

2020 Annual Report

Hunter Sports High School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 has certainly been a year to remember and one that will be firmly embedded into our memories. We were all living a part of history this year when Covid-19 crippled the world. The uncertainty, disruption and challenges that presented to us in March and still continue to this day have seen not only education change but also our livelihoods.

We have all had things taken away from us that we just took for granted. The ability to attend school, play sport, go out to dinner with friends, spend time with family and go to the movies to name just a few. We all had to problem solve and adapt to a very quickly changing situation. I am very proud of all Hunter Sports High students and the wider school community for their resilience, cooperation and support during the most challenging of times that I hope to ever face in our lifetime.

High school students should never have to face these types of challenges at such a young age. But as we move more and more into a world that is rapidly changing and a future we know very little about, it is the vital human capabilities of critical thinking, working independently, problem solving, working collaboratively, being flexible and resilient that will see our children achieve success when faced with adversity. Throughout this year I have been very proud of how our students have coped and adapted to the unknown. It was great to be able to recognise academic growth, achievement and excellence at our end of year presentations.

Sadly, we said goodbye to a number of much-loved Hunter Sports High staff this year. Head Teacher Science Mr Robert Jovanovski, after 20 years in the labs of HSHS, has been successful in gaining a Deputy Principal position at Rutherford High School. Congratulations Rob and thank you for your dedication to our students over the years - you will be greatly missed. We also farewell HSIE teacher Ms Karen Jubb who is making a move into school counselling, our Aboriginal Education Officer Shaun Skuthorpe who is leaving us for a 12-month stint in another Hunter high school, and our School Counsellor Judy Wall. We wish all these staff the very best in their new roles and thank them for the incredible contribution they have made to HSHS and our students.

Finally, I would like to thank everyone for their support during 2020. I am sincerely grateful for the community support I have had this year through an unprecedented set of circumstances. The staff have worked so hard and have taken all the challenges head on that this year put to them with regard to teaching and learning. I am so thankful for their dedication, professionalism and commitment to improving the learning outcomes for all students at Hunter Sports High School.

Message from the students

A Big Picture Student Reflection on 2020.

What a year it has been, am I right? We can officially say that we have all made it through Covid-19, but for anyone who was affected by the pandemic at one point or knew someone who was, we send all of our love and affection.

This year in the Big Picture Academy at Hunter Sports High has been both exciting and challenging - everyone has been extremely flexible through the tough times supporting each other along the whole journey! The whole Big Picture Academy has shown courage and bravery through the uncontrollable times that we have all been through. The academy this year has been through online learning from March to May, all the students and advisors have made it through the technical difficulties, the bed hair, the blanket covers, the foreheads on the zoom calls and the kitchen master chefs in the background of the zoom calls as well, you name it we've done it. Besides making it through the global catastrophe, the cold mornings, the early zoom calls and the separation anxiety from our friends we have settled back into our daily routines and are more than excited to be back at school ready to learn each day. Our lovely advisors, Craig Martine, Michelle Handyside, Paula Quigley-Walker, David Staley joined the students each day on a zoom meeting to discuss questions towards work, work schedules, one-on-one meetings with parents, etc. An amazing contribution from the advisors who had made it through three months of online working, the dealing with the students while also taking care of their own families, making it fun for all of us to learn through the pandemic, but in all areas for being with the students through the whole isolation period, no one could ever wish for a better bunch of advisors!

This year the academy, from Year 8 to our lovely Year 12s, have been able to share a whole swimming pool worth of memories as the year has gone by, some of these include: our bushwalk excursion from Dudley to Redhead, where we met these humongous, fierce red fire ants that like to climb everyone's legs. The time we lost the Year 10 boys after they ran through the whole bush track and finished fifteen minutes before everyone else, or even Mr Martine's favourite memory of them all, "Getting an egg smashed over my head for my birthday!". From here, there are many more memories to come!

