

# Hunter River High School

## Annual Report



2018



8219

## Introduction

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

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

Deb Dibley

Principal

### School contact details

Hunter River High School

Elkin Ave

Heatherbrae, 2324

[www.hunterriv-h.schools.nsw.edu.au](http://www.hunterriv-h.schools.nsw.edu.au)

[hunterriv-h.school@det.nsw.edu.au](mailto:hunterriv-h.school@det.nsw.edu.au)

4987 2306

# School background

## School vision statement

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

## School context

Hunter River High School is a comprehensive, co-educational secondary school with an enrolment of approximately 800 students, 20% of whom identify as Aboriginal and/or Torres Strait Islander. Our school is located on Worimi land, close to the Hunter River at Heatherbrae, south of Raymond Terrace. 'Quality Relationships – Quality Learning' is the motto that underpins our community's belief that quality educational outcomes are achieved when all partners in the educational process work collaboratively in a supportive, harmonious environment. Through high expectations and embedded Positive Behaviour for Learning (PBL) values of Harmony, Respect, Honesty and Success, the school provides a learning environment that aims to give each student the opportunity to reach their highest potential. Hunter River High School offers an innovative curriculum that includes a full academic load plus locally significant programs, including a wide range of nationally accredited Vocational Education and Training opportunities. Hunter River High School is a P-TECH (Pathways in Technology) Pilot school, a leader in STEM education initiatives, and provides extensive programs enhancing Aboriginal education, Literacy and Numeracy outcomes.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this validation process, indicates that in the SEF domain of **Learning**, HRHS is predominantly **SUSTAINING and GROWING**.

HRHS is committed to the holistic development and education of students. We have a strategic and planned whole school approach to wellbeing with a scope and sequence of activities and targeted programs to address individual needs and societal issues impacting on young people. Resource Allocation Model (RAM) equity funding has resourced a comprehensive Wellbeing Team, enabling every student the opportunity to access one or more staff members in various roles, providing support and advice to maximise engagement and learning outcomes.

The Positive Behaviour for Learning (PBL) Framework has enabled the staff and students to establish a shared understanding of the high expectations at HRHS. Behavioural expectations, routines and processes are explicitly taught through PBL lessons. This school wide approach to effective and positive classroom management creates the optimum conditions for student learning and achievement. The PBL Framework also underpins the development of consistently implemented policy and procedure. This is reflected in the Learning and Support Team processes and procedures to support student attendance.

The HRHS community has a strong commitment to catering for the individual needs of all students. Active planning is evident in the quality individual student plans developed and implemented. Every student at HRHS has a learning profile that is evidence-based and collaboratively developed. Staff are provided with time to program and differentiate learning, planning adjustments for students with additional needs. This process is particularly thorough in the transition process for students moving from primary school to high school.

The evidence provided for Wellbeing at HRHS has a judgement of **Sustaining and Growing**.

HRHS offers an innovative curriculum that includes a full academic load plus innovative programs, including a wide range of Vocational Education and Training (VET) opportunities. HRHS is a P-TECH (Pathways in Technology) Pilot school and a leader in STEM education initiatives. All school programs incorporate embedded whole school focus

teaching strategies, targeting literacy and numeracy outcomes, Aboriginal pedagogy and future focused learning.

The leadership team has provided extensive professional learning for executive staff on quality formative and summative assessment. This team now continues to build capacity of staff in assessment for, as and of learning. Consistent school wide processes and proformas for assessment have been developed, leading to consistent best practice implementation. This authentic assessment data informs further teacher practice. HRHS produces high quality reports of student achievement due to significant professional learning opportunities for staff, as well as the evidence-based development of a reporting policy, providing clear expectations and consistent process.

Reporting has a judgement of ***Sustaining and Growing***.

The results of this validation process, indicates that in the SEF domain of **Teaching**, HRHS is predominantly **SUSTAINING and GROWING**.

HRHS has a whole school approach to developing professional practice that is informed by research.

