

2021 Annual Report

Hunter Sports High School



HUNTER SPORTS HIGH SCHOOL

8233

Introduction

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

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

Vision: Igniting curiosity, sparking passions to inspire lifelong learning.

Motto: Personalising Pathways.

Mission: Co-creating meaningful graduate attributes in an inclusive and empowering environment.

School context

Hunter Sports High School is a partially selective public high school with 920 students. The school is one of the newest and most modern schools in the state, offering unique state-of-the-art learning environments that caters for both academic and sporting excellence. The new school, completed in February 2019, was designed to meet the unique needs of our community and features the latest technology, outdoor learning spaces and symbolic cultural elements that recognise our Indigenous students and proudly diverse school community.

As a member of the Waiyarang Community of Schools, we welcome students from local schools including Windale, Wiripaang and Mt Hutton Public Schools. We have a Family Occupation and Education Index (FOEI) of 128 with 60% of students in the lowest socio-economic status quartile. We also cater for students from around the Hunter and Central Coast regions who come to Hunter Sports High School to participate in our Talented Sports Program. Our school also caters for students with special needs with four dedicated Support Unit classes within our GEM (Growing Educational Mindsets) Academy.

Our world-class Big Picture Academy, for students from Years 8-12, offers an alternative learning model that sees students engage in their education and take responsibility for their learning by identifying and exploring their personal interests and passions.

Our Talented Sports Program continues to provide elite coaching to talented athletes as well as an academic framework that enables them to reach both their academic and sporting goals. Our teams and individual athletes uphold Hunter Sports High School's proud sporting tradition, producing outstanding results across many sports at Regional, State, National and international levels.

As a member of the NSW Sports High Schools Association, our partnerships with state and national sporting bodies provide students with recognised development pathways to elite-level sport. The Newcastle Jets Academy is now based at Hunter Sports High, providing the link between school and sport with the support of elite coaching staff and our school's integrated strength and conditioning and sports science programs.

Hunter Sports High School staff are dedicated to improving and enriching student outcomes and have a strong commitment to providing quality teaching and learning for our students. Our broad syllabus covers traditional subjects as well as a range of electives and Vocational Education Training (VET) courses. We aim to provide a learning pathway to meet the personal needs of each individual student.

Hunter Sports High School celebrates the diversity of our students, of their abilities and their backgrounds and has a strong and supportive welfare system in place. We are proud of our school community, of our active parent community and our many supporters who provide input and expertise for our sports programs and student groups. We are proud of our talented and experienced staff and our committed student leaders. Our students are very proud of their school, they feel valued, and that inspires them to do their best.

Sports Academy /Talented Sport Program (TSP): We have 21 internal (teachers) and 31 external coaches delivering high quality sports programs in 14 talented sports which consistently produces regional, state, Australian and international representatives. 60% of student enrolments are into our sports academy programs.

Big Picture Education: We offer Big Picture Education in years 8 - 12. 10% of students at Hunter Sports are enrolled into Big Picture. Big Picture learning is defined by its commitment to educate "one student at a time" in a community of learners. The students learn how to become increasingly responsible for developing their own individual learning goals and plans aligned to their passion.

Aboriginal Education: 22% of students are from Aboriginal or Torres Strait Islander background. The school enjoys a strong reputation for providing a supportive environment and a close partnership with the local Minimbah Aboriginal Educational Group has enhanced our inclusive programs in Aboriginal culture.

The school prioritises over the next school planning period the improvement of literacy and numeracy, to personalise the

learning for all students and to identify and recognise new metrics for success that celebrates student strengths, student growth and their general capabilities.

The high-level areas for improvement identified in the school plan have been established from an authentic situational analysis and in consultation with all members of the school community including consultation with the AECG.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to support and track the individual learning growth of every student. Our learning community regularly use personalised data profiles to drive quality teaching, learning and assessment. Explicit teaching, Formative Assessment, Feedback and Peer Critique are used alongside digital dashboards to inform teaching and ensure all students achieve their academic potential.

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.