Each advisory has put in 100% into all their work this year and now that it is coming to an end for 2020, it is almost time to stack up the chairs for the last time this year. A satisfying moment for everyone involved was the Year 12 students who just graduated. "My class of 2020, what a memorable resilient bunch of young people they are!" quoted Ms Quigley, whilst the Year 11's are settling in nicely into their spots, the Year 10's have just completed their Gateway presentations, the Year 9's are getting ready to move into Year 10 and the Year 8's are making every moment last! Every student is pushing that little further to finish off the term on a high note, but also going into the six-week break knowing that they have worked their hardest they could this year. In Big Picture this year, everyone has come together every week to help each other out, no matter the situation. The town hall meetings most Fridays have been a way to show off everyone's achievements and goals. The check ins and check outs each week in every advisory has been a way to talk about weekends and events but also a time to get everything out on the table whether it has been, work related, sport related or even a funny dad joke!

Exhibitions have just come to a finish, narratives have been summed up exceptionally well, exhibition reflections have been placed where it is supposed to be and now the students are kicking back and starting to think about next year's work! We are looking forward to gaining a whole new bunch of amazing and talented students into the academy next year. Everyone is super excited to see what challenges and surprises they are holding for us!

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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)
Through significant changes in teaching, learning and assessment teachers have increased the quality and quantity of feedback provided to students. Throughout Stages 4 and 5 formative assessment tasks formulate at least 50% of overall assessment and within this students are provided with feedback regarding their achievement at key points through the semester and are given opportunities to improve their results following this feedback. 'Growth' has become part of teacher and student language with teachers and students assessing and acknowledging the starting points for students in a learning cycle and striving to advance beyond this and measuring success based on 'growth' from the starting point. Parents are provided with feedback relating to students who have demonstrated outstanding growth in the school focus areas of Reading and Numeracy and are also informed when students growth is measured to be negative and additional support is required.	RAM equity Funds Staff Professional Learning DP - Project and Technology architect Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$160000.00)

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.

Evaluation	Funds Expended (Resources)
Throughout 2020 Hunter Sports High School has focused on a variety of initiatives to ensure differentiation and personalisation of teaching and learning for students at HSHS. Anecdotal evidence collected from Deputies and Head Teachers indicates an improvement and increase in differentiation strategies to increase improve student growth and achievement. Additionally, the school has invested in professional learning around Project Based learning models such as Project Real and Big Picture education. Data collected via staff learning walks and interviews with students indicates 78% of students enjoy the learning that happens in PP's, PR and BP, with only 2% indicating they don't like this type of learning.	Beginning Teachers Induction and Support Program Quality teaching rounds / Staff Professional Learning periods Literacy Programs Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$28500.00)• Professional learning (\$75000.00)• Socio-economic background (\$30000.00)

Progress towards achieving improvement measures

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>Across the duration of 2020 Hunter Sports High has focused on a variety of programs and initiatives to increase student attendance whilst reducing negative behaviour referrals and suspensions. To date, the school is showing positive trends in attendance behaviour compared o that of 2019. The overall school attendance average has improved from 77.7% in 2019 to 80.2%.. The school also had similar growth in the amount of students attending higher than 90%, increasing from 31.6% to 34.8% (whilst the state data showed a negative trend of 3%). Suspension data shows an overall decline of 16% in total suspensions from the same time last year, showing 49 suspension down from 70 in 2019. TTFM Data indicates impressive growth through High Advocacy and High Expectations Quadrants in Year 12. Initiatives such as The Hunter Sports Way, PBL, Wellbeing Programs and Senior Studies Advisor have contributed to a positive swing of 29% in High Sxpectations and High Advocacy of these students. It has remained constant with last years data for the whole school for the same data sitting 1% above state at 57%</p>	<p>Positive Behaviour For Learning rewards</p> <p>Wellbeing Programs / Youth Centre</p> <p>Staff Professional Learning</p> <p>Senior Studies Advisor</p> <p>Attendance Officer</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$260000.00)

