The Hills Sports High School
Annual School Report 2014

School Code: 8412
OUR SCHOOL AT A GLANCE

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

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

PRINCIPAL’S MESSAGE
The Annual School Report provides a time for reflection on and celebration of the year’s achievements of the students and staff and to see the analysis of results and data collected to assist us with planning for improvement. In compiling this report, the school undertook various self-assessment activities, analysed the results and set plans and targets for the ensuing year.

The teachers, students and P&C have been involved in preparing a visionary plan for the school which will cover the three years from 2015. This year there was considerable consultation and the plan has been written to reflect the views of all of the people involved. Staff professional learning has centred on the development and use of the plan, data analysis and also the implementation of the National Curriculum in some subjects. There have been many staff new to teaching appointed to the school in the past few years that are now registered and accredited by the NSW Institute of Teachers (now BOSTES) – many of our staff are now employed under this system with the rest of the school staff to transition to it over the coming two years.

Our HSC results were some of the best in the school’s history with some of our courses now exceeding state averages. Many band 6 & 5 awards across all of our faculties were a feature of the results achieved by our Year 12 students due to their hard work and the support of excellent teaching. In analysing the destinations of our exiting Year 12 students it is pleasing to note that all of the students who were seeking placement at universities were offered positions. Approximately 10 students are now studying their HSC via the pathways approach where they accumulate their courses over a number of years or combine school courses with those at TAFE or other educational providers. This continues to be most successful for students who have very big commitments outside of school hours. Details of the students’ progress and achievements can be found later in this report.

This report also contains details of students who have been involved in many activities, academic, sporting and extra-curricular work. Outside the formal classroom setting, students took part in events such as mock trial, public speaking, student leadership activities, debating, harmony day activities and, of course, sporting competitions.

The national tests in Literacy and Numeracy were held for all Year 7 and Year 9 students, providing valuable feedback on where improvements can be made to our teaching practice and programs in this school and on student progress since the last test. A more comprehensive analysis of the students’ performances is included later in this report.

The school has worked tirelessly to introduce the program called “Focus on Reading” in an attempt to support all of our students to achieve the best learning outcomes in all subject areas. A dedicated group of staff has led the school in developing comprehensive teaching strategies to assist students to progress with their reading. Results in NAPLAN tests in 2015 will be closely analysed to assess the effectiveness of this program.

Positive Behaviour for Learning (PBL) program training commenced in 2012, lessons and resources were prepared by a team led by Ms Amanda Frost and the program is well underway. An assessment by the regional staff as to the effectiveness of this program in our school indicated that the school had achieved 90% on
the scale used for this purpose. The school now moves to the second phase of the program where behaviour expectations and core values are specifically introduced into each faculty area.

I commend this report to you as an honest account of our school and the achievements of the students and staff during 2014.

I certify that the information in this report is the result of school self-evaluation processes and is a balanced and genuine account of the school’s achievements and areas for development.

Mitchell Struyve
Principal

PARENTS & COMMUNITY MESSAGE

A small group of parents, both past and present, meet regularly each term as part of the Hills Sports High School P&C Committee. During such meetings the Executive Staff led by the Principal give updates regarding academic, sporting and cultural events involving the school. During the year, the Principal briefed the parents on the capital works that were to take place from 2014 to 2015, involving the construction of ramps to accommodate wheelchair access to the top stories of the school blocks. The Principal also outlined the school’s implementation of PBL or Positive Behaviour for Learning. PBL would benefit communication between staff and students by helping to improve student behaviour, remove ambiguity and implement consistency across the school.

We are pleased with the school’s progress across all areas of learning and congratulate and thank the teachers for their tireless efforts in supporting the students in their academic, cultural and sporting pursuits and instilling a strong work ethic into their studies.

David Martin

STUDENT INFORMATION

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>580</td>
<td>555</td>
<td>583</td>
<td>593</td>
<td>577</td>
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<tr>
<td>Female</td>
<td>324</td>
<td>359</td>
<td>341</td>
<td>356</td>
<td>347</td>
<td>334</td>
<td>353</td>
</tr>
</tbody>
</table>

Management of non-attendance

Students who are absent are required to bring a note from home indicating the reason for the absence. Students who are late or absent have an SMS message sent to the parent/carer indicating an absence. The Home School Liaison Officer works with the school to identify students with poor attendance patterns. Interviews are conducted with parents/carers and students in order to put in place programs of improvement which are routinely monitored.
Post-school destinations

A Post School Destination survey of the 2014 Year 12 cohort showed that the majority of students were studying at University, TAFE, or College. There is an increased trend for students who are studying to undertake additional part time work.

Year 12 students undertaking vocational or trade training

2014 Year 12 Cohort Statistics:

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying TAFE/University/RTO</td>
<td>68</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>6</td>
</tr>
<tr>
<td>Sporting Contracts</td>
<td>12</td>
</tr>
<tr>
<td>Full Time Work</td>
<td>10</td>
</tr>
<tr>
<td>Part Time Work</td>
<td>46</td>
</tr>
<tr>
<td>Completing Pathways</td>
<td>10</td>
</tr>
<tr>
<td>Deferred Study</td>
<td>4</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>14</td>
</tr>
</tbody>
</table>

Year 12 students attaining HSC or equivalent Vocational educational qualification

WORKFORCE INFORMATION

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>56.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
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<tr>
<td>School Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15.3</td>
</tr>
<tr>
<td>Total</td>
<td>88.0</td>
</tr>
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</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The Hills Sports high School has two aboriginal teachers employed on a full time basis

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>39</td>
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</table>

FINANCIAL SUMMARY

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary       30/11/2014
Income                            2951448.40

