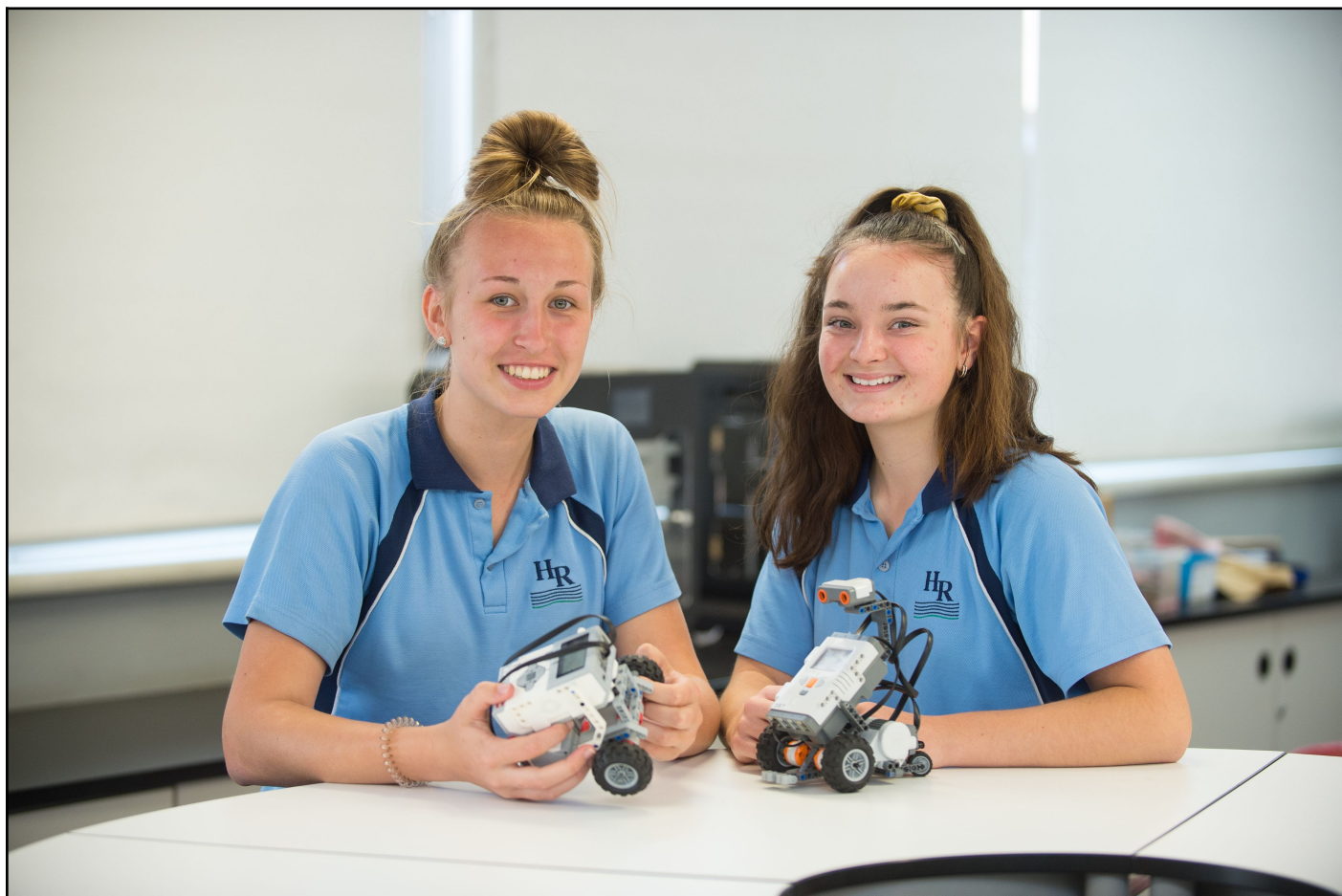


# Hunter River High School

## 2019 Annual Report



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## Introduction

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

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

### School contact details

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## School background

### School vision statement

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

### School context

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

## Self-assessment and school achievement

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>

## Strategic Direction 1

### Excellence in Learning

#### Purpose

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

#### Improvement Measures

Year 9 NAPLAN data indicates improved performance in:

- Writing 20% students achieve band 8 (from 14.9% in 2017).
- Numeracy 30% or more students achieve band 8 or greater (from 24.1% in 2017).
- Numeracy 3% or more students achieve band 10 (from 1.5% in 2017).
- Aboriginal student data – 30% of Aboriginal students achieve band 8 or greater in reading (from 25%) 20% writing (from 14%) and 25% numeracy (from 19%) in 2017.

- HSC Value add data progressively indicates upward improvement trends.
- Internal survey data indicates there is growth in the number of students who feel supported to improve academically.

Attendance data improves by 1% per year to culminate at 88% or higher.

#### Progress towards achieving improvement measures

##### Process 1: Assessment

Learning is data driven, based on formative assessment practice with timely, targeted intervention and feedback.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Executive staff led professional learning on data analysis including, HSC, RAP and Scout. Head Teachers collectively led their faculties in activating data to inform the development of authentic formative assessment strategies. This will be further explored in 2020 to inform future directions to enhance teaching strategies and student outcomes.</li><li>• HSC data indicated that 36.5% of students achieved in the top 3 bands, increased from 28.2% in 2017.</li><li>• Internal survey data indicated that all stage 6 students felt supported in the Senior Learning Area (SLA) to access and utilise resources to improve academically.</li><li>• Year 9 NAPLAN results indicated that 11.03% of students achieved in the top 2 bands for Reading and Numeracy (Premier's Priority), increased from 6.32% in 2017. Writing indicated that 18% of students achieved a band 8, increased from 14.9% in 2017. Numeracy indicated that 72% of students achieved a band 7 or higher showing an increase from 68% in 2017. 60% of Aboriginal students achieved a band 7 or higher in Numeracy, increased from 43% in 2017. 37% of Aboriginal students achieved a band 7 or higher, increased from 28% in 2017.</li><li>• The school established an Assessment Professional Learning Community (PLC) who undertook extensive learning on the current best practice research on assessment. This team led the reflection of the School Plan in assessment and designed purposeful professional learning for all staff.</li><li>• All staff actively participated in a professional learning masterclass in feedback and formative assessment practices and utilised the latest research in their teaching.</li><li>• Formative assessment practices and targeted feedback instructional leadership action plan was developed collaboratively with the assessment PLC. Members trialed strategies within their own classrooms, capturing and sharing video samples for further professional development.</li><li>• Staff across six faculties trialed, shared and gathered evidence of pedagogical practices in reframing feedback within their respective classrooms to foster optimal learning environments.</li></ul>	<ul style="list-style-type: none"><li>• Literacy Coordinator – \$5,400</li><li>• Numeracy Coordinator – \$5,400</li><li>• Professional Learning – \$75,000</li><li>• Resources – \$10,000</li><li>• Cultural Room Coordinator and support staff – \$92,000</li><li>• Transition Coordinator – \$21,400</li><li>• Future Focused Learning Coordinator – \$21,400</li></ul>

## Progress towards achieving improvement measures

- Cultural support was offered to all student to provide extensive wellbeing and academic mentoring. Students were also supported through the Birriwal–Wakulda and Milbadjunga programs.