- Effective Literacy and Numeracy Teaching Practices
- Learning Through data

Resources allocated to this strategic direction

Low level adjustment for disability: \$325,831.76

Integration funding support: \$200,715.00

Professional learning: \$66,817.48

Socio-economic background: \$139,500.00

Summary of progress

In 2021 Hunter Sports High School planned and initiated an extensive program of staff professional learning to build capacity to deliver quality, data informed literacy and numeracy programs for all students. Staff Professional Learning Sprints were presented on key initiatives including: HSC - underpinned by an extensive review of data, teaching and learning programs and use of HSC directive terms, Improved student vocabulary and reading, whole school common writing focus and a numeracy focus. The Review comprised of a comprehensive investigation into the delivery of HSC courses through RAP analysis, SCOUT analysis, staff interviews, Teaching and Learning program review and independent panel reviews of each course. Staff were supported in the review of their own practices to identify strengths and weaknesses in their current delivery of the HSC course and assess student preparation for the challenges of the HSC examinations. Whole school initiatives and strategies including use of HSC directive terms and the implication of a common TEEEC writing strategy. Longer term strategies include the use of visual prompts for Stage 4 and Stage 5 students in preparation for the requirements of Stage 6 and the HSC examination.

Other key initiatives include targeted literacy and numeracy support through Term 1 vocabulary focus combined with a reading focus, NAPLAN awareness and preparation and whole school numeracy strategy across CUBES embedding numeracy across all subjects. Learning sprints were planned and delivered to provide knowledge and skills to all staff. Reading culture has been promoted through the access of a digital library, development of a reading nook and whole school promotional activities during Book Week. The learning sprints also provided opportunities for staff to share and reflect on teaching practice and embed targeted strategies into their classrooms. The analysis and use of data to inform strategy has been a key initiative in identifying the strengths and weaknesses of all students and differentiate the delivery of teaching and learning activities to meet the identified needs. As a result of these initiatives the students have demonstrated significant improvement in vocabulary, writing, NAPLAN and in class pre and post test analysis. These strategies are designed to be ongoing and a continuous part of the teaching and learning program at Hunter Sports High School.

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
HSC Top 3 Bands attainment Improvement in the percentage of HSC course results in top three bands to be at or above 3.01% from the school system negotiated target.	In 2021, we were below the school system negotiated target by 4.15% for student improvement in the Top 3 bands of HSC course results.

<p>NAPLAN Expected Growth</p> <p>Improvement in the percentage of students achieving expected growth to be at 2.88% or above the school's lower bound system-negotiated target in reading and to be at 2.37% or above the school's system negotiated target in numeracy.</p>	<p>Our Year 9 NAPLAN expected growth in Reading was pleasing and exceeded our target by 7.46%. Expected growth in Numeracy was below the expected target by 16.24%.</p>
<p>NAPLAN Top 2 Bands</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be above the school's system-negotiated target in reading by 2.46% and numeracy by 2.51%</p>	<p>In 2021 the % of students in the Top 2 bands for Reading and Numeracy increased significantly by 5.67% in 2021. For reading we saw an increase of 1.14%. In numeracy we exceeded our lower band target by 5.73%.</p>
<p>SEF Self-assessment of the element of 'value-add' indicates improvement from working towards delivering to excelling</p>	<p>Our value add Year 7 - 9 has significantly increased from an average of 35 in 2019 to an average of 46 in 2021 moving us to 'Excelling' in the SEF element of 'value - add'.</p>

Strategic Direction 2: Future Proofed Personalised Learning

Purpose

We deliver curriculum to develop adaptable and confident learners with the skills to thrive in a dynamic and ever-changing world. Student choice and agency underpin curriculum which is aligned to employment sectors and clusters. Students will graduate with a learner profile which is valued and trusted within the community and provides evidence of their strengths, skills and abilities within their post school 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.

