

# 2022 Annual Report

## Hunter River High School



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## Introduction

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

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

### School contact details

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Hunter River High School

Elkin Ave

Heatherbrae, 2324

<https://hunterriv-h.schools.nsw.gov.au>

[hunterriv-h.school@det.nsw.edu.au](mailto:hunterriv-h.school@det.nsw.edu.au)

4987 2306

## School vision

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

## School context

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

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

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

### Initiatives

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

- Explicit teaching of literacy and numeracy
- Personalised learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$201,651.00

**Aboriginal background:** \$204,398.00

**Integration funding support:** \$298,738.00

### Summary of progress

#### Explicit teaching of literacy and numeracy

Our focus for 2022 was on the explicit teaching of literacy and numeracy to improve comprehension, writing and overall numeracy acquisition with data being the key determinant of the effectiveness of the range of ongoing initiatives in this area. Focusing on what the data indicated about the learning needs of our students, school teams were guided through the process of developing consistent evidence-informed practices across the school and used a variety of summative and formative assessments to ensure a focus on the needs of students remained at the forefront of pedagogical practices. At the end of Term 4 2021, the literacy and numeracy team identified through NAPLAN, Best Start and internal data sources such as in class writing tasks, that writing should continue to be an area of focus, particularly for the Year 7 cohort, for improvement in 2022. The English faculty after evaluations of previous programming of the Ignite to Write initiative determined the program would best support students through explicit implementation into teaching and learning programming. At the end of Week 2 Term 1 a pre-test was conducted within Year 7 classes to gain base line data with a particular focus on sentence structure and boundary punctuation. Time was allocated for staff to engage in initial training through both the provision of additional project days and faculty planning time and a planned consistent approach to leading this within the faculty was established. Timelines for evaluation of student progress were established in weeks 5 and 10 of each term, with time allocated for the co-ordinator to evaluate student progression to map on data walls within the English faculty for tracking.

Evidence gained within the internal testing measures and agreed upon checkpoints indicate a significant improvement in areas of focus as a result of the program. An examination of data around the construction of a range of sentence types demonstrates that students who always select a range of simple, compound and complex sentences to compose their texts moved from 0 students in term 1 to 8% at the end of Term 3. Additionally, the composition of simple and compound sentences have improved in this time period with 44% of students initially correctly writing these types of sentences, with a shift to 68% of students always accurately using these sentence types. The greatest shifts from within this program were demonstrated in the progression in student use of basic boundary punctuation, where at the start of Term 1 no student was always writing with basic boundary punctuation and this had increased to 73% of students able to reconcile this goal by the end of Term 3. Additionally, students growth saw a shift from 6% of students always writing with a range of boundary punctuation to 61% of students always using this skill to enhance their writing. The effectiveness of this targeted approach can be seen within this shift in internal data, a continued focus on this program will hopefully enable students to transfer this knowledge to broader contexts and demonstrate their acquisition of skills in these areas. Given these focuses combined, account for 25% of the NAPLAN writing criteria it is essential that students continue to be given access to this targeted and specific program within their English lessons, giving them a baseline that will form the basis of the acquisition of broader literacy skills.

Additionally, our NAPLAN reading results indicated that students were struggling to reach the top 2 bands as per our systems target. As a result, staff were encouraged to engage with student data at a granular level, in order to ascertain specific teaching strategies that could be implemented to support students specifically, at their point of need in conjunction with a universal approach with a focus on Tier 2 language to enhance the vocabulary of our students and support their understanding when reading in a wide range of texts. Unfortunately, ongoing pre and post testing and explicit document analysis demonstrated that expected implementation after extensive PL in 2021 and ongoing executive and faculty development was inconsistent across the school with it largely being only the English and HSIE faculties

where these strategies were practiced on a regular basis. Within the next year, further professional development will be implemented and greater explicit guidelines will be created linking literacy demands to the pedagogical processes of Learning Intentions and Success Criteria for each lesson.

