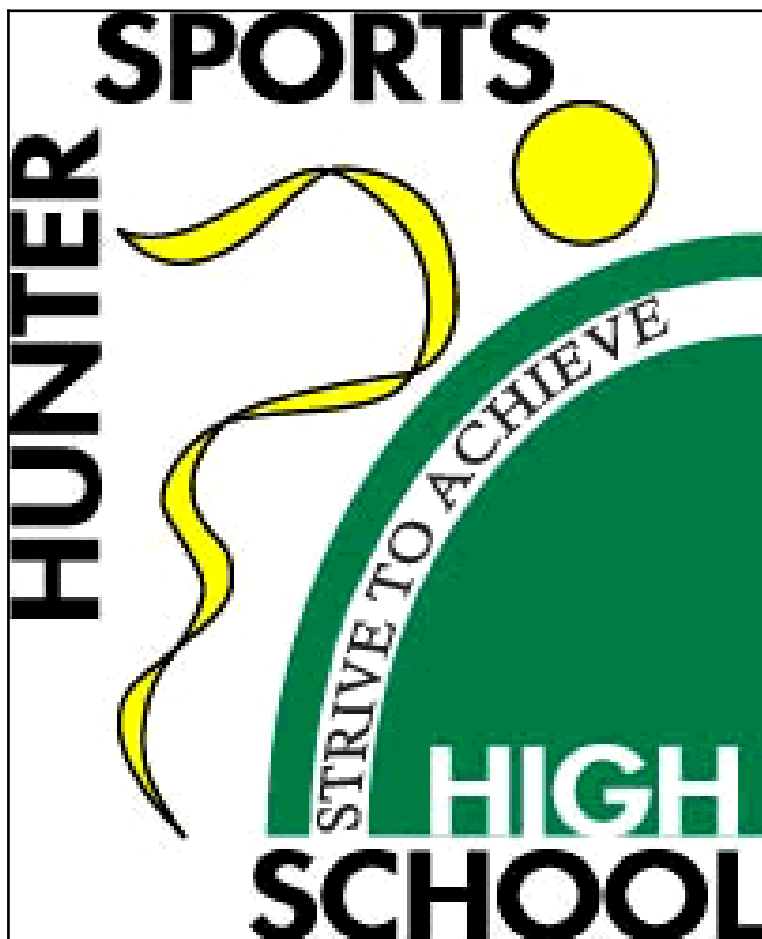


Hunter Sports High School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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

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

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.

Improvement Measures

Reduction in suspensions both long and short

Increase in student growth (Value added data)

Progress towards achieving improvement measures

Process 1: Feedback – Effective partnerships created with parents and students through more regular positive interactions. Teacher feedback is provided to parents and students that is clear, timely and accurate that provides information that supports further progress, student growth and achievement for all students learning across the curriculum.

Evaluation	Funds Expended (Resources)
<p>In 2019, HSHS focused on three main areas for feedback. These included improved parent feedback through Parent Teacher Information Evenings, Interviews and School Reports, student feedback through E–Class Portfolio presentations, and Teacher Feedback through the continued use of Learning Intentions and Success Criteria.</p> <ul style="list-style-type: none">• In 2019 we increased our parent information evenings to include a welcome/meet and greet for all year 7 students and their carers. This received very positive feedback from parents about being able to interact and ask questions of concern with their child's teachers. Parents were surveyed about school reports and the type of information contained therein. 76% of parents said they believed the reports contained relevant and important information on their child's learning and progress. 80% of parents agreed they would like to see a self-reflection from their child in their school report., whilst 90% of parents indicated they valued school reports.• Learning Intentions and Success Criteria. Staff participated in further Professional Learning around Visible Learning in the classroom, including the embedding and use of Learning Intentions and Success Criteria. All staff participated in three Learning Walks across the course of the year, with two further PL session dedicated to the implementation of LI and SC. Pre and Post data showed an increase of visible LI's from 74% of classrooms to 97.7% of classrooms. It also showed an increase in the use of formative feedback strategies, with 80% of all classes observed using at least 2 formative feedback strategies during their lesson, an improvement of 15% from earlier observations in the year.• All E–Class student participated in presenting their E–Class portfolios to a panel of teachers, peers and community members. Year 8 students showed a marked improvement from the previous year in their confidence in presenting, plus their use of technology. Feedback from the panel members indicated a need to further develop student understanding of how to analyse appropriate work samples, however the quality was of a very high standard.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Learning and Support – Hunter Class (\$2000.00)• Equity – Enrichment Class (\$5000.00)• Equity – Senior Studies Coord (\$100000.00)

