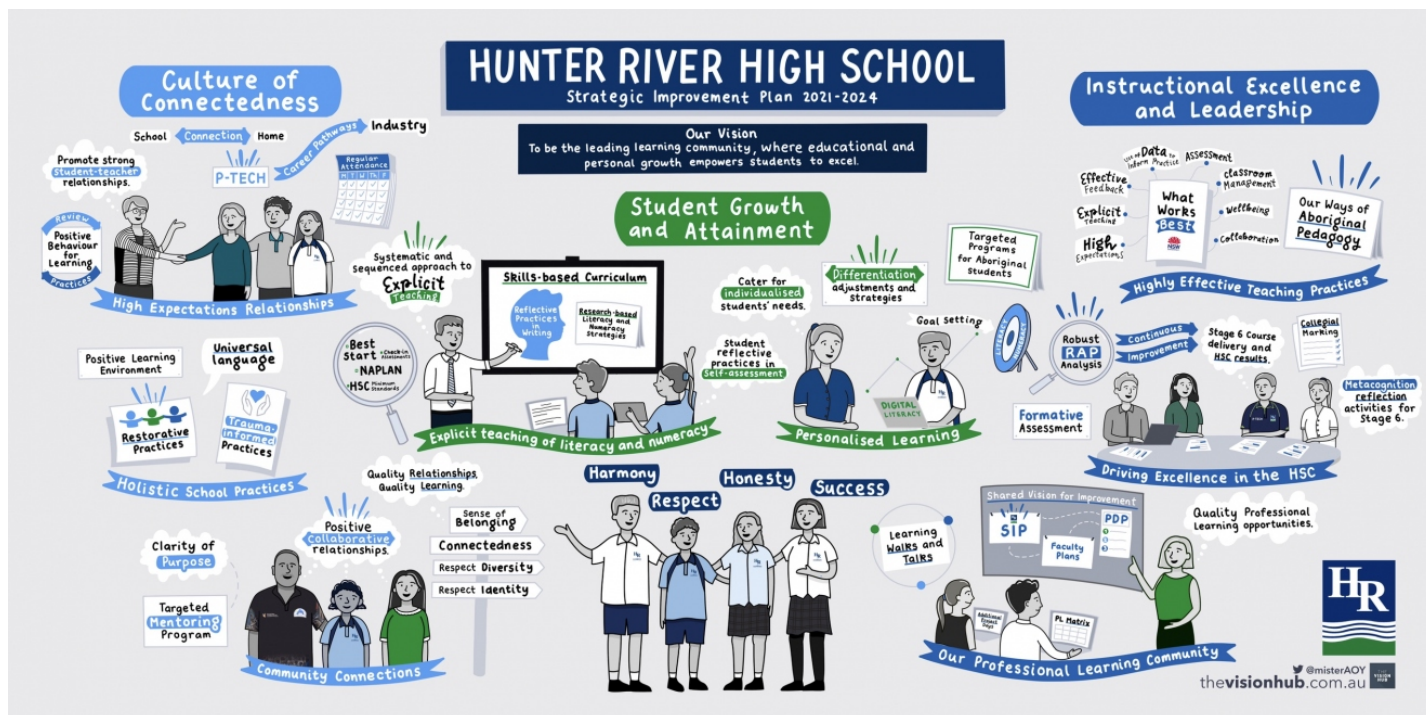


2021 Annual Report

Hunter River High School



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Introduction

The Annual Report for 2021 is provided to the community of Hunter River High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

To be the leading learning community, where educational and personal growth empowers students to excel.

School context

Hunter River High School is a comprehensive secondary school with a Support Unit of eight classes. The school funds an additional two support classes for students requiring further support. The student enrolment of 970 students has gradually increased in recent years. Our school community has 20% of students who identify as Aboriginal and/or Torres Strait Islander. Our school is located on Worimi land, close to the Hunter River at Heatherbrae, south of Raymond Terrace.

The school's staffing entitlement in 2021 is 72 teaching staff and 22 non-teaching staff. The school also employs a Business Manager, Deputy Principal and Head Teacher Administration from school funds. Our executive staff comprises a combination of experienced and recently appointed members. 20% of our staff are in their early career as teachers. There is a 15% turnover of staff each year.

