

The Hills Sports High School

Annual Report



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Introduction

The Annual Report for **2018** 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.

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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 is supported by the National Partnership Literacy and Numeracy program and implements the "Positive Behaviour for Learning" (PBL) program. This program promotes the core values of Safety, Tolerance, Achievement and Respect (STAR).

STUDENTS

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

STAFF

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of learning the school has identified itself as Sustaining and Growing. Processes have been developed to monitor attendance and improve attendance rates of students. The school utilises data from a range of sources including the Tell The From Me survey to inform planning and decision making for wellbeing. Clear processes have been established to identify individual learning needs of students and resources are allocated to support the learning progress of individual students. Staff have been trained to differentiate curriculum delivery and are adjusting learning activities to meet the individual learning needs of students. Staff produce reports with personalised information about student progress and learning.

In the domain of teaching the school has identified itself as Sustaining and Growing. Teachers review lesson plans and sequences to create coherent programs that meet the needs of all students. Teachers provide specific feedback to students which is related to specific marking criteria. Positive classroom management is evident in the school ensuring

optimum learning opportunities for students. Teachers interpret and analyse data to inform teaching practice and identify student needs. The school utilises the Blue Sky platform to manage the Professional Development Program for teachers and has established processes to ensure there is a coordinated approach to the development of professional practice. Staff integrate Focus on Reading strategies in to lesson planning and program development to support literacy and numeracy development of students. Experts in differentiation and online learning platforms have delivered professional learning to further develop the professional learning community.

In the domain of learning the school has identified itself as Sustaining and Growing. NESA requirements are closely monitored throughout the school to ensure there is a sound basis for student learning. Teaching and non teaching staff are encouraged to improve their practice and opportunities are facilitated for staff to collaboratively develop practice. There are clear processes for improvement with associated milestones that clarify individual staff contribution to improvement in the school. Sentral is used competently by all staff to streamline the administrative processes in the school. A range of technology including iPads, computer resources, Smartboards & online learning platforms are available for staff to integrate into lesson planning. The school has strong relationships with Royal Lifesaving and other community organisations to maximise the use of school facilities and enhance learning opportunities for 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 diversity.

To further develop our school as a centre of academic and sporting excellence inspiring all students to strive for personal best.

Overall summary of progress

In mid term 1 the STEM room plans were reviewed and adjusted by the architects and sent out to tender with construction beginning towards the end of Term 4. By mid term 4, construction had progressed significantly with the STEM room well on the road towards completion and use as a specialist technology room for the start of the 2019 school year. From term 3, students began to choose their elective classes and were given the opportunity to choose the Project-Based and NESA endorsed iSTEM course for the following year (2019). The popularity of STEM has been evident with positions in classes quickly being filled for the 2019 school year. It is planned that in early 2019, all TAS staff will be trained in the use of the STEM facility. In 2018, courses were written, programmed and resourced ensuring the success of this project. As the STEM room was being constructed, two new science laboratories were being "gutted" and refurbished into the most up-to-date facilities available for the students. These two rooms were also completed in Term 4 and ready for use in the 2019 school year.

In 2018, all student reading ages were accurately recorded to take advantage of the Accelerated reading program. Gaps in student learning in terms of literacy were identified to assist in future planning. All students are now reading books appropriate for their ages.

School initiated Professional Development of staff in differentiated learning was carried out through a number of twilight sessions over the course of the year. Prior to this, Head Teachers were required to audit their respective faculty programs to identify and gauge existing differentiation strategies being utilised amongst mainstream students. A number of students on life skills programs were already experiencing a differentiated program of study. Differentiated learning was also being utilised in the Self-Select classes. After the twilight sessions, staff began to implement strategies they were taught across their mainstream classes and have collaborated towards ensuring they implement best practice methods for their KLA's.