Process 2: Differentiation – Teachers differentiate curriculum delivery and different learning pathways are offered to meet the needs of students at different levels of achievement. Professional learning opportunities support the development of personalised and project based learning within curriculum delivery.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>In 2019 Hunter Sports High School implemented several key strategies and processes to improve and enhance the opportunity for differentiated teaching and learning. These included:</p> <ul style="list-style-type: none"> • The introduction of a Year 11/12 Senior Studies Coordinator. This role includes a targeted approach to supporting Stage 6 students throughout their studies. This support included weekly booster sessions focused on time management, career and future education planning, HSC study techniques and strategies, and HSC preparation. Students were all interviewed separately and individual PLP's were developed to best support students. • Implementation of Project REAL. HSHS trained a total of 8 staff to lead the implementation of Cross Curriculum Inquiry Based Learning (Project REAL) in to Year 7. A total of four units of work, covering outcomes from 5 KLA areas were developed, with approximately. 89% of students surveyed indicated they found the work challenging and engaging. 36% of students understand the purpose of Project REAL. These pieces of data led to a redesign of the PR planning model late in 2019 for implementation in 2020 • Using Progressive Achievement Tests (PAT) in Stage 4. Students completed an initial test in Reading and Numeracy as base line data and subsequent tests are used to measure growth and identify students who have become stagnant. Data is presented to teachers in easy to read class sets with students who are working ABOVE or BELOW the class level identified so that teachers are able to adjust learning to support and challenge students appropriately. Students will continue to be assessed on a 12 monthly basis and data continually shared with teachers to enable the continued tracking of student progress. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$180000.00) • Low level adjustment for disability (\$20000.00) • Aboriginal background loading (\$60000.00)

Process 3: Wellbeing – Expectations of behaviour are explicitly, consistently and supportively applied across the school to ensure effective conditions for learning. Student leadership and student voice become an integral part of the school culture and includes student volunteering and community engagement projects.

Evaluation	Funds Expended (Resources)
<p>Strategic Direction 1 has both an increase in attendance and a reduction in suspensions as improvement measures in 2019 . Hunter Sports High School implemented several key strategies to focus on these measures and included:</p> <ul style="list-style-type: none"> • Community of School "Just Turn Up" Attendance Campaign. This was a coordinated approach across our COS focusing on the issues which can interfere and prevent students from attending school on a regular basis. Focusing on Turning up Motivation, Turning off Consoles, Turning up your Potential and Turn up your Future were key slogans designed to engage students in improving their attendance. Advertising included all Promise screens in HSHS, Facebook, website, school buses and billboards. Attendance data showed a 1.45% decline in attendance from the previous year. • The Hunter Sports Way was introduced as a model to support staff and students in developing safe and respectful relations through scaffolded responses to behaviour management and interactions between one another. This, in addition to fortnightly Positive Behaviour for Learning lessons (PBL) which focused on expected behaviours to improve learning in the classroom contributed to a 35% reduction in suspensions from the previous year. It also saw a 17% reduction in behaviour referrals from 2018, and 54% from 2017 • Continued implementation of whole school and individualised wellbeing programs at HSHS. In addition to the employment of our youth workers and HT Wellbeing, the school also ran programs based on attendance, anti-bullying campaigns, whole year focus days, creating chances and breakfast club. Data from "Tell them from Me" indicated an improvement in High Advocacy and High Expectations at HSHS.. It also showed we are above the state mean on positive learning environments and students feeling a sense of belonging. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Equity Funding: Attendance Officer and Youth Worker (\$155000.00) • Equity – SRC (\$5000.00) • Equity – PBL (\$10000.00) • Equity – Staff Wellbeing (\$10000.00) • Equity – COS transition (\$10000.00) • Equity – Technology (\$20000.00)

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.