'Quality Relationships - Quality Learning' is the motto that underpins our community's belief that quality educational outcomes are achieved when all partners in the educational process work collaboratively in a supportive, harmonious environment. Through a culture of connectedness and embedded Positive Behaviour for Learning (PBL) values of Harmony, Respect, Honesty and Success, the school provides a learning environment that aims to give each student the opportunity to reach their highest potential. Mentoring, positive attendance strategies and restorative practice underpin student wellbeing.

The school enjoys the support of its Aboriginal and/or Torres Strait Islander community and has fostered strong partnerships with the AECG, universities, cultural institutions, businesses and community groups. Students represent the school across the region in the performing arts and a wide range of sporting activities, with both state and regional representation.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

There will also be a focus on explicit teaching, formative assessment, feedback and Our Ways of Aboriginal Pedagogy. Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Hunter River High School offers an innovative curriculum that includes a full academic load plus locally significant programs, including a wide range of nationally accredited Vocational Education and Training opportunities. Hunter River High School is a P-TECH (Pathways in Technology) school with strong industry partnerships with Varley Group, BAE Systems, Ampcontrol, Tomago Aluminium, Regional Development Australia, University of Newcastle, TAFE, Westrac and Komatsu.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to guarantee students are challenged to reach their potential, we will ensure excellence is achieved by building the foundations for academic success. Our staff will ensure data driven teaching practices are responsive to the learning needs of individual students and refine their practice through targeted professional development.

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.

- Explicit teaching of literacy and numeracy
- Personalised learning

Resources allocated to this strategic direction

Socio-economic background: \$237,646.00

Professional learning: \$6,500.00

Aboriginal background: \$54,480.00

Integration funding support: \$242,649.00

English language proficiency: \$3,363.00

Summary of progress

Explicit teaching of literacy and numeracy

In the explicit teaching of literacy and numeracy, we undertook a number of activities to embed the explicit literacy skills students needed to succeed in all areas of learning. At the end of Term 4 2020, the executive team undertook an analysis of data within SCOUT using both NAPLAN and Best Start testing and identified areas of concern in students basic reading and writing skills. Professional development was delivered to staff around data skills and analysis, with a particular focus on Best Start results for Year 7, to upskill staff capacity on reading data with the hope that this data would be used to implement changed practice within the classroom. At a granular level an examination of teaching and learning programs across the school and IEPs on Sentral indicate that staff as a whole are still not confident in this area and that explicit teaching practices are not being modified to address the specific learning needs of all students within classrooms. Moving forward into 2022, this is an area that needs to be addressed further, time will be built into the PL matrix to afford staff to access and analyse data on students within their classes and work collaboratively with colleagues to directly change practice and modify teaching strategies to meet the unique needs of students in their classrooms.

Drawing on evidence-based practice, SCOUT data sources and the expertise of our expert literacy ILSP tutor, it was determined that a focus on the development of students vocabulary knowledge and understanding was the best whole school focus to improve students reading capabilities. Across Term 3, whole-school professional development was undertaken to provide staff with the research and understanding behind this approach and also furnish teachers with modelled teaching resources based on explicit teaching practices. In conjunction with this initiative, a pilot program was run within the HSIE faculty to determine the effectiveness and ease with which this program could be implemented within mainstream classrooms. As this program is in the early stages it is difficult to judge its effectiveness, however, anecdotal evidence suggests members of the HSIE team have found it easy to implement and have evidence in student work samples that students can apply the vocabulary activities as presented. Additionally, some parent feedback has been received about the effectiveness of the strategy and how they enjoyed seeing the expansion of the program, as her daughter had directly gained confidence with this model of teaching. As a result of these small success measures, time has been allocated for all faculties across the school to engage collaboratively in developing resources to integrate this strategy in all KLAs. Moving forward next year, it is expected that all KLAs will incorporate explicit teaching of vocabulary through the Read it Right initiative and this will directly improve not only students reading comprehension outcomes but help improve students' capacity to communicate effectively through both verbal and written means.

Personalised learning

In Personalised Learning, a number of activities were developed to ensure that quality literacy and numeracy practices were embedded and students received personalised learning to target their explicit needs. At the end of Term 3 2020, the executive team, Learning and Support staff and Aboriginal Education staff reviewed data and identified the importance of intensive literacy and numeracy support for targeted students. Focus programs included MacqLit (Year 7 reading focus), Birrawal Wikkulda (Stage 4 reading and writing focus), Numeracy Withdrawal, Milba Djunga (Year 8 Financial Literacy focus) and Gili Watha Bindji (Stage 4 writing focus). Data was gathered from a range of sources to monitor student progress throughout the programs including student, parent and staff voice through survey responses,

ongoing formative assessment checkpoints embedded throughout and attendance data. These data sources indicated that further refining of the implementation of these programs was needed to ensure a consistent quality approach to the implementation of these programs. During Term 4 2021, adjustments have been made to ensure the efficacy of these programs improves. Birrawal Wikkulda has been integrated into Gilli Watha Bindji to improve the quality of the program. The delivery of these initiatives will be undertaken by one person to ensure consistency of implementation in an attempt to further improve student individual outcomes as a result of these intervention programs.

