

The Hills Sports High School

Annual Report



2016



8412

Introduction

The Annual Report for 2016 is provided to the community of The Hills 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.

David Calleja

Relieving Principal

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Message from the Principal

2016 has continued to be a year underpinned by academic, sporting and cultural achievement. Strategies implemented in our current school plan have materialised and taken foundation contributing towards the ongoing development of our quality learning environment. The three strategic directions of our school plan: To be successful learners achieving personal excellence; A dynamic, professional and learning community and 21st Century teaching and learning in a contemporary learning environment are the key elements which shape the way we teach our students now and into the future.

Our dedicated staff work collaboratively to provide an inclusive environment where all students can participate and thrive in a range of academic, sporting and cultural avenues. Students are always encouraged to improve and achieve their personal best in all pursuits and activities offered at the school. The school continues to move towards improving its technological hardware, software and technological applications to shift our students into a 21st century mindset. This has contributed towards a large number of our students continuing onto tertiary education. In 2016, 71% of our Year 12 cohort went on to pursue tertiary education at either University or TAFE and a further 16% onto some form of employment.

In 2016, four of our staff were recognised by the Nirimba Learning Community for their contributions towards the education of our children at The Hills Sports High School. Each were awarded with a certificate recognising their efforts in shaping the direction of our students and their learning. The four staff: Mrs Kumar, Mr Chen, Mrs Pritchard and Mrs Blomfield reflect the attitude and high expectations of all the other staff across the school and the efforts being put in place to ensure that our students are rewarded with a holistic and fulfilling education.

Our Talented Sports Program (TSP) continues to help develop our future Australian representatives across fourteen different sporting disciplines. Our school continues to maintain a high National and International profile with the popularity of our academic and sporting programs attracting students Internationally from China, England, Korea, New Zealand and the Pacific Islands and Nationally from The Northern Territory, Queensland and Central NSW to our school.

I certify that the information provided in this report is the result of a rigorous self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

David Calleja

Relieving Principal.

School background

School vision statement

The Hills Sports High School caters for both local students and Talented Sports students and takes pride in providing meaningful educational opportunities by:

- promoting excellence in teaching, leading and learning;
- encouraging academic and sporting achievement;
- maintaining a diverse, relevant and challenging curriculum;
- ensuring a safe, caring and pleasant environment, and;
- developing a shared relationship with family & community.

School context

The Hills Sports High School is a comprehensive coeducational Years 7–12 school with an elite sporting stream and a total enrolment of 868 students, 4% from Aboriginal and Torres Strait Islander background. The school caters for both local students and those enrolled in the Talented Sports Program (TSP). It is committed to a learning culture that values academic and sporting excellence. A support unit caters for a total of 56 students. Extensive partnerships exist with community organisations and associations.

The school has a dedicated staff focussed on quality teaching and the use of technology to support learning. The school is supported by the National Partnership Literacy and Numeracy program and implements the “Positive Behaviour for Learning” (PBL) program. This program promotes the core values of Safety, Tolerance, Achievement and Respect (STAR).

STUDENTS

The Hills Sports High School is one of seven specialist high schools in NSW catering for both academic and elite sporting students. Enrolments are made up of a mix of local and talented sport program students. A highly competitive three tiered application process for talented sports students is used to select potential students to the school as demand for limited positions is high.

STAFF

The staff at The Hills Sports High School are dedicated, highly trained and committed towards creating a quality learning environment. Quality education is balanced with the provision of extra curricula activities. The staff balances a mixture of experienced and newer teachers who all contribute towards the success of the academic, social, cultural and sporting curriculum offered at The Hills Sports High 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.

At The Hills Sports High School the executive team charted progress of the milestones twice a term. As part of the review process the team mapped the process from the strategic directions against the domains of leading, teaching and learning from the School Excellence Framework. Through rigorous analysis, the Executive discussed the evidence and evaluation to determine whether our school was delivering, growing and sustaining, or excelling. The framework was utilised as an aspirational tool to continually improve the delivery of educational outcomes for our students.

In the domain of Learning, the school’s main focus has been Learning Culture. In 2016, the school implemented the Elevate study skills program for Year 8–12. through RAM funding. The school identified the need to strengthen the skills of students to effectively manage their time, prepare study notes and adequately prepare for assignments and exams to improve their overall academic performance. All students, through a seminar process provided by an external agency, were tutored in the skills necessary to take notes, develop time management techniques and implement effective strategies to reflect on their current study habits and develop more effective study techniques. All parents were invited to

attend an information session outlining the suggested strategies of the program to enable them to effectively support the learning of their child. All teachers also attended a workshop to ensure a uniform strategy of delivery of study skills was implemented across the school. Student feedback on the program indicated that it was successful and as such the program has been calendared to continue in 2017.

In the domain of Teaching, the school's main focus has been the element of Collaborative Practice. In 2016, the full cycle of teachers completing their performance and development plans using the BlueSky platform was completed. All staff developed individual, faculty and whole school goals mapped against the School Plan and the Australian Teaching Standards. Staff and supervisors consulted throughout the year to assess progress towards achievement of their goals. BlueSky enabled staff to track and reflect on their professional practice and provided data which could be used to direct the professional learning needs of the school. The outcome of implementing a PDP process using the Bluesky platform has been the alignment of individual goals and faculty plans with the School Plan, an increase in pedagogical dialogue, cross-faculty and inter-faculty classroom observations and increased involvement of staff in whole school teams.

In the domain of Leading, the school's main focus has been Management Practices and Processes. The implementation of Tier 1 PBL in universal areas was completed. Signage has been mounted in all common areas around the school to reinforce behaviour expectations. The STAR roll call for new students continued and Year 7 lessons were delivered systematically throughout the year to explicitly teach the STAR core values and positive behaviour expectations to all our new students. The PBL team attended a two day training for Classroom Systems (Tier 2), then delivered an introduction to staff in preparation for implementation to begin in 2017. At a staff meeting, staff were led through a workshop to contribute to the development of common positive expectations in the classroom based on STAR values.