Improvement Measures

Improved student attendance

Increase in the number of students in the top 2 bands of NAPLAN writing

Progress towards achieving improvement measures

Process 1: 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.

Evaluation	Funds Expended (Resources)
<p>In 2019 at Hunter Sports High the school has been focused on the integration of technology into classroom practice through staff professional learning and student master classes on key software such as Office 365, the G Suite and other school specific resources such as Apple Macs, I Pads, 3-D printer and the use of Drones for video presentations. Hunter Sports High School is committed to moving teaching and learning to online digital platforms such as TEAMS, Google Classroom and OneNote.</p> <p>Student and staff surveys conducted on Mentimeter and Google forms have shown an increase in awareness of, and capacity to use targeted platforms and resources, and had a positive effect on student engagement. Teachers have utilised a wide variety of digital delivery platforms and resources to deliver lessons tailored to student needs.</p> <p>Stage 4 students in the E-classes have demonstrated reflection on their learning through their presentations to panels utilising SWAY as a delivery platform.</p> <p>Education perfect has been integrated across a number of faculties as a teaching and learning tool to support student learning and provide differentiated activities for all students.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Equity – Education Perfect (\$10000.00)• Equity – HT Technology (\$120000.00)• Equity – Professional Learning Periods (\$75000.00)

Process 2: Literacy

Teachers embed literacy strategies into learning and assessment tasks that meet 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.

Evaluation	Funds Expended (Resources)
<p>In 2019 at Hunter Sports High School literacy strategies have been embedded into Stage 4 and Stage 5 assessment tasks combined with formative strategies and feedback provided to students to improved</p>	<p>Staff Professional Learning</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

opportunities to demonstrate their learning. Strategies are designed to meet the needs of all students based on the collection and analysis of multiple data sets from a variety of sources.

Professional Learning sessions have been provided to teachers utilising ALERT in the classroom and for assessment, building their capacity and confidence to deliver quality learning activities for all students and improve the literacy of students. An alternate literacy program for 2020 has been developed moving away from ALERT with a focus on TEEL for years 7–9 and TEEEC for years 10–12. This was as a result of the analysis of NAPLAN data and HSC RAP package which identified some deficiencies in the quality and structure of student written responses. Best Start and PAT testing results also supported the need for a change in the literacy strategy in Stage 4.

Teaching and learning programs have differentiated learning activities and literacy focus embedded across all faculties and are presented in a uniform format across the school. Project Real programs have been developed and refined providing students with opportunities to make real life connections to learning and improve literacy skills.

- Equity – ALERT literacy program (\$25000.00)
- Professional Learning Budget – Professional Learning (\$50000.00)
- Equity – Professional Learning – Literacy (\$50000.00)

Process 3: 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 collation of assessment work, samples and feedback.

Evaluation	Funds Expended (Resources)
<p>In 2019 at Hunter Sports High School there has been a focus on providing professional learning opportunities for teachers to engage with formative assessment. The aim has been to provide teachers with the skills, knowledge and platforms to provide meaningful feedback to students that for growth in all learning settings and across all stages.</p> <p>Professional learning has been provided to staff to develop their knowledge and understanding of formative assessment and provided them with the opportunity to embed formative assessment practices into student learning activities and assessment.</p> <p>Formative assessment rubrics have been developed in a number of faculties providing instant feedback to staff and students on student learning, and provide information to support student performance placement. This format is being expanded to all faculties in 2020. Formative assessment has been introduced into Stage 4 2020 with a view to expand into Stage 5 in 2021.</p> <p>Regular feedback is given to students in Stage 6 with multiple submissions of work a common practice. Student assessment booklets provide a clear breakdown of the methods of assessing student performance and are available on the school website.</p>	<p>Staff PL sessions</p> <p>School assessment and reporting policy updated to include formative assessment processes in allocation of grades</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Equity – Deputy Principal (\$140000.00) • Equity – Education Perfect (\$10000.00) • Equity – Teacher Professional Learning (\$100000.00)

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.