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
Pilot implementation ensuring Stage 4 teaching and learning programs within the HSIE faculty all contain Tier 2 vocabulary and Count it Right! strategies to be clearly embedded in lesson sequences.	Document analysis of learning programs indicate 100% of learning programs within the HSIE faculty includes evidence of adjustments made to accommodate individual student needs in regards to the explicit teaching of literacy and numeracy.
Increase the percentage of students achieving top 2 NAPLAN bands in reading of 1.5% and numeracy 1.4% from 2019 NAPLAN figures.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (8.3%), a decrease of 0.3% and an increase in the percentage of students in the top two bands for numeracy (11.6%), an increase of 2.4%.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading of 6% and numeracy 1.2% from 2019 NAPLAN figures.	Data indicates 9% of students are in the top three skill bands for reading which is a decrease against 2019 data. In numeracy, 13% of students are in the top three skill bands indicating a decrease against baseline data.
Increase the percentage of students achieving expected growth in reading of 2.5% and numeracy 1.25% from 2019 NAPLAN figures.	<p>The percentage of students achieving expected growth in reading decreased to 48.9% from 57.3% in 2019, indicating progress yet to be seen toward the lower bound target.</p> <p>The percentage of students achieving expected growth in numeracy decreased to 52.2% from 60.8% in 2019, indicating progress yet to be seen toward the lower bound target.</p>

Purpose

In order to create a culture of harmony, respect, honesty and success we will actively connect students to their learning through positive and respectful relationships. We will further embed individualised support to develop confident self-regulated learners with the skills to thrive in their future pathways.

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.

- High Expectation Relationships
- Holistic School Practices
- Community Connections

Resources allocated to this strategic direction

Aboriginal background: \$393,671.00

Socio-economic background: \$132,072.00

Flexible Funding for Wellbeing Services: \$19,169.00

Summary of progress

High Expectations Relationships

In High Expectations Relationships, the key focus for 2021 was on improving student attendance through a targeted focus on student needs. The attendance team undertook an analysis of data and determined that a targeted approach, embedded within learning support meetings and specific and ongoing monitoring was needed to implement effective strategies to support students with ongoing attendance. During Term 2 to combat this need, a phone intervention program was implemented. The structure of this program saw parents receive a text message on the first day of an absence, and a follow-up text on the following day and this was supplemented by a phone call for any absences that had not been responded to. Phone calls were conducted by SAOs for mainstream students, SSS SLSOs for students in the support classes and the cultural team for any Aboriginal students. As a result of the phone call initiative, we saw a considerable increase in absences that were explained from 2020 to 2021 by 16% and a decrease in absences by 1.4% during this time. Additionally, Sentral was used to inform the overall attendance data for students and a Tiered flag system was added to make the collection of data more evident. Students who were flagged as having attendance sitting between 80-90% overall had conversations from year advisors offering support that could be fed back into LST meetings. Any students with less than 80% attendance were supported by the Head Teacher administration. Students were encouraged to improve their attendance through incentive programs, all students who had attendance above 95% were provided with a reward lunch. Additionally, those who had demonstrated the most improvement in attendance were given certificates and canteen vouchers through year meetings.

Unfortunately, COVID impacted the implementation of this program and the phone intervention was halted. During the COVID period, all Aboriginal students had a worker assigned to them to follow up on attendance and engagement. After COVID, students who had not returned were flagged in the Learning Support team meetings for follow-up with wellbeing check-in and phone calls. It is evident that the phone intervention program was significant in improving attendance outcomes at Hunter River, this will be re-introduced in 2022 and will be supplemented with a renewed focus on truancy to ensure students are in classrooms learning.

Student Learning Action Plans (SLAPs) have been created to determine appropriate post-school pathways for students in Stage 6. Analysis of Sentral data has indicated that we have not been effective in ensuring all Stage 6 students have individualised learning plans with only 20% being created throughout 2021. Modifications to the implementation of this program have been implemented for the 2022 school year and will be conducted by Mentoring teachers as part of the whole school re-structure and focus on mentoring support for all students. This will ensure that moving into 2022, plans will be created for all students that will then form the basis of individualised learning support to ensure all students attain their chosen post-school pathway.