## Personalised learning

In Personalised learning, a number of activities were developed to ensure that quality literacy and numeracy practices were embedded and students received personalised learning to target their explicit needs. At the end of Term 4 2021, the executive team, Learning and Support staff led by the Head Teacher Secondary Studies and Aboriginal Education staff reviewed data and identified the importance of intensive literacy and numeracy support for targeted students. The Secondary Studies faculty used external and internal data sets in conjunction with the data walls to track and identify students that would benefit from explicit support. Focus programs included MacqLit (Year 7 reading focus), Gilli Watha Bindji (Stage 4 writing through a cultural lens) and Deadly Math (Stage 4 numeracy with a cultural lens). Additionally, funds were granted to access specialist teachers to support Stage 6 students in literacy and numeracy where small group work occurred to improve students mathematical and writing skills. Data was gathered from a range of sources to monitor student progress throughout the programs including student, parent and staff voice through survey responses and ongoing formative assessment checkpoints embedded throughout and attendance data. These data sources indicated that the consistent approach of facilitators particularly in the the Gilli Watha Bindji and Deadly Maths programs resulted in further gains for students both in academic outcomes (as per internal testing) and in attendance to program delivery.

## 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
Expansion of Tier 2 vocabulary and Count it Right! focus with evidence of embedded strategies evident in all KLA Stage 4 programming.	Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs within the HSIE faculty, further adjustments need to be made across the school to ensure consistency of practice.
NAPLAN Top 2  Improvement in the percentage of students achieving NAPLAN results in the top 2 bands to be above the school's lower bound system-negotiated target in reading. For reading this is equivalent to an increase of 1.5%pa.	2022 NAPLAN data indicates 8.55% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1.75%.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated targets. For numeracy an increase of 0.6%pa from 2021 data.	2022 NAPLAN data indicates 18% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated targets. For reading this is equivalent to an increase of 3%pa.	2022 NAPLAN data indicates 45.5% of students in the top three skill bands for reading indicating the school exceeded the system negotiated target by 23.4%
NAPLAN Expected Growth:  Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading and numeracy. For reading this is equivalent to an increase of 2.5%pa from 2021 data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Stage based assessment indicates ongoing focus is required in student capacity to effectively infer meaning from texts, addressed through targeted explicit teaching.

<p>NAPLAN Expected Growth:</p> <p>Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in numeracy. For numeracy an increase of 1.25%pa from 2021 NAPLAN data.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NAPLAN Top 2</p> <p>Improvement in the percentage of students achieving NAPLAN results in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy. For numeracy this is equivalent to an increase of 1.4% p.a.</p>	<p>2022 NAPLAN data indicates 5.97% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, the indicates a drop below the target baseline of 0.53% .</p>

### Purpose

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

### Initiatives

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

- High Expectation Relationships
- Holistic School Practices
- Community Connections

### Resources allocated to this strategic direction

**Socio-economic background:** \$169,173.00

**6100:** \$100,000.00

**Low level adjustment for disability:** \$241,334.00

**Per capita:** \$200,000.00

**Student support officer (SSO):** \$96,058.00

### Summary of progress

#### High Expectations Relationships

In High Expectations Relationships, the key focus for 2022 was on improving student attendance through a targeted focus on student needs. The attendance team undertook an analysis of data and determined that a targeted approach, embedded within learning support meetings and specific and ongoing monitoring was needed to implement effective strategies to support students with ongoing attendance. From Term 1 to combat this need, the continued implementation of the phone intervention program was rolled out. The structure of this program saw parents receive a text message on the first day of an absence, and a follow-up text on the following day and this was supplemented by a phone call for any absences that had not been responded to. Phone calls were conducted by SAOs for mainstream students, SSS SLSOs for students in the support classes and the cultural team for any Aboriginal students. Unfortunately, during semester 1 the Covid epidemic continued to play a significant role in our attendance data resulting in little discerning evidence that this approach has impacted our overall attendance rate which sat at 73.5% for 2022 or resulted in a change to our unexplained absences.