- Diverse Curriculum
- Lifelong Learning

Resources allocated to this strategic direction

Socio-economic background: \$245,436.99

Professional learning: \$8,000.00

Summary of progress

Diverse Curriculum: Project Based Learning (stage 4&5); Dashboards; Micro-credentials; Pathway options (T2); Curriculum Design

In 2021 Hunter Sports High School developed strong partnerships with Future Schools Alliance, University of Melbourne (UoM) and Jan Owen (Foundation for Young Australians) to build the capacity of key staff in the design of curriculum, graduate profiles, leadership and transition programs. The school developed the Transition 2 program as a pilot in Term 4 for students in Year 10 who want to follow a transition to work pathway. The program had a large amount of interest with over 55 enrolments either being placed, applying or being invited into the program. The impact on ATSI students has seen an increase in attendance and engagement, and a decrease in behaviour referrals. 2022 will see the program expand across Year 10 and Year 11 students via invite or application.

We worked collaboratively with over 50 other schools in partnership with the UoM in the development of frames to measure learner ambitions as part of the New Metrics pilot. Two teams were formed working on one of the eight learner ambition frames each. Each team member provided feedback to the UoM on the effectiveness of the frames and the ease of use. The school will be expanding the pilot as we move into 2022 with longer trials being implemented. The school continued with its engagement of Deputy Principal Innovation in the design and development of data dashboards to actively reflect student data around Numeracy, Literacy, Attendance and Wellbeing, for teachers to use in the differentiation of their classes. These dashboards are still in Beta due to the complexities of the data gathering process. Dashboards have been designed for our Sports Academy to show students skills and strengths in their sport programs.

Student leadership was rebranded from SRC to Leadership, Engagement, Action, Pathways (LEAP) and had a focus on recording student leadership skills and strengths through the introduction of a leadership passport. It also saw the introduction of Year 9 Junior Captains to further strengthen the leadership pathways of our younger students. The LEAP team has increased in student numbers, with the introduction of the Year 9 captains being highly welcomed by the school community. The leadership passports also allowed us to develop a recognition system across three levels which students are presented at whole school assemblies.

The Transition and Pathways expanded adding two transition advisors. The team met fortnightly and coordinated careers presentations in week 4 and week 7 of each term. All students were exposed to multiple career presentations which aligned to the career clusters of the FFYA. The term 3 SDD day saw a whole school delivery of professional learning around trans disciplinary learning and programming to underpin future conversations around program and curriculum design. Feedback from staff indicated they could see the relationship between the professional development and the school's strategic directions.

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
15% of students are engaged in a personalised learning model aligned to their passions, interests and vocational ambitions.	Students engaged in personalised learning curriculum models across the school is 21%. This comprises of a mix of students across Big Picture, Gem Academy, Transition 2 (T2), Hunter Class and Year 12 students who chose a ROSA pathway.
5% of students will have a Graduate Portfolio and Profile detailing their strengths, passions and employability skills/general capabilities.	In 2021 all Year 12 graduating Big Picture students graduated with an International Big Picture Learning Credential (IBPLC) and a portfolio outlining their skills matched alongside the Big Picture Learning Goals reaching our target of 5%. Term 4 saw the introduction of the Transition 2 (T2) program which saw the 45 students in the program begin the development of a portfolio which represents their employability skills and strengths.
The school has developed one learning ambition and associated assessment frameworks to recognise capabilities for life-long learning	The school has developed two learning ambitions/frames in consultation with the University of Melbourne. These learner ambitions, Quality Thinking and Learner Agency will continue to be the learner ambitions we work on and pilot in the classroom across 2022.

Strategic Direction 3: Better Together

Purpose

There is school-wide, collective responsibility for student success, building a school culture that is inclusive, courageous and promotes connectedness and student engagement. Our students explore and achieve their potential through active citizenship, positive relationships, coaching and goal setting to make a difference in the community in which they live, play and work.

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.