### Process 2: Mentoring

Authentic and comprehensive mentoring programs drive individual goal achievement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Successful design and implementation of a senior mentoring program was established in conjunction with targeted senior workshop days to establish post-school option pathway connections. Internal survey data indicated that 80% of stage 6 students found the strategies and activities within the mentoring program to be beneficial.</li> <li>• Wellbeing focused roll call groups established in stages 4 and 5 to allow for targeted initiatives that supported the Wellbeing Framework for Schools, Positive Behaviour for Learning, careers mentoring and literacy and numeracy targeted focus areas.</li> <li>• Ignite to Write was introduced through a very successful trial in year 8 where expert staff delivered personalised intervention and instruction. The success of the program and improvement to students literacy skills through the Literacy Progressions has been extended into 2020, where all students in year 7 will receive targeted intervention.</li> <li>• Senior students were supported to establish authentic study routines and learning goals, receiving advice from staff mentors.</li> <li>• The Atomi platform provided valuable support across a variety of stage 6 subjects, with video's and quizzes specifically aligned to syllabus dot points to support students understanding and application of knowledge.</li> <li>• Highly successful design and delivery of personalised learning support for all stage 6 students in the Senior Learning Area.</li> </ul>	<ul style="list-style-type: none"> <li>• Industry Liaison Officer – \$105,000</li> <li>• ATOMI – \$16,000</li> <li>• Professional learning – \$75,000</li> </ul>

### Process 3: Positive Behaviour for Learning (PBL)

Evidence based, consistent, whole school processes drive improved learning outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• All staff engaged in extensive professional learning and analysed data patterns to inform future planning.</li> <li>• Strategies and procedures were developed and implemented resulting in improved data. Policies and procedures have been reviewed and updated as necessary.</li> <li>• Professional learning was implemented to ensure that staff have the capacity to engage in consistent processes.</li> <li>• A general management plan was developed, including the inclusion of preventative strategies for setting up a positive learning environment and building positive relationships, as well strategies for managing challenging behaviours.</li> <li>• A comprehensive consistent behaviour management matrix for teachers was collaboratively developed, outlining staff responsibilities and action for specific behavioural issues.</li> <li>• Individual matrices for all learning areas were developed and explicitly taught. Visual reminders are in place to decrease verbal instruction and increase student knowledge of expected behaviours.</li> <li>• Community PBL continued to be a shared initiative and led to positive behaviour trends in the community. Our community sponsorship with Marketplace remains strong and students were celebrated weekly for displaying core community values. This community initiative culminated in HRHS receiving the <b>NSW Secretary of Education's Award for School Achievement for Raymond Terrace Community Positive Behaviour for Learning.</b></li> <li>• Attendance continues to be a target area for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative time/programs – \$14,000</li> <li>• Wellbeing Coordinator – \$86,000</li> </ul>

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

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

#### Improvement Measures

100% of Teaching and Learning programs evidence explicit, evidence based teaching pedagogy.

Quality Teaching Rounds are embedded in school culture.

Staff PDP's and eTAMs professional learning logs reference reflective teaching practice.

Several staff members accredited at Highly Accomplished and Lead.

#### Progress towards achieving improvement measures

##### Process 1: Evidence Based Teaching

Professional Learning (PL) targets evidence based and data informed teaching pedagogy to optimise student outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff meetings were redesigned to support extensive professional learning that allowed for collaborative evidence based research opportunities and future planning.</li><li>• Staff collaborated on strategic initiatives across the school and shared learning via online platforms.</li><li>• Evidence-based professional learning in formative assessment practices were the catalyst for a school-wide systematic approach to programming and feedback cycles.</li><li>• Executive staff led professional learning in successful <i>What Works Best</i> practices, including explicit teaching of learning intentions and success criteria to model and guide student learning.</li><li>• Executive staff collaborated through completing 'walk-throughs' in their faculties to develop agreed and consistent protocols across the school.</li><li>• Summative assessment tasks evidenced explicit scaffolding to support achievement and learning.</li></ul>	<ul style="list-style-type: none"><li>• Deputy Principal Teaching and Learning – \$163,254</li><li>• Professional learning funds – \$75,000</li></ul>

##### Process 2: Quality Teaching Rounds

Quality Teaching Rounds support a culture of collaborative professional observation and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Eight staff collaborated with the University of Newcastle in Quality Teaching Rounds training. Staff shared their training and the fundamentals of the rounds with all staff enhancing teacher quality across the school.</li><li>• Five QTRs occurred across the school that involved nineteen staff and seven faculties.</li><li>• 100% of QTRs met the Fidelity Check as prescribed by the UoN. The PLC shared feedback to support future targeted professional learning and collaborative practice.</li></ul>	<ul style="list-style-type: none"><li>• Quality Teaching Rounds – \$40,000</li></ul>

##### Process 3: Accreditation

Teaching staff are supported in all career stages, gaining and maintaining accreditation at Proficient, Highly Accomplished and Lead.



## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Five staff (two aspiring executive staff and three current executive staff) gained entry in to the Leadership Development Institute (LDI) and completed extensive training.</li><li>• Current LDI participants were supported by the Deputy Principal Teaching and Learning.</li><li>• Executive staff increasingly developed their confidence in supporting their staff through the PDP process, including targeting professional learning to build the capacity and skill-set of their team.</li><li>• A comprehensive PDP process supported and adhered to staff goals, including planning future professional learning opportunities.</li><li>• All staff engaged in the PDP process and successfully logged their professional learning and maintained accreditation.</li><li>• Beginning Teachers attended professional learning masterclasses facilitated by the Head Teacher Secondary Studies. This led to five teachers gaining accreditation in 2019.</li></ul>	<ul style="list-style-type: none"><li>• Deputy Principal Teaching and Learning – \$163,254</li><li>• Professional learning funds – \$75,000</li><li>• Leadership Development Institute grants have been gained by all working toward higher levels of accreditation</li></ul>



### Strategic Direction 3

#### Excellence in Leading

#### Purpose

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

#### Improvement Measures

Survey data evidences improved faculty practice and staff confidence in respective Head Teachers.

Survey data indicates parent and community confidence in school leadership team.

Survey data indicates an increase in productive relationships with parents/carers and external providers.

#### Progress towards achieving improvement measures

##### Process 1: Executive staff and aspiring leaders

A distributed leadership model informs the identification, support and mentoring of aspiring leaders to drive a whole school culture of continuous improvement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Highly successful redesign of executive meetings that focused on building the educational leadership skills of all Head Teachers. This initiative led to the professional development of aspirant staff where a quality 2IC teacher supports the Head Teacher in the operations and faculty planning.</li><li>• Executive staff collaborated with the Director, Educational Leadership for a masterclass on leadership. This was supported by purposeful professional readings and collaboration in Collective Efficacy, <i>The Science of Learning</i> and CESEs <i>Six Effective Practices in High Growth Schools</i>.</li></ul>	<ul style="list-style-type: none"><li>• Deputy Principal Teaching and Learning – \$163,254</li><li>• Professional learning funds – \$75,000</li></ul>

##### Process 2: Community

A cohesive educational community supports a culture of high expectations, parental engagement and student success.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Head Teachers continued to strategically collaborate to support the directions of the school. Each faculty grew in leadership capacity with the professional development of their team in alignment with efficacious practices between faculties.</li><li>• Community engagement remained extremely high with parents as positive partners in education. Over 99% of families attended the Year 10 information evening and subsequent placement preparation interviews.</li><li>• An engaging and highly valued transition program fostered collaborative opportunities for all students in our partner primary schools. Instigating a range of creative and future-focused workshops including, STEM, Science Roadshow, Lego Robotics, Sport and Creative and Performing Arts opportunities. Students enjoyed a variety of transition days.</li><li>• An enrichment class continued to successfully operate in stages 4 and 5 to support the educational needs of students.</li><li>• 'Meet the Teacher' evening celebrated an historically high number of community members in attendance.</li><li>• Communication forums remained at a high as site traffic to both the school's website and Facebook accounts increased proportionally. The Community Liaison Officer supported a range of initiatives including the rebranding of our school logo and public profile.</li><li>• The P &amp; C remained active supporters and contributors to key initiatives</li></ul>	<ul style="list-style-type: none"><li>• Industry Liaison Officer – \$105,000</li><li>• Community Liaison Officer – \$43,200</li></ul>

## Progress towards achieving improvement measures

across the school.

