

Illawarra Sports High School

Annual Report



2017



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Introduction

The Annual Report for 2017 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.

Raechele McCarthy

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 life long learners and to achieve their best in all areas of school life. We aim to provide a holistic education encompassing sporting, academic, creative and performing arts and leadership achievement.

Our school ensures student voice is valued by having a highly visible Student Representative Council who chair weekly whole school assemblies, meet regularly with the principal to advocate for the ideas and opinions of the student body and contribute to school planning and reporting processes.

2017 was an outstanding year for our school with improved Higher School Certificate results due in part to the introduction of a whole school study skills program. Our teacher professional learning continued to focus on upskilling staff on using 21st century learning strategies including CLOUD Collaborative Learning, Project Based Learning and STEM (Science, Technology, Engineering, Mathematics). We also worked collaboratively with staff, parents/carers and students to create the 2018–20 School Plan, setting aspirational goals for the future of our wonderful school.

2017 was also a year of looking back and celebrating the journey of the Illawarra Sports High Community with our highly successful 60th Anniversary, held in December.

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 continued to build attendance numbers of our Parents and Helpers Group which is a more informal group of parents and carers who meet twice a term to evaluate school plan milestones and give input on school improvements.

This year our meetings featured discussions relating to the 60th anniversary preparations, school internal and external performance and input and suggestions relating to a Community and Engagement Research Study. The Parents and Helpers group also played an important role in providing representatives for merit selection panels held throughout the year and was heavily involved in the creation of the 2018–20 School Plan.

Message from the students

The SRC plays a vital role within the school, chairing all whole school assemblies and collaborating to raise funds for charities. In 2017 SRC members Hieu Tran and Liliana Spiroski chaired the Wollongong Network Education Week Awards, receiving great praise for their work. All SRC members attended leadership days organised by Ms Taylor and all SRC students took turns to speak to the student population at assembly. The number of students applying to be elected to the SRC continues to grow which shows that students value this opportunity for their voice to be heard.

Liliana Spiroski and Nathaniel Malacki (2017/18 School Captains)

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 wellbeing, curriculum and assessment. The new Head Teacher Welfare led staff in using Flexible Wellbeing Funding to engage motivational speakers and introduce use of student well being activities that were outlined in student diaries. The Positive Behaviour for Learning Team organised for an external PBL coach to do a SET analysis of PBL within the school. This led to the development of a new reward system and improved systems for collecting, analysing and using data to monitor a whole school approach to wellbeing, engagement and learning. In terms of curriculum, the school introduced a curriculum committee to monitor and review

curriculum provision. STEM and Project Based Learning were introduced as enrichment subjects to provide students with opportunities to develop their 21st century learning skills. The school also endeavoured to improve formative and summative assessment processes by collaborating to produce Year 7 to 12 whole school assessment booklets and introducing a Year 7 to 12 study skills program.

Our major focus in the domain of teaching was effective classroom teaching. The school engaged an academic from the University of Western Sydney to incorporate an action learning model towards the use of collaborative learning teaching strategies and towards the use of explicit teaching. Teachers were mentored on how to collect and evaluate evidence of impact on student learning outcomes and benefited from peer to peer feedback on lesson design and delivery.

In the domain of leading, our efforts have focused on school planning, implementation and reporting as the school community collaborated in the creation of the 2018–20 school plan. A school planning committee was established including teachers, executive staff, SASS, students, parents and our Aboriginal Education Officer. This committee used a variety of quantitative and qualitative data sources to develop a clear picture of the school's current improvement trajectory and create the three strategic directions for the next three years. A wide range of research was used to inform the school plan including CESE research articles such as "What Works Best" and "How schools can improve literacy and numeracy performance and why it still matters". The School Excellence Framework Version Two was also used to guide continued school improvement and regular staff, student and parent/carer forums provided further input from the school community in shaping the plan. The team then collaborated in writing the school plan, setting clear improvement measures and milestones to gauge the impact of the plan.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

In 2017 the school continued to focus on using CLOWD 21st century learning strategies and engaged an academic from the University of Western Sydney to work with staff on using Action Learning to improve lesson design and delivery. A focus on using students' Individual Education Plans and Aboriginal Personalised Learning Pathways has led to improved rates of personalised learning for all students and further work was done on using the literacy continuum to plot individual student achievements and next steps with literacy. Twilight Workshops and staff meetings were used to complete the Dylan Williams learning modules on formative assessment and teaching programs are starting to show evidence of formative assessment strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
IMPROVEMENT MEASURE/S All teachers engage in project based cooperative learning in CLOWD and regular classrooms	\$36827 (Socio-economic background funding)	The incorporation of the action learning cycle into using CLOWD 21st century learning had a positive impact on learning outcomes for students and teachers. Teachers commented in the evaluation of the program that action learning helped teacher participants come up with new ideas and provided excellent motivation and a different perspective on lesson design. A total of 21 teachers participated and were able to trained to collect evidence of impact on learning outcomes for every lesson. A team of staff also participated in the Future Schools Program and were mentored by Liverpool Boys High School in introducing Project Based Learning into the curriculum. An extra CLOWD STEM room was created in 2017 and teacher confidence in teaching STEM improved as a team of teachers graduated from the University of Sydney STEM Academy. ICT use improved due to the funds spent ensuring all computer rooms were equipped with fully functioning computers and all permanent teachers were provided with a new laptop with improved classroom software to use in the classroom.
All teachers personalise the teaching and learning to student literacy and numeracy needs and readiness including the needs of Aboriginal students.	\$20760 (Socio-economic background funding)	100% of teachers participated in a series of staff meetings where Year 7 and 8 student work samples were plotted against the literacy continuum and teachers used SENTRAL to record all accommodations they were making for students with specific learning needs. Year 7 literacy continuum data showed a recognisable growth in over 70% of students. An external curriculum evaluation of Learning Support within the school created some useful suggestions for more effective use of the School Learning Support Teacher in building staff capacity to personalise learning and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers personalise the teaching and learning to student literacy and numeracy needs and readiness including the needs of Aboriginal students.		these ideas will be implemented in 2018. Aboriginal Personalised Learning Pathways were used by teachers to inform their interactions with Aboriginal students in the classroom.
Assessment in all years follows a consistent procedure allowing students to demonstrate learning at all levels	Staff meeting time	100% of staff completed the Dylan Williams Formative Assessment modules and a survey of faculty teaching programs showed that Formative Assessment principles are embedded into the way teachers plan daily lessons and teaching and learning programs. The school also developed Year group assessment schedule documents that ensured consistent procedures were being implemented for assessment and that students were provided with information on study skills.

