School context statement

Established in 1958 and located on six hectares on the Lane Cove River, Hunters Hill High School is a dynamic learning community for boys and girls from Year 7 to Year 12. The beautiful site is complemented by a spectacular hall, impressive performance space, and commercial kitchen and Science laboratories.

The school’s broad curriculum, extensive programs and outstanding student achievement are testimony to the school’s culture of learning, the expertise and experience of the teaching staff, our talented students and strong parent partnerships.

The school’s focus is the achievement of personal excellence in academic, sporting and creative areas, as well as student leadership and citizenship. Students enjoy consistently strong Higher School Certificate results with more than twice the state average progressing to university.

Strong relationships with partner primary schools are maintained through a series of annual events. An effective and committed P&C Association operates the canteen, the Uniform Shop, and working bees as well as fund-raising for educational and welfare programs.

Principal’s Message

In 2014, the school’s leadership commenced a conversation within the school community about the 2015-2017 school plan and its three strategic directions: Building Capacity; Student Engagement and Attainment; and Transition. Whilst these strategic directions have been identified and will frame and inform our operation for the next three years, the school’s 2014 directions and achievements have provided strong and solid foundations for the school’s future.

The year commenced with the opportunity to applaud the announcement of School Captain, Jane Andrews as Hunters Hill Council’s ‘Young Australian of the Year’ and Year 11 student, Ethan Stathakis as ‘Young Sportsman of the Year’. At its conclusion, Year 12 student, Brandon Vu was crowned Australia’s National Yoyo Champion and the school community celebrated strong Higher School Certificate (HSC) results.

These strong HSC results have enabled student entry into a diverse range of university courses and allowed other students to pursue trades, full-time employment as well as the ‘university of life’ by travelling overseas to volunteer, coach or immerse themselves in other cultures.

The establishment of the Multi Media Centre provided further opportunities for embedding technology in the curriculum as well as professional learning for all teachers. Freshly painted and smartly furnished, with a main teaching area and “break out” rooms, it’s a treat to spend time in this space. With Chromebooks, Google apps, enhanced connectivity, it’s a great twenty-first century learning space.

It’s a teaching and learning space where collaborative and creative learning as well as critical thinking are enhanced; where teachers develop their ICT skills and plan the incorporation of ICT into their programs and units of work. Whilst technology is not an end in itself, it encourages students to engage with their learning.

We have developed great partnerships with parents. Teachers’ monthly presentations at P&C meetings have strengthened these partnerships, facilitated communication between the school and parents, and developed parents’ knowledge and understandings of student learners, their needs and experiences.

Parents’ skill, dedication and generosity assist and support teachers’ work of building student capacity, engagement and achievement as well as supporting young people’s transition into, through and beyond their secondary education.

Successful P&C submissions enabled the upgrading of the multi-purpose courts and the transformation of the Numeracy Centre. The presence of our P&C is evident throughout our school community: in our grounds, canteen, uniform shop, in dance and band.

Our students engage with the many opportunities for student leadership: in and beyond classrooms; within and beyond our school; in sporting competitions; the Student Representative Council; Peer Support, student volunteering and student mentoring.

We expect our students to be fine leaders as well as impressive role models within and beyond our school community. It is crucial that our students epitomise our school values of integrity, excellence, respect, responsibility, co-operation, participation, care and fairness.
In 2014, we continued our commitment to acknowledging student leadership. Unique to our school community, our annual Achievers’ Camp celebrated our ‘thinkers’, ‘triers’ and ‘doers’. Further, student achievement was enhanced by teachers’ skilful curriculum differentiation, by naviGATE, our Talented and Gifted program and applauded at school assemblies, Achievers’ Morning Teas, in our monthly newsletters, on our website and via the school merit system.

The school’s transition programs were evaluated and refined in 2014. These programs: Hands on Science, Stepping Stones, Top of the Hill, Primary Band Day, Orientation Day and ‘O’ week are long-established programs that illustrate the importance the school places on student transition to high school.

Long established programs and activities, such as Eat Your Words, Speaking of History, QuickSmart and the Numeracy Centre promote student engagement and complement teachers and students’ work within classrooms. In 2014, these programs were joined by Beyond the Bell’ - a homework centre.

Teachers’ professional practice, the school’s programs and resources as well as the strong partnerships with parents and primary colleagues which I have outlined and which are explored in this report have supported and enhanced students’ learning outcomes throughout 2014. I commend this Annual School Report (ASR) to you. The report captures 2014 which was a productive, energetic and exciting year within our school community.

Judith M Felton
Principal

The P&C project of upgrading the outdoor multipurpose sports courts was completed in 2014. We were grateful to receive a $20,000 Community Building Partnership Grant from the NSW Government towards this project. The state of the art basketball, netball, tennis and volleyball courts are used extensively by the children, and by community users on weekends.

The P&C was pleased to receive a 2014 Community Building Partnership Grant of $6,300 towards upgrading the Numeracy Centre. These funds will be directed towards purchasing ICT resources and interlocking tables. We would like to thank Lane Cove MP Mr Anthony Roberts for his assistance in securing these grants.

Further major funding contributions by the P&C in 2014 include:

- Music faculty - keyboards, glockenspiels, music software for composing, guitars, microphones, sound system and an amplifier;
- English faculty - texts and data projectors;
- Science faculty – electronic data logging equipment and texts for the senior science course; and
- Mathematics faculty - $8,000 for the QuickSmart numeracy intervention program for middle school students.

