

2021 Annual Report

Hunters Hill High School



Hunters Hill
High School

8207

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Hunters Hill High School is developing a school wide approach to best practice on skill development. Students will learn in classrooms that develop Literacy and Numeracy higher order thinking skills within their KLA context. Staff will become skilled practitioners at analysing the students they teach, choosing appropriate strategies and monitoring student progress to ensure all students are achieving positive growth and establish positive learning habits and experiences in order for NAPLAN and HSC targets to be exceeded.

Staff are challenged and encouraged to continually develop their pedagogy and the school endeavours to partner with its community so that shared values and understanding exist.

We will do this through the following projects.

School context

Established in 1958 and located on six hectares bordering the Lane Cove River, Hunters Hill High School is a dynamic learning community for all genders from Year 7 to Year 12. The school site is complemented by a spectacular hall, impressive performance space, commercial kitchen and technology hub and maker space. A broad curriculum, extensive well-being programs and consistent student achievement are testimony to the school's culture of learning, the dedication of staff, the talent of our students and our links to an active parent community. High expectations, effective discipline, a modern uniform, worthy values and supportive pastoral care are evident throughout our learning community. Whilst supporting, nurturing and enabling students to maximise their learning outcomes, skilled and dedicated teachers encourage students to develop as 21st century lifelong learners.

Strong values and skills of resourcefulness, resilience, respect, cooperation, collaboration are character traits we aim to develop in our young people. Characteristics which lead to their personal best achievements in academic, sporting and creative practices as well as leadership and citizenship. Students achieve HSC results consistently above State average. Almost twice the State average proceed to University. The learning and growth of each student is developed within a broad curriculum, utilising the ALARM and 4C philosophies, a diverse range of sporting and extra-curricular opportunities in school and beyond school competitions. Strong relationships with partner primary schools exist and are maintained through a series of events and programs. An effective and committed P and C association operate the canteen, the uniform shop, and working bees as well as fund raising for educational and well-being programs.

The completed situational analysis supports that the school is making steady progress in most areas of literacy and HSC results. However, there will be an increased focus on reading and numeracy with the development of a shared pedagogy and a much clearer focus on the identification of skill weaknesses and explicit teaching in response to that.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

Purpose

Minimum levels of attainment in NAPLAN and growth levels during a student's time at school are crucial benchmarks that inform the school of success of its long-term pedagogical programs. Moreover, they allow a check on the progress of individual students which allow anomalies to be checked. Large group data also allows the refining of teaching programs to target particular areas of weakness.

Ultimately, within our socio-economic context a lot of students aspire to tertiary education so achieving higher HSC bands is a crucial goal.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Super Start
- Freedom To Teach

Resources allocated to this strategic direction

Integration funding support: \$144,207.00

English language proficiency: \$153,585.23

Low level adjustment for disability: \$132,847.97

Socio-economic background: \$11,831.83

Professional learning: \$62,959.46

Summary of progress

The two initiatives here were bound together in that the structural changes to Year Seven: smaller classes, regular meetings of class teachers and targeted Professional Learning was designed to target individual class weaknesses as well as create an environment for a predominantly inexperienced staff to develop new pedagogical approaches and gain confidence in their ability to profile a class and program accordingly. There is evidence of activity with evidence of regular meetings occurring and professional learning occurring. This was primarily an initiative around pedagogy but initially teacher meetings focussed on student welfare concerns and transition issues. Whilst important there were other avenues for these issues to be addressed within the school. After refocussing, staff began to experiment with the disseminated and modelled strategies that were aimed at both developing targeted reading skills and student engagement. The requirement to provide examples of their use of such pedagogies and to share successes created a momentum for staff to be actively involved in the pedagogical focus. There is evidence of process quality as work samples and student feedback showed that teachers were using a variety of strategies and, significantly, were integrating reading strategies into their pedagogy. Students felt overwhelmingly that they were "learning well" and staff were confident that skill development was occurring. The use of needs based funding to provide additional LaST support was seen to be vital by staff as support for class profiling was readily available and strategic support in the implementation of support strategies for particular classes and groups within classes. In this way specific weaknesses could be targeted more effectively. Additionally, compared to previous years attendance for Year 7 was up by over three percent and significant behavioural incidents were down by around fifty percent. There was evidence of consideration of these impacts through evaluative processes that were undertaken. Whilst we were confident that the initiative was delivering the extended period of remote learning had an impact on both pedagogy and student welfare. The remote learning proved a barrier to the pedagogies the school was hoping to exploit. As a result of the identification of implications of the evaluation the next step will be to monitor next year how well teachers are using the acquired skills in classes other than Year Seven, how well they have incorporated the skills into their teaching toolkit. The response from teachers, students and parents was so overwhelmingly positive that we will continue with Super Start and hopefully have a less interrupted year. There will continue to be a focus on reading strategies in professional learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands - Reading and Numeracy	21.67% of students achieved in the top two bands in NAPLAN reading which means progress is yet to be seen toward the lower bound target.

<ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading (Uplift 4.8%) • Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of (Uplift 6.0%). 	<p>27.33% of students achieved in the top two bands in NAPLAN in numeracy which indicates progress toward the lower bound target.</p> <p>It needs to be noted that there was significant disruption to the running of the Year 9 NAPLAN exams; other data such as work samples, VALID testing, PISA testing and check in assessments indicate a higher level of achievement in Year Nine</p>
<p>Expected Growth</p> <ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target (uplift of 4.3%). • Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target (uplift of 4.8%). 	<p>NAPLAN scores indicate a slight decrease to 56% in the percentage of students achieving expected growth in reading indicating progress yet to be seen toward the lower bound target.</p> <p>NAPLAN scores indicate a slight decrease to 50% in the percentage of students achieving expected growth in numeracy indicating progress yet to be seen toward the lower bound target.</p> <p>It needs to be noted that there was significant disruption to the running of the Year 9 NAPLAN exams; other data such as work samples, VALID testing, PISA testing and check in assessments indicate a higher level of achievement in Year 9.</p>

Strategic Direction 2: A Shared pedagogy

Purpose

By creating a focus on skills based programming the school can ensure students are better placed to begin Year 11 as this is more appropriate than students having bodies of knowledge. By utilizing the 4C approach and A Learning and Responding Matrix the school can have a pedagogy that facilitates thinking, problem solving and creating that sets a direction that allows us to improve NAPLAN results as well as improve HSC outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence Based Collaborative Professional Learning
- Skills Continuum

Resources allocated to this strategic direction

Professional learning: \$1,532.00

Summary of progress

There is clear consideration of evidence of activity. By the end of Term One all KLAs had developed a continuum of skills that were seen as key to their subject area and which was linked to their programming and assessment practices. Such continuums included target reading and writing skills for Stage 4.. All staff met regularly to in their professional learning teams to reflect on their experiences with new pedagogy and the introduction of literacy strategies. This meeting continued throughout the year as did the focus on professional learning around the 4C pedagogy. There was clear evidence of the quality of this process from a number of sources. The records of the team meetings eg on Jam Boards showed the thoughtful and focussed interaction between staff on the mechanics of teaching. This included staff evidence of their trying new pedagogies and evaluating their success. This was also evident in the PDP process The focus on skills was reflected in the assessment tasks and the work samples that they generated. The ongoing focus on Professional Learning was crucial for this. The regular allocation of time to reinforce school goals and initiatives occurred for both teaching staff through their Professional Learning Teams and for the executive as part of the meeting cycle meant there could be regular reflection which helped to maintain a clear focus. There is clear evidence of impact with staff Professional Development Plans reflecting an across the board focus on trying new strategies to target reading and involve higher order thinking strategies integrally into the lesson. the most marked change in Performance Development Plans was in the Mathematics Faculty where the externally facilitated Strategic School Support (SSS) Plan had a great influence on pedagogy. Work samples also reflected the introduction of reading strategies. As the engagement of students did appear to be positive with student surveying that the strategies (including teacher sprints, observations and team teaching) were creating high interest even well into remote learning. There was clear consideration of the implications of the evaluation. There has been a positive start made in this area but ultimately it turned out to be such an unusual year for evaluating the success of teaching and learning initiatives as the range of student responses was influenced by a range of issues other than the quality of the pedagogical delivery. To this end we will revisit the training for the final cohort in the 4C and continue to support staff in the attempt to get reading strategies spread effectively beyond Stage 4. The link between higher order thinking and writing is becoming more established and remains a focus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Evidence Based Collaborative Professional Learning <ul style="list-style-type: none">• Moving towards the school identified target of all staff using the 4C approaches: critical thinking, creativity, collaboration and communication in their lessons, to achieve both high engagement and a pedagogy that operates regularly at a level of thinking that involves, analysis, synthesizing,	<p>73% of staff have had the opportunity to do professional learning around the 4C approaches but internal processes show that over 80% of staff are regularly using 4C approaches. Work samples show that higher order thinking activities are occurring on a regular basis.</p> <p>57% of staff report that they feel confident around the nexus between ALARM and the 4C strategies. As there has been considerable staff turnover and a large number of temporary teachers there will be need for some review of ALARM practices as well. the additional impact of difficulties around Professional learning during the period of remote learning means</p>

<p>reasoning, applying and evaluating.</p> <ul style="list-style-type: none"> • Moving towards the school identified target of all teachers effectively making the connection between 4C activities and written responses so that the increased amount of higher order activity in classrooms is translated into the writing activities, not in terms of length but in sophistication. • Moving towards the school identified target of all staff use the ALARM philosophy so that students are understanding the role of the verb in questioning, drafting, seeking feedback, refining responses so that they are producing better structured, more complex, higher order responses. 	<p>this is still a focus for 2022.</p> <p>All staff that were in the school prior to 2021 are familiar with the ALARM process and this is reflected in student writing samples and HSC results. There remains a need for newer and temporary staff to receive professional learning in this area in 2022</p>
<p>Skills Continuum</p> <ul style="list-style-type: none"> • Moving towards the school identified target of all Year 7-12 assessments are formative learning experiences focused on key skills and include feedback that is ongoing and targeted. • Moving towards the school identified target of all teachers consistently and regularly reflect on student learning to identify areas of revision for key skill development. 	<p>All assessment tasks are now presented in a formative manner. They create an opportunity for students to draft and gain feedback. assessment tasks are clearly linked to the focus skills for that cohort. That students feel their learning is supported is evident in the Tell them From Me results.</p> <p>All teachers have had the opportunity to reflect on their teaching and the success of their pedagogy three times per term. Twice as part of their professional learning term as part of the Super Start project and once as part of their faculties processes. This year there has been a particular focus on the integration of reading strategies so that they are an everyday part of pedagogy.</p>
<p>HSC Top 2 Bands</p> <ul style="list-style-type: none"> • Increase in the percentage of HSC course results in top two bands to be moving towards the school's lower bound system-negotiated target (Uplift of 8.4%) 	<p>There was a downturn of 1.4% of HSC course results in the top two bands though on the whole Z scores remained positive. This suggests that though students improved , in general, from Year Nine, further work needs to be done in ensuring students can synthesize arguments, analyse information and justify points of view.</p>

Purpose

Success at school also involves the development of values that facilitate such success. Attitudes such as aspiration, belief in one's own ability, resilience and understanding one's own strength and weakness in learning are all things that contribute to students wanting to and expecting to achieve their best self. Therefore, the expectations that the school promotes need to be commensurate with achieving this. The school will be reinforcing those expectations but also putting in the supports to allow students to achieve their goals within a nurturing environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Culture of High Expectation

Resources allocated to this strategic direction

Socio-economic background: \$16,365.00

Aboriginal background: \$8,112.35

Summary of progress

The school has made determined efforts and seen significant gains in school culture, where it is an expectation that all students can make learning progress. Mindful links have been made to attendance, lateness, uniform, and student participation in extracurricular events and supports through UMatter Mentoring, Parent Partnerships, Transition Programs, PLP's and layered Wellbeing structures. The use of socio-economic background and Aboriginal background funding was of some support in providing support via appropriate learning materials for some students.

Attendance remains an ongoing focus for HHHS. Although our internal data via the Attendance Teacher and Sentral PXP data shows attendance rates have been improving, there still remains room for improvement particularly in Stage 5. The improvement has come about through initiatives such as making attendance part of the merit system, and ensuring parents can access up to date information about their student's attendance through the Parent Portal. This shows our attendance data is regularly analysed and informs planning as we have taken definite steps to improve it, for example reducing lateness by 40% over the last two years. Our Individual Learning Plans reflect this on an individual student level as well. The transition team and the learning and support team have also been successful in finding alternate learning placements for a significant number of Year 10 students at risk of not achieving a ROSA for a variety of risk factors in order for them to achieve better wellbeing and academic outcomes. This has impacted both positively and negatively on attendance data. Where students are shared enrolment with alternate learning sites the impact appears negative. Moving forward, protocols that have impacted positively on partial and full day attendance and late arrival data will continue to be implemented and streamlined.

Personal Learning Plans completed in conjunction between school, student, and family shows the commitment we have to ensuring that all our students have the best chance at achieving learning progress. With seventy of those plans resulting in good progress and 24% in partial progress.

Due to extended remote learning and COVID related Public Health Orders many events have been postponed or cancelled therefore it is difficult to assess gains regarding students attending school events such as carnivals, colour runs, CAPA events many extracurricular options established in 2021 have not been viable. Upon return to Face to Face the Numeracy centre, Beyond the Bell, Living Room, Eat your words, etc continue to be popular and build traction. While Musical and performance items have been cancelled due to COVID related Public Health Orders, student initiative and interest is always high.

High expectations around student academic progress has been fostered by the wellbeing and initiatives mentioned above, however, the overarching core value is student learning in the classroom to encourage a growth mindset. Unrelated funding initiatives that contribute to the culture of high expectations include: DATA access, use and analysis including: Numeracy SSS data use initiatives, PLAN 2, ISFR. In 2022 and beyond there will be an increased focus on PL for staff around the access, analysis and application of data to inform teaching practice. The PL and infiltration of Transformative Learning 4 C's strategies across the school in classrooms, meetings and ongoing PL has a real link to explicitly teaching comprehensive writing incorporating and expanding on the ALARM Framework. Formative assessment, drafting, feedback and Active reading contribute to the culture of high expectations and will be initiatives in 2022 to 2025 SIP.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School Pride <ul style="list-style-type: none">• Moving towards the school identified target of over 95% of students consistently wearing the HHHS uniform.• Moving towards the school identified target of 15% improvement in the number of students achieving the final step of the school merit system.	<p>Internal school data observes that 92% of students consistently wearing the HHHS uniform.</p> <p>Sentral data shows that 11% of students have achieved the final step in the merit system.</p>
High Expectations <ul style="list-style-type: none">• Moving towards the school identified target of 25% of the Stage 6 cohort completing at least one of the higher level courses (Advanced English, Extension Mathematics, Physics, Chemistry, Economics) through to the HSC exams.• Moving towards the school identified target of 100% of students achieving the Award of the Preliminary HSC or equivalent pathway.• Moving towards the school identified target of 66% of HSC students matriculating to university.	<p>53% of students completed one of the identified higher level courses.</p> <p>98% of students beginning Year 11 achieved their HSC</p>
School Spirit <ul style="list-style-type: none">• Moving towards the school identified target of at least 70% of students attending school events such as carnivals, colour runs, CAPA events etc.• Moving towards the school identified target of at least 100 students regularly attending one or more of the learning and support extra curricular options established in 2021.• Moving towards the school identified target of having a successful school musical that involves students from across the school from various talent groups.• Moving towards the school identified target of at least 25 Stage 5 students participating in Duke of Edinburgh activities each culminating with a gold cohort.	<p>Due to extended remote learning and COVID restrictions many events have been postponed or canceled therefore it is not possible to measure the school identified target of at least 70% of students attending school events such as carnivals, colour runs, CAPA events etc.</p> <p>Due to extended remote learning and COVID restrictions many events have been postponed or canceled therefore many extra curricular options established in 2021 have not been viable. Upon return to Face to Face the Numeracy centre, Beyond the Bell, Living Room, Eat Your Words, etc continue to be popular and build traction with an 16% of the school attending these after school options regularly before COVID</p> <p>Musical and performance items have been cancelled due to COVID related Public Health Orders, however, student initiative and interest is always high.</p> <p>16 students in Stage 5 students are participating in Duke of Edinburgh activities. Five students are working towards achieving the Gold Duke of Edinburgh Award.</p>
Attendance <ul style="list-style-type: none">• Percentage of students attending school more than 90% of the time, increases to be moving towards the school's lower bound system-negotiated target (uplift of 6.1%).	<p>74.7% of students attend more than 90% of the time compared to 65% across the State.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$237,485.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hunters Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Super Start • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Super Start; Targeted learning within smaller Year 7 classes based on data obtained from Best Start and Individual analysis • Individual learning Plans; Developed by learning Support Team and supported in class by the SLSO team. • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>The ability to target class based weaknesses in target literacy skills, support students in needs with ongoing classroom help and allow the development of targeted individual plans. This was a particular aim for Yr 7 with the intention of ensuring a smooth transition. Initial indications were very positive , though the entirety of the model was interrupted by an extended period of remote learning. Over 90% of students felt strongly supported in Year 7 despite the remote learning and NAPLAN results were better than our recent norm. 100 % of targeted students made better than average progress in attainment of identified target skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We have data on both the Year 7 group (2021) as a whole and on individuals. Whilst this data will be used in individual learning plans in 2022, we will also be modifying the target skills in Year 7 and using a more explicit teaching model for reading strategies in professional learning with staff. It will also ensure that the regular PLSP reviews will be based on actual data and achievement rather than a more general overview.</p>
<p>Socio-economic background</p> <p>\$28,196.83</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hunters Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Culture of High Expectation • Super Start <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention • employment of additional staff to support Creating Chances] program implementation. <p>The allocation of this funding has resulted in:</p> <p>Year 7 NAPLAN results achieving above state and statistically similar groups.</p> <p>Strong Internal data showing that the current Year 9 's literacy levels have improved markedly since Year 7</p> <p>Motivation of students across all years, as reflected in Tell them From me,</p>

<p>Socio-economic background</p> <p>\$28,196.83</p>	<p>reflect a strong association with the school and a sense of advocacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide a focus on reading and numeracy in our Professional Learning in order to support the reaching of school targets. To more closely tie student support programs such as Creating Chances, Raise and Top Blokes, to reflection on academic achievement and skill attainment through in school mentoring. To utilise a learning Engagement officer (0.2) to target attendance of students at risk.</p>
<p>Aboriginal background</p> <p>\$8,112.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hunters Hill High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Culture of High Expectation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Over 90% of Aboriginal families engaging in the PLP process with authentic discussions and allowing the funding to be more specifically targeted to educational need. Effective and heartfelt activities within the school community that reflected the school's recognition of its' Aboriginal connection.</p> <p>After evaluation, the next steps to support our students with this funding will be: To utilise the COVID support funding to provide literacy and numeracy support for those Aboriginal students whose progress has been affected as there is limited targeted Aboriginal funding for this purpose. Both Year 12 students achieved their desired post school outcome.</p>
<p>English language proficiency</p> <p>\$153,585.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hunters Hill High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Super Start <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support Super Start program • support for EALD study group • Creation of Specialist Year 10 EALD class <p>The allocation of this funding has resulted in: Student progress On EALD learning progressions with 80% of students achieving at least expected progress. Year 12 HSC class showing solid value added for those students who had been here from Year 9 Year 7 teachers reporting greater confidence in assisting EALD students</p> <p>After evaluation, the next steps to support our students with this funding will be: With a declining EALD enrolment we will concentrate on giving students individually targeted writing tasks that reflect their learning needs. In addition we will review reading resources being used across the curriculum so that</p>

<p>English language proficiency</p> <p>\$153,585.23</p>	<p>EALD students have accessible options and which facilitate opportunities for skill growth.</p>
<p>Low level adjustment for disability</p> <p>\$132,847.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Hunters Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Super Start • Freedom To Teach <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: the school having a consistent approach to students having difficulty with their learning. The additional LAST support has meant more focussed wraparound meetings for particular students could be held. This led to shared approaches and pedagogies for individual students that led to high rates of success with ILP's.. In house collection of work samples supports the belief that students have made positive growth from Year 7 to 9.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support an inexperienced staff in strategies for differentiation, understanding different types of disability and effectively utilising LAST and SLSO supports.</p>
<p>COVID ILSP</p> <p>\$98,824.81</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • making small group tuition available for students who had been impacted by COVID • liaison between small group tutor and class teacher to monitor progress. <p>The allocation of this funding has resulted in: the majority of students in the program achieving significant progress towards their personal learning goals.. all students in the program reporting that it helped them reconnect to school..</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of small group tuition for students requiring support to meet literacy and numeracy targets. The school learning and support processes will continue to involve regular monitoring of students. providing additional in class support for some students to continue to meet their personal learning goals will also continue.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	408	428	461	444
Girls	272	273	312	300

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.5	91.4	95.2	92.5
8	91.8	91.5	92.5	91
9	91.9	91.2	92.9	88
10	91.3	91	92	89.8
11	87.9	90.6	92.7	88.1
12	92.2	90.9	94.2	89.1
All Years	91.7	91.1	93.3	89.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	2
Employment	1	2	9
TAFE entry	1	2	2
University Entry	0	0	64
Other	0	0	5
Unknown	0	0	18

Year 12 students undertaking vocational or trade training

26.00% of Year 12 students at Hunters Hill High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Hunters Hill High School expected to complete Year 12 in 2021 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)	38.1
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1
School Counsellor	2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	847,832
Revenue	9,664,330
Appropriation	8,919,101
Sale of Goods and Services	21,018
Grants and contributions	672,886
Investment income	1,533
Other revenue	49,792
Expenses	-9,771,569
Employee related	-8,723,556
Operating expenses	-1,048,014
Surplus / deficit for the year	-107,239
Closing Balance	740,593

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.

	2021 SBAR Adjustments (\$)
Targeted Total	237,485
Equity Total	322,742
Equity - Aboriginal	8,112
Equity - Socio-economic	28,197
Equity - Language	153,585
Equity - Disability	132,848
Base Total	7,653,317
Base - Per Capita	190,508
Base - Location	0
Base - Other	7,462,809
Other Total	524,758
Grand Total	8,738,302

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

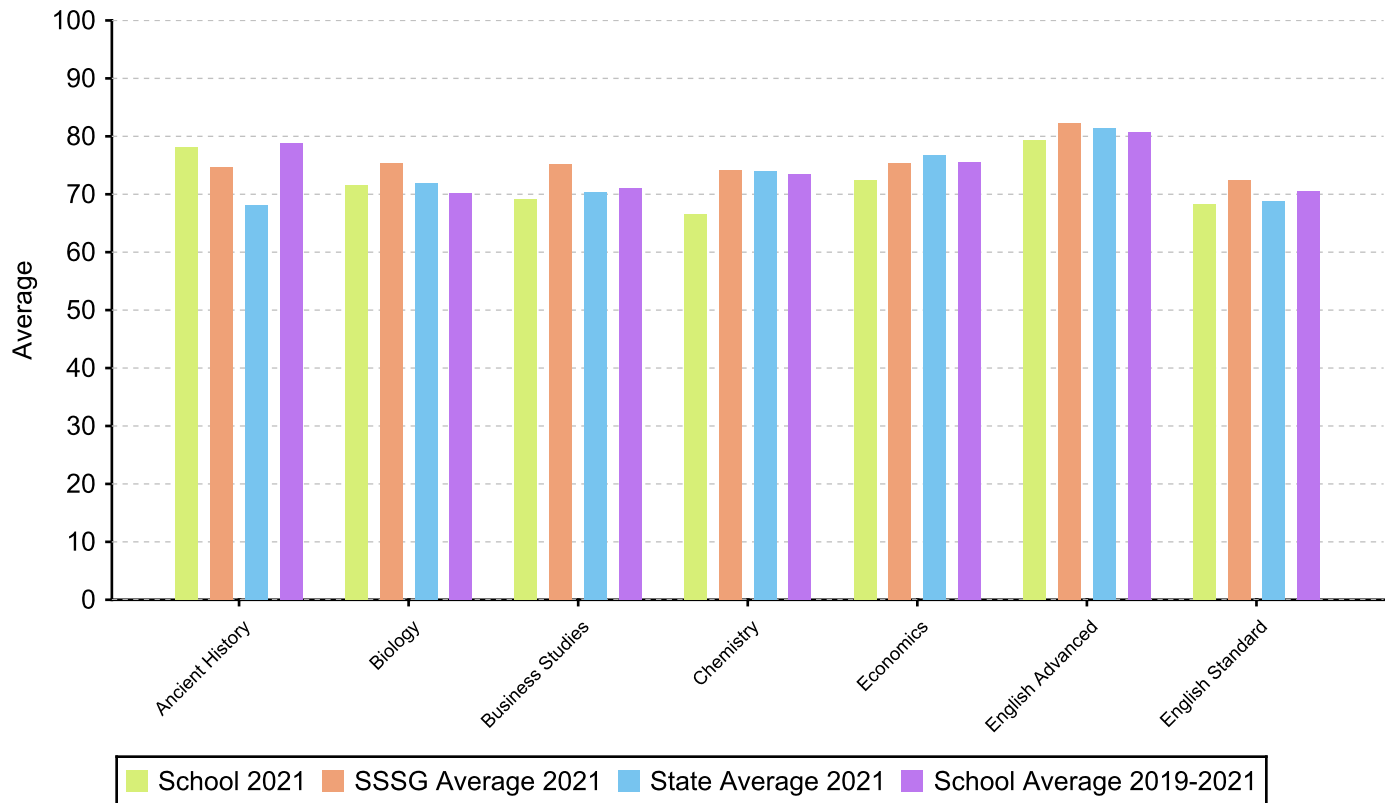
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	78.1	74.6	68.1	78.8
Biology	71.6	75.4	71.9	70.1
Business Studies	69.2	75.2	70.4	71.1
Chemistry	66.6	74.2	74.1	73.5
Economics	72.4	75.4	76.7	75.5
English Advanced	79.4	82.2	81.4	80.7
English Standard	68.3	72.4	68.8	70.6
Investigating Science	75.3	80.1	74.9	73.7
Mathematics Advanced	69.1	79.0	77.4	72.5
Mathematics Standard 2	59.4	72.3	66.1	64.7
Modern History	69.4	74.4	69.7	74.4
Personal Development, Health and Physical Education	74.3	73.5	70.3	73.8
Physics	67.8	74.8	74.8	67.1
Society and Culture	79.1	79.1	76.0	79.2

Parent/caregiver, student, teacher satisfaction

The school received feedback in a variety of ways in 2021 including formal surveys and feedback through our social media platforms. Our social media platforms have become increasingly popular as a way of enquiry and providing both solicited and unsolicited feedback.

The feedback on the school on the whole has been positive particularly during the extended period of remote learning. there was an effective transition to remote learning and solid support for those students struggling. There were over fifty positive comments through social media.

The continuation of Parent teacher nights by Zoom continued and reflected the same growth in attendance from the previous year.

Student satisfaction was pleasing. In the results for the Tell Them From Me Survey all years reflected a positivity in all four areas that was above State Average. In Sense of Belonging to the school we averaged 66.3%, In Understanding School Expectations it was 80.3%. In Student Advocacy it was 59.9% and in support for Wellbeing it was 68.4 %.

The Department of Education's people Matter survey also reflected considerable teacher satisfaction compared to State norms. The school was above the average satisfaction rate in all nine key areas across the public sector including ; employee engagement, diversity and inclusion, high performance and communication.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.