

# 2022 Annual Report

## Hunters Hill High School



**Hunters Hill**  
High School

8207

# Introduction

The Annual Report for 2022 is provided to the community of Hunters Hill High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

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

Staff are challenged and encouraged to continually improve on their pedagogy and the school actively fosters a strong partnership with its community so that shared values and understanding exist.

## School context

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

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

The completed External Validation 2021 and the current Situational Analysis supports that the school is making steady progress in most areas of literacy and HSC results. However, there will be an increased focus on reading and numeracy with the continued improvement and development of a shared pedagogy and a much clearer focus on the identification of skill weaknesses and explicit teaching in response to that.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

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

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

### Initiatives

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

- Super Start
- Shared Pedagogy

### Resources allocated to this strategic direction

**Per capita:** \$21,000.00

**English language proficiency:** \$67,463.76

**Integration funding support:** \$230,065.00

**Low level adjustment for disability:** \$115,444.70

### Summary of progress

#### Super Start

Super Start concentrated on giving Year 7 students the best possible start to High school with funds being used to create smaller Year 7 classes and to give staff targeted Professional Learning around the schools core pedagogy. With almost all staff teaching Year 7 this was done through whole school professional learning but also through the I team meetings where each group of class teachers were able to target specific professional Learning for that group. On the whole the concept was sound and some classes had some real success but two classes in particular had such staff turnover that it impacted the process. The actual action research project received some really positive results from staff, with some thoughtful and insightful presentations, with 89% of staff finding it positive in them developing their pedagogy. This bodes well long term. Although there was evidence that there was academic growth in Year 7, NAPLAN results were solid but welfare results were not apparent. Tell Them From Me data suggested that elements of Year 7 were not happy with their learning confidence. Sentral data indicated some classes were far more unsettled than normal. This could be related to the constant turnover two classes had in teachers.

IN 2023 we will

recast the I team meetings to a tighter format with a more explicit focus

have an Early career teachers program focussed more on pedagogy than on procedure

stress the merit scheme with Year 7

refocus the U Matter program to give a higher focus on resilience.

#### Shared Pedagogy

This initiative was targeted at bringing together the higher order thinking aspects of Transformative Learning with the writing process of ALARM. This was supported by a Professional Learning programme run by the Transformative Learning Foundation, as well as targeted sessions in designated school Professional learning time as well as the support of two pedagogy mentors who have point two each in order to support staff at their point of concern or need. Once again this year's consistency of Professional Learning was hampered by absenteeism. Despite that there were positives in the quality of feedback that were given around ALARM particularly in the formative assessment processes. Whilst there is evidence of Transformative Learning where there is a lack of evidence is around the connection between the two. To this end the pedagogy mentors need to be refocussed. One of the other factors was the high proportion of Early Career Teachers who had other needs and made the focus diffuse.

In 2023 we will

have a specific pedagogy development program for early Career Teachers

put the pedagogy mentor emphasis on collaborative planning and team teaching.

Put the transformative learning focus on a more experienced group of teachers to utilise already developed skills.

### Progress towards achieving improvement measures

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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
<b>Expected Growth - Reading</b> The percentage of students achieving expected growth in NAPLAN <b>Reading</b> to be moving towards the school's lower bound system-negotiated target (uplift of 2.3%).	<ul style="list-style-type: none"><li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li></ul>
<b>Expected Growth - Numeracy</b> Improvement in the percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> to be moving towards the school's lower bound system-negotiated target (uplift of 4.8%).	<ul style="list-style-type: none"><li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li></ul>
<b>NAPLAN Top 2 Bands - Numeracy</b> Improvement in the percentage of students achieving in the top two bands for NAPLAN <b>Numeracy</b> to be at or above the school's lower bound system negotiated target (Uplift 6.0%).	24% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress yet to be seen toward the lower-bound target.
<b>NAPLAN Top 2 Bands - Reading</b> Improvement in the percentage of students achieving in the top two bands in NAPLAN <b>Reading</b> to be at or above the school's lower bound system-negotiated target (Uplift 4.8%).	<ul style="list-style-type: none"><li>36% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress toward the lower-bound target.</li></ul>

## Strategic Direction 2: Bullseye Learning

### Purpose

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

### Initiatives

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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.