Extensive professional development has been provided for all staff on Aboriginal pedagogy, Focus on Reading, Focus on Writing and Future Focussed Learning strategies for effective instruction. A whole school shift to embed explicit teaching strategies is evident, maximising student learning.

An instructional leadership model has been adopted to build capacity across the school. RAM funded leadership opportunities in school focus areas, develop evidenced-based professional learning materials to use with staff to ensure continuous improvement for student learning. A high expectations culture has been established through extensive Faculty Support procedures including the Performance Development process, where all teaching staff share, reflect and evaluate their practice. Concerns regarding under performance are addressed according to policy promptly, and through feedback and support measures. Professional learning communities have been created across the school and best practice is shared using online platforms. The executive team collectively undertake professional learning in order to fulfill their roles effectively and support the implementation of the school plan.

The 'What Works Best' document underpins the development of the school plan and drives the direction of professional learning and decision-making for the implementation of literacy and numeracy initiatives to improve student performance. Achievement data to measure success of current initiatives shows significant growth in writing achievement by our Aboriginal students. The school wide implementation of the 'TEEEC' scaffold also shows evidence of positive impact on paragraphing in NAPLAN writing responses. Our focus on data usage to analyse student progress, informs new targeted strategies and practice. The leadership team ensures professional development for data literacy to improve all facets of teaching practice as well as administrative programs and initiatives.

Data Skills and Use has a judgement of still ***Developing***.

The Australian Professional Standards for Teachers (APST) are identified in every PDP and all professional development activities, therefore engaging staff with the standard descriptors. High level support is provided for teachers seeking accreditation at higher levels, including mentoring processes, informed observation and explicit feedback. HRHS has had four successful applications for Leadership Development Initiative grants. One has been accredited at Lead, another is working towards lead and two are working towards highly accomplished. Support structures for beginning teachers and new staff through an induction program provide a thorough background on the school context, whole school focus areas and organisational behaviour that supports a positive culture of high expectations and continuous improvement. Beginning teachers are linked with an experienced mentor to guide their initial stage of teaching.

The results of this validation process, indicates that in the SEF domain of **Leading**, HRHS is predominantly **SUSTAINING and GROWING**.

A focus on high quality service delivery is evident in the strategic planning, decision-making and delivery of the holistic education of HRHS students. The leadership team has invested in technology, creating effective learning spaces with engaging learning tools. Funding allocation supports the continuous improvement of organisational behaviour through the purchase and implementation of the most efficient platforms, streamlining processes and procedures. Additionally, the employment of a business manager ensures that human resources are most effectively used, maximising time and resources for the core business of learning and teaching.

School Resources has a judgement of ***Excelling***.

The senior executive have sought to actively create a positive customer service ethic through professional development with a focus on communication and professional strategies to promote parent engagement and satisfaction. The leadership team seeks feedback on school performance through the Tell Them From Me survey, independent school based surveys and Parent Teacher Connect sessions.

The development of the current school plan used a collaborative process ensuring it reflects a shared vision across the school. Strategic directions of the final document have been unpacked at executive meetings. Head teachers led PD

sessions with faculty teams in the pursuit of building collective teacher efficacy. The development of faculty plans is now a process carried out with high staff buy-in and the processes, practices and products in the documents are purposeful, aligning with HRHS strategic directions and priorities in the whole school plan. This has led to the development of a positive perception of the school by the wider school community and an increased parent attendance at school functions and information sessions.

Our self-assessment and the external validation 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

### Excellence in Learning

#### Purpose

To create a responsive and robust learning culture, underpinned by consistent support structures and quality assessment practice to ensure students thrive and succeed.

#### Overall summary of progress

Focus areas of Reading, Writing, Numeracy and 8 Ways of Learning will continue to be a focus teaching and learning across all Key Learning Areas. Professional learning will continue to be strategically delivered ensuring consistency and an ongoing commitment.

Year 9 NAPLAN results in Writing, Spelling, Reading, Grammar & Punctuation and Numeracy have all seen an increase in the percentage of students in Bands 8 and 9 and since 2016.