Next Steps

- Introduce "Project ISH" project based learning classes to replace the current enrichment classes and report on students' competencies in using the 4Cs as part of the semester reporting process.
- Implement the recommendations of the external curriculum evaluation of Learning Support including regular Learning Support Team meetings and ongoing training of all teachers in differentiation strategies.
- Create and train a How2Learn committee to deliver learning modules on the five habits of effective learners and extend teacher understanding and use of formative assessment.

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

Student suspension statistics remained relatively static compared to 2016 data and whole school attendance showed a decline to 83%. A deep analysis of this data indicated Year 12 attendance statistics had a negative impact on overall student data. In 2018 the school has therefore established a Year 12 Study Hub permanently staffed with a teacher to mentor Year 12 students and intervene when individual HSC student's attendance drops.

The school conducted its own survey on staff wellbeing and used staff meeting forums to identify strategies to further improve staff morale and increase staff involvement in decision making processes. The school established systems for succession planning, leadership development and workforce planning including a professional learning community on leadership. This led to two staff gaining substantive leadership promotions and two staff gaining secondments at higher levels.

Leadership amongst the student population also continued to grow as there was a 50% increase in the number of students applying for the Student Representative Council in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of VIVO by 10%, reduced number of negative behaviour referrals 5%, reduce suspensions by 5% and increase whole school attendance by 5%	\$7908 (Socio-economic background funding for VIVO/PBL) \$17444 (Socio-economic background funding for Head Teacher Attendance)	In 2017 the school participated in an external SET analysis of PBL revealing inconsistencies in the use of our VIVO rewards system and the need to develop a more proactive and data informed approach to behaviour management. The findings of this analysis enabled the PBL team to create a PBL strategic plan to be implemented over the next three years including a change in the merit award system away from the use of VIVOs to an "All Stars Reward System" Attendance remained a key focus with the continued employment of a Head Teacher Attendance and use of fortnightly Student Services Team Meetings to monitor and case manage students with poor attendance.
Improved staff morale, job satisfaction and collegiality as indicated on staff satisfaction surveys (2015,16 and 17)		The staff wellbeing survey was viewed positively by staff and staff social events and morning teas continued to be well attended. The continued use of Professional Learning Communities allowed staff to share their expertise with colleagues. In an evaluation of 2017 Professional Learning Communities, 96.3% of staff found the Professional Learning Communities useful for their own professional development and 81% of teachers implemented what they learnt into their daily practice.
Improved student and staff leadership capacity as indicated	Staff meeting time	SRC leadership days were used to increase the leadership capacity of students and a variety of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
by increase in number of students applying for SRC: increase in staff aspiring to higher levels of accreditation and/or substantive leadership positions		<p>other leadership activities such as the Duke of Edinburgh Program, Lions Youth of the Year and Peer Support Mentor program were used to widen the base of student leadership within the school.</p> <p>Two teachers continued to seek accreditation at higher levels and a Professional Learning Community on Leadership was established.</p>

Next Steps

- Relieve Head Teacher Attendance of some administration tasks to enable her to focus more on the promotion of positive attendance and creation of a HSC Study Hub and mentor to improve attendance in the senior years.
- Continue to implement the PBL strategic plan including regular PBL focus lessons based on analysis of behavioural trend data.
- Introduce termly Faculty Forums with an open agenda to enable staff to feel they have greater involvement in decision making
- Continue to widen the base of student leadership within the school by introducing a student AECG and student action teams

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 sustained increase in local area enrolments compared to 2015 data and actually increased the overall number of students starting Year 7 in 2018 by 25% compared to 2017 data.

Students continued to widen their experience beyond their local area with a range of excursions organised, frequent visits to the University of Wollongong and regular skype visits to our sister school in Indonesia.

2017 saw the introduction of our new uniform style and colours. An impressive 98% of students transitioned to the new uniform despite the fact that there was a two year transition period communicated to the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of local area Year 7 enrolments by 10%	\$20760 (RAM Socio-economic Background Funding)	<p>The school continued to arrange a wide variety of transition activities throughout 2017. Feedback from primary students indicated COS activities were engaging, allowed them to learn new skills and made them feel happier to attend ISHS in the future (student surveys after each activity).</p> <p>A Community Engagement Research Study coordinated by the Department of Education provided the school with informative data on community perceptions of Illawarra Sports High. These findings were used by the Berkeley COS to create a Communications and Engagement Plan to build upon the positive shift in community perceptions of Illawarra Sports High School.</p> <p>The Berkeley COS plan was successfully implemented which included ongoing use of literacy and numeracy continuum data in the high school and primary school setting and use of an interventionist teach in each school to work with students in shifting achievement bands in NAPLAN.</p>
Students are frequently engaged in learning experiences outside the immediate local area and have a wider world view and understanding of global issues	\$29131.55 (RAM Socio-economic background funding used for Financial Assistance for subsidising student payment for mandatory excursions, school fees and uniform)	<p>Student assistance was used to subsidise mandatory excursions for students from low socio-economic backgrounds thereby expanding their experiences outside the local area. Students attended a range of activities at the University of Wollongong including Work Like A Mathematician, In2uni and a University Global Science Course. A large number of HSC students gained pre entry to the University of Wollongong</p>
Increased student and parent pride in wearing Illawarra Sports High School uniform evidenced in a 20% reduction uniform defaults		<p>The vast majority of the community are supportive of the change in uniform and feel the new uniform has improved community perceptions of the school. Financial assistance was provided to families who</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
recorded on SENTRAL		were struggling to pay for the new uniform.