- Outer Ring
- Inner Ring

### Resources allocated to this strategic direction

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**Socio-economic background:** \$27,129.35

**English language proficiency:** \$22,984.20

**Professional learning:** \$24,678.00

### Summary of progress

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#### Outer Ring

This initiative was designed to support consistency with The Transformative Learning approach across the school. However this was impacted upon by the COVID situation in two ways. It was hard to give focus to a particular group such as . for example, Early Career Teachers , because it was hard to get the same group every time and the team from Transformative Learning had to cancel twice themselves due to Covid thus affecting momentum. Despite this ongoing situation there was evidence that Transformative Learning approaches were being used. You could certainly see this as not only could you physically see teachers using it . but there was evidence from the Pedagogy mentors logs. and from the I team Meetings. The issue most commonly with it seemed to be that the activity stood alone. It could be engaging yes or even stimulate good discussion but wasnt often linked back to ALARM , the writing process, in a specific way. Teachers have certainly gained confidence in using approaches and students are responding well to the processes it is now more a question of fine tuning the approach.

In 2023 we will

have an induction approach for Early Career teachers that supports both administrative things as well as the schools shared pedagogy

Have Transformative learning support focus on the " middle " group of teachers , who are more confident in linking ALARM and Transformative Learning

have the pedagogy mentors focus on team teaching and planning.

#### Inner Ring

With the turnover of staff that we have experienced in the last two years it was necessary to review and revisit the understanding of ALARM across the school. Even though the work that had already been done had instilled the process into assessment tasks across the school, with so many teachers in their first year of teaching there was a lack of time for and understanding of the role that this could take in a formative assessment approach. Whilst there was targeted professional learning done for groups of teachers at various levels of familiarity with the process this led to knowledge and acceptance of the worth of it but practice still lacked the element of insistence. the emphasis on drafts and feedback ultimately needed to be more consistent and insistent. the pedagogy mentors had less of a role here as they were concentrating on Transformative Learning which will need to be tweaked next year.

In 2023 we will

have the pedagogy mentors focus on the planning to connect Transformative Learning and ALARM in a collaborative

way with less experienced staff.

Use the one on one meetings between Head teachers and deputies to more closely monitor the feedback being given have a focus in the I teams of explicit teaching.

### 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
<ul style="list-style-type: none"> <li>Percentage of staff using 4C approaches : critical thinking, creativity, collaboration and communication in their lessons in order to achieve high engagement and a pedagogy that operates regularly at a level of thinking that involves :analysis. synthesizing, reasoning, applying and evaluating is moving towards the school identified target of 100%.</li> <li>Percentage of staff effectively making the connection between 4C activities and written responses so that the increased ratio of higher order activity in classroom is translated into higher order writing activities is moving towards the school identified target of 100%..</li> <li>Percentage of staff using the ALARM philosophy so that students understand the role of the verb in the question, use drafting, seek feedback, refine responses so that there are better structures, more complex more evaluative written responses is moving towards the school identified target of 100%..</li> <li>Percentage of staff deconstructing extended response questions and creating a joint response with a class to illustrate the required level of response is moving towards the school identified target of 100%.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of internal school data shows 81% of teachers use 4C approaches : critical thinking, creativity, collaboration and communication in their lessons in order to achieve high engagement and a pedagogy that operates regularly at a level of thinking that involves :analysis. synthesizing, reasoning, applying and evaluating indicating progress toward the school identified target.</li> <li>Analysis of internal school data shows 15% of teachers effectively making the connection between 4C activities and written responses so that the increased ratio of higher order activity in classroom is translated into higher order writing activities indicating progress toward the school identified target.</li> <li>Analysis of internal school data shows 68% of teachers using the ALARM philosophy so that students understand the role of the verb in the question, use drafting, seek feedback, refine responses so that there are better structures, more complex more evaluative written responses indicating progress toward the school identified target.</li> <li>Analysis of internal school data shows 31% of teachers deconstructing extended response questions and creating a joint response with a class to illustrate the required level of response indicating progress toward the school identified target.</li> </ul>
<b>Skills Continuum</b> <ul style="list-style-type: none"> <li>Moving towards the school identified target of all Year 7-12 assessments are formative learning experiences focused on key skills and include feedback that is ongoing and targeted.</li> <li>Moving towards the school identified target of all teachers consistently and regularly reflect on student learning to identify areas of revision for key skill development.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of internal school data shows 57% of Year 7-12 assessments are formative learning experiences focused on key skills and include feedback that is ongoing and targeted indicating progress toward the school identified target.</li> <li>Analysis of internal school data shows 71% of teachers consistently and regularly reflect on student learning to identify areas of revision for key skill development indicating progress toward the school identified target.</li> </ul>
<b>HSC Top 2 Bands</b>  Increase in the percentage of HSC course results in <b>top two bands</b> to be moving towards the school's lower bound system-negotiated target of 41.7%.	<ul style="list-style-type: none"> <li>35% of students attained results in the top two bands demonstrating progress toward the lower bound target.</li> </ul>