Holistic School Practices

In Holistic School Practices, the key focus of 2021 was on targeted wellbeing programs that support the learning needs of students. We acknowledge the importance of collective teacher efficacy in the support and mentoring of students. Across the year, significant changes have been implemented into the planning of wellbeing support including adjustments to the operation of the Learning and Support team, where explicit support mechanisms for students are

effectively planned and communicated to staff to create a holistic approach to support mechanisms. Additionally, professional learning has been delivered to staff on behaviour management techniques to sharpen the collective efficacy of staff in this area. At this stage, it is evident that the Tell Them From Me data that our wellbeing scores are not being met, a further restructuring of our timetable for the 2022 year has created the opportunity for a mentoring session for all students 7-12 to take place to further build relationships and enhance student connection to the school. Additionally, further whole school training and monitoring through things like Learning Walks and Talks to be implemented in 2022 to ascertain whole school implementation and allow for the provision of coaching conversations.

Community Connections

In Community Connections, the key focus for 2021 was on the re-invigoration of student voice through an effective Student Representative Council that reflects the developing leadership capabilities of these students by encouraging student advocacy, growth, involvement and feedback. During 2021, the wellbeing team undertook an analysis of the effectiveness of our student leadership programs, acknowledging student voice and demonstrated outcomes. A series of leadership workshops were undertaken to enable the re-branding of these programs with student voice at the centre of the re-structure of these initiatives. Moving forward into 2022, this is an area that requires further adjustments, students will be given opportunities to access leadership training to further develop their advocacy and involvement.

The P-Tech program has continued to add industry partners to the program during 2021 with the addition of Westrac. This continual building on the programs industry links provides greater opportunities for students at Hunter River to access appropriate post-school pathways. An analysis undertaken by the transition team has indicated that the expansion of industry partners into new and emerging industries not currently part of this program is an important step to building the pathways for students in 2022.

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
Increase in the proportion of students attending 90% of the time by 6.3% on 2020 data.	The number of students attending greater than 90% of the time or more has increased by 14.2% from 2020, demonstrating progress has been achieved on this school based progress measure.
Increase the percentage of Stage 6 students attaining clear post-school pathways from 40% to 50%.	Analysis of central data indicates that 20% of Stage 6 students have individualised transition plans outlining student aspirations, demonstrating progress yet to be seen towards this school based progress measure.
Increase student successful transition pathways of 5% p.a from 2020 data.	An increase of 5% in successful student transition pathways has been achieved, demonstrating progress on this school based progress measure.
The elements of a planned approach to wellbeing within wellbeing under the learning domain are rated at sustaining and growing based on the SEF criteria.	A renewed Learning Support structure has resulted in the collection and analysis of data to refine whole school approaches to wellbeing and engagement, with a focus on improving student learning outcomes.
Wellbeing score of 70.4%	Tell Them From Me data indicates 56% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), demonstrating progress yet to be seen towards this school based progress measure.

Strategic Direction 3: Instructional excellence and leadership

Purpose

In order to embed a culture of collective efficacy where a shared vision of instructional excellence is prioritised, we will adapt, refine and implement evidence-based teaching practices to ensure continuous improvement.

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.

- Highly effective teaching practices
- Driving excellence in the HSC
- Our professional learning community

Resources allocated to this strategic direction

Socio-economic background: \$303,342.00

Low level adjustment for disability: \$2,500.00

Summary of progress

Highly Effective Teaching Practices

In highly effective teaching practices, the key focus for 2021 was on improving pedagogy through a focus on professional learning on explicit teaching within the classroom. The executive team undertook an analysis of data and determined that explicit teaching pedagogies would help to provide students with the necessary skills to understand and applying their understanding of their own learning. Professional development was delivered to whole staff and executive to enable both a whole school and faculty supported approach to the mentoring and upskilling of staff in this area. Members of the executive team were provided with evidence based practical strategies and worked collaboratively within their faculties to ensure clear backward mapping of skills occurred from Stage 6 to Stage 4, "I can" statements were developed for stage 4 and learning intentions and success criteria were evident in every classroom. Head teachers were able to showcase their faculties progress through the celebration of a learning fair where work samples were taken to highlight how the explicit teaching philosophies were being implemented within each faculty. Head Teachers found this sharing to be extremely valuable as they were able take away strategies that had been implemented and were effective within our context. As a result, this practice will continue as we move forward into next year. The Learning fair highlighted inconsistency of practice between faculties, this has resulted in a re-framing of future professional learning which will be targeted to the specific needs of the faculty.

