

Illawarra Sports High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Illawarra 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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Message from the Principal

Illawarra Sports High School is a designated selective sports high school which places high expectations on students and staff and focuses on quality teaching and learning and ongoing professional development of staff. Our mission is to work in partnership with parents and the wider community to engage students in quality learning experiences that maximise their capacity and determination to become respectful, responsible learners and to achieve their best in all areas of school life.

Our school strongly supports the concept of student voice in the organisation of the school. Our school captains meet with the Principal once a fortnight to advocate the ideas and opinions of the student body and SRC students organise and chair our weekly school assemblies.

2016 was a great year at our school, particularly in regards to improving the way our teachers and students learn. Our learning partnership with the University Of Wollongong has continued to grow and our teachers have continued to develop their understanding and use of cooperative and project based learning in classrooms. In 2016 we created two more CLOWD (Collaborative Learners Occupants Working Dynamically) classrooms. In CLOWD classrooms, students can use iPads and write on either whiteboard walls or writable desks as tools to undertake project based learning, thereby developing deep knowledge of subject content.

2016 was also a year where our students continued to develop their skills as global citizens. Our school hosted a visit of students from Korea and students regularly communicated with our sister school in Indonesia using CLOWD video conferencing facilities.

I hope you will enjoy reading our summary of the achievements of our students and staff and key directions for 2017.

Message from the school community

This year Illawarra Sports High School held eight well attended meetings of our Parents and Friends Group in the school library. The school does not have an official Parents and Citizens Group. Instead, the Parents and Friends Group is a more informal group of parents and carers that meets once a month to evaluate school plan milestones and seek parent input on school improvements.

This year our meetings featured discussions on the proposed new 2017 school uniform and discussions on HSC and NAPLAN results. The Parents and Friends group also plays an important role in consultation on the use of RAM Equity funds within the school.

Message from the students

The 2016 Student Representative Council met fortnightly to discuss student based issues and plan new charity and fund raising initiatives. These meetings took place just before the School Captain meetings with the Principal so that any student matters raised could be openly discussed.

Throughout 2016, the SRC played a defining role in all school assemblies, carnivals and presentation events. The 2016 School Captain Dusan Pavlovic was also selected to be Master of Ceremonies at the Wollongong North Network Education Week Awards. The SRC was also heavily involved in the consultation process for the new uniform. Highly successful fundraising initiatives included raising money for Jeans for Genes Day and Pink Ribbon Breast Cancer Day. Throughout December of 2016, the SRC organised for a Christmas tree to be placed in the front office foyer so that students and their parent/carers could offer gifts for families less fortunate than themselves as part of the Salvation Army Christmas Appeal and some students dressed up so that students and teachers could pay a small fee to have their photo taken with Santa. SRC students also participated in the Illawarra Sports High staff and student Relay For Life team, raising funds for cancer research.

The SRC Coordinator Mr Murada and new Head Teacher Welfare, Mrs Sonia Taylor placed a strong emphasis on fostering every SRC students' leadership skills throughout the year. Hieu Tran and Liliana Spiroski represented the school at the annual South Coast SRC Leadership Camp and the new 2016/17 SRC participated in a leadership day where Mrs McCarthy (School Principal) spoke about her ideas about leadership and students got to discuss why they volunteered to be part of the SRC and how they planned to use this position to further improve the school.

The SRC would like to thank Mr Murada (SRC Teacher Coordinator) and Ms Taylor (Head Teacher Welfare) for their efforts at making the SRC a success in 2016.

Dusan Pavlovic (School Captain)

School background

School vision statement

Achieving your personal best

The mission of Illawarra Sports High School is to work in partnership with parents and the wider community to engage students in quality learning experiences that maximise their capacity and determination to become respectful, responsible learners and to achieve their personal best in all areas of school life.

We seek to create an inclusive, challenging and inspiring learning environment that helps each student come into confident possession of their own talents and to take charge of their own learning.

Our school recognises that every student is an individual and that learning needs to be personalised to meet the needs of every student.

We also see the professional development of staff into an expert and cohesive teaching team as central to improving learning outcomes for all students

School context

Illawarra Sports High School is a partially selective sports high school with a student enrolment of 720 students and draws talented athletes from a large area from Bomaderry in the southern Illawarra region to Otford in the north. The school is situated in the Wollongong suburb of Berkeley and its partner primary schools include Berkeley, Berkeley West and Farmborough Road Public Schools. Our school's FOEI (family and occupation education index) is 147 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage.

The school has a significant enrolment of Aboriginal students (13%) and is committed to closing the gap between the educational outcomes of indigenous and non-indigenous students.

External student performance data indicates a positive trend in student value added data (year 10 results compared to student results in the HSC) over the last three years. While our students NAPLAN results have improved, there is still underperformance in comparison to the state in writing, grammar and reading. The school has put strategies in place to address these areas of need including the whole school use of 5 key reading strategies and staff professional learning on the explicit teaching of literacy and numeracy skills in all subjects.

The school has a very committed teaching and ancillary staff and has an established reputation for sporting success and a growing reputation for emphasising high academic expectations of all students. The buildings and grounds offer some great learning facilities including a multi-purpose gymnasium, strength and conditioning centre and metals and engineering trade training centre. We have established a wide range of learning partnerships with the University of Wollongong, local sporting clubs and a partnership with a sister school in Indonesia. One of our greatest strengths as an educational community is our willingness to embrace student diversity including the highly successful integration of four autism support classes within the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, our efforts have primarily focused on learning culture and assessment and reporting. Positive, respectful relationships are evident amongst most students and staff, promoting wellbeing and good conditions for learning. The school has worked hard to improve respectful relationships by collaboratively designing and explicitly teaching simple, clear and explicit classroom expectations that are displayed in every classroom. In 2016 the school also explicitly taught playground area location expectations at year group meetings as part of the school's focus on Positive Behaviour for Learning (PBL). Three more teachers were trained in PBL and led whole school professional learning on using an evidence based whole school approach to behaviour management. Attendance rates were regularly monitored and action was taken to promptly address issues with individual students at a new weekly Student Services Team

Meeting. In the element of assessment and reporting, the school developed explicit processes to collect and analyse Higher School Certificate SMART and RAP data and used Senior Executive/Head Teacher meetings to collaboratively devise plans for faculty improvement in learning outcomes for the following HSC year. Professional learning on formative assessment strategies was a key focus throughout the year, with all Head Teachers completing the Dylan Wiliam Learning Modules on five key strategies that are the core elements of successful formative assessment practice in the classroom.

Our major focus in the domain of Teaching has been on collaborative practice. The school has excelled in developing explicit systems for collaboration and feedback to sustain quality teaching practice. The Performance Development Framework process was used to identify common professional learning goals and the Head Teacher HSIE used this information to form learning communities that met regularly throughout the year. These learning communities drew on the current expertise within the teaching staff. These teachers then became teacher mentors who presented “point of need” professional learning to small groups of teachers. The teachers within each learning community then observed each other’s lessons and gave quality and supportive feedback on how to further improve teaching practice. Feedback from a teacher survey on the learning communities was overwhelmingly positive.

In the domain of Leading our efforts have primarily focused on School Planning, Implementation and Reporting and School Resources. By volunteering to be a Peer Principal in the 2016 external validation process the Principal greatly improved her understanding of evidence based decision making. The school executive team then used the same evaluation process to make informed evidence based judgements against the School Excellence Framework. To enable the school plan to be at the core of continuous improvement efforts, in 2016 a new meeting room (attached to the principal’s office) was created. The meeting room has a data wall where external and internal performance data and other school based evidence is displayed and regularly updated throughout the year. The room also displays the 2016 milestones document and School Excellence Framework. Key stakeholders including parents, SASS staff, the executive team and the Student Representative Council are regularly invited to view and make comments on the significance on what this information is telling us, thereby building the capacity of the school community to use data and evidence for strategic school improvement. The school also focused on the strategic use of resources to improve student outcomes. Global funding was used to upgrade classroom learning environments and two more CLOWD collaborative learning rooms were created. These rooms contain writable desks so that students can collaborate on higher order thinking tasks. Our well-equipped school gymnasium is optimised within the local community to best meet the needs of students and the local community. In 2016 over twenty sporting organisations regularly accessed the gymnasium after school or over the weekend thereby enabling Illawarra Sports High School to showcase our facilities to the wider community.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Inspired Learning

Purpose

To create inclusive, challenging, supportive, innovative, relevant and inspiring classroom learning environments where students are excited about their learning and possess the skills to take charge of their own learning. An expert and cohesive teaching team who have a deep understanding of how students learn will create these learning environments in every classroom throughout the school.