The P&C also has a number of regular commitments it gives to various programs during the school year including student welfare, Achievers’ Camp, the Year 12 Yearbook, garden maintenance and acquisition of a major Year 12 artwork for on-going exhibition in the school’s Hedley Art Gallery. Hunters Hill High School is the only school in NSW which has acquired a Year 12 major artwork every year since the 1970s for ongoing exhibition in the school’s art gallery.

The hardworking P&C Events Committee organised a highly successful Comedy Dinner Dance, fundraising BBQs at Bunnings, the P&C Welcome Drinks for Year 7 parents, the Variety Night BBQ and the annual Christmas Drinks by the River.

Throughout 2014 the P&C participated in several staff selection panels, ran eight volunteer gardening working bees in our beautiful school grounds, spoke to prospective families from a parents’ perspective at Open Day and assisted at Year 7 Orientation Day.

HHHS P&C continues to run two businesses staffed by volunteer parents and carers. These are our school canteen which serves nutritious, freshly prepared food at affordable prices, and our quality, affordable uniform shop. These provide vital services for our students with profits being invested back into the school.

P&C message

Hunters Hill High School Parents and Citizens Association (P&C) is a strong and active P&C which continues to play a significant role in supporting Hunters Hill High School.
Hunters Hill High School is characterised by its strong community spirit. Congratulations to volunteer parents Jackie Fredericks and Meredith McDowell-Jones who were awarded North Sydney Community Awards by the Honourable Joe Hockey, MP for their immense contribution to Hunters Hill High School.

Well attended P&C meetings were enhanced by the informative presentations of Head Teachers, in addition to the Principal’s report.

Through everyone’s efforts Hunters Hill High School P&C will be investing over $100,000 in educational resources, programs and student amenity in 2015. The P&C is well placed for the future, which is acknowledged by the community. The *Northern District Times* article of 20 February 2015 reported that Lane Cove electorate MP, Mr Anthony Roberts was “full of praise” for Hunters Hill High School P&C, and referred to further plans for projects around the school. The future is exhilarating.

Deborah Slack  
P&C President

**Student Representative Council message**

The SRC was in charge of organising many activities and fundraisers throughout the school. These included Rainbow Mufti Day, Pink Mufti Day and *Jeans for Genes* and *Cupcakes for a Cure* which raised funds towards the Kids Help Line, National Breast Cancer Foundation and the Children’s Medical Research Institute.

Ms Austin took a selection of students to the ‘Empowering Minds’ program. Students attended various seminars and participated in activities based around mental health and awareness. These informed us about different ways to deal with mental health, ideas which we were then able to bring back to the rest of the student community.

A major focus of 2014 was anti-bullying and improving relations between peers. This included various seminars and workshops such as Reach, Cyber Bullying and Relationships. These workshops educated students on how to deal with bullying, as well as developing positive relationships with peers.

2014 provided many leadership opportunities. Besides electing a new leadership team for the school and Student Representative Council, a Leadership Day was held to foster leadership skills. A new position, International Student Representative, was initiated with Siwei Chen (Year 12) taking the role. Siwei Chen was later nominated for New South Wales International Student of the Year, for academic and community service.

The students have raised money for the school through various barbecues at carnivals and events, and cake stalls on days such as Valentine’s Day. These funds have enabled access to new and useful student resources.

Two students from the SRC, Christallo Dimos (Year 10) and Brigitte Villasmil (Year 9), had the opportunity to participate in a council meeting regarding road safety around Hunters Hill. In this meeting they discussed problems affecting the community and contributed ideas from a student’s point of view to solve them.

**Brigitte Villasmil and Matthew Gray**  
**SRC - Year 9**

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>7</td>
<td>95.2</td>
<td>93.7</td>
<td>93.4</td>
<td>95.7</td>
<td>95.7</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>98.1</td>
<td>92.9</td>
<td>92.8</td>
<td>98.4</td>
<td>92.4</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>91.3</td>
<td>92.3</td>
<td>91.0</td>
<td>98.2</td>
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<td>88.8</td>
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<tr>
<td>11</td>
<td>91.7</td>
<td>91.8</td>
<td>99.1</td>
<td>99.9</td>
<td>92.6</td>
<td>91.4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>86.3</td>
<td>91.0</td>
<td>92.5</td>
<td>89.2</td>
<td>90.7</td>
<td>90.9</td>
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<tr>
<td>Total</td>
<td>91.5</td>
<td>91.2</td>
<td>91.5</td>
<td>90.2</td>
<td>91.8</td>
<td>91.5</td>
<td></td>
</tr>
</tbody>
</table>

**Management of non-attendance**

The school monitors student attendance and sends SMS messages to parents notifying them of a student’s non-attendance or late arrival to school. Parents are able to reply via SMS to provide an explanation of student absences.

