

Hunters Hill High School

2019 Annual Report



Hunters Hill
High School

8207

Introduction

The Annual Report for 2019 is provided to the community of Hunters Hill High School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

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

School context

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

The school has had an extensive cultural rebuild with a turnover of all but one member of the executive in the last two years and over sixty percent of staff. the school is now highly focussed on delivering via a pedagogy that promotes higher order thinking that are linked to creating strong literacy skills. this has necessitated extensive staff professional learning at the same time as supporting a large number of staff into the profession. The local community has responded to these initiatives and the improving NAPLAN and HSC results with an increase of over 150 students in the last two years.

Strategic Direction 1

Building Teacher Capacity

Purpose

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

Improvement Measures

* to have 75% of students making expected growth between Year 7 and Year 9 across all elements of NAPLAN

*To have HSC value added data reach State average in all three areas: lower, middle and higher performing students.

Overall summary of progress

The growth in NAPLAN results have been particularly pleasing with a large increase in our focus area of writing placing us well above the figures for similar school groups and the State.. In all four domains of literacy we are approaching the seventy percent expected growth mark. Numeracy growth remains an area of focus with this situation being exacerbated by the lack of Mathematics trained teachers in 2019 . This has been rectified for 2020. The HSC results in 2019 were pleasing as well with value added being greater than the State across six of the seven Key Learning Areas.

Progress towards achieving improvement measures

Process 1: A comprehensive Professional Learning program to support the introduction of ALARM including a complete review of assessment practices to align with the ALARM model

Evaluation	Funds Expended (Resources)
the staff on the whole are using the alarm writing process, ongoing work on feedback and certainly some programme maintenance for new staff will be required ongoing	\$10,000

Process 2: A pedagogical review to evaluate the use and efficacy of higher order thinking processes in the classroom leading to a staged development program to increase their use eg flipped classroom, project based learning.

Evaluation	Funds Expended (Resources)
on the whole this has been achieved the area where there is work to be fine tuned here is making sure that all the staff are confident in giving structural feedback on the writing.	10000

Next Steps

The introduction of ALARM to the school has gone well, which is reflected in the growth of the writing results and the increasing confidence the students have reported. parents too, have been positive in the increased application to writing students have shown at home. The school will be introducing the 4C approach to learning during 2020 in order to give staff greater options within their pedagogy to promote higher order thinking skills. This will initially be supported by external mentors and be a major professional learning initiative over the next two years.

Strategic Direction 2

Student Centred Learning

Purpose

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

Improvement Measures

*To have a developmental assessment program 7 to 12 that is formative, developmental and clearly aligned to the skills necessary for HSC success.

* For teachers to report that there is a higher satisfactory completion rate for assessment tasks.

* Improvement in external school examination results (see SD1)

* For students to report that they do find classes challenging and engaging.

Overall summary of progress

The school has restructured all its assessment tasks in line with making these formative tasks. Tasks now have opportunity for students to plan, draft, polish their work as well as having the opportunity to seek feedback at every stage. This has led to increased engagement and a higher satisfactory completion rate of assessment tasks. This is particularly true for stage four who haven't become used to the old approach of just handing the task in on the due date.

With so much executive turnover there has been extensive Professional learning provided for Head Teachers around analysing and goal setting for their faculties. Whilst this has taken time we should start to see growth from this during 2020.

Progress towards achieving improvement measures

Process 1: Identification of skills areas that are lacking through close analysis of 2017 HSC and the subsequent review of assessment tasks 7 to 12 to ensure that there is a staged development of skills necessary for Stage 6 success

Evaluation	Funds Expended (Resources)
completed on time.	Targeted PL time.

Process 2: The introduction of the ALARM method into assessment tasks so that drafting, feedback reflection are culturally embedded. This will be supported by the ongoing review of assessment practices to take advantage of the schools developing pedagogy

Evaluation	Funds Expended (Resources)
there will need to be ongoing work in giving staff strategies to develop student ability to analyse, synthesise so that this can be translated into the improved structures students are now using	Structured PL time . \$6000 PL funds.

Next Steps

The main focus for 2020 will be ensuring that the evaluative and critical analysis skills necessary for the attainment of Band 6 Higher School Certificate results are specifically taught. This will involve a review of programming to incorporate

the new pedagogy and the development of approaches to link the writing to the 4C activities.

Strategic Direction 3

The Parent Connection

Purpose

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

Improvement Measures

* to have at least 90% of our parents being kept up to date with our social media platform and reflecting that they feel well informed about what is happening at the school. This to be translated into 75% attendance at information nights.

* to increase homework completion rates and decrease N award rates

* To increase attendance at school events like swimming carnivals to the school norm, reflecting an improved school spirit. to facilitate on time payment for school excursions and activities.

Overall summary of progress

We have had a fantastic response to our use of the RAPPORT program with our closed Facebook groups having , on average, across the year groups about ninety percent parental uptake. This has allowed a range of communications and interest items to be distributed quickly and at high interest times. This communication has increased attendance at Parent Teacher nights and Carnivals and has seen our colour run and other P and C activities strongly supported.

