

# The Hills Sports High School

## Annual Report



2017



8412

## Introduction

The Annual Report for **2017** 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.

Mitchell Struyve

Principal

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## 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 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.

In the area of Learning Culture, the school has identified itself as "Sustaining and Growing". The school is committed towards positive, respectful relationships amongst staff, students and members of the general community. Programs are in place addressing the needs of specific groups such as Aboriginal students, Gifted and Talented students and students with disabilities. The school carefully monitors attendance rates. The staff maintain requirements and obligations under Keeping Them Safe programs and the school has and follows an expressed behaviour code identifying cultural diversity and individual beliefs and differences. The delivery of curriculum across the school incorporates the latest techniques and strategies incorporating technology, extra-curricular activities and differentiated learning.

In the area of Teaching, the school has identified itself as "Sustaining and Growing". Teachers across all faculties conscientiously review and revise teaching and learning programs ensuring that explicit, specific and timely feedback to students is readily available. All staff participate in professional learning ensuring skills are developed in the analysis, interpretation and use of performance data. Data analysis is incorporated by teachers in planning and learning and assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Strategic school improvement efforts by the school leadership team are founded upon sound data evidence when making key decisions. Teachers in the school work together to improve teaching and learning in their year groups, stages and faculties or for particular student groups. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school views itself as excelling in this area of teaching.

In the area of leadership the school has identified itself as "Sustaining and Growing" with the school committed towards the development of leadership skills in staff and students. Links have been established with communities of schools, other educational providers and other organisations to support the school's programs. Productive relationships have been established with external agencies such as Universities, business, industry and community organisations to improve educational opportunities for students. Staff, students, parents and the broader school community are welcomed and engaged, in the development of the vision, values and purpose for the school. Monitoring, evaluation and review processes are embedded and undertaken routinely. Physical learning spaces are used flexibly and technology is accessible to staff and students. In terms of the school's facilities, these are optimised within the local community, to best meet the communities needs and those of the students.

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

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

The Numeracy Committee met and developed plans for 2017. A Faculty audit was conducted by the Numeracy Committee examining teaching strategies in teaching programs. It was found that Mathematics and Science faculties have a numeracy focus through all their programs with English, CAPA and TAS delaying implementation until 2018 when Yr 8 pretesting and 2017 NAPLAN results will be used to determine weaknesses and areas needing targeting. A Style Guide for numeracy has been developed and assessed and is to be distributed in 2018.

A presentation to staff on strategies to differentiate learning has been delayed and is scheduled for Term 2, 2018. It was felt that faculties and staff require more information to develop differentiated tasks and the necessary teaching tools to develop plans and strategies for their classes. Consequently the implementation of differentiated assessment tasks for Years 7 – 10 and Years 11 – 12 will be progressively implemented from 2018.

In the Talented Sports Program the new Director of Sport plans to undertake a review of the coaching staff program.

Attendance has been targeted and 2017 saw the beginning of period by period roll marking. The process of roll marking has been identified as a priority with class attendance to be included on reports in 2018. A significant improvement has been made in the collection of attendance data in 2017. The process will continue to be monitored in 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
15% of students achieve band 5 or 6 HSC results in each subject area.	Implemented the Elevate Program  Individual faculties trialling ALARM in Year 11	Achieved in Visual Arts, Mathematics and History.  Just fell short in Food Technology and CAFS. Working towards in all other subject areas.
The percentage of year 9 students at proficient level in NAPLAN results will reflect that of the state for reading, writing and numeracy.	Focus on Numeracy Committee established and holding regular meetings  Ongoing Focus on Reading Program	Working towards this level. At this point in time, our results fall short of the State level
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.		Working towards this goal
All TSP coaching programs have been developed and are used to align TSP with elite sporting entrance pathways.		Major sports completed and remainder being finalised.
All Indigenous students are working according to an Individual Education plan and	School Learning Support Officer assisting all Aboriginal students.	All IEP's completed.  NAPLAN indicates ongoing self improvement by all

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
results in state and National testing reflect a closing gap in the performance level of Indigenous versus non-Indigenous students.		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 successfully moving students from school to community and working life.
All exiting support students are moving to gainful employment.		On Schedule
20% decrease in truancy rates as indicated by Sentral record keeping.		Period by period roll marking now implemented across the school.  Audit of rolls carried out and systemic discrepancies in attendance recording being resolved.

## Next Steps

The concept of a STEM room moves from the drawing stage to the development stage after consultation and planning are complete. Once the facility is finished students will be offered places in an iSTEM course as an elective for Yrs 9 / 10 in 2019. In addition to a STEM room, the Art studio with state of the art 3D printing equipment and professional photographic studio facilities will extend learning across multiple subjects in the Visual Arts stream. This will allow students to extend their work and enable them to produce high quality and professional pieces for the HSC. Two science laboratories earmarked for refurbishment in 2017 will be fully operational in 2018 ensuring students have access to the best and latest equipment possible.

The Accelerated Reading Program is to be fully utilised by students with gaps in student literacy identified and strategies, programs and systems implemented to improve student literacy across the school. All students will be reading books which are age appropriate. Staff Professional Learning, observational rounds and staff feedback will be used as tools to ascertain the effectiveness of the program.

Attendance records will be highly accurate as period by period roll marking is fully established. School variations will be updated with a more efficient data base being utilised to ensure accurate attendance records are maintained.

An audit of differentiated teaching strategies will be carried out by Head Teachers from all faculties. Staff professional learning will target teaching techniques for differentiation across secondary curriculum and will be part of the school's move towards 'Best Practice.' All teachers will be involved in the evaluation process.