Improved attendance is supported by a system of student and parental interviews, monitoring books, Year Advisor support and DEC Home School Liaison Officer (HSLO) support.
Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking employment</td>
<td>1%</td>
<td>N/A</td>
<td>8%</td>
</tr>
<tr>
<td>Employment</td>
<td>2%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>2%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>University entry</td>
<td>N/A</td>
<td>N/A</td>
<td>64%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1%</td>
<td>2%</td>
<td>8%</td>
</tr>
</tbody>
</table>

In 2014, 90 Year 12 students completed their HSC. There was a variety of subjects undertaken by the students during the year, with subjects based at school and others being TVET courses offered at TAFE colleges around Sydney and also Saturday Schools. In 2014, 12 students enrolled in a TVET course and 2 students were completing a language course at Saturday School. Of the 90 students enrolled in this cohort, 70 were eligible to receive an ATAR (Australian Tertiary Admission Rank), with the remaining students able to receive their HSC by completing the HSC plus course. After the HSC had been completed, 58 students had received multiple offers for University Courses. The remaining students had either enrolled into TAFE courses, transitioned into the workplace, taken up apprenticeships/traineeships or taken a gap year to travel.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>33.6</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.6</td>
</tr>
<tr>
<td>Total</td>
<td>51.4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014, there were no teachers of Aboriginal heritage working at Hunters Hill High School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Staff %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014, all staff participated in a range of professional learning activities across the following areas:

- Beginning teachers
- Literacy and numeracy
- Quality teaching
- Career development
- Welfare and equity
- Use of ICT
- Syllabus implementation

A significant amount of expenditure was invested in teacher professional development in 2014. The major categories of this expenditure were directed towards syllabus implementation and career development (teaching skills development).

School development days were undertaken to:

- analyse HSC and NAPLAN results and to develop explicit teaching strategies that staff could incorporate into teaching programs to address the specific areas required for improvements across all KLA’s,
- ensure staff completed mandatory compliance training,
- plan and prepare the 2015-2017 strategic plan,
- address faculty specific programming and planning; and
- advise all staff on the Board of Studies Teaching and Education Standards (BOSTES) accreditation process including understanding the teaching standards in more detail.

In 2014, 32% of HHHS teachers were working towards BOSTES accreditation. 30% of the teaching staff were teachers maintaining accreditation at the proficient level. 2% of the teaching staff were seeking voluntary accreditation at the Highly Accomplished level. The remaining 36% of teachers were employed prior to the accreditation system.

Beginning Teachers

Throughout 2014 several beginning teachers worked towards completing their documentation and lesson observations for accreditation. Ms Deagle attended two BOSTES training events designed to familiarise supervising teachers with the current process for
completion and submission of all accreditation reports.

Teachers involved in this process developed their specific KLA skills through both internal and external professional training and met regularly with their supervisor to review documentation and teaching practice.

Several teachers are now working through the maintenance process and a few are reviewing and preparing for accreditation at Highly Accomplished Level.

Representatives from DEC conducted staff training at the School Development Day Term 3 and all teachers improved their familiarity with the Australian Professional Standards for Teachers. All teaching staff will be involved in further professional learning in 2015 in preparation for 2016 when all teachers will be expected to follow the accreditation policy and procedures.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

### Date of financial summary
30/11/2014

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$620,412.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>$369,388.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$150,509.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$664,991.06</td>
</tr>
<tr>
<td>Interest</td>
<td>$18,947.92</td>
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<tr>
<td>Trust receipts</td>
<td>$85,842.55</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td>Total income</td>
<td>$1910091.59</td>
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</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$208,899.23</td>
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<tr>
<td>Excursions</td>
<td>$121,171.46</td>
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<tr>
<td>Extracurricular dissections</td>
<td>$98,097.71</td>
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<tr>
<td>Library</td>
<td>$11,560.37</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>$78,204.62</td>
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<td>Administration &amp; office</td>
<td>$119,544.32</td>
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<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
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<tr>
<td>Utilities</td>
<td>$128,083.57</td>
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<tr>
<td>Maintenance</td>
<td>$130,649.15</td>
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<tr>
<td>Trust accounts</td>
<td>$96,927.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$119,931.99</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$1255167.66</td>
</tr>
</tbody>
</table>

### Balance carried forward
$654923.93

School performance 2014

Academic achievements

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.

Year 7: from Band 4 to Band 9 (highest for Year 7)
Year 9: from Band 5 to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click the link [http://www.myschool.edu.au](http://www.myschool.edu.au) enter Hunters Hill High and select GO to access the school’s NAPLAN data.

### Highlights
- 68% of Year 7 students achieved results in spelling in the top three performance bands of NAPLAN.
- 64% of Year 7 students achieved results in numeracy in the top three bands of NAPLAN.
- 57% of Year 9 students achieved results in spelling in the top three performance bands of NAPLAN.
- The school demonstrated a substantial increase in the meeting of national minimum standards in numeracy with 98% of Year 9 students meeting this requirement.

Higher School Certificate

In the HSC, the performance of students is reported in bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

### Highlights
- School Dux Hugh Mackay achieved a high 90’s ATAR receiving Band 6 in five different courses.
- 100% of English Extension 1 and 2 candidates achieved results in the top two performance bands.
- 100% of Mathematics Extension 2 candidates achieved results that were in the top two HSC performance bands.
- 100% of History Extension candidates achieved results that were in the top two performance bands.
• 100% of Music 1 candidates achieved results in the top two performance bands.

• Hunters Hill High School Biology and Senior Science candidates achieved class averages in the HSC that were significantly above the state averages.

• Our Year 12 HSC candidates achieved 118 Band 5 or Band 6 (the two highest performance bands) results in the HSC.

Achievements in arts, sport and other school programs.

2UE SYDNEY’S FAVOURITE TEACHER 2014

Mr Anthony Wilson, TAS teacher, won Radio 2UE’s Breakfast annual Sydney’s Favourite Teacher competition. Mr Wilson was nominated for his ability to understand his teenage students, share his life experience to enrich their learning and teach them some of ‘life’s lessons’, his genuine care for his students and demonstrating to them how to behave respectfully and ethically.