Administratively in 2018, a number of changes were implemented across the school. By mid term 1 the whole school embarked upon period by period roll marking. This was initially monitored and feedback was given back to staff during staff meetings. Period by Period roll marking was well engrained into school routine by the end of 2018 and has been responsible for reducing the amount of fractional truancy across the school. EBS Central has been implemented to record all mandatory data such as Health Plans, court orders and HSLO applications. A new program was initiated to record Variations to Routine. Variations to routine include all excursions and sporting events. This system is more accurate and efficient as a data base.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Student attendance rates improve so that they equal state average attendance rates.	nil	PxP roll marking in place for all staff. Year 12 rolls should be adjusted to not be marked in Term 4. EBS Central in use but problems still evident.
• Individual learning plans for students with specific needs.		PLP's and IEP's have been developed for students.
• All students requiring a plan have one which is developed in consultation with parents, external agencies and is comprehensive, inclusive of resourcing needs, able to be effectively evaluated and which informs teaching practice.		PLP's and IEP's have been developed.
• Contemporary range of subject offerings encompassing study skills, ALARM, Project-based learning, STEM, technology, VET and School to Work.		Class formed for iStem subject and Tech mandatory.
• The percentage of Year 9 students at proficient level in NAPLAN results will reflect that of the state in reading writing and numeracy.		Every student in Year 7 and Year 8 participates in structured reading 15 minutes each day. Results for the first 6 months show significant improvement in reading ages for most students.
• All students will achieve minimum literacy and numeracy standard required for the award of the HSC.		Student have conducted initial testing and support structures have been developed for students to satisfy requirements.

Next Steps

The school will consult with operators of the school gym to upgrade equipment.

Students will be surveyed on opinions of the new STEM facility in Mid term 3 2019 and a review of the facility and courses will be conducted in 2020.

The TAS Department will also investigate towards the end of Term 4 any additional VET courses that could be offered to the students.

The processes for attendance recording will continue to be reviewed. With the installation of the electronic gates an analysis of attendance and truancy data will be conducted with strategies put in place to reduce the number of cumulative hours lost.

The accelerated reader program will continue with year 7 and year 8 in 2019. Ongoing professional development of staff will take place.

In mid term 1, 2019, it is planned that a Professional learning plan for Formative assessment will be developed and by the end of Term 4 it is anticipated that all lessons will be differentiated to accommodate the different learning styles and needs of our students.

Strategic Direction 2

A dynamic, professional and caring learning community.

Purpose

To foster a culture of respect and inclusivity with proactive and responsive well-being practices that support learning.

To promote collegiality and success driven by high expectations, visionary teaching and quality leadership.

Overall summary of progress

In 2018 the Wellbeing team embarked upon a survey to identify all wellbeing programs and initiatives across the school. The survey successfully mapped all activities from year 6 transition to year 7 orientation and other activities and programs across all years to year 12 departure. The exercise has created a template from which Year Advisers can effectively maintain the wellbeing program and can sequence different strategies across the year.

2018 saw the redesign of the Beginning Teachers Program after a review in 2017. The program involved 8 staff members who initially were taken through a school orientation program and then a program focussed on teaching practice. The course focussed on three areas; Orientation, Staff Professional Learning and Accreditation. Once staff went through school orientation, they were required to traverse pertinent areas such as classroom management issues, best practice, curriculum delivery and reporting. The course involved weekly meetings where participants were able to participate in peer mentoring and where they gained competencies in teaching practice and accreditation with NESAs.

In 2018 all HSC teachers completed an analysis of their HSC results from 2017 reflecting on processes and practices that could be utilised to enhance student performance. By the end of term three it was planned that all staff apply formative and summative data to ascertain student ability to inform their teaching practice. A committee was formed and trained in formative assessment with a view towards whole school training involving holistic and comprehensive student performance.

