

2022 Annual Report

Hunter Sports High School



HUNTER SPORTS HIGH SCHOOL

8233

Introduction

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

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

School contact details

Hunter Sports High School

Pacific Hwy

Gateshead, 2290

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

hunterspt-h.school@det.nsw.edu.au

4943 5755

School vision

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

Motto: Personalising Pathways.

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

School context

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

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

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

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Embedding Literacy and Numeracy Practices
- Targeted Teaching and Learning Practices
- Learning Through data

Resources allocated to this strategic direction

Professional learning: \$39,000.00

Socio-economic background: \$202,000.00

Per capita: \$100,000.00

Low level adjustment for disability: \$263,751.46

Aboriginal background: \$64,603.00

Sports Academy: \$140,000.00

Integration funding support: \$159,631.00

Summary of progress

The activities undertaken by the school in this strategic direction were designed and implemented to improve student growth and attainment. The key initiatives implemented in 2022 were targeted teaching and learning practices, embedding literacy and numeracy practices and learning through data. The key activities undertaken to support these initiatives include teacher professional learning on the use of data such as NAPLAN, Best Start, PAT and RAP to develop an understanding of all students to design differentiated learning opportunities for all students. A comprehensive RAP analysis has been completed by teaching staff to identify areas of strength and weakness in teaching and learning programs, and student performance to assist planning for future cohorts. Teachers have actively participated in the HSC strategy professional learning to improve practice and deliver quality learning experiences for all students. The school has embedded TEEEC writing strategy across all stages with a HSC directive term focus for Stage 6. The school has also embedded a whole school numeracy strategy, CUBES, across all stages. The school has an enrichment stream to cater for higher performing students and a Hunter stream to provide differentiated learning opportunities for students who have identified learning difficulties and require additional support. NAPLAN data shows that the school has achieved well in Numeracy and is continuing to improve in Reading. The continued personalisation of pathways for all students through programs such as Big Picture, the Hunter classes and the T2 program supports students to achieve their academic, sporting and social goals. Teachers are using data to inform classroom activities and assessment designed to cater for the students in their class. The embedding of school wide literacy and numeracy strategies have had a positive impact on NAPLAN results and data suggests the continued use of these strategies can impact positively on future HSC results. The school will continue to provide professional learning opportunities for staff to build their capacity to deliver quality teaching and learning activities and assessment targeted to engage all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
HSC Top 3 Bands Attainment Improvement in the percentage of HSC course results in top three bands to be at or above 4.51% from the school lower bound system negotiated target.	The 2022 HSC results have seen an improvement of 6.29% from the previous year results. We narrowly missed on achieving our lower bound system negotiated target by 2.37%

NAPLAN Expected Growth Improvement in the percentage of students achieving expected growth to be at 3.46% or above the school's lower bound system-negotiated target in numeracy.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled significant achievement through the integration of designated literacy and numeracy lessons across Stage 4.
NAPLAN Expected Growth Improvement in the percentage of students achieving expected growth to be at 6.47% or above the school's lower bound system-negotiated target in reading.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has enabled significant achievement through the integration of designated literacy and numeracy lessons across Stage 4.
NAPLAN Top 2 Bands * Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in numeracy by 3.77%	NAPLAN Numeracy results for 2022 demonstrate continued success with our students. In Numeracy the school average result was close to the State average and well above SSSG average results. In 2022 the students have achieved 2.2% above SSSG and 7.2% below state average in the top 2 bands. The school achieved 1.6% below the lower band target in 2022.
NAPLAN Top 2 Bands * Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in reading by 3.69%.	NAPLAN Reading results for 2022 demonstrate continued success with our students. In Reading the school average result was close to the State average and well above SSSG average results. In 2022 the students have achieved 2.2% above SSSG and 7.2% below state average in the top 2 bands. The school achieved 1.6% below the lower band target in 2022.

Strategic Direction 2: Future Proofed Personalised Learning

Purpose

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

Initiatives

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

- Diverse Curriculum
- Lifelong Learning

Resources allocated to this strategic direction

Professional learning: \$18,439.95

Socio-economic background: \$299,800.00

Summary of progress

2022 Annual Reflection

The school undertook a number of activities in this Strategic Direction to deliver curriculum to develop adaptable and confident learners with the skills to thrive in a dynamic and everchanging world.