ARTS

Concert Band

The Concert Band had another successful year, rehearsing every Monday morning and performing at a wide range of school events including Variety Night, school assemblies, Open Day, Year 7 Orientation Day, Top of the Hill, Presentation Day, and also eisteddfods. In May, band students participated in a very successful three day tour to the Port Stephens region, visiting...
schools and nursing homes. This gave them the opportunity to work closely with students from different backgrounds while developing their performance skills for different audiences.

Variety Night

Variety Night 2014 celebrated the outstanding and wide-ranging talents of many students. Performances included the Concert Band, Dance Troupes, and individual acts including instrumentalists, vocalists and the school’s home-grown hero and National Yoyo Champion, Brandon Vu.

Young in Art

Thanks to our talented students, Hunters Hill High School’s strong connection to this annual event and tradition of doing well continued in 2014. The exhibition showcased a range of talents from four local high schools and four local primary schools.

Hunters Hill High School students won five out of the thirteen awards on offer, with Ciara Murphy achieving a Highly Commended for her charcoal drawing ‘Jumping for Joy’.

Hedley Gallery

HSC student Antonio Galati’s artwork entitled ‘The Modern Portrait’ was purchased by the P&C for hanging in the Hedley Gallery in the school’s library.
Music Arts Drama Design Night

MADD Night provided an opportunity for HSC students to showcase and refine their performance pieces for both Music 1 and Drama.

Displays of major works and portfolios were presented for families and future students to view. Artworks, wood constructions and projects as varied as fish tanks and electric guitars were constructed by our very talented Year 12 students.

Photo display of some of the many impressive final major work pieces from our Year 12 students
Dance: Jazz, Contemporary and Hip Hop

Hunters Hill High School’s dance program continued to flourish in 2014, with rehearsals occurring on Tuesday, Thursday and Friday mornings. Dance troupes performed at eisteddfods, Open Day, Variety Night, Ryde Schools Spectacular (at the Opera House), the Sports Presentation Assembly, Year 7 Orientation Day and Presentation Day. Spectacular costumes and choreography, along with the enthusiasm and commitment of the students, made these performances a highlight of school events.

The Drama Kings and Queens

Drama workshops for Year 7 students ran on Thursday afternoons, building team work, creativity and confidence in the participants.

Students performed a short detective play for MADD Night titled ‘A Clever Charade’.

OTHER PROGRAMS

Theatre Sports

The Theatre Sports Program was an exciting initiative designed to provide an opportunity to promote female students’ engagement in physical activity, particularly House Sport. These high-energy sessions were designed to develop confidence, self-expression, creative expression, communication and leadership.

On completion of the program students were surveyed, with 100% of the girls who participated agreeing that the program was valuable and helped develop their skills in one or more of the focus areas.

Past Students in the Arts

Brittany Roulston, a graduate of 2014 has received a placement as a vocalist at the Australian Institute of Music.

Audrey Blyde, a graduate of 2013, is currently attending the Western Australian Academy of Performing Arts.

These two talented recent students are set to continue Hunters Hill High School’s proud tradition of past students who have carved prominent and successful careers in artistic fields.

Top of the Hill

This was the fourth year in which Hunters Hill High School offered our successful high school experience program called Top of the Hill.

This program invited students from our partner primary schools to gain an insight into high school life.

Top of the Hill provides an interesting and practical orientation to high school life for Year 6 students who are transitioning to high school. For Years 4 and 5 students, the program is a hands-on opportunity to experience the resources, facilities and curriculum available at Hunters Hill High School.
Students participated in a range of engaging, enriching, challenging and collaborative activities from subject areas such as Science, Hospitality, Design and Technology, Visual Arts, Drama and Dance.

These mini lessons were provided by specialist KLA teachers and high school student mentors. Participating students enjoyed the tangible results – including creating products such as a “dog tag” in metal work and delightful desserts in Hospitality.

Figure 11: Top of the Hill program

Parents and primary school teachers were invited to attend a special presentation at the conclusion of the program at which students shared their projects and experiences.

Figure 12: HHHS mentors for Top of the Hill

Eat Your Words

*Eat Your Words* is a literacy program that is provided by the Learning and Support Team to reinforce literacy skills of students and those interested in participating as peer tutors or students wishing to extend their literary interests. This program is available for students in Years 7-9 and runs at lunchtime every Thursday.

Sessions commence with a revision of fundamental literacy skills and explicit instruction on correct ways to extend skills in punctuation, grammar and vocabulary. Peer tutors assist younger students who may need support.

Students also participate in personal interest projects including: book reviews/studies, creative writing, reporting and poetry. These projects allow students to broaden their experience with literature at a personal level. The processes of editing and publishing develop the students’ awareness of syntax, grammar, punctuation and textual structures.

Volunteering

Hunters Hill High School promotes the benefits of volunteering in the community and at school. Sixty Year 9 and Year 10 students were involved in the DEC Student Volunteering Awards program during 2014. Three students received a Silver Certificate for 40 hours of volunteering and three students received a Silver Certificate for 20 hours of volunteering. These students combined gave 984 validated volunteering Hours.

Students participated in Legacy Day, Poppy Day, helped and refereed at primary school sports events, trained seniors how to use Ipads, assisted teachers during Open Day and the Ryde Volunteer of the Year Award.

Figure 14: Year 9 volunteers
Year 12 Motivational Day

In early Term 2, a special motivational day was devised as part of the Year 12 study program and involved all HSC students.