<table>
<thead>
<tr>
<th>Item</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>665682.12</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>838693.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>746453.68</td>
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<tr>
<td>Interest</td>
<td>29386.23</td>
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<tr>
<td>Trust receipts</td>
<td>81579.95</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>2951448.40</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Item</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>309048.46</td>
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<tr>
<td>Key learning areas</td>
<td>49615.42</td>
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<tr>
<td>Extracurricular dissections</td>
<td>346485.02</td>
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<tr>
<td>Library</td>
<td>10209.49</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1418.58</td>
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<tr>
<td>Tied funds</td>
<td>692336.38</td>
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<tr>
<td>Casual relief teachers</td>
<td>85013.58</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>164556.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>178342.66</td>
</tr>
<tr>
<td>Maintenance</td>
<td>116293.15</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>78026.68</td>
</tr>
<tr>
<td>Capital programs</td>
<td>54100.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>2085445.66</td>
</tr>
</tbody>
</table>

Balance carried forward             866002.74

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
SCHOOL PERFORMANCE 2014

CAPA / LOTE

The Creative and Performing Arts/LOTE Faculty continued to expand and evolve during 2014. In addition to the junior core subjects of Art, Music and Chinese; the faculty also ran elective classes in Visual Arts, Photography, Video and Digital Imaging, Ceramics and Music. The breadth of curriculum remained steady and offered senior students the opportunity to succeed in both ATAR and Non-ATAR options.

In line with whole school plan objectives, 2014 saw the faculty continue to build its technology resources to provide more interactive and engaged classroom environments. To this end, the faculty acquired a new set of iPads that have both enhanced the teaching strategies utilised by staff and reinvigorated content within the senior elective classes. A specially tailored iPad program saw support students create their own claymation and stop-motion films as well as a series of digital portraits.

CAPA/LOTE also successfully used RAM funding in 2014 to make significant improvements to the physical learning environment of its teaching spaces. With the addition of three new data projectors the faculty is now 21st Century capable in every classroom, whilst the new tables and stools, display panels and acoustic dividing wall between the Art classrooms have all had significant positive effects on both student engagement and staff morale. Visual Art in particular, now has three functional, vibrant and 21st century classroom spaces that inspire creative learning.

Further to the school plan objectives, the CAPA/LOTE faculty has implemented extensive literacy strategies into the junior school programs being taught. Using the Focus on Reading (FOR) program as a basis, CAPA/LOTE has embedded the “Super Six” literacy strategies into both course content and assessment tasks with consistency and success.

2014 also saw the Music department working in conjunction with a doctoral research student from the University of Western Sydney. The program called “Rise Temper” focused on the value of technology in Music education and its power to both engage our students and level the playing field in terms of musical knowledge and ability. Mr Moreau and his stage 5 students worked as a part of this study all year, culminating in a whole day incursion in which THSHS students worked with professional musicians to compose and create music using faculty iPads. Students involved in the study went on to perform at the year twelve graduation ceremony, the end of year academic award presentation assembly, a series of formal assemblies and the Multicultural Concert. This concert, performed in front of the junior school, was the highlight of a productive and engaging year for the Music department.

Opportunities to perform and recognise success continued with the Annual HSC art exhibition. CAPA, in conjunction with the TAS faculty, displayed the major works submitted for the 2014 HSC whilst Hospitality students catered the event. The Visual Art major works from the HSC class were displayed in addition to an extensive showcase of quality works from across the junior Visual Art classes and stage four and five electives. The faculty once again secured sponsorship from art suppliers “S and S Wholesalers” allowing the student winners to be awarded quality art materials as prizes. Audience numbers continued to grow with an increase in advertising, an encouraging number of students attended this year with three hundred or so through the door in the first twenty minutes alone.

Students studying Chinese in 2014 were exposed to a rich and varied curriculum. This included, kite making and flying, tai chi and kickboxing exercises, ping pong challenges and excursions. For instance, the self-select class travelled to the local shops to converse and purchase items in Chinese with local community business owners, and a series of in-class banquets involved students verbally ordering their food and practising their spoken Chinese.

Visual Arts students also produced an impressive body of work in 2014. The common junior programs across stage 4 have continued to broaden the scope of practical mediums and experiences provided to year 7 and 8 students, allowing for informed elective subject decisions in year 9. A wealth of outstanding ceramic masks, Aboriginal printmaking and sculpted mythical creatures displayed at the annual exhibition...
reflect the positive student engagement in these classes and the genuine pride students take in their own creativity. None more so than year 9 student Nadia Adair who participated as part of the Western Sydney Visual Arts Collective as both an exhibiting artist at the Opera House and as an official photographer of the event itself.

This year’s HSC Visual Art class has set the standard very high however, with outstanding results not seen in this faculty in over ten years. Thanyada Sangprajak had her Visual Art Body of Work considered for Art Express.

**ENGLISH**

In 2014 under the guidance of new Head Teacher, Mrs Diodati, the English faculty have continued with the implementation of the National Curriculum across Stage 4 (year 7) and stage 5 (year 9) and have been reworking programs and assessment tasks to help our students meet the demands of a 21st century world.

There has been a strong literacy focus in English this year. Specifically, continuing with the National Partnerships Year 8 literacy program. Each Year 8 class has had a single lesson a fortnight of comprehension, word knowledge and grammar skills; with a view to raising levels of achievement in school based assessment tasks, in addition to external assessments such as NAPLAN. Miss Jacqueline Diaz has been professionally developing the English faculty on the Super Six reading strategies and these have been effectively implemented across Year 8.

Junior school debating was enthusiastically supported this year. Students from Year 7 and 8 participated in a debating workshop at Glenwood High School and in the Western Sydney debating competition. The Hills Sports High hosted a Gala day for the competition in May, with over 60 Year 7 & 8 students in attendance from a variety of schools.