Staff are also engaged in a personal professional learning program in consultation with their Head Teacher and the Professional Learning Team. This program forms part of their PDP or Personal Development Plan. Professional learning reflects the needs of the school, as recognised through the school plan as well as individual needs such as classroom management, curriculum development or leadership skills. All professional learning is accumulated and makes up 100 mandatory hours towards maintenance of accreditation over a period of five years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Referral data from Sentral – significant reduction of negative incidents from classroom teachers.Non-attendance and truancy rates reduced.TTFM survey indicates higher level of student well-being.Professional learning data from on-line records indicate focussed and relevant professional learning.Teacher survey on technology use by staff indicates increased use of technology in the classroom to enhance student learning.Teacher observation records reflect teacher satisfaction with the process in terms of enhancing their professional practice.Post school destination survey	<p>PBL \$5000.00</p> <p>Cross Roads \$6,000.00</p>	<p>Induction program for beginning teachers implemented by HT. Plans for beginning teacher conference and to investigate ways of planning for effective expenditure of funds available.</p> <p>PBL classroom systems to be implemented in 2019.</p> <p>Crossroads program implemented based on student needs. Police talks and Railcorp talks have been conducted. Girls empowerment program has been conducted.</p> <p>Improved HSLO and attendance strategies.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
indicates high levels of students achieving their desired career goals.		<p>Induction program for beginning teachers implemented by HT. Plans for beginning teacher conference and to investigate ways of planning for effective expenditure of funds available.</p> <p>PBL classroom systems to be implemented in 2019.</p> <p>Crossroads program implemented based on student needs. Police talks and Railcorp talks have been conducted. Girls empowerment program has been conducted.</p> <p>Improved HSLO and attendance strategies.</p>

Next Steps

in 2019, the wellbeing team will focus on implementing a successful program addressing all aspects of the wellbeing framework. The team are also examining a Behaviour Management Policy to be implemented across the school which compliments the Wellbeing framework. Across the school PBL classroom systems are being implemented, contributing towards a modification in student behaviour expectations across the school.

Strategic Direction 3

Future focused teaching and learning in a contemporary learning environment.

Purpose

To enhance state of the art academic and sporting facilities, maximising opportunities for learning.

To equip staff with the resources necessary to work effectively in a future focussed educational environment.

Overall summary of progress

As part of their responsibilities, the technology team investigated implementing e-learning platforms that could be used by staff and students to support learning. Staff were trained in Google Classroom which allows students to access material when they are absent through illness or sporting commitments. The committee has also implemented a Mobile Device management platform where all ipads across the school are managed from one website. The advantage of such a platform is that I-pads can be tailored for specific faculty use or classroom use.

Every Wednesday afternoon a Drama Club offers workshops for students to improve their drama skills in speech, impromptu acting skills and presence on stage. From this initial group, students are chosen to represent THSHS on various drama competitions. One group within the performance group participated in the "lights Up" competition held in Western Sydney. The group submitted an audition, attended a camp and then performed at the Joan Sutherland Performing Arts Centre in Penrith.

The English and Drama staff in 2018 were successfully trained in Theatre sports skills. This in-service, serving both students and staff was in preparation for a future competition. As a result, a Year 7/8 team was entered into a state-wide theatre sports competition where the Hills Sports High School progressed onto the second round. In Debating a separate training day was organised for all year groups. Three groups were subsequently formed and included; Juniors, Intermediate and Seniors. The intermediate group managed to progress onto the Regional stage before being knocked out of the competition.

Staff in 2018 were also in-serviced in cultural capacity for Aboriginal students. In this exercise, staff developed their own welcome to country and learnt about different strategies for differentiated learning for Aboriginal students. In early 2018, the Aboriginal Yarn Circle was planned, a site chosen and landscaping carried out. Classes began using this learning space soon after its completion in mid 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• New facilities in place for areas such as STEM, Drama, Visual Arts Studio and multi-purpose playing field.	\$200,000.00	STEM room being completed. Arts and sports fields in 2019.
• An audit of staff use of facilities indicate that technology and future-focussed learning resources are in use in each faculty.		Resource booking statistics show the use of computer rooms in the school.
• TTFM indicates increased student engagement with learning.		Interest and motivation scores remained steady in 2018.
• Analysis of subject and enrolment patterns indicate student satisfaction with new technologies, resources and facilities in the curriculum at the school.		Twenty-one students enrolled in iStem elective in Stage 5.
• A review of staff professional learning reveals all staff trained in	\$69,000.00	Teachers have participated in professional learning on "Neuroscience of imagination" and "Libraries for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
using new and innovative equipment and teaching strategies.		future learners
<ul style="list-style-type: none">• Extra-curricular activities are registered with the Learning Support Team and analysed to ensure academic, cultural and/or sporting areas are addressed for students.		In progress