The overall attendance rate declined in 2018 as the leadership lacked Attendance Team.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 9 NAPLAN data indicates improved performance in: <ul style="list-style-type: none"><li>• Writing 20% students achieve band 8 (from 14.9% in 2017).</li><li>• Numeracy 30% or more students achieve band 8 or greater (from 24.1% in 2017).</li><li>• Numeracy 3% or more students achieve band 10 (from 1.5% in 2017).</li><li>• Aboriginal student data – 30% of Aboriginal students achieve band 8 or greater in reading (from 25%) 20% writing (from 14%) and 25% numeracy (from 19%) in 2017.</li></ul>	Literacy Coordinator \$19,000  Numeracy Coordinator \$19,000  Professional Learning \$50,000  Resources \$10,000  Cultural Room Coordinator \$19,000  Transition Coordinator \$19,000  Future Focused Learning Coordinator \$19,000	Year 9 NAPLAN results in Writing, Spelling, Reading, Grammar & Punctuation and Numeracy have all seen an increase in the percentage of students in Bands 8 and 9 and since 2016.
<ul style="list-style-type: none"><li>• HSC Value add data progressively indicates upward improvement trends.</li><li>• Internal survey data indicates there is growth in the number of students who feel supported to improve academically.</li></ul>	CAT Coordinator \$27,000  ATOMI \$20,000  Professional Learning \$50,000	In the HSC 10 subjects showed positive growth in Z-Score analysis.  Mentoring in the senior school has increased the number of students who feel supported to improve academically.
Attendance data improves by 1% per year to culminate at 88% or higher.	Administrative time/programs \$14,000  Wellbeing Coordinator \$80,000	Attendance data saw a decline in attendance in 2018.

#### Next Steps

Literacy and Numeracy will remain a focus within the school plan for 2018–2020 with ongoing professional learning, particularly in the area of writing. The coordinator roles will continue to drive improvements with the support of the



Deputy Principal Teaching and Learning. 8 Ways of Learning will be developed into Our Ways of Learning through community, JAECG and AECG consultation to ensure it is meaningful at a local level.

The increase of Executive staffing has allowed an additional Head Teacher position. The Head Teacher Secondary Studies who will oversee the Senior Learning Area, focusing on the skills to be a successful student and school to post school destinations.

An Attendance Coordinator will closely monitor and introduce procedures to improve the attendance of all students. Fortnightly, the School Attendance Team meetings will see a coordinated effort, with a clear plan around the improvement of attendance, including positive incentives in recognition of 100% attendance.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To shift the paradigm to 'High Challenge, High Expectations, High Support' through explicit teaching, informed by quality data analysis and collaborative practice.

#### Overall summary of progress

Professional learning has focused on explicit, evidence based practice and is being incorporated into teaching and learning programs.

Initial training in Quality Teaching Rounds took place however, this is now planned for full implementation in 2019.

A robust faculty support program ensures staff PDP's reference reflective teaching practices.

One Executive member of staff is accredited at Lead, two working toward Lead and two toward Highly Accomplished.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Teaching and Learning programs evidence explicit, evidence based teaching pedagogy.	Deputy Principal Teaching and Learning \$155,388  Professional Learning Funds \$50,000	Professional Learning developed knowledge and skills for staff to be able to continue to ensure explicit, evidence based teaching pedagogy is incorporated into teaching practice.
Quality Teaching Rounds are embedded in school culture.	Quality Teaching Rounds – money redistributed to Lesson Study. \$203,104	Initial training took place, however, this was put on hold for 2018 with the plan to further train staff and implement QTR's in 2019.
Staff PDP's and eTAMs professional learning logs reference reflective teaching practice.	Professional Learning Funds \$50,000	Executive staff have been more confident and skilled to ensure staff PDPs are evidence based. A robust Faculty Support program is in place.
Several staff members accredited at Highly Accomplished and Lead.	Leadership Development Institute grants have been gained by all working toward higher levels of accreditation.	One Deputy Principal is accredited at Lead, two others are working toward Lead and two toward Highly Accomplished.