Next Steps

- Continue to implement the key strategies of the Berkeley COS plan and Communications and Engagement Plan including more frequent visits by Illawarra Sports High School students to partner primary schools where they will present a "Term in Review" PowerPoint presentation.
- Continue to build on students' wider world view using subsidised excursions, use of skype and regular visits to the University of Wollongong.
- Establish a Uniform Coordinator position to positively engage families of students who consistently fail to wear school uniform.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$103,434	<p>Aboriginal students' Personalised Learning Pathways were updated in partnership with the students, their parents and carers and teachers and were modified to include specific literacy and numeracy goals (as per new guidelines). In 2017 funding from Aboriginal NAPLAN and Socio-economic background funding was used to employ a School Learning Support Officer for Aboriginal students and to pay for the school's involvement in the AIME University Program. HSC students continued to be tutored by teachers in student identified areas of need and needs identified through NAPLAN analysis.</p> <p>A full time Aboriginal Education Officer assisted in improving learning partnerships between the school, parents and carers and students and coordinated a wide range of cultural activities such as NAIDOC week celebrations and the official opening of our Aboriginal outdoor learning circle and bush tucker garden.</p> <p>These initiatives led to a 7.64% increase in the number of Aboriginal students in top two bands in Year 9 NAPLAN reading compared to their 2015 performance and a slight increase in Year 7 to 9 NAPLAN value added data.</p>
English language proficiency	\$30591	<p>A student focus group revealed students feel supported in their learning and English language acquisition. Analysis of ESL teacher timetable indicates students are getting the support they need. Some evidence of improved language acquisition on data collection website</p>
Low level adjustment for disability	\$260,199	<p>Additional School Learning Support Officers were employed to work with students who have additional learning needs and the Learning Support Team external evaluation revealed the usefulness of SLSOs to support students in their learning. All students with special needs have an ILP used by their teachers to differentiate their learning and staff were required to document evidence of accommodations made on SENTRAL.</p>
Socio-economic background	\$928,429	<p>Students from low socio-economic families received additional financial support to ensure equity in educational opportunity—uniforms, school fees, excursions and camp costs.</p> <p>School Learning Support Officers and Academic mentors were employed to provide one on one in class support for students with poor literacy and numeracy skills and support for students completing the HSC. This led to a 2.12% increase in the average HSC score compared to 2016 data.</p> <p>A range of strategies were put in place to</p>

Socio-economic background	\$928,429	<p>promote academic achievement including a Targeted Academic Program, debating program and participation in external academic competitions such as the Tournament of the Minds, Australian Mathematics Competition and DaVinci Decathlon.</p> <p>The CLOUD cooperative learning project was refined to include an action learning approach for teachers who were mentored by an academic from the University of Western Sydney and a Third Deputy was employed to coordinate this professional learning and ensure that 100% of staff meetings have a professional learning focus.</p> <p>The continued financing of a Work Related Alternative Program had positive outcomes for HSC students who wanted a more vocationally based pattern of study. Since the program started in 2015 we have seen a 17% increase in Year 10 to 12 retention. 57% of 2017 Year 12 WRAP students who completed Year 12 are now in employment. 72% of Year 11 WRAP students are presently continuing to complete high school and 17% have left for employment. 95% of students received on the job training in a career of interest. The program has also contributed to a higher than state levels of optimism in Year 12 cohort (as reported in the Tell It From Me Survey).</p> <p>In 2017 the school continued to employ a Community Liaison Officer one day per week to engage the parent/carer community using Facebook, fortnightly newsletters and the school app.</p> <p>All of these 2017 initiatives were viewed positively in the annual staff, parent and student surveys on use of RAM Socio-economic funding.</p>
Support for beginning teachers	\$6725 (Beginning Teacher Support Funding)	<p>In 2017 Illawarra Sports High School had nine teachers working towards accreditation at proficient with one temporary teacher engaged for a full year receiving Beginning Teacher Support Funding and four teachers using up their existing funding.</p> <p>These funds were used for a variety of support strategies including timetable concessions, provision of mentoring in teacher accreditation, additional professional learning, time for programming and access to teacher professional learning resources.</p> <p>Teachers also participated in a newly appointed teacher induction program led by Ms Starling. These initiatives led to improved teaching practice.</p>
Flexible funding for wellbeing services	\$49600	<p>The school's new Head Teacher Welfare used the Wellbeing Framework as a guide to devise and put in place a range of strategies that enabled students to connect, succeed and thrive at Illawarra Sports High School.</p>

Flexible funding for wellbeing services	\$49600	<p>Funds were used to engage motivational speakers to present to year groups on a range of topics including anti drug education, anti bullying, the refugee experience and Drum Beats.</p> <p>To address an identified need revealed in 2016 Tell it from me survey data, where girls' sense of belonging was lower than state average, the school introduced a Strong Girls program and a Girls Essential workshop led by the esteemed public speaker Danielle Miller. This was balanced by the funding of a Top Blokes Program to instil leadership skills in boys at risk.</p> <p>Funds were also used to purchase Year 7 diaries that included well being strategies and a license for School TV. This website has a wide range of useful wellbeing resources for Year Advisers to access and use with their year cohort.</p> <p>A team of staff attended the annual Mental Health and Wellbeing Conference and used the resources gained in staff meetings thereby contributing to a shared sense of responsibility for student well being.</p> <p>The success of these initiatives was reflected in 2017 Tell It From Me Survey data with girls sense of belonging now almost equal to NSW government norms and students with positive relationships now exceeding NSW government norms.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	388	382	421	416
Girls	326	302	286	273

Student enrolments were slightly lower in 2017 due to the graduation of our largest Year 12 cohort the previous year. The number of out of area students enrolling to participate in the selective sports program continued to grow in 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	88.7	87.8	89.3	89.4
8	88.4	86.4	87.1	85.6
9	84.7	84.3	83	84.5
10	86.2	83.5	82.7	79.8
11	83	83.5	83.7	78.4
12	88.5	87.2	85.2	80.4
All Years	86.5	85.3	85	83
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance continues to be a school priority area, with the school employing a range of strategies to promote good attendance including the employment of a Head Teacher Attendance, SMS messaging of student absences and Attendance Reward Days. A fortnightly Student Services Team meeting is used to identify students at risk of falling behind in their education due to poor attendance and the Home School Liaison Officer and senior executive regularly hold meetings with parent/carers of students with poor attendance to develop attendance action plans.