Next Steps

In 2019 staff at the school will be trained in the use of an e-Learning platform to support the development of students. Assemblies will incorporate students participation and performances. The Aboriginal Education Committee will plan activities to enhance awareness and understanding of Aboriginal culture.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$40,000.00 includes F/T Teachers Aid for three terms	All students have a current PDP. Staff engaged in PL related to the Aboriginal Education Policy. 8 ways of learning not explicitly addressed. Some Aboriginal students still have N-Awards. Subject selection meeting offered to Aboriginal students.
English language proficiency	\$39,000.00 flexible fundung plus 0.4 FTE Specialist teacher	Scope and Sequence to be completed with assistance from HT English. Specialist teacher works with identified students for 2 days per week
Low level adjustment for disability	\$110,000.00 flexible funding plus two specialist teachers	Funding allocation used to employ SLSO staff to support students in classes.. Preparation of budget for next year to be completed by LST coordinator.
Socio-economic background	HT Allocated \$350,000.00 PBL and STEM allocated \$280,000.00	Submissions for 2019 complete. HTs compiling evidence and outcomes of 2018 spending. Evidence stored for SEF ass.
Support for beginning teachers	\$80,000.00	Some beginning teachers used allocation of funding effectively and fully to support PDP and professional learning goals.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	544	530	547	538
Girls	338	336	339	346

In 2018, the school 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. In 2018 the school introduced sports attracting more involvement by girls. This included Girls 7 Rugby and Girls Cricket.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.6	91.9	90.2	92
8	88.2	87.6	88.6	86.3
9	84.8	86.7	87	84.2
10	82.8	83.4	84.6	80.2
11	81.3	77.3	80.2	77.4
12	80.5	80.3	80.5	78.2
All Years	84.4	84.4	85.4	83.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance profiles have improved on 2017 and for Year 7 are now above state average but other years continue to fall below State department of Education (DoE) figures for the same period of time. Strategies are now being utilised 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

that are now on the agenda for implementation in 2019 include the construction of electronic gates which will help in reducing the number of fractional trancies and students leaving premises before the end of the school day. The strategy of ushering students to class after recess and lunch has been successful in reducing truancy after breaks and increasing individual class attendance. Students are also being encouraged to use restrooms during nominated breaks and not during class time. This has significantly decreased the number of students outside classrooms during periods. The implementation of the 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 continue to contribute 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	1.25
Employment	0	5.04	16.05
TAFE entry	0	2.16	19.3
University Entry	0	0	57.07
Other	100	92.8	5.27
Unknown	0	0	1.06

Year 12 students undertaking vocational or trade training

in 2018 the number of students completing Vocational training as part of their HSC:

- 40.82% of the Year 12 cohort completed a nationally recognised Vocational Certificate or Statement of Attainment in their field of study.
- 1.02% completed a school based traineeship
- 2.04% completed a school based apprenticeship. They continue with their employer on a 5 year contract, progressing to the second year of their full-time apprenticeship in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

in 2018, there were 96 students in Year 12. Of the cohort, 84 achieved an HSC which included three students from our Special Education unit. Twelve students only received the ROSA (Record of School Achievement). Two students undertook Pathways and are expected to complete their HSC in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	15.37
Other Positions	1

*Full Time Equivalent

At The Hills Sports High School three staff members who identify as being of Aboriginal descent.

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

In 2018 there were eight beginning teachers who received funding. These funds were used to facilitate support from senior teachers for programming and report writing. Beginning teachers also accessed support to coordinate and manage excursions. Beginning teachers attended various professional learning activities relevant to their development. Beginning teachers also participated in an induction program coordinated by a head teacher in the school. This provides opportunities for staff to develop skills specific to various processes implemented in the school. Five beginning teachers completed the requirements necessary for accreditation with NESA.