- Co-creating learning
- Community Connections

Resources allocated to this strategic direction

Socio-economic background: \$487,836.99

Beginning teacher support: \$47,500.00

Flexible Funding for Wellbeing Services: \$51,716.80

Professional learning: \$11,968.00

Aboriginal background: \$224,058.45

Summary of progress

Whole school coaching structure was implemented this year. Twice per term students were allocated to groups with mentor teachers where they worked in small groups. Stronger relationships were developed between the coach and the group as they worked through various scenarios. PBL was also continued with emphasis on the Hunter Sports Way where consistent messages were given by all staff with a view to develop consistency in values and behaviour. The house structure change was delayed due to the inability for the school to access other schools and investigate alternative models by visiting and studying successful models in other schools. Our attendance officer worked closely with the year adviser and HSLO to identify students at risk. A particular focus this year was to target those students between 85-90% to try and increase those figures. Regular attendance awards were given at assemblies prior to lockdown. Post lockdown awards were given out in weekly attendance draws by the attendance officer for those students displaying 100% attendance. Period one attendance officer did not seem to improve our attendance data however, the meet and greet did seem to be appreciated by students. It was noted that this initiative did improve the relationships between students and staff. The school also initiated a morning pick up for some students at risk. This had limited effectiveness with staff often not being able to locate student or parents on their home visits. The school ran two business breakfasts in terms one and two. The focus of the first event was businesses who may provide opportunities for work experience and those agencies that facilitate student work placement. The second event focused on community organisations who support our sports programs. Both events were catered for by our hospitality students and were well received by attendees. Middle years transition was facilitated by Year Advisers and Senior Studies coordinator. Enhanced curriculum options were available for 2022 in stage 5. Feeder schools were integrated into the school via the usual programs of transition events.

Student wellbeing was supported by the youth room which was by the end of the year increased to 5 days with extra support on Wednesdays. Students who are suffering from social issues and isolation as well as family problems, lack of food and clothing were all supported. The staff wellbeing team held regular events to enhance staff wellbeing with regular events being held on Tuesday and also some events held at night at the end of each term when not in lockdown. Sports performance analysis commenced with only a few students however they were soon assimilated into sports programs. This is one area which has been delayed and will need some change in timetabling and focus to ensure its future success. Minimbah continued to support Aboriginal and Torres strait Islander students throughout the year. Students who were at risk were supported in the classroom and Minimbah continued to promote and oversee cultural events for example NAIDOC week, Harmony Day, Sorry Day and Minimbah celebrations.

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

Improvement in the percentage of positive student wellbeing responses in the Tell Them From Me Data is at or above 1.44% of the school system negotiated target.	The Tell them from me survey results indicate that in the following categories "expectations for success and advocacy" while we have decreased from last year the school is still equal to NSW government school norms in "sense of belonging". With regard to 'positive relationships' and 'positive behaviour at school', the school is equal to state average. Additionally, in the realm of 'positive teacher relationships' and 'positive learning climate' we are well above the state norm.
Improvement in the percentage of students attending at more than 90% attendance is at or above 3.75% of the school system negotiated target.	Improvement in the percentage of students attending at more than 90% is at or above 5.63% of the lower bound of the school system negotiated target. At the conclusion of November 2021 the attendance rate for students over 90% is 7.21% higher than our lower bound expectation.
Increase the percentage of Aboriginal students attaining the HSC or identified pathways whilst maintaining their cultural identity to be at or above 4% of the system-negotiated target	In 2021 we have seen an increase in the percentage of Aboriginal students attaining the HSC or identified pathways whilst maintaining their cultural identity by 8.7% of the school system-negotiated target

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$200,715.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hunter Sports 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"> • Effective Literacy and Numeracy Teaching Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Individual Learning Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to ensure that the Learning support team regularly review the needs of students and ensuring that applications for integration funding are submitted when student needs are identified. The Learning and Support teachers to also play more of an active role in the allocation of school learning support officers to meet the needs of individual needs of students.</p>
<p>Aboriginal background</p> <p>\$224,058.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hunter Sports 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"> • Community Connections • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: outstanding NAPLAN results for our Year 9 Aboriginal students. Achieving above State average in all domains of NAPLAN and were also above State average scaled growth for all the NAPLAN domains. Tell Them From Me data indicated that Aboriginal students were above SSSG for Advocacy at School, Expectations for Success and Sense of Belonging. Tell Them From Me data also indicated</p>