### Strategic Direction 3: One Hundred and Eighty

#### Purpose

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

#### Initiatives

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

- Culture of High Expectation

#### Resources allocated to this strategic direction

**Integration funding support:** \$10,243.00

**Low level adjustment for disability:** \$19,365.37

**Aboriginal background:** \$7,530.76

**Per capita:** \$166,993.69

#### Summary of progress

##### Culture of High Expectation

During this year we have utilized a Learning and Engagement Officer to support uniform and lateness. This had a marked effect on uniform, particularly during the winter months, when uniform becomes more problematic. This was helped by a better availability of the new uniform. In terms of attendance, there was improvement around lateness but advice re staying away from school if one had COVID symptoms was counter intuitive to actually reaching school attendance targets. Of course absenteeism for COVID itself was high with Hunters Hill LGA was the most affected LGA in Australia with 75% of the LGA inhabitants testing positive. The school merit system was tried with a new "dashboard" so students and parents could see their progress and whilst this was positively evaluated, teachers feeling under pressure and constant turnover of staff meant there were barriers to success. Similarly there seems to be a variance within the school population about what constitutes a worthwhile reward. This necessitates further research.

There is evidence that the school is shifting academically. In terms of aspiration. Engineering, now that is available is proving popular in both Stage Four and Stage Five with the first HSC class in 2022. There has been growth in the popularity of Economics and Physics and Chemistry but there needs to be a commensurate growth in mathematical ability to make these truly successful. The absolute commitment to succeed in these subjects has been mitigated by the ease of gaining early entry for a lot of our students. The Senior Study Group has been successful in supporting students with assessment schedules and helped the majority of students that would have struggled in the past to get over the line get to the end.

The school music program struggled in 2022. It was seemingly beset by communication issues and by personnel turnover that worked against a consistent approach. It became too difficult to get consistent rehearsal with student absence to get the performers out and about into community events. Still the school had a really successful variety night at the end of Term Three which was a real highlight.

The Duke Of Edinburgh Program has burgeoned in Stage 5 and appears to be on track.

For 2023 we will

continue to support the concept of a Learning and Engagement Officer

reexamine the nature of rewards in the merit system

continue to develop the quality of Mathematics pedagogy (SDD2) in order to support students attempting higher Mathematics courses successfully.

to completely recast the structure of the music programs so that they have performing opportunities within school so that they have rehearsal targets. This will involve internal restructure to provide better organisation.

there has been some oval refurbishment already begun so that we can hold carnivals on site once again. This impacted the Athletics carnival this year with the incessant rain.