In 2022 Hunter Sports High School provided changed curriculum options, by combining Year 9- and 10 200-hour stage 5 electives to 100-hour electives to allow greater subject choice and flexibility in elective pathways. The aim of this curriculum change is for improved student engagement, student choice, and learning outcomes.

T2 was a highly successful pilot transition to work pathways program in 2021 which was consolidated in 2022 and is highly valued by students, parents, and staff. 87% of students engaged in work experience. 11 students gained an apprenticeship or traineeship, 9 students were enrolled in SBATs and all students averaged 15 days a term in work experience.

All year 10 students completed Senior Pathway Plans which identified SBAT's, work experience opportunities, subject choices for universities, TAFE enrolments and additional ATAR points. This data was used to link staff members and their knowledge of career pathways to the right student and was also used to drive student careers based pathway sessions. The pathway sessions had numerous local businesses or networks such as Event Cinemas, Anaconda, Opal Care, Deference force, Universities, Piggotts Pharmacy, Knights, Lake Macquarie Private Hospital and Sesames restaurant who presented career opportunities and pathways. 72% of students said they enjoyed the Pathway sessions and 85% of staff rated the pathways sessions as valuable. The Careers and Transition program has allowed students to identify their passion and possible vocational pathways to assist subject choices to align more closely to their interests

Student leadership group presented the Graduate Portfolio at the 2022 Business Breakfast for community feedback to move from the draft to the finished learner profile. A 100% of the local businesses and community members said they felt the Learner Profile was a valuable credential detailing strength's, passions and employability skills when students leave school. 110 students from Big Picture, T2 and GEM Academy were recognised through a Graduate Profile/Portfolio whilst all Project REAL and stage 4 and 5 enrichment students have a Graduate Portfolio. The Credly micro credentialing platform has been used to create Digital Badges that are part of the Graduate Profile. In 2023, this platform will be expanded to include badging from GEM Academy, LEAP Leadership Academy and potentially the Hunter Academy.

Hunter Sports High School continued in the University of Melbourne New Metrics Partnership during 2022. Currently Big Picture has developed new learner frameworks which are working extremely successfully measuring and reporting on student achievement and capabilities. T2 and the GEM Academy' have developed contextualized Frameworks to their students and their setting, which are being implemented and refined in each of these Academy's. In 2023 the school will develop New Metrics Frameworks aligned to the General Capabilities to expose the frameworks to all students in Stage 4 and 5 and look for opportunities to expand across the school setting including our Sports Academy programs.

In 2022, the school had its largest group of students nominate for election to the senior leadership team. The first junior leadership team was also created which met in weeks 3, 7 and 9 of every term. These students helped run assemblies and were involved in term 4 faculty sprints on high expectations working alongside staff providing valuable student voice.

A Year 6 - 7 transition dashboard has been developed in collaboration with the learning support team and partner primary schools. It is ready for use in 2023. An Aboriginal and Torres Strait Islander Personalised Learning Plan dashboard has been developed in collaboration with the Minimbah team. The Positive Behaviour for Learning dashboards have been created from exported Sentral reports. This dashboard helps us to understand behaviour, identify increases in behaviours of concerns including the time of day and locations and better support teachers and students and implement targeted support strategies.

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
25% of students are engaged in a personalised learning model aligned to their passions, interests and vocational ambitions.	The school achieved the target with 28% of students engaged in a personalised learning model aligned to their passions, interests and vocational ambitions. This was achieved through our Big Picture, Rugby League, T2 and GEM Academies and our Hunter classes.
The school has developed learning capability frameworks to recognise, measure and develop skills for life-long learning within the Big Picture and T2 academies.	Big Picture has developed 6 frameworks which are working successfully measuring and reporting student achievement within the Big Picture design of learning. T2 and GEM Academy have developed new contextualised frameworks to measure students general capabilities and employability skills.
25% of students will have a Graduate (Learner) Profile detailing their strengths, passions and employability skills/general capabilities.	The target of 25% of students with a Graduate Learner Profile detailing their strengths, passions and employability skills/general capabilities was achieved. Students in Big Picture, T2 and GEM Academy all had a Learner profile. All students in Project Real and the enrichment classes had a digital portfolio.
25% of students will have a Digital Portfolio that stores and collects micro credentials and evidence of learning and general capabilities	The target of 25% of students with a Digital Portfolio that stores and collects micro credentials and evidence of learning and general capabilities was achieved. Students in Big Picture, T2 and GEM Academy all have a Graduate Portfolio with evidence attached to their learner capabilities. All students in Project Real and the Enrichment classes have a digital portfolio with evidence and reflections of their learning.