Additionally, Sentral was used to inform the overall attendance data for students and a Tiered flag system was added where data was harvested on a five week basis to inform processes and address attendance issues on a granular level. Students who were flagged as having attendance sitting between 80-90% overall, had conversations from Year Advisors offering support that could be fed back into LST meetings. Any students with less than 80% attendance were supported by the Attendance Support Officer employed two days a week, who engaged in interviews at least twice a term and providing additional information for the HT Administration to triage and access additional support. Despite a continued focus needed on the overall attendance data, significant progress has been made with individual students throughout the process. For example one student has gone from Semester 1 attendance of 12% to above 54% for Semester 2. This type of improvement has been replicated across a number of students throughout the year and demonstrates the efficacy of the program, and the need for it to continue to force cultural change around attendance at Hunter River High.

Students were encouraged to improve their attendance through incentive programs, all students who had attendance above 95% were provided with a reward lunch. Additionally, those who had demonstrated the most improvement in attendance were given certificates and canteen vouchers through year meetings. For You Friday was introduced to encourage students attendance at the end of the week and saw considerable take up, this will continue into next year. Throughout 2023 a continued focus on attendance through these initiatives will continue, a greater focus on partial attendance and late arrivals will be implemented in addition to personalised communication to each student regarding their attendance.

#### Holistic School Practices

In Holistic School Practices, the key focus of 2022 was on targeted wellbeing programs that support the learning needs of students. We acknowledge the importance of collective teacher efficacy in the support and mentoring of students. Significant changes have occurred in the implementation of the Learning and Support team, where explicit support



mechanisms for students have been planned and communicated to staff to create holistic student support. Specifically, the mechanisms in which students access support through the wellbeing hub has been reformed through a self-nomination process utilising qr codes. This has enabled the team to effectively triage student needs and has resulted in fewer students accessing support to the detriment of classroom learning. Further tightening of these processes for 2023 will see a refining of the electronic referral system through chromebooks with students accessing documents carefully curated using branching options and decreased handling with notifications going specifically to those staff the students need or want to access.

Tell them from Me data and student round tables show that students still lack a sense of belonging and connection at Hunter River. During 2022, a targeted Mentoring period has been allocated with a focus on behaviour, learning and culture to help encourage this sense of connection. However, ongoing suspension and behaviour data has indicated that current practices lack consistency and support across the school. Increasing levels of disruption are having a negative impact on student engagement and learning. As a result, a whole of school reset in the area of PBL and wellbeing is planned for 2023 with a whole of school wellbeing scope and sequence to be created where mentoring time is structured across the school, wellbeing weeks will be allocated to ensure limited disruption to classroom learning and greater connections are embedded when students are accessing external support agencies or presentations. Additionally, new frameworks will be established through the PBL lens to ensure a consistent, supportive approach is encouraged that supports the needs of all students and staff across the school setting.

## Community Connections

In community connections, the key focus for 2022 was on the re-invigoration of student voice through an effective Student Representative Council that reflects the developing leadership capabilities of these students by encouraging student advocacy, growth, involvement and feedback. A re-structure and branding of the team occurred to Student Active Voice (SAV) unfortunately, initial efforts were hampered by a lack of provision for face to face engagement which stymied the effective implementation of this program across the year. As a result, 2023 will see a renewed focus on this area under the guidance of the SSO.

The P-Tech program continued to see the attempt to add industry partners to the program, which resulted in the addition of T.W.Woods to support this initiative. A series of site visits were conducted across the year, giving valuable opportunities for our students to become engaged in industry. In Term 4 2022, all students that will be engaged in the PTECH program for 2023 have engaged with 8 site visits, this has been hugely successful in engagement and encouraging readiness to engage in the P-Tech program 2023. This will additionally result in fewer disruptions to Year 11 coursework in 2023. At the beginning of 2022 30 Year 11 students started in the PTECH program, of that group 10 remain at Hunter River of the remaining 20, 4 have signed out with no specific pathway but the remaining 16 have left and secured apprenticeships or meaningful employment representing significant success for this initiative.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in the proportion of students attending 90% of the time by 6.3% on 2021 data.	The number of students attending greater than 90% of the time or more has decreased by 18.9%.
Increase the percentage of Stage 6 students attaining clear post-school pathways from 50% to 60%.	Percentage of Stage 6 students attaining clear post-school pathways to 65.9%, demonstrating achievement of school based target.
Increase student successful transition pathways of 5% p.a from 2021 data.	80% of students leaving the Year 11 P-TECH cohort secured a successful transition pathway demonstration achievement of this target.
The elements of a planned approach to wellbeing is maintained at sustaining and growing and caring for students within wellbeing under the learning domain are rated at sustaining and growing based on the SEF criteria.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of wellbeing.
Wellbeing score of 72.65%	51.27% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.

## Strategic Direction 3: Instructional excellence and leadership

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$57,428.00

**Professional learning:** \$102,745.00

### Summary of progress

#### Our professional learning community

In our professional learning community, we acknowledge that the development of the leadership and pedagogical skill set of all staff are imperative to improve student outcomes in the HSC. In particular, it is acknowledged that the professional learning provided within the HSC marking process is invaluable for giving staff a clear insight into the requirements of the HSC courses they are teaching. Given this significance, a renewed focus was placed on staff accessing this throughout 2022 and as a result we saw an increase in the number of staff participating in HSC marking to a total of 7 up from 5 in 2021, something for which these staff should be commended as it places a significant additional burden during the time of reporting.

Through staff feedback modifications were made to the ongoing structure of our professional learning program across the year. The first of which was changes to executive meeting structures where meetings were conducted after school to allow for greater inclusion of aspiring staff to be involved in the professional development offered at an executive level. This process has encouraged a greater number of staff to be involved in executive meetings and has built capacity and agency for teacher voice in decision making and building pedagogical process across the school. Additionally, a re-invigorated induction program was established, ensuring that staff had targeted support upon joining the school and had support people in addition to traditional head teacher support. Staff reported the induction program effectively eased their transition into a new school context. Further staff feedback on professional learning that would support their needs saw a change in delivery mechanisms across the year. In particular staff enjoyed pre-loading of upcoming professional learning, workshop type activities and then specific planning time to implement targeted approaches. Staff surveys particularly after the delivery of Staff Development Day 3 indicated a high degree of satisfaction with this approach and indicated that this model enabled for the effective implementation of strategies within their classroom practice, this was supported by observational data gathered on Learning Walks and Talks.

#### Highly effective teaching practices

In highly effective teaching practices, the key focus for 2022 was on improving pedagogy through a focus on professional learning on explicit teaching within the classroom. Using an evidence informed approach it was determined we would follow the philosophies of Vivianne Robinson and Dr Lynn Sharrat and embed the pedagogy through a narrow and deep focus on Learning Intentions and Success Criteria. The implementation of effective Learning Intentions and Success Criteria was measured through an ongoing commitment to Learning Walks and Talks where the instructional practices were observed at consistent points across the year. This level of observation was supported with document analysis where staff were asked to access specific student data, link it explicitly to classroom practice and provide a triangulation of evidence to demonstrate the effective implementation of these strategies within classrooms. A lack of consistency of practice between faculties was evident within these sharing sessions and highlighted the importance of supportive processes that enable staff to effectively translate professional learning into practice. Additionally, the observational nature of Learning Walks and Talks, highlighted that particularly toward the end of term, a lack of commitment to the embedding of the fundamentals of Learning Intentions and Success Criteria became evident, showcasing the role of Head Teachers moving forward is essential in the maintenance of morale and practice within all KLAs across the school.

#### Driving excellence in the HSC

Tell them from Me data has consistently indicated that our senior students lack a sense of belonging. After examination of a range of approaches in 2021 a specific and targeted Mentoring program was established in 2022, where explicit study skills activities were embedded into a dedicated weekly learning opportunity. Student and staff feedback indicates a more consistent approach to this program from all stakeholders would be beneficial in increasing student capacity to engage effectively with a study program. Additionally, 2022 saw the implementation of a dedicated senior learning teacher whose job description included the explicit support of students in their learning and assessment needs, in order to address the large number of n-warning notifications and build a sense of belonging for students. Unfortunately attempts to adjust the timetable to reduce the capacity of students to sign out saw a huge influx of students within the space which limited the capacity of the SLA teacher to provide appropriate support. As a result, members of the executive team undertook to visit alternative settings, particularly those considered high performing and recognised by the department to assess opportunities for future development and enhancement of our current Senior Learning Area approach. As a result of these investigations, a new initiative was implemented starting for the new Year 12 students during Term 4. This initiative was focused specifically on building connections for senior students through a high expectations lens, with each student assigned a mentor teacher who provided practical strategies and ongoing support and feedback to ensure students continued to strive for success in the Higher School Certificate. This was designed to enable the Senior Learning Teacher the opportunity to engage in further targeted support. In addition, the Senior Learning Area will be segregated into two distinct areas for 2023, with the separation of Years 11 and 12 students and the provision of teacher supervision to support the Year 11 cohort, it is hoped that greater personalisation in our approach will increase the expectations and as a result improve the final Higher School Certificate results and students sense of efficacy.

In terms of Higher Certificate Results, Hunter River High saw 7 Band 6 results across 5 different subjects for the 2022 HSC cohort. These results represent progress from the improved results of 2021. Additionally, they are representative of an increase in results in the top 2 performance bands in the HSC with distributions of students in the top 2 HSC bands for 2019 being 7.3%, 2020 10.2%, 2021 14.5% and the final increase in 2022 to 26.4%, indicating a continuum of success in this area. Continued focus on the wellbeing and mentoring of students and high expectations in terms of classroom teaching and practices will be essential within the 2023 school plan to continue to strive for the higher attainment of top results within the HSC.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The elements of explicit teaching and feedback within effective classroom practice under the teaching domain are rated at sustaining and growing based on the SEF criteria.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.
Improvement in the percentage of HSC course results in the top 2 bands to 13.2%.  ATSI students at or above their cohort.	26.4% of students attained results in the top two bands exceeding the upper bound target.
Improvement in the percentage of HSC course results in the top 3 bands to 49.5%.  ATSI students at or above their cohort.	52% of students attained results in the top three bands exceeding the upper bound target.
Decrease in N-Warning rates 10-12  5% reduction on 2021 data	A reduction in the number of N-warnings issued in 2022 at 487 down from 681 in 2021 achieving targeted objectives.
An increase of 2% pa of Aboriginal and/or Torres Strait Islander students attaining the HSC after the commencement of the Preliminary course from 2021 data.	At the beginning of Year 11 Aboriginal and/or Torres Strait Islander students represented 20.6% of the cohort, at the end of Year 12 2022, Aboriginal and/or Torres Strait Islander students represented 21.7% of the cohort, representing maintenance of these students above that of the non-Aboriginal cohort. The 2021 cohort maintained 24.2% of Aboriginal and/or Torres Strait Islander students completing the HSC course from Preliminary enrollment, this improved to 46.9% for the 2022 students, demonstrating achievement of the target well beyond progress of this school based target.

