

# 2022 Annual Report

## The Hills Sports High School



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## Introduction

The Annual Report for 2022 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.

### School contact details

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## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## 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

: \$372,908.00

**Low level adjustment for disability:** \$339,255.87

**English language proficiency:** \$78,574.47

**Integration funding support:** \$100,612.00

**Socio-economic background:** \$746,440.00

**Aboriginal background:** \$71,119.00

### Summary of progress

Progress has continued into 2022, with students engaging in a range of literacy and numeracy activities, however COVID interruptions have impacted the implementation of many planned interventions due to limited staffing. The school has 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 has provided targeted numeracy tuition. 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.

The school continued to work on the implementation of 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 Pathway process showed improved data for advocacy for Aboriginal students over the course of 2022. These processes will continue to be reviewed moving forward and student engagement will be further supported with relevant activities.

The implication for 2023 is that both literacy and numeracy will be absorbed into our pedagogical platforms of HPGE and Quality Teaching Rounds (QTR).

### 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
Attendance percentage uplift of 3.38% is achieved of students attending above 90% of the time.	The school has recognised Attendance as an essential factor in supporting the progress of all students. Attendance and Engagement Leaders, including HT Wellbeing have been employed to build processes which will strengthen the support for students to maximise attendance. This includes weekly meetings with the HSLO to further support attendance processes. The processes developed will focus on whole school structures and individualised support for specific students.
Uplift for the number of students in the top two bands in NAPLAN Reading of 9.5% is achieved.	The Accelerated Reader Program implementation has continued for Year 7 and Year 8 students. COVID funding provided differentiated tuition in small groups and individual settings for literacy concepts. The school continues to work towards expected growth in reading.

Uplift for the number of students in the top two bands in NAPLAN Numeracy of 5.22% is achieved.	The capacity for teachers to embed identified numeracy concepts into programming has been enhanced through professional learning. These along with other interventions saw the school continue working towards expected growth in numeracy. The school will reflect on the processes which contributed to documented successes and capture these for use in the development of strengthened T&L activities in 2023.
An uplift of 5.13% in the number of students achieving in the top 2 bands of the HSC is achieved.	The school is committed to targeted HSC professional learning opportunities for staff, with an increased number of teachers engaging in HSC PL and improved practice across Stage 6, harnessing high leverage strategies, quality feedback and developing critical thinking and writing as focus for learning.
An uplift of 3.76% in the number of students achieving in the top 3 bands of the HSC is achieved.	A targeted approach to improving HSC results has been the focus over the 2022 academic year. The school is working towards targets, with the employment of a full-time staff member to oversee Study Room, along with a commitment to having all senior classes covered by permanent staff, despite experiencing the impact of a state-wide staffing shortage. This has also included a commitment to strengthening assessment and feedback across Stage 6. 2023 will see the employment of a HT Secondary Studies and additional Deputy Principal who will play a critical role in the organisation of assessment and best practice across Stage 6.
For Aboriginal and EALD students there is parity in TTFM measures of Sense of belonging, Expectations for success, Teachers Understand my culture relative to the general student population.	The school is committed to implementing PBL (POSITIVE BEHAVIOUR FOR LEARNING) to address key markers surrounding student well-being. Re-visiting of school-wide expectations, along with a PBL re-vamp has seen internal student data indicate improvement. There has been growth from 2021 towards the lower bound trajectory across expectations for success, wellbeing, advocacy at school and sense of belonging. The employment of additional staffing including HT Wellbeing and Aboriginal Attendance Officer in the space of student wellbeing has assisted.
Uplift of 4.02% in the number of students achieving expected growth in Numeracy for NAPLAN is achieved.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. COVID funding has facilitated differentiated tuition in small groups and individual settings for numeracy concepts.
Uplift of 4.3% in the expected growth of students in Reading for NAPLAN is achieved.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. The has been achieved by a consistent focus on reading, with the Accelerated Reader Program implemented across the junior years.
Staff are skilled in using internal and external measures against the syllabus to assess student progress.	Staff are capable and confident of using both internal and external data to measure student progress. This includes analysis of NAPLAN and HSC data and internal assessment data. Data is used to assist in differentiating and developing quality teaching and learning programs. PL (Professional Learning) on data is delivered throughout the year to a whole school and faculty level.
EAL/D co-teaching practices are embedded across the school.  Roles and procedures have been created to provide specific support for Aboriginal and target diversity groups.	The processes and structures for delivering professional learning on EALD progressions to staff has been developed and subsequently implemented in 2022. Structures to increase engagement with parents of EALD students have been developed and have also been implemented.  The school employs an Aboriginal Education Officer to support Aboriginal students and assist Deputy Principals and HT Wellbeing in managing student attendance.