#### Next Steps

Explicit and evidence based teaching pedagogy will remain a part of the professional learning plan of the school and staff will be further supported to embed this pedagogy into teaching and learning programs.

We were successful in gaining a \$10 000 grant of funding to support the implementation of QTR in 2019. This will see the school participating in a study of QTR with the University of Newcastle. Implications: QTR will commence in Term 1, 2019.

Continual tracking of PDP goals that align with the school and DE strategic plans will continue and staff will be supported to be reflective in their professional learning logs. All school professional learning will indicate and make reference to the teaching standards being addressed.

Continue to encourage and support staff to work towards higher levels of accreditation, particularly through the Leadership Development Initiative.



### Strategic Direction 3

#### Excellence in Leading

#### Purpose

To develop leadership capacity and a cohesive educational community across the school to facilitate continuous improvement.

#### Overall summary of progress

The Executive have worked through a professional development program to equip them with the skills to lead professional learning within their Faculty. The Faculty Support program also ensures consistency across KLA's.

School enrolments continue to increase and greater parent/community involvement exists. P-Tech has successfully engaged families and industry partners, broadening employment and training opportunities for students post school.

Links to the University of Newcastle, Regional Development Australia, Tafe, etc., provide opportunities for student involvement in a range of programs/initiatives, with the support of parents/carers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data evidences improved faculty practice and staff confidence in respective Head Teachers.	Deputy Principal Teaching & Learning  Professional Learning funds \$50,000	Executive meetings have a planned approach to facilitate professional learning, that is then led by Head Teachers at the Faculty level. This has led to a culture change, highlighting the importance of professional learning, as opposed to administrative tasks.
Survey data indicates parent and community confidence in school leadership team.	CAT Coordinator \$27,000  Community Liaison Officer \$63,745	Minimal parents and community members completed the TTFM survey therefore, the results are inconclusive. Parent/community support is positive, with higher numbers of parents attending information evening e.g. subject selection Yrs 10 – 11 and P-Tech Work Placement preparation (100% of parents/carers attended). Industry partners through P-Tech have grown and remain committed. Enrollments are increasing.
Survey data indicates an increase in productive relationships with parents/carers and external providers.	CAT Coordinator  Community Liaison Officer	Parents/Carers are becoming increasingly involved with their child's learning and are experiencing the benefits of industry partners, as employment opportunities have become reality. Links with the University of Newcastle have continued with involvement in an increasing number of programs, such as The Children's University.

#### Next Steps

Executive staff will be trained in Coaching and Mentoring to improve their skills in leading and managing their respective faculties.

All parent meetings will have a satisfaction survey completed to evaluate the sessions impact and where improvements can be made. Administrative staff will call parents to complete the TTFM survey over the phone.

Continue to build industry partners to support the P-Tech model across other VET frameworks.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Flexible \$54,072	<p>All Aboriginal students have a Personalised Learning Plan on Sentral that aims to increase engagement and student outcomes.</p> <p>A teacher coordinates Aboriginal Education across the school and staff employed within the Cultural room ensure students have the following support: assistance to complete class and assessment tasks; tutoring; well-being; and cultural support.</p> <p>Language classes provide instruction at both a beginning and continuing level.</p>
<b>Low level adjustment for disability</b>	Low level Adjustment for Disability Flexible \$110,984	<p>Additional School Learning Support Officers (SLSOs) were employed to support and work with students who have additional learning, behaviour or emotional needs.</p> <p>All identified students are supported with adjustments made to their learning experiences, enabling them to fully participate in learning activities. As a result, all staff profile students based on their learning needs and make adjustments to address the specific needs of students. Additional Lesson Study provided, to allow staff to differentiate teaching and learning programs, as well as assessment tasks. The LAST's work collaboratively with staff to differentiate classwork and assessment tasks.</p>
<b>Socio-economic background</b>	\$900,272	<p>Low socio-economic students are supported in a variety of ways including financial assistance to ensure equity in educational opportunity – uniforms and school fees.</p> <p>To ensure educational and emotional equity, the school provides external programs for study skills, well-being and Atomi.</p> <p>Head Teacher and Deputy Principal Teaching and Learning lead Quality Teaching Lesson Study, additional Lesson Study, mentoring of beginning teachers, Coordinators of school focus areas and whole staff professional learning.</p> <p>Initiatives such as Focus on Reading, Focus on Writing, Numeracy by Necessity and Positive Behaviour for Learning ensure staff are well equipped to meet the learning and emotional needs of all students within the school.</p> <p>The Learning Centre (TLC) provides support with class and assessment work, with teacher assistance and access to technology and printing facilities.</p> <p>A well being role was created to support students from traumatic backgrounds as well as those requiring emotional and social support.</p>