Motivational Speaker Glen Gerreyn presented his lecture ‘A Day of Hope’. The 2 hour lecture was a resounding success with 100% positive feedback from students. The second part of the day consisted of a barbecue and year group picnic.

This day was made possible by the combined funding of our school and our P&C. This successful model will be passed on to future Year 12 leaders.

Achievements in Mathematics

Competitions

In 2014 students enthusiastically entered a range of Mathematics competitions, with many students achieving impressive results. These competitions included:

- The Australian Mathematics Competition: One of the largest school-based competitions in the world, this competition emphasises the importance of Mathematics as a subject and provides resources for the classroom. A High Distinction was awarded to Evan Choi of Year 7 with many other students gaining Distinctions and Credits.

- The Australasian Problem Solving Mathematical Olympiad: Year 7 and Year 8 students participated in the Australasian Problem Solving Mathematical Olympiad (APSMO). There was a focus on individual student improvement by providing time for the practice and development of problem solving skills. Trophy winners in this prestigious competition were Evan Choi (Year 7) who was placed in the top 10%, Benjamin Murray (Year 8) and Cameron Zirn (Year 8) who were both placed in the top 25%.

The World of Maths Roadshow

Always a highlight of the Mathematics calendar, the World of Maths Roadshow once again visited Hunters Hill High School in June 2014. Year 7 and Year 8 students worked in groups using Mathematics to solve problems related to practical and real-life situations. Activities related to curriculum areas including number, space, measurement, chance, data, logical thinking and sequencing.

Science Competition Achievements

In 2014 students at Hunters Hill High School continued to achieve outstanding success in a wide range of Science related competitions. Impressive results included:

- Neuroscience Brain Bee competition: Christallo Dimos (Year 10) made it to the state round two in this very challenging competition.

- Big Science competition results:
  Congratulations to Damien Dimos who was one of the highest achievers in the state for the Big Science competition, winning a prize of $250.

  High Distinction: Damien Dimos, (Year 11), Alysha Durrant (Year 10), Caitlin Nash (Year 9).

  Distinction: Christallo Dimos, Matthew Hollomon, Pamela Madoyris (Year 10), William Bayliss, Matthew Gray (Year 9), Benjamin Jones, Cameron Zirn, Huan Kirkman (Year 9).

  Credit: Cameron Durrant (Year 12), Andrew Gray (Year 11) Benjamin Murray, Lindon Durrant, Sarah Raineri, Sebastian Davies (Year 8), Kwangwoon Choi (Year 7).

- NSW Titration Competition results:
  Team 1: Andrew Gray, Damien Dimos, Xavier Perkes (Year 11 Team came 4th).
  Team 2: Cameron Durrant, Casper Wang, Arman Chahal (Year 12 Team came 7th).
  Team 3: Siwei Chen, Hugh Mackay, Liam Martin (Year 11/12 Team came 5th).
Beyond the Bell

Beyond the Bell is a homework club that runs in the library every Monday afternoon from 3:15pm-4:15pm. This program is available to all students and is staffed by teachers who volunteer their time. This 2014 initiative has proven to be very valuable in providing targeted support to many students.

The program focused on supporting Year 7 and International Students as they transitioned to their new school. Around 20-30 students attended each week throughout the year under the supervision of (at least) three teachers, including the Learning and Support Teacher, the librarian and specific KLA teachers. Students were assisted in the completion of assessment tasks and developing study skills. The Learning and Support Teacher arranged specialist assistance for students who requested support in specific subject areas.

SPORT

2014 Sport Top Level Achievers

Astrid Kingsmill (Year 7)
- 13 Girls Zone Cross Country Champion
- 13 Girls Regional Cross Country Champion
- 13 Girls Zone Athletics Age Champion
- 13 Girls Regional Athletics Age Champion
- NSW Combined High School (CHS) Cross Country and Athletics representative

Patrick Russell (Year 11)
- 15 Boys Zone Age Champion
- Regional and CHS Swimming representative

Antonio Galati (Year 11)
- Open Boys Zone Athletics Age Champion
- Regional and CHS Athletics representative
- NSW representative in Australian Championships (Bronze medal in 100m and long jump)

Amber Yee (Year 12)
- Open Girls Zone Athletics Age Champion

Sean Frith (Year 10)
- CHS Athletics representative

Ethan Stathakis (Year 11)
- Selected in the Junior National Gymnastics Squad (U17’s Team), winning both an individual and a team silver medal

Ky Jackson (Year 7)
- Selected in the Australian Junior Baseball Team

Figure 16: The opening of the basketball courts

Figure 17: Swimming carnival

Figure 18: Athletics carnival

Figure 19: 2014 Major sports award winners
Ski Trip

68 Hunters Hill High School students and 5 teachers participated in the annual Ski Retreat. All students in Years 9, 10 and 11 were invited to nominate for this reward excursion based on exhibiting a strong commitment to learning and involvement with the school community.

The majority of students attending were first time skiers or snowboarders. It was very pleasing to see their development throughout three days of skiing. Students skied throughout the Perisher Blue Resort, visiting Blue Cow, Guthega, Mt Perisher and Smiggins Holes Resorts.

Figure 20: Ski trip group

Duke of Edinburgh Award Scheme

In 2014, 24 students participated in the Award Scheme.

Students have completed time volunteering for charity and community organisations, participated in sports teams or committed to weekly physical activity whilst learning a new skill such as a language, musical instrument or life skills.