Overall summary of progress

One hundred percent of teachers have engaged in CLOWD professional learning using a twilight workshop and all teachers were involved in the CLOWD pedagogy program. Teachers have indicated in surveys that their teaching practice has improved as a result of CLOWD. At this point, seventy percent of teachers are engaging in project based cooperative learning in CLOWD and regular classrooms.

A focus on using students' Individual Education Plans and Aboriginal Personalised Learning Plans has led to improved rates of personalised learning for all students. Greater use and familiarity with the literacy and numeracy continuums has also assisted in this process,

Professional learning opportunities have increased staff confidence, competence and ability to differentiate assessment tasks

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>IMPROVEMENT MEASURE/S</p> <p>All teachers engage in project based cooperative learning in CLOWD and regular classrooms</p>	<p>At the end of 2016 a total of 44 classroom teachers have been trained by the Deputy Principal to use cooperative learning and are regularly using this new pedagogy in CLOWD rooms and their regular classrooms. 84% of teaching staff indicated in surveys that CLOWD collaborative learning improved student learning outcomes and 71% of students indicated they preferred learning using CLOWD strategies.</p> <p>In 2016 the school used RAM socioeconomic background funding to create two more CLOWD classrooms and 100% of teachers participated in a Twilight Workshop on CLOWD collaborative learning strategies</p>	<p>\$80000.00 (Socio-economic Background Funding)</p>
<p>All teachers personalise the teaching and learning to student literacy and numeracy needs and readiness including the needs of Aboriginal students.</p>	<p>At the end of 2016, school learning support staff had collaborated with students and parents to create 89 Individual Education Plans for students with identified learning needs. Aboriginal students' Personalised Learning Plans were also updated.</p> <p>The school used remaining National Partnerships Literacy funds to withdraw a cross Key Learning Area team of teachers to pilot the use of the literacy continuum to track writing development of a discreet Year 7 class (7T pilot project). 90% of students showed cluster growth in writing by the end of the school year.</p> <p>Mathematics staff worked with our partner primary schools to plot incoming 2017 Year 7 students on the numeracy continuum. To assist in understanding the numeracy continuum, 100% of mathematics teachers completed the on line numeracy continuum training modules.</p>	<p>\$48971.19 (National Partnerships Literacy)</p> <p>\$5000 (Director funding for numeracy continuum project)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Assessment in all years follows a consistent procedure allowing students to demonstrate learning at all levels	<p>Throughout 2016, a member of the senior executive worked with teachers from a variety of Key Learning Areas to review and differentiate Higher School Certificate assessment tasks.</p> <p>100% of executive staff completed the Dylan Wiliam Learning Modules on formative assessment and a cross key learning area Formative Assessment Team tried out these five formative assessment strategies in their classrooms.</p> <p>These initiatives contributed towards an cross subject area average two point increase in HSC value added data in 2016 Higher School Certificate results.</p>	\$39663 (Socio-economic Background Funding)

Next Steps

- Increase the number of teachers trained in CLOWD to 100% by engaging a consultant from the University of Western Sydney to work with teachers on using an action learning approach to the use of CLOWD strategies in all classrooms
- Use the Student Representative Council and resources from the Futures Learning Unit to design and create one more CLOWD classroom in the school
- Continue to work with a literacy consultant to expand the 7T pilot project so that all Year 7 teachers are using the literacy continuum to track students' writing progress.
- Head Teacher Mathematics and Numeracy Deputy Principal to collaborate with all Head Teachers to ensure all Year 7 students numeracy skills are regularly plotted on the numeracy continuum
- Formative Assessment Learning Communities held throughout the year so that by the end of 2017 all units of work have learning intentions and success criteria and staff are starting to use this language in their daily practice.

Strategic Direction 2

Valuing People

Purpose

To work across our school community to embed a highly positive school culture and a set of values and discipline structures based on the core expectations of being respectful, responsible learners. The well-being and resilience of students and staff is highly valued and students and staff access leadership opportunities and provide informed voices in school decision making

Overall summary of progress

Reduction in suspension statistics for continued disobedience by 10% (2016 compared to 2015 data) due to more effective interventions at a classroom teacher level. Whole school attendance rates showed a slight decline from 85.3% (2015) to 85% (2016)

Feedback from Learning Community Survey indicated that the use of Professional Learning communities has enhanced staff collegiality. The classroom upgrades and efforts to improve staff access to technology were also much appreciated in contributing to improved staff morale. However, Tell it from me survey data has revealed that teachers need more support when they are experiencing stressful times.

Two staff commenced accreditation at Highly Accomplished Teacher in 2016 and two staff gained substantive leadership positions in other settings. The number of students applying for SRC positions remained static although more students participated in a wider range of leadership activities throughout the year including peer support and the Duke of Edinburgh program

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased use of VIVO by 10%, reduced number of negative behaviour referrals 5%, reduce suspensions by 5% and increase whole school attendance by 5%	<p>In 2016 the school explicitly taught playground area location expectations at year group meetings as part of the school's focus on Positive Behaviour for Learning (PBL) and three more teachers were trained in PBL. School SENTRAL behaviour categories were aligned to appropriate levels of intervention and teachers were given the opportunity to work in groups to share behaviour management strategies.</p> <p>A variety of external agencies were used to promote positive behaviour within the school including a Top Blokes Program and a school run Quit Smoking Program.</p> <p>These strategies contributed to a 10 percent reduction in suspensions for continued disobedience (2016 compared to 2015 data). There was an increase in the number of students participating in reward excursions however staff use of VIVO is still an issue.</p> <p>The Head Teacher Attendance continued to use a range of strategies to reward good or improved attendance and a new weekly Student Services Team meeting was used to establish a collaborative approach to the monitoring and case management of students with poor attendance.</p>	\$30000 (socioeconomic background funding)
Improved staff morale, job satisfaction and collegiality as indicated on staff satisfaction surveys (2015,16 and 17)	In 2016 the school held a Staff Wellbeing Staff Development Day during Term 3 and invited a guest speaker, Amanda Gore to discuss resilience strategies. Staff social events and morning teas are well attended and the use of Learning Communities	\$5000 (socioeconomic background funding)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved staff morale, job satisfaction and collegiality as indicated on staff satisfaction surveys (2015,16 and 17)	greatly improved staff collegiality as evidenced in staff surveys.	
Improved student and staff leadership capacity as indicated by increase in number of students applying for SRC: increase in staff aspiring to higher levels of accreditation and/or substantive leadership positions	<p>An SRC leadership day was used to enhance student's ability to contribute to whole school leadership activities. The SRC started to meet fortnightly in the newly created meeting room so that they were able to view the school's data wall and make comments on the significance on what this information is telling us, thereby building their capacity to use data and evidence for strategic school improvement.</p> <p>The school continued to use RAM Socioeconomic funding to finance additional executive positions within the school including a Head Teacher Attendance and third Deputy Principal.</p> <p>The use of learning communities has also provided staff with the opportunity to undertake leadership roles within the school.</p> <p>As a result of the school's emphasis on building leadership capacity, two teachers have commenced accreditation at Highly Accomplished Teacher and two staff have gained substantive leadership positions in other settings.</p>	\$61441,25 (socioeconomic background funding)

Next Steps

- Continue to build on improvements in student behaviour and attendance through individual student case management and greater teacher use of PBL strategies
- Deputy Principal and Head Teacher Welfare to use the data gained from 2017 staff wellbeing survey to devise a plan of action to continue to improve staff morale and well being throughout the school
- Enhance leadership capacity building activities held throughout the year including use of shadowing days, regular professional learning executive meetings and a succession planning day with the executive team

Strategic Direction 3

Connecting With Our Community

Purpose

To connect to our community at a local, state and global level and increase the sense of student, staff and parent/carer belonging and pride in our school

Overall summary of progress

The school is on track with the 3 year improvement measure of achieving a 10% increase in local area enrolments with an average further 3% increase achieved in 2016.