Improvement Measures

Improvement in students successful transition from school to work or further education

Increase in student participation of sports management programs including coaching, administration and refereeing qualifications.

Progress towards achieving improvement measures

Process 1: School to Work – The school delivers programs tailored to individual needs ensuring a visible focus on careers to enhance learning engagement and foster transition into work or further study as required by each student.

Evaluation	Funds Expended (Resources)
<p>In 2019 Hunter sports High School delivered a number of tailored programs to support students at risk and students transitioning from school to work. Some of these initiatives were:</p> <ul style="list-style-type: none">• Establishment of Yr 10 PAL class with 24 students. Of these 54% gained employment or went into further education outside the school system. Seven students gained apprenticeships and 5% disengaged from school. Two students stayed on at school. All PAL students were engaged in Work Experience with 3 students picking up full time work for these activities• Increased student participation in work experience.• Engagement with external providers for example Job Quest and Career Links Job Quest also ran the E/VET course with 26 students enrolled and 20 completing the certificate I in Skills in Vocational Education.• Of all leavers in yr 11–12 27% transitioned to work and a further 15% to TAFE or other study.• 26 Students in stage 5 were introduced to TAFE YES courses.• The school also secured funding to run the Hospitality and Sport Coaching lessons and activities in National Skills week. This involved HSHS students providing guidance to students from local feeder schools.• Big Picture education 10 of the 11 students were on LTI's and all students were on a pathway to TAFE or university study.• In 2019 9 Year 9 students completed the 'Fit for work program' delivered by Job Quest.• In term4 10 students identified to be at risk completed the PCYC program. they received the white card, barista training and modules towards a certificate I in Vocational Skills. In term 4 the school ran taster lessons for students in yr 10 to assist in transition to stage 6 courses.	<p>Funding Sources:</p> <ul style="list-style-type: none">• PAL Teacher (\$40000.00)

Process 2: High Performance Sport Pathways – Students in sporting programs are challenged to specialise within the sporting landscape and are encouraged to pursue sports specific study in biomechanics, strength and conditioning, injuries and rehabilitation, administration, coaching and umpiring. Extra-curricular and close contact with community sporting partners are a feature of the student learning experience at the school and the learning experience is enriched by close connections with other schools, tertiary institutions local government and industry.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Hunter Sports High School caters for talented junior sports people across 14 discrete sports. Students in our programs are challenged to be the best that they can be and in addition to participating in tactical and technical sessions students also undertook the following activities:

In 2019 there were 104 credentials gained across a variety of sports including cricket, rugby league, football, netball, rugby union, credentials included umpiring, refereeing and grassroots coaching. In 2019 there were 14 TSP courses with 21 external coaches and 14 teacher/coaches on staff.

There was an increase of 7 students who represented NSW and a decrease of 6 students who represented Australia. There was an increase of 15% in Hunter Region representation.

Overall TSP attendance was 88% which is above the whole school rate of 82%. Referral data indicated a reduction of 106 across TSP in 2019 – this is on average a decrease of .48% per student.

Academic mentors had 640 key interactions in the last year supporting students with peer and emotional issues, academic struggles training loads illness and injury, skill development and goal setting.

Academic mentors also held scheduled meetings with targeted students.

There was a 48% increase in TSP trialling in yr 8 to 11 and a 21% increase in yr 6 trialling in 2019. Retention of students in all years was very positive with 45 less students across yrs 7–9 leaving the school.

Elite PASS course was written and commenced with 3 classes. These classes comprised 74 mostly Targeted Sports Students in Yr 9.. The course was supervised by the Strength and Conditioning coach.