- A larger proportion of parents completed the TTFM survey with positive feedback received.
- P–Tech remained strong with opportunities for students to visit our partners including, BAE Systems, Jetstar, Varley Group, Ampcontrol, and Tomago Aluminium. 100% of parents attended a parent/industry work placement meeting led by the Industry Liaison Officer (ILA). The Principal and ILA were invited to share the success of the P–Tech program in New York., at the Planet P–Tech 19 Conference.
- P–Tech students explored industry opportunities through work placements with industry partners, building transferable skills for employment, and practicing technical skills learned as part of the Vocational Education and Training pathways that they were committed to. The ILO further developed relationships with our partners, which led to students gaining School Based Apprenticeships and Traineeships with local industry partners. Two companies employed their first ever School Based Trainees.
- Indigenous students engaged in a Yarning Circle project, led by the Industry Liaison Officer, Science teachers and the Cultural Team. Students committed to the planning and building of an Indigenous learning circle that engaged the community, including local industry to bring opportunities and programs to HRHS.
- Hospitality staff and students established an in–school hospitality business through a highly successful coffee cart program. The project further developed opportunities and access for students to engage in quality industry training, and assisted students in preparation for the workforce.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background flexible – \$54,072</li> </ul>	<ul style="list-style-type: none"> <li>• Funds employed an Aboriginal Learning Support Officer, an Aboriginal Education Coordinator and Aunty Lyn as mentors to support students in cultural, social and academic achievement goals. The Cultural Room operated at capacity with many teachers working collaboratively with staff to deliver engaging pedagogy.</li> <li>• All Aboriginal students had an active Personalised Learning Pathway (PLP) that supported collaboration through higher levels of student engagement and high expectation learning outcomes.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability flexible – \$110,984</li> </ul>	<ul style="list-style-type: none"> <li>• Students requiring learning adjustments were supported by School Learning Support Officers (SLSOs) and received differentiated curriculum support.</li> <li>• The Learning and Support Teachers (LASTs) initiated ongoing support for students requiring additional support and provided resources and professional support to aid teachers in the classroom. The LASTs collaborated with student, parents, staff and internal and external agencies to create active IEPs to ensure equitable access to learning.</li> <li>• The Senior Learning Hub (SLA) delivered academic and wellbeing programs to support stage 6 students to achieve learning goals.</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• \$900,272</li> </ul>	<ul style="list-style-type: none"> <li>• Funds were distributed to vulnerable students to ensure equality in education including school fees, canteen accounts, excursions and uniform.</li> <li>• Additions to wellbeing initiatives included the redesign of roll call , the Senior Learning Hub, Head Teacher Wellbeing reduced teaching load, Girl's Advisor and Boy's Advisor allowed for greater opportunities to support the educational and emotional needs of all students.</li> <li>• External programs supported the educational needs of students including Atomi for HSC support.</li> <li>• Internal support initiatives such as Focus on Reading, Focus on Writing, Numeracy by Necessity and Positive Behaviour for Learning ensured staff were upskilled to meet the complexity of student needs.</li> <li>• The Learning Centre (TLC) supported students in completing their class and assessment work, with teacher and SLSO assistance and technology support.</li> <li>• Transition to high school programs increased the positive relationship between HRHS and partner primary schools. Enrichment days were led in STEM, literacy, numeracy, creative and performing arts and sporting opportunities to support student learning outcomes.</li> </ul>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• \$16, 938</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning teachers were strongly supported through a variety of professional learning with the assistance of their Head</li> </ul>