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

Successful learners achieving personal excellence.

Purpose

To deliver an innovative, flexible curriculum that is differentiated to meet the needs of all students respectful of cultural identity and diversity.

To further develop THSHS as a centre of sporting and academic excellence that inspires all students to strive for success in achieving their personal goals.

Overall summary of progress

In 2016, the literacy committee oversaw the development and implementation of literacy strategies in programs across all KLA's for Year 10. Explicit teaching of literacy for Year 10 in all KLA's was on track for the 2017 school year. Concurrent to this, a numeracy committee was created with the aim of auditing skills across the school and developing a plan for the implementation of numeracy strategies in 2017. The numeracy committee has delayed implementation of numeracy skills until the latter part of the 2017 school year. A review of the Self-Select class was undertaken with regular meetings conducted to ascertain the extent of differentiated learning and requirements for future composition of the class.

2016 saw the launch of the Sports High School Association. With the retirement of the former Director of Sport the implementation of individual sports' scope, sequence and goals have been delayed and will be reviewed by the new Director of Sport in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
15% of students achieve band 5 or 6 HSC results in each subject area.	working towards this target	implemented the Elevate Program Trialled ALARM in Year 11
The percentage of year 9 students at proficient level in NAPLAN results will reflect that of the state for reading, writing and numeracy.	In Reading we have closed the gap from 20% to 16% In Writing we have closed the gap from 11% to 10% In Numeracy we have closed the gap from 18% to 17% Improvements made in all areas with progress taking place across all areas.	continued with the Focus on Reading program established Focus on Numeracy Committee.
20% of students' will achieve grades A and B in ROSA Stage 5.	working towards this goal	
20% of students achieved above expected growth as measured in Year 9 and Year 12.	Far exceeded this figure. In Reading 48.5% and numeracy 54.2% achieved greater than expected growth.	
All TSP coaching programs have been developed and are used to align TSP with elite sporting entrance pathways.	Some sports completed. New Director of Sport will finish this process in 2017	
All Indigenous students are working according to an Individual Education plan and results in state and National	All Aboriginal students now have an IEP NAPLAN results indicate Aboriginal students improving upon their individual performance	\$28,915.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
testing reflect a closing gap in the performance level of Indigenous versus non-Indigenous students.	School Learning Support Officer hired to assist Aboriginal students	
Support students – Year 7 to 9 are on individual education plans and Year 8, 10, 11 and 12 are on individual transition plans. Transition process prepares our students with disabilities to move from school to community living and into adult life.	Achieved Transition process on schedule	
All exiting support students are moving to gainful employment.	On schedule	Work Crew \$2628.00 Job Coach \$3942.00
20% decrease in truancy rates as indicated by Sentral record keeping.	LMBR will incorporate period by period roll marking. Wifi across school to be made reliable in changeover to ET4L	

Next Steps

in 2016 a Numeracy Committee was formed to oversee the implementation of a numeracy program across the school. The model chosen by this committee mirrored the highly successful literacy model used in 2016. The committee plans to audit the various numeracy strategies being utilised in Year 7 and 8 programs as well as analyse NAPLAN data to determine the school's strengths and weaknesses amongst its current cohort. The committee is to pre-test components of numeracy amongst all Year 8 and Year 9 Maths classes.

2017 will see an audit of the coaching staff programs to determine the progress and development of a scope and sequence to ensure quality teaching programs across the Talented Sports program.

A review process of assessment tasks of all faculties is to take place to determine the need of professional development so staff have a common knowledge and understanding of differentiation.

Strategic Direction 2

A dynamic, professional and caring learning community.

Purpose

To foster a culture of mutual respect and support inclusive of a diverse school community founded on proactive and responsive student well-being practices that support students in their learning.

To develop and promote a culture of collegiality and success driven by high expectations, visionary teaching and quality leadership.

Overall summary of progress

In term 1 all staff were successfully introduced to the new Performance and Development Plan (PDP) requirements using BlueSky which was also successfully used to log all applications for professional learning. This was up and running by mid term 2. The PDP process was effective and is operational as part of the 2017 calendar. The combined Staff Development Day involving the Nirimba Schools centred on Student Mental Health and Wellbeing. The 2016 focus was on the Family Unit and was presented by Dr Justin Colson.

School Wellbeing meetings were advertised as being open to all staff where funding was successfully allocated to seminars, programs and other wellbeing strategies across all Years 7 – 12. The Wellbeing team began discussing professional development of staff at staff meetings with implementation of staff professional development in various aspects of student wellbeing to commence from 2017 onwards. During the course of the year, the Wellbeing Framework review commenced and a Wellbeing policy is to be ratified in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff in the school will have a Performance and Development plan (PDP) reflective of school and faculty plans and DEC priorities	PDP process completed for 2016. Part of annual school calendar for 2017. 100% of teaching staff completed the PDP process using BlueSky application	\$5,370.00
PBL data reflects a culture of positive behaviour strategies as measured on regional surveys	All completed – classroom systems being prepared by PBL team	\$19,988.00
Leadership roles in the school are regularly spread amongst all faculties.	Head teachers rotate relieving roles as need applies Non KLA teachers are appointed using an Expression of Interest system for Higher Duties.	
All students with a disability are catered for via comprehensive learning plans and adjustments.	Achieved	
Quality of School Life survey (or similar) indicates increasing satisfaction amongst staff about the workplace	staff completed the Tell Them From Me survey and indicated that there was a high level of collaboration and that there is a safe and orderly school environment at THSHS.	
5% of staff seeking higher levels of accreditation	Preliminary investigations have been conducted by three staff regarding requirements and procedures for higher levels of accreditation. This is to be investigated further in 2017.	
10% of staff seeking and successful in gaining promotion to executive positions	Approximately 10% of staff are actively seeking promotion to Head Teacher, Deputy Principal or Principal levels.	no funds expended for this process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% of staff seeking and successful in gaining promotion to executive positions	Two teachers successfully attained promotion to HT level in 2016.	

