Illawarra Sports High School
Annual School Report

2012
Our school at a glance

Students
Illawarra Sports High School had 876 students enrolled in 2012. The majority of students come from our drawing area with 23% of these students participating in the Talented Sports and Development Program.

Staff
Our school had 61 teaching staff and 12 support staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school made significant improvements in student attendance in 2012 and reduced unexplained student lateness by 5% over the course of the year. These improvements were achieved by establishing consistent procedures for the monitoring of attendance (including the introduction of on-line roll marking in all classes) and consistent consequences for students who arrived late at school. The school used PowerPoint presentations to all students and regular articles in the school newsletter to educate the school community (parents, students and teachers) of the importance of attendance to student success in learning.

Student achievement in 2012
Results in external testing showed some improvement in 2012.

NAPLAN results remained consistent with previous years although there was a significant improvement in Year 7 Aboriginal student results in the test aspect of spelling and Year 9 Aboriginal student results in the test aspect of reading.

There was significant improvement in Higher School Certificate results compared to previous years with particularly outstanding results achieved in Senior Science, Modern History and Engineering classes. 15 of the 24 HSC subjects showed improved results when compared to state average and there were dramatic improvements in value added data in the low and high bands of student performance

Messages

Principal’s message
Illawarra Sports High School is a designated selective sports high school which places high expectations on students and staff and focuses on quality teaching and learning and ongoing professional development.
in academia, community services and sport. This allowed our SRC to maintain a strong and constant visibility amongst the student body; enhancing our reputation and ensuring more students sought election to the 2013 SRC.

The SRC specifically focused on mentoring younger SRC members. A number of our junior students were given ownership over a variety of fundraising and leadership projects, ensuring they are equipped to meet the challenges of leadership as they progress through their high school lives. SRC members also participated in a variety of external leadership development programs, including the University of Wollongong’s Elevate Young Leaders Program, the Halogen National Young Leaders Day, and the Young Women’s Leadership Seminar at NSW Parliament House. We were also proud to send two SRC members to the District SRC conference; the first time our school has participated in this prestigious forum for many years.

The SRC also led projects to raise funds for the improvement of students’ facilities. By holding 2 major fundraisers per term, including our ‘Christmas Bash’ and ‘Surf into Summer’ mufti days, along with various Students versus Teachers sports tournaments, we were able to raise over $6500 in just under 12 months.

These significant achievements were only possible because of a strong, cohesive and student driven SRC team. We had an absolute pleasure of leading a group of fine, talented young leaders. We also thank our Head Teacher Welfare, Mrs Christine Campbell and our SRC Directors, Ms Pip Havilah, Mrs Jenny Hilton and Mrs Jean Grey, for their tireless efforts at making the SRC a success. It was our absolute honour and privilege to lead Illawarra Sports High SRC in 2012 and we leave confident that the leadership and fundraising reforms our SRC initiated will remain a defining aspect of the school culture for many years.

Blake Osmond and Farah Daher
School Captains

School context

Student information

It is a requirement that the reporting of information for all students must 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>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>560</td>
<td>484</td>
<td>482</td>
<td>482</td>
<td>463</td>
</tr>
<tr>
<td>Female</td>
<td>435</td>
<td>418</td>
<td>435</td>
<td>398</td>
<td>363</td>
</tr>
</tbody>
</table>
Management of non-attendance
To support positive attendance we have a rigorous and formalised system of:

- Monthly meeting with senior executive to examine attendance records.
- Phone calls and letters to parents and carers of students with unexplained absences.
- Interviews with students with poor attendance records.
- Merit certificates for students with good or improved attendance statistics presented at termly merit assemblies.
- Learning Support Team referrals to Home School Liaison Officer (HSLO) caseload.
- Parent, student and senior executive meetings with HSLO to create attendance plans for school refusers.

Structure of classes
We have a six period day with 52 minute periods. Each day begins with a roll marking class and sport is held on Thursday afternoons. Formal assemblies are held each week for the whole school.

Classes in our junior school (Years 7 to 10) contain no more than 30 students and in the senior school no class exceeds a maximum of 24 students.

In 2012 classes in Year 7 were organised into two high ability classes and three mixed ability. A similar organisational pattern is also applied by faculties to the organisation of classes in Years 8-10.

Retention Year 10 to Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
<th>SC10-HSC12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEG</td>
<td>67.8</td>
<td>67.3</td>
<td>65.8</td>
<td>68.6</td>
<td>70.3</td>
</tr>
<tr>
<td>State</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.7</td>
<td>63.4</td>
</tr>
</tbody>
</table>

Post-school destinations
A survey of 110 2012 HSC students conducted early in 2013 indicated 25% have been offered a places at various universities, including the University of Wollongong, University of Canberra, University of Western Sydney, University of New South Wales, in courses such as International Studies, Law, Science, Commerce, Journalism, Education, Engineering, Arts, Health Science, Communications and Events Management. Nearly 20% of our students have been accepted into full time TAFE or other private training providers courses including fitness, architecture, community services /disability, children’s services, graphic arts, fashion, business, and pre-apprenticeship courses. A further 10% have been successful in gaining full time apprenticeships or traineeships. Another 23% have found either other full time or part time work, with 5% electing to have a GAP year before starting university. 10% are seeking employment and 7% were unable to be contacted.