## 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

**Student support officer (SSO):** \$96,058.00

### Summary of progress

With the school working towards defining both pedagogical and relational platforms, there has been a commitment to the development of high performance across the intellectual and academic domain. Data remains the drive for pedagogical advancements, with the school adopting a more intense focus on the use of both internal and external data. 2022 saw the preliminary phases of Quality Teaching Rounds (QTR) occurring, with a sample of 25 CRT observations gathered as baseline data. This was also coupled by a focus on HPGE (High Potential and Gifted Education), with the executive planning for 2023.

The school is driving a focus on commitment to learning, encouraging students to adopt better practices that foster success in all domains of schooling life. The employment of an HT Secondary Studies and a full-time teacher in the Study Room assists staff in driving high performance and continual improvement.

### 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
Partnerships with parents and students support clear improvement aims and planning for learning.  Students understand strategies and processes to achieve learning goals.	Parent and Community virtual meetings held termly have shown a rapid increase in engagement. Originally, hosting 5 parents, meetings have expanded to an average of over 30 parents whereby learning, engagement and curriculum is openly discussed.  Parent/Teacher and Subject Selection Evenings have also been extremely popular, with most parents engaging.  Year 6 into 7 interviews, held during Term 4, where PLPs (Personal Learning Pathways) are developed for all TSP (Talented Sports Program) students, have also been overwhelmingly popular, with an attendance rate of 95%.
The school strengthens collaboration with parents of students whose continuity of learning is at risk and build individualised support for these students.	Development of Stage 6 Academic Review process has been successful, resulting in 100% achieving a HSC in 2022.  The Learning and Support Team have also provided intense levels of support for students identified as needing support and assistance, particularly in the space of HSC Minimum standards.

Expectations of behaviour are explicitly, consistently and supportively applied across the school.	The school is committed to implementing PBL (POSITIVE BEHAVIOUR FOR LEARNING) to address key markers surrounding student well-being. Re-visiting of school-wide expectations, along with a PBL re-vamp has seen internal student data indicate improvement.
The individual learning needs of students are regularly reviewed and teachers adjust learning experiences to support students.	<p>Learning Support Team (LST) work consistently to support both students and staff in the development and implementation of individualised support plans and learning programs.</p> <p>The LST team and Special Education faculty work closely to ensure that all students requiring support are prioritised and addressed.</p>
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.	<p>There has been growth from 2021 towards the lower bound trajectory across expectations for success, wellbeing, advocacy at school and sense of belonging. The employment of additional staffing including HT Wellbeing and Aboriginal Attendance Officer in the space of student wellbeing has assisted.</p> <p>An increase of whole school events, celebrating success has also been identified as a key change.</p>
Team leaders use data to monitor success and develop evidence based plans for success.	All team leaders regularly use data to inform decision making and planning processes. Executive meetings regularly feature internal data, which informs, shapes and guides our practices.
<p>Individual training programs are implemented for elite athletes.</p> <p>Individual player plans have been created for identified athletes.</p>	Both individual training programs and individual player plans have been created for all 2023-year 7 student-athletes. Meetings will be held in Term 4 2022 with all parents and are set for implementation in 2023.



### 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:** \$786,000.00

**Professional learning:** \$77,317.00

#### Summary of progress

Improvement to the physical learning spaces including painting, air conditioning, machinery upgrades, science materials, classroom furniture and playground areas has occurred during 2022. A major refurbishment of the synthetic soccer field has been initiated with the school receiving a \$1192000 grant for the development of a multisport complex which will also have a 4 lane 100m synthetic sprint track, amenities block and lighting.

The basketball courts, gym and cricket nets field are planned for upgrades in 2023 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
Teachers are using formative assessment strategies to assess student progress.	All staff have continued their journey in exploring formative assessment and have experienced targeted PL in this space over 2022.
The TTFM measures of <b>Explicit teaching practices and feedback</b> and <b>Positive Learning climate</b> both improve above a score of 6.5.	<p>A targeted approach to raising student evaluation on Explicit teaching practices, feedback and Positive Learning climate has led to new PL initiatives over 2022. Quality Teaching Rounds has played an integral role in raising the quality of explicit teaching and professional discourse in this space.</p> <p>Teacher feedback has been a focus, with all KLA's maintaining an intense focus on this domain, whilst simultaneously, Senior Executive and middle leaders have been working on raising the positive learning climate of the school.</p>
Expansion of the Quality Teaching Program to include more staff and professional dialogue amongst the whole school teaching staff.	Staff training in QTR (Quality Teaching Rounds) has commenced and has been phenomenally successful. In addition, baseline data for 25 staff has been collected for the commencement of full teaching rounds during the 2023 academic year.
There is an increased use of communication modes by parents to	The school has launched a parent portal whereby parents can view reports, attendance, and a wellbeing tally for their children. In addition, School Bytes

access information about student progress.	has made permission notes and payments virtual and seamless resulting in higher engagement levels.
Increased access for students to elite level strength and conditioning coaching.	Due to financial restraints, we have been unable to increase access to elite coaching.
Identified facilities are upgraded through phase one.	As previously discussed, the synthetic football pitch, basketball courts and school buildings are all awaiting a refurbishment which will occur in 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$100,612.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Students are continually and consistently engaged with activities to develop literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring targeted interventions have received significant support within the classroom, and via small group tuition. In addition, access to learning activities, adequate differentiation, and the development of appropriate resourcing has occurred.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of supports and the developed structures that enable equitable access to learning.</p>
<p>Socio-economic background</p> <p>\$746,440.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support TSP implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional support of both academic and sporting programs that maximise student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued investment via this funding source into similar and comparable programs.</p>
<p>Aboriginal background</p> <p>\$71,119.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Aboriginal background</p> <p>\$71,119.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have access to an Aboriginal Education Officer who provides immense academic and wellbeing support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of an AEO into 2023.</p>
<p>English language proficiency</p> <p>\$78,574.47</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Students are continually and consistently engaged with activities to develop literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student with identified EAL/D needs are provided appropriate support by an EAL/D teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of an EAL/D specialist to deliver targeted support to students.</p>
<p>Low level adjustment for disability</p> <p>\$339,255.87</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Students are continually and consistently engaged with activities to develop literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring targeted support have been adequately supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of the employment of SLSOs to provide targeted support via in-class support.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$77,317.00</p>	<p>Professional Learning for Teachers and School Staff Policy at The Hills Sports High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional, highly trained staff to support students in all aspects of their school life.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• HSC Professional Learning</li> <li>• Writing in Schools pilot</li> <li>• Targeted Teaching Sprints for Fractions and Decimals</li> <li>• Integration of Aboriginal pedagogies into programs</li> <li>• Individualised professional learning for staff</li> <li>• CPR and Anaphylaxis training</li> <li>• Formative Assessment, Learning Intentions and Success Criteria</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of continued participation of teachers in HSC Professional Learning courses specific to their subject area can be seen in the uplift of students achieving results in the top two and the top three bands in the HSC. Professional learning implemented to enhance the capacity of teachers when delivering teaching sprints for fractions and decimals has improved the confidence of teachers to deliver targeted interventions for specific Numeracy concepts and collaborate with other staff for enhanced practice across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue with the implementation of HSC Professional Learning and look to provide staff with opportunities for collaboration to develop teaching practice. The school will look to continue with building the capacity of staff to deliver data identified interventions in targeted areas of Literacy and Numeracy. The school will look to continue with the enhancing the capacity of staff to use formative assessment, specifically focusing on building skill in delivering effective feedback to students.</p>
<p>COVID ILSP</p> <p>\$228,000.00</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing intensive small group tuition for identified students who were...</li> <li>• development of resources and planning of small group tuition</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring targeted interventions in the domains of literacy and numeracy have received significant support within the classroom, and via small group tuition. In addition, access to learning activities, adequate differentiation, and the development of appropriate resourcing has occurred.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employment of a teacher to oversee the implementation of Study Room, along with potential employment of Education Paraprofessional. The employment of SLSOs to assist in withdrawal and tutorial programs will also be considered.</p>
<p>Student support officer (SSO)</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Hills Sports High School</p>

<p>\$96,058.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Extensive use and analysis of data informs continuous improvement.</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Individualised support for student wellbeing</li> <li>• Delivery of Raise Mentoring Program</li> <li>• Sourcing of student wellbeing opportunities and delivery of Breakfast Club</li> <li>• Assisting the Wellbeing team in design programs for student wellbeing lesson delivery.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring additional wellbeing needs are adequately supported with a range of program delivery and mentoring.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of the wellbeing programs overseen by the SSO.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	539	542	540	517
Girls	340	333	359	379

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.8	88.6	87.4	83.4
8	88.4	85.7	84.6	78.3
9	84.4	87.4	81.1	74.7
10	80.9	80.3	80.3	72.4
11	75.5	81.2	74.5	73.0
12	82.5	82.3	76.4	71.1
All Years	84.3	84.6	81.2	75.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	N/A	N/A
Employment	5	6	33
TAFE entry	1	1	11
University Entry	0	0	40
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

## Year 12 students undertaking vocational or trade training

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15.79% of Year 12 students at The Hills Sports High School undertook vocational education and training in 2022.

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

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87.6% of all Year 12 students at The Hills Sports High School expected to complete Year 12 in 2022 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)	46.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	15.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,606,184
<b>Revenue</b>	12,851,093
Appropriation	12,056,895
Sale of Goods and Services	93,149
Grants and contributions	677,131
Investment income	13,505
Other revenue	10,413
<b>Expenses</b>	-12,043,972
Employee related	-10,437,680
Operating expenses	-1,606,292
<b>Surplus / deficit for the year</b>	807,120
<b>Closing Balance</b>	2,413,304

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	100,612
<b>Equity Total</b>	1,235,390
Equity - Aboriginal	71,119
Equity - Socio-economic	746,440
Equity - Language	78,575
Equity - Disability	339,256
<b>Base Total</b>	9,404,373
Base - Per Capita	237,489
Base - Location	0
Base - Other	9,166,884
<b>Other Total</b>	583,249
<b>Grand Total</b>	11,323,624

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

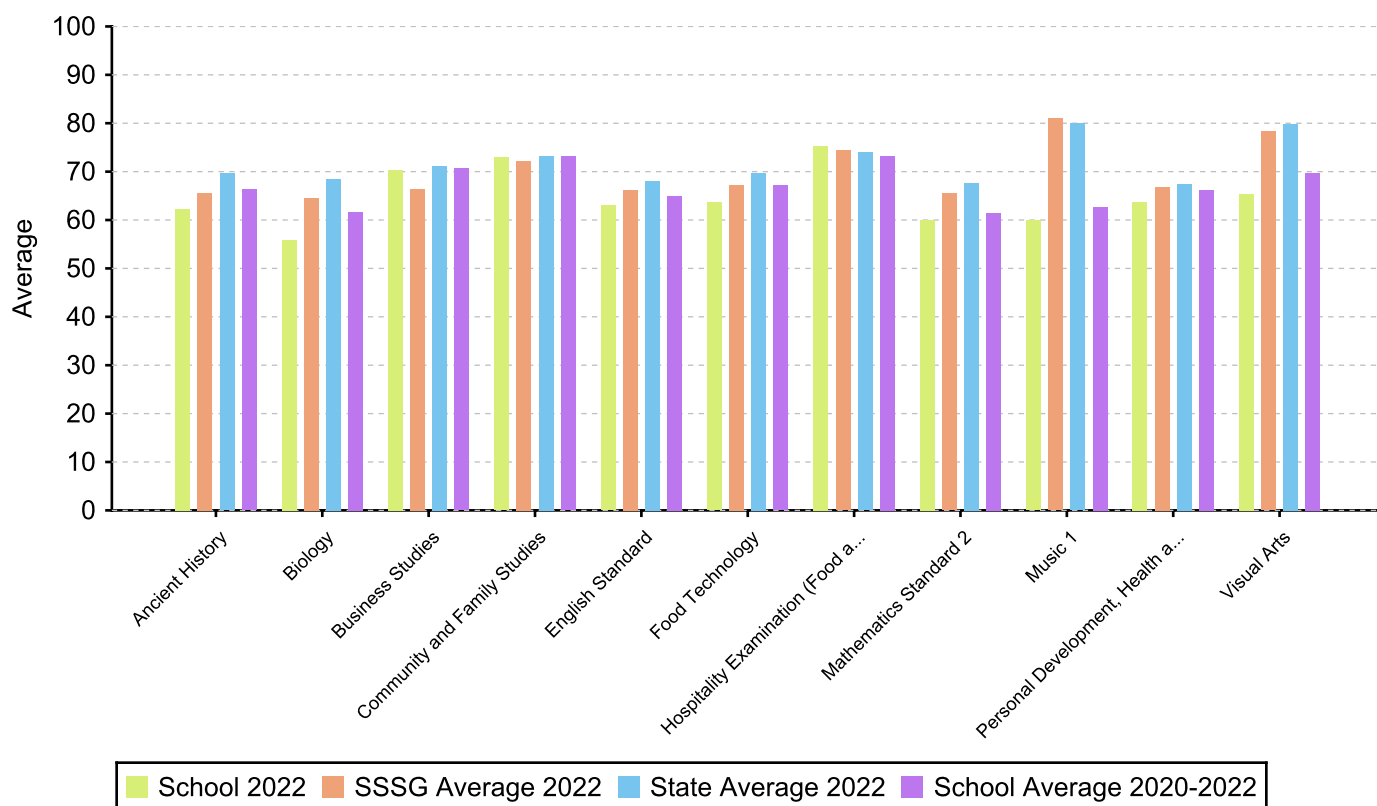
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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 2022	SSSG	State	School Average 2020-2022
Ancient History	62.3	65.6	69.6	66.3
Biology	55.8	64.6	68.5	61.6
Business Studies	70.3	66.5	71.2	70.7
Community and Family Studies	72.9	72.1	73.2	73.2
English Standard	63.0	66.2	68.1	64.9
Food Technology	63.6	67.3	69.7	67.1
Hospitality Examination (Food and Beverage)	75.3	74.4	74.0	73.2
Mathematics Standard 2	60.0	65.5	67.6	61.5
Music 1	59.9	81.0	79.9	62.7
Personal Development, Health and Physical Education	63.8	66.8	67.5	66.3
Visual Arts	65.4	78.3	79.8	69.8

## Parent/caregiver, student, teacher satisfaction

Survey data reflected that respondents felt that the school was well maintained, and that the physical environment was welcoming. A large number of parents in the Tell Them From Me survey indicated that they were satisfied with the general communication from the school, along with students indicating higher levels of student wellbeing than in previous years.

The majority of teachers felt that school leaders had supported them during stressful times. This was also reported by students via internal survey data. A high number of respondents also felt that they worked with school leaders to create an orderly environment.

A high proportion of students felt that important concepts were taught well, and class time was used effectively. A high of students also felt that the school emphasised academic skills and held high expectations for all students to succeed.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.