Next Steps

In preparation for 2018, where all teachers will be required to participate in the accreditation process, professional learning will focus on familiarising staff with the accreditation and maintenance processes and requirements. A review of our observation processes is to be undertaken in 2017 to ensure the authenticity of this practice in improving pedagogy.

All teaching staff will attend a combined learning day on improving HSC standards and NESA requirements.

The Wellbeing team is to establish a schedule of events and programs across all year groups and also identify and implement professional learning activities for staff across the year in dedicated staff meetings.

In 2017, the Wellbeing Policy Framework is to be implemented into the school.

Strategic Direction 3

21st Century teaching and learning in a contemporary learning environment.

Purpose

To create state of the art academic and sporting facilities that enables all students to attain the creative, cultural and social skills necessary for a diverse 21st century workplace.

Our school will build and celebrate an environment that is inclusive, tolerant and culturally aware.

Overall summary of progress

The planned upgrade of the Hall began in 2016. Planned improvements to the sporting oval and the complete refurbishments to the hall were delayed until 2017. The creation of an IT educational support team with faculty representatives was delayed in term 3 however professional learning support for use of IT programs was underway which led to staff effectively using programs for administrative duties or teaching.

In Term 1 the Multicultural committee successfully scheduled a number of events on the school calendar with resources purchased for multicultural and harmony day events. Professional learning for staff on Multicultural and Aboriginal culture was delayed and will be planned for implementation for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Faculties equipped with current technologies and 50% increase in staff engaged in related professional learning	IT improvements in all faculties now in use by teachers and classes. Inservices on types of equipment and furniture have been completed by several staff with plans for STEM room refurbishment in B Block being created. STEM resources being planned for Science area	\$61,749.00
• 90% of Year 12 students complete HSC course.	Well on the way towards achieving this goal with 88% achieving their HSC in 2016. This result is an improvement over 2015 (87%).	
• At least 50% of senior students access Edmodo/Moodle on a regular basis	The school is working towards utilising alternative learning platforms to Edmodo and Moodle which have not readily been taken up by our students. This is to be investigated further in 2017.	
• Positive evaluations from staff using a staff satisfaction survey.	Staff have utilised the tell Them From Me Survey with positive responses in a number of areas reported.	
• Availability and use of resources to promote multicultural and Aboriginal Education which are features of teaching programs in all faculties.	Underway with a number of faculties purchasing resources to promote multiculturalism and Aboriginal Education	\$2000.00
• Assessment tasks reflect and assess the student's ability in the use of technology to facilitate learning.	Senior School – Underway Junior School – Developing	

Next Steps

2017 will see an audit of technology based structures across the school to determine future directions and possible uniformity across all stages and KLA's. The school will transition to eT4L and planning for the development of a Science, Technology, Engineering and Mathematics (STEM) learning facility will begin.

Period by period roll marking established across the school.

LMBR to be fully implemented in Term 3, 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	RAM funds mostly expended with some CEPS bills outstanding. Progress of Aboriginal students has been reviewed N awards reduced for Aboriginal students	\$28,915.72
English language proficiency	Increase in number of EALD students requiring and also receiving support in the school. Additional EALD staff member employed	\$44,957.00 • English language proficiency (\$0.00)
Low level adjustment for disability	Mulilit expanded with plans to expand for next year on a needs basis SLSO booked for 2017	\$74,346.00
Socio-economic background	Lego laboratory, Technology across the school, plans for STEM room underway. Students in support able to use new technologies to communicate and engage with the teaching and learning. Impact assessment of the funding completed by HTs	\$277,434.00
Support for beginning teachers	Not all completed – but those using the time value the opportunity to work with mentors in the school	\$44,827.00
Targeted student support for refugees and new arrivals	An EALD Teacher is to be employed through RAM for four days per cycle.	\$5011.00 SLSO working with students

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	604	557	548	532
Girls	335	355	339	336

868 students were enrolled at the school in 2016. This was a small drop on the total number of students enrolled since 2015. Within this cohort, boys made up 61% of the school population and girls made the other 39%. There was little difference in composition based on gender from the preceding year, 2015.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.5	91.8	89.6	91.9
8	88.2	86.7	88.2	87.6
9	86.9	84.8	84.8	86.7
10	83.1	85	82.8	83.4
11	81.7	82.5	81.3	77.3
12	80.3	81.4	80.5	80.3
All Years	85.6	85.5	84.4	84.4
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

Student attendance profiles still lagged behind State Department of Education (DoE) figures for 2016. The school continues to examine strategies such as PBL and period by period roll marking to improve student attendance across all years and record those students who may have been missed at roll call. Other strategies are to be examined to improve overall attendance profiles of the school including the fact that many students travel across long distances of Sydney to come to THSHS. There is currently an across the

school effort to reduce incidents of fractional truancy with students being ushered to classes after recess and lunch periods. This has improved individual class attendance. The implementation of an SMS system for day to day absences and an attendance letter in week 5 of each term targeting students who have slipped below 85% attendance, indicating to parents their child's cumulative absences, has also contributed towards improving communication with parents and reducing the number of absences across all school years.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	3	9	16
TAFE entry	1	1	14
University Entry	0	0	57
Other	1	7	
Unknown	1	15	7

Year 12 students undertaking vocational or trade training

in 2016 the percentage of students completing Vocational training as part of their HSC:

- 20% of Year 12 students completed a Nationally Recognised Vocational Certificate or Statement of Attainment in their field of study
- 1% completed a School Based Traineeship
- 2.5% completed a School based Apprenticeship. They continued with their 5 year contract with their employer to progress to the second year of their full time apprenticeship in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

101 Year 12 students successfully achieved their HSC in 2016 out of a total of 114 students. This totals 88% of the cohort. 13 students (12% of the cohort), achieved a Record of School Achievement for Year 12. Four additional students were successful in the first stage of their HSC accumulation and will continue their pathway in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.7
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.88
Other Positions	3.3

Forty-five teachers undertook external professional development activities. Many of these were subject specific and contributed towards teachers gaining deeper knowledge of their relevant curriculum, quality teaching, programming and assessment strategies. A number of Head Teachers also attended leadership workshops to help develop their management practices as well as develop skills necessary for potential promotional opportunities in the future.

*Full Time Equivalent

In 2016, three staff members identified as being of Aboriginal heritage out of a total of approximately 67 staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	47

Professional learning and teacher accreditation

In 2016 four staff were working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient with a further 19 staff maintaining accreditation at Proficient.

The school offers all teachers new to The Hills Sports High School an orientation program. Beginning teachers are supported through a structured year-long Induction Program which assists and in-services staff in management strategies, administrative skills and Quality Teaching strategies. During the induction period staff are further encouraged to participate in external sources of Professional Learning. Weekly meetings are conducted where teachers are required to source and compile evidence to support their Portfolio.

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

Financial information

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

Income	\$
Balance brought forward	887 154.00
Global funds	662 251.00
Tied funds	737 753.00
School & community sources	728 544.00
Interest	22 809.00
Trust receipts	105 497.00
Canteen	0.00
Total income	3 144 008.00
Expenditure	
Teaching & learning	
Key learning areas	288 899.00
Excursions	45 518.00
Extracurricular dissections	427 873.00
Library	17 680.00
Training & development	0.00
Tied funds	688 967.00
Short term relief	142 762.00
Administration & office	183 966.00
School-operated canteen	0.00
Utilities	192 282.00
Maintenance	129 888.00
Trust accounts	108 850.00
Capital programs	18 030.00
Total expenditure	2 244 715.00
Balance carried forward	899 293.00

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.

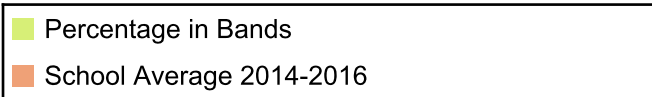
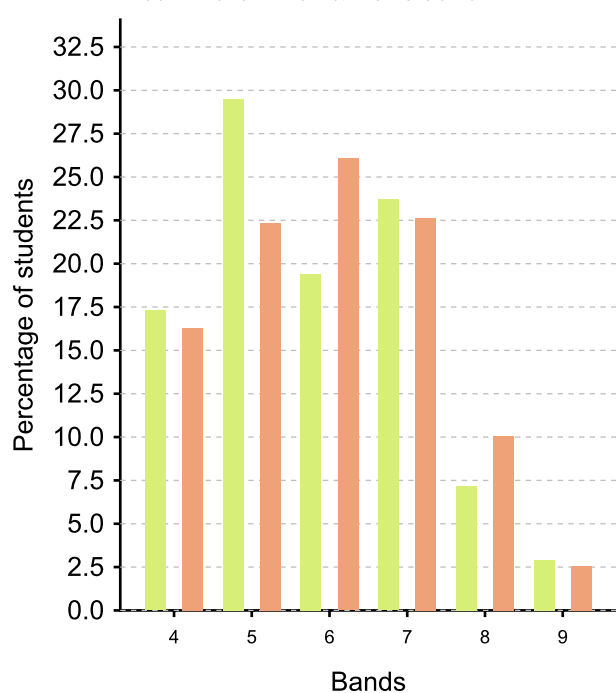
Year 7

3.6% of students achieved band 9 in reading which is an increase of 2.2% on 2015 results and an increase on the school average 2014–2016. 27.5% of students achieved in the top 3 bands which is an increase of 1% on 2015 results. 1.4% of students achieved band 9 in writing. 18.8% of students achieved in the top three bands in writing. This is an improvement of 3.1% from 2015 results. 5 % of students achieved band 9 in spelling. This is a 4% improvement on the 2015 results. 42.4% of students achieved in the top three bands in spelling. 2.9% of students achieved band 9 in grammar and punctuation. 33.8% of students achieved in the top three bands which is a 8.1% increase from 2015. Overall improvements were made in all areas of Literacy.

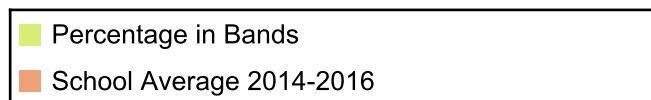
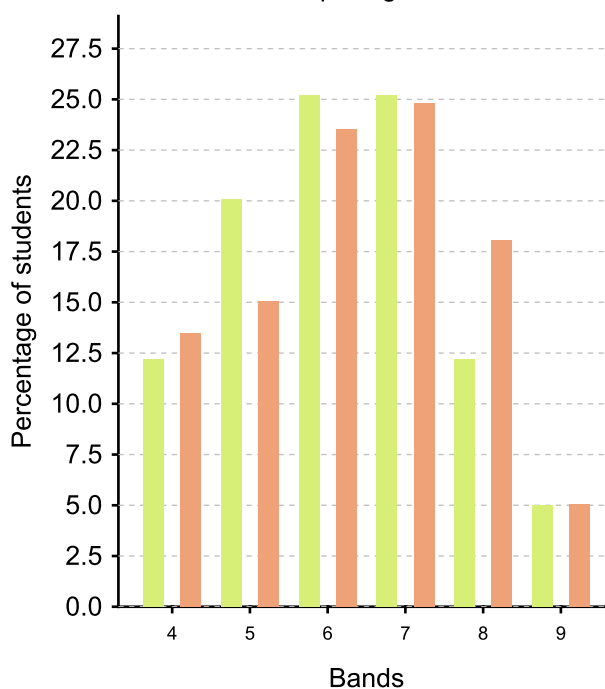
Year 9