## 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

All staff attended the Nirimba combined professional learning day. Resources were shared and networks were created. The Senior Executive of the Nirimba Learning Community have decided that the format of the learning day is to be changed for 2018 onwards.

The Hills Sports High School Wellbeing team established a schedule of events and programs across all year groups and these were progressively implemented across year groups in 2017.

Room audits to show evidence of core values being displayed in all classrooms were successfully conducted in 2017. Classroom expectations were in development in 2017 with signage to be developed and implemented in 2018.

All Lifeskills students had their Individual Education Plans (IEP's) reviewed. The IEP's for Support students have been placed on our Sentral Wellbeing system with mainstream student IEP's being created and reviewed.

The PBL team began working on the process of developing strategies for staff to deal with major and minor behaviours in the classroom. It is anticipated that staff will undertake professional learning in this area in 2018.

An information day was planned and carried out for Staff Development Day Term 3 to familiarise staff with the maintenance and accreditation practices and requirements. All staff are fully informed of NESA requirements.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff in the school will have a Performance and Development plan (PDP) reflective of school and faculty plans and DEC priorities	\$5,370.00	Achieved .  100% of staff completed the PDP process using the BlueSky application.
PBL data reflects a culture of positive behaviour strategies as measured on regional surveys		classroom systems being finalised for application by PBL team
Leadership roles in the school are regularly spread amongst all faculties.		Relieving roles filled as need arises with Head Teachers rotating through DP position.  Expression of interest used to fill the role of Relieving Head Teacher as needs arise.
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		Data generated through the Tell Them From Me Survey indicates that satisfaction amongst staff is improving.
5% of staff seeking higher levels of accreditation		No staff have sort higher accreditation at this stage.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% of staff seeking and successful in gaining promotion to executive positions	No funds expended for this process.	Over the 2015 – 2017 period three teachers successfully achieved substantive Head Teaching roles in Mathematics, English and Sport and one Head Teacher achieved a substantive role as a Deputy Principal.

## Next Steps

All staff will be trained in the analysis of HSC data and will be utilising both formative and summative means of data collection to ascertain student ability and teaching practice. Staff will report on HSC data analysis on their previous year's cohort.

The wellbeing team have identified and will put in motion proactive and future focussed programs.

Investigations will have commenced into the establishment of a learning hub to be established above the present day canteen area for staff and student use. A proposal has been put forward to establish the role of HT Wellbeing/ Administration to actively supervise this facility as part of their role.

### 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

It was determined after a few trials, that the student skill set to implement a Flipped class strategy in LOTE for Years 9/10 using Edmodo was still underdeveloped and as a result is to be revisited in 2018.

The Science faculty began to implement assessment tasks using the STILE program across Years 7 – 10 but encountered problems with the technology being used to apply these tasks. Consequently there was a delay in funding the program.

There has been professional development of all staff in the use of Google Classroom with the Science staff successfully being trained in Google Drive as well.

The Director of Sport initiated the implementation of a TSP database, tracking individual student progress across years 7 – 12 incorporating GPS tracking technology. A technology survey was conducted and completed to be used to develop the direction for technological use across the school. This incorporated an audit and review of technology base structures used within the school. Computers have also been transitioned to a eT4L platform with professional learning for staff being successfully delivered.

The music room began its transition into a learning hub and silent music room with the provision of a new drum kit. Rooms A12, D7 and F3 have had their upgrading delayed and will be reviewed in 2018. The development of the STEM facility in B block is underway and on track for completion sometime in 2018.

A survey of staff was undertaken to determine future technological needs with the aim of empowering staff with technology infrastructure for teaching and learning. Consequently a draft technology plan was developed.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Faculties equipped with current technologies and 50% increase in staff engaged in related professional learning		Refurbishment of STEM room in B block underway. In-servicing of staff in STEM is ongoing. Science staff
• 90% of Year 12 students complete HSC course.		Moving towards this outcome.
• At least 50% of senior students access Edmodo/Moodle on a regular basis		Students have been reluctant to use these platforms and have instead moved towards the use of Google Classroom instead. Most faculties are using this platform.
• Positive evaluations from staff using a staff satisfaction survey.		Staff have successfully 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.		Faculties purchased resources in 2016 which they have implemented in 2017. These resources are being used to promote multiculturalism and Aboriginal education.
• Assessment tasks reflect and		Senior School is well underway with Junior School



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
assess the student's ability in the use of technology to facilitate learning.		in development.

## Next Steps

The Technology Team will investigate e-learning platforms that can be used by staff and students to support learning. The Tech' Team will complete its audit of all ipads owned by faculties with a Mobile Device Management (MDM) Zulu desk server being implemented. There will be ongoing upgrade of technology across the school with another two data projectors being installed in D7 and F3 and the computer room renovation of A12 online to be completed. Processes will be implemented so that the Tech' Team will be able to coordinate all technology in faculty locations. The STEM room and Arts Video room are anticipated to be completed in 2018.

In other areas, planning is underway to establish a cross-curricular performance group involving the CAPA and English faculties with opportunities to be opened to perform on school assemblies. Training for staff will be explored and undertaken to develop skills in Theatresports. It is further planned that that the school will participate in at least one Theatresports competition in the next year. English staff are also developing and encouraging the growth of Debating with training in Adjudication for students to take place from 2018. The English faculty are also preparing and targeting some of their students to enter into public speaking competitions across the year.