Funding Sources:

- TSP academic mentors (\$70000.00)
- TSP multi sport coordinator (\$80000.00)
- Coach education (\$5000.00)

Process 3: Strength and Conditioning – Students have access to quality strength and conditioning programs and opportunities to improve skill and athletic performance.

Evaluation	Funds Expended (Resources)
<p>Hunter Sports High School provides opportunities for student athletes to access quality strength and conditioning which will enhance their physical performance. The school has employed a full time Strength and Conditioning to support TSP programs and coaches with strength and conditioning. In 2019 the following activities occur</p> <ul style="list-style-type: none"> • Number of gym visits– on average in excess of 1700 contact points with Strength and conditioning coach per term. • Student were able to access the gym and the coach on morning sessions. In terms 2 and 3 there was an average of 750 morning visits with the gym and coach being available from 7–30am. • The Gym was utilised by Yr 9 PASS students in their classes with 74 students learning how to lift with correct technique. • Rehabilitation for injured athletes took place in the gym. this is to support students with injuries and provide targeted support with the strength and conditioning coach liaising with health care providers where necessary. In 2019 there were 378 rehabilitation visits. • The gymnasium was available for students to use on Tuesday afternoons to support students who live at Port Stephens and the Central Coast.. weekly there was an average of 55 students who utilised this service. • All TSP programs undertook fitness testing run by an external provider. Data will be harvested by Newcastle University to track athletic development of school athletes. <p>It is anticipated over time that the data will indicate an improvement in the fitness testing results of students in various TSP programs and also see a reduction in injuries and school absences as a result of increased strength</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Strength and Conditioning Coach (\$100000.00) • Gymnasium (\$30000.00)

Progress towards achieving improvement measures

and rehabilitation programs	
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Next Steps

In 2020 HSHS will be looking to increase the number of students in sporting programs gaining formal sport administration, coaching, refereeing or strength and conditioning qualifications. additionally HSHS will look to work more closely with professional sporting bodies to support the delivery of elite sporting programs at the school. An enhancement of facilities will be undertaken with the completion of the new full size rugby league training/playing facility and new cricket facility to be constructed. A graduate package will be developed and presented to students which will include a transcript of activities and qualifications gained while at school. The PAL class will work closely with community partners to provide work experience and opportunities to assist in the successful transition for students from school to work. The school will continue to work with external providers to deliver qualifications to student who are looking to transition from school. Our CAT team will work proactively and engage more often with professional community associations to source opportunities for professional development and to seek avenues of support for students. The strength and conditioning aspect will see all students have access to digital programs in stage 5 and stage 4 students having access to this facility each morning. All TSP programs will have an strength and condition aspect embedded in programs and rehabilitation will continue under the supervision of the strength and conditioning coach.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$200 000.00) 	<p>1. Cultural excursions: Feedback regarding the Year 7 Cultural Excursion was overwhelmingly positive from staff and students. Staff were able to link the experience to content in Year 7 Geography unit on Water, the Year 7 PE unit on Identity and the Project REAL unit on Community. Students have an increased understanding of local Aboriginal Culture and an appreciation of methods used to sustain the land. Students demonstrated evidence of this in the work completed in a number of subject areas.</p> <p>2. Minimbah events: Following feedback on Minimbah events in 2018 the team reflected and were able to make changes that led to an improvement in quality and engagement in all cultural events in 2019. Student attendance at NAIDOC day activities was an increase from 2017 and 2018 and teacher feedback on whole school cultural assemblies was positive.</p> <p>3. Staff professional Learning: Through whole staff participation in the Term 2 Professional Learning day and PL periods staff were able to embed Local Aboriginal perspectives into programs with increased confidence. Staff have accessed support from our AEO and local Aboriginal centres to improve quality of Aboriginal Perspectives in their teaching and learning. Following the full day PL in term 2, staff were asked to nominate as a mentor for Aboriginal PLP's for 2019 and 100% of staff nominated themselves to participate in this process.</p> <p>4. Aboriginal support staff: the work of Aboriginal SLSO's has contributed to improving student engagement, attendance and academic results for Aboriginal students at HSHS. Through regular contact with students, their teachers and parents Aboriginal SLSO's were able to ensure Aboriginal students had positive experiences at school and remained engaged in their learning. Students were also offered targeted opportunities to strengthen their cultural identity through various programs, dance and sport. Aboriginal SLSO's together with local AECG were also able to facilitate the return of the HSHS Junior AECG.</p>
Aboriginal Instructional Leader	Funding Sources: <ul style="list-style-type: none"> • NSW State Funded Position – Aboriginal Instructional Leader (\$160 000.00) 	<p>1. Whole School Focus on students growth: Year 9 Aboriginal students at HSHS in 2019 have demonstrated more positive growth in their NAPLAN results (all areas) from Year 7 to Year 9 than Non Aboriginal students and at a greater rate than the state. The top performing student in Year 9 at HSHS was a targeted Aboriginal student who achieved a band 10 in Writing and Spelling and the highest band in the school (9) for Grammar and Punctuation. In Year 9 NAPLAN Numeracy results another targeted</p>

