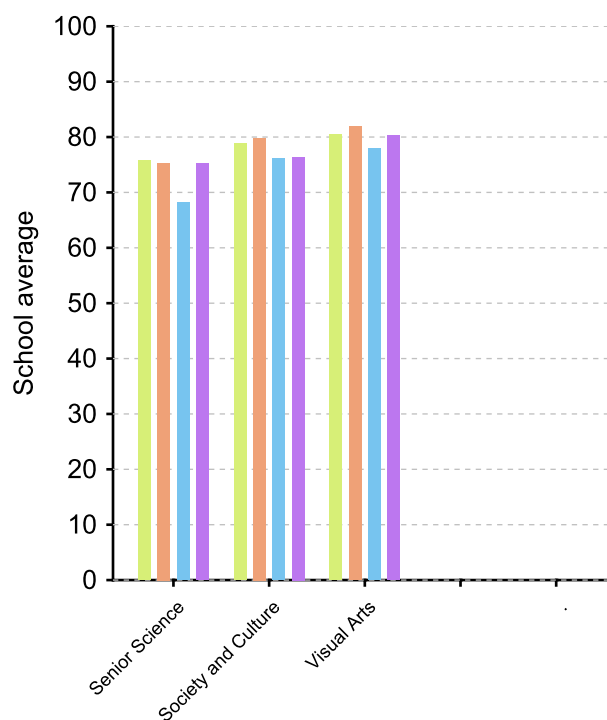
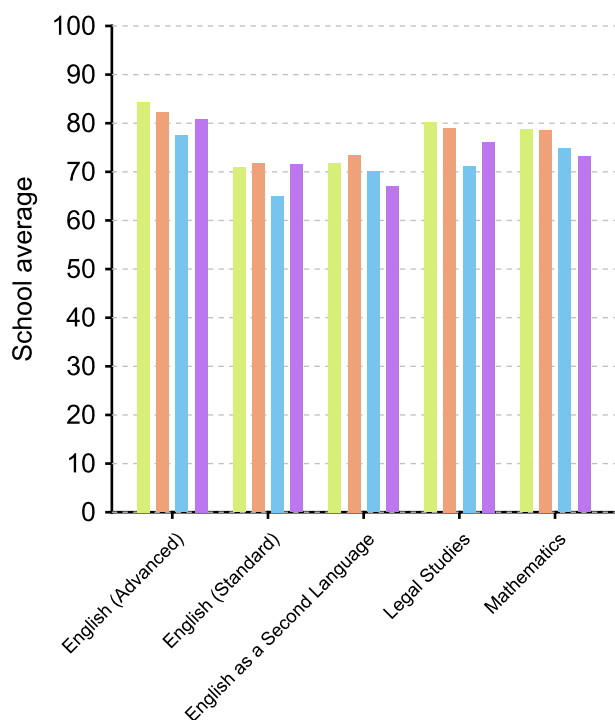
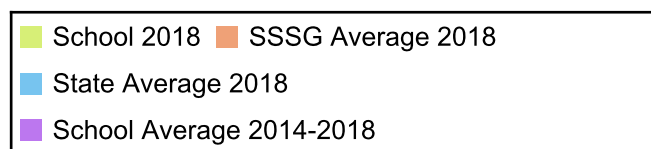
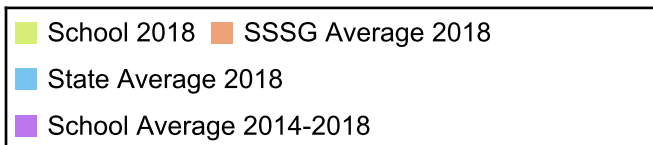