Drama continued to grow and a highlight of the year was our successful participation in ‘Flannofest’. In August a number of students successfully gained entry to the Western Sydney Drama Festival and performed at the Joan Sutherland Performing Arts Centre in Penrith. A high point of the year was the annual excursion to the Australian War Memorial in Canberra. The guided tour of the War Memorial provided students with a valuable insight into the experiences of soldiers in war and fostered increased student engagement in the Year 9 War Poetry unit.

**HSIE**

**History Mastermind Competition**

For the fourth consecutive year, The Hills Sports High School had the pleasure of hosting the NSW History Teacher’s Association History Mastermind Competition with approximately 30 schools from across Western Sydney participating in November. These schools ranged from areas as far as the Blue Mountains, to the Parramatta, Penrith and Blacktown and even North Sydney areas.

The Competition is a great opportunity to promote History, Civics & Citizenship in schools and to reward good students. The day is aimed at students in years 7 and 8 who often do not have the opportunity to participate in interschool academic competitions.

**Vietnam Veterans**

We once again invited the St Mary’s Vietnam Veterans Association to lead a workshop for the whole of year 10 to aid in their study of the topic: Australia in the Time of The Vietnam War.

Students were able to handle the clothing of the soldiers on both sides of the conflict and some of their equipment. This exciting opportunity helped students to understand the hardships of soldiers on both sides and the long term consequences of the war.
History Debating

Again in 2014 our year 9 students participated in the debating competition run by Blacktown Girls High School. This was a great success and promises to be one which is built on in the future. Our students performed extremely well and we look forward to participating in this valuable event in 2015.

Australian Business Week

During November our students once again had the opportunity of participating in the annual Australian Business Week competition. This competition is held in many schools across Australia and combines the gaining of knowledge in running a business with the gaining of valuable team work skills.

MATHEMATICS

The mathematics faculty provided students at The Hills Sports High School a range of subject choices so that students may complete the mandatory mathematics course in year 7 to 10 at an appropriate level. In stage 5 students were able to complete level 5.1, 5.2 or 5.3 in accordance with their ability and interest.

Higher School Certificate subjects offered to students included:

- General Mathematics
- Mathematics
- Extension I Mathematics
- Extension II Mathematics.

The mathematics faculty continued to support extra-curricular activities with an emphasis on primary links and the Australian Mathematics Competition. The Mathematics faculty has been diligently working on the new National Curriculum. The new syllabus for Year 12 General Mathematics I and General Mathematics II was implemented in 2014. Both these courses enable students to complete practical focus studies as part of their assessment.

The introduction of the new secondary mathematics syllabus for Years 7 and 9 in 2014 has enabled the Mathematics teachers to design and implement rich tasks, integrated teaching, learning and assessment activities. Such tasks replace traditional tests and were carefully designed to meet the needs of 21st Century learners.

Students have also been attending lunchtime mathematics tutorials or the after school tutorial centre, which are strongly supported by the mathematics staff. These tutorials provide remedial sessions for students who have missed class or for specific areas that have been identified through analysis carried out from assessment tasks. Students are also encouraged to attend these tutorial centres to complete extension work on the topics they are studying in their mathematical course.

Twice a year, mathematics staff tests every student from year 7 to 10 with a Progressive Achievement Test applicable to their cohort. These results are analysed and each individual student’s progress is tracked as they move through the school. These results assist the faculty to plan their programming and also to tailor the work to the individual student.

PDHPE

In 2014 teachers in the Personal Development, Health and Physical Education Faculty continued
to focus on promoting and developing both the academic and sporting abilities of students in the school. In line with the school plan, provision of Quality Teaching and Learning, increasing student engagement and improving student literacy were key focal points for PDHPE teachers in 2014.

Special Project funding was utilised to significantly upgrade PDHPE classrooms so that teachers could effectively meet the needs of 21st Century learners in a modern quality learning environment. State of the art sport testing equipment such as speed gates and heart rate monitors, video analysis software and extensive use of iPad applications have become regular classroom tools for teachers to ensure increased student engagement and promote deeper knowledge and understanding of syllabus content.

In the junior years, students from Year 7 continue to participate in social skills programs and cooperative games to help with their transition into high school. As part of their curriculum, Year 7 students also spent considerable time learning about how to use the school’s high tech fitness centre and obtaining their fitness centre licenses. Under the tutelage of PDHPE teachers who are trained as Pool Lifeguards, the Year 7 students were able to use the school’s swimming pool to complete aquatic survival challenge activities as a part of their swim school program. In Year 8 the focus has been on improving student literacy. The focus on reading program has been effectively implemented into all units of work and lesson activities.

In Years 9 and 10, PDHPE elective subjects continued to be a very popular subject choice. All Talented Sport Program students selected Physical Activity and Sport Studies as one of their elective choices. In this subject students pursue their talents and learn about exercise physiology, sports science, careers in sport and the effects of technology on sporting development. Strength and Conditioning also continued to be a very popular elective subject choice. This subject offered students the opportunity to develop a deep theoretical and practical knowledge about the effects of strength and conditioning on athletic performance. The success of these subjects has greatly contributed to the knowledge and skills base need for our stage five and six PDHPE candidates. Year 10 students also took part in the RYDA driver safety program and learnt valuable skills about driving and road safety.