Students continued to widen their experience beyond their local area with a wide range of excursions organised and a one week visit of students from Yeonsu Girls High School in Incheon Korea in 2016.

2016 saw the finalisation of our new uniform with students starting to wear the new uniform Day One 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of local area Year 7 enrolments by 10%	<p>The Berkeley Community of Schools continued to organise a wide range of whole day student workshops to give primary students a taste of high school life including the 5 by 5 Science Challenge, Public Speaking Competition, Mini Olympics, Premiers Sporting Challenge, Robotics Day and Photography Day.</p> <p>Primary and High School teachers collaborated on literacy and numeracy continuum projects and the four Principals created a Berkeley COS plan designed to adopt a collaborative approach towards the Premier's Priorities of increasing the proportion of NSW students in the top two NAPLAN bands by eight percent.</p> <p>These initiatives resulted in a sustained 10% increase in the percentage of local area enrolments.</p>	\$11000 (socioeconomic background funding)
Students are frequently engaged in learning experiences outside the immediate local area and have a wider world view and understanding of global issues	<p>15 students successfully completed a University of Wollongong Global Science Course in 2016 using the connected classroom and university visits to participate in tutorials and lectures.</p> <p>The school used RAM socioeconomic funding to assist families who were struggling to pay for mandatory excursions so that students could expand their experiences outside the local area.</p> <p>20 students and three teachers from Yeonsu Girls High School visited Illawarra Sports High School for a week in 2016 and Illawarra Sports High students shared their learning environments and timetables with these students throughout the week, greatly enhancing students' global connections.</p>	\$16500 (socioeconomic background funding)
Increased student and parent pride in wearing Illawarra Sports High School uniform evidenced in	In 2016 there was a visible increase in uniform compliance and the school completed its community consultation regarding a change in	0

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
a 20% reduction uniform defaults recorded on SENTRAL	uniform starting 2017. Despite the fact that the school has let the community know that there is a two-year transition to the new uniform, 80% of the student population are now wearing the new uniform and feedback from the wider community has been overwhelmingly positive.	

Next Steps

- Sustain the 10% increase in local area enrolments and increase the amount of opportunities for positive interaction with the parent community
- Successfully implement the Berkeley COS Plan to strive towards the Premiers Priorities of increasing the proportion of NSW students in the top two NAPLAN bands by eight percent. This process will involve use of an interventionist teacher to work in class with Year 9 students showing potential to shift to higher bands of achievement and shared primary/high school professional learning on formative assessment.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Aboriginal students' Personalised Learning Plans were updated in partnership with the students, their parents and carers and teachers. In 2016 funding from Norta Norta and Aboriginal background funding was combined to employ Norta Norta tutors and extra days for this tutor to work as an Aboriginal School Learning Support Officer. The funding was also used to pay for the school's involvement in the AIME University Project involving regular student visits to university and a university mentor tutor squad that worked with junior Aboriginal students at the school.</p> <p>A full time Aboriginal Education Officer also assists in improving learning partnerships between the school, parents and carers and students.</p> <p>These initiatives resulted in a noticeable improvement in Aboriginal student attendance (2016 compared to 2015 data) and Aboriginal student NAPLAN data shows a continued improvement in Year 9 Aboriginal students results in writing +19.4 scales, reading +13 scales, spelling +16.1 scales and grammar and punctuation +6.4 scales above other Aboriginal students in the state</p>	<ul style="list-style-type: none"> Aboriginal background loading (\$82 188.00)
<p>English language proficiency</p>	<p>Students requiring English literacy and language support received EAL/D support two days per week. EAL/D Teaching involved the provision of support to students across all year groups with focused attention given to students in the Beginning, Emerging and Developing Phases as well as students with a refugee background. EAL/D support was provided across curriculum areas with particular attention to developing students comprehension, grammar, reading and writing skills.</p> <p>The EAL/D teacher worked in collaboration with the classroom teachers to tailor students' learning and assessments. Students were given one on one support in class, small group support and individual out of class assistance. Additional homework, assessment and resume writing help was also offered to students during recess and lunchtime breaks.</p> <p>Transitioning Intensive English Centre students were provided with additional opportunities to visit the school to ensure smooth transition into a mainstream high school setting.</p> <p>The EAL/D teacher also updated the Data Collection Website with student language acquisition data and produced discreet ESL student reports as part of the whole school reporting process.</p>	<ul style="list-style-type: none"> English language proficiency (\$9 721.00)

<p>Low level adjustment for disability</p>	<p>Additional School Learning Support Officers (SLSOs) were employed to work with students who have additional learning needs. All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 100% of students with an identified learning disability have an Individual Education Plan and this is communicated to staff at regular staff meetings. 88% of teachers and 65% of students surveyed felt the employment of School Learning Support Officers had a positive effect on the learning outcomes of students.</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$258 170.00)
<p>Socio-economic background</p>	<p>Students from low socio-economic families received additional financial support to ensure equity in educational opportunity—uniforms, school fees, excursions and camp costs. This resulted in higher levels of engagement and attendance in school activities.</p> <p>Employment of School Learning Support Officers and academic mentors to provide one on one in class support for students with poor literacy and numeracy skills has contributed to improved 2016 NAPLAN data, particularly in writing. The Academic mentor worked with students to effectively resolve 90% of HSC N warnings, 30% of Preliminary HSC warnings and 50% of Year 10 ROSA N warnings.</p> <p>A range of strategies were put in place to promote student academic achievement including a Targeted Academic Program, Debating Program, Student Homework Centre and Year 6 into 7 transition activities such as the 5 by 5 science challenge and public speaking program. The school also subsidised student entry into National Science and Mathematics competitions to encourage high expectations.</p> <p>Students who demonstrated our core values of being respectful responsible learners were rewarded with incentive excursions and earned VIVO reward points they could use to purchase items from the VIVO store.</p> <p>The CLOWD cooperative learning project (involving teacher professional learning and creation of CLOWD collaborative learning classrooms) has significantly increased student engagement in the classroom and improved teachers' ability to incorporate ICT into classroom practice (as evidenced in teacher and student surveys).</p> <p>A Technical Support Officer was employed to support teachers and students in using ICT in the classroom. 86% of teachers surveyed indicated the Technical Support Officer improved their capacity to confidently integrate ICT into classroom practice.</p> <p>In 2016 the school continued to use socio economic funding to employ a RAM Equity</p>	<ul style="list-style-type: none"> • Socio-economic background (\$705 924.00)