Thirty-six teachers attended external professional learning activities. These activities enhanced skills and knowledge in programming, assessment and quality teaching. Two teachers who attended an activity

involving differentiation then planned and delivered a school specific professional learning activity for all staff at the school on this topic. A number of head teachers attended professional learning to develop management processes, developing skills to enhance opportunities for promotion in the future. A number of faculties utilised time to plan for the implementation of new subject syllabuses.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,246,926
Revenue	11,118,971
Appropriation	10,267,650
Sale of Goods and Services	114,781
Grants and Contributions	722,559
Gain and Loss	0
Other Revenue	1,825
Investment Income	12,155
Expenses	-10,779,616
Recurrent Expenses	-10,779,616
Employee Related	-9,270,578
Operating Expenses	-1,509,038
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	339,355
Balance Carried Forward	1,586,281

The Hills Sports High School's financial management practices are structured to best meet the needs of our students as determined by our school Executive Team, the Finance Committee led by the Principal and with input from the P&C. Our school's financial management processes and governance structures meet financial policy requirements as advised in a recent audit.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,868,160
Base Per Capita	179,884
Base Location	0
Other Base	7,688,276
Equity Total	937,346
Equity Aboriginal	40,950
Equity Socio economic	494,347
Equity Language	81,053
Equity Disability	320,997
Targeted Total	969,136
Other Total	143,697
Grand Total	9,918,338

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7

In grammar and punctuation 3.6% of students achieved a Band 9 result, which is greater than the average for 2016–2018. The number of students achieving a result in the top two bands for grammar and punctuation was 15.8%, 3.8% greater than the 2016–2018 average. In reading 12.2% of students achieved results in the top two bands which is higher than the 2017 results. The

number of students achieving a reading result in the top three bands has increased each year from 2016. In spelling the number of students achieving a result in the top two bands was 24.4%, which is greater than the average from 2016–2018. In writing in 2018, 11% of students achieved a result in the top two bands. This is 2.6% greater than the average from 2016–2018. Results in all aspects of literacy exceeded the average from 2016–2018.

Year 9

In grammar and punctuation 26.7% of students achieved a result in the top three bands which is similar to the average from 2016–2018. The number of students achieving Band 10 result in reading was 2.9%, increasing from 1.3% in 2017. 30% of students achieved a reading result in the top three bands which is similar to 2017 and an increase from 2016 results. 33.8% of students achieved a result in the top three bands for spelling in 2018. In writing 16.9% of students achieved a result in the top three bands..

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	10.4	16.5	33.5	27.4	10.4	1.8
School avg 2016-2018	12.6	21.7	30.1	25.2	7.9	2.6

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	9.8	9.8	27.4	28.7	20.1	4.3
School avg 2016-2018	9.6	14.3	26.2	26	18.1	6

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	11.0	29.3	31.1	17.7	10.4	0.6
School avg 2016-2018	13.4	28.6	33.3	16.2	7.2	1.3

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	10.4	20.7	33.5	19.5	12.2	3.7
School avg 2016-2018	15.7	22.8	26	23.4	8.7	3.4

Percentage in Bands:**Year 9 - Reading**

Band	5	6	7	8	9	10
Percentage of students	12.9	23.6	33.6	20.0	7.1	2.9
School avg 2016-2018	14.1	23.8	31.9	20.6	7.9	1.8

Percentage in Bands:**Year 9 - Spelling**

Band	5	6	7	8	9	10
Percentage of students	19.0	14.8	32.4	21.8	9.9	2.1
School avg 2016-2018	16.2	15.5	30.5	24.7	10.2	3

Percentage in Bands:**Year 9 - Writing**

Band	5	6	7	8	9	10
Percentage of students	37.3	28.9	16.9	12.7	3.5	0.7
School avg 2016-2018	32.8	27.5	18	17.6	3	1.2

Percentage in Bands:**Year 9 - Grammar & Punctuation**

Band	5	6	7	8	9	10
Percentage of students	16.9	32.4	23.9	18.3	7.0	1.4
School avg 2016-2018	18.9	26.1	27.7	19.9	5.8	1.6

Year 7

In the numeracy section 15.9% of students achieved a result in the top two bands. This is 3.7% greater than the average from 2016–2018. The percentage of students in the top two bands has increased each year since 2016.