In Year 11 and Year 12 the popularity of 2 Unit PDHPE and SLR as subject choices continues to grow. In Year 12 PDHPE new technologies were implemented by Miss Celeban to introduce the ‘Flipped Classroom’ concept as a way of increasing student engagement. The flipped classroom is a reversal of traditional teaching where students gain first exposure to new material prior to class time usually via reading or lecture videos, then the majority of time is used to do the harder work of assimilating that knowledge through deeper learning strategies such as problem solving, concept exploration, meaning making and demonstration. New educational technologies purchased were an important feature of the flipped classroom as they were utilised to capture key content to suit student learning pace, present learning materials, provide immediate and anonymous feedback and capture data about students to analyse their progress in class. Student and staff evaluation of this teaching method strongly indicated that it was effective in engaging and motivating students.

Senior students of Personal Development, Health and Physical Education and students of Sport Lifestyle and Recreation were able to complete their Bronze Medallion, CPR and Senior First Aid certificates. These valuable qualifications not only teach lifelong skills but for many students will enhance employment opportunities for part time or full time work. Year 11 students also took part in the Cross Roads course where they were empowered with the skills to confront and cope with challenges of life as a young adult. As part of this program student-centred and discussion based activities performed in small groups provided opportunities for personal reflection, peer interaction and idea sharing about drug use, relationships and sexual education.

Within the PDHPE faculty, teachers continued to be very active in assisting with the holistic development of students and managing and leading many significant whole school programs. PDHPE teachers with specialized skills in strength and conditioning ensure the school fitness centre is open for students after school and during lunchtimes. A homework centre is also staffed by PDHPE teachers and operates in the library every Wednesday afternoon until after 5pm.
teachers were also very giving of many hours of their own personal time in order to attend regular training and maintain their RLSSA Pool Lifeguard qualifications so that students could access and safely use the school swimming facility.

In a sports high school it is essential that students have access to elite coaches so that student’s unique talents can be fostered without hindering their academic ability. To ensure that this happens and students are not disadvantaged by missing lessons due to their elite sporting commitments, many PDHPE teachers have volunteered to act as mentors in the talented sport program. Students in the Talented Sport Program are also fortunate to have PDHPE teachers who are highly qualified coaches.

**SCIENCE**

**ESSA Analysis**

The Year 8 students’ performance in the ESSA exam showed positive improvement students overall results. In comparison to the ESSA results from 2013 the overall results showed a slight increase in scores above 90, while there was a 17% increase with scores between 80-89 and 10% and 7% decrease in the 70-79 and 60-69 ranges, respectively. These results showed a trend towards students moving from the lower score range into the top two ranges.

The results are divided into 4 categories: Knowledge and Understanding, Working Scientifically, Communicating Scientifically and Extended Response.

In both the Knowledge and Understanding and Working Scientifically there was a significant shift in the results with more students achieving results above 80. This trend in these two categories reflected the trend seen in the overall results.

<table>
<thead>
<tr>
<th>Score Ranges</th>
<th>2014 Percentage</th>
<th>2013 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;90</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>80-89</td>
<td>10</td>
<td>4</td>
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<tr>
<td>70-79</td>
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<td>16</td>
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<tr>
<td>60-69</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>&lt;60</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

The final two categories showed over a 15% increase in scores in the 80-89 range, though there was a slight decrease in the >90 score but there was also a significant decrease in all of the lower score ranges as well.

**Year 12 HSC**

The physics class had 11 students who completed the course scoring an average of 73.2 which was equal to the NSW DEC state average result. Biology had an increase in students studying the course, with a highly diverse range of ability level. Chemistry had 11 students complete the course and results showed a move towards the NSW DEC state result.

**Science Competition**

Early in the year, 34 students sat the Science Competition and the outstanding results achieved by students included 4 distinctions, 16 credits and 14 participations.

In 2014, special project funding was used to enhance the opportunities of engaging students.
Mr Bowles held a weekly Robotic Lego Club, where students with a diverse range of abilities, including students from the support unit, engaged in building simple machines ranging from cars, robots, clocks and dogs. Students from Year 7-11 also learned how to program the new Lego models using built in software, which allows the robots to move around in set patterns, detect certain colours, race each other and even play soccer games. In the future the Lego Club will be hoping to compete in Robotic Competitions and have workshops that engage students in construction and engineering activities.

Year 9 students were provided with the opportunity of exploring the various roles of key individuals, emergency workers and disease response teams in the game Pandemic. This game demonstrates the spread of contagious diseases throughout the world and allowed students to determine the best responses when faced with a mass outbreak situation.

Year 11 biology went on an excursion to Long Neck Lagoon to investigate the delicate interactions within aquatic and terrestrial environments. This provided the students with the opportunity to perform first-hand data collection that they later analysed to determine the sustainability and quality of the local ecosystem.

The year 12 biology and senior science classes went to the UNSW Museum of Human Disease, this excursion provided the students with the opportunity to view preserved specimens showing various diseases that they have studied in their courses including lung cancer, skin cancer, blood clots, heart disease and many more. The senior science students were also given a lecture about biomedical devices and their uses, which provided students with the opportunity to look at cochlear implants, artificial heart valves and joint replacement devices.

The chemistry and physics year 11 and 12 students and several year 10 students went to Sydney’s ANSTO nuclear reactor where they were given a guided tour of the reactor and other areas of the facility. This enabled students to explore possible career options and uses of nuclear science.

Academically gifted students were selected from Year 7 and 8 to attend the Gifted and Talented UWS Science Day where they were provided with the opportunity to participate in 3 different workshops. These workshops included practical activities such as building a crystal garden, demonstration of the process of making nylon, slime, liquid nitrogen ice cream, chromatography, acid, base and indicator colour changes and changes of states of matter of dry ice. The students should all be praised for their behaviour and participation in the day which reflected the school’s PBL STAR principles and the student’s level of knowledge and skill in science.