Strategic Direction 3: Better Together High Performance Sporting and Dynamic Educational pathways

Purpose

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

To create an environment conducive to innovation where students have access to a variety of educational pathway choices (apprenticeships, school based traineeships, TAFE, University and/or full time work) and develop individual skills, which will lead to sustainable success. Our curriculum is enhanced by learning alliances with partner primary schools, tertiary education bodies, state and national professional sporting bodies and the Sports High School Association to ensure students are challenged to meet their personal best and maximise student-learning outcomes.

Initiatives

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

- Co-Creating learning
- Community Connections

Resources allocated to this strategic direction

Socio-economic background: \$262,414.72

Professional learning: \$25,000.00

Sports Academy: \$305,000.00

Per capita: \$21,251.39

Aboriginal background: \$156,912.50

Low level adjustment for disability: \$20,000.00

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

Summary of progress

The activities that the school undertook in this strategic direction in 2022 were designed to ensure our school based and sporting programs are dynamic and create a learning environment that allows for innovation and a variety of educational pathway opportunities for students. In 2022 the school implemented a whole school coaching opportunity for students. Mentor groups were reorganised to provide a small more targeted approach. They were guided by staff in activities targeting goal setting, personal reflection, character strengths, values and respectful relationships. Data from the staff indicated that the coaching academies work well when there are existing relationships and the opportunities for deeper conversation was valuable.

Sports Academy programs continue to develop and the supporting structure in the school has been enhanced this year. Promotional videos have been developed with targeted Big Picture students working closely with Sports Academy staff to shoot and edit film. Strength and Conditioning continues to expand and this year there were seven PASS classes in stage 5 all overseen by our qualified Strength and Conditioning coach. Data collected from students show an increase in strength and power measures from students involved in this course. All students now use electronic data to complete their programs and progress is tracked by school staff and is available for viewing by parents. A focus next year will be used to implement innovative software and technology approaches to supporting athlete wellbeing and development. More time will be allocated to sports academy programs coordinators to better manage their programs and logistical duties.

In Term 4 a team was assembled consisting of teaching, support staff and students to look at a restructure of the school house system. The new house system is to provide a greater sense of belonging for students to the school. House advisers have been appointed for 2023 and the school will transition from 4 to 6 houses with a focus on increased promotion and competition between houses. Over the course of the last three years the school has built up a large list of community contacts who both support and partner with the school this year the school ran a successful business breakfast. Sport Academy programs and others such as T2 and Big Picture continue to interact with community services and business to provide enhanced pathways and outcomes for our students.

This year we had 180 separate events in work experience T2 and Big Picture Learning Through Internships' totaling 2164 student days. Our transition programs continue to support all students at different stages. We have hosted a comprehensive list of activities for our partner primary schools and also for out of zone students. Feedback from these events has been overwhelmingly positive. We have run orientation weeks for students in stage 5 moving to stage 6.

When this program ran last year we had a large decrease in students changing subjects at the commencement of Yr 11.

We had 8 full school career activity days where members of different business and educational sectors came and presented to students. feedback from students has been very positive. We will continue to expand this initiative next year to ensure more industry career pathway information is provided to our students.