<p>Socio-economic background</p>	<p>funded Deputy Principal and Head Teacher Attendance position. 75% of students and 77% of teachers surveyed felt that the third Deputy Principal position enabled a more settled learning environment and contributed towards improved learning outcomes for students.</p> <p>Thirty Year 11 students and twenty Year 12 students participated in the Work Related Alternative Program (WRAP): an alternative HSC pattern of study with a vocational education focus designed to engage at risk students and enhance their job readiness skills. To assist students in finding Friday work placement, the school employed a Workplace Learning Illawarra counsellor one day per week. Evidence of impact includes; reduced suspensions and increased attendance rates for every student involved in the program. 81% of male students and 65% of female students left school prior to the HSC to take up apprenticeships or traineeships which is testament to the success of the program.</p> <p>All feedback from community, wider community, staff, students and parents attests to the positive relationships built through the Community Liaison Officer role and regular use of communication forums such as Facebook, school website and SMS messaging. Other evidence of success includes further 11% increase in Parents and Helpers membership (2016 compared to 2015) and a significant increase in Facebook likes and website hits. There were 630 interview bookings made for Year 7 to 12 parent teacher night and a record 108 parents attended the Year 11 and 12 Parent information night early in Term 1. 490 people attended the 2016 Year 12 graduation ceremony which was a fantastic celebration of student achievement.</p> <p>In 2016 a new 3 day per week sport based Community Liaison Officer position was created. Our new Community Liaison Officer, Luke Bailey played for Australia in rugby league and works with students and their families to address welfare and academic issues. He sends a strong message to the community that education must come before sport and is a valuable role model for students.</p>	<ul style="list-style-type: none"> • Socio-economic background (\$705 924.00)
<p>Support for beginning teachers</p>	<p>Two permanent beginning teachers received targeted funding for their first or second years of teaching. Support strategies were negotiated and written into professional learning plans. They included timetable concessions, provision of mentoring in teacher accreditation, additional professional learning and time for programming. Teachers also participated in a newly appointed teacher induction program led by Ms Starling. These initiatives led to improved teaching practice.</p>	<ul style="list-style-type: none"> • Beginning Teacher Funding (\$17 458.62)

Flexible funding for wellbeing services

The school's Head Teacher Welfare and Deputy Principal used the Wellbeing framework to devise and put in place a range of strategies that enabled students to connect, succeed and thrive at Illawarra Sports High School.

A classroom teacher was employed one day per week to work with students who required additional support due to mental health requirements.

A team of welfare staff attended the Positive Schools Conference and used the material presented to devise a wide range of welfare workshops presented at fortnightly year meetings.

Funds were used to employ motivational speakers who presented to year groups and a Sports Psychologist worked with at risk students who were struggling with the expectations and demands of their sporting pursuits. The school also purchased an esafety program to educate students on the issues associated with online communication.

Tell it from me survey data reveals that Illawarra Sports High students feel that teachers are responsive to their needs (higher than NSW government norm). In 2017 the school needs to work on students' sense of optimism as 35% of students in this school had high levels of optimism compared to the NSW Govt norm of 45%. Students sense of belonging also requires work as 59% of students in this school had a high sense of belonging compared to the NSW Govt norm for these years of 66%. Boys sense of belonging was higher than girls (almost on par with NSW Government norms)

- Flexible Funding For Wellbeing Services (\$45 786.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	379	388	382	422
Girls	336	326	302	286

In February 2016, student enrolment was 723. This was a positive indication of the improving community perceptions of the school as applications for enrolment significantly increased compared to previous years.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	88.7	88.7	87.8	89.3
8	84.3	88.4	86.4	87.1
9	85.8	84.7	84.3	83
10	81.6	86.2	83.5	82.7
11	83.9	83	83.5	83.7
12	85.9	88.5	87.2	85.2
All Years	84.9	86.5	85.3	85
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall student attendance rate of 85% was slightly less than the previous year. The school continues to use a range of strategies to promote good attendance including the employment of a Head Teacher Attendance and Attendance Reward Days for students with good or improved attendance. The Head Teacher Attendance regularly holds meetings with parent/carers of students with poor attendance to develop attendance action plans and a fortnightly Student Services Team meeting is used to identify students at risk of falling behind in their education due to poor attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	4	4
Employment	0	16	44
TAFE entry	0	1	6
University Entry	0	0	23
Other	0	0	14
Unknown	0	0	9

From our 2016 HSC cohort, 23% candidates accepted university placements and a significant proportion of these students received early entry to the University of Wollongong. The school is very proud of its excellent vocational education programs that lead to 44% of Year 12 candidates successfully commencing employment immediately after their HSC exams.

Year 12 students undertaking vocational or trade training

In 2016 45% of the Year 12 cohort undertook a vocational or trade training course.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 96% of the Year 12 cohort attained a Higher School Certificate or equivalent qualification either at school or via a TVET program delivered through TAFE or other providers. Illawarra Sports has offered and delivered school based VET courses in Construction, Metals and Engineering, Business Services, Hospitality and Sport Coaching. The school continued to offer a highly successful Work Related Alternative Program (WRAP) for targeted Year 12 female and male students wanting to pursue a vocational pattern of study for their Higher School Certificate rather than an ATAR. 100 % of male students involved in the WRAP program have secured apprenticeships or employment by the end of Year 12. This includes 81% of male students who left school prior to completing the HSC to take up apprenticeships or traineeships. 65% of the female WRAP students left school prior to completing the HSC to take up employment. Of the remaining 13 students who completed the HSC, two are enrolled in a Pathways to University course, five are enrolled in a further TAFE course and the remainder of students are either in employment or actively seeking work.

A total of thirty Year 11 students participated in TVET courses delivered by TAFE in 2016 and two Year 12 students participated in School Based apprenticeships.

Year 12 student Jackson Shearer was awarded the Illawarra VET Apprentice of the Year for his work in the Hospitality industry.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	10
Classroom Teacher(s)	36.94
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	14.68
Other Positions	7

*Full Time Equivalent

Illawarra Sports High School employs one full time Aboriginal Educational officer who forges strong learning partnerships between the school, Aboriginal students and their families and several indigenous volunteers are involved in a variety of school based programs. One percent of staff identify as Aboriginal and Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

Professional learning and teacher accreditation

In 2016 Illawarra Sports High School had eight provisional teachers working towards Proficient, seventeen teachers maintaining accreditation at Proficient and two teachers seeking voluntary accreditation at Highly Accomplished. Two teachers gained their accreditation at Proficient in 2016.

100% of teachers accessed TPL funds. Funds were

used for teacher release and course costs to attend conferences addressing: Writing in the Middle Years, technology usage, student welfare and discipline, teacher accreditation, improving understanding of the curriculum, incorporating 21st Century learning and enhancing leadership capacity. Total expenditure on professional learning was \$67533 with an average expenditure per teacher of \$1210.

Our whole-school teacher professional learning (TPL) program targeted both departmental and school priorities, with a strong emphasis on incorporating literacy and numeracy into classroom practice and using data to inform teaching. Our school development days were viewed positively by the majority of staff and included a Curriculum Network Illawarra subject specific Staff Development Day, a CLOWD Collaborative Learning session, a session on Year 7 transition and the literacy continuum, anaphylaxis training and staff well-being and resilience.

In 2016 Illawarra Sports High School held Twilight Workshops to replace the last two days of School Development Days in Term Four. This professional learning was very well received by all staff as it provided timely professional learning that staff could implement in their classrooms throughout the year.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The school has been asked by the Director Public Schools to hold trust funds for Directors Initiatives explaining a significant proportion of the retained income held in trust. The school spent a significant amount of funds on new technology for the classroom and improving the physical learning environment of classrooms. Retained income will be used to upgrade the front office enabling more School Administrative Support Staff to work in the same office space in preparation for LMBR. The school is also saving to build a covered outdoor learning area to ensure adequate shade for students on sunny days and protection in wet weather.