**SUPPORT UNIT**

The Support Unit continues to aspire to be a supportive, inclusive and equitable learning environment for all students with intellectually mild and moderate disability. Support staff developed individualised educational programs that determine appropriate assessment and identify the necessary accommodation and modification in accordance with the Disability Act. 2014 was a successful year for the Support Unit. Fifteen students attained their HSC.

A faculty upgrade in technology has seen computers, laptops, interactive white boards and iPads purchased to assist the faculty to teach new academic, social, and daily living skills and knowledge. This in turn increases the functional capacity of all our students with an intellectual disability.

In 2014 Students had an enjoyable time at Camp Yarramundi. By attending this camp students acquired skills in resilience, collaboration, leadership, responsibility, gratitude, respect and most importantly overcoming their fears and phobias.
TALENTED SPORTS PROGRAM

2014 was another highly successful year for The Hills Sports High School with another 15 Australian (a total of 98 since the School's inception as a Sports High), 38 NSW and 243 Sydney West Representatives.

The School had another great year in terms of success in major competitions with wins in the following:-

- NSW All Schools Open Girls Football Championship
- Netball NSW Years 7-8 All Schools Championship
- NSW Sports High Schools CHS Athletics Champion School
- NSW CHS Open Girls Football Championship
- NSW CHS Open University Shield Rugby League Championship
- NSW CHS 16 Years Buchan Shield Rugby Union Championship
- NSW CHS Open Girls Touch Football Championship
- Bill Turner Trophy 15 Years Girls Football Championship
- NSW Touch Football Years 9-10 Girls Champions
- NSWRU Open Girls “7’s” Championship
- NSW Sports High Schools Open “7’s” Rugby Union Championship
- NSW Sports High Schools Years 7-8 Cricket Championship
- NSW Sports High Schools Junior Baseball Championship
- NSW Sports High Schools Years 9-10 Netball Championship
- Northern Districts Cup Open Boys Cricket Championship
- NSW CHS 12 Girls, 13 Boys and Open Boys 4 x 100m Athletics Relay Titles

Not to be outdone, the **Open Girls Touch Football Team** won the NSW CHS Championship for the third year in succession while the **Open Boys Team** was narrowly defeated 7-6 in the State Final.

The **Hills Sports High Athletics Squad** won the NSW Sports High Schools CHS Athletics Champion School Award again defeating Westfields Sports. This was a real team effort with many outstanding individual and relay performances leading to this award of top athletics school in NSW.

The **Open Rugby League Team** capped a strong season by defeating Westfields Sports High 22-16 to win the NSW CHS University Shield Competition. The team were also Quarter-Finalists in the National GIO Schoolboys Cup Competition.

The **Buchan Shield Rugby Union Team** defeated Westfields Sports 28-0 to take out the NSW CHS 16 Years Competition while the Waratah Shield Open Team were Semi-Finalists in the NSW All Schools Championship.

The **Years 7-8 Team** took out the school’s first NSW Netball Championship winning the Netball NSW All Schools Title while both the **Open and 15 Years Netball Teams** finished Runners-Up in State titles.

Other Hills Sports Teams that finished runners-up in State Championships included **Open Boys Davidson Shield Cricket, Open Boys Football, Buckley Shield 14 Years Rugby League, Open Girls Softball and Open Girls Baseball**.

There were again many outstanding individual achievements by Hills Sports students in 2014.
Jake Doran again won selection in the Australian U/19 Cricket Team and played in the Australian Chairman’s XI against the touring MCC team. Jake also became the youngest player ever contracted to an Australian franchise in the “Big Bash” Competition.

Soccer players continue to dominate our representative lists. Eliza Ammendolia was selected in the Australian U/17 Team while Tara Pender won selection in the Australian Schoolgirls Team.

Tom Amone was selected in the Australian Schoolboys Rugby League Team while Junior Moaga became only the third Hills Sports student to win selection in the Australian Rugby League 15 Years Merit Team.

Taliah Fuimaono, Jake Toby and Kyle Tukapua were selected in the Australian U/17 and U/16 Oztag Teams.

The school consolidated its position as one of Australia’s leading sports schools in 2014 and many of our ex-students continue to make their mark in major adult competitions:-

- **Brandon Starc** represented Australia in the High Jump at the World Athletics Championships.
- **Sean Abbott** won the Steve Waugh Medal awarded to the NSW Sheffield Shield Player of the Year and made his Australian debut in the National One Day Team.
- **Will Skelton** played in the winning NSW Waratahs Rugby Team and had an outstanding Wallabies debut in the win over France. **Steve Cummins** played Currie Cup in South Africa and has been contracted to the Melbourne Rebels for 2015.
- **Peter Schuster** was selected to represent the Australian “7’s” Rugby Team.
- **Rhyian Grant** and Hagi Gligor played A-League for Sydney FC while Hagi captained the National Team at the World Youth Championships.
- **Wade Graham, Jorge Taufua, Peni Terapo and Tony Satini** played NRL while a host of ex-Hills Sports players represented various clubs in the Holden Cup.
- **Paige Hadley** played Netball with the NSW Swifts and made her debut for the Australian Netball Diamonds.
- **Gurinder Sandhu** played in the victorious NSW Sheffield Shield Cricket Team and was selected in the Australia “A” One Day Squad.
- Many other students achieved rep selection or played A-League, W-League or 1st Grade in Cricket, Rugby League and Rugby Union in 2014.

Samantha Laidler became only our second Australian Netball representative with her selection in the Australian All Schools 15 Years Team.

Kai Simbolon was selected in the Australian U/18 Touch Football Team and, in doing so, becomes our first male national touch representative.
2014 was a year of positive growth in the TAS faculty and focusing on aiming to increase student engagement by creating spaces that promote pride and motivation, resulting in improved academic achievements. Considerable time, money and staff effort has been invested in transforming of workspaces into desired areas of learning. Increase in student engagement has already been witnessed in student outcomes as well as the growth in popularity of our subjects as more students select subjects in the TAS KLA.