<p>Staff TTFM survey data in the areas of collaboration, data informs practice, learning culture, quality feedback and teaching strategies to be on average 0.1 above NSW Govt norms.</p>	<p>Staff indicate in from TTFM data that collaboration aspects on average are at 7.3, 0.5 under the NSW Govt norm, demonstrating progress yet to be seen towards this school-based progress measure.</p> <p>Staff indicate in from TTFM data that the learning culture aspects on average are at 7.7, 0.3 under the NSW Govt norm, demonstrating progress yet to be seen towards this school-based progress measure.</p> <p>Staff indicate in from TTFM data that the data informs practice aspects on average are at 7.7, 0.1 under the NSW Govt norm, demonstrating progress yet to be seen towards this school-based progress measure.</p> <p>Staff indicate in from TTFM data that teaching strategies aspects on average are at 7.8, 0.1 under the NSW Govt norm, demonstrating progress yet to be seen towards this school-based progress measure.</p> <p>Staff indicate in from TTFM data that quality feedback on average are at 7.1, 0.2 under the NSW Govt norm, demonstrating progress yet to be seen towards this school-based progress measure.</p>
<p>Staff TTFM survey data in the area of leadership to be 0.1 above NSW Govt norm.</p>	<p>Staff indicate in from TTFM data that leadership aspects on average are at 6.5, 0.6 under the NSW Govt norm, demonstrating progress yet to be seen towards this school-based progress measure.</p>
<p>100% of eligible students on a HSC pathway will achieve HSC Minimum Standards in reading, writing and numeracy.</p> <p>Staff embed targeted literacy and numeracy activities into their lessons as evidenced by document analysis and HTIL observation.</p>	<p>100% of eligible students on a HSC pathway achieved HSC Minimum Standards for 2022.</p>
<p>The elements of instructional leadership and high expectations culture within educational leadership under the leading domain are rated at sustaining and growing based on the SEF criteria.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of instructional leadership and delivering in high expectations culture.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$298,738.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hunter River High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• Personalised learning</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>• employ additional SLSOs to support individualised learning support within classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Provided students with additional support in classroom learning environments as needed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ a range of SLSO support personnel to provide additional support to students.</p>
<p>Socio-economic background</p> <p>\$428,252.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hunter River High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Explicit teaching of literacy and numeracy</li> <li>• High Expectation Relationships</li> <li>• Holistic School Practices</li> <li>• Highly effective teaching practices</li> <li>• Driving excellence in the HSC</li> <li>• Our professional learning community</li> <li>• Community Connections</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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff through the ignite to write, peer mentoring and spotlight programs to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been able to engage in a range of programs designed to support their specific learning needs either through extension under the HPGE Spotlight program where students were able to access support to undertake a project demonstrating their own potential. Additionally, specific professional learning has been undertaken to support the literacy and numeracy needs of our students, resulting in targeted explicit teaching and learning activities that support the specific learning needs of our students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide personalised support in the area of literacy, numeracy and wellbeing through the provision of targeted programs.</p>
<p>Aboriginal background</p> <p>\$204,398.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hunter River High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$204,398.00</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>• Personalised learning</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 additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been provided with additional support that is culturally inclusive through the provision of the cultural room and its programs. Opportunities were given for the creation of PLPs in consultation with communities both at school and within community, providing greater opportunities for partnerships between the school and wider community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to offer targeted, culturally sensitive programs which enable Aboriginal and/or Torres Strait Islander students to engage in educational outcomes at or above that of their peers.</p>
<p>Low level adjustment for disability</p> <p>\$241,334.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hunter River 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>• High Expectation Relationships</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions]</li> <li>• creation of a life skills register online</li> <li>• creation of career skills based program i.e Step up</li> <li>• ensured access to mainstream VET as part of Stage 6 curriculum provision</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Greater inclusion across the whole school has been evident as a result of these programs. Additional skills have been developed through the specific programs targeted at providing appropriate skills that can aid in the effective transition to work.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to offer opportunities for inclusion across the school and the provision of programs that give appropriate skills for transition in a post school environment.</p>
<p>Professional learning</p> <p>\$102,745.00</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 River</p>



<p>Professional learning</p> <p>\$102,745.00</p>	<p>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>• Our professional learning community</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>• Engagement with NSW Doe provided training through the improving HSC initiative</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers across a broad range of KLA's have been able to access HSC specific professional learning. This has resulted in greater incorporation of High Leverage Strategies into teaching pedagogical practices across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to cycle staff through the HSC professional learning process in teams of two to further build capacity and collegiality.</p>
<p>COVID ILSP</p> <p>\$369,929.00</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>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy from Stage 4 through to Stage 6</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individual programs have seen significant growth based on internal measures. Students are able to engage more effectively in mainstream programs as a result of these initiatives.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Match government spending to ensure the continuation of targeted programs under the LOFT model.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Hunter River 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>• Holistic School Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• early intervention and case management of students with specific needs with both individualised and small group support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This has enabled specialised targeted and specific approaches with a focus on early intervention to enable students to develop a range of strategies to employ to support their own wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to offer these targeted and specific approaches to enable students to access a range of skills and be able to take these skills into a</p>