Plans are in place to create an Aboriginal Yarn Circle and outdoor learning area behind the PDHPE staffroom. This will be one strategy to help motivate and encourage our Aboriginal students. Planning is underway for staff professional learning in 2018 to examine the 8 – Ways of Learning model and the building of cultural capacity in terms of Aboriginal Education.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$34,401.00	PLP's completed.  No Aboriginal students received an N Award
<b>English language proficiency</b>	\$13,398.00	SLSO's were employed to support identified students in the classroom.
<b>Low level adjustment for disability</b>	\$30,855.00	SLSO's were employed to support identified students in the classroom.
<b>Socio-economic background</b>	\$505,178.00	An SLSO was hired to help support these students in the classroom.  Funds distributed to faculties for various programs are successfully being used to engage students in their learning.
<b>Support for beginning teachers</b>	\$16,140.00	Funding used for release from classrooms to meet with HT's to provide support in writing student reports, programming and to attend subject specific professional learning activities.
<b>Targeted student support for refugees and new arrivals</b>	\$1,128.00	An SLSO was hired to help support these students in the classroom.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	555	544	530	547
Girls	353	338	336	339

The school in 2017 continued to have a larger proportion of Boys to Girls. This disproportion can be attributed to the Talented Sports Program especially in the areas of Rugby League, Rugby Union and Soccer which are our largest programs and which are dominated by Boys.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.8	89.6	91.9	90.2
8	86.7	88.2	87.6	88.6
9	84.8	84.8	86.7	87
10	85	82.8	83.4	84.6
11	82.5	81.3	77.3	80.2
12	81.4	80.5	80.3	80.5
All Years	85.5	84.4	84.4	85.4
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 profiles continue to lag behind State Department of Education (DoE) figures for 2017. Strategies are now in place 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 being explored for 2018 onwards to reduce the incidence of fractional truancy includes the construction of electronic gates to monitor and restrict movement of students in and out of the school during the school day. The

strategy of ushering students to class after recess and lunch periods has been successful in reducing truancy after breaks and increasing 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	2.24
Employment	0		20.16
TAFE entry	0	2.76	17.92
University Entry	0	0	53.76
Other	19.14	11.04	4.48
Unknown	1.56	2.76	1.44

There were 112 students in the Year 12 cohort in 2017 with 138 in Year 11 and 156 in Year 10. In Year 12, just over 53% attended university courses and 17.92 % entered into TAFE courses.. 2.24% of Year 12 students were signed up for an apprenticeship and 20.16% of students were registered as being employed. In Year 11, 2.76% of students were enrolled in TAFE courses.

### Year 12 students undertaking vocational or trade training

The number of students completing Vocational training as part of their HSC in 2017 included 22.40% of Year 12 students completing a nationally recognised Vocational Certificate or Statement of Attainment in their field of study. 2.24% completed a school based Traineeship and 3.36% completed a school based apprenticeship. These students continued with their employer on a 5 year contract, progressing to the second year of their full time apprenticeship in 2018.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 there were 110 students enrolled in Year 12. including 7 students in the Special Education Unit. Two students were in their first year of Year 12 Pathways. Seventy Five students achieved their HSC as expected. 33 students achieved a Year 12 ROSA as expected. 34.5% of Year 12 students achieved a VET accreditation in their HSC.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	46.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	14.88
Other Positions	1

\*Full Time Equivalent

In 2017, three members of staff 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	48

### Professional learning and teacher accreditation

Funding was received for six beginning teachers in 2017. Two of these teachers were in their second year of funding. Funds were used to release these staff members from their classes to meet with their Head Teachers to provide support in the writing of student reports, planning and writing of programs and units of work. Funds were also utilised to send these staff members to attend subject specific professional learning activities. All six members of staff completed their requirements necessary for accreditation with NESA.

The school offers all teachers new to The Hills Sports

High School an orientation program. Beginning Teachers have a structured, whole year Induction program which assists and in-services staff in management 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.

Forty 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 continued to attend leadership workshops to help develop their management practices as well as develop the necessary skills for potential promotional opportunities in the future. Two deputy Principals attended conferences detailing management and leadership of the school. All staff attended a combined Nirimba Learning community Staff Development Day in Term 2 which focussed on addressing the NESA "Stronger HSC Standards Policy" Faculties also spent valuable time working collaboratively to make adjustments to teaching and learning programs.

## 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.

The school received \$28,000.00 from voluntary school contributions. These funds assist with the purchase of essential items such as textbooks, library facilities and technological software.

Receipts	\$
<b>Balance brought forward</b>	<b>899,293</b>
Global funds	403,583
Tied funds	497,347
School & community sources	536,414
Interest	11,189
Trust receipts	45,972
Canteen	0
<b>Total Receipts</b>	<b>1,494,505</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	151,610
Excursions	28,543
Extracurricular dissections	240,581
Library	7,823
Training & Development	0
Tied Funds Payments	463,432
Short Term Relief	88,955
Administration & Office	114,786
Canteen Payments	0
Utilities	114,629
Maintenance	71,872
Trust Payments	84,449
Capital Programs	0
<b>Total Payments</b>	<b>1,366,680</b>
<b>Balance carried forward</b>	<b>1,027,118</b>

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>2,066,090</b>
Appropriation	1,800,209
Sale of Goods and Services	34,998
Grants and Contributions	229,014
Gain and Loss	0
Other Revenue	0
Investment Income	1,869
<b>Expenses</b>	<b>-819,164</b>
Recurrent Expenses	-819,164
Employee Related	-396,859
Operating Expenses	-422,305
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>1,246,926</b>
<b>Balance Carried Forward</b>	<b>1,246,926</b>

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 meets its financial obligations annually in accordance with the directions issued by the Department of Education and Training. The intended use of funds available are for asset replacement including school buses, maintenance and technological equipment.