**Hospitality**

Many valuable opportunities were provided in this curriculum area. A selection of students were able to participate in a cooking workshop at the school with Jay Huxley (Master Chef competitor), who provided students with a range of ingredients and taught them how to present an impressive risotto. He was extremely impressed with the calibre of our students and the skills they possess in the kitchen. The Hillspresso coffee shop continued its success throughout 2014. Hillspresso operating hours were also extended as the students created a café experience each Friday creating a wide range of delicious food for sale. 2014 seemed to be the “year of catering” according to our hard working hospitality staff, as students were given many opportunities to participate in a range of real life catering events for large groups of personnel. Events included Rock and Water training day at Bert Oldfield Public School, the school swimming carnival, year 12 graduation, PBL celebrations, staff afternoon teas, history mastermind competition and executive breakfasts. The students who volunteer their time outside of school hours are to be commended on the high standard of food produced.

Year 12 student Jayden Stevens had his Major Project for Industrial Technology Timber nominated and accepted into InTech, the Board of Studies display of exemplary HSC major works from across the state, to showcase his exceptional timber project (pictured below). The amount of hours invested in this project are well beyond that expected of a senior student, although are reflected in the intricate work that has been achieved. This has set the standard of work for years to come and Industrial Technology Timber has had a large increase in student numbers in Year 11 as a result.

**Exploring Early Childhood**

The purchase of a new computerised Infant Simulator in 2013 has allowed a more realistic simulated parenting experience for students in Year 11 and Year 12 Exploring Early Childhood.

The baby replicates the crying patterns and needs of a real life new born baby and students must take personal charge of the baby for three days to experience firsthand the realities and demands of parenting a newborn. George is a brother for our existing baby Matilda, but he is more technologically advanced and his computer...
system can provide more detailed feedback of the student’s parenting experience.

**Hospitality/Food Technology:**
In our kitchens, we have seen the installation of a data projector, which has enabled greater access to ICT, the addition of a demonstration mirror and new ceiling in the Hospitality room as well as many ongoing improvements to the Hospitality resources.

**Industrial Arts rooms:**
A major upgrade to the timber workshop has significantly improved the workspace and facilities in this curriculum area. Extension of the workshop into unused garage space, along with expansion of essential machinery and equipment, has enabled Timber Technology students, especially seniors, to produce much higher quality and more complex projects. Industrial Arts teacher, Mr O’Connor, has been instrumental in developing a vision, converting this into a plan and executing much of the physical labour required to make this happen. As a result, HSC results were outstanding, class numbers in year 11 have doubled and student engagement has increased dramatically.

**ACADEMIC ACHIEVEMENTS**

**NAPLAN**
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select **GO** to access the school data.

Alternatively:

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
2.7% of students achieved band 9 in reading which is an increase of 0.9% on 2013 results. 40% of students achieved in the top 3 bands which is similar to 2013 results. 26.5% of students achieved in the top three bands in writing. This is an improvement of 4.1% from 2013 results. 8.8% of students achieved band 9 in spelling. This is a 4% improvement on the 2013 results and 3.5% improvement on the 2010-2014 school average. It is also 1.7% higher than Similar School Groups (SSG). 55.8% of students achieved in the top three bands in spelling. 3.4% of students achieved band 9 in grammar and punctuation. 46.3% of students achieved in the top three bands which is a 7.2% increase from 2013. Large improvements were made in bands 7 and 8 compared to the 2010-2014 average. Overall improvements were made in all areas of Literacy.
**Summary: Numeracy – NAPLAN Year 7**

Excellent improvements were made in the 2014 Numeracy results. 5.6% of students achieved band 9 in numeracy which is 2% higher than in 2013. This is 1.4% improvement when compared to the 2010-2014 school average and 1% greater than SSG’s. 11.3% of students achieved band 8 which is greater than the school average. 38% of students achieved in the top three bands.

**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Summary: Literacy – NAPLAN Year 9

The number of students achieving band 9 in reading was 7.6%. The number of students achieving the top three bands was 26.9%. In writing, 2% of students achieved band 10 which is improvement from 2013 results. 13.5% of students achieved in the top three bands. 6.1% of students achieved band 10 in spelling which is 5.5% increase from 2013. 42.6% achieved in the top three bands which is 2.1% greater than 2013. 20.3% of students achieved in the top three bands in grammar and punctuation.

NAPLAN Year 9 - Numeracy

Summary: Numeracy – NAPLAN Year 9

Results from the numeracy testing showed that 2.8% of students achieved band 10 in numeracy which is an improvement of 1% since 2013. 33.3% of students achieved in the top three bands which is an improvement of 7.5% on 2013 results.

Overall, year 9 students achieved remarkable growth since completing the NAPLAN test in year 7. In numeracy 66.2% of students and in reading 56.1% achieved greater than expected growth.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Higher School Certificate

Outstanding results were achieved this year. 211 of the top 3 bands were awarded across the 22 different subjects studied. Nine Band 6, 64 band 5 and 138 Band 4’s were achieved. Band 6 was achieved in Biology, Community and Family Studies (CAFS), Mathematics, Modern History, Personal Development Health and Physical Education (PDHPE), Physics and Visual arts. Seven subjects scored results above the State DEC mean: Physics, Business Studies, Modern History, Food Technology, Hospitality and Visual Arts. Excellent results were also achieved in Ancient History, English and Personal Development, Health and Physical Education.
In the English KLA, 64 students presented for the English Standard course and 28 students presented for the English Advanced course. In the English Standard course the average score was 63.4% which was a 10% increase on 2013 results and well above the 2010-2014 school average. In the English Advanced course the average score was 75% which was above the 2010-2014 school average.