The school also employs an academic mentor to assist students who are absent from school for extended periods due to their participation in elite sporting events and there is an expectation that all students catch up on work missed while competing.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	6	7
Employment	0	7	39
TAFE entry	2	2	11
University Entry	0	0	27
Other	0	0	3
Unknown	0	0	18

Our school continues to have an impressive reputation in ensuring students have positive post school destinations. All students participate in mock job interviews in Year 10 and the Careers Adviser's office is a well used space for students to seek advice on future employment and training opportunities. We have a growing number of students gaining early entry into university pursuing a wide range of degrees.

The University of Wollongong In2Uni program allows students to become familiar with the university environment and several students participate in university school holiday learning labs. Our school is unique in offering students in Year 10, 11 and 12 to undertake a Global Science course at the University of Wollongong while completing their studies at Illawarra Sports High School. This gives them advanced credits upon entering university.

Year 12 students undertaking vocational or trade training

In 2017 59% of the Year 12 cohort undertook a vocational or trade training course. These courses included Hospitality, Information and Digital Technology, Metals and Engineering, Human Services, Business Services, VET Sport Coaching, Construction and Retail Services.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 98% 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 High offered and

delivered school based VET courses in Metals and Engineering, Business Services, Hospitality and Sport Coaching. The school continued to offer a Work Related Alternative Program (WRAP) for targeted Year 12 students wanting to pursue a vocational pattern of study for their Higher School Certificate rather than an ATAR. Since the program started in 2015 we have seen a 17% increase in Year 10 to 12 retention. 57% of 2017 Year 12 WRAP students are now in employment. 72% of Year 11 WRAP students are continuing to complete Year 12 and 17% have left for employment. 95% of students received on the job training in a career of interest.

In 2017 a total of 14 Year 11 students participated in TVET courses delivered by TAFE or private providers and 3 students participated in School Based Apprenticeships.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	42.74
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	14.68
Other Positions	1

*Full Time Equivalent

Illawarra Sports High employs one full time Aboriginal Education Officer who uses a wide variety of strategies to engage the Aboriginal parent/carer community in their children's education and offers a welcoming Aboriginal Learning Centre where students can get help with their assignments and socialise at recess and lunchtime. 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	90
Postgraduate degree	10

Professional learning and teacher accreditation

In 2017 Illawarra Sports High School had nine provisional teachers working towards Proficient, seventeen teachers maintaining accreditation at Proficient and two teachers seeking voluntary accreditation at Highly Accomplished. Six teachers gained their accreditation at Proficient in 2017.

100% of staff accessed professional learning funds. Funds were used for teacher and SASS release and course costs to attend conferences addressing: formative assessment, principal and deputy professional learning days, technology usage, student welfare and discipline, teacher accreditation, improving understanding of the curriculum, future focused learning, building teacher and SASS understanding of LMBR and enhancing leadership capacity. Total expenditure on professional learning was \$90825 with an average expenditure per staff member of \$1190

Our whole school teacher professional learning program targeted both departmental and school plan priorities with a strong emphasis on formative assessment, future focused learning and use of the literacy continuum. Our School Development Days were viewed positively by staff and included a Curriculum Network Illawarra subject specific staff development day, anaphylaxis and CPR training and Aboriginal Education. The school used Twilight Workshops to replace the last two days of School Development Days in Term Four and staff continued to see this as an improved model for timely professional learning.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2017 the school spent a significant amount of funds on a new fence around our football field and upgrading the front office foyer so that SASS staff could be located in the same area to support the introduction of LMBR. The new foyer was also designed in a way to effectively showcase Illawarra Sports High School's achievements beyond sport. Funds were also expended on new technology for classroom use.

Retained income will be used for irrigation of fields and further upgrades to the physical learning environment of a school that was built in the 1950s.

Receipts	\$
Balance brought forward	817,469
Global funds	346,127
Tied funds	557,754
School & community sources	203,400
Interest	10,021
Trust receipts	31,339
Canteen	81,075
Total Receipts	1,229,716
Payments	
Teaching & learning	
Key Learning Areas	158,049
Excursions	29,534
Extracurricular dissections	17,020
Library	8,172
Training & Development	0
Tied Funds Payments	513,542
Short Term Relief	41,944
Administration & Office	93,041
Canteen Payments	71,316
Utilities	61,002
Maintenance	37,998
Trust Payments	70,575
Capital Programs	53,346
Total Payments	1,155,541
Balance carried forward	891,644

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,839,784
Appropriation	1,616,437
Sale of Goods and Services	82,825
Grants and Contributions	139,148
Gain and Loss	0
Other Revenue	0
Investment Income	1,373
Expenses	-808,107
Recurrent Expenses	-808,107
Employee Related	-403,640
Operating Expenses	-404,467
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,031,677
Balance Carried Forward	1,031,677

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school finance committee meets twice a term to plan and monitor spending and ensure that funds are used to support the implementation of the school plan. The committee is composed of the Principal, Deputy Principals, one Head Teacher and the School Administration Manager. The minutes of the meeting are emailed to all staff and the Parents and Helpers group are regularly asked for their input.