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 2020 at Hunter Sports High School the school has continued to focus on the integrating technology into classroom practice and developing the capacity and confidence of students and staff in the use of platforms such as Office 365, Google suite, Zoom and Flipgrid. Teachers have received upgraded devices including Surface Pros and Apple Macs to assist in the digital delivery of learning and assessment of student learning.</p> <p>Staff and students have embraced the the shift to online platforms such as OneNote, Google classrooms and Teams, particularly through the Learning from home phase. Staff and student surveys conducted on Mentimeter and Google forms support the increased confidence in the use of these platforms by both staff and students. These learning platforms have continued to form a central resource and learning hub for both staff and students providing opportunity for constant dialog, feedback and formative assessment to take place.. Teachers and students continue to explore and utilise a variety of digital learning and presentation tool s to demonstrate their understanding of content and demonstration of key skills such as teamwork, collaboration and problem solving which are transferable to real life situations.</p> <p>Stage 4 enrichment class students have demonstrated reflection on their learning through the delivery of their e portfolio presentations. Students have used SWAY platform to present their personal reflection on their learning activities and identified personal strengths and weaknesses through the use or feedback from their teachers and pre and post testing across a range of subjects. Students were also given the opportunity to demonstrate a variety of skills through the completion of Break Out Kit activities - solving problems, working collaboratively and using their creativity to solve a series of problems.</p>	<p>Technology Coordinator, Deputy Principal, Teaching staff to present master classes, Staff roll out of resources - Surface Pros, Apple Macs, 3D printer and Break Out Kits</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$40000.00)

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

Progress towards achieving improvement measures

Process 2: implementation of ALERT Literacy to students across all year cohorts.

Evaluation	Funds Expended (Resources)
<p>In 2020 at Hunter Sports High School the school has continued to focus on integrating common writing strategies across Faculties and across Stage 4, Stage 5 and Stage 6. students are provided opportunity to develop the quality of their written responses progressing from the TEEL model in Stage 4 and Stag5 to the TEEEC model in Stage 6.</p> <p>Stage 6 students have been delivered booster sessions on the implementation of writing strategies including TEEL, TEEEC and ALARM, building the capacity and confidence of students to complete written responses. Education Perfect has provided Pre and Post testing data that demonstrates growth in students across each Stage.</p> <p>Staff were provided with initial professional learning opportunities and visual prompts were placed in all teaching spaces to assist in the delivery of the strategies into teaching and learning activities. Continued professional learning opportunities were limited in part due to the restrictions in place due to COVID.</p> <p>A pilot program was also introduced in HSIE and English focusing on comprehension and the capacity to identify the main idea and infer beyond the literal meaning. Pre and Post testing using NAPLAN style assessment questions identified growth across all students. This program will be expanded in 2021 and beyond.</p>	<p>HT HSIE, HT English, LaNSA</p> <p>Data Sources: Student Work Samples - result comparison, Education Perfect - Pre and Post Testing</p> <p>Funding Sources: • Socio-economic background (\$25000.00)</p>

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>At Hunter Sports High School in 2020 student Assessment schedules across all faculties have moved from summative tasks to formative assessment of student progress with an emphasis on a process of continuous improvement through feedback and resubmission of learning tasks.. Stage 4 and Stage 5 assessment schedules all incorporate student reflection portfolios.</p> <p>Work samples were consistently reviewed by the Head Teachers and Deputy Principal and they highlighted the use of teacher feedback and student modifications on reflection. Student assessment of performance was enhanced through the consistent process of feedback and consistent formative assessment such as entry and exit activities. Reporting grades were more accurate through the use of formative assessment as teachers had a more detailed understanding of the capabilities of each individual and could report accordingly.</p> <p>Students completed constant reflection on their learning and were able to identify strengths and weaknesses in their learning and engagement with learning activities. E-Class portfolio presentations were again completed. Reflection portfolios also form a significant component of the overall assessment of student knowledge and understanding of content , skills and processes for life long learning.</p>	<p>Deputy Principal, Staff PL</p> <p>Data Sources: Assessment schedules, faculty mark books</p> <p>Funding Sources: • Socio-economic background (\$50000.00)</p>