Figure 21: HHHS Snowboarder in action

A Senior First Aid incursion was organised to ensure all Duke of Edinburgh students were qualified in emergency first aid.

A five week training program on Monday afternoons ensured each participant had the necessary skills to safely partake in the adventurous journey component of the Award. A tiring but rewarding journey from Somersby to Patonga occurred from 17th to 19th May. Students also completed a beautiful walk along the Coast Track from Otford to Bundeena from 6th September to 8th September. Great views and fun in the sun was experienced by all.

Figure 22: Duke of Edinburgh expedition

Figure 23: Deputy Principal Mr Murphy on the expedition

International Students Program

Hunters Hill High School has a strong international student program designed to welcome and guide overseas students through a comprehensive experience of student life in Australia. The International Student Mentoring Program was introduced to assist with learning and workload as well as adapting to life in another country. Together with the classroom and every day experiences of being a student in Australia, international students enjoyed morning teas, barbecues and excursions aimed at
creating a stronger community. A ‘buddy’ program supported students by creating links amongst a wider school community.

Figure 24: International Students morning tea

English as a Second Language (ESL) classes were funded by the school in Years 10, 11 & 12 to support the learning of our students from overseas.

Each year, Study Abroad students come to Hunters Hill High School for short term exchange experiences in 2014 from Brazil, Germany, Italy, Spain and Mexico.

Year 12 student Sewei Chen from China was one of the top three finalists, recognised at a Sydney Opera House event, for NSW International Student of the Year. Sewei provided care and support to the SRC and newly arrived international students.

Significant programs and initiatives – policy

HHHS recognises and promotes the incorporation of programs that address the needs of our Aboriginal and Torres Strait Islander Students and our students from across the globe; this is seen not simply as an obligation, but as fundamental to enriching the education of our students and teachers.

Aboriginal education

- NAIDOC celebrations were participated in, and recognised at formal school assemblies, including ‘Sorry Day’ acknowledgement by Aboriginal and Torres Strait Islander students.
- HHHS has committed to participating in the City/Country Alliance initiative as a way to raise student and staff awareness of the contrasting experiences of regional and Indigenous students.
- The Learning and Support Team has been working closely with the Indigenous Student Support Teacher, who has encouraged ATSI students to take up leadership roles within the school and broader community, Variety Night and formal occasions.
- Personalised Learning and Support Plans were developed for all Indigenous students through liaising with students and their families to ensure that their learning needs were being met respectfully and appropriately.

Multicultural education and anti-racism

- The Anti-Racism Contact Officer (ARCO) Mr Adam Skinner works to ensure the continuation of a respectful and harmonious community at HHHS
- 2014 saw the nominations and elections of the first International Student Representatives on the Student Representative Council. This has been deemed crucial to ensure the Student Representative Council accurately reflects the student cohort.
- The student representative council ran regular Multicultural Days (mufti days/lunches/morning teas) to reflect the growing diversity of the student cohort and develop awareness and appreciation of the Global Village.

Significant programs and initiatives – equity funding

In line with the Local Schools, Local Decisions education reform, Hunters Hill High School has utilised the 2014 equity funding allocated to address the specific needs of the students who attracted the funding.

Aboriginal background

The identification of several Indigenous students and their passion for Creative and Performing Arts underpinned the development of a Theatre Sports program. A professional drama teacher was engaged to develop the confidence and repertoire of the students.

Socio-economic background

It was identified by the Learning and Support Team that there were a number of boys from low socio-economic backgrounds in Stages 4 and 5 who were struggling with the academic and social demands of high school. BRAVE (Boys Respecting And Valuing Education) was trialled as a way of engaging boys with their education while instilling them with skills that would assist them in social and formal situations.
English language proficiency

Initiatives included:

• The continued appointment of an International Student Coordinator (ISC), Ms Susan Nunn and the assistance of Ms Ruth Simpson. The ISC role addressed the enrolment, welfare and academic concerns of international students and supported and advocated for them in their communications with outside agencies.

• Beyond the Bell for ESL, an after school study and homework club was established by the Learning and Support Teacher and International Student Coordinator to address the specific needs of International Students and to run concurrently with the Beyond the Bell Program.

• An additional Language Support Teacher was appointed to support international students in KLAS where students had been identified as needing additional support in the classroom.

• English as Additional Language/Dialect (EAL/D) classes continued to run for students in Years 10, 11 and 12 to ensure that international students were receiving explicit instruction in the use of the English language.

• Professional Learning Sessions were run by trained teachers to ensure the use of appropriate EAL/D strategies within all classrooms and across the curriculum.

Learning and Support

Key aspects of the Learning and Support program included:

• The engagement of an additional Support Teacher Learning commenced in 2014 to address the needs of students with additional learning needs or learning disabilities. The support teacher collaborated with classroom teachers to ensure appropriate adjustments were made so that all students were able to access the curriculum in line with the Every Student, Every School initiative.

• The redevelopment of Eat Your Words, a literacy fundamentals class. This program reinforced the literacy basics of students in Years 7, 8 and 9, through independent learning projects overseen by the Learning and Support Teacher.

• Beyond the Bell commenced at the beginning of 2014 as an additional support program available to all students. Students were supported in the completion of assessments and homework and successful study strategies were reinforced.

• Stepping Stones was the initiative of Hunters Hill High School and its partner primary schools, Lane Cove West Public School and Gladesville Public School under the Every Student, Every School Initiative in 2013. This successful program continued in 2014, it addressed the concerns of parents during the transition of their children from primary school to high school.