Learning Walks and Talks have been incorporated into executive practice, but in an inconsistent manner. The data gathered from this practice is extremely valuable as it highlights the level of attainment and engagement that students are taking from lessons. Moving forward next year, a more systematic approach to the implementation of this practice will occur to enable a more consistent approach to the gathering of this data to enable further targeting of professional support for staff. Learning Walks and Talks have shown that students who are provided with clear LI/SC are more able to clearly articulate the purpose of the lesson and the necessary learning for the students. A continued focus on these explicit practices will help in our improvement of student targets in this strategic direction.

Driving excellence in the HSC

In driving excellence in the HSC, the key focus for 2021 was improving the quantity of students writing through the development of staff pedagogy around ALARM (A Learning and Responding Matrix). Executive team members analysed and unpacked RAP analysis during Term 1 2021 and identified across most subjects that extended writing was where most students struggled in the HSC examinations, a trend that has been consistent across a number of years at HRHS. To address this Max Woods was invited to present on the Staff Development Day in Term 2 to unpack ALARM and a pilot team was established to trial its implementation across Term 3. Further in-depth training was provided to the pilot team to ensure effective supportive practices and consistency of application would occur in pilot classrooms. Unfortunately, due to covid this initiative has stalled due to the nature of online learning and the pressures this has placed on both students and staff. Moving forward into 2022, the pilot team has reset their focus and will deliver the ALARM trial across Term 1 for further implementation across the school in Term 2 2022.

Our professional learning community

In our professional learning community, we acknowledge that the development of the leadership and pedagogical skill set of all staff are imperative to improve student outcomes in the HSC. In particular, it is acknowledged that the

professional learning provided within the HSC marking process is invaluable for giving staff a clear insight into the requirements of the HSC courses they are teaching. It was with this in mind that all staff have been actively encouraged to apply for and participate in HSC marking. During 2020 we had 6 staff involved in HSC marking, with 5 participating in 2021 (with one member applying but being unsuccessful), unfortunately, due to the impact of covid fewer staff have been interested in applying for marking at this time. In addition, the consistency of HSC marking is essential to ensure accurate feedback can be provided to students to improve their skill set as they move toward the HSC. As a result of this, both the HSC Music teachers and HSC Industrial Technology Wood teachers have utilised their professional networks and engaged with teachers from other local schools to ensure an accurate marking picture is derived for students. This practice is one that supports not only the teachers of these subjects but enables students to hear feedback from different sources, in an attempt to improve their skills as they move toward the HSC. Moving forward into next year, this practice will continue to be encouraged and avenues will be explored to expand this practice further.

A key focus of this school plan is to lower the number of N-warning notifications that are issued. At this time, the introduction of the SLA has provided students with opportunities to succeed and access support to prevent these warnings from being issued. As of this date, we have had 164 warning letters issued for 2021, which is tracking to be approximately 70 fewer n-warning letters than those issued in the same time period in the previous year. Moving forward into 2022, modifications have been made to the mentoring programs of Years 10-12, where explicit study skills activities are embedded into this weekly learning opportunity. Additionally, with the appointment of a dedicated senior learning teacher whose job description includes explicit support of students in their learning and assessment needs, we hope will provide consistency and stability in the SLA, minimising the number of students who are unable to complete tasks as per the assessment schedule.