The large amount of capital spending relates to the new school perimeter fence to enclose the football field. The closing balance is inflated by unpaid salary costs. Residual funds will be used for irrigation of the school fields and ongoing upgrades of classroom facilities including greater access to technology.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,479,926
Base Per Capita	111,172
Base Location	0
Other Base	6,368,754
Equity Total	1,322,653
Equity Aboriginal	103,434
Equity Socio economic	928,429
Equity Language	30,591
Equity Disability	260,199
Targeted Total	904,684
Other Total	392,206
Grand Total	9,099,469

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

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.

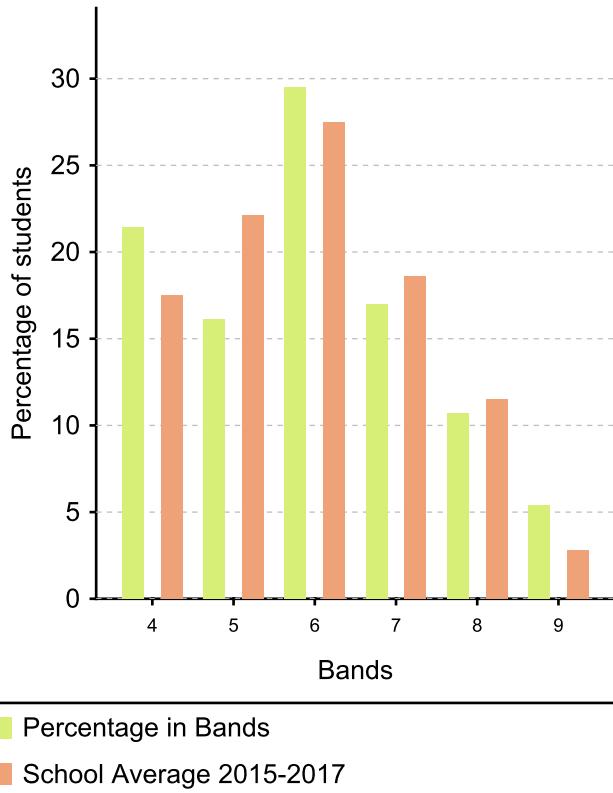
School performance

NAPLAN

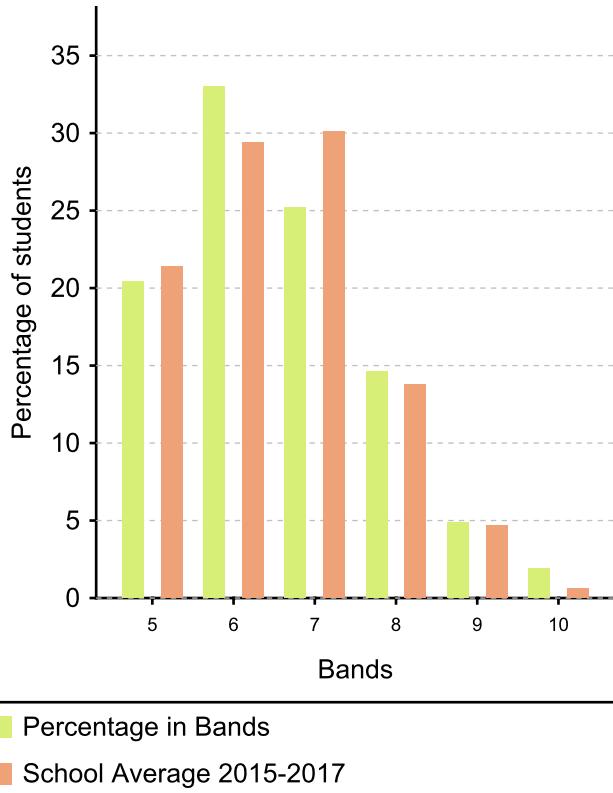
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017 there was a slight increase in average Year 7 to 9 value added data. Year 7 results showed an upward trend in reading, spelling and writing but a downward trend in grammar and punctuation. Year 9 reading results showed a pleasing upward trend in reading significantly above the performance of similar school groups however writing and spelling results showed a downward trend. Pleasingly Year 9 writing showed a significant level of individual student growth compared to their results in writing in Year 7. Teachers are using the skills and understanding gained through completion of the Writing in the Middle Years course to explicitly teach writing within their subject areas and a student book club has been established to