## 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
<b>Pride</b> <ul style="list-style-type: none"> <li>• working toward 100% of students consistently wearing the HHHS uniform</li> <li>• increase of 10% of students achieving the final step of the school merit system</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of internal school data observes that 88% of students consistently wearing the HHHS uniform indicating progress toward the school identified target.</li> <li>• Sentral data shows that 17% of students have achieved the bronze step in the merit system indicating progress toward the school identified target.</li> </ul>
<b>Expectation</b> <ul style="list-style-type: none"> <li>• Be working towards 33% of Year 12 cohort complete an academically complex subject</li> <li>• be working towards 100% of Year 12 gaining the award of the HSC</li> <li>• be working towards 65% University matriculation</li> </ul>	<ul style="list-style-type: none"> <li>• 98% of Year 12 gained the award of the HSC indicating progress toward the school identified target.</li> <li>• 60% of Year 12 students gained university matriculation indicating progress toward the school identified target</li> <li>• 59% of Year 12 cohort completed an academically complex subject as part of their pattern of study indicating achievement of the school identified target.</li> </ul>
<b>Spirit</b> <ul style="list-style-type: none"> <li>• to be working towards having at least 50 students in the school music program</li> <li>• to be working towards having at least 25 Stage 5 students participate in the Duke of Edinburgh scheme</li> <li>• to be working towards having 50 students per week access targeted academic support programs</li> <li>• to be working towards having Carnival participation at 70% or above.</li> </ul>	<ul style="list-style-type: none"> <li>• 34 students were enrolled in the school music program indicating progress toward the school identified target.</li> <li>• 18 Stage 5 students participated in the Duke of Edinburgh scheme indicating progress toward the school identified target.</li> <li>• Analysis of internal school data shows 50 students per week accessed targeted academic support programs indicating achievement of the school identified target.</li> <li>• Analysis of internal school data shows 60% of students participated in the carnivals indicating progress toward the school identified target.</li> </ul>
<b>Attendance</b> <p>Percentage of students attending school more than 90% of the time, is moving towards the school's lower bound system-negotiated target of 82%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 9.79%. The data was impacted by the Public Health orders in place at the time of harvesting.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$240,308.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hunters Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Super Start</li> <li>• Culture of High Expectation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  There has been considerable growth in teachers ability to facilitate and support reading with some growth towards targets in the area of reading. Moreover staff reported greater confidence in this area. the additional LaST was really useful in being able to help students as well as guide SLSO's in targeted areas of support for Year 7 classes. this meant that there was a high proportion of Year 7 target skills met.  The COVID support program was most effective in Mathematics where 82% of students felt they were 'caught up'.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-maintain the extra LaST</li> <li>-refine the reading approach so that it is a bit less focussed on the mechanics of reading and more on the purposeful use of what is read as indicated by our NAPLAN results</li> <li>-take a more individual approach with the literacy aspect of the COVID support program</li> </ul>
<p>Socio-economic background</p> <p>\$27,129.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hunters Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Outer Ring</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support Super Start] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Over 80% of staff being confident in their use of some Transformative learning approaches. this has resulted in better engagement reflected in the Tell them From Me data particularly in Stages Six and Five. this has led to increasing uptake of challenging courses in Stage 6. The evidence from The personal Development plans from staff show that they are reflecting and modifying their pedagogy as a result of their noticing and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-we will continue our work with the Transformative Learning Foundation targeting a group of staff whose exposure has been constrained by COVID and a shortage of casuals for relief staff.</li> <li>- we will be focussed on the intersection between ALARM and</li> </ul>