Year 9

Results of the numeracy testing show that 28.77% of student achieved a result in the top three bands. Students achieving results in the top four bands remained similar from 2017 to 2018.

Percentage in Bands:**Year 7 - Numeracy**

Band	4	5	6	7	8	9
Percentage of students	6.1	19.5	31.1	27.4	11.6	4.3
School avg 2016-2018	6.9	20.6	32.9	27.1	8	4.5

Percentage in Bands:**Year 9 - Numeracy**

Band	5	6	7	8	9	10
Percentage of students	5.8	25.9	39.6	21.6	6.5	0.7
School avg 2016-2018	4.5	26.7	36.2	23.8	6.9	1.9

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.

The number of Year 7 students achieving a result in the top two bands for reading was 12.2% in 2018, with 15.85% achieving a result in the top two bands for numeracy. Both these results have increased each year since 2016. In the Year 9 testing, 10% of students achieved a result in the top two bands for reading which is similar to 2017 and an increase from 2016. In Year 9 numeracy testing 7.19% of students achieved a result in the top two bands. In Year 7 testing 7.69% of ATSI students achieved a result in the top two bands for reading and numeracy. The percentage of Year 7 students achieving a result in the top two bands for reading and numeracy increased from 2015–2017 results.

Higher School Certificate (HSC)

In 2018, eighty-nine students sat the HSC examination in twenty-two subjects. Six Band 6 results were achieved across the school in Biology, Chemistry, Engineering Studies, Physics and Industrial Technology. Thirty-five Band 5 results were achieved across sixteen subjects. Student performed above state average in Community & Family Studies, Industrial Technology and Physics. The school performance in 2018 was higher than or equal to the 2014–2018 average in 11 subjects.

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	66.7	67.7	69.5	66.0
Biology	65.5	68.1	70.7	65.8
Business Studies	67.4	66.6	69.3	67.3
Chemistry	69.5	64.2	71.8	65.2
Community and Family Studies	75.5	69.5	69.9	69.8
Engineering Studies	71.8	64.5	75.3	68.8
English (Advanced)	67.6	75.1	77.5	68.1

English (Standard)	61.8	64.8	65.0	58.6
Hospitality Examination (Food and Beverage)	70.3	73.4	71.0	69.8
Legal Studies	61.4	67.6	71.2	60.2
Mathematics	60.4	68.7	74.8	55.2
Mathematics General 2	59.4	63.8	65.1	56.4
Personal Development, Health and Physical Education	63.5	69.7	69.5	63.5
Visual Arts	71.9	75.2	78.0	75.4

Parent/caregiver, student, teacher satisfaction

In 2018, The Hills Sports High School participated in the Tell Them from Me surveys. Students and teachers completed surveys to express ideas and opinions about school life and learning.

The results of the student survey showed that respondents had a high level of engagement in school sports, with 74% participating in these activities. 62% of students had a positive sense of belonging and 71% of respondents felt as though they had developed positive relationships. 68% of students value school outcomes and 56% of students had positive homework behaviours. 84% of students felt they contributed to school values with positive behaviour.

The results of the teacher survey indicated that teachers promote an inclusive school and offer a range of support to students. Teachers felt they worked with school leaders to create an orderly school environment. Teachers indicated that they talked with other teachers about strategies to increase student engagement. Staff felt that there were opportunities to incorporate technology into learning and that they worked with parents to find solutions for learning. Staff suggested opportunities for professional learning have led to the development of improved teaching practices.

Policy requirements

Aboriginal education

In 2018 The Hills Sports High School continued to implement specific strategies to celebrate Aboriginal culture, engage Aboriginal students and assist them in improving their wellbeing and academic performance. This included;

- NAIDOC week celebrations

- implementing Resource Allocation Model (RAM) funding to assist individual students in the classroom

- Strengthening the school's Aboriginal Education Committee to make better decisions at a local level

- Local Aboriginal Educational Consultative groups (AECG) to ensure the specific needs of Aboriginal students were being catered for.

Members of the school's Aboriginal Education Committee worked collaboratively with parents and interviewed students to ensure that Personalised Learning Pathways (PLP's) focussed on wellbeing and academic needs of the students. An SLSO was hired using RAM funding to provide individual student assistance in the classroom with a focus on developing literacy and numeracy skills. Students were also provided with assistance to ensure all compulsory assessment tasks were completed on time.

In 2018 the school's Aboriginal students participated in the AIME mentoring program. This wellbeing program provided students with a greater understanding of their culture and assisted them to develop the skills and confidence to be successful learners. Students also participated in the NRL School to Work Program.

The school established an outdoor learning area "Yarn Circle" as a place for our Aboriginal students to meet and connect with each other. The Yarn circle is also being used by KLA's to assist in implementing curriculum specific Aboriginal Educational initiatives.

NAIDOC week celebrations involved partnering with other sports high schools to hold a day of games where Aboriginal students from different schools could connect. School assemblies focussed on celebrating Aboriginal culture with our Aboriginal staff members, Mr Slater and Miss Diaz presenting personal perspectives about their culture and heritage to all students. Staff also participated in a "twilight" professional learning session in order to build cultural capacity and improve their understanding of how Aboriginal students learn.

Multicultural and anti-racism education

Our school follows and supports the Department of Education Anti-Racism policy. The Hills Sports High School has three teachers trained as ARCO's (Anti-Racist Contact officers). The number of referrals for racist behaviour, comments or jokes over the past few years have been in decline as the students' attitudes and social values change. Our PBL values of Safety, Tolerance, Achievement and Respect have also contributed towards a significant change in the school culture with students being more knowledgeable, understanding and accepting of peoples differences, cultures and philosophies. As a result of the school's intolerance of negative racist attitudes, students are becoming aware of the negative ramifications of racist jokes, comments or attitudes. Through presentations in school assemblies, calendar events such as Harmony Day and Multicultural Day, the school is becoming more tolerant and accepting of others.

Multicultural education

Through our LOTE programs students are presented with many opportunities to compare and study cultural rituals, events, food and preparation of foods, geographical landmarks, provinces and education settings. They participate in cooking cultural foods and playing cultural sports.

Visual Art students are presented with ideas for cultural masks and the role they play in rituals, theatre and performance. Students study Aboriginal Dreaming and Aboriginal symbols, and how they are used in art making.

Reggae, Aboriginal and African cultures are explored in our Music programs. Students learn about the instruments, rhythms and styles that are made and produced within these cultures and the importance it has in their cultural groups. Students are engaged in practical activities and instruments which are associated.

Multiculturalism is also a major theme in our HSIE faculty where it is studied in depth in both Geography and History. In Geography, students begin Year 7 looking at the world map looking at great civilisations such as the Egyptians and Chinese as well as the great religions, political blocks and cultures. This extends into Aboriginal connections and interactions in the differing landscapes of Australia. Multiculturalism is also a focus in urban studies which cover Asian countries and landscapes shaping lives and human movement. Senior courses such as Society and Culture focus totally on the nature of "cultures" across the world with particular reference to cultural artefacts such as hip-hop music.

As a requirement of the Australian curriculum, Aboriginal and Torres Strait Island histories and culture form an important component in English. Australia's engagement with Asia is also a topic covered, examining our engagement, differences and our respective cultural understanding of the region. In Year 7 students are encouraged to discuss their heritage, writing their own autobiography. They incorporate poetic forms from a range of cultures in the poetry unit, and learn about different cultures and perspectives in the "Walk a mile in my shoes" in-depth novel study. Year 8 look at diversity in Australia in a film unit that looks at how our country is represented in this genre, and Year 9 examine diversity in the study of Justice, focusing on perspectives of a diversity of people across the world in a range of texts, focusing on the depiction of those who are denied justice due to their cultural or racial background. Year 10 explore diversity and difference in the study of "Growing Up", with an introductory element that explores how coming of age is different based on where you are from.

Cross-curricular priorities have been established in the Stage 6 English curriculum and texts ensuring that all English courses explore diverse human experiences and cultures in the study of Literature. The syllabus explicitly states that each course (Advanced, Standard, and English Studies) include texts with a wide range of cultural, social and gender perspectives.