In the Mathematics KLA, 63 students presented for the Mathematic General 2 course, 16 presented for the Mathematics course and 4 presented for Mathematics Extension 1. The average score in General Mathematics was 59.5 which is a similar result to 2013 and only 6 points below the state mean. In Mathematics, the average score was 58.1.

In the Science KLA, 23 students presented for Biology, 11 presented for Chemistry, 11 for Physics and 7 for the Senior Science course. The average score in Chemistry was 67.6 and Biology 65.1. The average score in Physics was 73.2, 13 marks higher than 2013, 6.8 marks higher than the 2010-2014 school average, 5.2 marks greater than the SSG and equal to the state DEC mean. A great result!

In the Human Society and Its Environment (HSIE) KLA, 11 students presented for Ancient History, 17 for Business Studies, 18 for Legal Studies, 18 for Modern History and 13 for Studies of Religion II. In Ancient History the average score was 64.8 which is higher than the school average 2010-2014.

Business Studies continues to achieve excellent results with the average score of 72.2 being above the state average. The Legal Studies score was 65.8 which is above the school average 2010-2014. Modern History achieved outstanding results. The score of 75.2 is ten marks higher than the school average 2010-2014, SSG and greater than the state DEC. Two band 6’s were achieved.

In the TAS KLA, 5 students presented for Industrial Technology, 7 students presented for Engineering Studies, 7 for Food Technology, 8 for Software Design and Development, 6 for Textiles and Design and 38 for Hospitality.

Consistently excellent results were again achieved in the Hospitality Examination. 60% of students achieved band 4 or greater and the average score of 74.1 was above the state DEC.

In the PDHPE KLA, 24 students presented for Community and Family Studies and 46 students presented for PDHPE. The average score in Community and Family Studies was 74.3 which is higher than the 2010-2014 school average and two marks higher than the state DEC. The average score in PDHPE was 70.1, seven marks higher than 2013, higher than the school average 2010-2014 and only one mark below the state DEC.
In the Creative Arts KLA, 5 students presented for Music I and II students presented for Visual Arts. Two band 6’s were awarded and the score of 76.7 was six points higher than the 2010-2014 school average and higher than SSG and the state DEC.

HSC: Relative performance from Year 10

![HSC Relative performance from NAPLAN Year 9 (Cohort Progress)]

ABORIGINAL EDUCATION

Improving academic success and providing a balanced education to our Indigenous students has been a focal point in Aboriginal education. The school has remained committed to collaborative decision making with parents, Aboriginal people and our local community.

Individual Education Plans with a flexible learning approach based on individual needs were prepared for all of our Indigenous students by the Aboriginal education committee. Parents were actively involved in this process. Representatives from the local Aboriginal community were invited to sit on panels employing new staff.

Norta Norta funding was accessed and utilised to provide tutoring for senior students in the lead up to their HSC. Across Year 7 to year 10 classroom teachers were asked to identify Aboriginal students who required learning assistance in the classroom. A School Learning Support Officer was employed to attend class with identified students and assist them in their learning with a particular focus on literacy and numeracy, exam preparation and assessment completion. In 2014 all Aboriginal students who actively participated in this program completed all compulsory assessment tasks and demonstrated academic improvement across all KLA’s.

The science department nominated Katie-Lee King and Dennis Giles from Year 7 to attend the first 3 day Indigenous Science and Engineering Program at the University of Sydney. Both students were selected to attend this event where they experienced robot soccer, computer programing, dissections of squids and other marine life at the Institute of Marine Science, circuit building and exploring the Powerhouse Museum.

Building cultural competencies and delivering culturally significant content across all faculties has been a priority this year. Staff and students were educated about Aboriginal Culture through a variety of cultural experiences shared by our Aboriginal students at the School’s Annual Multi-Cultural day.

Students from Year 9, 10, 11 and 12 were provided with culturally linked opportunities through participation in the Australian Indigenous Mentoring Experience (AIME) program. This involved attendance at Sydney University for four days during the year to be mentored by university students in aspects of personal development including public speaking, speech writing, study skills, cv writing, Aboriginal history and culture. This program was a big success for all students involved and the school is looking forward to participating in the program again next year. As a result of their participation in the AIME program, Monique Johnson, Thomas Cunningham and Stefanie George all received post school employment and tertiary study opportunities.

In terms of preparing for life after school, the school’s Career Adviser worked individually with our Aboriginal students to disseminate information and provides students with specific opportunities in relation to employment and further education after finishing school.
School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Student Engagement and Attainment Improvement Initiative

Background

A plan to improve students’ engagement and interest in learning was prepared in response to survey findings that many students were not challenged and interested in the curriculum offered and, in some cases, were disengaged due to the teaching techniques and resources that were used by staff.

The Executive staff of the school were asked to develop initiatives, plans for new resources and professional learning of staff to create a multi-pronged response to these findings. In other words, the staff embarked on a deliberate program to improve student engagement with the learning activities delivered by teachers with new engaging resources and teaching techniques.

Additional funding under the new funding model provided by the NSW DEC meant that the faculties were able to prepare a plan, be funded to implement the plan and also to evaluate the effectiveness of the use of the additional funds.

Each Head Teacher prepared a detailed submission, including costing, for purchase of new equipment, new resources, improvements to the learning environment and staff training requirements. The submission also included the ways in which the Head Teacher could assess the effectiveness of the strategies they employed to improve learning.

The Finance Committee of the school read each submission and allocated funds to the various projects in each faculty.

Findings and Conclusions

Many faculties determined that technology in their curriculum areas needed up-dating. They purchased iPads, interactive boards and projectors, timing gates and heart rate monitors, weather stations and robotics. Coupled with enhancements to the learning environment such as blinds, specialist furniture and specialist tools and machinery, the staff have been able to report increased student numbers selecting electives and increased motivation for students to learn.

Some findings of faculty evaluations showed increased student collaboration on work and projects, more authentic learning using specialist tools and equipment and an increased interest in exploring new ideas. Other ancillary outcomes were a decrease in students missing lessons and lateness, more comprehensive completed projects, students asking more questions and participating in class discussions as well as teachers reporting less of a need to discipline students to keep them on track with the lessons.

The majority of the RAM Socio-Economic funding provided to the school was utilised for this focus on student learning and engagement.

Future Directions

As a result of the positive learning outcomes and an increase in teacher satisfaction with the equipment and resources at hand to enable engaging lessons to be prepared and delivered, the executive staff decided to continue to focus on this area of school improvement as a key strategic direction for the school over the next three years.

Head teachers and program coordinators have prepared applications for funding with associated expected learning outcomes for the consideration of the finance committee in the school.

It is envisaged that faculties will continue to improve the resources available for teachers to use in their lessons in the areas of technology, specialist equipment and resources for new curriculum changes. Each faculty will evaluate their progress with the plans and document improvements in students’ learning outcomes.
SCHOOL PLANNING 2012-2014:

School Priority 1:

Leadership and management

Outcomes from 2012-2014
To create a Positive Learning culture led by professional teachers in conjunction with parents and the wider community.

Evidence of achievement of outcomes in 2014
- Self-select class was expanded into Year 9
- Teachers were trained in 21st century learning and collaborated with current self-select teachers to develop quality teaching strategies to meet the needs of the students in each class.
- Analysis of self-select class NAPLAN results indicated outstanding achievement. Students achieved in the top bands across all tested areas in numbers greater than the state.

School Priority 2:

Student Engagement and Attainment

Outcomes from 2012-2014
Engaged learners under the ‘Positive Behaviour for Learning’ (PBL) system

Effective management of student transition at key points in their education progress

Evidence of achievement of outcomes in 2014
- WWEG Science teachers collaboratively developed programs to ensure the smooth transition of students into high school and to share expertise in the development and implementation of the Australian curriculum.
- Positive Behaviour for Learning (PBL) was implemented in all universal areas of the school. Lessons explicitly teaching the core values were developed and used systematically across the whole school.
- PBL Regional evaluation of implementation progress rated the school at 90%. This rating will enable the school to begin to implement the class strategies (Stage 2) of the PBL program in 2015.

School Priority 3:

Curriculum and assessment

Outcomes from 2012-2014
A comprehensive curriculum responsive to the introduction of the National Curriculum and meeting the needs of students.

Evidence of achievement of outcomes in 2014
- The National Curriculum has been implemented in Years 7 & 9 in English, Mathematics, Science and History.
- Planning has been conducted and programs have been developed for the implementation of the National Curriculum for Years 8 and 10 English, Mathematics, Science and History.
- Networks have been strengthened in the Nirimba Learning Community to ensure continued sharing of expertise and the development of quality teaching programs relevant to the needs of 21st century learners.

PARENT/CAREGIVER, STUDENT, AND TEACHER SATISFACTION

The school participated in the ‘Tell them from Me’ survey with a Focus on Learning. The responses are presented below:

The Focus on Learning survey is a self-evaluation tool which assesses the eight drivers of student learning: leadership, collaboration, learning culture, data, teaching strategies, technology, inclusiveness and parent involvement. Sixty two teachers completed the online survey.
Findings and Conclusions

The overall findings of the survey were very positive. Teachers commented that they collaborate with each other to develop teaching strategies to increase student engagement and discuss the most effective assessment strategies. They set high expectations for students and regularly reflect on their teaching practice. Respondents ‘strongly agreed’ that we have an inclusive school where all students are provided with opportunities to succeed regardless of their learning needs. Teachers regularly engage in professional learning to improve classroom practice and work with the school executive to create a safe and orderly school environment.

Future Directions

Teaching and learning programs are constantly being evaluated by teachers. With the implementation of the National Curriculum many teachers are developing new programs which have required collaboration, reflection and the development of new and innovative teaching practices. A greater reliance on the use of technology has challenged teachers to investigate new learning tools and practices. Continued professional development is required to develop skills in the use of interactive technology and the development of teaching strategies to better engage to 21st century learners.

FUTURE DIRECTIONS

2015-2017 SCHOOL PLAN

NSW DEC is implementing a new school planning process for 2015-17. The new plan is completed, in use and has been published on the school’s website.

ABOUT THIS REPORT

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mr. M. Struyve
Principal

Mr. D. Calleja
Deputy Principal

Mrs. J. Middleton
Deputy Principal

Mrs A. Martin
P&C president

Mr. R. Hawkes
Director of Sport

Mrs. A. Queffert
Head Teacher CAPA

Ms. J. Diodati
Head Teacher English

Ms. L. Di Scala
Rig Head Teacher English

Mr. G. Haynes
Head Teacher HSIE

Mr. C. Mahony
Head Teacher Maths

Mr. R. Murie
Head Teacher PDHPE

Ms. A. Christensen
Head Teacher Science

Mrs. S. Kumar
Head Teacher Support

Ms. F. Wallis
Head Teacher TAS

Mrs. K. Kennon
Head Teacher Teaching & Learning

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

SCHOOL CONTACT INFORMATION

The Hills Sports High School
Best Road, Seven Hills NSW 2147
Ph: 9622 7300 Fax: 9831 6190
Web: http://www.hillssportshigh.com.au
Email: hillssport-h.school@det.nsw.edu.au
School Code: 8412