

Hunter Sports High School

Annual Report



2018



8233

Introduction

The Annual Report for **2018** 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

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Message from the Principal

2018 was a big year. The start of the year saw the final stages of the redevelopment with the school operating in a very tiny footprint of the main site. With the construction taking over nearly 80% of the site for the first 6 months of the year, students and staff operated in demountables and limited playground space. We saw the last of the old school buildings, D and J block demolished. 14 temporary classrooms were established in the new movement complex whilst construction was completed. In July 2018, the largest of the new school buildings, T block, was open to students and staff. U block, the final building in the redevelopment was opened in November.

The year has seen the \$45 million redevelopment nearly to completion. Hunter Sports High School is now one of the most modern high schools in the state with only final landscaping to be completed in early 2019. The project included 26 new classrooms and 13 specialist classrooms (food technology, wood and metalwork, visual and performing arts), a movement complex with dynamic spaces for assemblies and presentations, canteen and weights room, a library, administration building and reception area.

The school learning environments offer greater access to technology and gives students and teachers' flexibility where students can work independently and cooperatively in small or larger groups and where learning can be personalised, relationships built and students inspired to learn. Despite the disruption to the school, students and staff worked hard to minimise the disruption and to maintain a focus on teaching and learning. We have seen some very positive results in literacy and student engagement despite the difficult circumstances. A huge thanks to the school community for their patience over the year and for their resilience and flexibility that have made the final stages of construction flow as smooth as possible.

School background

School vision statement

Vision:

Education that connects students with their passion and empowers them to thrive and succeed in a dynamic world.

Mission

Hunter Sports High School provides every student with a personalised, supportive, high quality and challenging learning environment. We foster holistic development; academic, sporting and cultural, to connect with the ever-changing world we live in.

We create positive, engaging and high expectation learning experiences, where students take pride in themselves and their school, demonstrate ownership of their learning and become critical thinkers and independent learners.

All staff are committed to the provision of innovative educational and sporting opportunities for students. Teachers reflect and take responsibility to ensure high quality teaching.

Quality relationships are developed and fostered with students, staff, parents and the community through our values of respect, responsibility and success.

School context

Hunter Sports High School is a partially selective public high school with 750 students. Enrolments include students from the local drawing area of Windale, Gateshead, Gateshead West and Mount Hutton (400 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 (350 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.

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: Hunter Sports High School offers 'Big Picture' education to students in Years 8 – 12. We have 80 students in 4 advisories. Big Picture learning is defined by its commitment to educate 'one student at a time' in a community of learners. The model enables students to develop individual learning goals and plans aligned to their passion. We offer a portfolio entry to university for those students who engage in the graduation portfolio pathway.

Vocational Education: We offer an extensive range of vocational education courses and school based apprenticeships for 20% of students in years 10, 11 & 12. We offer personalised learning for those students wishing to pursue non-ATAR based pathways.

Talented Sports Program: The Hunter Sports High School Talented Sports Programs are designed to provide students who excel in particular sports with elite coaching and an academic framework that enables them to reach both their academic and sporting potential. The Program aggregates talented young sportsmen and women from all parts of NSW and interstate and has a holistic long-term athlete development focus. The 14 Talented Sport Programs offered are delivered several mornings per week during the school day for the 40 weeks of the school year. Student athletes gaining positions in the programs are led through the technical, tactical, physical and mental requirements needed to reach the elite levels of their chosen sport.

We have 18 internal (teachers) and 24 external coaches delivering high quality sport programs which consistently produces regional, state, Australian and International representatives. In 2018, 16 students were Australian representatives and 45 were NSW representatives. 34% of staff are accredited sports coaches including 3 at a national level. As one of seven sports high schools in NSW we are affiliated with the Sports High Schools Association and we continue to work on becoming a Centre of Excellence for the development of high performance athletes, coaches, sports

scientists and officials for the Australian Sporting Industry. The Sports High Schools Association has formalised partnerships with Hockey NSW, Surfing NSW, Softball NSW, Swimming NSW, Touch NSW, Cricket NSW, Basketball NSW, NSW Rugby Union and NSW/ACT AFL.

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 community 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 'Sustaining and Growing'. 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

High Expectations Culture

Purpose

High Expectations Culture at Hunter Sports High School is to create a culture of equity and excellence which enhances engagement and fosters wellbeing. The whole school community is committed to challenging and inspiring students to build their skills and confidence and to develop their individual potential. The school is organised so that all students have regular opportunities to meet with a staff member who can provide advice, support and assistance to help students to be motivated, to deliver their best and continually improve. Positive, respectful relationships are evident and wide spread amongst staff and students. The school strives to develop effective partnerships in learning with parents and community organisations to support students fulfil their potential.

Overall summary of progress

Hunter Sports High School High Expectations Culture focussed on three key elements:

- Feedback – effective partnerships created with parents and students through more regular positive interactions to support student learning
- Differentiation – teachers differentiating curriculum deliver providing alternate pathways for students based on their individual capacity
- Wellbeing – expectations of behaviour are explicitly, consistently and supportively applied across the school to ensure effective conditions for learning

At Hunter Sports High School productive feedback was provided to parents and students through parent teacher information sessions, letters home regarding attendance and performance in class and merit assemblies. Clear lines of communication have been established through these interactions allowing opportunity for student growth. The school has seen a reduction in negative referrals and suspensions. Long suspensions have decreased by 20% from 2017 and 40% from 2016. Short suspensions have also significantly reduced by 16% from 2017 and 38% from 2016. Negative entries on Sentral for behaviour have reduced by 50% from 2017.

A review of the school's reporting policy and a focus on quality reporting resulted in clear and consistent feedback to parents and students relating to student achievement and performance.

E-class reviews were undertaken and student placements were modified according to performance and achievement. E-class students in Year 7 and Year 8 also participated in E-portfolio presentations to a panel consisting of a parent, a student a member of the school executive and a teacher representative, which provided students an opportunity to reflect on their learning and be provided instant feedback via set performance criteria – 88% of student performing at an Advanced or Accomplished level.

Professional learning workshops were completed by staff with a key focus on differentiating the curriculum for all students and modifying teaching and learning programs. Individual student profiles were developed indicating individual strengths and areas for improvement by the LASTS and distributed to faculties for program development. A consistent template for teaching and learning programs was developed and implemented for Stage 4 and Stage 5 subjects with clear reference to differentiation of the curriculum to meet student needs, monitored by senior executive.

Hunter Sports High School has a strong Wellbeing and Learning Support team that delivers a comprehensive program of initiatives to support student needs. The depth of programs offered in 2018 ensures that we address all needs of students to achieve to their potential at school. Student wellbeing programs such as Bully box and digital citizenship presentations implemented to increase student resilience. Year 7 transition program (Year 6 – 7) provided opportunities for students to positively transition from primary school to high school with key support staff and programs identified for student support. There are 2 Youth Workers who both work 3 days a week. We have a Youth Room on site that is open every day of the school week.

Personalised Accountable Learning (PAL) class continued to provide support to students wishing to transition to the workforce, utilising links to the business community to provide opportunity for work experience in a variety of desired fields. Real world connections were established by students resulting in full time employment or further education and training. The Pilot class of 2018 has seen 81% of students gaining employment or are engaged with Employment plus for ongoing support.