<p>Socio-economic background</p> <p>\$27,129.35</p>	<p>Transformative learning.</p>
<p>Aboriginal background</p> <p>\$7,530.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hunters Hill High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Culture of High Expectation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There has been increased attendance and homework completion for ninety percent of our Aboriginal students who have all reflected positively on the use of an Aboriginal ex student as an SLSO</p> <p><b>After evaluation, the next steps to support our students will be:</b> - involvement in the PLP process</p>
<p>English language proficiency</p> <p>\$90,447.96</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hunters Hill High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Shared Pedagogy</li> <li>• Super Start</li> <li>• Outer Ring</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional SLSO support to target identified weakness in Year 7</li> <li>• individual in class mentoring for staff via team teaching approach</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff acknowledged that they had improved their reading skill delivery and the amount of time that they had students actually reading in class.. Evaluation of this shows that the reading while happening now needs to be more transformational and purposeful in nature to have the desired effect. Staff also report confidence in team teaching so this can be utilized more in the future as a means of supporting pedagogical change.</p> <p><b>After evaluation, the next steps to support our students will be:</b> -continue with SLSO support use the I team to develop a more focused use of reading.</p>
<p>Low level adjustment for disability</p> <p>\$134,810.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Hunters Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Super Start</li> <li>• Culture of High Expectation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Low level adjustment for disability</p> <p>\$134,810.07</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was certainly a development of some quality individual learning plans within the context of the team meetings. Additionally there was able to be some quality small group Professional Learning delivered via this structure that aligned with staff PDP's and supported our high amount of early career teachers. Staff reported good knowledge of the shared pedagogies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> -tighten the I team to four groups so that the focus is on the pedagogy rather than talking about individual welfare needs as there are other forums for this. change the role of the pedagogy mentors so that they plan collaboratively.</p>
<p>Professional learning</p> <p>\$65,551.25</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 Hunters Hill High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Outer Ring</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Eat Your Words EALD support program</li> <li>• Professional learning for staff with EALD students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> there has been solid growth in our EALD students with 91% of student taking advantage of the support available on Tuesday and Wednesday afternoons. These students found the use of ALARM very useful. 100% of staff found the Professional learning targeting EALD strategies had improved their practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> With a relatively small allocation of money we will continue this approach.</p>
<p>COVID ILSP</p> <p>\$79,060.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Of the eighteen students targeted for Mathematics the Mathematics Head Teacher thought that sixteen had made adequate progress. There was less take up and enthusiasm for literacy though some students did respond to this. For most students in Mathematics and for some in English there was a</p>

COVID ILSP \$79,060.00	<p>positive result in terms of assessment task outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to restructure the literacy into one on one support for specific tasks.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	428	461	444	450
Girls	273	312	300	312

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.4	95.2	92.5	89.7
8	91.5	92.5	91.0	88.8
9	91.2	92.9	88.0	89.0
10	91.0	92.0	89.8	88.1
11	90.6	92.7	88.1	87.3
12	90.9	94.2	89.1	88.3
All Years	91.1	93.3	89.9	88.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	0	1
Employment	1	0	3
TAFE entry	3	2	4
University Entry	0	0	79
Other	0	0	3
Unknown	0	0	10

## Year 12 students undertaking vocational or trade training

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24.24% of Year 12 students at Hunters Hill High School undertook vocational education and training in 2022.

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

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96.4% of all Year 12 students at Hunters Hill High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	10.08
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	740,593
<b>Revenue</b>	9,935,652
Appropriation	9,279,258
Sale of Goods and Services	8,247
Grants and contributions	584,090
Investment income	12,799
Other revenue	51,258
<b>Expenses</b>	-9,940,313
Employee related	-8,823,487
Operating expenses	-1,116,826
<b>Surplus / deficit for the year</b>	-4,662
<b>Closing Balance</b>	735,932

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	274,616
<b>Equity Total</b>	264,910
Equity - Aboriginal	7,531
Equity - Socio-economic	27,129
Equity - Language	90,448
Equity - Disability	139,802
<b>Base Total</b>	7,922,522
Base - Per Capita	187,994
Base - Location	0
Base - Other	7,734,528
<b>Other Total</b>	524,063
<b>Grand Total</b>	8,986,111

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

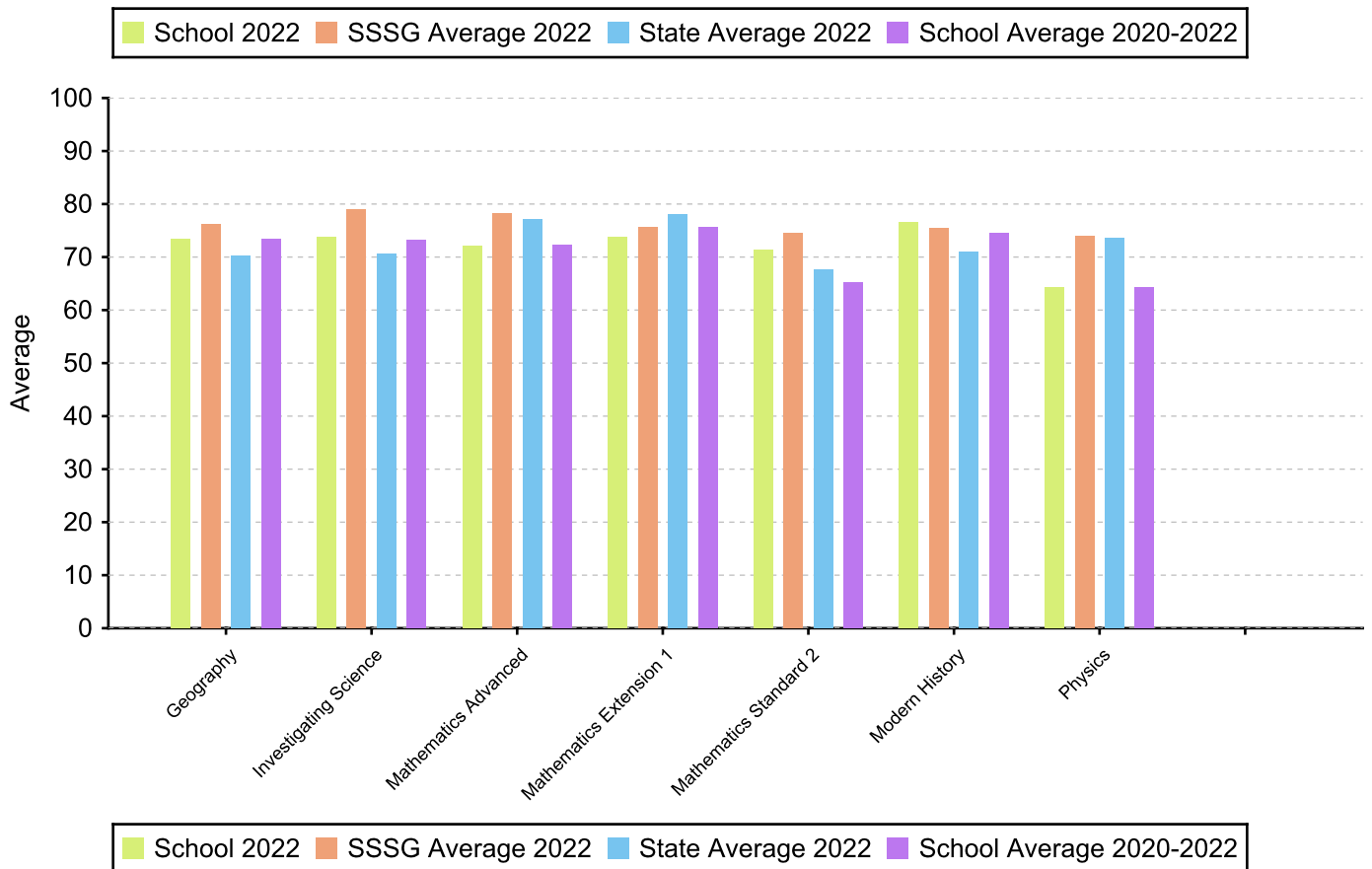
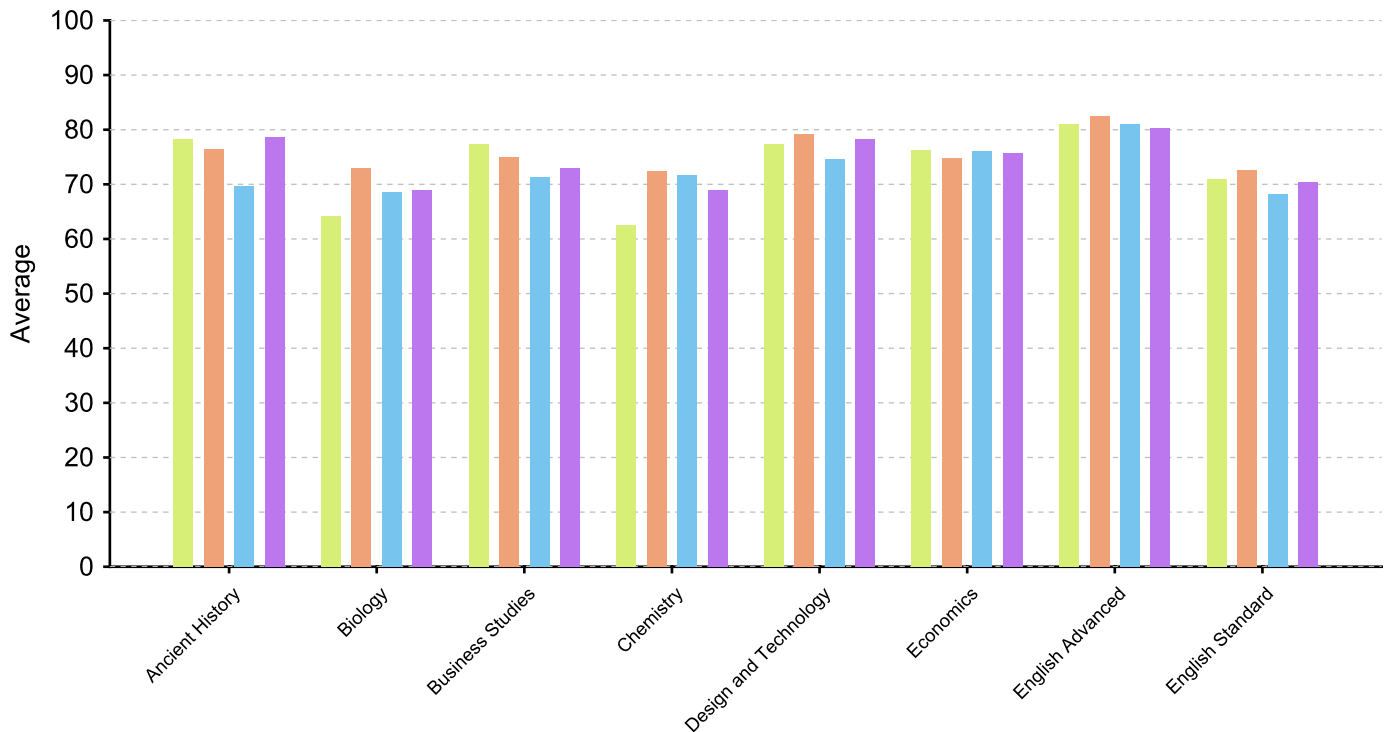
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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 2022	SSSG	State	School Average 2020-2022
Ancient History	78.3	76.3	69.6	78.7
Biology	64.2	72.9	68.5	68.9
Business Studies	77.4	74.9	71.2	73.0
Chemistry	62.5	72.4	71.7	68.8
Design and Technology	77.3	79.2	74.6	78.2
Economics	76.3	74.9	76.0	75.7
English Advanced	81.0	82.4	81.0	80.2
English Standard	71.0	72.5	68.1	70.4
Geography	73.4	76.2	70.2	73.4
Investigating Science	73.8	79.0	70.6	73.2
Mathematics Advanced	72.0	78.3	77.1	72.3
Mathematics Extension 1	73.7	75.7	78.0	75.7
Mathematics Standard 2	71.3	74.5	67.6	65.1
Modern History	76.6	75.5	70.9	74.5
Physics	64.3	73.9	73.5	64.3



Beating the drum on HSC results



## Parent/caregiver, student, teacher satisfaction

The school received feedback in a variety of ways in 2022 including formal surveys and feedback through social media platforms. Our social media platforms have become increasingly effective as a way of disseminating information and increasingly popular as a way of inquiry and providing both solicited and unsolicited feedback.

The feedback on the school on the whole has been positive particularly around students support and initiatives like Ready Set Sail. Enrollments have remained fairly constant with a slight increase in In area enrollments. Parent Teacher nights continued via Zoom and reflected the same growth in attendance from the previous year.

Student satisfaction varied from last year with more students struggling to make a connection. this was a reflection, upon further analysis, of the high turnover of staff that caused a level of unsettledness. Students reported that 52% felt a strong sense of advocacy, 73% had a strong understanding of school expectation and 57% felt strongly supported by wellbeing.

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

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.