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
The elements of explicit teaching and feedback within effective classroom practice under the teaching domain are rated at delivering based on the SEF criteria.	Delay in implementing initiatives in term 3 have required this work to be postponed to 2023. To date there has been an increase of 20% of staff who were able to fulfil this progress measure, representative of the executive team who have all undertaken upskilling in these areas and evidence by document analysis.
HSC - % top 2 HSC Bands - 11.7% HSC - % top 3 HSC Bands - 47.5% ATSI students at or above their cohort.	Data indicates 14.5% of students are in the top two bands for the HSC which is increase of 4.3% from the 2020 data which is an increase on baseline data. 42.4% of students are in the top three bands for the HSC which is a decrease of 2.3% from 2020 data and is a decrease of 5.1% on baseline data.
Decrease in N-Warning rates 11-12 5% reduction on 2020 data	Sentral data indicates as of 3.11.21 that we have seen a 36% reduction of N warnings from 2020 data meeting our targets as established for 2021.
ATSI retention to and completion of HSC increases by 2% on the previous year. 2020 the completion rate was 56.25%, where 16 ATSI students were enrolled in the Preliminary Course in 2019 and 9 students completed their HSC in 2020.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by having 23 ATSI students enrolled in the Preliminary Course in 2020 and 8 students completing their HSC in 2021 which represents a 63% decrease in completion. This represents a 7% in completion rate exceeding our established target.
Staff TTFM survey data in the areas of collaboration, data informs practice, learning culture, quality feedback and teaching strategies to be at or above NSW Govt norms.	Tell Them From Me data indicates an overall increase by 0.1 from 2020 for the areas identified under collaboration for a total of 8.1 (above the state government norm by 0.2). Within the areas of learning culture and data informs practice teacher responses decreased by 0.1 but has remained on par with the NSW government norm. Significantly, teachers have self-reported an increase in quality feedback issued to students, by 0.4 from 2020 data and sitting 0.4 above the NSW government norm.
Staff TTFM survey data in the area of leadership to be at or above NSW Govt norm.	Tell Them From Me data indicates staff reporting a 0.6 increase in response to leadership at HRHS from 2020 responses, a total of 7.7 (0.6 above the NSW government norm).
100% of eligible students on a HSC pathway will achieve HSC Minimum	100% of eligible students in Year 12 have achieved HSC Minimum Standards in reading, writing and numeracy for 2021.

Standards in reading, writing and numeracy.	
The elements of instructional leadership and high expectations culture within educational leadership under the leading domain are rated at delivering based on the SEF criteria.	The establishment of an assessment committee Term 4 has ensured clear reflective practices around assessment and the meeting of NESA requirements. The leadership team has effectively collaborated to ensure teacher performance and development is implemented in a culture of high expectations for all staff with Head Teachers effectively supported within this mechanism by members of the senior executive.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$242,649.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hunter River 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"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO support has been provided to students who need additional modifications to activities. • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Students were provided with additional support to modify activities and programs and enable effective learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further targeted support for students, to ensure all students are able to effectively meet learning outcomes at the point of need.</p>
<p>Socio-economic background</p> <p>\$673,060.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hunter River 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"> • Explicit teaching of literacy and numeracy • Personalised learning • High Expectation Relationships • Holistic School Practices • Highly effective teaching practices • Driving excellence in the HSC • Our professional learning community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement personalised learning initiatives to support identified students with additional needs <p>The allocation of this funding has resulted in: Specific funding support for individual students and student groups in relation to school fees, canteen accounts, excursions, uniform and academic support. Additions to wellbeing initiatives included additional programs in roll call and support through the Senior Learning Area, Head Teacher Wellbeing and a girls advisor. External programs supported the educational needs of students including ATOMI, Elevate Education and the provision of student Chromebooks. The Learning Centre (TLC) was staffed by Learning and Support Teachers (LASTs) and School Learning Support Officers (SLSOs) to support students in assessments and foundation literacy and numeracy skills. Transition to high school program and initiatives increased the positive relationships between HRHS and partner primary schools. The Learning and Support Teachers (LASTs) trained in Macqlit and delivered targeted learning to students across years 7-10 in a withdrawal style program.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$673,060.00</p>	<p>funding will be: Continued focus on the whole school initiative Personalised Learning, where students will be supported through targeted individual support.</p>
<p>Aboriginal background</p> <p>\$448,151.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hunter River 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"> • High Expectation Relationships • Community Connections • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: All Aboriginal students had an active Personalised Learning Pathway (PLP) which was updated collaboratively with all parties through the Cultural Room. Aboriginal students across all year groups engaged with a range of school and external programs: Aboriginal dance, the Clontarf Academy, iRespect Program, Birriwal-Wakulda and Milbadjunga Programs and Walk a Mile Koori Style. The school continued our recognition and celebration of NAIDOC with cultural activities across the school, including every teacher using Our Ways in their pedagogy. Funds employed an Aboriginal Learning Support Officer, and Aboriginal Education Coordinator and Aunty Lyn as mentors to support students in cultural, social and academic achievement goals. The Cultural Room operated at capacity with more teachers bringing their classes to the room and team-teaching with the Cultural Room staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued focus on the whole school initiative Personalised Learning, where students will be supported through targeted individual support.</p>
<p>English language proficiency</p> <p>\$3,363.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hunter River 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"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Provision of additional support staff enables students to gain the necessary help to enhance their literacy proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide additional support as needed.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Hunter River High School in mainstream classes who have a</p>