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 the percentage of Aboriginal students attaining the HSC or identified pathways whilst maintaining their cultural identity to be at or above 6% of the system-negotiated lower bound target	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has decreased.
Improvement in the percentage of positive student wellbeing responses in the Tell Them From Me Data is at or above 2.16% of the lower bound of the schools system negotiated target.	57% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating that the school is still working towards achieving this progress measure.
Improvement in the percentage of students attending at more than 90% is at or above 5.63% of the lower bound of the schools system negotiated target.	The number of students attending greater than 90% of the time or more has decreased by 17.5%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$159,631.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hunter Sports High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching and Learning Practices • Embedding Literacy and Numeracy Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> - employment of staff to provide additional support for students who have high-level learning needs - release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans. - Development of personalised pathway programs to meet the needs of students transition from school to apprenticeships and traineeships. <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All individual education plans' were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Individual Education Plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$764,214.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hunter Sports High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching and Learning Practices • Co-Creating learning • Community Connections • Embedding Literacy and Numeracy Practices • Diverse Curriculum • Lifelong Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • staff release to increase community engagement • employment of additional staff to support Hunter and T2 class program implementation.

<p>Socio-economic background</p> <p>\$764,214.72</p>	<ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Overview of activities partially or fully funded with this equity loading include: - professional development of staff through Literacy and Numeracy learning sprint to support student learning - employment of external providers to support students with additional learning needs - employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level.</p> <p>The allocation has resulted in the following impact: - Year 7 NAPLAN Reading average scores above SSSG and the best school results in over ten years and significantly closed the gap to the state average. - Year 7 NAPLAN Numeracy average scores above SSSG and the best school results in over ten years and significantly closed the gap to the state average. - Year 9 NAPLAN Reading average scores above SSSG and the best school results in over ten years and significantly closed the gap to the state average. - Year 9 NAPLAN Numeracy average scores above SSSG and the best school results in over ten years and significantly closed the gap to the state average. - Best HSC average scores in over ten years.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: continue to develop whole school staff capabilities to consistently deliver the schools literacy and numeracy strategies. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the year advisers to support with improvement of attendance across all year groups.</p>
<p>Aboriginal background</p> <p>\$221,515.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hunter Sports High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching and Learning Practices • Community Connections • Embedding Literacy and Numeracy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase of Aboriginal student attendance by 7% in 2022. Tell Them From Me data indicated 63% of Aboriginal students feel good about their culture at school. Our Aboriginal student achieved the best average NAPLAN scores across every domain</p>

<p>Aboriginal background</p> <p>\$221,515.50</p>	<p>since 2010 in both Year 7 and year 9 cohorts. Aboriginal students continue to achieve scores better than State in year 9 NAPLAN in Reading, writing and Numeracy with the Year 7 cohort achieving better than State average scores in all NAPLAN domains.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: engaging additional staff to assist with the HSC retention of Aboriginal students. There will be a greater focus on completing and reviewing all Personalised Learning Plans to ensure our Aboriginal and Torres Strait Islander students needs are being met. There will also be additional professional learning to develop staff capacity to ensure all teaching and learning programs incorporate Aboriginal Histories and Cultural perspectives.</p>
<p>Low level adjustment for disability</p> <p>\$283,751.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Hunter Sports High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching and Learning Practices • Community Connections • Embedding Literacy and Numeracy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention that personalised the learning to increase learning outcomes in the Hunter and T2 Academies • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the school having achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. The school has also implemented programs to support the personalisation of learning that has seen an improvement in students average NAPLAN scores and attendance.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. The school will look to set up an advisory academy model to provide a greater level of personalisation and support for these at risk students.</p>
<p>Professional learning</p> <p>\$82,439.95</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hunter Sports High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching and Learning Practices