<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• \$16, 938</li> </ul>	<p>Teacher. All beginning teachers completed an induction program and were supported in creating their PDP. Mentoring programs supported collaborative practices including classroom observations and professional conversations to support and improve classroom practice.</p> <ul style="list-style-type: none"> <li>• Three permanent beginning teachers received targeted funding during their first two years of teaching. Support strategies included timetable concessions, mentoring and additional professional learning opportunities both internal and external.</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	<ul style="list-style-type: none"> <li>• English language proficiency – \$24,549</li> </ul>	<ul style="list-style-type: none"> <li>• Students were supported by a LOTE trained teacher who facilitated learning opportunities to meet curriculum outcomes.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	385	411	422	445
Girls	349	370	393	389

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.1	88.3	88.7	88.6
8	91	88.4	83.9	83.5
9	87.8	87.1	84.6	83
10	84.9	85.3	82.7	79.8
11	85.4	81.5	81	81.5
12	87.3	87.9	79.8	85.5
All Years	88	86.2	83.9	83.7
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	0
Employment	0	4.92	30.26
TAFE entry	0.48	0.41	13.35
University Entry	0	0	24.03
Other	1.92	9.84	1.78
Unknown	0.16	0.41	6.23

### Year 12 students undertaking vocational or trade training

64.63% of Year 12 students at Hunter River High School undertook vocational education and training in 2019.

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

94.7% of all Year 12 students at Hunter River 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)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.2
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.28
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,525,799
<b>Revenue</b>	11,778,033
Appropriation	11,231,340
Sale of Goods and Services	257,862
Grants and contributions	281,006
Investment income	7,625
Other revenue	200
<b>Expenses</b>	-11,723,537
Employee related	-10,459,381
Operating expenses	-1,264,155
<b>Surplus / deficit for the year</b>	54,497

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,065,768
<b>Equity Total</b>	1,536,996
Equity - Aboriginal	196,167
Equity - Socio-economic	978,959
Equity - Language	5,907
Equity - Disability	355,962
<b>Base Total</b>	7,584,257
Base - Per Capita	201,521
Base - Location	0
Base - Other	7,382,735
<b>Other Total</b>	617,587
<b>Grand Total</b>	10,804,608

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.