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><i>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.</i></p> <p>In 2020 there have been a number of programs to support the transition of students from School to Work. The year 210 PAL class had 20 enrolments in the Certificate 1 in Foundation Skills in Vocational Education delivered by an external provider in Job Quest. Eighteen of these students completed the course and received the full certificate. The PAL class also supported 13 students in obtaining work experience. From the connections 3, led directly to apprenticeships. Mrs Griffin the PAL teacher has had 255 direct contact to parents and carers at the time of writing.</p> <p>In year 11 a further 14 students completed work experience outside of their mandated work experience in VET courses. A further 14 student s are and enrolled and attending TAFE 'YES' courses in term 4 of this year. ATSI students have been involved in the 'YAKKA' course run by Career Links. Six Students in year 10 and 11 completed the Fit for change course run by the PCYC. In this course students completed white card training, first aid certificate, training in health and fitness budgeting and wellbeing awareness. The 'Careers department' was program purchased during the year and so far this year there have been 656 student log ins to this system.</p> <p>Future projections - Hunter Sports High School will continue to provide quality transition pathways support and innovative programs. In the new school plan positions have been created in stage 4,5 and 6 for transition co-ordinators who will form the basis of the careers and transition team going forward.</p>	<p>Stage 5 transition class</p> <p>Big Picture Academy</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$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)
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Progress towards achieving improvement measures

Hunter Sports High School has made significant progress on all fronts (both academic and sporting) since the new buildings were completed almost two years ago. The school has excellent facilities and plans for additional upgrades will only strengthen the current talented Sporting Programs.

The rebuilding phase of the school had a negative impact on enrolments in sporting programs, however, the majority of programs have high quality and stable head coaches which provided the essential foundation to rapidly improvements over the last two years.

The significant increase in the reputation of the Hunter Sports High School has seen enrolments during this time fill the school to capacity. As a consequence, a cap has been placed on some sports resulting in some talented athletes having to be turned away. It is recommended that the school look to increase the enrolment limit with additional classrooms and investigate a timetable restructure to allow for additional/new training times to be added to the current structure.

The feedback from student and parent surveys is extremely positive with the holistic development of the student/athlete seen as being a huge strength. The establishment of a nurturing environment that supports each student's well-being whilst enabling them to excel at their sporting and academic studies is seen as being 'best practice'.

The commitment and dedication of Director of Sport, James Pascoe was highlighted by staff, students, parents and coaches. The review team congratulate James on an excellent job. The review team would also like to acknowledge the vision and leadership of Principal, Rachel Byrne in driving the transformation of the perception of the school in the local community.

FTEM Alignment

In terms of the NSW Office of Sport FTEM Pathway, all sports were found to fit within the T2 to T3 Tiers. Consequently, work within the school needs to focus on ensuring all programs and athletes are operating at a T3 level. It is also important that all Head Coaches have a good understanding of the concurrent demands and stressors specific to T4. I.e. The athlete wins an international junior competition and/or makes the player roster for a team competing in a national level competition.

T3 - Dedicated Pre-elite Development Phase *"Practicing and achieving as a recognised emerging NSW athlete. The pre-elite athlete is formally recognized and is committed to achieving higher levels of sport performance"*

T4 - Breakthrough & Reward

- Athlete achieves a key benchmark or breakthrough performance (i.e. age-group, open, or scholarship/draftee criteria).

- Achieving this milestone can result in a significant increase in high performance support by Institutes/Academies, Universities, NSO's or Clubs (for those likely to progress to E1 and beyond)

- Drivers include Athletes, HP Agencies, NSO's, Clubs

Sports High School Association

Level 2 and 3 sporting coaches

Funding Sources:

- School and Community (\$50000.00)

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)
<i>Students have access to quality strength and conditioning programs and opportunities to improve skill and athletic performance.</i>	S & C Coach Technology - Ipads, Huddle

Progress towards achieving improvement measures

In 2018 the school invested in a full time strength and conditioning coach. The coach in conjunction with the Head Teacher PDHE designed a High Performance Physical Activities and Sports Studies course, which was to support the development of Strength, and condition of students in the School's Targeted Sport Programs. The course proved very popular and in 2019 there were 4 classes in yr 9 and in 2020 a further 5 classes. In 2020 students in these courses completed Level 0 Strength and conditioning course.

Morning gym classes were conducted from 7-30 am each day. They have not been as well attended because of the Covid restrictions but when available are operating to capacity as were the High performance PASS classes. The weights room was also used for injured athletes undertaking a rehabilitation program student in this category was significantly down in comparison to 2019 due to Covid and the lack of competitive sport and therefore a reduction in the number of playing injuries. Students from Port Stephens and the Central Coast benefit from a weekly strength and conditioning session run on Tuesday afternoons.

A group of local students in year 9 have been encouraged to use the gym. They are a group identified as 'at risk of disengaging' and they have formed a self-titled group called the 'local lifters' and they train once a week on Thursdays during lunch. TSP staff have been trained in delivering strength and conditioning programs. A second Gym has also been fitted to cater for the increased demand from our students and coaches. Students have access to the Hudl training app, which records their activity and provides a scaffold of weekly activities for students to complete. Data captured by Hudl and the strength and conditioning coach is shared with Newcastle University and the University of NSW.

Academic Mentors

Funding Sources:

- School and Community (\$250000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Minimbah Team - Aboriginal SLSO's</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$123 000.00) 	<p>1. Overall Aboriginal student attendance has increased from 71% (percentage attendance) in 2019 to 76% in 2020.</p> <p>2. All students in Year 12 (19 students) were successfully supported to either enter University or into employment or an apprenticeship.</p> <p>3. Although limited in 2020 due to CV19 Aboriginal students at HSHS were provided with several opportunities to connect to their culture through programs such as Didge and Dance, New Frontier, Bro and Sista Speak, NAIDOC day celebrations, AECG and the Minimbah celebration.</p> <p>4. Whole school involvement in NAIDOC celebrations and the embedding of Aboriginal Perspectives into Stage 4 HSIE and PE programs have created an authentic connection to local Aboriginal Culture for Aboriginal and Non aboriginal students.</p>
Low level adjustment for disability	<p>SLSO's - Employed a number of School Learning Support Officers to work with our funded students and identified low level literacy and numeracy students</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$112 000.00) • Integration funding support (\$114 000.00) 	<p>Allocation of SLSOs was aligned to student need priorities as determined by our Learning Support Team (LST). The LST consulted with staff and parents through the collection, analysis and utilisation of Nationally Consistent Collection Data (NCCD) to provide optimal personalised learning and support for students identified as having additional learning and needs. Ongoing guidance to staff on adjustment levels and quality teaching strategies in planning, teaching, assessment and reporting, environment and resource usage were provided by the LST. This occurred through consultation, team teaching and professional learning opportunities in order to ensure student equity, access and engagement to programs to improve student learning outcomes.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$810 000.00) 	<p>Additional staff with specialist expertise supported quality teaching and engagement for higher student achievement in a low socio-economic context. Additional resourcing provided support for the school's Senior Learning Centre and Homework Centre and student laptops (available in all classrooms with Technical Support Officer support). Teacher professional learning supported teachers and support staff to deliver quality education programs to students.</p>
Support for beginning teachers	<p>DP - Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 000.00) 	<p>Support for beginning teachers in 2020 has included mentoring support from Head Teachers and Beginning Teacher's Mentor, lesson observations supporting quality teaching practice, collaborative lesson planning and structured feedback on practice, professional discussion and personal reflection, assessment and evaluation of student work and support for preparation of mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).</p>

Aboriginal Instructional Leader	Funding Sources: <ul style="list-style-type: none"> • NSW State Funded Position (\$160 000.00) 	<p>1. Whole School Focus on students growth: Year 9 Aboriginal students at HSHS in 2020 have demonstrated more positive growth in their PAT test results (all areas) from Year 7 to Year 9 than Non Aboriginal students and at a greater rate than the state. 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 2021 and is embedded into the Staff PL framework. 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. Aboriginal SLSO's have worked closely with teachers to deliver Aboriginal perspectives in the classroom connected to the curriculum outcomes. These have been overwhelmingly positive from the students, teachers and Aboriginal community.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	458	400	419	466
Girls	283	299	325	343