<b>Socio-economic background</b>	\$900,272	Transition to high school programs increased to include students in Year 4. Enrichment days included a sports and STEM day and language lessons in each partner Primary School. Learning links with Stage 3 have been formed through writing and numeracy initiatives.
<b>Support for beginning teachers</b>	\$72,000	<p>Five permanent beginning teachers received targeted funding for their first year of teaching. Support strategies were negotiated and included: timetable concession, provision of mentoring and additional professional learning.</p> <p>Beginning teachers determined professional learning needs as indicated within their Performance Development Plan to support their development. Mentoring programs provided opportunities for collaboration and classroom observation, leading to improved practice.</p>
<b>Targeted student support for refugees and new arrivals</b>	English Language Proficiency \$24,549	A teacher with LOTE training and a passion for supporting English as an additional language or dialect (EAL/D) students, was afforded an allowance to support our EAL/D students. The students were supported in a one on one learning environment providing them with an improved ability to access the curriculum and meet outcomes.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	364	385	411	422
Girls	353	349	370	393

Enrolments continue to increase each year with 98 more students in 2018 than in 2015.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.8	91.1	88.3	88.7
8	88.4	91	88.4	83.9
9	84.4	87.8	87.1	84.6
10	83.9	84.9	85.3	82.7
11	79.9	85.4	81.5	81
12	85.3	87.3	87.9	79.8
All Years	85.2	88	86.2	83.9
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 overall student attendance rate for 2017 is 83.90%.

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

In addition, Year Advisers were sent weekly reports

from the attendance messaging system to alert them to students with absences. Unexplained absences are followed up with a phone call and issues are referred to the SAT for further action.

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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4	23	20
Employment	0	15	20
TAFE entry	8	47	19
University Entry	0	0	23
Other	75	13	0.03
Unknown	13	0	15

### Year 12 students undertaking vocational or trade training

#### Year 12 students 2018

##### Studied at school:

Construction – thirteen students

Hospitality – eight students

Metal and Engineering – five students

##### Studied at school, delivered by External Providers:

Aviation (Remote Pilot) – eight students

Retail Services – two students

##### External – Tafe:

Animal Studies – three students

Beauty Services – two students

Community Services – one student

Early Childhood Education and Care – one student

Human Services – one student

Tourism, Travel and Events – one student

### Year 12 students attaining HSC or equivalent vocational education qualification

Eighty one students attained their HSC in 2018 and, one of these was a Life Skills HSC.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	46.6
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.88
Other Positions	1

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning at Hunter River High School is highly valued as a means to improve staff capabilities, in line the Australian Professional Standards for Teachers. All teachers have a Performance and Development Plan that highlights the professional learning and support required to develop their capabilities.

The school had a planned approach to professional learning developed around the school's strategic plan.

Staff were able to be involved in the school's Lesson Study Program based on the Quality Teaching Framework, whereby observation of practice and feedback is provided by a colleague teacher. A strong focus has remained around the explicit teaching of

literacy and numeracy skills and assessment and reporting.