<p>Professional learning</p> <p>\$82,439.95</p>	<ul style="list-style-type: none"> • Co-Creating learning • Diverse Curriculum • Lifelong Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and numeracy, to explore modelled, interactive, guided and independent writing and numeracy strategies • using teaching sprints to build the capacity of staff through a manageable and meaningful approach to evidence-informed professional learning for teachers. <p>The allocation of this funding has resulted in the following impact: Overview of activities partially or fully funded with this initiative funding include: engaging a specialist teacher to unpack evidence-based approaches to teaching writing and Numeracy and also building the capacity of teachers of HSC courses around HSC verbs and extended writing responses. The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results and the increased capacity to embed effective numeracy strategies in their explicit teaching. Teachers have also supported HSC students build their capacity in exam techniques and extended answer responses.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of cross-curriculum and project based learning. There will also be a strong focus on enhancing teacher capacity to use technology to enhance teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$473,444.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy -comprehension • employing staff to provide online tuition to student groups in literacy/numeracy - comprehension <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: - Over 80% of the students in the program achieving significant progress towards their personal learning goals - Of the students targeted by the Academic Enrichment Coaches, 80% of students were able to achieve results in the top 2 bands. Through a goal setting exercise students set targets to achieve a higher band than their previous NAPLAN result - all students exceeded their Year 5 bands however growth was not able to be measured in 2022 NAPLAN. - Covid ILSP supports have lead to a significant increase in Year 9 NAPLAN 2022 results reading and numeracy. As a school we achieved the most outstanding results to date far exceeding SSSG in reading and numeracy. The percentage of students in the top 2 bands in Year 9 (and Year 7) met the targets set in the school plan - for numeracy this exceeded the target. - Supports provided to Stage 6 students by the Senior Studies Advisor</p>

<p>COVID ILSP</p> <p>\$473,444.00</p>	<p>reported that 90% of students felt very supported through their HSC.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</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 Sports High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Connections <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • targeted wellbeing program in conjunction with external providers aimed at students thought to be at risk of not completing school. • additional staff to support wellbeing programs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: a substantial increase in student engagement and increased rates of attendance in the targeted group. An increase in student attendance on the days that breakfast club is run for targeted students.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to provide more opportunities to build a stronger school culture. Initiate more lunch time activities and school events to support students with belongingness and connectedness to school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	419	466	476	487
Girls	325	343	367	363

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.7	91.2	87.7	84.6
8	83.6	90.2	83.6	79.1
9	78.7	87.6	82.3	76.4
10	75.3	86.0	77.7	76.1
11	79.1	86.9	77.5	76.1
12	87.6	88.5	82.0	83.6
All Years	82.5	88.7	82.2	78.9
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

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	NA	4	6
Employment	NA	6	6
TAFE entry	7	9	35
University Entry	NA	NA	53
Other	NA	NA	NA
Unknown	NA	NA	NA

Year 12 students undertaking vocational or trade training

20.78% of Year 12 students at Hunter Sports High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

67.7% of all Year 12 students at Hunter Sports 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)	48.9
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.37
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	593,003
Revenue	14,564,854
Appropriation	13,203,752
Sale of Goods and Services	262,968
Grants and contributions	1,085,838
Investment income	12,295
Expenses	-13,644,952
Employee related	-12,258,344
Operating expenses	-1,386,608
Surplus / deficit for the year	919,902
Closing Balance	1,512,905

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	159,631
Equity Total	1,419,482
Equity - Aboriginal	241,515
Equity - Socio-economic	844,215
Equity - Language	0
Equity - Disability	333,751
Base Total	9,762,156
Base - Per Capita	221,251
Base - Location	0
Base - Other	9,540,905
Other Total	707,507
Grand Total	12,048,776

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

NAPLAN Expected Growth - Numeracy Target - Improvement in the percentage of students achieving expected growth to be at 4.31% or above the school's lower bound system-negotiated target in reading and to be at 3.46% or above the school's lower bound system-negotiated target in numeracy. **Reflection** - NAPLAN Reading results for 2022 demonstrate continued success with our students. In Reading the school average result was close to the State average and well above SSSG average results. In 2022 the students have achieved 2.2% above SSSG and 7.2% below state average in the top 2 bands. The school achieved 1.6% below the lower band target in 2022.

NAPLAN Expected Growth - Reading Target - Improvement in the percentage of students achieving expected growth to be at 6.47% or above the school's lower bound system-negotiated target in reading and to be at 5.33% or above the school's lower bound system negotiated target in numeracy. **Reflection** - Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has enabled significant achievement through the integration of designated literacy and numeracy lessons across Stage 4.