Other significant programs and initiatives

The In School Mentoring Opportunity Program addressed the needs of students in Years 8 and 9 relating to personal, academic and social issues in the 21st Century. This program was a government funded program that the School Counsellor incorporated into the school timetable as a way to strengthen students’ self-advocacy skills and self-concept.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Background

The BRAVE (Boys Respecting and Valuing Education) program was established to improve boys’ engagement and enjoyment in Years 7, 8 and 9. The program was developed by a team of staff members with help from the Learning and Support Team. Students involved sat a questionnaire both before and after participating in the program in order to determine its effectiveness.

Planning included the following:

• collaboration with year advisers to identify potential students who would benefit from the program;

• developing a scope and sequence of lessons that would prove beneficial to the students involved; and,

• establishing a timetable that would minimise interference with the students’ regular classes.
In order to best meet student needs and achieve objectives the program had three modules:

- teamwork and competition by physical challenge;
- improving organisation at school and at home; and
- learning to be a positive role model and what it means to be a man.

**Findings and conclusions**

- Overwhelmingly, the students displayed a positive attitude towards the program.
- Students completed entry and exit surveys. 84% of students believed the program had improved their experiences at school, while 94% stated they would recommend it to their peers.
- The survey data indicated that a majority of the students found themselves more organised for school after the program as well as feeling more confident with their schoolwork.
- The program determined that the students engaged more with physical, hands-on activities as opposed to learning visually through worksheets or PowerPoint presentations.

**Future directions**

- Hands-on activities are to be recommended to teachers teaching male students who struggle to engage in the classroom.
- Further evaluation of the program and ongoing monitoring of the students involved will determine what form the program will take in 2015.

**School planning 2012-2014:**

**School priority 1**

**Improved literacy and numeracy outcomes**

**Outcomes from 2012–2014**

- Increase the percentage of students in the top two bands in NAPLAN

**Evidence of achievement of outcomes in 2014:**

- 32% of Year 9 students achieved in the top two NAPLAN bands in reading. This represented a 5.4% growth in the numbers of students achieving in these bands relative to 2013 student figures.
- 42.6% of Year 7 students achieved in the top two NAPLAN bands in spelling.
- 33.8% of Year 7 students achieved in the top two NAPLAN bands in grammar and punctuation.
- 35.9% of Year 7 students achieve in the top two performance bands of NAPLAN in the numeracy section on numbers, patterns and algebra.

**Strategies to achieve these outcomes in 2014:**

- Literacy and numeracy committee support for teachers.
- Whole school professional learning activities at after-school staff meetings and school development days.
- Head Teachers addressed parents at the Year 7 Information Evening and P&C meetings to provide an understanding of school programs and ways in which parents can support their children.
- The School Measurement, Assessment and Reporting Toolkit (SMART) data analysed and used to inform faculty programming.
- The lunchtime tutoring program, Eat Your Words provided support for selected students to improve their literacy skills.
- Targeted students supported by Learning and Support Teacher (LAST),
- ESL strategies incorporated into faculty programming.
- Tutoring and small group support was provided for Indigenous students.
- Emphasis placed on quality teaching and cross faculty programs that enhance literacy skills.
- Programs used to promote reading including Premier’s Reading Challenge, Book Week, and wide reading assignments in English.
- Posters were placed in all classrooms that support and promote literacy skills such as text types, grammar and spelling hints.
- Current faculty programs were analysed and modified to identify and imbed increased numeracy content.
• Specific numeracy skills were allocated to different faculties for incorporation into programs as appropriate.

• Students identified as having low numeracy skills were supported to improve through *QuickSmart*.

**School priority 2**

**Engagement and Attainment**

**Outcomes from 2012–2014**

• The number of students achieving Bands 5 and 6 results in the HSC has increased.

• Attendance rates and issues impacting upon students with low attendance have been addressed.

• The retention rate for students from Year 10 into Year 11 has increased.

• As evidenced through student surveys and interviews, HSC student satisfaction in the way in which HHHS is meeting their academic and welfare needs has increased.

• As measured by staff and student surveys, the effective use of technology in the classroom has increased.

**Evidence of achievement of outcomes in 2014:**

• Hunters Hill High School maintained and improved student attendance rates in 2013 and 2014. These attendance rates were between 1.5% and 2% above the NSW state averages.

• Hunters Hill High School successfully developed and opened the Multi Media Centre in 2014. The centre provided students and staff with access to the latest ICT technology such as *Google Apps*, access to Chromebooks and multiple input presentation tools. The Science faculty commenced utilising Chromebooks in 2014.

• Regular professional training was delivered to Hunters Hill High School teachers so they could better encompass the latest *Apps* technology into their classrooms.

**Strategies to achieve these outcomes in 2014:**

• An analysis to determine the most effective staff teaching practices was conducted.

• Greater participation in HSC study days was encouraged. Teachers ran additional workshops beyond the school day & during holiday periods to support Year 12 students.

**School priority 3**

**Wellbeing and Citizenship**

**Outcomes from 2012–2014**

• Student workshops on time management, revision strategies and decoding and responding to typical HSC questions were held.

• Learning and responding matrices were implemented.

• Teaching programs were evaluated and adjusted in order to cater for a wide range of learning styles,

• Opportunities to improve behaviour management through programming were targeted.

• The needs of gifted and talented students were met by differentiating the curriculum.

• Opportunities for students to hear from outstanding past HSC achievers were provided.