### Financial summary equity funding

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



## 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

2.4% of students achieved band 9 in reading which is similar to the school average 2015–2017. 38.3% of students achieved in the top 3 bands which is an increase of 10.8% on 2016 results. 1.8% of students achieved band 9 in writing which is an improvement from 2016 and greater than the school average 2015–2017. 25.8% of students achieved in the top three bands in writing which is an improvement of 7.3% from 2016. 8.4% of students achieved band 9 in spelling. This is a 4% improvement on the 2016 results. 53.4% of students achieved in the top three bands in spelling. This is an improvement of 11% on 2016 results. 3.6% of students achieved band 9 in grammar and punctuation, 1% greater than the 2015–2017 school average. 37.2% of students achieved in the top three bands which is a 3.4% increase from 2016. Overall improvements were made in all areas of Literacy.

#### Year 9

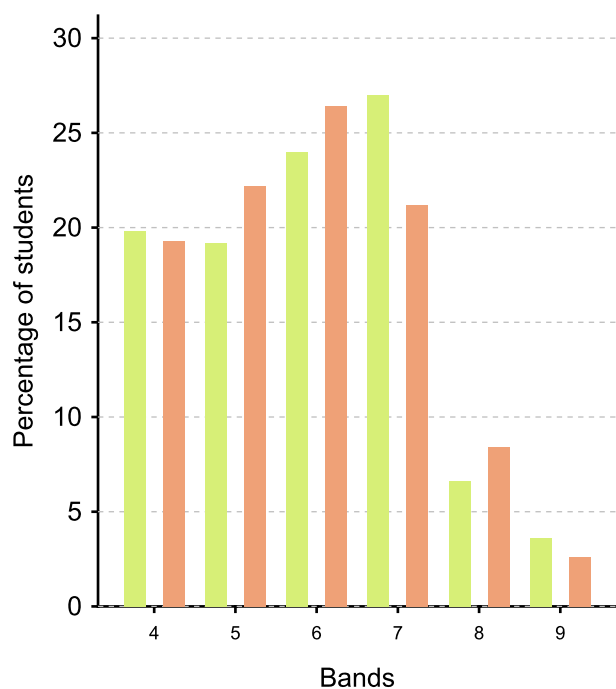
The number of students achieving band 10 in reading was 1.3%, and band 9, 9%. These results are greater than the school average 2015–2017. The number of students achieving the top three bands was 31.6%, an increase of 2.7% on 2016 results. In writing, 1.9% of students achieved band 10 an increase of 1.2%. 19.2% of students achieved in the top three bands an increase of 9%. 3.2% of students achieved band 10 in spelling. 38.5% achieved in the top three bands. 0.6% of students achieved band 10 in grammar and punctuation. 30.7% of students achieved in the top three bands in grammar and punctuation which is 3% greater than 2016 results and 3.3% greater than the school average 2015–2017. Overall improvements were made in all areas of Literacy.

	2017 Actual (\$)
<b>Base Total</b>	7,547,651
Base Per Capita	139,060
Base Location	0
Other Base	7,408,591
<b>Equity Total</b>	874,337
Equity Aboriginal	34,401
Equity Socio economic	505,178
Equity Language	54,027
Equity Disability	280,731
<b>Targeted Total</b>	919,686
<b>Other Total</b>	140,934
<b>Grand Total</b>	9,482,608

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.

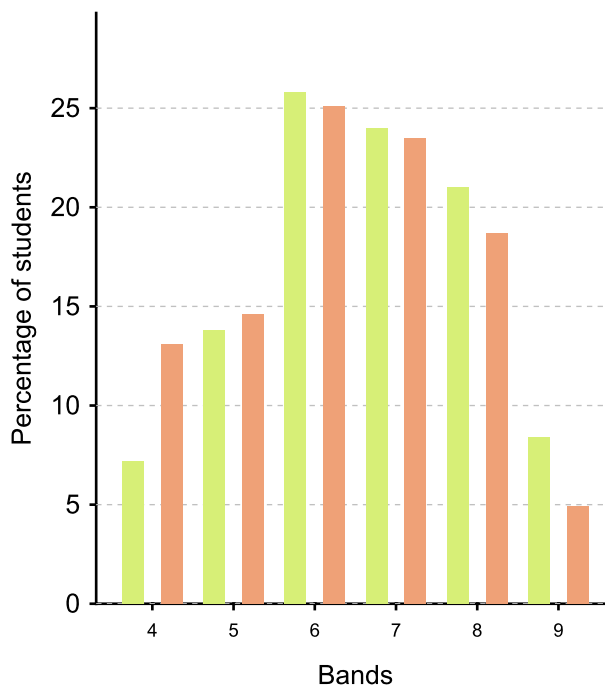
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

**Percentage in bands:**  
Year 7 Grammar & Punctuation



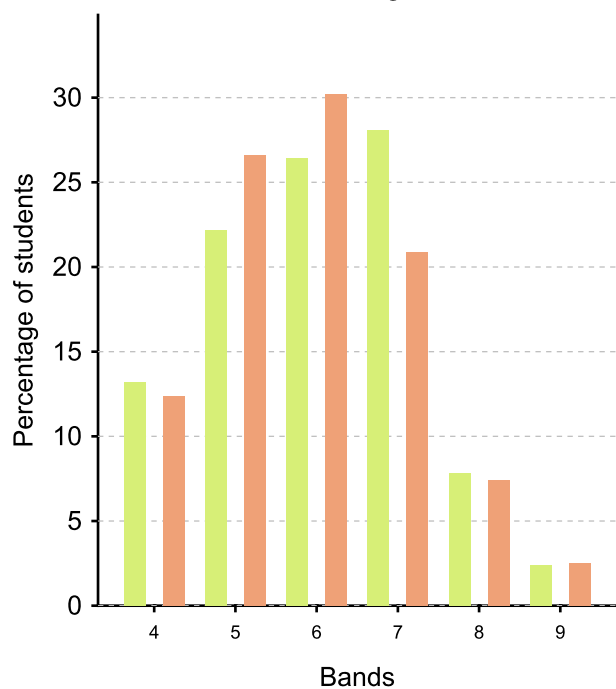
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Spelling



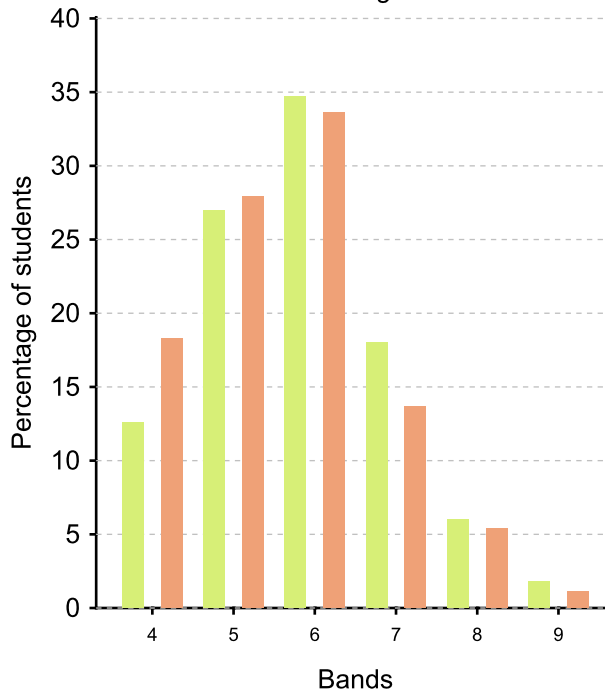
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Reading



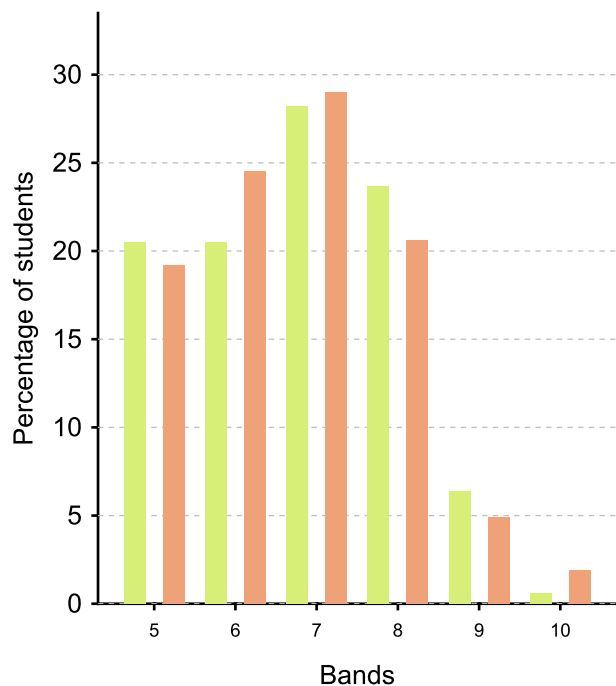
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Writing

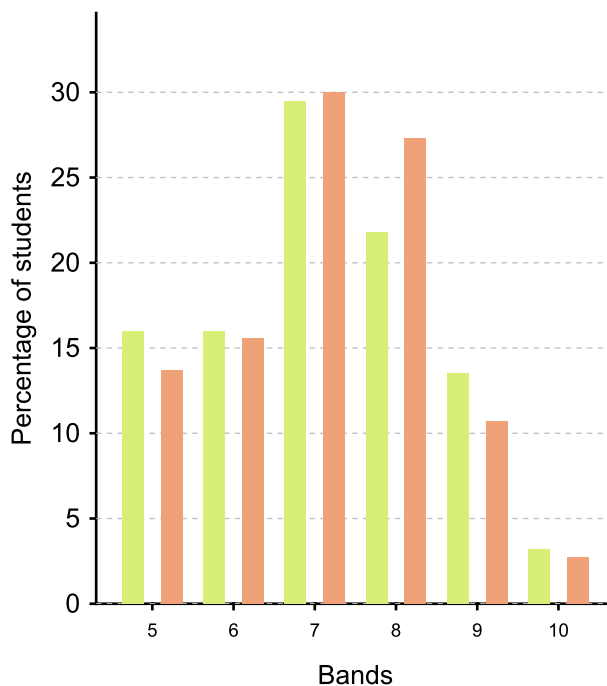


Percentage in Bands  
School Average 2015-2017

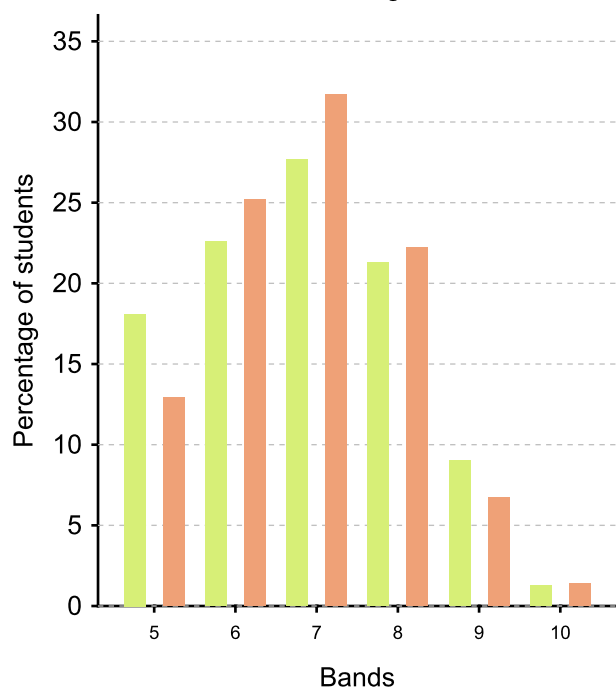
**Percentage in bands:**  
Year 9 Grammar & Punctuation



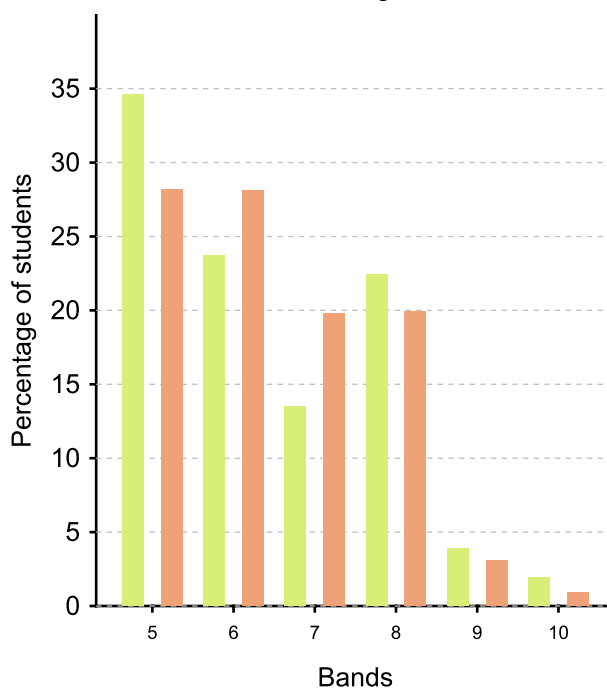
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



## NUMERACY

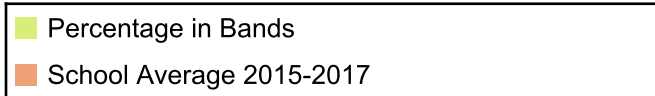
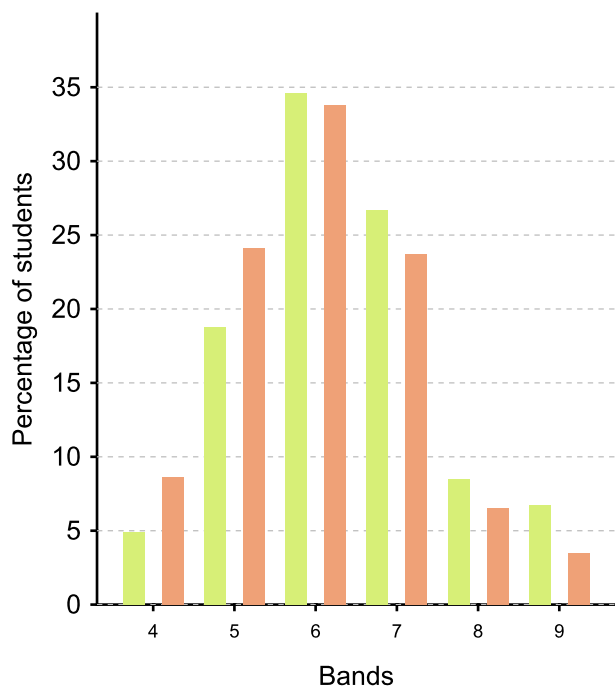
### Year 7

6.7% of students achieved band 9 in numeracy which is 4.5 %higher than 2016. 41.9% of students achieved in the top three bands, 9.6% more than in 2016. Improvements were made in each of the top three bands when compared to the school average 2015–2017.

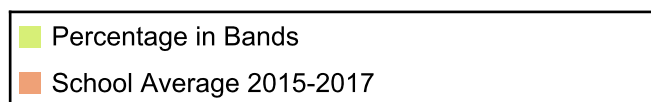
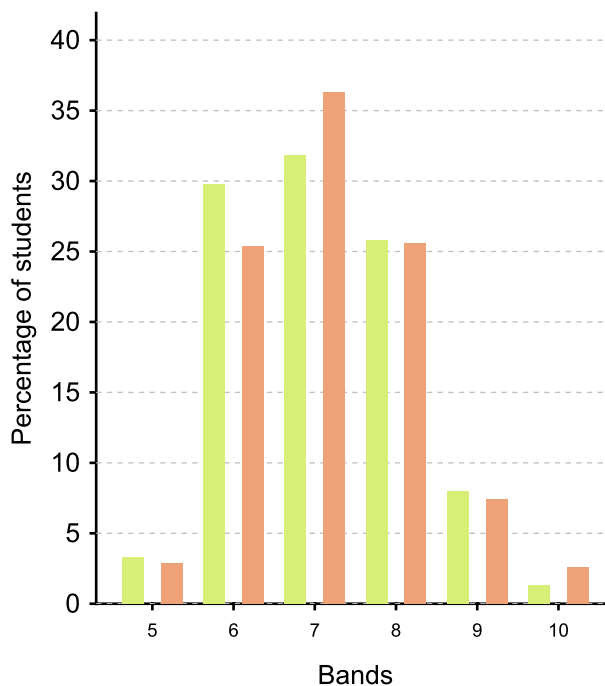
### Year 9

Results from the numeracy testing showed that 1.3% of students achieved band 10 in numeracy. 35.1% of students achieved in the top three bands which is 1.3% greater than 2016 results and similar to the school average 2015–2017.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