Progress towards achieving improvement measures

- Process 1:**
- 1) reconstruction of school website and social media platform
 - 2) development of strategy for use of 1)
 - 3) staff training
 - 4) limited trial 7 and 11 leading to full implementation of platform

Evaluation	Funds Expended (Resources)
been a very successful implementation just need to work out what sits best with the portal and what with facebook	\$1500 plus staffing allowance

- Process 2:** restructure of information nights

Evaluation	Funds Expended (Resources)
certainly social media has helped with attendance on nights	\$1000

Next Steps

We will be using the parent portal of Sentral more consistently to communicate around homework and attendance issues. this will allow our facebook feeds to be used more for high interest feedback on events and our portal to be a one shop administration shop. This will also be able to be used during 2020 to get feedback for our uniform review which is scheduled to take place then.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8558	<p>It is important for aboriginal students to have access to the full range of online learning and current technologies available to all students. This is particularly true for students who are from disadvantaged backgrounds who may not have home access.</p> <p>School funding has also been used to cover costs for Aboriginal students from disadvantaged backgrounds to attend excursions that support the delivery of Preliminary HSC and HSC Aboriginal Studies courses. this has enhanced engagement with the course and enhanced student understanding of the core topics, particularly Connection to country. Aboriginal Studies is now a regular part of the school curriculum.</p> <p>The aboriginal Education Committee has organised NAIDOC assemblies and activities including engaging performers from Sydney metropolitan Land Council and Tribal Warrior Aboriginal Corporation to deliver Welcome to Country and smoking ceremonies to officially mark the beginning of NAIDOC Week. these activities increase awareness within our community of Aboriginal and Torres strait islander contributions to Australian society. they have also provided opportunities for non–Aboriginal students to engage with Aboriginal and Torres Strait Islander cultures thus enhancing the principles of reconciliation.</p>
English language proficiency	\$35,347 Plus \$92,000 from International Students.	Hunters Hill High School remains a popular choice for international students with our international students consistently performing amongst our better HSC students. Cultural activities were strongly participated in. School captain Baiyang Hui was runner up in International student of the year reflecting the strong presence our students have in the community.
Low level adjustment for disability	\$48.409	The technology thus available is greatly appreciated by parents and students .It remains an important part of our approach to ensuring equity in a school that has students from widely varying socio–economic backgrounds.
Socio–economic background	We received \$26,755 in designated funds, but added another \$72,000 in school funds out of necessity for this burgeoning area.	The feedback the learning and support team has received has been positive throughout the year. Despite the school putting additional funds into this area the school is enrolling an increasing number of students who require significant adjustment that is testing our current capacity. The school has this year had a number of SLSO's available who have proved to be effective.
Support for beginning teachers	The program accessed experienced teachers within Hunters Hill High School and across the other	All early career teachers evaluated the NSEC program positively and all reported that they felt their first or second year in the profession was successful and that they were growing in

Support for beginning teachers	schools of the NSEC. It was supported by \$87742 of early career teacher funds that provided allowances, relief and course costs.	skill and understanding. There is still some hesitancy amongs young teachers to fully share their problems but the cultural shift towards this is occurring.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	394	387	408	428
Girls	215	212	272	273

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.6	93.9	93.5	91.4
8	90.4	91.7	91.8	91.5
9	88.7	92.5	91.9	91.2
10	88.2	90.1	91.3	91
11	86.6	91	87.9	90.6
12	87.9	89.7	92.2	90.9
All Years	89.3	91.7	91.7	91.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	1	1	8
TAFE entry	1	1	3
University Entry	0	0	59
Other	0	0	17
Unknown	0	0	12

Year 12 students undertaking vocational or trade training

20.97% of Year 12 students at Hunters Hill High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92.6% of all Year 12 students at Hunters Hill High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	37.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	9.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	953,775
Revenue	8,477,208
Appropriation	7,717,331
Sale of Goods and Services	4,804
Grants and contributions	579,093
Investment income	9,718
Other revenue	166,262
Expenses	-8,493,762
Employee related	-7,382,599
Operating expenses	-1,111,163
Surplus / deficit for the year	-16,554

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	83,740
Equity Total	279,144
Equity - Aboriginal	8,558
Equity - Socio-economic	26,755
Equity - Language	120,720
Equity - Disability	123,110
Base Total	6,836,367
Base - Per Capita	159,554
Base - Location	0
Base - Other	6,676,813
Other Total	327,954
Grand Total	7,527,204

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

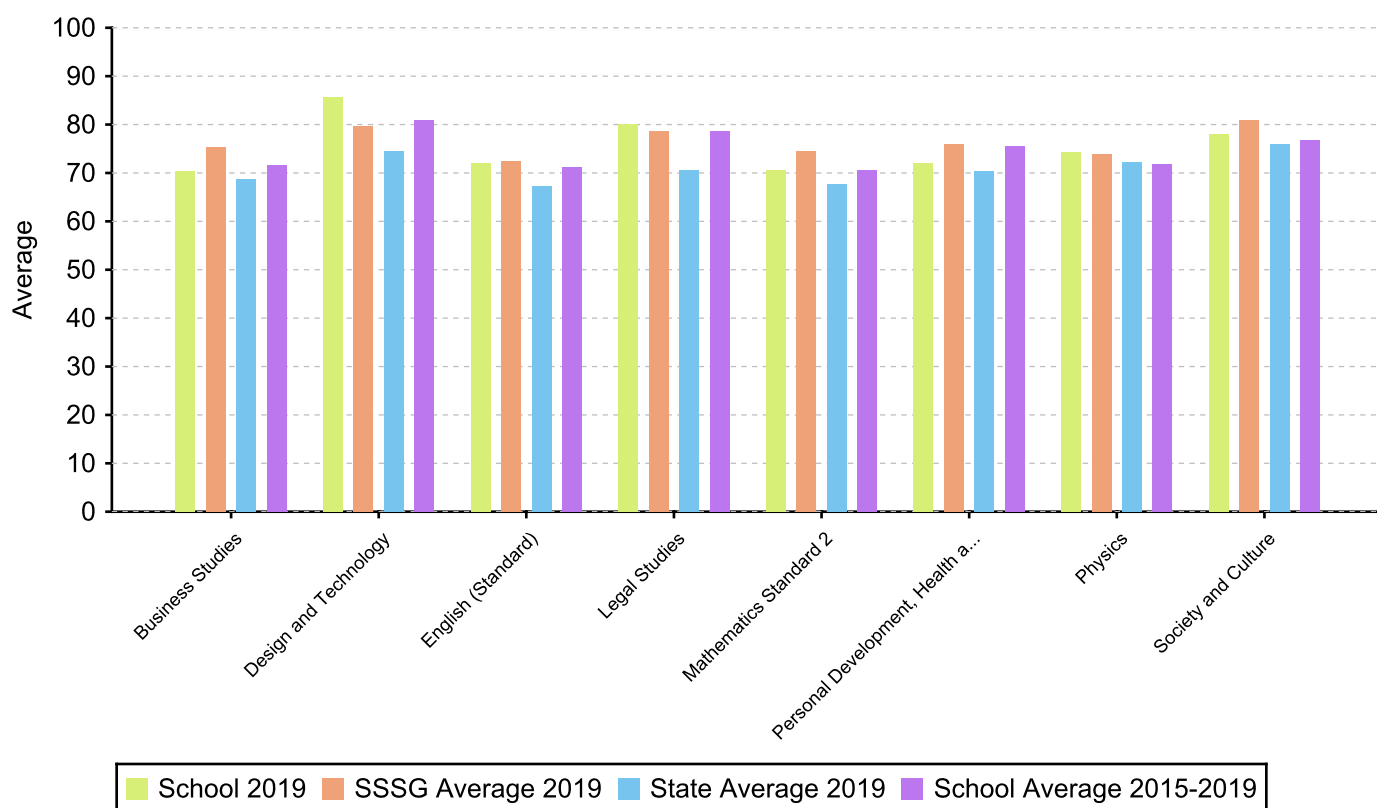
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Business Studies	70.4	75.4	68.6	71.6
Design and Technology	85.6	79.7	74.5	80.9
English (Standard)	72.1	72.5	67.3	71.2
Legal Studies	80.1	78.6	70.6	78.7
Mathematics Standard 2	70.6	74.6	67.7	70.6
Personal Development, Health and Physical Education	72.0	76.0	70.5	75.6
Physics	74.2	74.0	72.1	71.9
Society and Culture	78.0	81.0	75.9	76.8

Parent/caregiver, student, teacher satisfaction

The school received feedback from its community in a variety of ways in 2019. this included via formal surveys, feedback via our social media platforms and through focus nights through our parent body.

On the whole the feedback we have been getting from parents has been positive. Areas to be particularly welcomed were the updates through facebook and the information on homework available through the Sentral parent portal.. During 2020 we will aim to get more consistent delineation for work to be completed onto Sentral as it was sometimes split between google classroom and Sentral. The new approach to open Parent teacher night was trialled and there was moderate success, with both nights being relatively full, however this did involve some parents booking times for both nights which caused some parents to miss out. Other areas to be positively evaluated during the Year included the Umatter program, the colour run, the music programmes and the HSC results. The major focus for parent review in 2020 will be around the school uniform. Enrolments continue to rise with, pleasingly, a growth in enrolments from our closest primary schools.

Student satisfaction was pleasing in the results received in the Tell Them From survey with all years reflecting above state average values in key areas such as emotional wellbeing and student advocacy.

The People Matter Survey also reflected considerable teacher satisfaction reflected that we were at or above the satisfaction rate in all nine key areas across the public sector including : employee engagement, diversity and inclusion, high performance and communication.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.