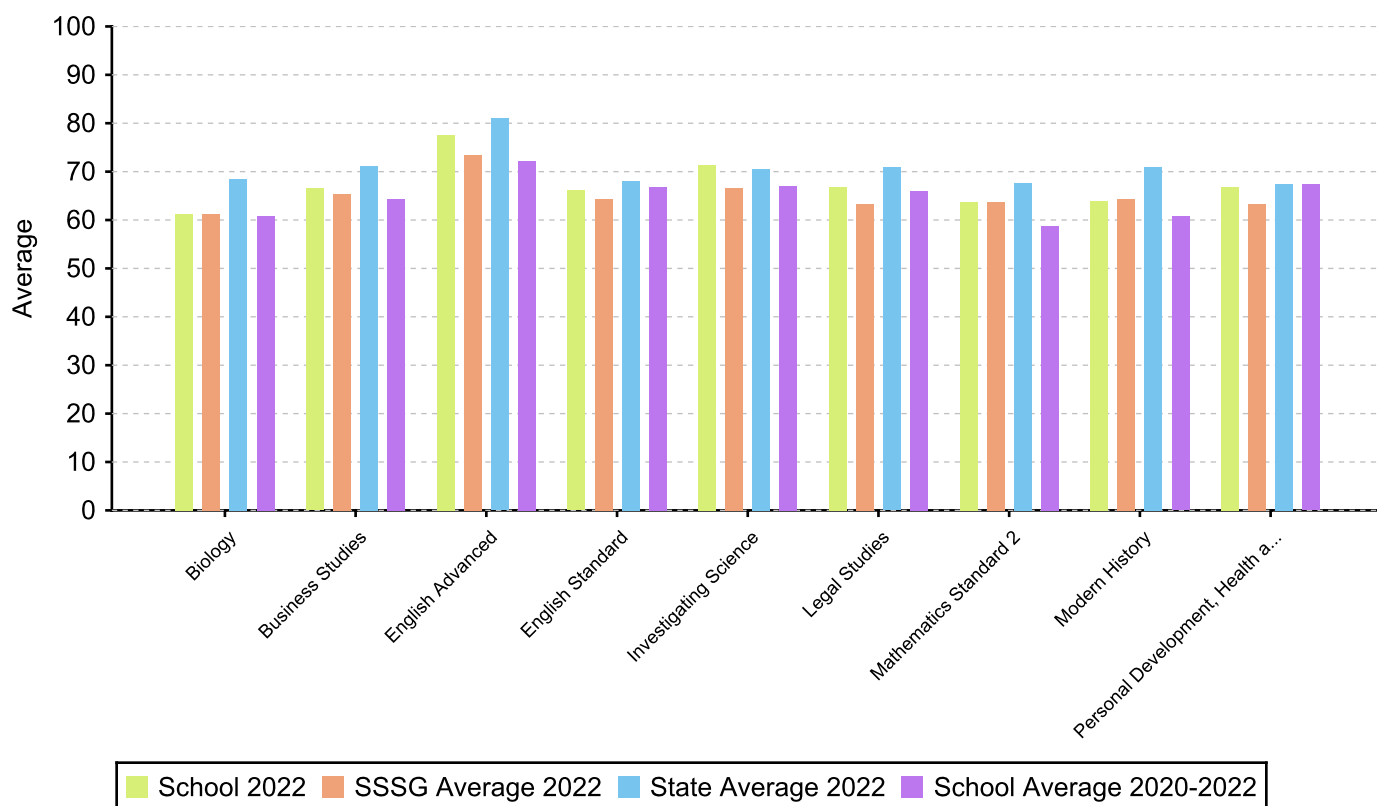
NAPLAN Top 2 Bands- Reading Target - Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in reading by 3.69% and numeracy by 3.77%. **Reflection** - NAPLAN Reading results for 2022 demonstrate continued success with our students. In Reading the school average result was close to the State average and well above SSSG average results. In 2022 the students have achieved 2.2% above SSSG and 7.2% below state average in the top 2 bands. The school achieved 1.6% below the lower band target in 2022.

NAPLAN Top 2 Bands - Numeracy Target - Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in reading by 3.69% and numeracy by 3.77%. **Reflection** - NAPLAN Numeracy results for 2022 demonstrate continued success with our students. In Numeracy the school average result was above the State average and well above SSSG average results. In 2022 the students achieved 9.7% above SSSG and 2.3% below state average in top 2 bands. The school achieved 2.6% above the lower band target in 2022.

