

2021 Annual Report

The Hills Sports High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

Welcome to The Hills Sports High School. Located in Seven Hills NSW, our school has a strong and long-standing tradition of high standards in both academic and sporting pursuits. The school is considered as one of the leading sports high schools in Australia and continues to attract students within the local community, as well as beyond, including overseas. We are one of the seven schools within the NSW Sports High School Association and proudly stand with our partner sporting high schools in fostering talent and success.

The Hills Sports High School offers a broad and rich academic program enabling students to explore their passions, as well as prepare themselves for further academic study, apprenticeships, and the workforce. Our scope of academic study enables students to balance their academic, sporting, and other extra-curricular commitments, as well as engage in flexible delivery whereby being able to fulfil both Record of School Achievement (RoSa) and the Higher School Certificate (HSC). Our students excel in their chosen pathway, enabling them to access both high-quality teaching and learning, as well as coaching in their given sport. We facilitate TAFE and Vocational Educational courses including hospitality so that our students are exposed to a variety of opportunities and experiences. We value academic achievement, hence, also offer an approved HSC pathways program to support our elite sports students in both their sporting and academic commitments.

High Potential and Gifted Education (HPGE) is at the forefront of The Hills Sports High School, with classes in Year 7 & 8 offering students the opportunity to join our 'self-select' classes. This supports our academic enrichment and extension strategies and enables highly motivated students with the opportunity to further excel.

The Talented Sports Program (TSP) offers students the opportunity to engage in an elite sports program. The program is offered across 13 sports and enables students with the opportunity to receive specialised, elite coaching in their given sport, along with the opportunity to compete for the school and hold representative duties beyond school level. Students participate in a rigorous three-tiered application process to gain selection into the program. The school has strong partnerships with the University of Sydney and Australian College of Physical Education (ACPE), along with holding the status of a high-performance school in partnership with Baseball NSW and Cricket NSW.

The school also prides itself on strong and effective student wellbeing structures, with an outstanding Positive Behaviour For Learning (PBL) program. Our wellbeing team is comprised of the Principal, Deputy Principals, Head Teachers, Year Advisors, Learning Support Staff, and the school Counsellor to work strategically to ensure that every student is known, valued, and cared for.

With outstanding facilities including a fitness centre including strength and conditioning facilities, two gymnasiums, swimming centre, cricket training nets, synthetic football pitch, hospitality trade kitchen and STEM room, the school is able build upon the outstanding opportunities it provides students.

I am extremely proud to be the Principal at The Hills Sports High School and I am certain that your child will not only receive an outstanding education, but also a wide range of opportunities that foster happiness and success.

Amanda De Carli

Principal

School vision

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

- promoting excellence in teaching, leading and learning;
- aspiring to high level academic and sporting achievement;
- maintaining a diverse, relevant and challenging curriculum;
- ensuring a connection to a safe, caring and pleasant learning environment, and;
- enhancing a shared relationship with family & community.

School context

The Hills Sports High School (THSHS) is a comprehensive coeducational Years 7-12 school with an elite sporting stream and a total enrolment of approximately 900 students, 7% from Aboriginal background and 4% require some level of EALD (English as an additional dialect) support. The school, located in Sydney's North Western Area at Seven Hills, 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 Hills Sports High School is one of seven specialist high schools in NSW. 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.

The school has a professional staff, consisting of teachers, sporting coaches and administration personnel focussed on quality teaching and the use of technology to support academic, sporting and cultural aspirations of students. The school implements the "Positive Behaviour for Learning" (PBL) program promoting the core values of Safety, Tolerance, Achievement and Respect (STAR).

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 is made up of 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.

Committees and teams operate in the school such as Literacy Is For Everyone (LIFE), Focus on Numeracy (FoN), Aboriginal Education, PBL, Learning Support Team and Wellbeing Team. These committees evaluate progress on their programs and initiatives and continually strive for success in individual student progress.

The school is committed to continually improving effective classroom and teaching practices with high impact professional learning for staff with a particular focus on formative assessment, differentiation and meaningful feedback. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use, which underpins our belief in individualised and differentiated learning.

The school staff is committed to the Partnership Agreement between the NSW Aboriginal Education Consultative Group (AECG) and strives to value the identity, culture, heritage and languages of our Aboriginal students. Success for Aboriginal students is highly valued and supported by our staff.

There is a continual focus on Higher School Certificate (HSC) performance including staff professional learning around high leverage strategies and best practice to develop both individual and group support programs. A focus on the development of effective writing strategies for students in the early years of our school will support their success in the HSC.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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: Student growth and attainment

Purpose

To ensure that students continually grow in their learning through explicit teaching, consistent and effective classroom organisation and management under the umbrella of research-informed strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Students are continually and consistently engaged with activities to develop literacy and numeracy
- Students are critical thinkers who continually improve through each stage to achieve their personal best in the HSC and/or transition to a meaningful post school option

Resources allocated to this strategic direction

Aboriginal background: \$55,429.00
Socio-economic background: \$78,000.00
Professional learning: \$5,350.00
: \$30,000.00

Summary of progress

Progress continued with engaging students in literacy and numeracy activities, however COVID interruptions impacted the implementation of many planned interventions. The school implemented Accelerated Reader during Semester 1, QuickSmart in Semester 1, small group tuition for identified students from Best Start testing, targeted minimum standards support and provided targeted numeracy tuition during online learning. Internal testing showed growth from both the Accelerated Reader and QuickSmart programs. Data for expected growth for students in Reading in NAPLAN testing exceeded the 2023 target. Professional learning for staff on teaching specific literacy concepts identified through data analysis was planned and ready for implementation but could not be conducted so will continue in 2022. The school implemented the Writing in Schools program targeted at Stage 4 students and a Numeracy program targeted at increasing the number of students in the top two bands for NAPLAN testing. Both programs produced positive internal data and the models of action will be used as a framework for wider implementation going forward. A strengthened Personalised Learning Plan process showed improved data for advocacy for Aboriginal students over the course of 2021. These processes will continue to be reviewed moving forward and student engagement will be further supported with relevant activities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school is progressing towards an assessment of sustaining and growing in the Attendance theme by reviewing attendance data and processes with the view to the commencement of consistently implementing whole of school and personalised attendance approaches.	The school has recognised Attendance as an essential factor in supporting the progress of all students. Attendance and Engagement Leaders have been employed to build processes which will strengthen the support for students to maximise attendance. The processes developed will focus on whole school structures and individualised support for specific students.
Facilitating professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.	Opportunities to conduct professional learning for literacy and numeracy were limited due to the restrictions placed on the school by COVID. The school was able to implement professional learning for specific numeracy concepts and participated in the pilot program for Writing in Schools. Data from the Writing in Schools program showed a good improvement in student outcomes. Both the Writing in Schools Program and Numeracy will be expanded across the whole school in 2022. The school will also resume professional learning for literacy and numeracy concepts identified through data analysis, as opportunities for increased professional learning occur.

<p>An uplift of 3.67% in the number of students achieving in the top 2 bands of the HSC is achieved.</p> <p>An uplift of 1.86% in the number of students achieving in the top 3 bands of the HSC is achieved.</p>	<p>There was an uplift 8.96% of students who achieved in the top three bands in the HSC. This sits above the Annual upper bound trajectory for 2022. The number of students achieving in the top two bands of the HSC was 16.51% which is above the 2021 Annual Trajectory lower bound.</p>
<p>Teachers understand Aboriginal culture and utilise relevant strategies to support engagement for Aboriginal students.</p> <p>Aboriginal pedagogies are utilised by teachers.</p>	<p>Professional learning for staff on Aboriginal pedagogies was completed and opportunities for embedding these pedagogies into programs and learning activities was structured into professional learning time. Cultural awareness training with staff could not be completed due to COVID restrictions but is planned for implementation in 2022.</p>
<p>Uplift of 3.07% in the expected growth of students in Reading for NAPLAN is achieved. Uplift of 2.87% in the number of students achieving expected growth in Numeracy for NAPLAN is achieved.</p>	<p>The Accelerated Reader Program has been implemented for 2 years for Year 7 and Year 8 students. COVID funding provided differentiated tuition in small groups and individual settings for literacy and numeracy concepts. These along with other interventions saw the school exceed the measure for expected growth in reading beyond the 2023 target. The school will reflect on the processes which contributed to this success and capture these for use with the Numeracy committee in 2022.</p>
<p>The school maintains an assessment of delivering in the Internal and external measures against syllabus theme of the Student Performance Measures element of the Learning domain in the School Excellence Framework.</p>	<p>The school has implemented both Progressive Assessment testing in numeracy and used Accelerated Reader testing to gather internal measures of student progress. The school will use ACER adaptive testing in literacy, numeracy, and critical thinking in 2022 to capture data at checkpoints throughout the year, where students are identified for individualised interventions.</p>
<p>Staff have a sound understanding of the EAL/D Learning Progression so they can assess language proficiency and identify EAL/D student needs to plan for differentiated teaching.</p> <p>Data analysis has clarified target diversity groups for specific support and community consultation has identified relevant processes for implementation.</p>	<p>The processes and structures for delivering professional learning on EALD progressions to staff has been built and is ready for implementation. This has been re-scheduled for 2022 implementation. Structures to increase engagement with parents of EALD students were developed and implemented, with an increased focus during lockdown.</p>

Strategic Direction 2: High expectations and continuous improvement

Purpose

To set high expectations for teaching and learning leading to continuous improvement for all. Teachers will effectively use data to inform teaching practice, assessment processes to embed engagement with education and aspirations for success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Extensive use and analysis of data informs continuous improvement.
- Students are motivated, supported and aspire to make continual improvement.

Resources allocated to this strategic direction

Socio-economic background: \$64,000.00

Low level adjustment for disability: \$348,178.00

Per capita: \$226,000.00

Integration funding support: \$135,180.00

Summary of progress

The school attempted to contact each family during the remote learning period and made regular contact in specific circumstances. Processes for remote learning were modified in response to feedback from the school community. Specific structures were developed to support the continued growth of students including online numeracy tutorials, connecting through year meetings, wellbeing check-in programs and small group support. Adjustments were made, including print packages and the loaning of equipment for circumstances where technology access presented as a barrier to learning. Specific support was implemented for targeted groups. The data from Tell Them From Me showed a slight improvement in advocacy scores throughout 2021 and compared to previous years. Programs to build motivation and aspiration for learning will be continued in 2022. Staff are trained in accessing data from numerous sources including SCOUT, SENTRAL and internal testing. Staff built individual learning profiles to better cater for the learning needs of each student. Further training and systems for monitoring will be developed to increase the capacity for team leaders to utilise data in evaluating the effectiveness of programs and activities implemented.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff and students have a shared understanding of the aspirations and expectations of student learning and engagement.	The face-to-face interventions that were planned were limited due to COVID restrictions. Processes were developed and refined to build a shared expectation of remote learning during lockdown periods. The activities that were unable to be implemented in 2021 are planned for continuation in 2022.
The school builds effective structures to facilitate increased communication with parents. Enhanced processes for transition to/from Educational partners.	Students engaged in the NRL School to work program when possible, in 2021. The parent portal has been developed and is ready for implementation in 2022. Structures were continually developed to communicate the changing processes to remote learning, the processes for the return to face-to-face learning and the end of year exams for Year 12 students. The school attempted to maintain contact with each family in the school during the lockdown period. The school responded to feedback from students and parents about remote learning including the introduction of specific online numeracy tutorials during lockdown.
Staff and students are aware of the processes, policies and procedures to support positive behaviour at school.	The behaviour policy in the school was reviewed by the PBL committee. Feedback from the school community and implementation of this policy was delayed due to COVID and this will be continued in 2022.

Staff can access information about the individual learning needs of students.	Information to support the individual learning needs of students was published for staff on the schools information sharing platform. Staff were up-skilled in the use of the SCOUT platform to build an understanding of each student's learning needs.
Uplift trend for the target "Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School" to sit above the lower bound system negotiated target.	The school implemented regular virtual year meetings during lockdown and delivered specific initiatives such as RU OK day in a virtual setting. Measures for wellbeing were not achieved at the desired target. This may be a result of restricted face to face learning time and restricted opportunities to implement targeted wellbeing programs. A continuation of wellbeing programs is planned for 2022.
Staff are able to access data on student progress from a range of relevant sources.	Data on reading ages, check in testing, NAPLAN, numeracy diagnostics and other internal testing were shared with staff. Professional learning to build skills in extracting relevant information from data sources such as SCOUT was conducted with staff. Teachers were able to build individual learning profiles for use during the year.
Students have increased access to high performance programs.	Detailed and specific fitness testing was conducted with TSP student in partnership with Sydney University.

Strategic Direction 3: Quality professional practice

Purpose

All staff in the school lead inclusive, motivating and engaging learning environments and activities. The professionalism of all staff will lead to meaningful partnerships in learning with the wider community supported through high impact professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality learning environments
- Professional, highly trained staff to support students in all aspects of their school life.

Resources allocated to this strategic direction

Facilities Upgrade - Fund 6101: \$810,000.00

School Fund 6300: \$30,000.00

Socio-economic background: \$213,556.00

Professional learning: \$71,458.00

Summary of progress

A major upgrade has commenced for the network to improve internet access across the school. Improvement to the physical learning spaces including painting, air conditioning, machinery upgrades, science materials, classroom furniture and playground areas has occurred during 2021. A major refurbishment of the soccer field has been initiated. The basketball courts, gym and E-Block field are planned for upgrades in 2022. Opportunities for professional learning were restricted in 2021. Professional learning was still implemented for formative assessment, HSC professional learning, learning intentions and success criteria, numeracy initiatives, writing in schools, coach development and Aboriginal pedagogies. Quality Teaching Rounds, specific teaching skills in literacy and numeracy and the use of data to evaluate student progress and the impact of activities will be a focus in 2022. The school has also planned to share the model of action for numeracy development with local high schools in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff are skilled in the use of formative assessment.	Staff were up-skilled in the use of formative assessment to measure student performance. The processes that were planned to measure the use of formative assessment by teachers were restricted due to lockdown.
Support is provided to teachers for positive classroom management where needed, ensuring optimum learning.	Opportunities were available for teachers to engage in observation and collaboration where needed. These opportunities, though, were restricted during lockdown. Analysis of the Tell Them From Me survey shows that the student's perception of the learning climate as positive.
Skilled teams review data and revise teaching practices to meet the needs of learners. Quality teaching rounds are introduced to the school staff and implemented in a select group of teaching staff.	The Numeracy committee developed and implemented a successful model of action to review data and adjust teaching practices to enhance student outcomes in specific concepts. This model of action will be utilised by various committees and teams in the school to improve student learning outcomes in 2022. Quality teaching rounds could not be implemented in 2021 due to COVID restrictions.
Parents have increased access to information on student progress.	Results of accelerated reader were shared with parents during the half yearly and yearly reporting periods. The parent portal has been developed and is ready for release at the start of 2022.
Expectations of high performance is	The Director of Sport maintains regular communication with coaches to

established for all coaches.	ensure high quality training sessions are developed and implemented.
<p>Facility assessment for upgrades and maintenance completed.</p> <p>Gym, E Block field and Synthetic Football field upgrades completed.</p>	Facility upgrades have been delayed due to administrative requirements.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$135,180.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Hills Sports High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Students are motivated, supported and aspire to make continual improvement. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted support for individual students to support additional learning needs. SLSOs withdraw students to assist with assessment tasks and their completion, assist in the classroom and monitor daily health needs throughout the day. <p>The allocation of this funding has resulted in: Students have been supported to achieve outcomes and participate fully in school programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Identify students who require assistance and provide relevant support.</p>
<p>Socio-economic background</p> <p>\$690,806.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Hills Sports High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Students are continually and consistently engaged with activities to develop literacy and numeracy • Students are critical thinkers who continually improve through each stage to achieve their personal best in the HSC and/or transition to a meaningful post school option • Students are motivated, supported and aspire to make continual improvement. • Professional, highly trained staff to support students in all aspects of their school life. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Accelerated Reader program implementation. • equitable access to specialist resources • resourcing to increase equitability of resources and services • employment of additional staff to support TSP program implementation. • Purchase of licenses and software for student learning <p>The allocation of this funding has resulted in: Data has reflected positive growth of students for Reading in both internal and external testing. Students utilised online revision resources to improve performance in the HSC. Students have access to high quality sports programs to make continued growth in their field of expertise. Students have access to quality learning resources in the library and technology resources in different faculty areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain processes to identify areas of need and allocate funding accordingly.</p>

<p>Aboriginal background</p> <p>\$55,429.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Hills Sports High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Students are continually and consistently engaged with activities to develop literacy and numeracy • Students are critical thinkers who continually improve through each stage to achieve their personal best in the HSC and/or transition to a meaningful post school option <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Students have personalised support through the development of a PLP. Dedicated staff provide individualised support to achieve outcomes and enhance engagement with school programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consult with the community to identify relevant structures and processes to support students.</p>
<p>English language proficiency</p> <p>\$69,503.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Hills Sports High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Staff have awareness of EALD students and their support needs. Individual students have had targeted support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Identify effective support structures for students and implement relevant programs.</p>
<p>Low level adjustment for disability</p> <p>\$348,178.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Hills Sports High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Students are motivated, supported and aspire to make continual improvement. <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$348,178.00</p>	<ul style="list-style-type: none"> • SLSO employment. SLSOs were employed for classroom, assessment, and attendance support. Also, used for Transition program support. SLSOs run MultiLit and QuickSmart programs. Additionally, they oversee NCCD data and evaluate student progress and update Individual Education Programs. <p>The allocation of this funding has resulted in: Students have targeted support to meet learning outcomes and continually make progress across different subject areas</p> <p>After evaluation, the next steps to support our students with this funding will be: Identify the needs of individual students and provide targeted support in these areas.</p>
<p>COVID ILSP</p> <p>\$462,380.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group and individual tuition. • providing targeted, explicit instruction for student groups in literacy/numeracy. • employing staff to supervise and monitor progress of student groups engaging in online tuition in numeracy and literacy. • providing intensive small group tuition for identified students who were impacted by COVID isolation and online learning with a focus on various subjects. • employment of teachers/educators to deliver small group tuition in both Metalla Road and Bert Oldfield Public Schools to support students in Stage 6 in preparation for transition to High School in 2022. <p>The allocation of this funding has resulted in: 289 Students supported with assistance in Numeracy and Literacy in Semester One.</p> <p>416 students supported with assistance in Numeracy and Literacy in Semester Two.</p> <p>92 students supported stage 3 at Bert Oldfield and Metella Road Public Schools in stage 3 Literacy & Numeracy throughout terms 2, 3 and 4. One term of this support was conducted online.</p> <p>The process of identifying students with gaps in knowledge in literacy & numeracy has been refined to include analysis of check-in assessments, NAPLAN and Best Start data. This has resulted in a dedicated study room staffed by qualified teachers to assist students in literacy & numeracy as well as in specific subjects.</p> <p>After evaluation, the next steps to support our students with this funding will be: To fund staff members to assist targeted students as identified in Best Start Year 7, NAPLAN and check-in assessments as requiring support in Literacy and Numeracy. To assist students in specific subjects in Year 10, 11 & 12 to close gaps in knowledge required to successfully complete the ROSA.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	538	539	542	540
Girls	346	340	333	359

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92	90.8	88.6	87.4
8	86.3	88.4	85.7	84.6
9	84.2	84.4	87.4	81.1
10	80.2	80.9	80.3	80.3
11	77.4	75.5	81.2	74.5
12	78.2	82.5	82.3	76.4
All Years	83.6	84.3	84.6	81.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	3	6
Employment	6	7	21
TAFE entry	2	2	12
University Entry	0	0	46
Other	90	85	6
Unknown	2	3	9

Year 12 students undertaking vocational or trade training

39.52% of Year 12 students at The Hills Sports High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

89.6% of all Year 12 students at The Hills Sports High School expected to complete Year 12 in 2021 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)	46.8
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	15.37
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,773,324
Revenue	12,382,794
Appropriation	11,827,546
Sale of Goods and Services	71,362
Grants and contributions	473,734
Investment income	1,550
Other revenue	8,602
Expenses	-12,236,942
Employee related	-10,593,007
Operating expenses	-1,643,935
Surplus / deficit for the year	145,852
Closing Balance	1,919,176

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.