Aboriginal Instructional Leader	Funding Sources: <ul style="list-style-type: none"> • NSW State Funded Position – Aboriginal Instructional Leader (\$160 000.00) 	<p>student achieved the top band along with 1 other student. 23 students at HSHS achieved top 2 bands in NAPLAN and 7 of these were targeted Aboriginal students. Teachers rated the effectiveness of 'Core class' meetings held throughout the year and the results consistently showed teachers rated the meetings 4 or 5/5. This model for 'Core class' meetings has been adopted for 2020.</p> <p>2. Embedding Aboriginal Education and Cultural identity: As a result of the Aboriginal Professional Learning all staff are aware of the resources available in the local community to support the implementation of Aboriginal perspectives and have used these to embed quality perspectives that reflect local culture and traditions. The Cultural awareness day for Year 7 was highly commended by students and staff and will now become an annual event for students in Year 7.</p> <p>3. Minimbah attendance focus: Attendance rates for Targeted Aboriginal students in Year 7,8,9 throughout 2019 were consistently higher than the average attendance rate of students at HSHS. Attendance rates for Aboriginal students who are not part of the targeted group continues to be a concern at Hunter Sports High School. During a recent review of the Minimbah Faculty Management Plan it was decided that the model used by the Instructional Leader in 2019 will be adopted by the AEO and Aboriginal support workers in 2020 to target and 'checkin' on a daily basis with students identified as being at risk in regards to attendance.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	449	458	400	419
Girls	289	283	299	325

Student attendance profile

School				
Year	2016	2017	2018	2019
7	88.7	89	87	88.7
8	85.2	86.8	83.1	83.6
9	82.6	84.6	77.8	78.7
10	81.1	79.8	78.2	75.3
11	85.6	84.6	77.9	79.1
12	88.4	88.9	88.7	87.6
All Years	84.8	85.3	82	82.5
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	9	9	4
Employment	0	24	21
TAFE entry	0	10	27
University Entry	0	0	38
Other	14	14	5
Unknown	0	0	5

In 2019 67 students left the school in Yr 11. Of the students in the 'other' category most had returned to their local school because of travel. In 2019 51% of year 11 students left school to go straight into employment or to TAFE. Another 13% were looking for work

There was also a consistent trend in yr 10 where 93% of students moved schools for reasons of travel or family relocation and one student went to home schooling.

Year 12 students undertaking vocational or trade training

22.12% of Year 12 students at Hunter Sports High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.6% of all Year 12 students at Hunter Sports 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)	9
Classroom Teacher(s)	40.4
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	14.08
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	812,793
Revenue	10,635,807
Appropriation	9,920,218
Sale of Goods and Services	10,967
Grants and contributions	617,395
Investment income	8,239
Other revenue	78,989
Expenses	-11,092,139
Employee related	-9,710,398
Operating expenses	-1,381,742
Surplus / deficit for the year	-456,332

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	802,189
Equity Total	1,280,399
Equity - Aboriginal	183,245
Equity - Socio-economic	787,636
Equity - Language	0
Equity - Disability	309,518
Base Total	7,054,288
Base - Per Capita	168,963
Base - Location	0
Base - Other	6,885,325
Other Total	507,885
Grand Total	9,644,761

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.