• Vocational pathways for non-academic students were strengthened.

**Figure 27: School Captains with Year 12 advisors**

• Improving the strength and resilience, resourcefulness and adaptability of staff and students at HHHS,

• Growing the size of Year 7 student intake,

• Strengthening the peer support and student welfare programs at HHHS,

• Following the DEC 2011 Bullying: Preventing and Responding to Student Bullying Policy to minimise incidents, and

• Strengthening students’ academic and social satisfaction.
Evidence of achievement of outcomes in 2014:

- Hunters Hill High School Transition Programs and school promotion successfully resulted in a substantial increase (59%) in the number of Year 7 students enrolled into the school in 2014, relative to 2013 numbers.

- Strong and ongoing attendance figures in 2014 confirmed the success of new and ongoing support programs offered by the school. These programs included: the Beyond the Bell homework program, the Numeracy Centre, the well-established Eat Your Words literacy program and the expanded QuickSmart numeracy program.

- Student surveys at the conclusion of 2014 indicated that 67% of Hunters Hill High School students had a ‘strong sense of belonging’ to their school. This strong sense of connection is well above NSW state norms – 5% above for girls and 2% above for boys.

Strategies to achieve these outcomes in 2014:

- Maintaining the Year 6 to 7 transition strategies including: Hands on Science, Top of the Hill, Stepping Stones for parents, Girls Breakfast, Primary Band Workshop and Orientation Day,

- Delivering mentor programs and activities to support girls’ education and wellbeing,

- Reviewing the Learning Support Team procedures to improve support for student learning within the school,

- Improving the use of tracking systems to identify and support at-risk students,

- Strengthening buddy structures to support new students to the school,

- Developing improved counselling strategies to aid students in their subject selections for Stage 6; and

- Reviewing and restructuring of the Year 12 teacher student mentor program.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school’s performance.

Ex-students continue to give back to the school via guest speaking or presenting at assemblies and year meetings. They all expressed their sincere gratitude towards the school and its teachers and the opportunities that were provided to them. They especially noted the sense of belonging they gained from the strong school community for which this school is widely known.

Data from small group forums once again confirmed high levels of student satisfaction and engagement with, and pride in, their school. Students particularly appreciated the learning opportunities offered, the support and expertise of their teachers and the sense of inclusiveness among the student cohort.

Parent involvement within the school was noted as a particular strength. There was an appreciation of the dedication demonstrated by the P&C, its dedicated individuals and recognition of the sound partnerships that have been forged.

Parent and student attendance at assessment and information evenings and other special school events was above 80%.

Parents’ feedback from Open Day, Hands on Science, the Primary Band Workshop, the school ski trip, Stepping Stones, Top of the Hill and many other school initiatives have been positive. Particular areas commented upon by many parents include:

- how spectacular the school grounds were;

- the number of dedicated and enthusiastic teachers that support our Open Days and other information sessions so successful and informative; and

- The high levels of professionalism and organisation that are evident in every initiative, thus making them so worthwhile for parents and students.

Teacher satisfaction continues to be demonstrated by low levels of teacher absences and few applications for transfer. Teachers’ commitment to the school is demonstrated by their high level of involvement in the wide variety of co-curricular activities and program available. Teachers have also shown an impressive
willingness to participate in Professional Learning courses in order to build their capacity.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**School Plan Purpose 2015-2017**

**PURPOSE:** Hunters Hill High School has a strong history of excellence in education. The strategic plan will consolidate and develop priorities that will reflect and support our school’s direction in the areas of building capacity, student engagement and transition.

**PEOPLE:** The school community, teaching and SASS staff, students and parents will be involved through surveys and focus groups to provide feedback on our current priorities and to contribute feedback and to inform planning for 2015-2017.

**PROCESSES:** The school has used a wide range of tools to evaluate the 2015-2017 school plan and to determine the school’s future strategic directions. These include a whole school needs analysis, curriculum evaluation; whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from surveys. The P&C has been actively engaged in all aspects of this plan.

**PRACTICE:** Analysis has identified the school’s strength is reflected in our student value added data; analysis indicates a need to focus on high achieving students to improve their performance. Our Learning Support Team contributes students to a learning environment which enables successful student transition throughout the educational continuum.

**PRODUCT:** The school aims to build a learning environment where all students can have the opportunity to reach their potential. This means striving to create an inclusive and caring environment, one in which students realise their abilities and talent and achieve excellence in academic, cultural, artistic, sporting and community endeavours.

**Strategic Directions 2015-2017**

- **Building Capacity**
  Staff will be high performing, collaborative and dynamic educational leaders.

- **Student Engagement**
  Student engagement in school life is reflective, resilient and future focused. Students attain in a sustainable, accountable and engaged 21st Century learning community.

- **Transition**
  Students will be provided with effective systemic support as they transition into, through, and beyond their secondary education.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Judith Felton, Principal

Michael Murphy, Deputy Principal

Michelle Chiew-Meldrum, Head Teacher Science

Jenny Deagle, Head Teacher CAPA

Ros Jenner, Community Member

Margaret Schnitzler, P&C representative

Brigitte Villasmil, SRC representative

Matthew Gray, SRC representative

**School contact information**

Hunters Hill High School

Reiby Road, Hunters Hill, 2110.

Ph: 9817.4565

Fax: 9816.3297

Email: huntershd-h.school@det.nsw.edu.au

Web: www.huntershdh.schools.nsw.edu.au

School Code: 8207

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: