

The Hills Sports High School

2019 Annual Report



8412

Introduction

The Annual Report for 2019 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.

School contact details

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- Student attendance rates improve so that they equal state average attendance rates.
- Individual learning plans for students with specific needs.
- 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.
- Contemporary range of subject offerings encompassing study skills, ALARM, Project-based learning, STEM, technology, VET and School to Work.
- The percentage of Year 9 students at proficient level in NAPLAN results will reflect that of the state in reading writing and numeracy.
- All students will achieve minimum literacy and numeracy standard required for the award of the HSC.

Progress towards achieving improvement measures

Process 1: • Upgrade school resources including STEM facility and associated equipment.

Evaluation	Funds Expended (Resources)
The Integrated Science/Technology/Engineering/Mathematics (iSTEM) classes are using the new STEM facility. The gym facility will have new operators and equipment starting from 2020.	Equipment and furnishings to complete the STEM room. Additional fixtures and equipment. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Process 2: • Electronic administration incorporates period by period roll marking, ebsCentral, integrated timetable and Sentral features used to the fullest.

Evaluation	Funds Expended (Resources)
Rolls are marked every lesson on Sentral, which is monitored by executive members. The executive staff are now investigating the use of the parent portal on Sentral.	Staff professional learning and training in the use of the Sentral system

Process 3: • Accelerated reading program embedded in the school curriculum as a part of literacy improvement strategies.

Evaluation	Funds Expended (Resources)
Accelerated reader has been implemented across Years 7–8. Data on this program has been collected and analysis against NAPLAN data has been conducted. Substantial growth in reading age was noted and evaluation of impact and procedures for implementation are underway.	Staff training and allocation of Learning Support Staff time. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Progress towards achieving improvement measures

Process 4: • Differentiation and project-based learning are the focus areas for professional learning.

Evaluation	Funds Expended (Resources)
Professional development for differentiation of lessons has occurred, and was highly rated. Formative assessment training has been implemented to further enhance the staff capacity to differentiate lessons for students. Three teachers attended Project Based Learning training to support further enhancement of differentiation strategies.	Professional training of all staff in differentiation of lessons. Formative assessment training was highly evaluated by all staff.

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.

Improvement Measures

- 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 indicates high levels of students achieving their desired career goals.

Progress towards achieving improvement measures

Process 1: • A staff professional learning program with a focus on building capacity for improving student learning which is relevant, significant and future-focussed.

Evaluation	Funds Expended (Resources)
Formative assessment training, data analysis training, and SCOUT training for executive all completed. Teachers have consulted with head teachers and participated in a range of professional learning as needed. STARS training completed with all staff in 2 twilight sessions, which was very highly rated.	Staff professional learning funds supported these initiatives. In the vicinity of \$67000 when casual relief for staff attending training is taken into account.

Process 2: • School community identifies and reacts to individual student wellbeing in a dynamic, collaborative and integrated system.

Evaluation	Funds Expended (Resources)
The anticipated creation of an additional Head Teacher role in the school to manage Wellbeing and associated initiatives did not occur. A decision was made to have a committee continue to oversee Wellbeing Initiatives under the leadership of the Deputy Principal.	School Wellbeing Committee Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$17000.00)

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.

Improvement Measures

- New facilities in place for areas such as STEM, Drama, Visual Arts Studio and multi-purpose playing field.
- An audit of staff use of facilities indicate that technology and future-focussed learning resources are in use in each faculty.
- TTFM indicates increased student engagement with learning.
- Analysis of subject and enrolment patterns indicate student satisfaction with new technologies, resources and facilities in the curriculum at the school.
- A review of staff professional learning reveals all staff trained in using new and innovative equipment and teaching strategies.
- Extra-curricular activities are registered with the Learning Support Team and analysed to ensure academic, cultural and/or sporting areas are addressed for students.

Progress towards achieving improvement measures

Process 1: • Embed innovative teaching and learning strategies using technology in the curriculum.

Evaluation	Funds Expended (Resources)
Two platforms used across school, Google classrooms and Microsoft Teams. Professional Learning at 'beginning' and 'expert' level to be offered at Term 2, 2020 School Development Day. Staff are working on electronic delivery of some lessons and course content where applicable. Students are experiencing both Microsoft Teams and also Google Classroom in our school.	Technology upgrades across the school. Several faculties have purchased additional technology for use by students.

Process 2: • Extra-curricula learning opportunities are a feature of the student learning experiences at the school.

Evaluation	Funds Expended (Resources)
Enhanced Aboriginal Education Committee (AEC) is now in operation, improved NAIDOC and other cultural capacity building activities/ celebrations have been completed. Additional leadership opportunities offered to students of Aboriginal background through the AIME program. School performances including music were a feature on the annual school calendar. Drama Club has been running for most of the year and students have entered Theatresports competitions/ events. Our debating teams achieved our highest levels of success at debating at 3 different age levels.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$39 980.00) 	<p>All PLPs have been completed and reviewed with the assistance of a teaching staff member employed 2 days per week to support the learning of our Aboriginal students. There is increased parental and staff engagement with our Aboriginal cultural celebrations with the formation of a large Aboriginal Education committee organising many events such as NAIDOC celebrations and the establishment of Aboriginal cultural components into our assemblies.</p> <p>Most N–Award warnings have been resolved leading to a successful conclusion of the school year for our Year 10–12 Aboriginal students. Year 10–12 N–awards unresolved, Year 12–0, Year 11–1, Year 10–2.</p>
English language proficiency	<p>0.4 FTE teacher employed from the flexible funding received</p> Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$68 631.00) 	<p>EAL/D supported by 0.4 EAL/D teacher throughout 2019. For 2020, an English faculty member has taken on this responsibility. Pro–active plans for each EAL/D student to be planned and delivered with flexible funds used to support the program.</p>
Low level adjustment for disability	<p>2 full time Learning and Support Teachers</p> <p>School Learning Support Officers to provide classroom support for students</p> <p>MultiLit program.</p> <p>Peer Tutoring program.</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$332 767.00) 	<p>Two full time teachers for Learning Support are a feature of the school staffing.</p> <p>SLSOs employed using all flexible low level funding to support students in classes as required.</p> <p>Individual students received targeted support throughout the year.</p> <p>Low level funding budget prepared and submitted for 2020.</p>
Socio–economic background	<p>Funds for projects submitted for approval to Finance Committee</p> Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$512 719.00) 	<p>Faculties have compiled evidence of student engagement, improvements and suggestions for future progress. This evidence was evaluated and will be stored into the school evidence bank which is used for School Self Evaluation.</p> <p>Projects across the school included enhanced technology, Drama challenge costs, equipment for the Sciences, additional texts for new courses in HSIE, Maths, PDHPE and additional equipment for classroom teachers such as electronic whiteboards to enhance lesson presentation.</p> <p>Funds were allocated to additional student recognition processes, accelerated reading program, refurbishment of some facilities such as the darkroom (now converted to a photography studio) and funds for increased access to technology by students such as laptops and computers.</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$126 800.00) 	<p>Programs to support teachers in their first year of teaching were implemented. A comprehensive induction program was developed and presented by the Head Teacher, PDHPE for all new staff.</p> <p>Release time for teachers to develop skills and to learn administrative requirements of the job was granted, as was time to attend networks of new teachers and to seek support from experienced colleagues.</p> <p>One of the new teachers has finalised accreditation in 2019, all other on track to finalise within their personal time limit during 2020. Funding remains for additional professional learning and release time in 2020.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	530	547	538	539
Girls	336	339	346	340

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.9	90.2	92	90.8
8	87.6	88.6	86.3	88.4
9	86.7	87	84.2	84.4
10	83.4	84.6	80.2	80.9
11	77.3	80.2	77.4	75.5
12	80.3	80.5	78.2	82.5
All Years	84.4	85.4	83.6	84.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	39.7	9.2
Employment	N/A	6.6	7.8
TAFE entry	0.71	5.6	11.3
University Entry	N/A	N/A	51
Other	N/A	N/A	1.7
Unknown	2.85	N/A	19

Year 12 students undertaking vocational or trade training

43.10% of Year 12 students at The Hills Sports High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

88.6% of all Year 12 students at The Hills Sports High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.7
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,586,281
Revenue	11,237,103
Appropriation	10,407,756
Sale of Goods and Services	89,170
Grants and contributions	727,082
Investment income	9,545
Other revenue	3,550
Expenses	-11,020,834
Employee related	-9,703,665
Operating expenses	-1,317,169
Surplus / deficit for the year	216,269

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	987,565
Equity Total	977,542
Equity - Aboriginal	39,980
Equity - Socio-economic	536,164
Equity - Language	68,631
Equity - Disability	332,767
Base Total	7,706,281
Base - Per Capita	217,472
Base - Location	0
Base - Other	7,488,809
Other Total	418,408
Grand Total	10,089,796