<p>Aboriginal background</p> <p>\$224,058.45</p>	<p>that Aboriginal students were above State average for High Advocacy and High Expectations at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: increase Aboriginal family engagement in the PLP process. Seeking the assistance of a Torres Strait Islander SLSO to support our Torres Strait Islander students. Continue to develop connections with Aboriginal culture in teaching and learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$325,831.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Hunter Sports 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"> • Effective Literacy and Numeracy Teaching Practices • Learning Through data <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also significantly improved. Teachers of the Hunter class were supported in staff professional learning and teacher mentoring and worked collaboratively to implement strategies to support students with identified literacy and numeracy needs. These classroom teacher professional learning session were delivered by the Instructional Leader.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs, continue to develop and grow opportunities for the classroom teachers to work collaboratively and share strategies and be more consistent in the delivery of instruction for Hunter classes.</p>
<p>Professional learning</p> <p>\$86,785.48</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hunter Sports 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"> • Effective Literacy and Numeracy Teaching Practices • Diverse Curriculum • Community Connections • Learning Through data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing

<p>Professional learning</p> <p>\$86,785.48</p>	<p>The allocation of this funding has resulted in: In 2021 Hunter Sports High School planned and initiated an extensive program of staff professional learning to build capacity to deliver quality, data informed literacy and numeracy programs for all students. Staff Professional Learning Sprints were presented on key initiatives including: HSC - underpinned by an extensive review of data, teaching and learning programs and use of HSC directive terms, improved student vocabulary and reading, whole school common writing focus and a numeracy focus.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Beginning teacher support</p> <p>\$47,500.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Hunter Sports High School during their induction period.</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"> • Co-creating learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release time • Instructional leader mentoring <p>The allocation of this funding has resulted in: Beginner teachers have felt supported and have improved capacity to deliver effective teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide more opportunities for mentoring and co-teaching.</p>
<p>School support allocation (principal support)</p> <p>\$43,025.67</p>	<p>School support allocation funding is provided to support the principal at Hunter Sports High School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Employed an additional SAM. <p>The allocation of this funding has resulted in: Improved support and wellbeing for the Principal. The school has also effectively managed WHS and audit expectations.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build capacity of SAO staff for succession planning.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$51,716.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Hunter Sports 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"> • Co-creating learning • Community Connections

<p>Flexible Funding for Wellbeing Services</p> <p>\$51,716.80</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for case conferences and developing intervention strategies • 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 the Learning Support Team in the implementation of engagement programs and the evaluation of school based data. • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school <p>The allocation of this funding has resulted in: A substantial increase in student engagement and increased rates of attendance in the targeted group. Tell Them From Me data indicating that our students are above SSSG for High Advocacy, High expectations at school and High Belonging, High expectations at school, Sense of Belonging and Expectations for Success.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: providing release to allow teachers to act as mentors to the 'at risk' students. Develop a Youth Outreach program in conjunction with the PCYC to support At Risk youth who are completely disengaged from school.</p>
<p>COVID ILSP</p> <p>\$238,457.50</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [writing] • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: Improvement in student literacy and numeracy results in both internal and external data sources. Our value add Year 7 - 9 has significantly increased from an average of 35 in 2019 to an average of 46 in 2021 moving us to 'Excelling' in the SEF element of 'value - add'.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide more opportunities for our tutors to work more closely with the student data to deliver more effective and personalised learning.</p>
<p>Socio-economic background</p> <p>\$872,773.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hunter Sports 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"> • Co-creating learning