Income	\$
Balance brought forward	752 977.74
Global funds	631 088.70
Tied funds	804 718.64
School & community sources	307 066.47
Interest	18 696.53
Trust receipts	84 176.83
Canteen	157 493.54
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	307 645.59
Excursions	93 604.04
Extracurricular dissections	53 687.93
Library	14 878.98
Training & development	0.00
Tied funds	810 689.14
Short term relief	91 152.30
Administration & office	157 854.58
School-operated canteen	109 200.96
Utilities	108 582.17
Maintenance	76 879.98
Trust accounts	47 937.83
Capital programs	59 011.00
Total expenditure	0.00
Balance carried forward	0.00

In 2016 overall NAPLAN results generally trended upwards with notable improvement highlighted in a number of areas. There is continued improvement in the Year 9 Aboriginal students' results in Writing of +19.4 scaled scores, Reading +13.0 scale scores, Spelling +16.1 and Grammar and Punctuation +6.4 scale scores above other DoE Aboriginal students in the state. Adding to this is the ongoing improvement for I.S.H.S. Year 9 Trend Data in Writing, showing a +14.5 scale score growth compared with the All State growth of +1.9, Reading +0.9 scale score growth compared to All State decline of -0.5, Spelling +0.2 scale score growth compared with the All State decline of -4.5, Grammar and Punctuation +2.3 scale score growth with the All State growth of +0.9.

The school's successes in improving students' literacy performance can be attributed to growing teacher use of the literacy continuum to plot each student's literacy skills and explicitly teaching individual next steps. There has also been a whole school focus on the explicit teaching of writing skills.

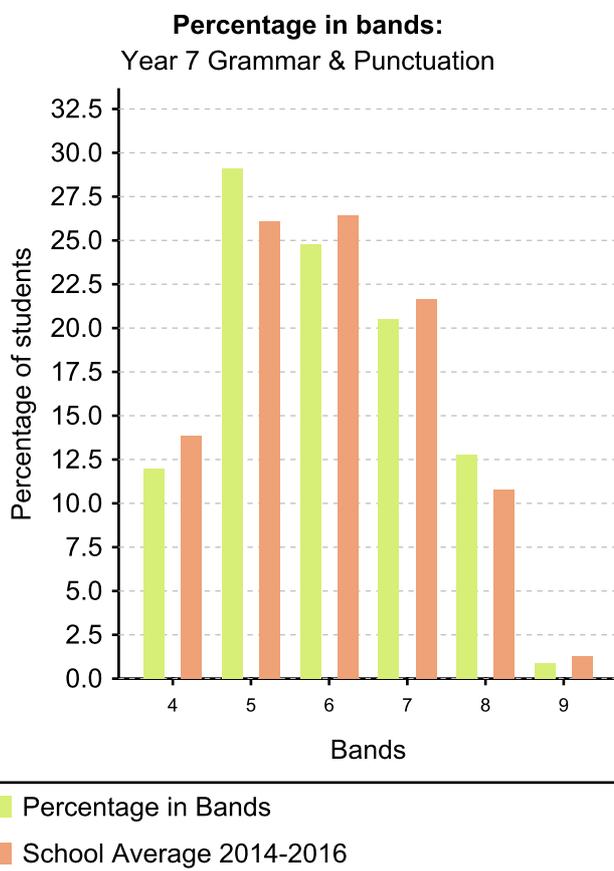
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

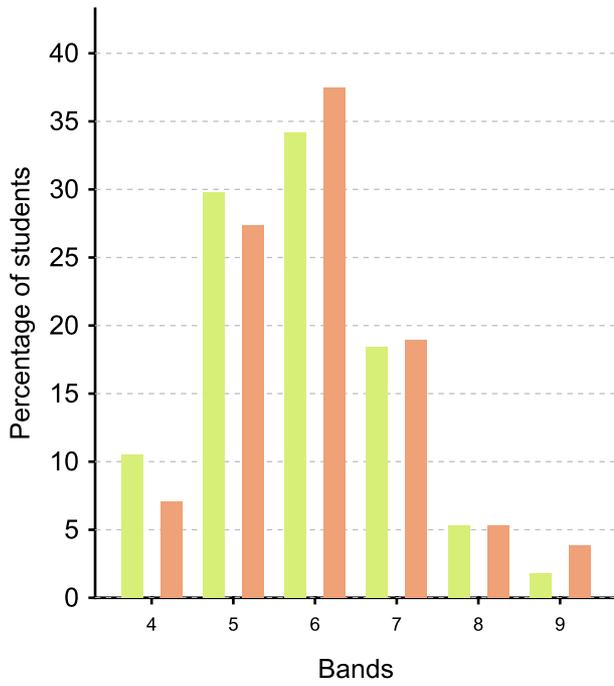
NAPLAN

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.

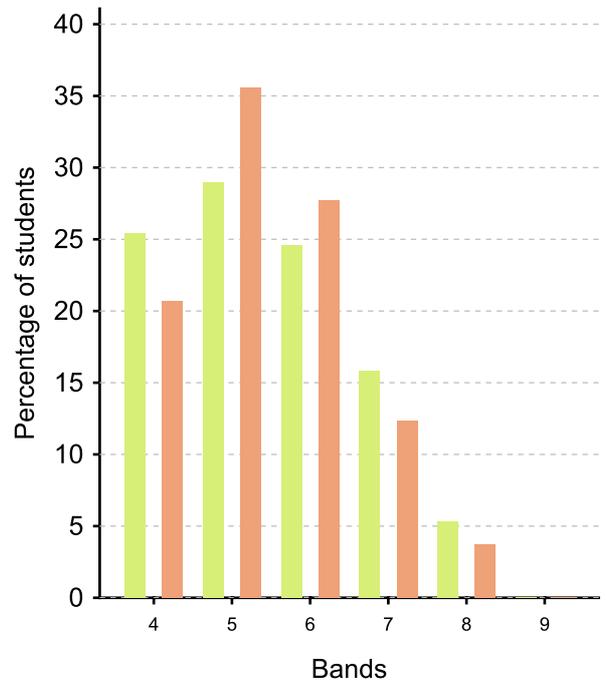
Literacy skill development will continue to remain a key focus at Illawarra Sports and in 2016 our efforts were greatly enhanced using targeted initiatives to improve students' literacy and engagement levels.



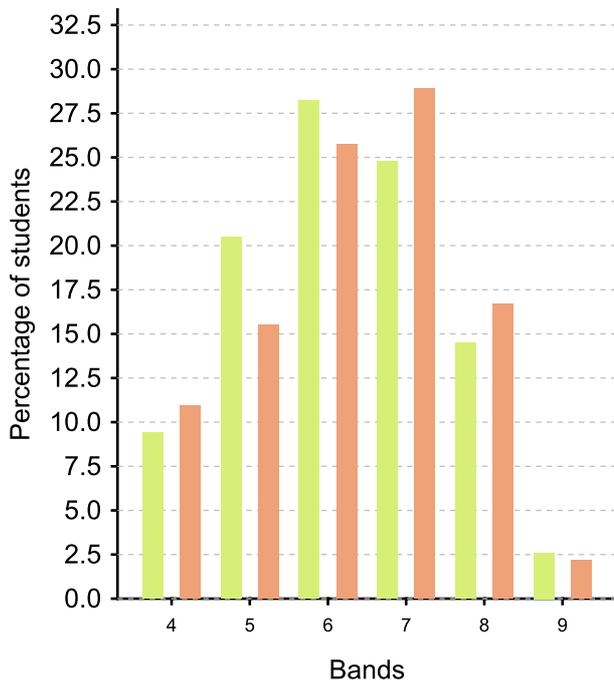
Percentage in bands:
Year 7 Reading



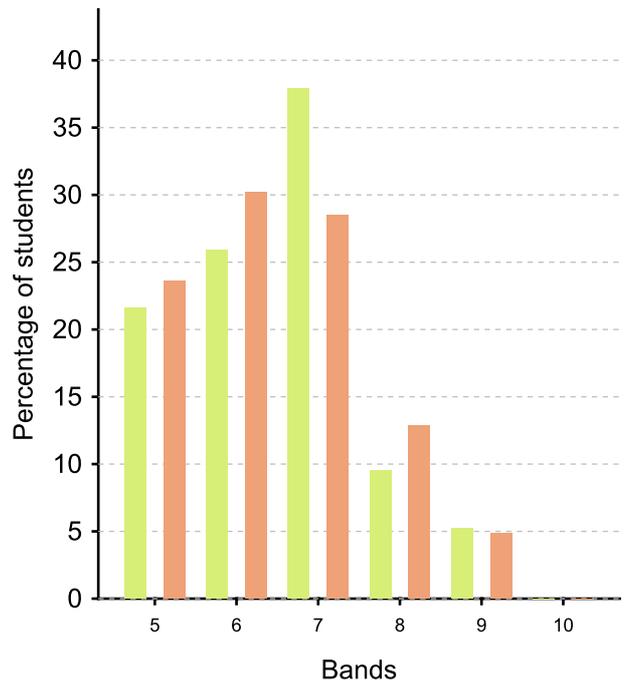
Percentage in bands:
Year 7 Writing



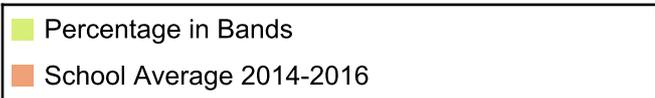
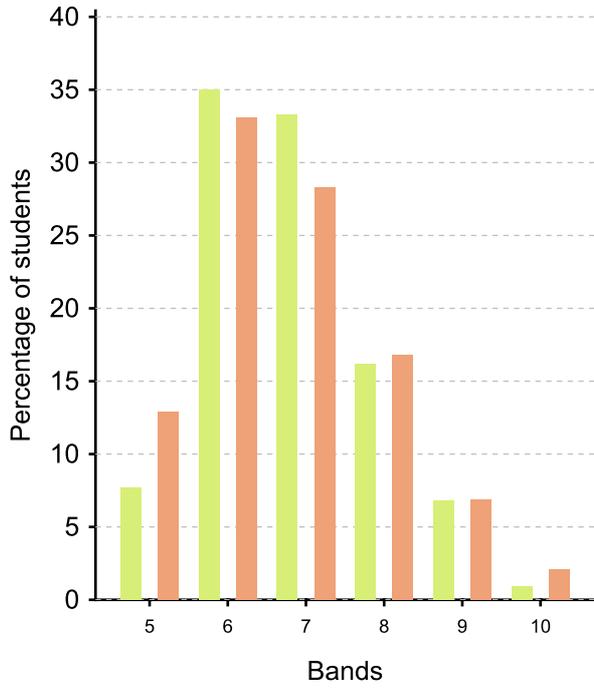
Percentage in bands:
Year 7 Spelling



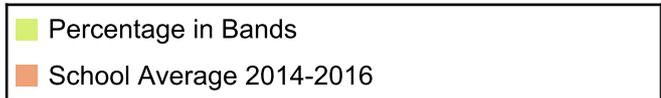
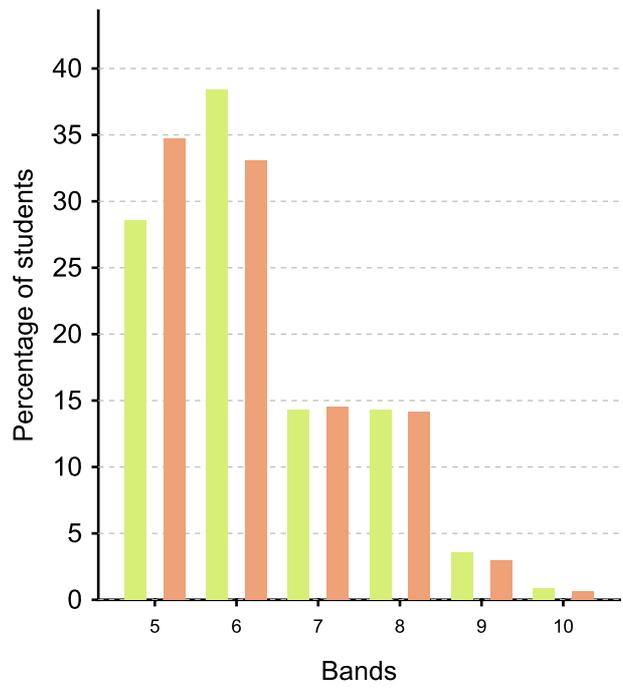
Percentage in bands:
Year 9 Grammar & Punctuation



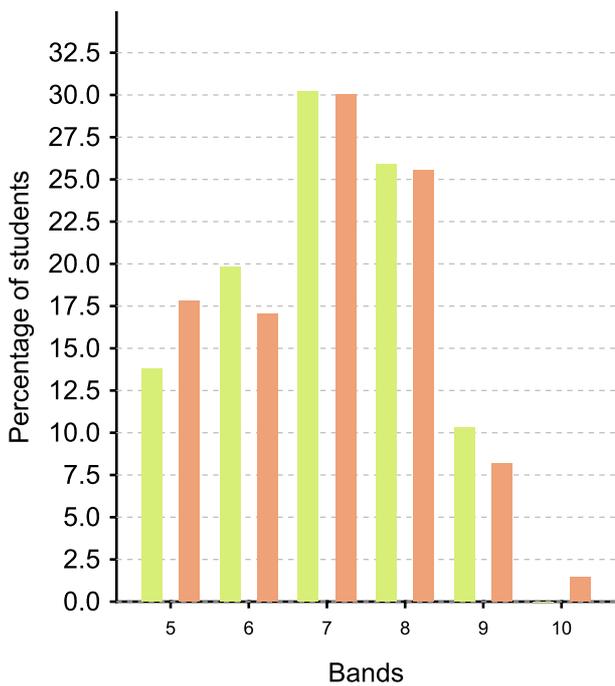
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

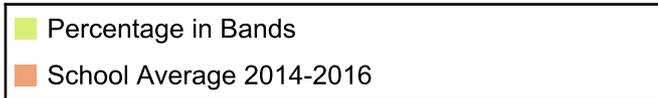
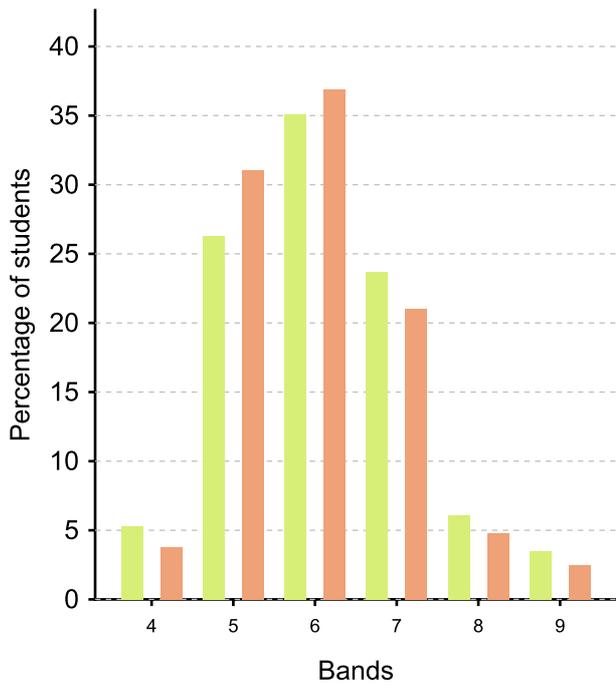


Percentage in bands:
Year 9 Spelling

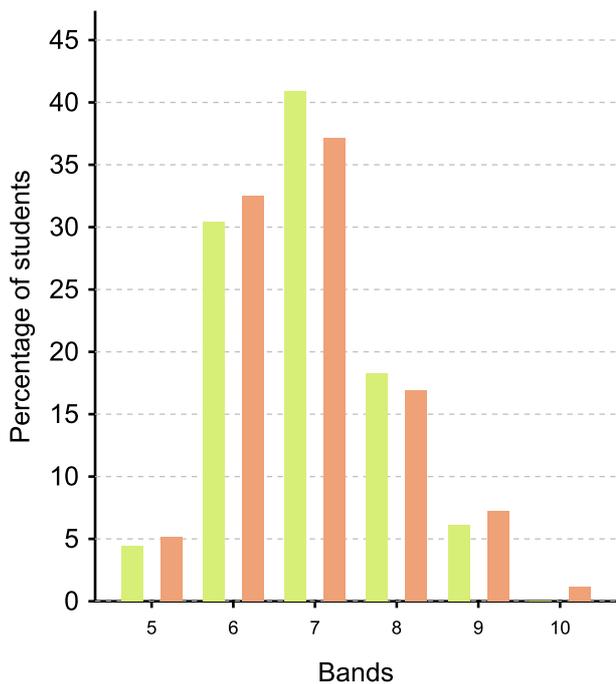


Numeracy skill development is also a key focus at Illawarra Sports High School. There is a continued improvement in the Year 9 Aboriginal student's results in Numeracy +18.4 scale scores above other Aboriginal students in the state. Year 9 Numeracy results showed a -4.1 scale score decline which reflected an identical -4.1 scale decline across the state. Mathematics teachers have started to use the numeracy continuum to plot each student's skills and explicitly teach individual next steps. In 2017 this use of the numeracy continuum will be extended to all teachers of Year 7 students.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



In accordance with the Premiers Priorities: Improving Education Results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 7 students in the top two bands has increased for numeracy and slightly decreased for reading compared to 2015 results. The percentage of Year 9 students in the top two bands for numeracy and reading has slightly decreased compared to 2015 results.

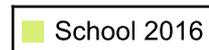
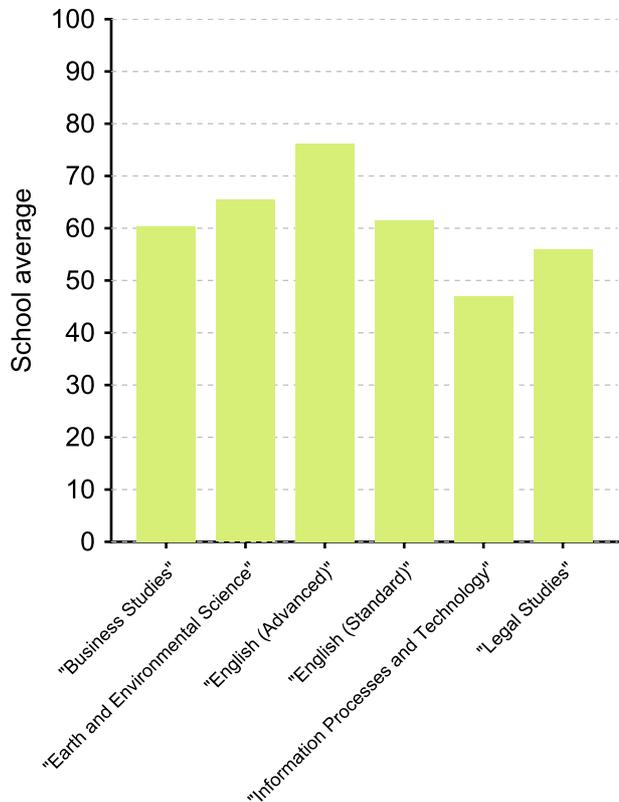
Another reporting requirement from the State priorities: Better services– Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

Eleven point one percent of Year 7 Aboriginal students were in the top two bands for numeracy and ten point five percent were in the top two bands for spelling and grammar. No Year 7 students were in the top two bands for reading.

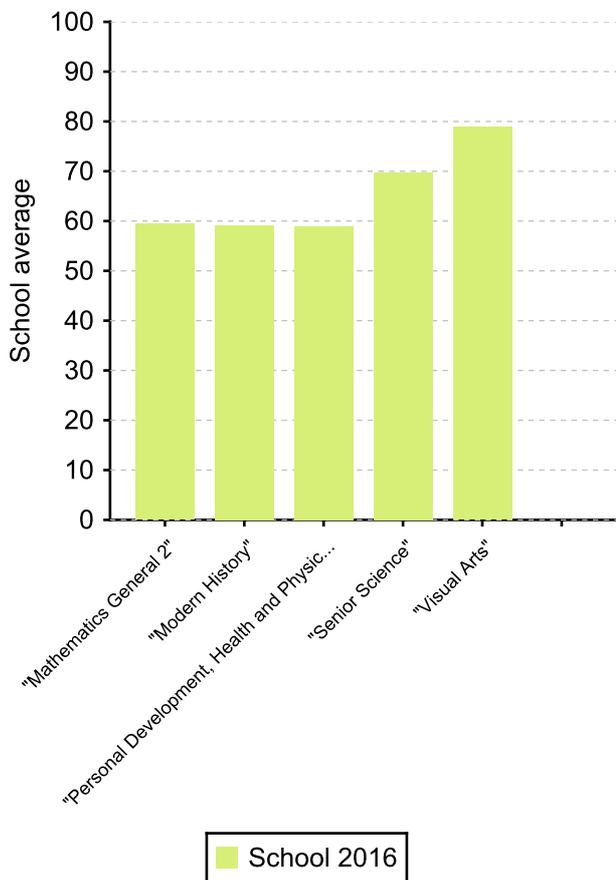
Ten percent of Year 9 Aboriginal students were in the top two bands for reading however no students were in the top two bands for numeracy, spelling and grammar.

Higher School Certificate (HSC)

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



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Illawarra Sports continued to use extensive post HSC data analysis to inform classroom practice. This includes meetings with Head Teachers and senior executive to explore subject value added data and RAP data. Head Teachers then work with teachers to set goals for future improvement and inform necessary reprogramming in Higher School Certificate subjects to address areas of need. There was a definite overall improvement in 2016 HSC average results compared to 2015 and above state average performance in Biology and Visual Art.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016, the school sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) surveys. Their responses are presented below:

- The majority of parents feel welcome when they visit the school and feel that school reports are written in terms they understand.
- The majority of parents were happy with the subjects available at the school and were satisfied with the general communication from the high school.
- Teacher feedback indicates a culture of high expectations for students which was further confirmed by student survey feedback that indicated lessons contained a high level of rigor
- 79% of students believed their education at Illawarra Sports High would benefit them and

have a strong bearing on their future compared to the state norm of 75%.

- 75% of students indicated they have positive relationships at school which is close to the state norm of 79%.

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has seen Illawarra Sports High School target resources and professional learning to promote the inclusion of Aboriginal perspectives and content across KLAs. In 2016 three Year 11 students also chose to study the Preliminary HSC Aboriginal Studies course by correspondence with Keira High School students.

The Aboriginal protocol of Acknowledgement Of Country is used at all formal and weekly assemblies and students and families greatly value their access to the Aboriginal Learning Centre as a welcoming place to learn about Aboriginal culture and seek assistance from our Aboriginal Education Officer and Norta Norta tutors. Aboriginal Learning Centre staff also collaborate with teachers, students and Aboriginal families to regularly update students' Personalised Learning Plans. Our Aboriginal Education Officer, Lisa Poole was also a pivotal member of the 2016 Uniform Review Committee and communicated with students and Aboriginal families to gain their input on uniform design and colours.

Funding from Norta Norta and Aboriginal background is provided through DoE resource allocation so that students are given support as required. In 2016 the school was able to increase the percentage of HSC Aboriginal students accessing HSC Scholarship Funds by employing a HSC Norta Norta tutor during school hours to work with students during their study periods.

In 2016 Aboriginal students from Years 9–12 at our school attended AIME (Australian Indigenous Mentoring Experience) program at the University of Wollongong. Students are mentored by volunteer university students and are encouraged to strive for success and consider university as a post school pathway. The school also introduced a highly successful AIME tutor squad where volunteer tutors from the University of Wollongong visited the school once a week to work with Year 7 and 8 Aboriginal students on homework and assignments.