Student support officer (SSO) \$96,058.00	broader context in post-school destinations.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	445	476	490	474
Girls	389	397	408	386

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.6	91.0	85.9	81.0
8	83.5	89.2	79.5	77.7
9	83.0	86.4	80.5	70.8
10	79.8	84.9	77.0	76.1
11	81.5	79.9	72.8	71.3
12	85.5	86.1	79.2	82.0
All Years	83.7	86.6	79.6	75.9
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	2.54	16.04	20.22
Employment	4.23	38.27	22.47
TAFE entry	3.3	4.93	13.48
University Entry	0	0	24.71
Other	19.49	23.45	4.49
Unknown	0	0	16.85

## Year 12 students undertaking vocational or trade training

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43.82% of Year 12 students at Hunter River High School undertook vocational education and training in 2022.

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

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76.8% of all Year 12 students at Hunter River 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)	10
Classroom Teacher(s)	51.9
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	23.28
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>	1,011,594
<b>Revenue</b>	15,147,798
Appropriation	14,663,363
Sale of Goods and Services	293,075
Grants and contributions	169,498
Investment income	5,792
Other revenue	16,069
<b>Expenses</b>	-15,318,928
Employee related	-13,431,736
Operating expenses	-1,887,192
<b>Surplus / deficit for the year</b>	-171,130
<b>Closing Balance</b>	840,465

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</b> Adjustments (\$)
<b>Targeted Total</b>	298,738
<b>Equity Total</b>	1,811,815
Equity - Aboriginal	227,337
Equity - Socio-economic	1,179,263
Equity - Language	0
Equity - Disability	405,215
<b>Base Total</b>	10,554,106
Base - Per Capita	241,248
Base - Location	0
Base - Other	10,312,858
<b>Other Total</b>	838,461
<b>Grand Total</b>	13,503,120

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

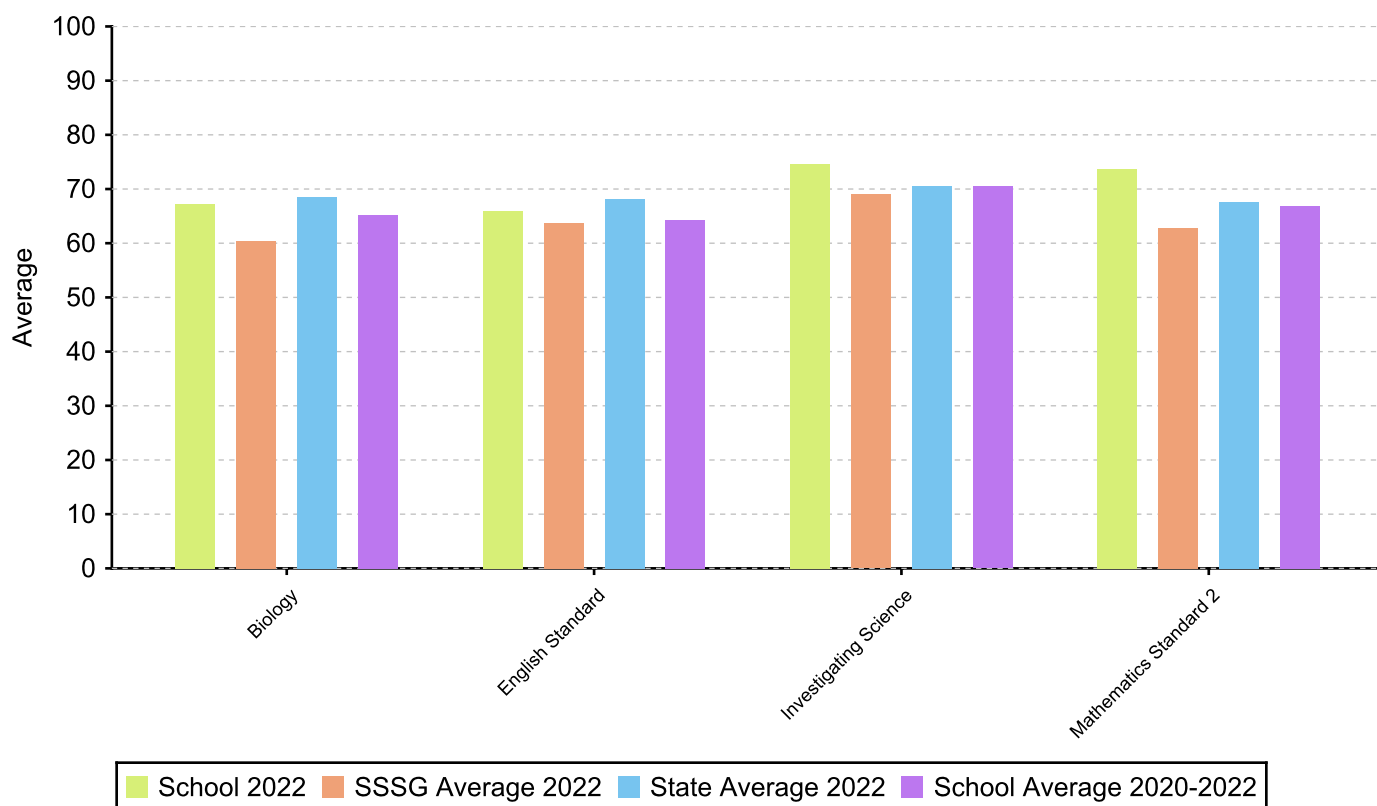
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	67.2	60.5	68.5	65.2
English Standard	65.9	63.7	68.1	64.3
Investigating Science	74.6	69.0	70.6	70.5
Mathematics Standard 2	73.7	62.8	67.6	66.8

As a school, the average HSC Course Mark has continued in an upward trend, as it has done each year since 2017. Hunter River High's average HSC Course Marks continue to rise further above statistically similar schools and are climbing increasingly closer to state averages. Students in the following courses Mathematics Standard 1, Mathematics Standard 2, Investigating Science, Ancient History, Community and Family Studies, PDHPE and Hospitality (Food and Beverage) as a cohort successfully achieved a course mark higher than the state average.

Band 6 results were achieved by a student in each of the following courses: Biology, VET: Hospitality (Food and Beverage), Mathematics Standard 2, PDHPE and Visual Art. Additionally, 28 students achieved a Band 5 in a range of subject areas such as: Aboriginal Studies, Ancient History, Biology, Community and Family Studies, English Advanced, Geography, Investigating Science, Mathematics Standard 2, Mathematics Standard 1, Music 1 and PDHPE. A continued focus on professional learning for teaching the HSC will be a focus moving forward to continue to set high expectations for all students at Hunter River High.

## Parent/caregiver, student, teacher satisfaction

Our School took part in the Tell Them From Me Survey 2022.

### Parent Summary

- Parents said reports on their child's progress are written in terms they understand
- Parents said they encourage their child to do well at school
- Half of parents discuss how well your child is doing in his or her classes
- Parents said that teachers have high expectations for their children to succeed
- Parents said that their child is clear about the rules of school behaviour
- 77% of parents indicated emails were an effective form of communication
- 79% of parents indicated the telephone was an effective form of communication

### Student Summary

- 43% of students report feeling accepted and valued by their peers and others at their school
- 80% of students report they do not get into trouble at school for disruptive or inappropriate behaviour
- 47% of students report they try hard to succeed in their learning
- 58% of students are planning to finish Year 12
- 42% of students are planning to pursue a trade or apprenticeship program

### Teacher Summary

- Teachers report they work with school leaders to create a safe and orderly school environment
- Teachers report they talk with other teachers about strategies that increase student engagement
- Teachers said further communication with parents could happen to have parents review and comment on students' work



# 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.