	2021 SBAR Adjustments (\$)
Targeted Total	135,180
Equity Total	1,163,990
Equity - Aboriginal	55,430
Equity - Socio-economic	690,879
Equity - Language	69,504
Equity - Disability	348,178
Base Total	9,286,899
Base - Per Capita	226,677
Base - Location	0
Base - Other	9,060,222
Other Total	449,614
Grand Total	11,035,683

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

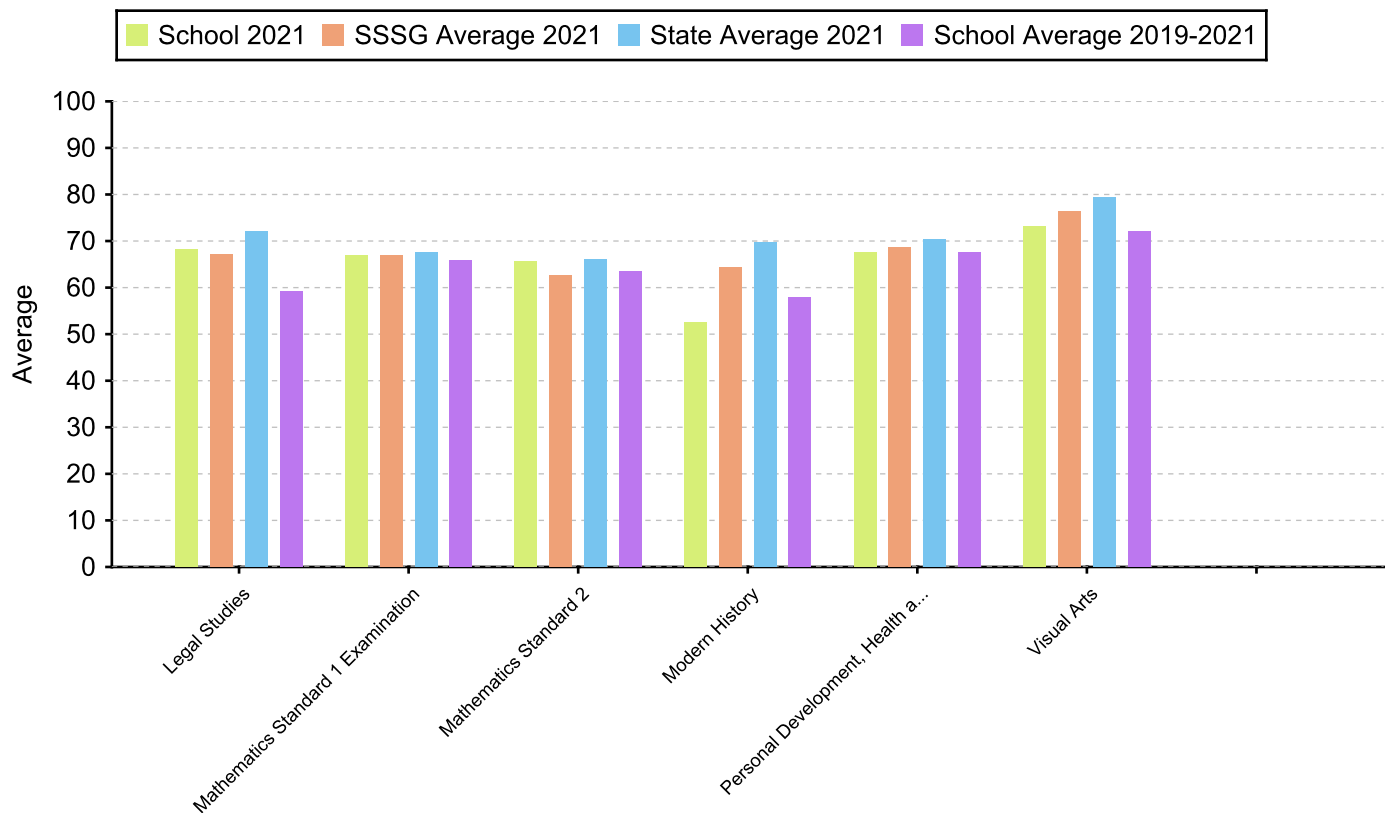
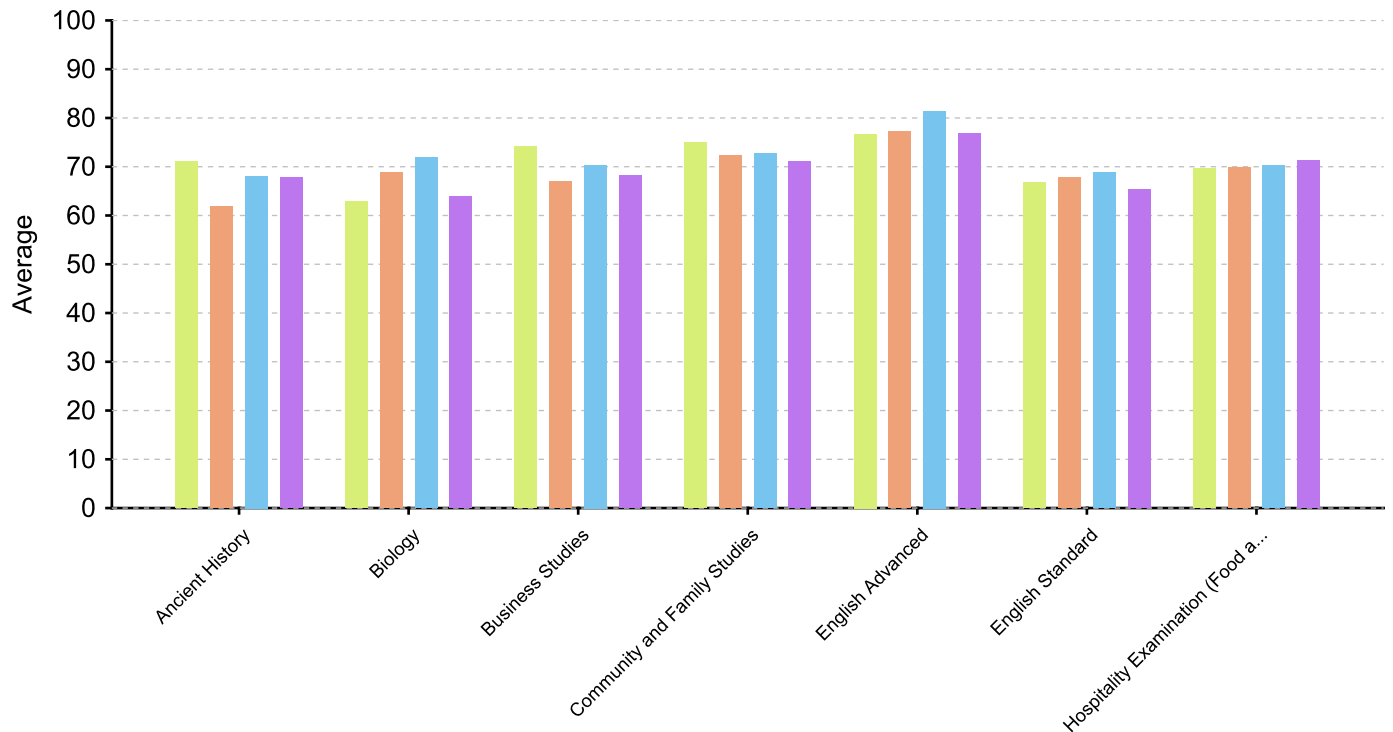
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	71.1	61.9	68.1	67.8
Biology	62.8	68.9	71.9	63.9
Business Studies	74.1	67.0	70.4	68.2
Community and Family Studies	75.0	72.4	72.7	71.1
English Advanced	76.7	77.1	81.4	76.9
English Standard	66.8	67.9	68.8	65.4
Hospitality Examination (Food and Beverage)	69.7	69.8	70.3	71.3
Legal Studies	68.1	67.0	72.0	59.2
Mathematics Standard 1 Examination	66.8	66.9	67.5	65.8
Mathematics Standard 2	65.6	62.6	66.1	63.5
Modern History	52.6	64.3	69.7	58.0
Personal Development, Health and Physical Education	67.5	68.6	70.3	67.6
Visual Arts	73.1	76.3	79.4	72.2

Parent/caregiver, student, teacher satisfaction

Most parents in the Tell Them From Me survey indicated that they were satisfied with the general communication from the school. They also felt that the school was well maintained, and that the physical environment was welcoming. A high number of teachers felt that school leaders had supported them during stressful times. A high number also felt that they worked with school leaders to create an orderly environment. A high number of students felt that important concepts were taught well, and class time was used effectively. A high number of students felt that the school emphasised academic skills and held high expectations for all students to succeed.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.