Percentage in bands:
Year 7 Grammar & Punctuation

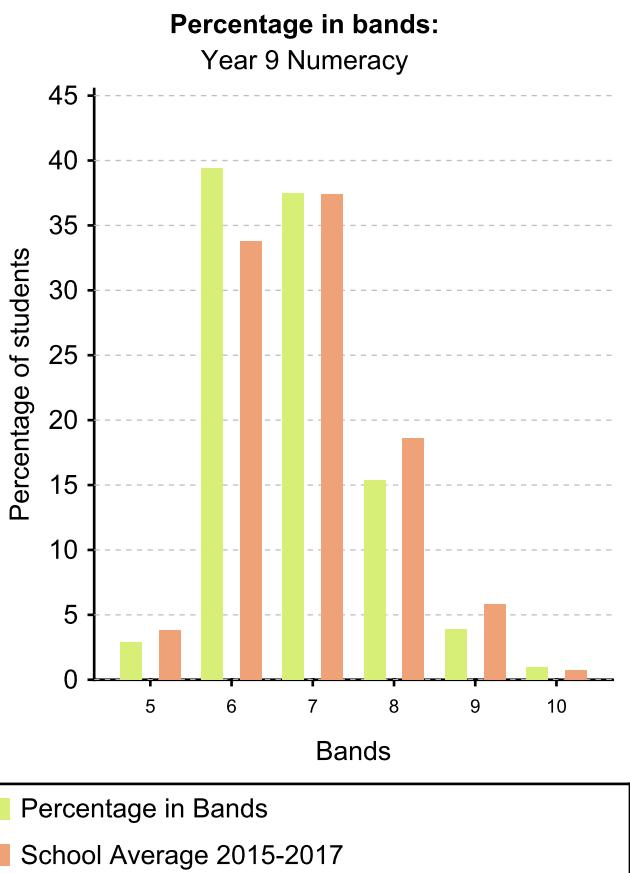
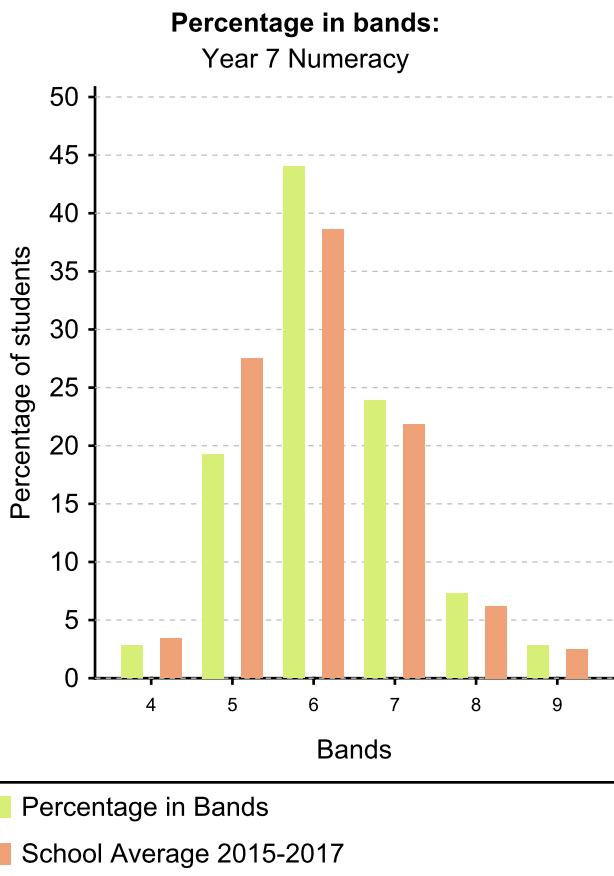


Percentage in bands:
Year 9 Grammar & Punctuation



There was a pleasing upward trend in Year 7 numeracy results however Year 9 results showed a downward trend. Year 9 individual student growth from Year 7 to Year 9 NAPLAN was significant which indicates that students are starting from a low base. In 2018 the

school is planning to use the Numeracy Skills Framework to plot the explicit teaching of numeracy across subject areas and develop a common language and approach towards teaching specific numeracy skills. Students' disposition towards numeracy will be improved by having regular numeracy quizzes in roll call and other strategies designed to develop a growth mindset towards numeracy based on How2Learn principles.



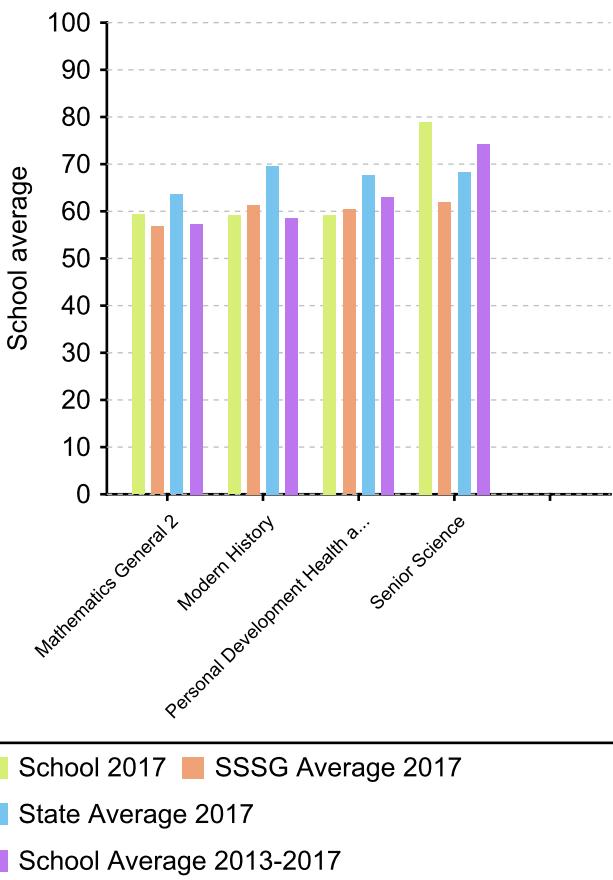
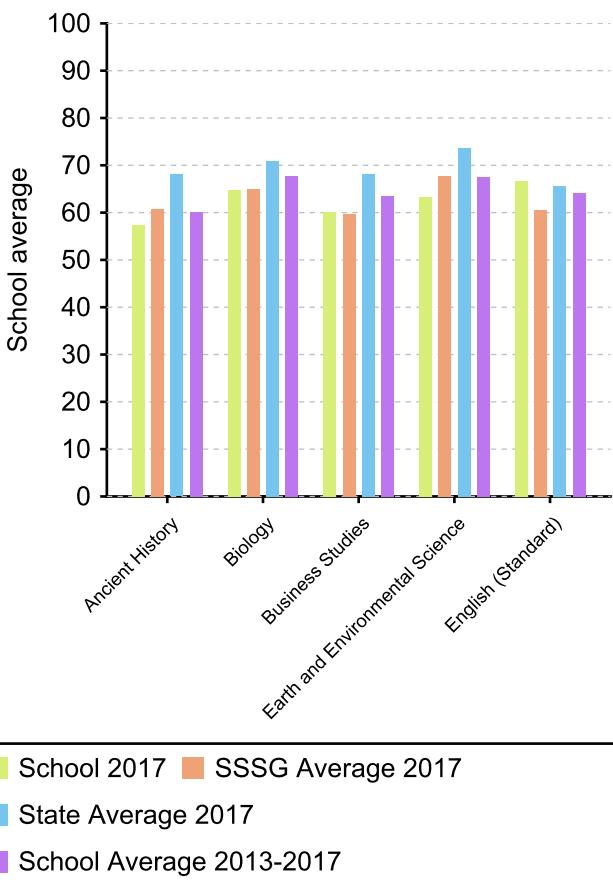
Illawarra Sports High School is committed towards the implementation of the Premiers Priorities for Education. In 2017 10.09% of Year 7 students were in the top two bands for numeracy reflecting a 0.44% increase. 16.51% of Year 7 students were in the top two bands for reading reflecting an impressive 9.49% improvement when compared to 2016 data. The number of Year 9 students in the top two bands for reading also improved 10.78%. Year 9 numeracy results showed a downward trend with only 4.81% in the top two bands.

The school has a significant Aboriginal student population and is committed to the state priorities in improving Aboriginal Education Outcomes. 14.29% of Year 7 Aboriginal students were in the top two bands for reading and 7.14% were in these bands for numeracy. Disappointingly no Year 9 Aboriginal students achieved in the top two bands for numeracy which means that teachers need to focus on this area of need. However, an impressive 18.75% of students achieved the top two bands in reading. This is even more impressive considering this same cohort only had 11.11% in these bands when they sat NAPLAN in Year 7. Our successes can be attributed in part to the work of our Aboriginal Learning Centre that works with a significant number of students to assist with assignments and other work involving reading. The school will adopt a range of strategies to improve Aboriginal student skills in numeracy including having specific numeracy goals in every students' Personalised Learning Pathway.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in

bands ranging from Band 1 (lowest) to Band 6 (highest).



There was a pleasing improvement in HSC results in 2017 with a 2.12% increase in average HSC results compared to the previous year. 61% of subjects achieved positive trend data and all faculties ensured

that HSC success was a priority area in their 2017 faculty management plans. The school has established a Year 7 to 12 study skills program to ensure that by the time students sit the HSC they have a wide range of strategies to use in preparation for the exam. We have also created a HSC Study Hub to provide a quiet, well resourced space for students to use in their study periods. The HSC Hub is supervised by a classroom teacher who works with students to establish learning goals.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 the school sought their opinions using the Tell Them From Me Survey and a school based survey on Staff Wellbeing and satisfaction. The school also asked the Department of Education community engagement team to conduct a research study on community perceptions of our school. The findings of this study and opinions of the school community are presented below:

- The majority of parents feel welcome when they visit the school and 81% of parents were satisfied with the general communication from the high school
- The majority of parents felt that behaviour rules were made clear to students and students also felt they had a clear understanding of school expectations
- 77% of parents were happy with the range of subjects offered within the school and student levels of intellectual engagement and interest in learning were higher than state norms
- 81% of students felt they had positive relationships at school which was higher than state norms however parents were still concerned with their child's safety at school
- Parents valued the use of RAM equity funds to employ School Learning Support Officers and a Technical Support Officer to support student and teacher use of technology. They also valued the use of these funds to support the school reward system and the building of new CLOUD classrooms
- The staff wellbeing survey revealed positive levels of collaboration and support amongst staff members. However, staff felt they needed to be more information on daily decisions made within the school. Staff felt that the school planning process had been collaborative and that the school had a clear direction for improvement
- The major findings from the community research study was that the school had innovative and inclusive leadership and that there had been a positive shift in community perceptions of the school over recent years. The majority felt that the school needed to communicate more clearly the learning opportunities provided to students beyond the selective sports high school program.

All of this valuable feedback has informed the 2018–20 school plan.

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. Illawarra Sports High School has a large Aboriginal student population of over 100 students and it is therefore even more important that we ensure all students exceed their perceived potential in all fields of education.

In 2017 one Year 12 student completed the Higher School Certificate Aboriginal Studies course by correspondence with Keira High School students and our Aboriginal Education Officer continued to offer her knowledge of Aboriginal culture and history to enrich the teaching of History and Visual Arts subjects.

The Aboriginal protocol of Acknowledgement of Country is used at all formal and weekly assemblies and in 2017 a variety of Aboriginal students performed this role.

Many of our Aboriginal students demonstrated their leadership skills in 2017. Joshua Kollar was elected to the Student Representative Council, attended the Aboriginal student STEM camp and performed an important Master of Ceremonies role at the White Ribbon Assembly. Kane Ball successfully graduated from the Area Commander Active Citizenship Program and continued to serve as a good mentor for younger students.

Our Aboriginal Learning Centre continued to be a welcoming place for Aboriginal and non-Aboriginal students and their parents and carers. The centre is staffed by the Aboriginal Education Officer Lisa Poole and a School Learning Support Worker for Aboriginal students, Kylie Ettienne. These staff assist students with assignments, school work and welfare issues.

Many members of the Berkeley Aboriginal community attended the official opening of the Bush Tucker Garden and Aboriginal learning circle in Term One which was a fantastic celebration of Aboriginal culture within the school.

All staff participated in a Twilight Workshop where they used the Turning Policy Into Action Planning Matrix to evaluate current initiatives in Aboriginal Education and set goals for the 2018–20 school plan. Our Aboriginal Education Officer, Lisa Poole was also an important member of the 2018–20 School Plan Committee ensuring that Aboriginal voice was included in the plan.

In 2017 Aboriginal students from Years 9 to 12 attended AIME (Australian Indigenous Mentoring Experience) at the University of Wollongong and were mentored by volunteer university students and encouraged to consider university as a post school pathway.

A highlight for Aboriginal Education was the visit by Murat Dizdar, Deputy Secretary of Education to Illawarra Sports High School. Mr Dizdar was very keen

to meet our Aboriginal student population and staff and place his hand mark on the wall of the Aboriginal Learning Centre to show his respect for Aboriginal culture.

Lisa Poole (Aboriginal Education Officer)

Multicultural and anti-racism education

In 2017 a growing number of the student population was composed of English as an Additional Language/Dialect (EAL/D) students. The major language groups were Arabic, Macedonian, Maori, Tongan and Serbian and the school was excited to welcome a growing number of Syrian students from the Warrawong Intensive English Centre.

To facilitate these students smooth transition to Illawarra Sports High School, the school used English Language Proficiency Flexible funding and some Socio-economic funding to employ an EAL/D teacher and Arabic speaking School Learning Support Officer. All teaching staff attended professional learning staff meetings which covered the refugee experience and EALD teaching strategies to facilitate multicultural education. The EAL/D teacher also organised a refugee guest speaker to improve student understanding of the refugee experience.

The Multicultural Education Policy and the Anti Racism Policy have supported the school community to acknowledge and respect cultural diversity through celebration days such as Harmony Day, Sorry Day and NAIDOC Week. Multicultural themes are explored in Indonesian, Culture Shock Elective and Human Society in its Environment and students continued to use skype to communicate with our sister school in Indonesia.

One more staff member was trained as an Anti Racism Contact Officer and held mediations where needed. The Multicultural Links to Learning Program provided Year 9 students with English as an Additional Language/Dialect the opportunity to participate in a wide range of courses and excursions.

Heather Grant (EAL/D Teacher)

Other school programs

Achievements in Sport

Illawarra Sports High School provided its students with a range of positive and challenging sporting experiences in 2017. Students were given the opportunity to participate in NSW CHS Knockouts and Representative Trials and 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, a high level of activity and development occurred across the student body. Abby Holmes represented Australia at the Youth Commonwealth Games held in

the Bahamas – winning a Gold medal with the Rugby 7's team. Several students represented NSW and Australia at Oztag and Touch. Nine students representing ISHS at NSW CHS state carnivals and thirty three students represented the South Coast or Greater Southern Region at NSW CHS carnivals. Chisholm Brown was a stand out – representing at state in Cross Country and Athletics and regional in Cross Country, Athletics and Swimming. Pattison Hofman represented the school in three regional teams –Rugby league, Rugby Union and Touch and also represented the school in the Sports High School Rugby 7's representative team. Marley Cooke also represented at regional Swimming and Cross Country competitions. Many other teams also enjoyed success in the elite sports high school competitions, local friendly matches and regional knockout games.

Our Surfing Program continued to grow in numbers. Three students made state finals and have dramatically improved in their board riders competition results due to the coaching of Nic Squires. Mick Lowe and Sally Fitzgibbons also ran sessions as professional advisers. Students were successful at the Tag Team event at Surfest in Newcastle beating Narabeen Sports High School by 0.6. Students also went to the Gold Coast for the Quiksilver Pro WSL Tournament to spectate and to attend strength and conditioning sessions and fitness testing at the AIS Hurley High Performance Centre.

In 2017, our Football Program has continued to grow exponentially, with our inclusion as a Sydney FC Academy Partnership School. Combined with our existing partnership with Football South Coast, we have created an amazing program that caters for both development and elite Footballers in the Illawarra. This program has continued to grow in strength as our numbers have grown from 17 to 50, with a waiting list now in place for students seeking enrolment. Illawarra Sports High School's football field was fenced and rejuvenated with planned drainage, irrigation and top dressing so that students can train and compete on Academy standard fields.

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. Our fully qualified Football referees officiated at the PSSA Regional trials, deepening our ties with junior sporting pathways.

A positive for TSDP was the increase in numbers of year 6 students trialling for the program. Over ninety students attended the Term One trials. In year 7, 8 and 9 over 50% of the cohorts are enrolled in TSDP. We have also seen an increase in numbers of students travelling from Nowra, Helensburgh, Corrimbal, Bomaderry and Kiama to attend Illawarra Sports High School.

Weekly Recreation Sport, held on a Tuesday and Thursday, also enjoyed a productive period during 2017, with a high rate of participation and a number of new innovations. The Year 7 Sports Program continues to results in our newest members of the school

community being exposed to a wide range of challenging physical activities.

Apart from the regular recreation sports such as Gym, Indoor Soccer, Basketball, students could choose to be involved in a variety of other activities such as the Creek Restoration Program and Southern Stars.

Our school sporting carnivals were also a great success, with an increase in competitor numbers across the board. Swimming in Term One was held at Berkeley Pool, with the novelty and staff events proving popular. Athletics was held at Beaton Park as a traditional carnival, with students enjoying the state of the art venue. Cross country was successfully held at school despite the poor weather hampering conditions.

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

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 and performers in 2017.

Our mandatory Visual Arts program for students in Stage Four has a strong emphasis on developing new art-making skills and experimenting with different art media. Students learn about drawing, design, colour theory, painting, ceramics and printmaking.

In Stage Five, students elected to study Visual Arts, Drawing, Sculpture and Multi-Media. The popularity of Visual Arts subjects continue 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 and mixed media. Students explore traditional themes such as: landscapes, still-life and portraits as well as learning about post-modern art practice.

Stage 6 is our most diverse and specialised stage in Visual Arts and in 2017, students elected to study the Content Endorsed Photography, Video and Digital Imaging for the HSC.

The CAPA faculty awards introduced in 2014 continued in 2017. Each term a student was rewarded for their high achievements in Visual Arts and Indonesian 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.

Several students attended enrichment workshops at the Wollongong City Gallery. These opportunities allowed our senior students to improve their responses to Section One of the HSC exam paper through lectures by Michael Beare as well as participating in drawing workshops with the artist in residence to help inspire their Body of Work for the 2018, HSC practical component of the Visual Arts course.

Visual Arts students at ISHS are continually given opportunities to exhibit their work. 2017 was a busy yet highly engaging year for all Visual Arts staff and

students.

Southern Stars 2017

For the 17th consecutive year, students participated in Southern Stars – An Arena Spectacular – Postcards. Our dancers performed to their best in a visually interesting medley of disco classics. Ms Crane and Ms Goodyer 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 who was responsible for measuring and sourcing dressmakers for our team. Hair, make-up, costumes and choreography combined to make this performance a standout.

Ms Cracknell was selected as a segment compere for the 2017 show due to the commitment our school has made to Southern Stars since its inception.

Lori Cracknell

(Creative and Performing Arts Co-ordinator)