Fifty seven teachers were maintaining accreditation at proficient level and one Executive staff member is accredited at Lead level, two teachers are seeking accreditation at Lead level and two teachers are seeking accreditation at Highly Accomplished level.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	994,656
<b>Revenue</b>	11,595,119
Appropriation	11,122,044
Sale of Goods and Services	237,155
Grants and Contributions	216,995
Gain and Loss	0
Other Revenue	10,578
Investment Income	8,346
<b>Expenses</b>	-11,063,975
Recurrent Expenses	-11,063,975
Employee Related	-10,026,310
Operating Expenses	-1,037,666
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	531,143
<b>Balance Carried Forward</b>	1,525,799

The opening balance for the 2018 school financial year is displayed in the SAP Annual Financial Statement as balance brought forward. The financial summary table for the year ended 31 December 2018 shows the opening balance of \$994,656.

The amount displayed in the Appropriation category of the financial summary table is drawn from the 2018 SBAR allocation.

The finance committee meets fortnightly to discuss all school financial matters. Some planned expenditure did not occur as planned due to staffing availability. Quality Teaching Rounds were not fully implemented in 2018. Full implementation including substantial staff training

will take place in 2019.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,461,671
Base Per Capita	158,133
Base Location	0
Other Base	7,303,537
<b>Equity Total</b>	1,424,086
Equity Aboriginal	169,644
Equity Socio economic	900,272
Equity Language	24,549
Equity Disability	329,621
<b>Targeted Total</b>	1,109,431
<b>Other Total</b>	225,768
<b>Grand Total</b>	10,220,956

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

## 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 Year 7 results are higher than SSSG schools in Grammar & Punctuation, Reading and Writing. The average score for Aboriginal students is above SSSG scores in Grammar & Punctuation and Spelling. In Writing the Year 7 students average score is above state average.

The number of Year 7 students in the Top 3 Bands in Numeracy has increased each year since 2015. The school's average Numeracy NAPLAN results are 7.2 points higher than that of SSSG schools. The average score of Year 7 Aboriginal students is above SSSG by 7.2 points.

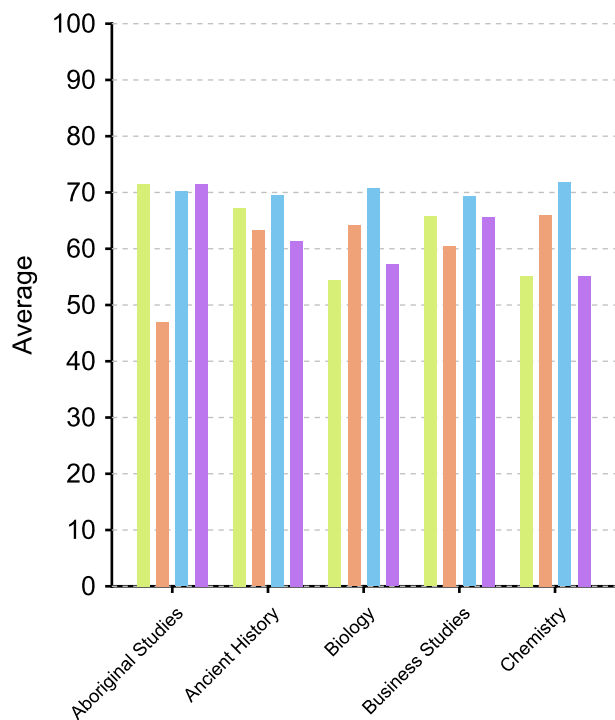
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The % of students in the Top 2 Bands for Reading and numeracy increased from 8.32% in 2017 to 11.45% in 2018. These areas saw a decline for Aboriginal students in 2018 from 2019, however, the % in the Top 2 Bands remains higher than in 2016.

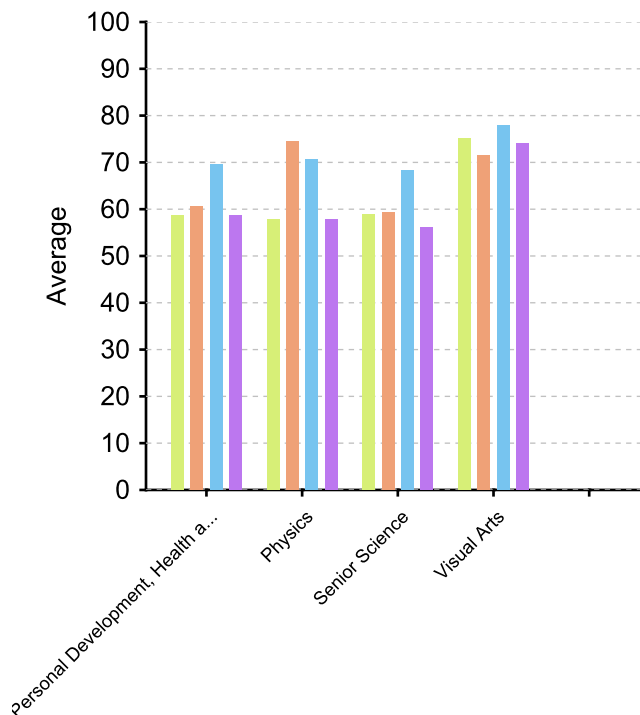
## Higher School Certificate (HSC)

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





■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

In the HSC, 10 subjects showed positive growth in Z-Score analysis. In Aboriginal Studies the school is above state average in 2018 and as an average from 2014 – 2018. The school also performed higher than SSSG schools in Ancient History, Business Studies, Community and Family Studies, Food Technology, Geography and Visual Arts.

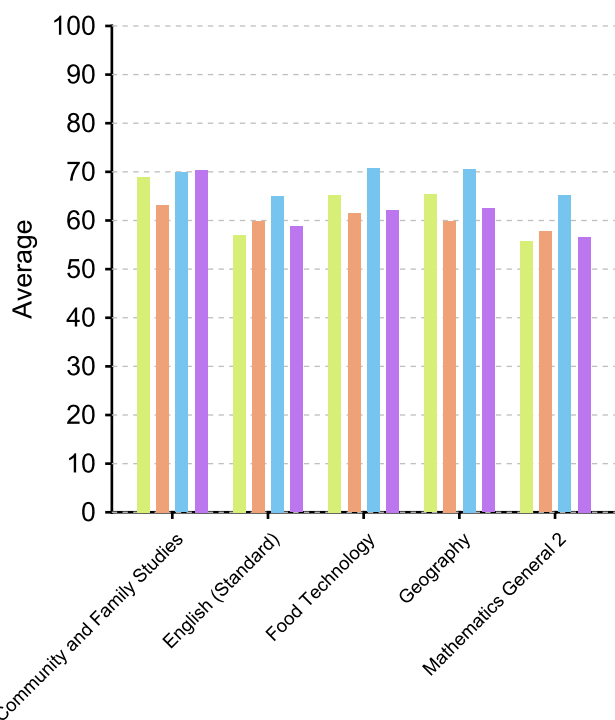
## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of students parents and staff using the Tell Them From Me (TTFM) surveys. Their responses are presented below:

63% of parents at Hunter River High School agreed that the school has a good reputation in the local community and 44% of parents surveyed, indicated that they would recommend Hunter River High School to the parents of primary school children.

A significant number of students feel that they have a high level of effective learning time, that their instruction is relevant and the rigour allows them to learn. Students report positive teacher–student relationships above NSW Govt norm., where teachers provide a positive learning environment and have high expectations for success.

Staff surveys indicate 61% believe school leaders are leading improvement and change and 78% believe the school leaders clearly communicate their strategic vision and values for the school.



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

# Policy requirements

## Aboriginal education

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

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

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

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

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

## Multicultural and anti-racism education

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through the celebration of days such as Harmony Day. The day involved activities around inclusiveness, respect and a sense of belonging for everyone. It was a day for all students to embrace cultural diversity and to share what we have in common. The central message for Harmony Day was that 'Racism. No Way!', reinforcing the importance of inclusiveness to all students.

Multicultural education is a whole school process that prepares students for their roles and responsibilities in an interdependent world. It places students at the centre of all school practices that promote multiple perspectives and an appreciation of cultural and linguistic diversity within a democratic society. Students from language backgrounds other than English, both those born in Australia and overseas, comprise a small percentage of students enrolled at Hunter River High School. Our students bring with them a range of cultural and religious traditions.