The number of students achieving band 10 in reading was 1.4%, and band 9, 7.2%. These results are greater than the school average 2014–2016. The number of students achieving the top three bands was 28.9%. In writing, 0.7% of students achieved band 10 and 19.2% of students achieved in the top three bands. 3.7% of students achieved band 10 in spelling which is an improvement of 2.4% since 2015. 41.5% achieved in the top three bands. 3% of students achieved band 10 in grammar and punctuation which is above the school average 2014–2016. 23.7% of students achieved in the top three bands in grammar and punctuation.

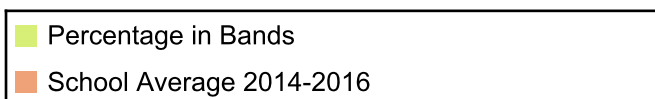
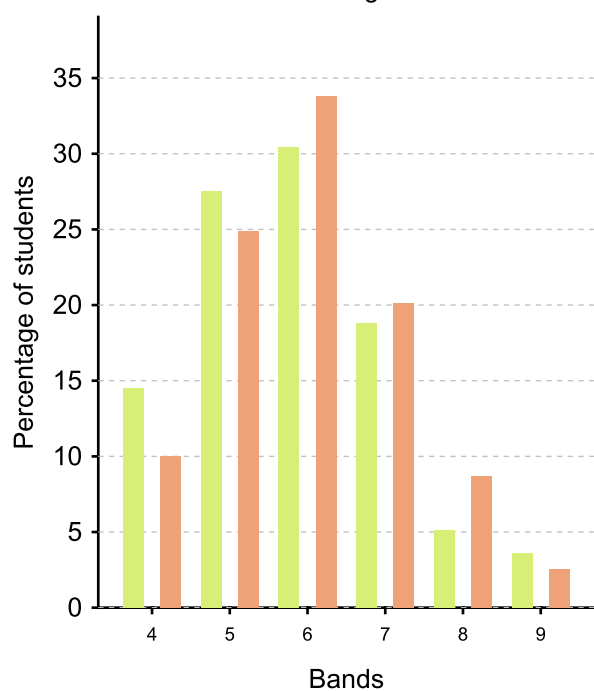
Percentage in bands:
Year 7 Grammar & Punctuation



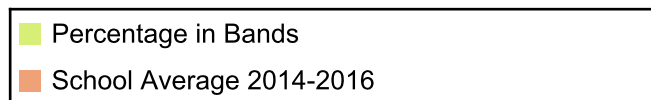
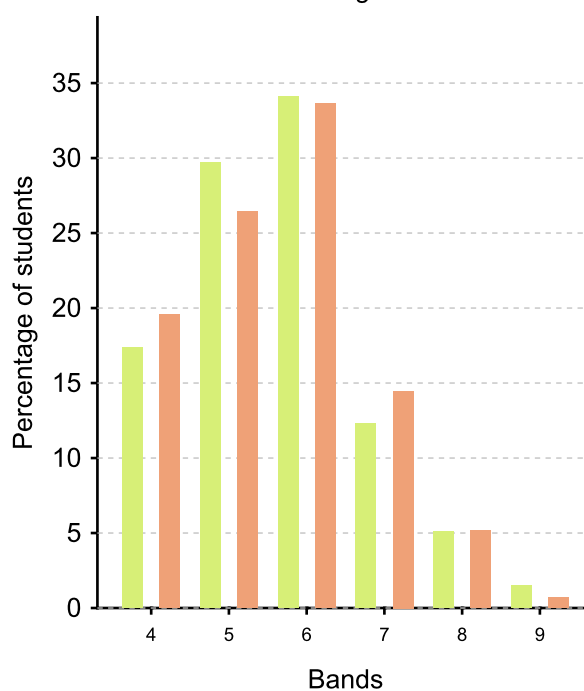
Percentage in bands:
Year 7 Spelling



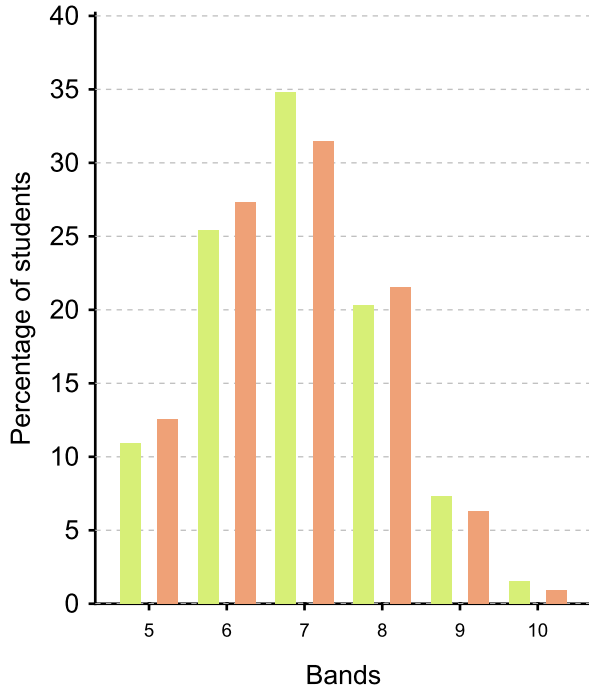
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Writing