Student attendance profile

School				
Year	2017	2018	2019	2020
7	89	87	88.7	91.2
8	86.8	83.1	83.6	90.2
9	84.6	77.8	78.7	87.6
10	79.8	78.2	75.3	86
11	84.6	77.9	79.1	86.9
12	88.9	88.7	87.6	88.5
All Years	85.3	82	82.5	88.7
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	2	9	16
Employment	8	27	15
TAFE entry	0	11	8
University Entry	0	0	35
Other	13	17	21
Unknown	0	15	5

Year 12 students undertaking vocational or trade training

37.97% of Year 12 students at Hunter Sports High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

94% of all Year 12 students at Hunter Sports High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Big Picture Academy - We had 12 students graduate from the Big Picture academy. Two students were accepted into University via the Big Picture University Portfolio entrance. One student was accepted into Physiotherapy and the other student accepted into Teaching.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	44.8
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.48
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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	356,461
Revenue	11,620,946
Appropriation	10,977,772
Sale of Goods and Services	10,230
Grants and contributions	631,297
Investment income	1,647
Expenses	-11,313,950
Employee related	-10,269,300
Operating expenses	-1,044,650
Surplus / deficit for the year	306,996
Closing Balance	663,457

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.

	2020 Approved SBA (\$)
Targeted Total	172,568
Equity Total	1,330,931
Equity - Aboriginal	199,756
Equity - Socio-economic	809,770
Equity - Language	768
Equity - Disability	320,637
Base Total	8,616,289
Base - Per Capita	184,423
Base - Location	0
Base - Other	8,431,865
Other Total	508,268
Grand Total	10,628,056

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 to access the school data.

2020 NAPLAN

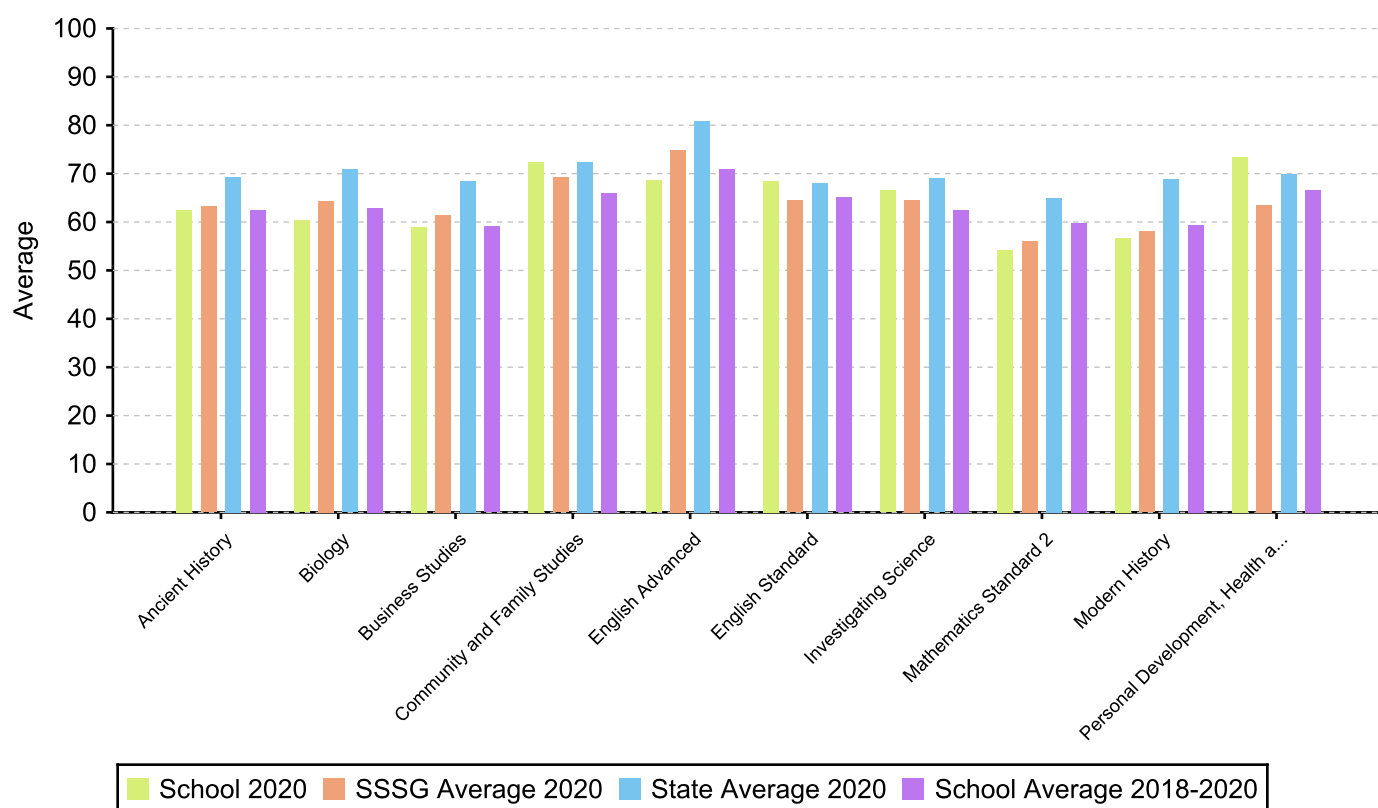
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	62.5	63.2	69.4	62.5
Biology	60.3	64.3	70.8	62.9
Business Studies	58.9	61.5	68.6	59.0
Community and Family Studies	72.4	69.2	72.4	66.0
English Advanced	68.6	74.9	80.8	71.0
English Standard	68.4	64.4	68.1	65.1
Investigating Science	66.5	64.5	69.0	62.5
Mathematics Standard 2	54.2	56.1	64.9	59.8
Modern History	56.7	58.1	68.9	59.4
Personal Development, Health and Physical Education	73.5	63.6	69.9	66.6