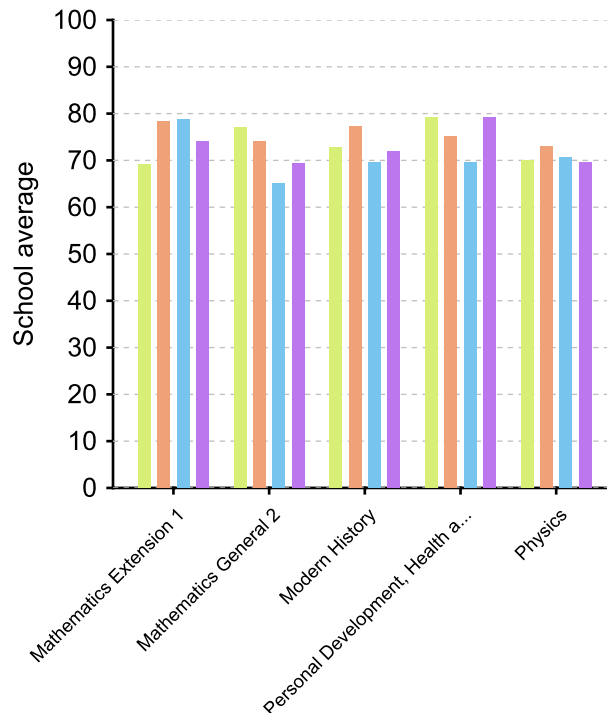
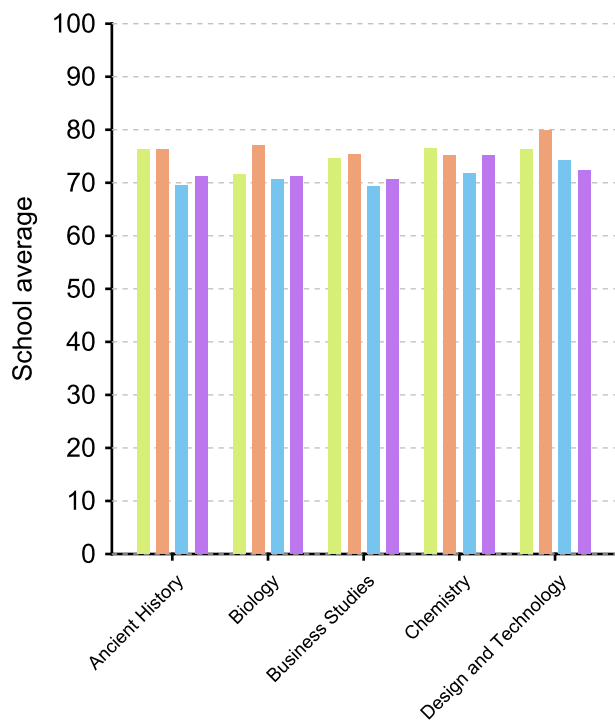
Band	5	6	7	8	9	10
Percentage of students	1.9	8.3	20.4	31.5	25.0	13.0
School avg 2016-2018	1.3	7.4	23.5	34.4	20.9	12.5

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

In accordance with mandatory reporting requirements we note that the school achieved forty percent of students in the top two bands continuing the school's upward trend (Premier's Priority) and had four students who identified as Aboriginal in Years 7 and 9, all of whom had satisfactory results (Improving Aboriginal Education Priority).

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Band One reflects a mark of less than fifty out of one hundred, whilst a Band Six reflects a mark between 90 and 100.



The school achieved positive Higher School Certificate results with eighteen of the twenty-eight courses offered in the school returning results that were greater than state average. In seventeen of the twenty eight courses the school had at least one student who achieved the highest band. the highest ATAR was 99.7 (top 0.3 % of the state) achieved by Isabella Hoogenhooft who also gained first place in the state in

Dutch Continuers. the school provided particularly strong results in Advanced English, Drama, Economics. Legal Studies, Biology, Senior Science and Industrial Technology.

Parent/caregiver, student, teacher satisfaction

Hunters Hill High School sought to gain feedback from its community in a variety of ways as it prepared for a 2019 restructure of timetable structure and curriculum. initially the school sought feedback on proposals around the structure of the school day from students and parents. Ultimately the school decided to move to a five period day with periods 63 minutes in length. Roll call has been removed , with period by period marking introduced. The school now ends at 2.20 on a Wednesday giving a standardised meeting time. the school has also introduced a mentoring component (UMatter) , giving all students a small group contact with a staff member each week to focus on developmental understanding. Instead of three electives in Year Nine students will now have two with more time allocated to the individual elective subjects in order to facilitate all subjects focussing on the schools stated learning goals of literacy and critical and evaluative thinking.

The school has also taken on board previous parent evaluations and has worked hard , consulting with the parent body, around the introduction of two new initiatives. the first of these the RAPPORT program utilises social media to provide an interactive connection with our community. Each Year group now has a discrete social media feed that is targeted with information for that Year group alone. The second initiative has been the development of the Sentral Parent Portal which will be fully open in 2019 after trials at the end of 2018.

The school has worked closely with its representative student body , the Student Representative Council during the year, and this has seen input on the structural changes as well as the introduction of more cool water resources around the school. The school also participated in the Tell them From Me survey which showed that whilst the majority of our students did feel that they had high expectations for their own academic success and felt supported by the school in doing so there were two cohorts in the school where the students did not feel as supported as others and one cohort reporting low achievement goals. This will be the subject of further investigation but will be initially addressed through the introduction of U Matter.

The school also received feedback from staff through the People Matter Survey for 2018. The results were highly positive and improved from 2017 with 86% of staff surveyed reporting that the school workgroup strives to achieve outcomes and 81% believing the school values employee input. The lowest positive response occurred for belief that action would be taken on the survey with only 22% of staff believing this would occur.



Policy requirements

Aboriginal education

Hunters Hill High School expresses a strong commitment to Aboriginal Education with Aboriginal Studies being introduced in 2019 for the first time.. During 2018 the school had a powerful NAIDOC week celebration which reflected our commitment to a shared understanding and learning around the indigenous culture and history of this great country.

The school supported the Indigenous Literacy Foundation through fundraising and also through the nomination and advocacy for Naya Cook, a Year 9 student , as an Ambassador for the Foundation. This led to a visit from an Aboriginal school from The Northern Territory and a shared school assembly that was a wonderful experience for both our community and our visitors.

In 2018 all Aboriginal and Torres Strait Islander students had the opportunity to be part of the Student Representative Council through a rotating representation. The Learning and Support Team worked closely with Aboriginal Education Coordinator to develop appropriate Personalised Learning Programs for all students.

Multicultural and anti-racism education

The Anti Racism Contact Officer is proactive across the school in regard to ensuring an harmonious and integrated community. In 2018 representation by International Students on the Student Representative Council continued and for 2019 an International student has been elected School Captain.. The student representative Council ran a number of inclusive celebrations including Chinese New Year and Lantern Day that both explored elements of Asian culture for local students and allowed International students to feel valued. The school has introduced Mandarin as a language option for 2019.

In 2018 there were no reported instances of race related issues.

Other school programs

STEM

Early in 2018 a school STEM committee was formed. Initial focus areas were a cross curricula STEM project to create the collaborative nexus, the establishment of a Maker Space, and a Stage 4 girls leadership in electronics program. The cross curricular project, on wind turbines was successfully carried out and involved the TAS, mathematics and Science faculties. The Maker Space is almost finished in a revamped G block and the well attended electronics group ran at lunchtimes using Arduino boards.

Later in 2018, an application to the University of Sydney STEM teacher Enrichment Academy was successful. Six teachers two from each of the collaborating faculties received professional learning so that they could run a complex cross curricular task in 2019 based on electricity consumption in the school. This will occur for Year 8. In Term 4 a grant application for \$5000 to the Department of Industry Innovation and Science maker Projects Science Engagement Program was successful. his money is being used to fund resources for the school's new Maker Space in 2019.