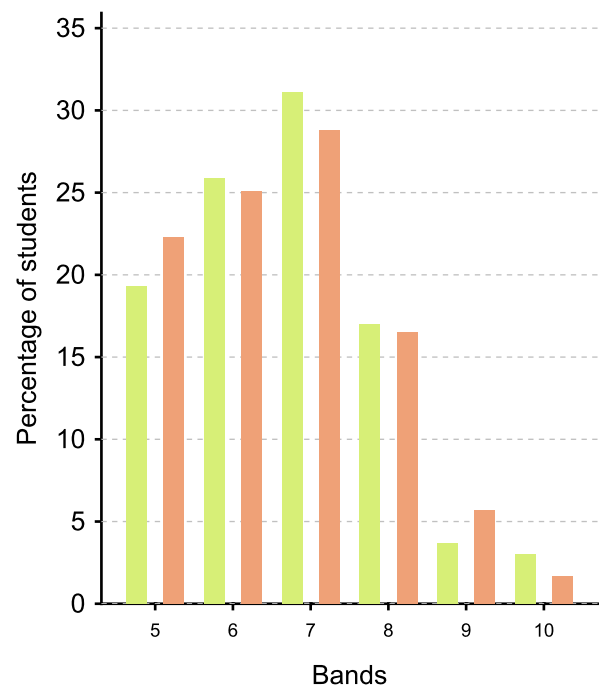


Percentage in bands:
Year 9 Reading



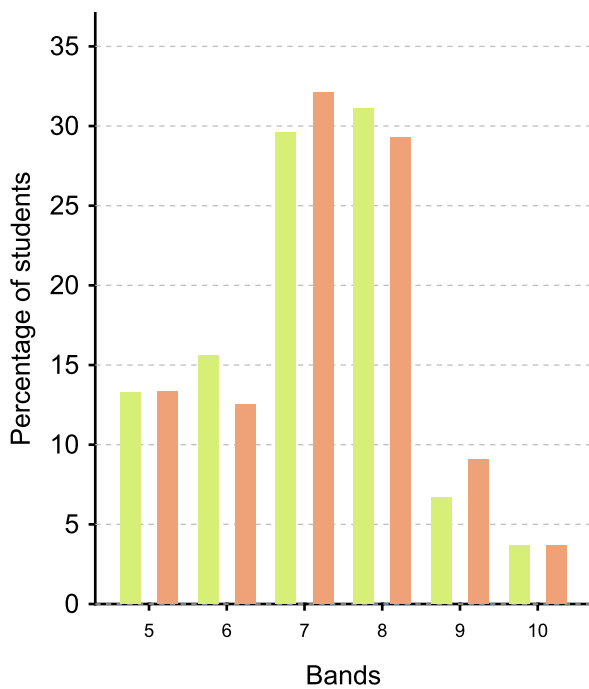
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



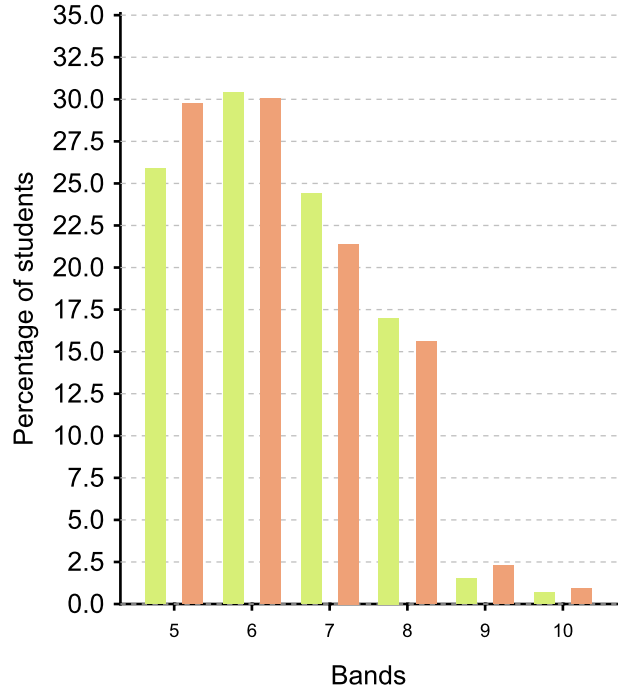
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Year 7

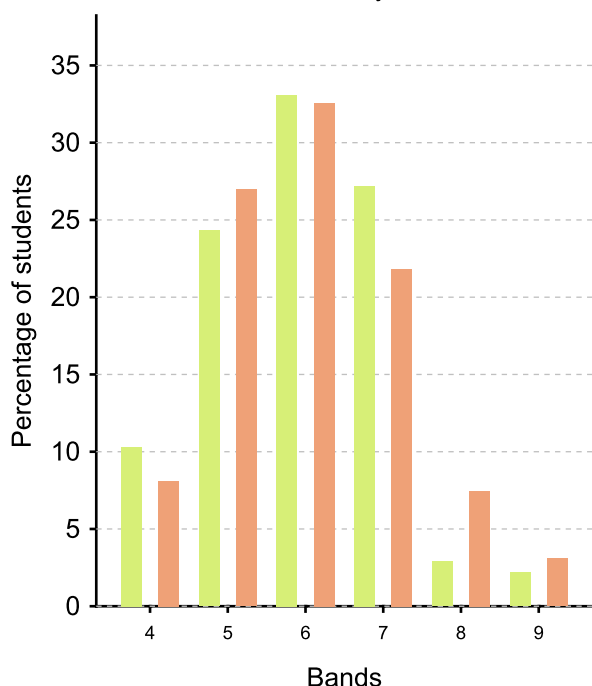
2.2% of students achieved band 9 in numeracy which is 0.7 %higher than 2015. 32.3% of students achieved in the top three bands. 38% of students achieved in the top three bands which is an increase of 5.4% on 2015 results.

Year 9

Results from the numeracy testing showed that 3.8% of students achieved band 10 in numeracy which is an improvement of 1.2% since 2015 and greater than the school average 2014–2016. 33.8% of students achieved in the top three bands which is similar to the school average 2014–2016.

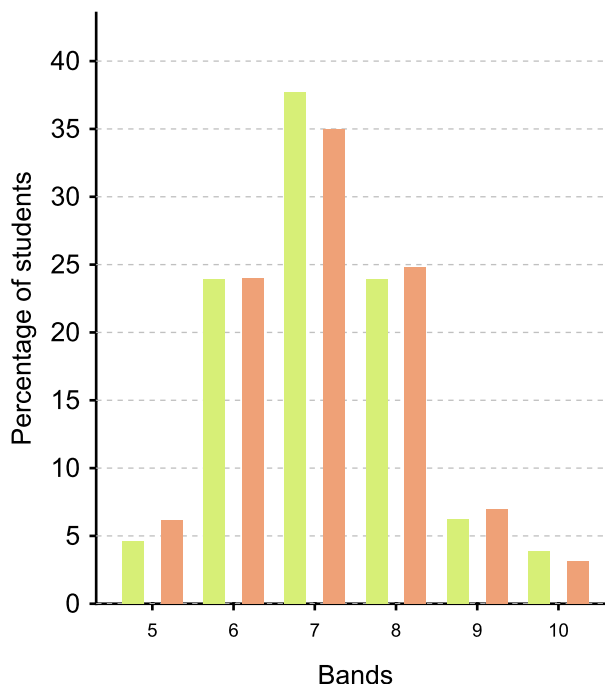
Overall, year 9 students achieved remarkable growth since completing the NAPLAN test in year 7 54.2% of students in numeracy, 53.8% in reading and 50% in grammar and punctuation achieved greater than expected growth.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



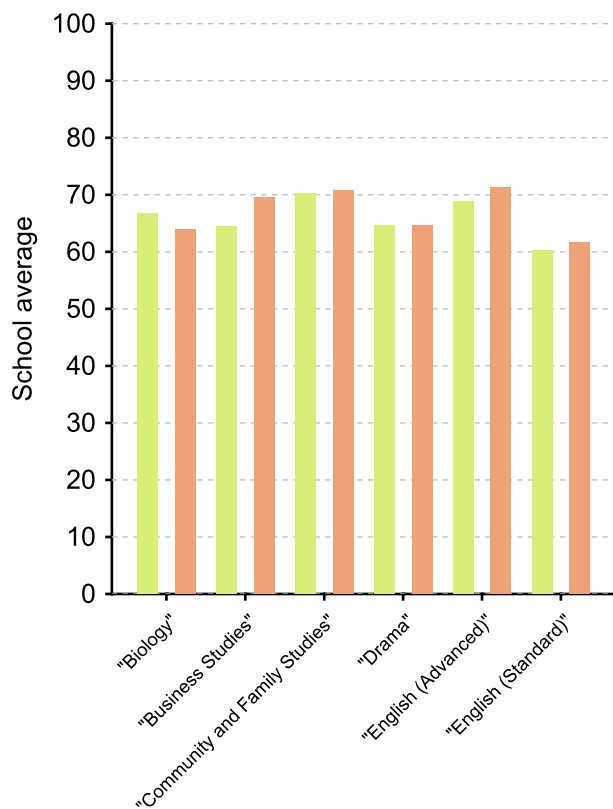
Percentage in Bands
School Average 2014-2016

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.

In Year 7, the percentage of students achieving in the top two bands for reading was 8.7% and 5.1% in numeracy. In Year 9, 8.6% of students achieved in the top two bands for reading and 10% of students achieved this level in numeracy.

Higher School Certificate (HSC)

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



Hospitality, Community and family Studies and Visual Arts. We were equal to our school average in Drama. In all other subjects, the school is working towards improving the school average towards or better than the state mean.

Parent/caregiver, student, teacher satisfaction

In 2016 the school participated in the 'Tell them from Me' student and teacher survey.

Teachers completed the 'Focus on Learning' survey. Results indicated that The Hills Sports High School is an inclusive school where leaders create a safe and orderly school environment. Teachers collaborate with other teachers to improve their practice and use a variety of teaching strategies to engage all learners. There is a high use of technology in the classroom. Teachers set high expectations for student learning and monitor the progress of their students and provide feedback for students to improve their learning.

The results of the student survey indicated that a high percentage of students are positively engaged at The Hills Sports High School. 80% of respondents indicated that they have positive relationships at school and have a high participation on sport. 70% indicated a strong sense of belonging and felt accepted by their peers and others in the school. 75% of students valued school outcomes and believed that the school will have a strong bearing on their future. 51% of students are intellectually engaged. The NSW norm is 46%.

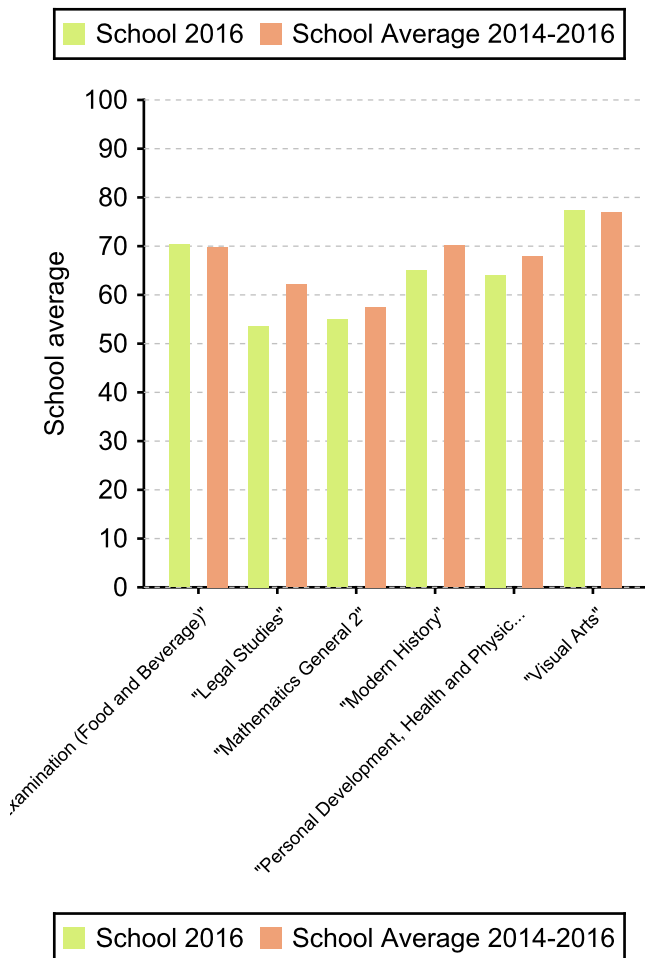
80% of students had positive behaviour although only 52% had a positive attitude to homework. This figure is however, consistent with statewide results. 65% of students make a great effort to achieve and are interested and motivated at school. The majority of students commented that they have positive teacher/student relations, receive quality instruction in a positive learning climate.

Policy requirements

Aboriginal education

The Hills Sports High School remains committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. At present the school has 51 students enrolled. In 2016, six senior students completed their Higher School Certificate.

Links to parents and the community remain strong and mandatory Personalised Learning Plans for all students were completed with the assistance of parents, teachers and students. The school continues to focus on providing culturally-linked opportunities through external education programs such as Australian Indigenous Mentoring Experience (AIME). Students also participated in the Nirimba Learning Community Aboriginal Careers Expo, which provided them with



in 2016, 117 students sat the HSC examination in twenty different subjects. The school achieved above the state mean in Industrial Technology and Senior Science. The school was within two points of the state mean in Community and Family Studies, Visual Arts and Hospitality. The school performed above its school average 2014–2016 in the following subjects: Biology,

links to Aboriginal Elders and information about post-school opportunities in areas such as university, technical trades and defence.

Building cultural competencies of staff was also a focus and links to Aboriginal programs at the University of Western Sydney enabled guest speakers to attend the school and professionally develop staff by increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

With RAM funding, the school has been able to employ a Learning Support Officer to provide assistance to Aboriginal students in range of settings:

- Assisting students in class with their literacy and numeracy needs, as well as assisting in the completion of assessment tasks
-
- Mentoring students to pursue personal achievement and a commitment to learning
-
- Engaging and motivating students for successful participation in education and course completion

In 2017 the committee is looking at establishing stronger ties with local Aboriginal Educational and Community groups. The importance of the role Aboriginals have played in shaping our country's history will be a focus. The school is exploring opportunities to implement a Yarn Circle and Bush Tucker garden on the premises.

Multicultural and anti-racism education

The school's celebration of diversity is driven by our Multicultural committee. Made up of staff members drawn from five faculty groups, this team coordinates numerous whole school events aimed at achieving an open, inclusive, cohesive and equitable multicultural student body. The pinnacle of the events coordinated by the committee in 2016 was the Multicultural performance concert. This half day event is presented to the entire student body and sees students performing items that are reflective of their cultural backgrounds and influences.

Additionally, the committee hosted an International food stall in which students and teachers alike contributed cultural foods and dishes for sampling and tasting. This successful event promotes both tolerance and understanding and helps build the school community links. In order to build a communal school ethos where cultural, linguistic, and religious diversity is understood, valued and supported, the Multicultural Team also participates in the annual celebration of Harmony Day and contributes to an ongoing awareness of Australia's first inhabitants. In 2016 this encompassed all stage 4 students participating in an Aboriginal incursion morning led by Darug elders from the local Blacktown area.

Multicultural awareness is also a part of the school's core curriculum across all KLA groups. Of particular note in 2016 was the work being done in the Arts and Humanities areas of the school. Visual Arts, for

example continues to forefront Australian Aboriginal artists in stage 4 units of work. The practical artworks that result are used as student entries into various competitions with cultural awareness as their foundation. This includes the Departmental Diversity Calender competition and a program of artwork exchanges between our school and our sister city of Ningbo, in China's Zhejiang province. The culturally rich curriculum of both Languages and Music are also worthy of note in 2016. As examples, the Music KLA incorporated an African drumming incursion in to its stage 4 and 5 programs of study as well as traditional music from Indonesia, whilst the Chinese language KLA provided numerous immersive cultural excursions for the elective classes. Students interacted with the local Chinese business owners, restaurateurs as well as participating in Chinese new Year traditions.

Other school programs

Talented Sports Program (TSP)

The Hills Sports High School offered a selective Talented Sports Program (TSP) in fourteen sports in 2016. The TSP enables students to attain their full potential and provides a pathway for State, National and Olympic representation.

The Hills Sports High TSP has already produced over 125 Australian representatives in a variety of sports and currently receives TSP applications from students living in all parts of the metropolitan area as well as country regions of NSW and the greater Pacific rim.

The Hills Sports High School offers a program designed to provide students who excel in particular sports with elite coaching and an academic framework that enables them to reach both their academic and sporting goals.

The School's curriculum provides students with the maximum opportunity to achieve both their academic and sporting goals. The provision of HSC Pathways enables students to balance their education and sporting commitments by completing their HSC over several years.

The school combined with all other NSW sports high schools to form the NSW Secondary Schools Sports High School Association during 2016. This Association was formed to promote the excellent sporting and academic programs being run in the schools as well as examining avenues from which our elite sport students can develop their skills through sponsorship, elite coaching and other opportunities through private industry.