Weekly monitoring of Sentral data monitored and reviewed to provide positive intervention to students who were displaying undesirable behaviours. A reduction in negative referrals and suspensions across the school has resulted with

a strong focus on the schools core values of respect, responsibility and success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in suspensions both long and short	PBL \$25 000 Year Advisor Period \$12 000 Youth Workers \$75 000 Wellbeing Programs \$30 000	2018 saw a significant reduction in both long and short suspensions with a 22% reduction in suspensions across all year groups. Long suspensions decreased by 21% with a noticeable reduction in suspensions for persistent or serious misbehaviour. Short suspension decreased by 19% with a 49% reduction in short suspensions for continued disobedience.
Increase in student growth (Value added data)	Deputy Principal \$140 000 SLSO \$90 000 Head Teacher Period \$20 000 Wellbeing coordinator \$15 000 PAL class \$20 000	Value added data displays information about learning growth of students. Our Year 7–9 cohort has been operating a sustain and growing level which indicates the school's value add trend is positive. The Year 9–12 cohort is operating at the delivering level which indicates that the school's value add is not significantly lower than the value added by the average school based on CESE criteria.

Next Steps

High Expectation Culture is a key strategic direction aimed at developing systems and procedures that allow for continuous improvement to occur across all key stakeholders in the school including students, staff, parents/carers and the wider community. Staff will continue to evaluate and modify teaching and learning practices that are specifically targeting individual student needs.

Clear lines of communication continue to be utilised to ensure parents/carers are informed of the systems and procedures implemented to improve educational outcomes (value adding) and real life connections to learning. This also continues to contribute to a reduction in negative referrals and a reduction in short and long suspensions.

Hunter Sports High School will continue to embed PBL expectations across all aspects of the school and continue to implement systems and procedures, based on data such as Sentral, and performance testing that acknowledge and reward positive behaviours. Students across all stages will be provided opportunities to extend themselves and meet individual goals. Teaching and learning programs will continue to show evidence of differentiation to meet individual needs and provide opportunities for student growth across the curriculum.

The school will continue to strengthen connections with businesses, outside agencies and training providers to ensure students develop skills and attain qualifications to enhance post school pathways.



Strategic Direction 2

Quality Teaching, Learning and Assessment

Purpose

Quality teaching, learning and assessment at Hunter Sports High School is a consistent whole school focus of continuous improvement. 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. We aim to embed a cycle of improvement in literacy and numeracy improvement based on internal and external data analysis, planned explicit and integrated teaching strategies as well purposeful formative assessment approaches that address individual student needs. Teacher practice is enhanced and supported through quality professional learning opportunities to collaboratively plan, develop curriculum knowledge, technological skills and reflect on quality teaching.

Overall summary of progress

Throughout 2018, Hunter Sports High School continued to provide a variety of innovative and future focused learning opportunities for students to grow and achieve a variety of academic goals. The three processes focused on were:

- Technology – The school embeds appropriate and effective technology into teaching and learning programs by ensuring staff and students are upskilled in digital literacy through training opportunities and professional learning. A focus on moving teaching and learning programs to an online platform.
- Literacy – Teachers embed strategies into learning and assessment that meets the needs of their students based on the collection of multiple data sets from a variety of sources. Continued implementation of ALERT literacy to students across all year cohorts
- Formative Assessment – Teachers provide meaningful feedback that allows for student growth in all learning settings. Professional learning opportunities to build E-portfolios for targeted groups in the collaboration of assessment work, samples and feedback.

Staff gained knowledge and skills on effective implementation and use of technology through the employment of technology coach Pip Cleaves. Pip delivered professional learning around online learning platforms such as *Google* and *Microsoft*, including OneNote and Teams. In addition this professional learning was aligned to the *general capabilities* from the national curriculum, to ensure the skills base for student was considered in the planning stages of teachers programming. The school also updated our BYOD policy in preparation for Year 7 BYOD 2019.

Hunter Sports High School maintained our partnership with Sharon Bramble, continuing the implementation of ALERT literacy across year 7–9. Sharon provided training to staff from across all KLA areas, who in turn provided support and training within their faculties and through whole school staff professional learning periods. In addition, the school also continued with the appointment of an Aboriginal Instructional Leader with the priority of increasing Aboriginal student engagement and the proportion of students in the top bands of NAPLAN literacy.

STEM continued to run alongside the Targeted Sports Program (TSP) in 2018, however an increasing number of enquiries for their children to be included led to the professional development of staff to expand STEM into an inquiry based learning model for 2019. Six staff attended *Project Nest*, a conference aimed at developing inquiry based learning hubs and huddles in stage 4. Planning continued throughout 2018, in consultation with staff from Kurri Kurri High School and Pip Cleaves.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student attendance	Attendance Officer: \$70,000 Technology Coach: \$20,000 Big Picture: \$15,000	Overall attendance declined from 84.30% to 80.97% ATSI attendance declined from 78.56% to 74.06% Overall attendance is 7% behind State average Overall ATSI attendance is 2% behind State average
Increase in the number of students in the top 2 bands of	ALERT: \$30,000	Year 7 NAPLAN: 0.2% reduction in students in top 2 bands for writing from 2017 to 2018

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN writing	Staff PL: \$200,000	Year 9 NAPLAN: 0.8% reduction in students in top 2 bands for writing from 2017 to 2018

Next Steps

2019 will see the continued development of skills and processes related to technology in a newly redeveloped school. Resources will be directed to the setup and operation of the school's *innovation centre*. Ensuring appropriate professional learning, technology and resources are available for staff to fully immerse students into learning through technology. In addition programs such as STEM will move into a broader inquiry based learning model incorporating other KLA areas such as English and HSIE, but will continue to embed a formative approach to assessment and learning.

The school will roll out BYOD for all year 7 students, ensuring equity issues are considered for students who do not have access to technology at home. Online platforms such as *Education Perfect*, *TEAMS* and *OneNote* will continue to be utilised by students and staff to engage and monitor student learning outcomes and progress. In addition, the school will be employing a *Senior Studies Coordinator* to support students in Stage 6 with completion of tasks, study techniques and academic pathways.

The school is aligned with our partner primary schools in 2019 in a *COS Attendance Strategy*, a whole school and community approach to highlight the importance of schooling and improving attendance. In addition we will be discussing attendance more regularly at assemblies, PBL lessons and through newsletter and Facebook posts.



Strategic Direction 3

High Performance Sporting and Dynamic Educational pathways

Purpose

To create an environment conducive to innovation where students have access to a variety of educational pathway choices (apprenticeships, school based traineeships, TAFE, University and/or full time work) and develop individual skills, which will lead to sustainable success. Our curriculum is enhanced by learning alliances with partner primary schools, tertiary education bodies, state and national professional sporting bodies and the Sports High School Association to ensure students are challenged to meet their personal best and maximise student-learning outcomes.

Overall summary of progress

In 2018 the Principal identified and nominated a Transition Adviser for the school, to support students and to forge links with local industry and community. As a result the Career and Transition Team (CATT) was consolidated. The team members established roles and responsibilities and a transparent record of all meetings and minutes was created using OneNote.