<p>\$2,500.00</p>	<p>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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: All students requiring adjustments and specific support with learning are supported within differentiated and personalised class programming. Students also access targeted and intensive support from School Learning Support Officers (SLSOs) and Learning and Support Teachers (LASTs). IEPs were established, monitored, and supported for each relevant student to ensure students had equitable access to their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement explicit teaching and use of IEPs with target support to improve student learning outcomes.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,169.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Hunter River 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"> • Holistic School Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to provide individual transition preparation support to identified students • delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling • employment of Student Support Officer to support vulnerable students <p>The allocation of this funding has resulted in: Students are able to access supportive personnel at point of need. The most vulnerable students are provided with access to a range of wellbeing programs to enhance their capacity to engage with the learning process.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build resilience with students and engage in wellbeing programs that support the needs of all of our students.</p>
<p>COVID ILSP</p> <p>\$350,000.00</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>

<p>COVID ILSP</p> <p>\$350,000.00</p>	<ul style="list-style-type: none"> • LOFT intensive learning support program <p>The allocation of this funding has resulted in: Implementation of the LOFT program with targeted support for students reading and writing across all stages. Pre and post-testing data indicate student progress as a result of these initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of LOFT targeted programs, with consistent monitoring of student progress to ensure the program addresses student needs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	422	445	476	490
Girls	393	389	397	408

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.7	88.6	91	85.9
8	83.9	83.5	89.2	79.5
9	84.6	83	86.4	80.5
10	82.7	79.8	84.9	77
11	81	81.5	79.9	72.8
12	79.8	85.5	86.1	79.2
All Years	83.9	83.7	86.6	79.6
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	0	13	22
Employment	0	13	27
TAFE entry	2	5	9
University Entry	0	0	13
Other	11	4	5
Unknown	0	0	24

Year 12 students undertaking vocational or trade training

46.53% of Year 12 students at Hunter River High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.1% of all Year 12 students at Hunter River 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)	10
Classroom Teacher(s)	53.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	21.77
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	1,401,395
Revenue	14,170,532
Appropriation	13,855,399
Sale of Goods and Services	185,899
Grants and contributions	123,181
Investment income	859
Other revenue	5,194
Expenses	-14,529,472
Employee related	-12,911,794
Operating expenses	-1,617,678
Surplus / deficit for the year	-358,940
Closing Balance	1,042,455

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	207,877
Equity Total	1,766,848
Equity - Aboriginal	242,926
Equity - Socio-economic	1,135,465
Equity - Language	3,363
Equity - Disability	385,094
Base Total	10,276,920
Base - Per Capita	226,135
Base - Location	0
Base - Other	10,050,785
Other Total	713,173
Grand Total	12,964,819

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

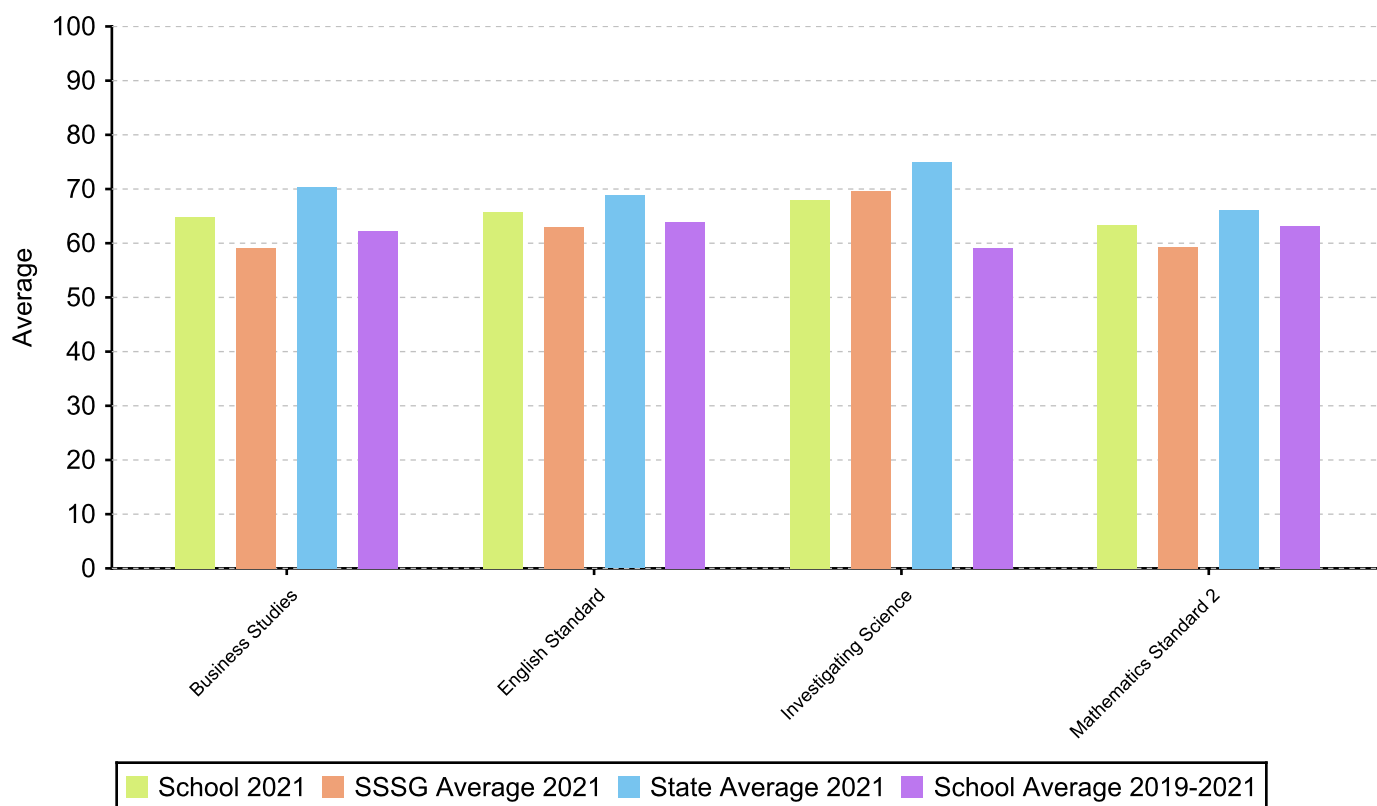
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Business Studies	64.9	59.2	70.4	62.2
English Standard	65.7	63.1	68.8	63.9
Investigating Science	68.0	69.7	74.9	59.1
Mathematics Standard 2	63.4	59.3	66.1	63.2

As a school, the average HSC Course Mark has continued in an upward trend, as it has done for the 4th consecutive year in a row. Hunter River High's average HSC Course Marks continue to rise further above statistically similar schools and are climbing increasingly closer to state averages. Students in the following four courses: Hospitality (Operations and Cookery), Hospitality (Food and Beverage), Music 1 and Legal Studies as a cohort successfully achieved a course mark higher than the state average.

Band 6 results were achieved by a student in each of the following courses: Hospitality (Kitchen Operations and Cookery), Legal Studies and Music 1. Additionally, 20 students achieved a Band 5 in a range of subject areas such as: Ancient History, Business Studies, Community and Family Studies, Dance, Standard English, Investigating Science, Legal Studies, Music 1 and Visual Arts. A continued focus on professional learning for teaching the HSC will be a focus moving forward to continue to set high expectations for all students at Hunter River High.

Parent/caregiver, student, teacher satisfaction

Our school took part in the Tell Them From Me survey 2021.

Parent Summary

- Parents said teachers encourage their child to do their best work
- Parents said reports on child's progress are written in terms they understood
- 72% of parents either agreed or strongly agreed that they would recommend HRHS to parents of primary school students
- Parents said administrative staff are helpful when they had a question or problem
- A third of parents surveyed had not attended any school events
- 30% of parents described their child as doing 0 hours of homework per week

Student Summary

- 76% of students stated they have friends at school they can trust and who encourage them to make positive choices
- 85% of students reported that they do not get in trouble at school for disruptive or inappropriate behaviour
- Only 20% of students reported that they are interested and motivated in their learning
- Students reported that they can do well in their school work

Teacher Summary

- Teachers said that school leaders have supported them in stressful times
- Teachers said that they talk with other teachers about strategies that increase student engagement
- Teachers said that other teachers share their lesson materials and other materials with them
- Teachers said that they set high expectations for student learning
- Teachers said that they discuss the learning goals of the lesson
- Teachers said that when they present a new concept they try to link it to previously mastered skills and knowledge

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.