<p>Socio-economic background</p> <p>\$872,773.98</p>	<ul style="list-style-type: none"> • Diverse Curriculum • Lifelong Learning • Community Connections • Learning Through data • Effective Literacy and Numeracy Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement our high level support Hunter classes in years 7, 8 and 9 to support identified students with additional needs. • appointment of an instructional leader to build the capacity of staff in improved student learning outcomes in literacy, numeracy and formative assessment. • staff release to increase community engagement. appointment of an Attendance Officer to support parents and students with engagement at school. • additional staffing to implement Big Picture education which is an alternative learning design for increased student engagement in a highly personalised learning environment. • providing students without economic support for educational materials, uniform, equipment and other items. • employment of an additional Youth Worker to assist in the Youth room to support students with additional learning and wellbeing needs. • additional staffing to implement the senior student engagement and retention. The appointment of a Senior Studies advisor to deliver support programs and workshop for students in years 11 and 12. <p>The allocation of this funding has resulted in:</p> <p>Student improvement evidenced by:</p> <ul style="list-style-type: none"> - Numeracy NAPLAN results achieving above statistically similar school groups (SSSG) - Increase in NAPLAN Top 2 Bands of reading - Increase in NAPLAN Top 2 Bands numeracy - Increase in students attending more than 90% of time or more - Increase in NAPLAN expected growth in Reading - Increase in student value added data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. There will also be a focus on improving stage five pedagogy to increase engagement for students. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of an additional staff member that had a focus on improving attendance, redirecting the position towards engaging a Youth Outreach Worker and developing a partnership with the local PCYC to focus on improving our attendance rates.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	400	419	466	476
Girls	299	325	343	367

Student attendance profile

School				
Year	2018	2019	2020	2021
7	87	88.7	91.2	87.7
8	83.1	83.6	90.2	83.6
9	77.8	78.7	87.6	82.3
10	78.2	75.3	86	77.7
11	77.9	79.1	86.9	77.5
12	88.7	87.6	88.5	82
All Years	82	82.5	88.7	82.2
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	6	8
Employment	4	14	22
TAFE entry	1	4	18
University Entry	0	0	47
Other	1	1	0
Unknown	0	4	5

One student in Year 10 was selected into the Australian Institute of Sport basketball program and is completing her education through the AIS.

Year 12 students undertaking vocational or trade training

44.74% of Year 12 students at Hunter Sports High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

87.7% of all Year 12 students at Hunter Sports 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)	46.3
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.88
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	663,457
Revenue	12,776,636
Appropriation	12,138,169
Sale of Goods and Services	173,980
Grants and contributions	463,871
Investment income	617
Expenses	-12,786,478
Employee related	-11,318,015
Operating expenses	-1,468,464
Surplus / deficit for the year	-9,842
Closing Balance	653,615

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	187,155
Equity Total	1,402,727
Equity - Aboriginal	224,058
Equity - Socio-economic	852,837
Equity - Language	0
Equity - Disability	325,832
Base Total	9,122,190
Base - Per Capita	207,838
Base - Location	0
Base - Other	8,914,352
Other Total	584,910
Grand Total	11,296,983