A highlight for Aboriginal education in 2016 was Year 10 student Curtis Petrovic Mason being awarded the title of Local Aboriginal Student of the Year Award to acknowledge his success mentoring younger Aboriginal students at the school. Several Aboriginal students achieved very impressive results in the 2016 Higher School Certificate which is a credit to their hard work and determination.

Multicultural and anti-racism education

In 2016 19% of the school population was of a Language Background Other Than English. The major language groups represented in the school were Arabic, Macedonian, Maori, Tongan and Serbian.

The Multicultural Education Policy and the Anti Racism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through the celebration of days such as Harmony Day, Sorry Day and NAIDOC week. The school art faculty organised a Harmony Day poster competition to reinforce the message that everyone belongs. Multicultural themes are explored in Indonesian, Culture Shock elective and History and Geography classes and in 2016 the school hosted a one week visit of students from a high school in Korea to facilitate student appreciation of cultural diversity.

Our Anti Racism Contact Officer was used to provide support and mediation for students as needed and the Multicultural Links to Learning Program provided by the Multicultural Council Illawarra, was offered to Year 9 students of a Language Background Other Than English. These students graduated at the end of the year with qualifications such as a First Aid Certificate, Duke of Edinburgh Award and Retail Training Certificate. Students volunteered in Aged Care Services and completed industry training as part of the Novotel Hotel Hospitality Program.

Other school programs

Achievements in Sport

In 2016 Illawarra Sports High provided its students with a range of positive and challenging sporting experiences. Students were given the opportunity to participate in NSWCHS Knockouts and Representative Trials / Championships, in school Recreational Sport, Regional Gala Days, as well as the school's specialist Talented Sports and Development Program (TSDP). With all levels of interest and performance catered for, students achieved excellent results.

Aaron Schoupp was selected into the Australian Schoolboys Under 15's Rugby League merit team. Several students represented NSW and Australia in Oztag and Touch Football. Aaron Schoupp and Conner Muhleison won the right to wear the sky blue of NSW in Rugby League. Twenty three students represented the South Coast or Greater Southern Region at NSWCHS carnivals. Both the open boys and girls Futsal teams were regional champions, going on to the state finals in Penrith. The Girls All Codes Rugby League team won the Sam Hammond Shield (a regional Rugby League competition) for the third time in a row, as well as being the NSWCHS 16's Rugby Union 7's Champions. The Open Boys Rugby League squad were very successful at the Canberra Cup, a nine a side Rugby League competition. The junior league and senior basketball team travelled to Endeavour Sports High School to play in a friendly tri-school competition. Both teams were very successful, further strengthening our ties with

other sporting schools across the state.

Our TSDP Surfing Program continued to grow in numbers and reputation in the wider community. Three students made state finals and dramatically improved in their boardriders competition ranking. Nic Squires was the assigned coach and both Nic and Sally Fitzgibbons conducted sessions as pro-advisors. The students were successful in the Team tag event at Newcastle and also went to the Gold Coast for the Quiksilver Pro WSL Tournament to spectate.

In 2016, our Football Program formed a partnership with Football South Coast. Jonathon Forster, the Technical Director began working as the school coach. This program has continued to grow in strength, with a waiting list now in place for students seeking enrolment.

Many TSDP students took part in the Sport Leadership program. Students assisted the development officers with coaching junior players in particular sports. Students in years 7 to 11 attended many primary school gala days and carnivals as officials and referees. Illawarra Sports High School also organised the Illawarra Netball Girls Gala Day, for girls in years 4 to 10. This carnival has grown in numbers over the last 3 years and 700 students participated in the event.

A positive for TSDP was the increase in numbers of year 6 students trialling for the program. Over 90 students attended the term 1 trials. In year 7, 8 and 9, over 50% of the cohort are enrolled in TSDP. We have also seen an increase in numbers of students who are out of area – such as students from Nowra, Helensburgh, Corrimal, Bomaderry and Kiama.

Weekly Recreation Sport, held on a Tuesday and Thursday, also enjoyed a productive period during 2016, with a high rate of participation and a number of new innovations. Apart from the regular recreation sports such as Gym, Indoor Soccer, Basketball, students could also be involved in a variety of other activities including Creek Restoration, Gym Program and Southern Stars. Our school sporting carnivals included a Term One Swimming Carnival at Berkeley Pool and an Athletics Carnival held at Beaton Park. Cross country was held at Kembla Joggers, allowing the students to run on the track in preparation for the zone carnival.

Overall, it was a very productive and enjoyable year for both the staff and students of Illawarra Sports High.

Amy Child (Head Teacher Talented Sports and Development Program)

Achievements in The Arts

The Creative and Performing Arts Faculty worked with the students at Illawarra Sports High School to reach their personal best as artists, musicians and performers in 2016. Our mandatory Visual Arts program for students in Stage 4 has a strong emphasis on developing new artmaking skills and experimenting with different art media. Students learn about drawing, design, colour theory, painting, ceramics and printmaking. In Stage 5, students elected to study Visual

Arts, Drawing, Music and Multi-Media. The popularity of Visual Arts subjects continues to grow and students are producing images and objects that combine conceptual strength with high levels of skill in drawing, sculpture, painting, digital art forms, mixed media and musical performances. Students explore traditional themes such as: landscapes, still-life and portraits as well as learning about post-modern art practice. In Music, students learn to play music and enhance their performance skills as well as composing music and listening and responding to music to enhance their understanding of this art form.

In the Stage 6 Visual Arts course, students elected to study the Board Developed HSC Visual Arts course as well the Content Endorsed course: Photography, Video and Digital Imaging. There were 14 candidates for the HSC who worked hard to produce a quality Body of Work that explored visually interesting concepts with a high level of artmaking skills evident. Several students created works from a personal perspective while others explored issues of culture and global significance. The Year 12 cohort enthusiastically attended holiday workshops for both the artmaking and critical and historical writing components of the course. Due to this, the overall results improved significantly from 2015 to 2016. For 11 of the 14 candidates, Visual Arts was their best HSC result with 12 students achieving over 75%.

The CAPA faculty awards introduced in 2014 continued in 2016. Each term a student was rewarded for their high achievements in Visual Arts, Indonesian and Music at the whole school assembly. Students were also offered opportunities to attend the Senior Art Camp at Bundanon and the Dobell Drawing Workshops at the National Art School in Darlinghurst. 4 talented students also went to enrichment programs at the Wollongong City Gallery. These programs aimed to assist HSC Visual Stage 6 photography students worked on developing the skills essential to composing quality photographic images. They learnt both traditional "wet" (darkroom photography) using black and white film and printing techniques as well as utilising digital technology to document tasks that address traditional themes in art such as: portraits and landscapes. Visual Arts students at ISHS are continually given opportunities to exhibit their work. In Term 3 a very successful exhibition of the HSC Body of Work submissions was held in the school library. Music students were also given performance opportunities at CafelSH, assemblies and presentation day ceremonies. 2016 was a busy yet highly engaging year for all Visual Arts staff and students.

In the field of dance and music, students from Illawarra Sports High participated in Southern Stars – An Arena Spectacular – "Ignite". This was the sixteenth year that Illawarra Sports High has participated in this event. Twenty-seven dancers performed as part of a mass dance item. Ms Armitt and Ms Sunley worked during sport time with the dancers to polish the choreography and Ms Starling added her organisational expertise to ensure all aspects of the dancer's involvement in this important performing arts spectacular were catered for. The costuming was organised by Ms Cracknell and Mrs Lloyd who were responsible for sourcing and sewing costumes. Hair, make-up, costumes and choreography

combined to make this performance a stand out.

Zachary Nagel Tynan was featured in this year's performance. He played beautifully on a white grand piano in the centre of the arena as well as being an integral part of the Southern Stars Orchestra. Zach's musical talent has been showcased in many regional events and productions and he has been part of the ISER company for the past 4 years.

Lori Cracknell (Creative and Performing Arts Coordinator)