The Personalised Accountable Learning (PAL) class was piloted in 2018. The class of 22 students was established to provide additional support to students in Year 10 who were identified as disengaging from school, having poor attendance and/or a goal of transitioning to employment post Year 10. The Transition Adviser coordinated the highly differentiated teaching/learning PAL class. Career Action Plans were developed with the students during Term One and resulted in students pursuing their personal goals. Eleven of the 17 regular attenders completed successful work experience placements over the course of the year. Positive post school destinations for students in the PAL class included:

- 1 full-time TAFE
- 1 part-time TAFE and traineeship
- 5 entering Stage 6
- 4 full-time employment
- 1 connected with Employment Plus.

In 2018 the school continued its' connection with the Sports High School Association and continues to work with state and national sporting bodies. We continue to enjoy the opportunity to develop sporting ties both in terms of on field matches and off field networking with collegiate schools in this Association. The Sports High School Association cemented a memorandum of understanding with the AFL Club the GWS Giants bringing the total number to eleven. These sporting bodies recognise the contribution the Sport High School Association make in their individual sports. New South Wales Sports High Schools feature in the elite performance pathways of these eleven sports. The school continues to work closely with the Newcastle Jets, Newcastle Knights, Cricket NSW, Hockey NSW, Basketball NSW and other major sporting bodies.

In 2018, the school undertook the task of writing a course to enhance the experience of students in Targeted Sports Programs. A new Physical Activities and Sports Studies course has been written and approved by NESA. This course is due to be implemented in 2019. Entry data indicates that there will be three classes with 74 students identified as interested in this course. The course will support the improvement measure of increasing the credentialing of students in the area of sport coaching, strength and condition and administration. Our curriculum base also increased with the introduction of the Certificate III in Fitness with our staff member leading the pilot of this course in the region. Preparations were made for the introduction of a girl's rugby league program to commence in 2019. The school maintained a presence at 9 PSSA trial days to alert parents and students of the programs available at the school.

The school assisted 325 students across 13 sports in 2018. Of these students 105 were Hunter Region representatives, 45 NSW representatives and 16 national representatives. In 2018 we had a further 185 students from other schools trialling for our sports programs. At the annual sports awards night our guest speakers were Sam Poolman, the GWS Giants netball team captain and Shannon Seebohm the Australian U/17 Basketball coach. This is a testament to the connections the school has made in the wider sporting landscape. Technology became an important focus in the area of Sports Analysis. Analysis tools using I-pads and streaming platforms became available for staff use and student access.

In the area of Strength and Conditioning, profiling of students occurred in Term 1. Individual fitness programs were developed in conjunction with coaches and mentors in each sport in consultation with the school's strength and conditioning coach. Additionally, the school continued its' partnership with the University of Newcastle who assisted in testing of our student athletes. The data collected by our school and others in the Sports High School Association will be used in future to assist elite athlete performance and development. Profiles are being developed to compare data

between schools and also within year/ age groups to provide a more objective measure of performance in programs and to assist in future selection of athletes. The school continues to employ two academic mentors and a TSP coordinator who have the role of supporting students balance, their sporting and academic pursuits.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in students successful transition from school to work or further education	PAL Coordinator \$40 000 School to Work \$10 000 HUNTER \$10 000 TSP Academic Mentors \$70 000	<p>PAL class established – commenced with 22 students – 81% of these students are either working part time or referred to employment Plus. 50% of these students participated in work experience. 13 students participated in TAFE Yes courses. Zero N Award in Yr 10 ROSA for PAL students</p> <p>Transition adviser – 28 students participated in work experience – CATT met each fortnight total of 18 meetings through out the year.</p> <p>Hunter classes in year 7 –9 reduced class numbers enabled individual support for students together with SLSO support.</p> <p>TSP Academic mentors worked with stage 6 students</p>
Increase in student participation of sports management programs including coaching, administration and refereeing qualifications.	Gymnasium established \$40 000 S&C Coach \$100 000 Promotions officer \$30 000 TSP Coordinator \$80 000	<p>Gymnasium fitted and established for official school opening. Strength and conditioning coach employed to draft new elite PASS course to support Targeted Sports programs. Strength and Conditioning Coach liaised with all 13 program coordinators to develop programs for each individual sport.</p> <p>Promotions officer produced fortnightly school newsletter, 20 in total.</p> <p>Our webpage had over 110,000 hits during 2018 with the home page attracting 30706 views. Parent and student portals were used over 15000 times during the year.</p> <p>Our Facebook followers have increased from 3200 at the start of the year to 3705 by the end of 2018.</p> <p>Our TSP coordinator had a central role in overseeing 3 sports.. the coordinator attended 7 PSSA Hunter Region selection trials. The coordinator attended 48 school excursions to support sporting events during the year.</p>

Next Steps

Next Steps

- 2019 will see the PAL class size increase and the Transition Adviser's allocation change accordingly to support career and transition programs at the school.
- The Transition Adviser will access Job Quest to deliver Links to Learning and EVET Certificate I Foundation Skills at the school.
- The Transition Adviser will also oversee all TAFE YES enrolments across the school as well as work experience for Year 10 students and Support the Internship process for Big Picture.
- Hunter Sports High School will open a fully equipped gymnasium supported by a qualified Strength and Conditioning coach.
- The gym will support students in the TSP programs and also student in Certificate III Fitness and Stage 5 PASS.

- The gym will also be open for morning sessions each day and also Tuesday afternoon to support central Coast and Port Stephens students.
- The High performance PASS course will commence in 2019
- Student exit survey completed by Deputy Principal – data to be analysed at executive meetings when discussing school plan milestones.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer \$65 000</p> <p>Aboriginal Wellbeing Programs \$20 000</p> <p>Aboriginal Snapshot \$10 000</p> <p>Aboriginal SLSO's \$80 000</p>	<p>An increase in Aboriginal student enrolments. 2018 has seen a number of programs implemented to support Aboriginal students including Brospeak, the Yakka program, Sister Speak, Deadly Streaming and Aboriginal Dance. All students were actively involved in the design and implementation of their PLP's. The school held regular morning teas and lunches to encourage parents and families to be more actively engaged in their child's education.</p>
Low level adjustment for disability	<p>SLSO's \$90 000</p> <p>HUNTER class structure \$20 000</p> <p>LAST (0.1) \$10 000</p> <p>PAL class structure \$20 000</p>	<p>21% of students enrolled have been identified through the National Disability Data Collection process with a disability. A decrease from the previous year.</p> <p>The HUNTER class continues to go from strength to strength with more project based personalised learning activities implemented to engage students who require additional learning support needs. All teachers had access to class profile matrix that provided specific information all students within their class who had additional learning needs. All students identified in the NDDC have individual learning plans in place.</p> <p>The introduction of the Personalised Accountable Learning Class for students in year 10 wishing to pursue a non-Atar based school pathway were supported in work experience programs and gained qualifications across a variety of skills. Many students were successful into TAFE programs and apprenticeships.</p>
Socio-economic background	<p>LAST Allocation 1.9 \$190 000</p> <p>Technology Coordinator \$20 000</p> <p>Technology \$50 000</p> <p>Youth workers \$75 000</p> <p>Wellbeing Programs \$40 000</p> <p>ALERT literacy \$40 000</p>	<p>Year 9 students showed increases across all bands in NAPLAN achieving the best results in over 5 years for writing, numeracy, grammar and comprehension.</p> <p>Staff gained knowledge and skills on effective implementation and use of technology through the employment of technology coach Pip Cleaves. Pip delivered professional learning around online learning platforms such as <i>Google</i> and <i>Microsoft</i>, including OneNote and Teams. In addition this professional learning was aligned to the <i>general capabilities</i> from the national curriculum, to ensure the skills base for student was considered in the planning stages of teachers programming. The school also updated our BYOD policy in preparation for Year 7 BYOD 2019.</p> <p>Hunter Sports High School maintained our partnership with Sharon Bramble, continuing the implementation of ALERT literacy across year 7-9. Sharon provided training to staff from across all KLA areas, who in turn provided support and training within their faculties and through whole school staff professional learning periods. In addition, the</p>