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	61.2	61.3	68.5	60.9
Business Studies	66.5	65.3	71.2	64.3
English Advanced	77.5	73.5	81.0	72.2
English Standard	66.1	64.4	68.1	66.9
Investigating Science	71.4	66.7	70.6	67.0
Legal Studies	66.9	63.4	70.8	66.0
Mathematics Standard 2	63.8	63.8	67.6	58.8
Modern History	63.9	64.3	70.9	60.7
Personal Development, Health and Physical Education	66.9	63.3	67.5	67.3

- Hunter Sports High School has placed a sustained focus on moving the middle bands. This focus has shifted the average by 2.5.
- Best average HSC scores in over 10 years with an average score increase of 2.5 from 2021 and 2.8 from 2020. It's the first time in 5 years that we have achieved a higher average score than SSG.
- HSC average scores for Aboriginal students were our best results since 2010. Average HSC score was 4.2 above State average and 3.0 above our mainstream cohort
- Staff have been involved in Learning sprints focussing on a variety of aspects that resulted from the HSC review.

HSC directive terms - using consistent language and structures to answer written responses. Students have visual prompts to use in class to assist in writing HSC style answers and ensuring that the structure of the responses is meeting the intention of the question. Whole school writing structure TEEEC - complimenting work done on HSC directive terms a common writing strategy has been implemented for Stage 4, 5 and 6. Vocabulary focus - building the vocab of students across all stages by embedding strategies in to teaching and learning programs - word webs

Parent/caregiver, student, teacher satisfaction

During 2022 our Parents and Carers provided feedback on a number of school features. 75% of our community reported that student absence would impact on their Child's academic achievement. Parents reported that the majority of their Child's' absences are due to illness or injury. 57% of parents indicated that they would prefer to be notified about attendance via SMS. 60% of parents indicated that the school had high expectations for their child. 67% of parents also reported that the school had clear guidelines for behaviour expectations.

Tell Them from Me student data indicates that we need to provide more connections and opportunities for students to belong at Hunter Sports High School. With 58% of students reporting they belong at Hunter Sports High School and 40% of students only indicating that they felt like they belong at school only sometimes. Overall 83% of students did report that they felt accepted at Hunter Sports High School.

Our student feedback on our Careers Pathway sessions has been very positive. With 72% of all students having enjoyed the pathway session. Overall the pathway sessions were rated good to very good by over 85% of students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Hunter Sports High School has a strong Minimbah team to support Aboriginal and Torres Strait Islander students. The Minimbah team produce whole school cultural and curriculum events that recognise important dates for Aboriginal and Torres Strait Islanders people. This included recognising: Sorry Day, Reconciliation Week and NAIDOC. The school also participated in a number of Aboriginal Educational Programs including: NRL School to Work, Minimbah Dance Group, Career Links, Yakka Program - Work Experience, Tutoring, Bro Speak and Sista Speak, Transition support for students leaving apprenticeships, Leadership opportunities and Junior AECG.

This year we received two Nanga Mai Awards. The winners were Taleah Dodd for NSW VET in Schools Student of the Year and Taimana Elers for Outstanding Achievement in Sport.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Big Picture Education - The school runs a Big Picture Academy with five advisories that support approximately 80 students. Our world-class Big Picture Academy, for students from Years 8-12, offers an alternative learning model that sees students engage in their education and take responsibility for their learning by identifying and exploring their personal interests and passions. The academy had five students graduate in 2022 to University via the Big Picture University Portfolio entry pathway. Eight senior students received the International Big Picture Learner Credential

(IBPLC).

Sports Academy: Our Sports Academy continues to provide elite coaching to talented athletes as well as an academic framework that enables them to reach both their academic and sporting goals. Our teams and individual athletes uphold Hunter Sports High School's proud sporting tradition, producing outstanding results across many sports at Regional, State, National and international levels. As a member of the NSW Sports High Schools Association, our partnerships with state and national sporting bodies provide students with recognised development pathways to elite-level sport. The Academy provides the link between school and sport with the support of elite coaching staff and our school's integrated strength and conditioning and sports science programs. The Sports Academy caters for selected students across thirteen sports. Approximately 500 students are enrolled into the Sports Academy. We had nine students achieve National selection in their chosen sport and six teams achieve first in State.



Clap Sticks painted by Aboriginal students.