

# 2020 Annual Report

## Hunters Hill High School



**Hunters Hill**  
High School

8207

## Introduction

The Annual Report for 2020 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.

### School contact details

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Hunters Hill High School

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## 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.

#### 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)
<p>The introduction of ALARM, A Learning and Responding Matrix, into the school has been successful. Staff were given training and substantive in class support led by the Deputy Principal and two pedagogy mentors. The pedagogy mentors provided in support through team teaching, collaborative planning and feedback strategies. Students write more, more frequently and with greater structural integrity.</p> <p>This has been evidenced by the significant growth reflected in NAPLAN in writing, spelling and grammar as well as the Year 9 to Year 12 growth for the lower and middle students. Although HSC results are improving overall there has been a marked decrease in students achieving below Band 4.</p>	\$25000

**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)
<p>This has been completed successfully with the school going down a Transformative Learning path utilizing the 4C's: communication, critical thinking, collaboration and creativity. This has been trialed in the second half of 2020 and students and parents have reported a much higher level of engagement. This will form a significant platform in the 2021-2024 SIP.</p>	\$15000

## 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 focused 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 in Years 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.

#### 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 in Years 7 to 12 to ensure that there is a staged development of skills necessary for Stage 6 success.

Evaluation	Funds Expended (Resources)
The change in learning culture has been achieved, evidenced by the schools best results in over two decades at the HSC. Students in the top two bands has increased to 35.1% and the percentage of students to whom we have made a 'high' difference from Year 9 has increased from 21% in 2019 to 44% in 2020.	\$10000 teacher mentor allowance, \$10000 PL

**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)
Assessment tasks are now internally consistent and are part of the pedagogy, in that they are seen as a learning opportunity for students. Assessment tasks are deconstructed for students, they are given models and have the opportunity for feedback during the assessment process. The completion rates and quality of assessment tasks has improved markedly. All tasks are now linked to skills required to be explicitly taught and understood for Stage 6 success.	\$10,000 teacher mentor allocations

## 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.

#### 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 in Years 7 and 11 leading to full implementation of platform

Evaluation	Funds Expended (Resources)
These outcomes have been achieved. The website has been reconstructed and the school makes great use of Facebook in putting out both whole school information and Year specific information on closed groups. The social media coordinator collates information received from staff and it has been a great way to keep parents informed with over 98% of families connected to us via social media.	\$7000

- Process 2:** Restructure of information nights

Evaluation	Funds Expended (Resources)
Information nights have been restructured and are now held via Zoom. This happened serendipitously but allowed greater uptake from parents and has received support from community and staff.	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10,344	<p>It is important for Aboriginal students to access 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. School funding has also been used to cover costs for Aboriginal students to attend excursions that support the delivery of Preliminary HSC and HSC Aboriginal Studies. This has enhanced engagement with the course particularly connection to country.</p> <p>The Aboriginal Education Committee has organised NAIDOC assemblies and activities including performers from Sydney metropolitan Land Council and Tribal Warrior Aboriginal Corporation to deliver appropriate ceremonies to mark occasions like the start 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>
<b>English language proficiency</b>	<p>One full time staff member \$112,118</p> <p>\$54,408 in flexible funding</p> <p>\$49,786 from International Students</p>	<p>Hunters Hill High School has been a popular choice for International and EALD students as we offer the Chinese Heritage courses on site. However, this was not a normal year with the pandemic which prevented or delayed students taking up their studies at the school. Such cultural activities that were able to be held were strongly supported.</p> <p>The HSC results were encouraging for the supported students though some found it difficult doing remote learning rather than face to face.</p>
<b>Low level adjustment for disability</b>	<p>\$78,114 in staffing</p> <p>\$42,006 in flexible funding</p>	<p>The technology support program was much appreciated by parents, and students, as the school has now gone down a BYOD path. This remains an important part of our approach towards achieving equity for our students.</p> <p>We have supported extra LaST time so that our support for staff via the implementation of Individual Learning Plans can be more comprehensive. This has been of benefit for 22 targeted students.</p>
<b>Socio-economic background</b>	We received \$28,532 but additionally allocated another \$88,000	<p>The feedback the Learning and Support team has received throughout the year has been highly supportive particularly during remote learning where it was especially difficult for some struggling students.</p> <p>Despite the school putting additional funds into SLSO support there remains an increasing number of students who need significant adjustment particularly in the area</p>



<b>Socio-economic background</b>	We received \$28,532 but additionally allocated another \$88,000	of anxiety and mental health. To this end we will restructure funding to provide even more LaST support.
<b>Support for beginning teachers</b>	This was Supported by \$42,224 of allocated early career teacher funding.	It was such an unusual year for Professional Learning because there was not as much sharing as usual between schools and opportunity for early career teachers to meet, share and discuss their experiences. As such there was more a focus on in school support from our Early Career Teacher Coordinator and pedagogy mentors. All those early career teachers at the end of their second year achieved proficiency.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	387	408	428	461
Girls	212	272	273	312

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.9	93.5	91.4	95.2
8	91.7	91.8	91.5	92.5
9	92.5	91.9	91.2	92.9
10	90.1	91.3	91	92
11	91	87.9	90.6	92.7
12	89.7	92.2	90.9	94.2
All Years	91.7	91.7	91.1	93.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	1	1	3
Employment	1	2	13
TAFE entry	3	2	1
University Entry	0	0	60
Other	0	0	16
Unknown	1	0	7

## Year 12 students undertaking vocational or trade training

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22.73% of Year 12 students at Hunters Hill High School undertook vocational education and training in 2020.

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

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99.1% of all Year 12 students at Hunters Hill High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 12 Chemistry

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	40.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	10.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	937,221
<b>Revenue</b>	9,346,042
Appropriation	8,735,801
Sale of Goods and Services	3,084
Grants and contributions	442,442
Investment income	3,607
Other revenue	161,109
<b>Expenses</b>	-9,435,432
Employee related	-8,146,480
Operating expenses	-1,288,951
<b>Surplus / deficit for the year</b>	-89,389
<b>Closing Balance</b>	847,832

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	127,687
<b>Equity Total</b>	333,970
Equity - Aboriginal	10,344
Equity - Socio-economic	26,532
Equity - Language	166,160
Equity - Disability	130,934
<b>Base Total</b>	7,668,531
Base - Per Capita	168,497
Base - Location	0
Base - Other	7,500,034
<b>Other Total</b>	330,620
<b>Grand Total</b>	8,460,808

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.

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.

### 2020 NAPLAN

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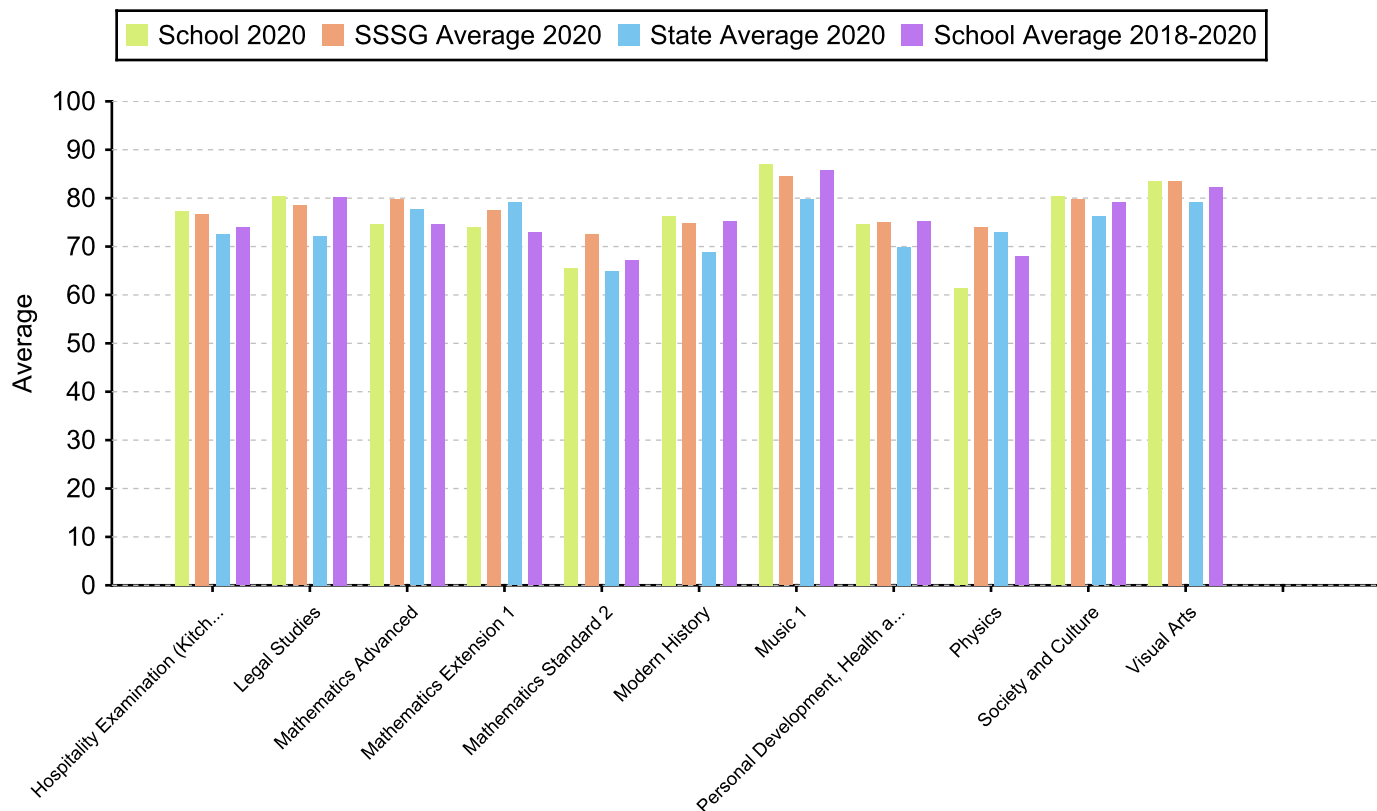
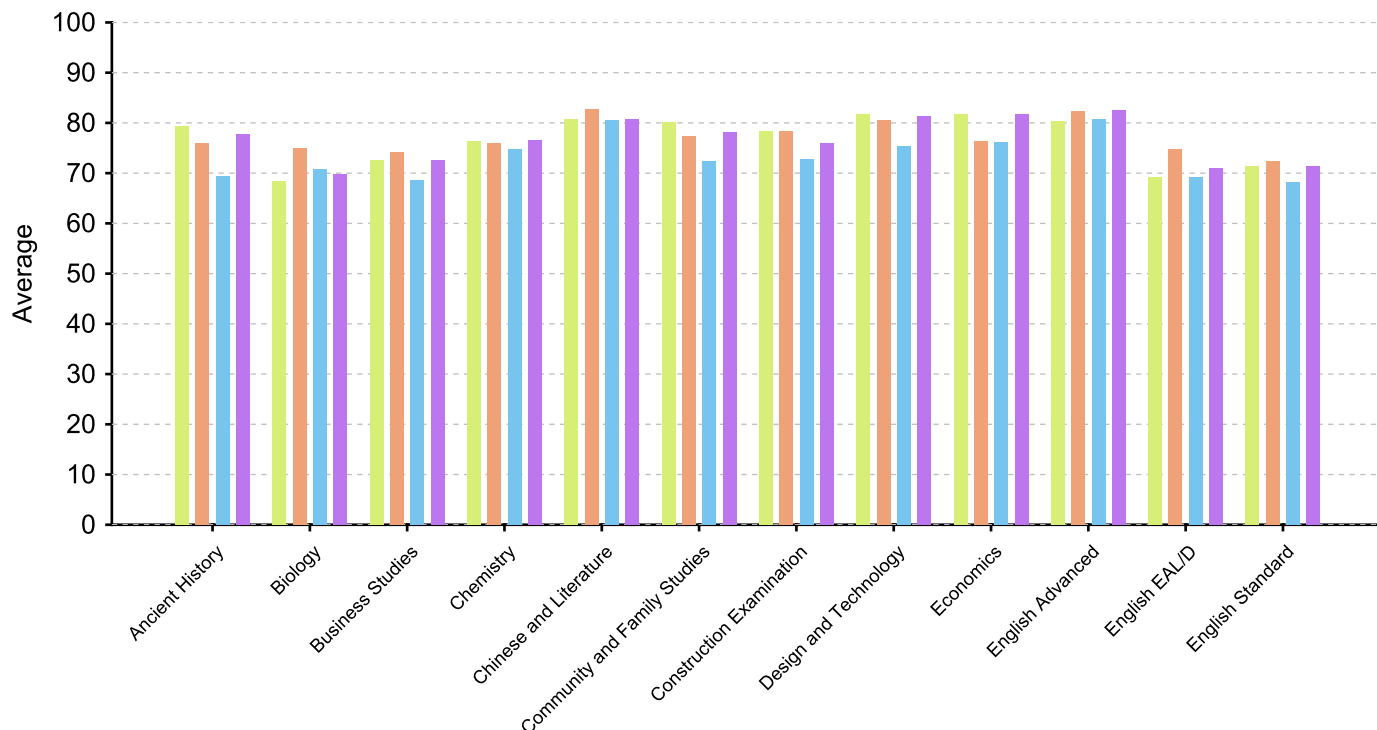
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	79.4	75.9	69.4	77.7
Biology	68.4	75.0	70.8	69.9
Business Studies	72.5	74.1	68.6	72.6
Chemistry	76.4	75.9	74.8	76.6
Chinese and Literature	80.8	82.8	80.5	80.8
Community and Family Studies	80.1	77.4	72.4	78.2
Construction Examination	78.4	78.3	72.8	75.9
Design and Technology	81.7	80.6	75.4	81.3
Economics	81.7	76.4	76.1	81.7
English Advanced	80.4	82.3	80.8	82.4
English EAL/D	69.1	74.7	69.3	71.0
English Standard	71.4	72.3	68.1	71.4
Hospitality Examination (Kitchen Operations and Cookery)	77.3	76.7	72.5	74.0
Legal Studies	80.3	78.5	72.1	80.2
Mathematics Advanced	74.7	79.7	77.7	74.7
Mathematics Extension 1	74.0	77.6	79.1	72.9
Mathematics Standard 2	65.6	72.6	64.9	67.3
Modern History	76.3	74.8	68.9	75.3
Music 1	87.1	84.5	79.8	85.8
Personal Development, Health and Physical Education	74.7	75.1	69.9	75.2
Physics	61.3	74.1	73.0	67.9
Society and Culture	80.3	79.8	76.2	79.1
Visual Arts	83.6	83.6	79.2	82.3

## Parent/caregiver, student, teacher satisfaction

The school received feedback from its community in a variety of ways in 2020 including formal surveys and feedback through our social media platforms.

The feedback on the whole has been positive. With the school's quick and effective transition to remote learning engendering a lot of positivity. With over eighty appreciative/positive comments received through social media.

Parent teacher nights were performed held by Zoom and proved so successful that it seems that the practice will be repeated in 2021. Over 70% of the student body and over 65% of the parent body participated in the uniform survey which has now been implemented. The new uniform has meant with strong support. Other areas to be positively evaluated during the year included the Colour Run, the ensemble program (despite being limited in scope in 2020) and HSC achievements.

Student satisfaction was pleasing in the results from the Tell Them From Me survey which saw all years reflecting above average values in key areas such as emotional wellbeing and student advocacy. The People Matter survey also reflected considerable teacher satisfaction 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.



Sailing Program

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.