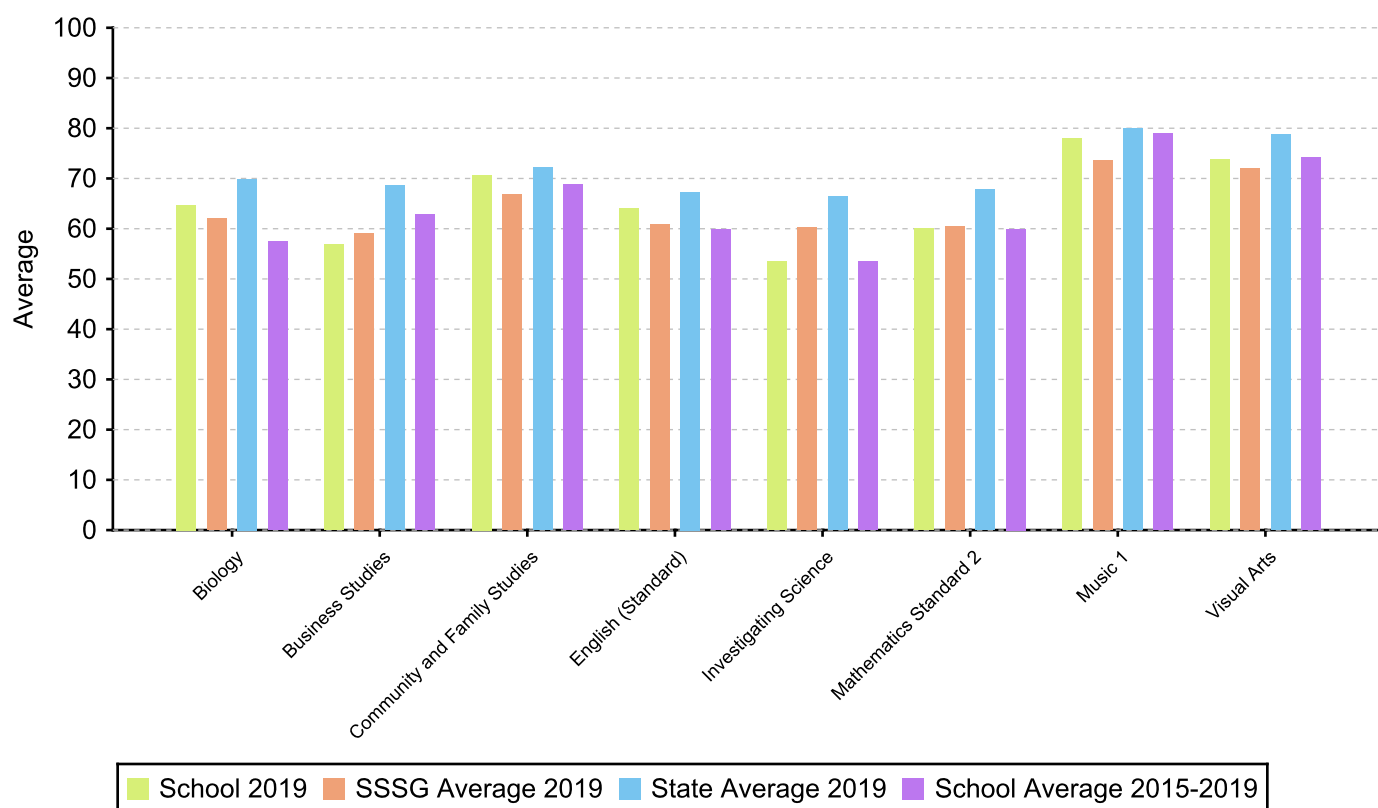
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) 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
Biology	64.7	62.0	69.9	57.5
Business Studies	56.9	59.1	68.6	62.8
Community and Family Studies	70.7	66.8	72.2	68.8
English (Standard)	64.1	60.8	67.3	59.8
Investigating Science	53.5	60.3	66.5	53.5
Mathematics Standard 2	60.0	60.4	67.7	60.0
Music 1	77.9	73.6	79.9	79.0
Visual Arts	73.7	72.0	78.8	74.2

## Parent/caregiver, student, teacher satisfaction

Our school took part in the Tell Them From Me Surveys in 2019.

### Parent Survey Summary

- Parents feel welcome when visiting our school and find the administrative staff helpful
- Parents feel well informed about school activities and feel that they can easily speak with their child's teacher
- Parents feel that they can speak with the school principal
- Parents said that written information from the school is in clear, plain language
- Parents said that activities are scheduled at times when they can attend
- Parents are satisfied with reporting and said that written reports are in terms that can be understood
- Parents said that teachers have high expectations for their child to succeed
- 67% would recommend the school, with 19% neither agreeing or disagreeing
- 82% identified school newsletters, 68% the school website and 75% designated social media as useful and very useful for communication about school news

### Student Survey Summary

- Our students participate in school sports at a similar level to the NSW Government Norm
- Our students identify at a similar level to the NSW Government Norm for positive relationships at school
- Students indicate positively that they value schooling outcomes
- A higher number of students than the NSW Government Norm agreed that positive teacher–student relations are in place
- Students feel that expectations for success and quality instruction is delivered
- A higher number of students than the NSW Government Norm feel that HRHS fosters a positive learning climate
- 47% of Aboriginal students feel good about their culture

### Teacher Survey Summary

- Teacher participation in a variety of professional learning was extremely high and was delivered by internal and external providers
- Teachers continue to utilise Positive Behaviour for Learning as a systematic approach across the school
- Our teachers collaborate with each other to provide educational opportunities for students and improve outcomes
- Teaching strategies are based on *What Works Best* recommendations, including explicit instruction and timely feedback to students
- Data informed teacher practice is examined to design effective teaching and learning

# 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.