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Support for beginning teachers	<p>Professional Learning \$10 000</p> <p>Release Days \$10 000</p>	<p>All beginning teachers are supported by the Deputy Principal for Professional learning. They are involved in an intensive induction program where key staff from the school deliver workshops to support them. The DP professional learning meets regularly with Beginning Teachers to ensure they feel supported and address any areas of concern as they arise.</p>
Talented Sport Program	<p>Strength and Conditioning Coach \$80 000</p> <p>TSP Coaches \$100 000</p> <p>TSP Resources \$</p>	<p>The school assisted 325 students across 13 sports in 2018. Of these students 105 were Hunter Region representatives, 45 NSW representatives and 16 national representatives. In 2018 we had a further 185 students from other schools trialling for our sports programs.</p> <p>At the annual sports awards night our guest speakers were Sam Poolman, the GWS Giants netball team captain and Shannon Seeborn the Australian U/17 Basketball coach. This is a testament to the connections the school has made in the wider sporting landscape.</p> <p>Technology became an important focus in the area of Sports Analysis. Analysis tools using I-pads and streaming platforms became available for staff use and student access.</p>
Aboriginal Instructional Leader	<p>Instructional Leader \$50 000</p>	<p>HSBS has an Instructional Leader funded under the State Literacy and Numeracy Strategy for Aboriginal students. The initiative aims to increase the proportion of Aboriginal students in the top two bands of NAPLAN, by targeting students in the middle two bands for improvements.</p>

<p>Aboriginal Instructional Leader</p>	<p>Instructional Leader \$50 000</p>	<p>Focus areas for the initiative are Reading and Numeracy. Between 34 and 24 students were targeted in 2018 based on their Year 5 and Year 7 NAPLAN results. Students entered/left the group as they enrolled or moved on from HSHS. The Instructional Leader works in partnership with the Minimbah team to ensure targeted students are engaged in education through connection to their culture, creation of a PLP and a supportive school/home partnership that enables students to achieve.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	454	449	458	400
Girls	288	289	283	299

2018 has seen enrolments decrease slightly whilst the school has undergone a major redevelopment. Our enrolment applications for our Talented Sports Program and the interest in Year 7 2019 has seen a significant increase with new school facilities.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	88.2	88.7	89	87
8	86.6	85.2	86.8	83.1
9	84	82.6	84.6	77.8
10	77.6	81.1	79.8	78.2
11	72.3	85.6	84.6	77.9
12	82.1	88.4	88.9	88.7
All Years	82	84.8	85.3	82
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 school has a part time attendance officer who monitors and follows up on attendance regularly. All Year Advisers have an additional period of release to support student engagement at school. This year has seen a decrease in attendance as the school has undergone significant redevelopment which has made teaching and learning on the site challenging at times.

The school has a strong learning and support team and strong relationships with the Home School Liaison officer that assists the school with supporting families

engage children with their education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	25	28
Employment	0	10	14
TAFE entry	2	2	6
University Entry	0	0	22
Other	0	0	4
Unknown	0	0	0

The schools Careers and Transition (CAT) team works hard to support students in their school to work pathways. 2018 we introduced a Personalised Accountable Learning (PAL) class for year 10 students who are seeking full time work, apprenticeships or a TAFE pathway after completing a ROSA. A transition advisor works closely with these students and has a period with them each day. These students are engaged in work experience opportunities and are supported in attaining qualifications to assist them on their pathway. This class saw 90% of students successfully transition from school into further learning or a work pathway.

Year 12 students undertaking vocational or trade training

Animal Studies (access) 1 student

Automotive (access) 1 student

Construction 2 students

Hospitality 5 students

Year 12 students attaining HSC or equivalent vocational education qualification

68 students completed their HSC in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	40.1
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.68
Other Positions	1

*Full Time Equivalent

Hunter Sports High School has 4 staff that 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

In 2018 we continued with our embedded staff professional learning model for all teaching and support staff. This model saw a 1 period allocation for all permanent and temporary staff per fortnight, where facilitated professional learning was delivered in groups of up to ten staff. With a move into the new school buildings planned across the course of the year, the professional learning plan focused heavily on technology, formative assessment and the use of future focused learning spaces.

All staff completed mandatory compliance training in Code of Conduct and Child Protection. The school formed a new partnership with Technology Coach Pip Cleaves, who delivered professional learning around implementing technology effectively into curriculum, the use of OneNote and Teams, and how to use a variety of other technologies to engage students in their learning with the assistance of technology. The school

also formed a partnership with Peter Lipman, who delivered staff PL on effective use of our new spaces and how to create suitable learning environments in our new classroom spaces.

The school participated in two extended afternoon staff development days as part of the Waiyarang Community of Schools. Staff had the opportunity to attend a variety of workshops including *formative assessment, use of data, embedding numeracy into programs and vocabulary and sentence structure*. A total of \$220,000 was budgeted for professional learning for staff for 2018

Accreditation

2018 saw the first year of all pre-2004 teaching staff rolling into their first year of maintenance. The school supported 6 staff in total moving from conditional or provisional into proficient status. There were no staff seeking accreditation at higher levels in 2018. To assist in the accumulation of professional learning hours for teachers requiring accreditation or maintaining accreditation, the school ensured all professional opportunities aligned to staff PDP's and the schools strategic directions, whilst aligning to the Australian Professional Standards for Teachers. Staff were trained on the process to record their teacher identified hours into Etams.

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	1,122,423
Revenue	10,493,484
Appropriation	9,706,650
Sale of Goods and Services	16,307
Grants and Contributions	546,603
Gain and Loss	0
Other Revenue	212,851
Investment Income	11,073
Expenses	-10,803,114
Recurrent Expenses	-10,803,114
Employee Related	-9,261,714
Operating Expenses	-1,541,400
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-309,630
Balance Carried Forward	812,793

Hunter Sports High School follows rigorous financial practices and governance structures which meet departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Aboriginal Education, Socio Economic Disadvantage and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring

Document. Governance of this expenditure included the School Planning Committee, Parents and Citizens Association and the Aboriginal Education Consultancy Group.

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	6,922,136
Base Per Capita	148,345
Base Location	0
Other Base	6,773,791
Equity Total	1,266,886
Equity Aboriginal	207,721
Equity Socio economic	758,032
Equity Language	0
Equity Disability	301,133
Targeted Total	836,115
Other Total	248,576
Grand Total	9,273,712

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.

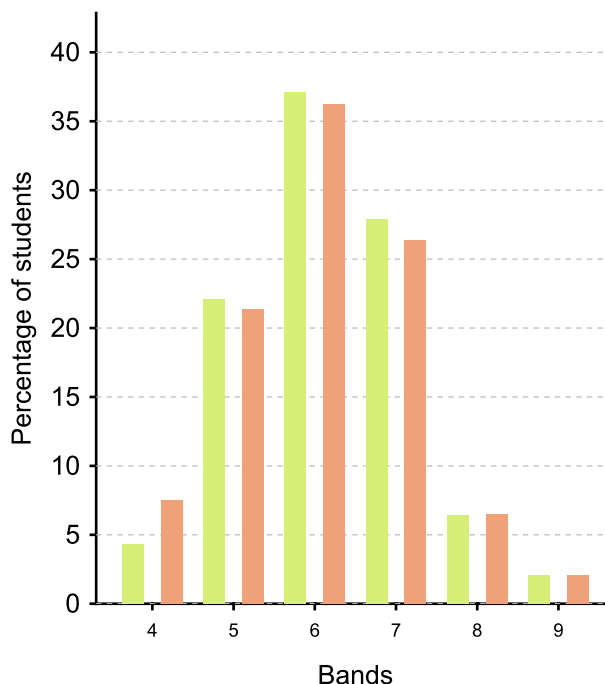
In Year 7 we saw a slight decrease in students in the top 2 bands for writing. We had an increase in the top 2 bands for Spelling and Grammar and Punctuation. Our scores in reading have remained much the same, whilst the average score across all domains of literacy has remained steady for the year. We have continued to see movement from of students from the bottom 2 bands into the middle bands in spelling, reading and grammar and punctuation.

We have achieved steady results for our Aboriginal Students in 2018, with a positive shift from the bottom bands towards the middle bands of around 3%. Although the middle range scores remained much the same, there was a decline toward the lower middle bands in 2018.

Overall In Year 9 we have seen further growth in the top two bands (2.7%) as an average across all literacy domains since 2017. Spelling and grammar both showed growth in the top two bands .

Year 9 Aboriginal and Torres Strait Islander data showed a decline from the top 2 bands across all domains. We showed strong results in the middle bands.

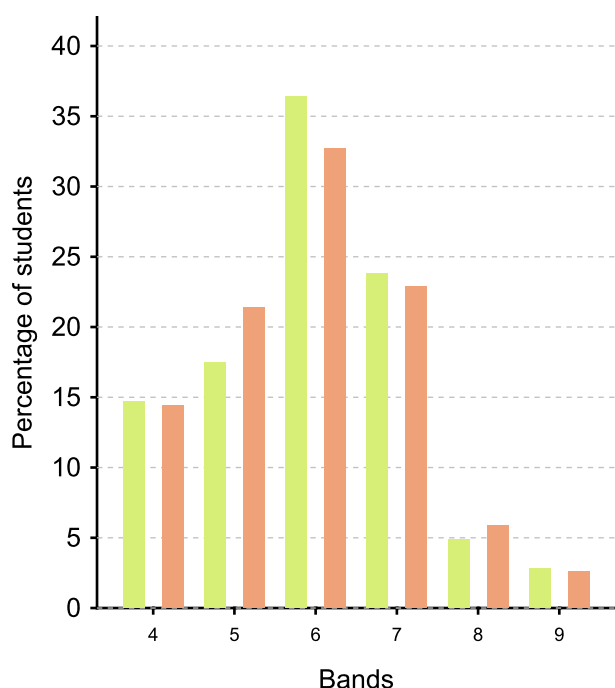
Percentage in bands:
Year 7 Reading



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	4.3	22.1	37.1	27.9	6.4	2.1
School avg 2016-2018	7.5	21.4	36.2	26.4	6.5	2.1

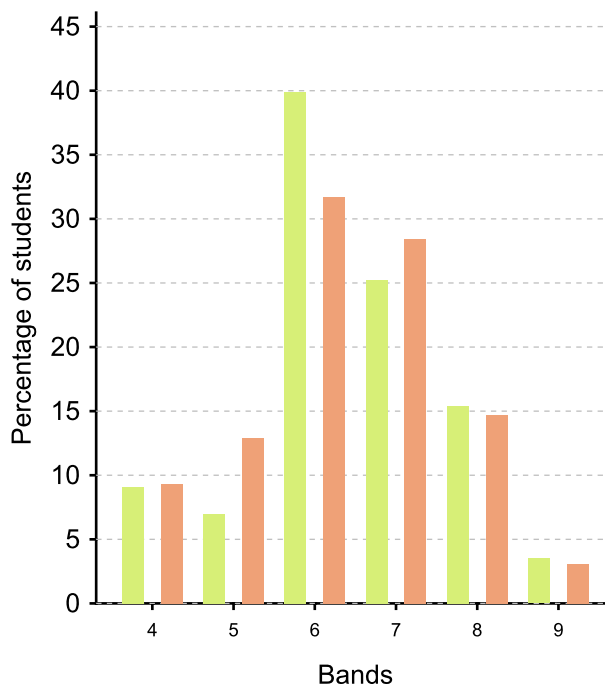
Percentage in bands:
Year 7 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	14.7	17.5	36.4	23.8	4.9	2.8
School avg 2016-2018	14.4	21.4	32.7	22.9	5.9	2.6

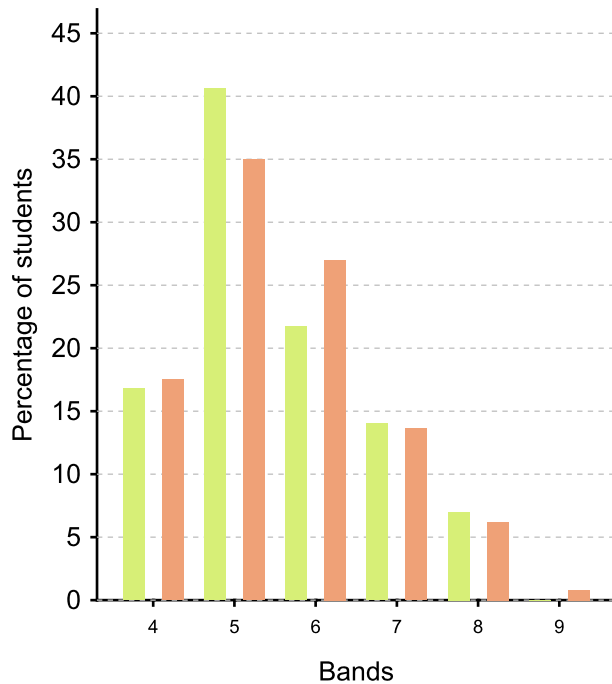
Percentage in bands:
Year 7 Spelling



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	9.1	7.0	39.9	25.2	15.4	3.5
School avg 2016-2018	9.3	12.9	31.7	28.4	14.7	3.1

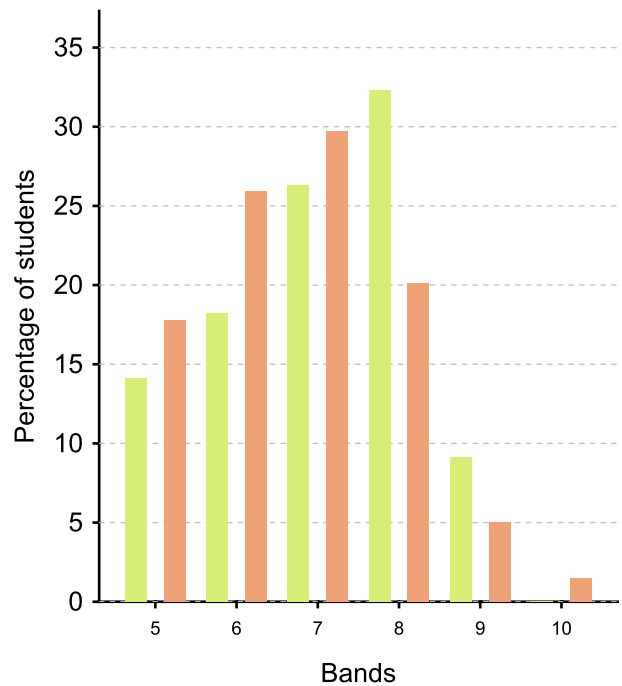
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	16.8	40.6	21.7	14.0	7.0	0.0
School avg 2016-2018	17.5	35	27	13.6	6.2	0.8

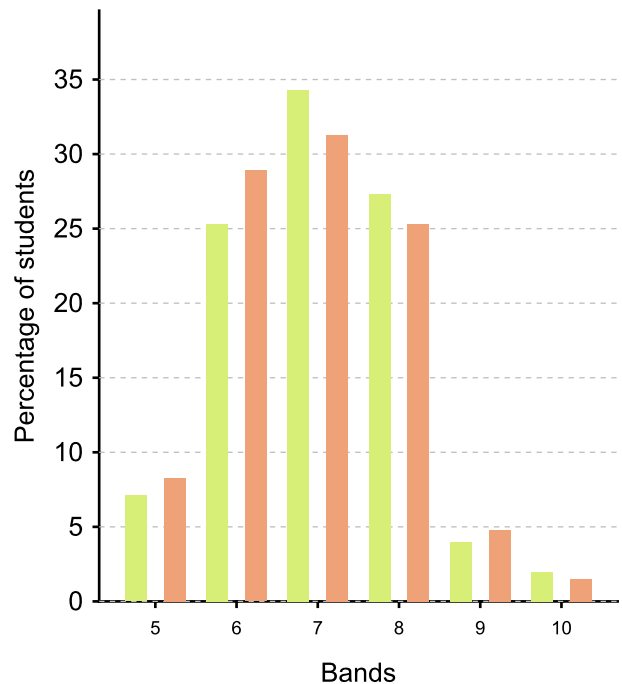
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	14.1	18.2	26.3	32.3	9.1	0.0
School avg 2016-2018	17.8	25.9	29.7	20.1	5	1.5

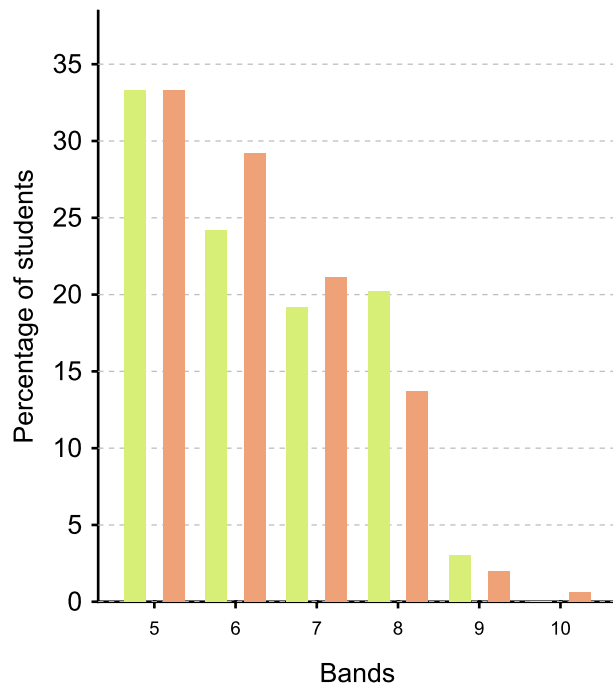
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.1	25.3	34.3	27.3	4.0	2.0
School avg 2016-2018	8.3	28.9	31.3	25.3	4.8	1.5

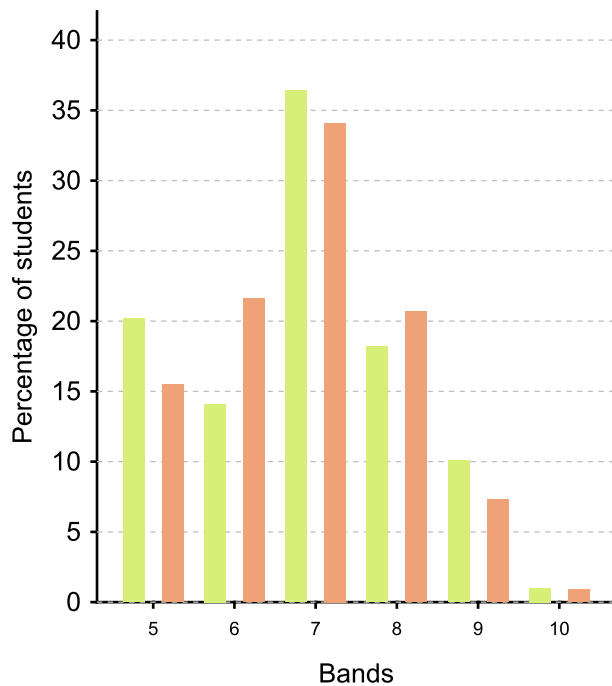
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	33.3	24.2	19.2	20.2	3.0	0.0
School avg 2016-2018	33.3	29.2	21.1	13.7	2	0.6

Percentage in bands:
Year 9 Spelling

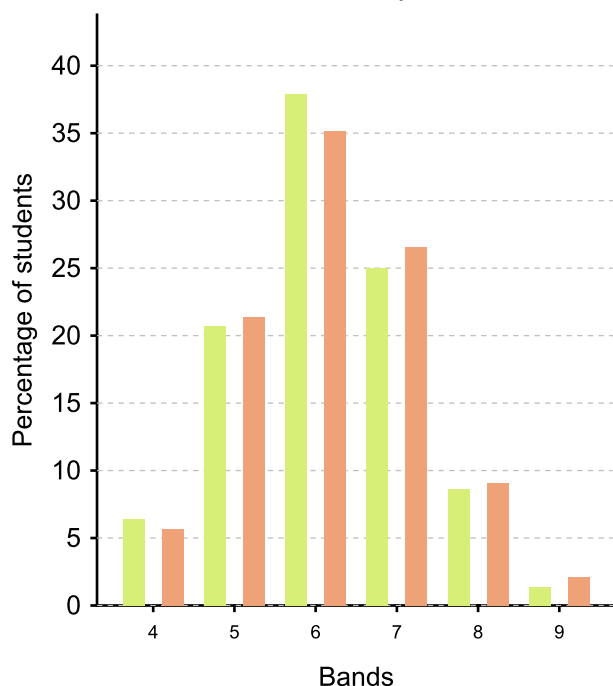


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	20.2	14.1	36.4	18.2	10.1	1.0
School avg 2016-2018	15.5	21.6	34.1	20.7	7.3	0.9

Year 7 numeracy saw a slight decline in overall scores for year 7 students. Aboriginal student numeracy scores remained steady compared to 2017, with the bulk of students sitting in the middle band. There was a decline in Aboriginal scores in the top 2 bands in 2018, however overall student growth counteracted this showing positive growth of 2.5% in the top two bands

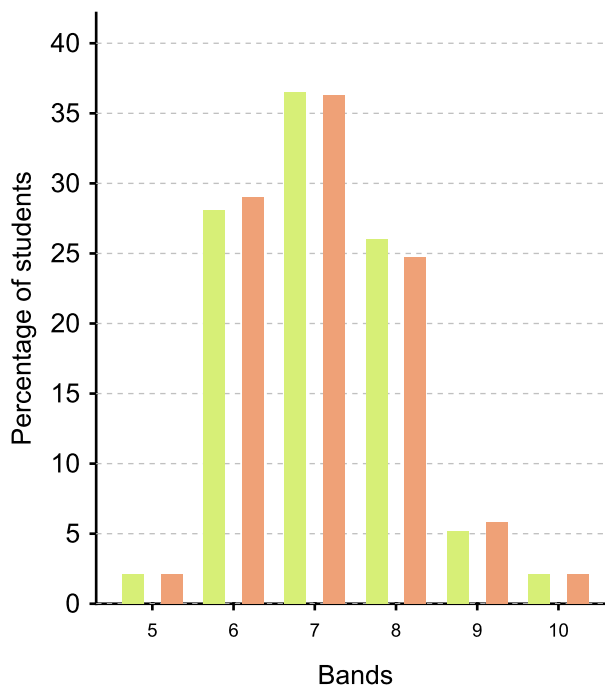
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.4	20.7	37.9	25.0	8.6	1.4
School avg 2016-2018	5.7	21.4	35.2	26.6	9.1	2.1

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	2.1	28.1	36.5	26.0	5.2	2.1
School avg 2016-2018	2.1	29	36.3	24.7	5.8	2.1

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.>

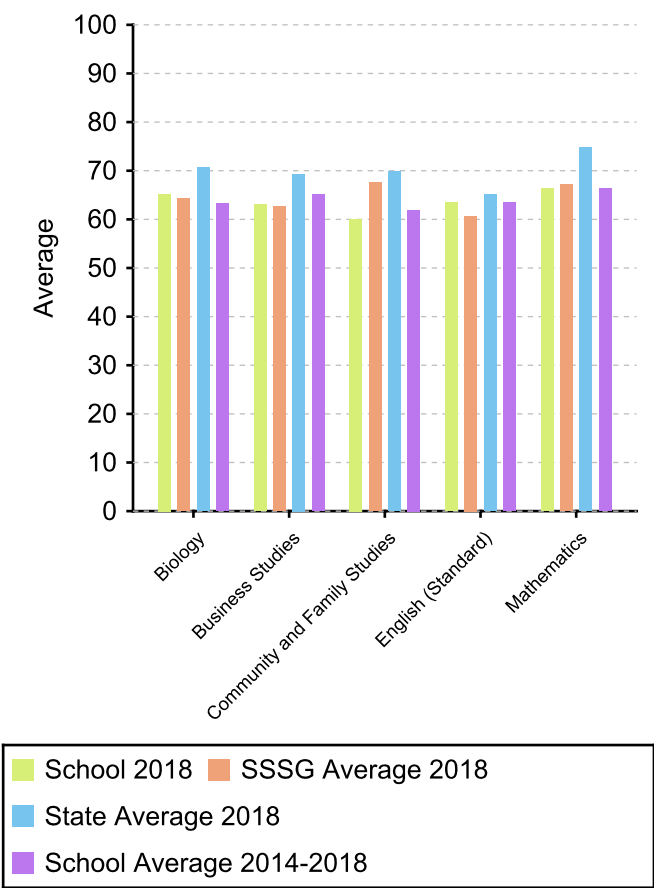
Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

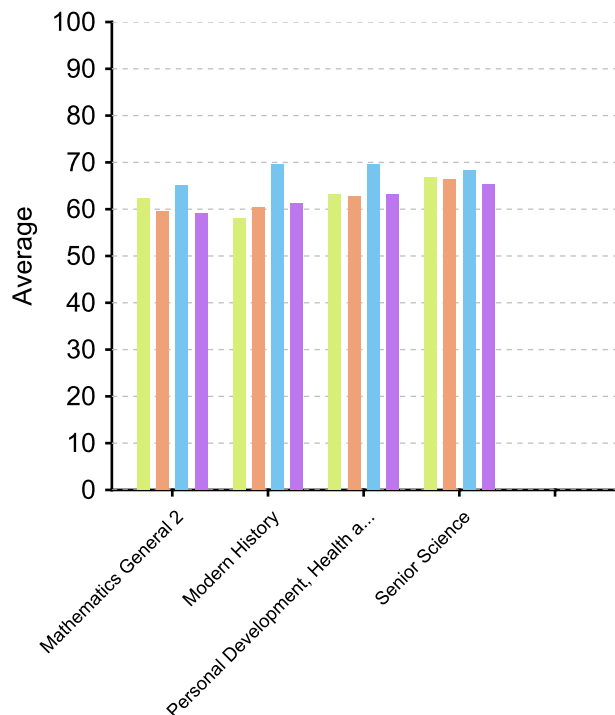
This year over 80 Aboriginal students from years 7 to 9 participated in ALERT, a program designed to help improve their performance in NAPLAN from the middle two bands into the top 2 bands focusing on spelling, grammar and punctuation and writing. Although growth declined in 2018, there were a variety of contributing factors such a new school build which disrupted the consistent delivery of some of our key programs for the year.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Hunter Sports High School has sustained it's overall HSC course mark compared to 2017, despite the complex transition from our old premises into our new school . Aboriginal and Torres Strait Islander Students continue to achieve results above state and SSSG's. As a future focus for 2019, the school is employing a senior studies coordinator who will coordinate "booster" or support sessions to build the skills highlighted for growth from head teachers.





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

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	65.2	64.3	70.7	63.2
Business Studies	63.1	62.6	69.3	65.1
Community and Family Studies	60.1	67.6	69.9	61.9
English (Standard)	63.4	60.7	65.0	63.4
Mathematics	66.3	67.1	74.8	66.3
Mathematics General 2	62.3	59.6	65.1	59.0
Modern History	58.1	60.3	69.5	61.3
Personal Development, Health and Physical Education	63.2	62.8	69.5	63.2
Senior Science	66.7	66.3	68.2	65.2

Maths

Mathematics General 2 saw minimal growth from 2017–2018. Middle and lower performing students achieved either at or above expectations, however students who were generally higher performing achieved at or below expectations. 2018 saw a 7% shift from the bottom 2 bands into the middle 2 bands, with a

similar shift backwards from the top 2 bands.

Biology

Biology saw the majority of students sitting in the middle 2 bands, with a 15% shift from the lower bands compared to 2017. Teacher reflection highlighted the strength of literacy strategies and models which support short and long answer questions.

English Advanced

Advanced English saw a shift of 11% of students in the bottom 2 bands in 2017 to zero students in 2018, which was above state average. A future focus is to move a larger proportion of students from the middle bands into the top two bands through detailed analysis of long answer questions.

PDHPE

PDHPE saw minimal movement between bands from the previous years. Students in the lower and middle performing range achieved at or above expectations, which was attributed to all resources being available online as well as regular revision and extended response practice. Higher performing students generally performed below expectations.

Music

Music saw significant growth from 2017 to 2018, seeing 75% of student achieving a Band 5 result. Reflection from staff highlighted quality teaching in addition to the commitment of the students and their talents were a driving reason for the success of these results.

Parent/caregiver, student, teacher satisfaction

The school conducted a number of surveys of staff and students throughout the year seeking feedback on community satisfaction. Generally students from years 7 – 10 reported that they felt safe at school, they have happy and positive friendships at school and that students make positive choices at school. We have seen a significant increase in likes to the Hunter Sports High School facebook page with some schools posts reaching in excess of 5000 people. The school website also had an overhaul and the website has a seen significant increase in page visits to find out information on the programs that are on offer at Hunter Sports High School.

All staff were regularly surveyed on their professional learning needs and if the school was meeting their requirements. Overwhelmingly 100% staff have found the fortnightly professional learning sessions useful or very useful.



Policy requirements

Aboriginal education

The school has a wide and varied array of programs to support Aboriginal students. These include the Minimbah Centre, Bro speak, Sister Speak, the Yaka program, NRL school to work, AES (Aboriginal Employment Strategy), Deadly Streaming, Dance program and Job Links Plus.

The school's student enrolments have decreased considerably over the past 10 years, from a high of 851 in 2008 to 701 in 2017. Meanwhile Aboriginal student enrolments have increased considerably since 2007 from 90 to 154 in 2018. The percentage of Aboriginal students at the school has almost doubled since 2007, from 11% to 21% enrolments.

The Minimbah team is viewed as an extremely important component of the schools organisation regarding Aboriginal education. Their support and knowledge is seen as being invaluable by staff, students and parents/community. The 2018 Minimbah Faculty Management Plan is a very thorough and comprehensive direction for Aboriginal education at the school. The documentation "dovetails" very well into the overall school plans.

Shaun Skuthorpe is an extremely important and highly valued staff member. His role as the Aboriginal Education Officer extends across the whole school and the support he provides Aboriginal students is described as being 'outstanding' and 'invaluable'.

The continuing role of the instructional leader. Aboriginal Education, is a positive initiative in helping provide direction and support to this aspect as well as aiming to raise literacy and numeracy outcomes of Aboriginal students.

MC Education Consultancy was invited by Hunters Sports High School to facilitate an evaluation of the school with a view to identifying the strengths and opportunities of the Aboriginal education programs, as well to offer any ideas, where appropriate, for the ongoing operation and sustainability of the Aboriginal education strategy.

The snap shot team acknowledged that the school has a functional Aboriginal Education team (Minimbah Team) which plans and implements a variety of Aboriginal education programs and events throughout the school year. The team includes a range of teaching and non-teaching staff members who are all passionate about Aboriginal education and work cohesively for the benefit of the school's Aboriginal students.

Throughout the Snapshot process it was obvious that the Minimbah Team has a clear vision of purpose, with a strategic plan of action and broad stakeholder representation and there is a shared responsibility for improving the outcomes of Aboriginal students and the promotion of Aboriginal Australia within the school.

The Snapshot team acknowledges that the school has

been proactive in providing opportunities for Aboriginal students to develop leadership skills and to have a voice in the school. The school has created a Junior Aboriginal Education Consultative Group (AECG) to provide the Aboriginal students with a genuine voice in the school operations.

The annual end of year Minimbah Celebration Night was a great opportunity for students, parent, staff and our community to come together and recognise and celebrate the successes of our students. The night also allowed us to farewell our graduating Year 12 students and parents wishing them success as they begin their transition from school to further studies or employment.

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 24% 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 31 different cultural backgrounds, making our school population very culturally diverse.

Other school programs

Talented Sports Program (TSP)

The school assisted 325 students across 13 sports in 2018. Of these students 105 were Hunter Region Representatives, 45 NSW representatives and 16 national representatives. In 2018 we had a further 185 students from other schools trialling for our sports programs. At the annual sports awards night our guest speakers were Sam Poolman, the GWS Giants netball team captain and Shannon Seeborn the Australian U/17 Basketball coach. This is a testament to the connections the school has made in the wider sporting landscape.

Technology became an important focus in the area of Sports Analysis. Analysis tools using iPads and streaming platforms became available for staff use and student access.

Individual fitness programs were developed in conjunction with coaches and mentors in each sport in consultation with the school's strength and conditioning coach. Additionally, the school continued its partnership with the University of Newcastle who assisted in testing of our student athletes. The data collected by our school and others in the Sports High School Association will be used in future to assist elite athlete performance and development. Profiles are being developed to compare data between schools and

also within year/ age groups to provide a more objective measure of performance in programs and to assist in future selection of athletes. The school continues to employ two academic mentors and a TSP coordinator who have the role of supporting students balance, their sporting and academic pursuits.

Preparations were made for the introduction of a girl's rugby league program to commence in 2019. The school maintained a presence at 9 PSSA trial days to alert parents and students of the programs available at the school. In 2018, the school undertook the task of writing a course to enhance the experience of students in Targeted Sports Programs. A new Physical Activities and Sports Studies course has been written and approved by NESA. This course is due to be implemented in 2019. Entry data indicates that there will be three classes with 74 students identified as interested in this course.

Aboriginal Instructional Leader

HSHS has an Instructional Leader funded under the State Literacy and Numeracy Strategy for Aboriginal students. The initiative aims to increase the proportion of Aboriginal students in the top two bands of NAPLAN, by targeting students in the middle two bands for improvements. Focus areas for the initiative are Reading and Numeracy. Between 34 and 24 students were targeted in 2018 based on their Year 5 and Year 7 NAPLAN results. Students entered/left the group as they enrolled or moved on from HSHS. The Instructional Leader works in partnership with the Minimbah team to ensure targeted students are engaged in education through connection to their culture, creation of a PLP and a supportive school/home partnership that enables students to achieve.

As a requirement of the IL position students are monitored in the areas of attendance (via % attendance in weeks 5 and 10 each term), NAPLAN data and PAT testing results for Numeracy and Reading.

Attendance monitoring showed that targeted students had an average attendance rate 9% higher than the whole school attendance rate in each of the 9 intervals in 2018.

NAPLAN data was required to be analysed based on number of students Year 7 – 9 who were Below, At and Above National Minimum Standard in Term's 1 and 3 of 2018 for Writing, Reading, Spelling, language Conventions and Numeracy. In 2018 students were supported with Literacy through specialised ALERT literacy lessons (2) timetabled and delivered by IL to groups of targeted students. ALERT is a multi-sensory Literacy program that has been delivered school wide at HSHS by 15 specially trained teachers. HSHS showed positive change or no change in all the areas except Language conventions in all 3 levels (Below, At and Above). Numeracy also did not improve in the level of Above NSM.

PAT Numeracy and Reading testing was completed by all target students in Week 1 of Term 1 and Week 1 of Term 4. Data was compared to track and monitor

student growth in these 2 areas. 17 students completed the PAT reading tests on both occasions and 11 students showed growth in their results.

18 students completed the PAT Numeracy tests on both occasions and 14 students demonstrated growth through their results. A notable limitation of the results is that students sat the initial test in paper form and the follow up test on the digital platform which may have influenced results.

HSHS had a change in IL at the beginning of Term 4 with Rob Simmons taking LSL and Wendy Beckett taking on the role.