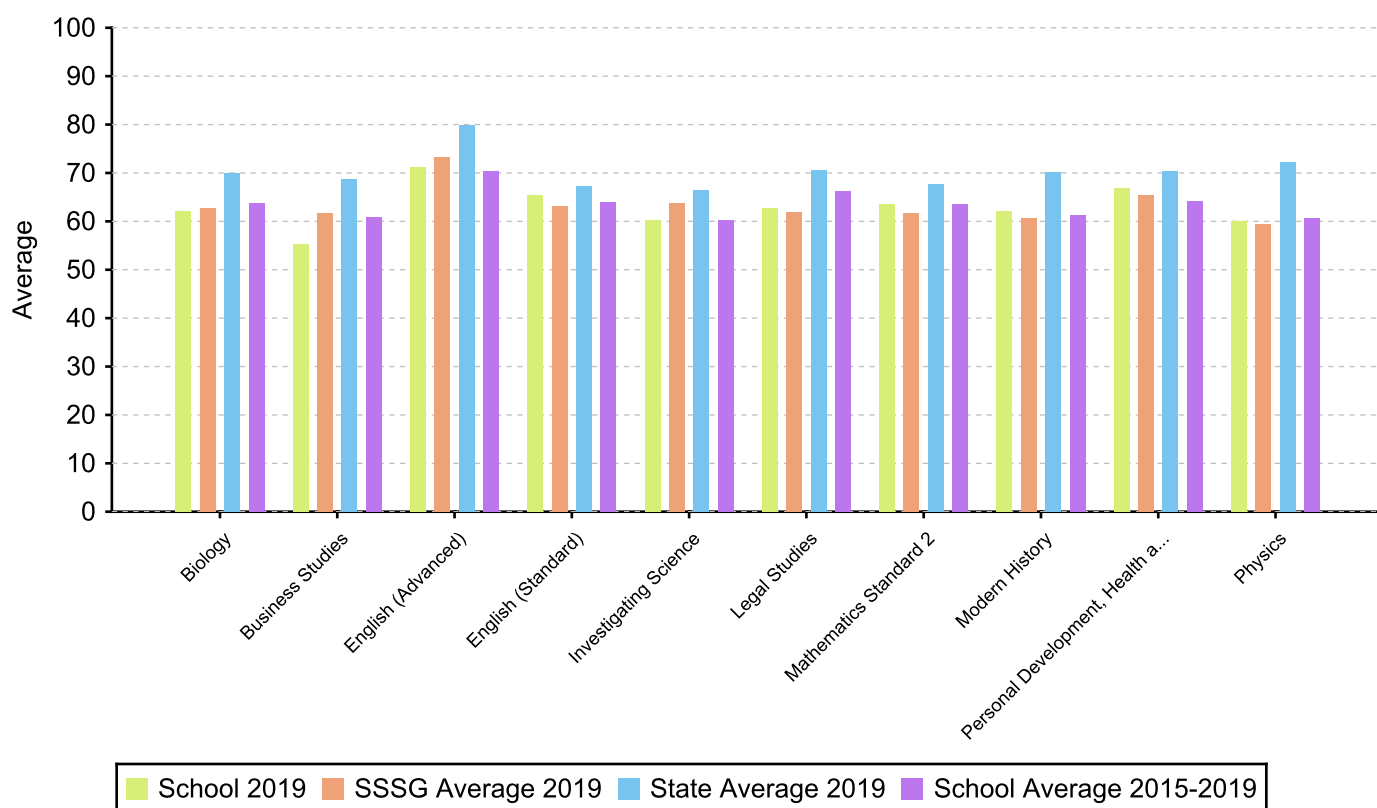
NAPLAN Online

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](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	62.0	62.6	69.9	63.7
Business Studies	55.3	61.6	68.6	60.8
English (Advanced)	71.2	73.2	80.0	70.4
English (Standard)	65.3	63.1	67.3	63.9
Investigating Science	60.2	63.7	66.5	60.2
Legal Studies	62.8	61.8	70.6	66.3
Mathematics Standard 2	63.6	61.7	67.7	63.6
Modern History	62.0	60.7	70.2	61.3
Personal Development, Health and Physical Education	66.8	65.4	70.5	64.2
Physics	60.0	59.5	72.1	60.6