Parent/caregiver, student, teacher satisfaction

Parent Feedback of Online Learning

With over 234 parent responses, 55% of parents reported high to very high levels of satisfaction of how their child has engaged with the transition to online learning. With 5% reporting that their child had not engaged very well with the online learning transition.

Talented Sports Program Parent Feedback

All parents of students were surveyed through an external TSP review by the Sports High Schools association. Of the parent feedback 91% of parents were satisfied or very satisfied with the Talented Sports Programs being delivered at Hunter Sports High School. This was the highest satisfaction rating of all 7 Sports High Schools. 89% of parents would recommend the Talented Sports Program at Hunter Sports High Schools to other parents.

Big Picture Parent Feedback

The feedback from parent surveys is overall very positive with the holistic development of the student being a huge strength. The establishment of a trusting, caring and nurturing environment that supports the wellbeing of students whilst enabling them to embark on their academic pathway is seen as innovative and best practice in meeting the future needs of students. Some parents have indicated that they felt their child was not reaching their academic potential in Big Picture and are still seeking mainstream comparisons. It is recommended that student information be more regularly communicated back to parents about their child and that their growth in learning be documented with evidence collected that reflects growth over time. Students and parents highlighted the commitment and dedication of all the Advisors.

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.

Other School Programs (optional)

Big Picture Education

Hunter Sports High School has led the way for Big Picture Education across NSW since its initial inception in 2012. Growing from 40 students and 2 advisories, to 90 students and 5 advisories in 2021. The school has recently been rebuilt with a \$50 million upgrade that was completed in February 2019 and now features state of the art educational facilities.

During the rebuilding phase of the school, there was significant disruption to the learning environment however; the Big Picture design was able to continue in temporary classroom spaces. The Big Picture community adapted quickly and flexibly to the disruption due to the high quality and stability of the advisors, which provided the foundation to continue with quality learning opportunities.

The new school facilities has seen an increase in overall student enrolments and a decrease in the number of classrooms. As a result, the school is now operating at its capacity. This has had implications on the learning environment in Big Picture. This is largely due to the NSW Department of Education facilities management guide. The academy has worked closely with Peter Lippman (Learning Spaces Architect) to ensure we maximize the space that we have. It is recommended that the school looks closely again at the learning spaces to ensure all learning needs of the students are being met and to include an additional classroom space.

The Big Picture Academy has a very strong reputation within the Hunter community and we have attracted many new out of zone enrolments. The school has implemented a new enrolments process that includes a strong shadow day procedure to ensure student and family suitability onto the program. It is recommended that all advisories be capped at 20 students and a waiting list be maintained for any additional enrolments.

The feedback from student and parent surveys in 2020 is overall very positive with the holistic development of the student being a huge strength. The establishment of a trusting, caring and nurturing environment that supports the wellbeing of students whilst enabling them to embark on their academic pathway is seen as innovative and best practice in meeting the future needs of students. Some parents have indicated that they felt their child was not reaching their academic potential in Big Picture and are still seeking mainstream comparisons. It is recommended that student information be more regularly communicated back to parents about their child and that their growth in learning be documented with evidence collected that reflects growth over time.

We successfully had two students graduate to the University of Newcastle into Physiotherapy and Education via the Big Picture University Portfolio entry and a newly developed learner profile outlining the students strengths across the key learning areas in Big Picture. The school has now seen 7 students graduate to university via Big Picture since 2018.

Talented Sports Program

Hunter Sports High schools has made significant progress on all fronts (both academic and sporting) since the new buildings were completed almost two years ago. The school has excellent facilities and plans for additional upgrades will only strengthen the current talented Sporting Programs.

The rebuilding phase of the school had a negative impact on enrolments in sporting programs, however, the majority of programs have high quality and stable head coaches which provided the essential foundation to rapidly improvements over the last two years.

The significant increase in the reputation of the Hunter Sports High School has seen enrolments during this time fill the school to capacity. As a consequence, a cap has been placed on some sports resulting in some talented athletes having to be turned away. It is recommended that the school look to increase the enrolment limit with additional classrooms and investigate a timetable restructure to allow for additional/new training times to be added to the current structure.

The feedback from student and parent surveys is extremely positive with the holistic development of the student/athlete seen as being a huge strength. The establishment of a nurturing environment that supports each student's well-being whilst enabling them to excel at their sporting and academic studies is seen as being 'best practice'.

The commitment and dedication of Director of Sport, James Pascoe was highlighted by staff, students, parents and coaches. The review team congratulate James on an excellent job. The review team would also like to acknowledge the vision and leadership of Principal, Rachel Byrne in driving the transformation of the perception of the school in the local community.

- **Facilities**

The sporting facilities at Hunter SHS are of a very high standard. This review strongly endorses the school's plan to further upgrade facilities over the next 18 months to support the ongoing development of specific sport programs

- **Strength and Conditioning**

The Strength and Conditioning Program and facility is very highly regarded by all stakeholders. There is a clear vision on the role S&C will play for HSHS and it should be supported accordingly. The use of Teambuildr is embraced across the school. It is important that all sports (especially for senior students) have equal access to this facility. Still more to do as acknowledged by Adam Trypas

- **Partner organisations**

Not all sports have partnerships with local sporting bodies. It is highly recommended that each TSP make every effort to collaborate and establish partnerships with their local sporting body to assist with the promotion of their sport within the local community. These partnerships will also assist programs transition Head Coaching roles. With current high level coaching capability there will be risks when these individuals move on.

- **Injury rehabilitation services**

A physiotherapist is available to students during training times. Further consideration could be applied to feasibility of placing a physio / exercise therapist on-site more permanently

- **Coaching**

The majority of sports have quality and stable head coaches which is the vital to ensuring all programs operate at the T3 level and beyond. All coaches have an understanding of the FTEM high performance pathway which will assist them to develop their athletes in the direction which is endorsed by the NSW Office of Sport. The introduction of Huddl is a real positive for all sports. Not all students in TSP have Individual player plans however.

- **Academic / welfare**

There is strong evidence and support for the academic and welfare needs of students in the TSP. There are specific programs in place to help the student athletes balance the academic work and sport training. This includes after school