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

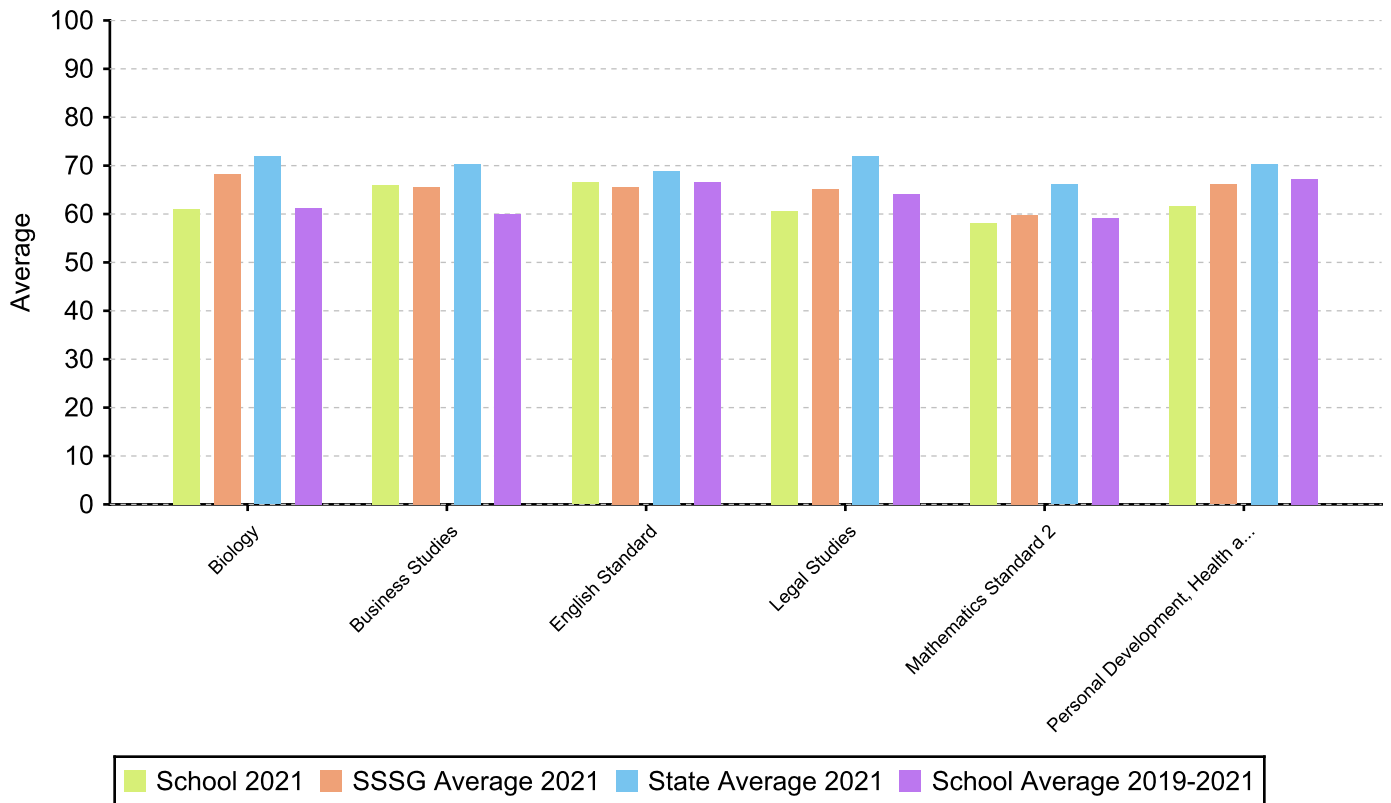
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	61.0	68.2	71.9	61.3
Business Studies	66.0	65.6	70.4	60.0
English Standard	66.5	65.7	68.8	66.5
Legal Studies	60.6	65.2	72.0	64.1
Mathematics Standard 2	58.1	59.8	66.1	59.3
Personal Development, Health and Physical Education	61.7	66.1	70.3	67.2

Parent/caregiver, student, teacher satisfaction

Hunter Sports High school is regularly seeking community feedback, reviewing practices for school improvement and improving the professional effectiveness of all school members. The school regularly seeks feedback from the business community and parents. Community feedback and perception has been a strong focus to ensure the school promotions team regularly check in to ensure our Facebook page and newsletters are having the desired effect. Our Facebook page continues to grow with over 5000 followers and our newsletter regularly has approximately 1500 views each time. We do regularly receive feedback from parents via both these media platforms detailing their pride and thanks for the information provided.

The school enrolments have steadily increased over the past four years. The school has seen an increase in Sports Academy enrolments with our Sports Academy applications doubling in the past 12 months. The school now has lengthy waiting lists for students wanting to enrol from outside the local area. This is a very strong sign of community satisfaction with more and more parents wanting to send their child to Hunter Sports High School.

The school regularly seeks feedback from parents, teachers and staff regularly reflecting on how we can improve our systems and processes. The school is very responsive to this feedback and actions change as quickly and efficiently as possible. This is highlighted with the change to parent teacher interviews and the report writing process this year which was based feedback through community satisfaction surveys.

The Tell Them From Me survey results indicate that in the following categories "expectations for success and advocacy" while we have decreased from last year the school is still equal to NSW government school norms. in "sense of belonging". With regard to 'positive relationships' and 'positive behaviour at school' the school is equal to state average. Additionally, in the realm of 'positive teacher relationships' and 'positive learning climate' we are well above the state norm.

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.