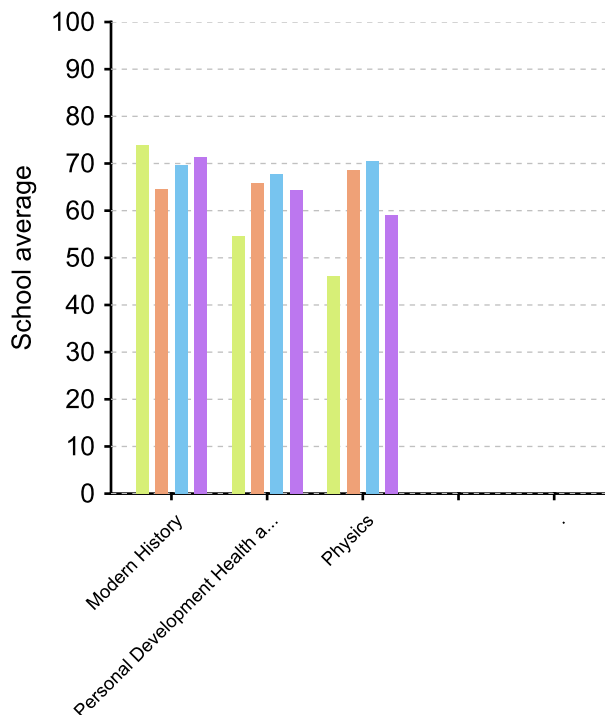
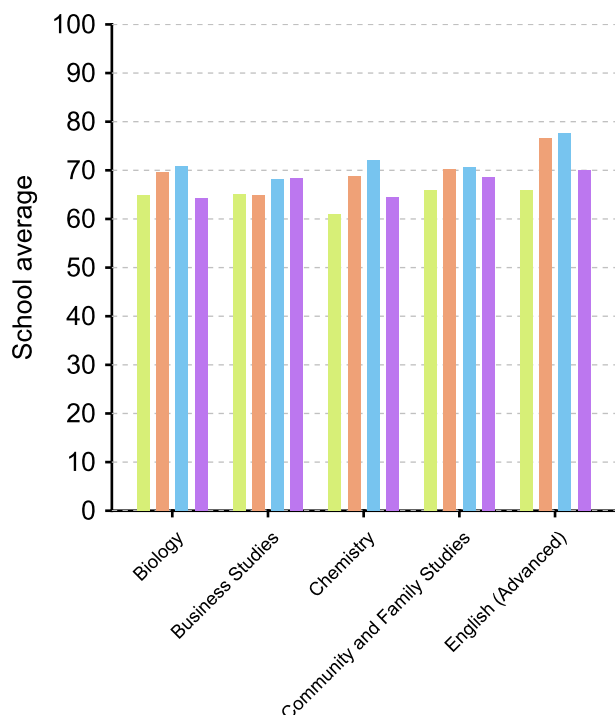
In accordance with the *Premier's Priorities: Improving education results* to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019 our school has made a significant contribution towards this goal. In year 7, 10.2% of students achieved in the top two bands in Reading. This is an increase of 0.5%. In Numeracy, 15.2% of students achieved in the top two bands which is a 12.3% improvement since 2016.

In the Year 9 NAPLAN test 9.2% of students achieved in the top two bands for reading. This is similar to 2016 results. 10.3% of students achieved in the top two bands for the numeracy component of the test. This is 1.7% improvement from 2016.

Our school has also made a significant contribution to the *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Aboriginal students in Year 9 performed well in the NAPLAN tests, outperforming the percentage of Aboriginal students in the top two bands across the state. 10% of our students achieved in the top two bands for reading compared to 7.1% across the state. In the numeracy component of the test 9.1% of Aboriginal students achieved in the top two bands compared to 5.8% across the state.

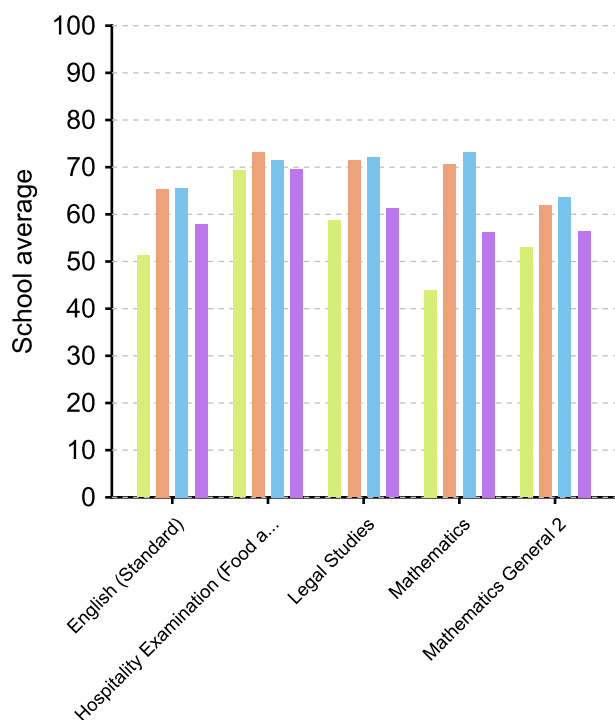
## Higher School Certificate (HSC)

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



School 2017	SSSG Average 2017
State Average 2017	School Average 2013-2017

School 2017	SSSG Average 2017
State Average 2017	School Average 2013-2017



School 2017	SSSG Average 2017
State Average 2017	School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	64.8	69.5	70.9	64.4
Business Studies	65.1	64.9	68.2	68.4
Chemistry	60.9	68.8	72.1	64.5
Community and Family Studies	66.0	70.3	70.7	68.6
English (Advanced)	65.9	76.6	77.6	70.0
English (Standard)	51.3	65.4	65.6	58.0
Hospitality Examination (Food and Beverage)	69.3	73.1	71.5	69.7
Legal Studies	58.7	71.4	72.1	61.3
Mathematics	44.0	70.5	73.2	56.3
Mathematics General 2	53.0	61.9	63.6	56.4
Modern History	74.0	64.6	69.6	71.4
Personal Development Health and Physical Education	54.6	65.9	67.7	64.4
Physics	46.1	68.7	70.4	59.1



## 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. The total number of identified Aboriginal students enrolled at The Hills Sports High School in 2017 was 49. During the year activities to raise cultural awareness were implemented covering a variety of indigenous programs across the school.

RAM funding was utilised to employ a School Learning and Support Officer (SLSO) for 4 days per week to directly support Aboriginal students' learning. Students with specific needs were identified and the school Learning and Support Officer attended classes in English and Mathematics to assist Aboriginal students with strategies in literacy and numeracy. A total of 308 visits to classes were made by the SLSO to assist students with their learning. The SLSO, on occasion, withdrew disengaged students from class and met with them in the library to provide assistance in completing assessment tasks. In 2017 assistance was offered to a total of 23 Aboriginal students to complete overdue or late assignments.

Personalised Learning Pathways were tailored to suit the needs of all Aboriginal students, with their personal, social, academic and future goals being the main areas of focus. Parents were invited to the school to be actively involved in this process. Students, with their parents outlined specific learning areas which they would like to address, together with their future ambitions. This was conveyed to staff who then utilised this information to promote Aboriginal student engagement in lessons across all Key Learning Areas.

In 2017 Aboriginal students at The Hills Sports High School were involved in the following specific Wellbeing initiatives:

- AIME: Australian Indigenous Mentoring Experience. All of our students were involved with this initiative which focused on developing self-confidence, promoting understanding of country and culture, goal setting for education and the future. AIME also assisted our students to attain placement in TAFE and University. In 2018 Luke Roseworke has been offered a full-time employed position as a Trainee and mentor.
- First Aid: Through links with Western Sydney University, funding and training was obtained for our Aboriginal students to be trained in and receive their First Aid certification. 11 students took part in this program held at the school.
- FOXTEL Leadership Day: This program was offered to 6 of our students to attend FOXTEL and be mentored by Aboriginal Television and Sporting personalities. The day focussed on how to overcome obstacles by developing resilience. One of the presenters at the event was Mahalia Murphy who was a former student at The Hills Sports High School.
- Solid Grounds Art Workshop.

In 2017, 71 students sat the HSC examination in twenty different subjects. 2 Band 6's were achieved in Community and Family Studies and PDHPE. 15 Band 5's and 81 Band 4's were awarded across 20 subjects. The school performed above its school average 2015–2017 in Biology and Modern History. The mean score in Modern History was above the State mean and subjects such as Business Studies, Community and Family Studies and Hospitality were 2–4 marks off the State mean. 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 2017 the Hills Sports high School participated in the Tell Them from Me Surveys. Students, teachers and parents completed surveys to express their ideas and opinions about school life, learning and partnerships with families.

The results of the teacher survey indicated that teachers set high expectations for student learning and provide feedback for students to improve their learning. Teachers create opportunities for all students to succeed and support students who learn at a slower pace. Teachers indicated in the survey that they regularly collaborate with other teachers and discuss strategies used to increase student engagement. The majority of respondents indicated that the strategic visions and values for the school are clearly communicated.

The results of the student survey indicated that a high percentage of students are positively engaged at The Hills Sports High School. 66% of respondents indicated that they have a positive sense of belonging at school and 70% have a high participation rate in sport. 70% of students feel accepted by their peers and have positive relationships with friends they trust. 70% of students valued school outcomes and believed that the school will have a strong bearing on their future.

85% of students had positive behaviour although only 59% had a positive attitude to homework. The majority of students try hard to succeed in their learning and feel good at school most of the time.

The parent survey investigated the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Parents were asked to respond to a number of statements by scoring on a ten point scale. Only a small number of parents completed the survey. Findings indicated that parents felt welcomed at the school and were able to communicate effectively with their child's teachers however only a very small percentage of parents are involved in any school committees such as the P&C. Most parents encouraged their child to do well at school and believed that teachers have high expectations for students. School behaviour expectations were clearly communicated and school was a safe place.

- Early Entry Pathway Open Day at Macquarie University
- Walanga Muru Rising Stars Camp (Y10): Two students attended this camp which focussed on personal development and building leadership capacity.
- Students have also been assisted with direction in accessing government assistance such as ABSTUDY
- One student has also been assisted in applying for an Aboriginal Traineeship with CITY RAIL NSW.

to provide additional support and pathways for elite young athletes.

Currently plans are underway to build on outdoor learning space (Yarn Circle) which will be accessible to all students and faculties within the school.

### Multicultural and anti-racism education

The school celebrated Multicultural Week in Term 3 Week 7 culminating with a International food fair and a talent concert celebrating the various cultures across the school. During the week classes focussed on and discussed the various aspects of the unique student cultural make-up of our school, ranging from foods through to languages and unique customs.

The school through PBL clearly articulates our expectations and our focus on tolerance towards others and respect for the beliefs and values they hold. Any issues regarding racism are reported to our ARCO and the Deputy Principals for mediation.

### Other school programs

#### Talented Sports Program

The Hills Sports High School offered a selective Talented Sports Program (TSP) covering fourteen sports in 2017. The TSP enables students to attain their full potential and provides a pathway for higher level representation.

The Hills Sports HighSchool has already produced over 135 Australian representatives in a variety of sports. The school receives TSP applications from students living in in all parts of the metropolitan area as well as country regions of NSW.

The Hills Sports High 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 sporting and academic 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.

The school has aligned with the other Sports High Schools in order to strengthen ties with State and National sporting bodies. In 2017 Netball NSW, Cricket NSW and Baseball NSW announced formal partnerships with the Sports High Schools association