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. Students were surveyed in the Tell Them From Me survey. Students reported high levels of high expectations and high advocacy from the school community for academic performance. Students were also surveyed across every year group by the Wellbeing team. These results indicated that students felt a positive sense of belonging and that students valued schooling outcomes. Students also reported that our Positive Behaviour Lessons were working well and are responding positively to our rewards program.

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 seen a significant increase in page visits to find out information on the programs that are on offer at Hunter Sports High School.

Parents provided the school with feedback on our school report system. Overall the feedback was very positive and they felt that the report did provide them with good information regarding their child's progress.

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.

TSP Student Reflection 2019 Presentation Evening

Good evening, my name is Connor Lentfer and I will be presenting the student athlete reflection. For the past six years, I have represented Hunter Sports in the Basketball Targeted Sports Program or TSP, under the fine guidance of Coach and English teacher Tim Mallon.

Over the course of 2019, each TSP has experienced great triumphs.

But before we can even set foot onto a pitch, field or court, certain expectations need to be met in the classroom. There is an expectation from all teachers and coaches that is made acutely aware to all student athletes from day one of their sporting careers here at Hunter Sports. An expectation that all school work is to be completed to a satisfactory level before said athletes can pursue their interests in the sporting arena.

Five star facilities are now conveniently located on site such as a state of the art gym run by Mr Tripaz and a new and improved rugby field. The completion of these facilities has allowed athletes to spend more time improving their performance and fitness rather than traveling to facilities off site. Granted there are some exceptions as unfortunately it is not feasible to build a swimming pool on school grounds.

The structure of school life at Hunter Sports is unique to say the least, when comparing it to other high schools in the area. Most school days at Hunter Sports commence with a one to two-hour training session, depending on the day of the week the respected TSP is scheduled to train. Training in the morning allows student athletes the advantage of having solid exercise which helps sharpen the focus for the academic day ahead.

During my six-year experience at Hunter Sports in the basketball program, I have had many opportunities and learnt great skills that I can use on and off the court. Organisation became a strong attribute for me following the first few weeks of year 7 as I had to learn how to juggle my sporting commitments whilst keeping my school work up to date. But over time, it became second nature. Not only was I given extra opportunities to train and develop my skills, I was subconsciously preparing myself for times beyond school. Being a leader within the basketball TSP, I was able to develop leadership skills that I could use when guiding our younger athletes through drills, competitions and overall school life.

Also, I was lucky enough to be coached and mentored by Mr Mallon. I knew Tim through the NSW basketball program before starting my journey here. Not only did I have access to one of Australia's greatest basketball minds in Tim, but I was also exposed to many life lessons that will be used off the court and moving through the rest of my life. Mr Mallon became an inspiration and a role model to me and my fellow basketball brothers and sisters as he instilled in us life lessons that will without a doubt be the scaffolding for which we conduct ourselves over the course of our lives.

It's these relationships that makes Hunter Sports stand out from your ordinary high school. Students are put at an immediate advantage when connecting with their teacher/coach counterparts, as there is a common interest in sport.

Along with the friendships, the life lessons, the traveling for games, the amazing coaches and staff and the fun times as a group, the Targeted Sports program is tough. The training is of a high standard; the commitments are huge and the effort each student athlete gives day in and day out is incredible. This is proven through the results we achieve, not only on the scoreboard, but within ourselves and our programs. It is hard work, but at the end of the day its worth every drop of sweat. Let's face it, where else can you get an education whilst pursuing your sporting dreams in this area? As Mr Mallon says to us 'Ballers' "It's a long way to the top if you wanna rock and roll".





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.