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

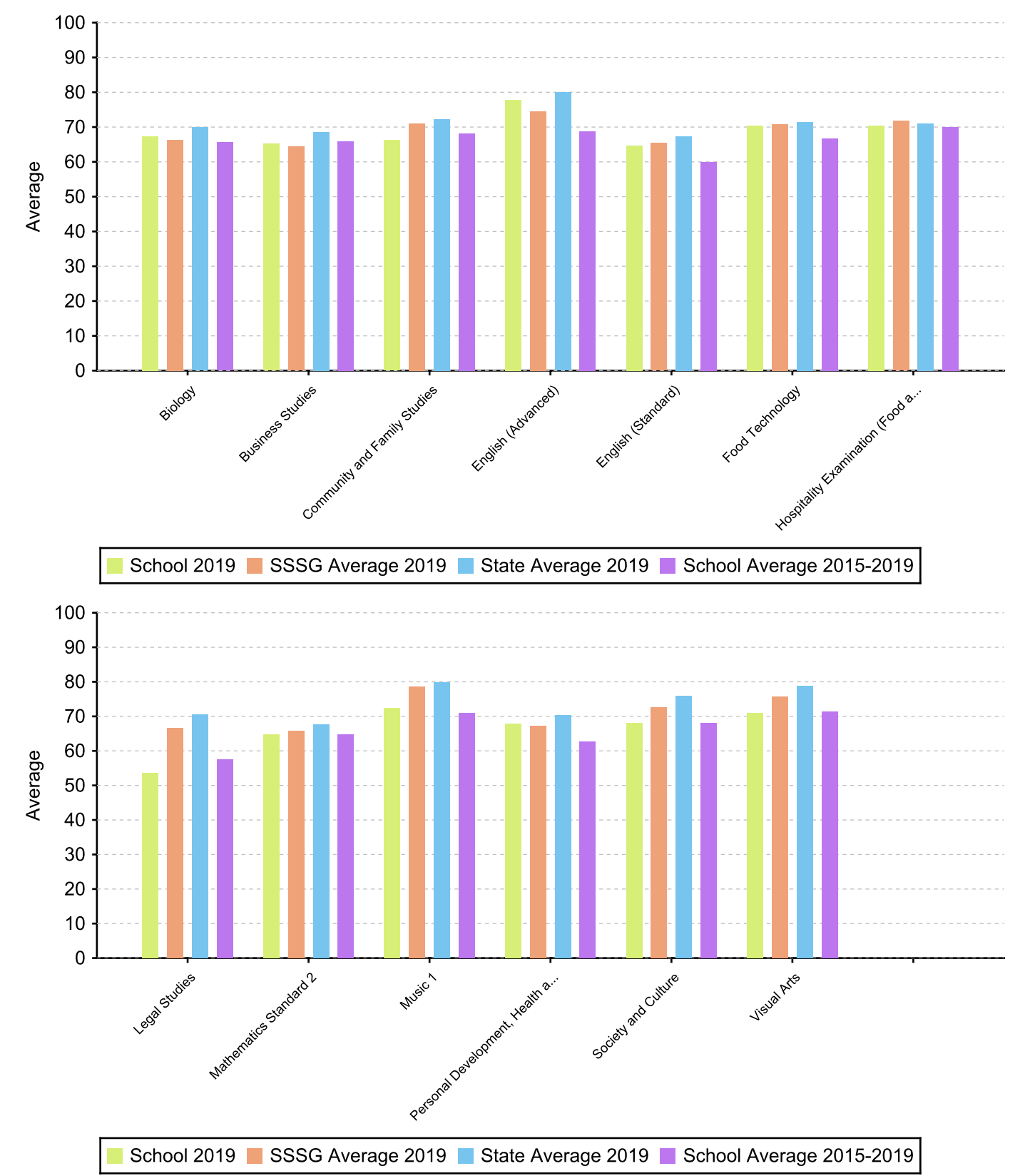
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	67.3	66.3	69.9	65.6
Business Studies	65.2	64.4	68.6	66.0
Community and Family Studies	66.2	71.1	72.2	68.2
English (Advanced)	77.8	74.6	80.0	68.8
English (Standard)	64.7	65.4	67.3	60.0
Food Technology	70.4	70.8	71.4	66.8
Hospitality Examination (Food and Beverage)	70.4	71.8	71.1	70.1
Legal Studies	53.6	66.5	70.6	57.5
Mathematics Standard 2	64.8	65.8	67.7	64.8
Music 1	72.4	78.6	79.9	71.0
Personal Development, Health and Physical Education	67.8	67.3	70.5	62.7
Society and Culture	68.1	72.7	75.9	68.1
Visual Arts	70.9	75.6	78.8	71.3

Growth in HSC results was evident where the average result in nine subjects was equal to or greater than the average scores in the school from 2015–2019. The school results exceeded the average from similar schools in four subjects; Biology, English (Advanced), Personal Development, Health & Physical Education and Business Studies.

Parent/caregiver, student, teacher satisfaction

There was a significant increase in the number of respondents in the Tell Them From Me Parent survey in 2019. The results of the survey showed that parents felt welcome when they visited the school. In terms of being informed, the parents felt the reports on their child's progress were written in terms that they could understand. The parent community encouraged their children to do well at school and praised their positive achievements. There was an agreement between teachers and parents that each child works hard in class and applies themselves to homework tasks. It was very evident from the survey that parents believed students in the school were clear about rules for school behaviour. A majority of parents found the physical environment welcoming and thought that it was easy to move around the school when visiting.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.