Year 12 students undertaking vocational or trade training
Illawarra Sports High School continues to offer its students a wide variety of VET course options and in 2012, the delivery of VET was further improved with the opening of the Trade Training Centre Metals facility. This new and exciting facility will be ready to be commissioned for the start of the 2013 school year. This new facility along with the dedicated construction shed which was brought on line early in 2012 means that Illawarra Sports High has an excellent VET precinct which provides first rate training to students in both framework courses.

In 2012 there were 254 equivalent student placements involved in a variety of VET programs. This included five Stage 5 students who commenced their Stage 6 learning program early by accessing a variety of TVET programs. 51 students accessed TVET programs including Animal Studies, Hairdressing, Beauty Therapy, Auto Servicing, Signwriting, Mechanical; Servicing, Baking, Children’s Services, Construction, Electrotechnology, Tourism and Aviation Flight Operations. 198 equivalent student placements undertook VET programs which are delivered on site at ISHS. Thirteen students from Years 10 to 12 undertook either school based apprenticeships or traineeships.

The 2012 schools VET program included Metals and Engineering, Hospitality - Multiskilling, Sports Coaching and Construction. The Café Deck continues to assist students undertaking the Hospitality Framework to gain authentic retail food experiences and provides a great venue for special events.

Year 12 students attaining HSC or equivalent vocational educational qualification

118 students attained their HSC or equivalent. One student is continuing with her studies in 2013 under the Pathways program.
Staff information

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

Staff establishment

<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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>49</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.882</td>
</tr>
<tr>
<td>Total</td>
<td>79.5</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Illawarra Sports High School had no indigenous classroom teachers but employed one Aboriginal Educational officer and several indigenous teachers aids and volunteers. The skills, enthusiasm and perspectives they bring to teaching are greatly valued.

Staff retention

2012 has seen the continuation of large scale turnover of staff. Four new Head Teachers and one classroom teacher were appointed using merit selection. These vacant positions were created as a result of teacher retirement. The school had 10 new scheme teachers.

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>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>138250.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>521208.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>334139.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>365529.80</td>
</tr>
<tr>
<td>Interest</td>
<td>12817.19</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>45069.36</td>
</tr>
<tr>
<td>Canteen</td>
<td>164707.34</td>
</tr>
<tr>
<td>Total income</td>
<td>1581721.81</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | $          |
| Key learning areas        | 233579.33  |
| Excursions                | 37228.54   |
| Extracurricular diss'ections| 117869.12 |
| Library                   | 0.00       |
| Training & development    | 1121.48    |
| Tied funds                | 310565.41  |
| Casual relief teachers    | 56662.24   |
| Administration & office   | 137589.00  |
| School-operated canteen   | 128069.26  |
| Utilities                 | 138716.93  |
| Maintenance               | 49526.51   |
| Trust accounts            | 38065.23   |
| Capital programs          | 1732.50    |
| Total expenditure         | 1250725.55 |
| Balance carried forward   | 330996.26  |

In 2012 the school greatly improved its financial situation through a renewed emphasis on educating all staff on global budgeting procedures and strategic use of monetary, physical and human resources. The retained income will be used to improve student learning environments including resurfacing the school rugby league playing field, classroom improvements and purchase of new technology.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the Parents and Helpers Group. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Academic Achievements:

Illawarra Sports High School students participated in a wide range of formal learning and extra curricula activities and events. Some of the highlights in 2012 were:

- The highest ATAR achieved by an Illawarra Sports High School student in the 2012 HSC was 96.9 and
most students who applied to go to university were
offered entry from the main round offers.

- Blake Osmond (Year 12) was awarded a Minster’s Award for Excellence in Student Achievement and Mrs Campbell (Head Teacher Welfare) received a Minster’s Award for Service to Public Education.

- 129 students received academic awards at our Annual Presentation Evening and Year 12 Graduation in recognition of outstanding performances throughout the year. 55 students also received Special Awards (citizenship, leadership, perseverance, all round achievement).

- A significant number of students participated in the Westpac Australian Mathematics Competition with 4 students being awarded with a credit and 2 students awarded a prize for their level of participation.

- Illawarra Sports High School students earned recognition in the state-wide University of Wollongong Engineering Awards. Kassandra Dallas, Daniel Skourmallas, Rebekah Johnson, Daniel Burrell and Stephanie Pazarkoska (Year 12) received certificates for their Engineering Studies engineer’s reports. Kassandra Dallas also received a female encouragement award for Engineering Studies.

- Aiden Boettcher-Bullard (Year 7) attended the University of Wollongong school holiday Learning Labs Enrichment Program and studied the ‘Horrible, Exciting & Hugely Awesome Histories’ module, receiving very positive praise from workshop presenters.

- The local Community of Schools including Illawarra Sports High School, Berkeley Public School, Berkeley West Public School and Farmborough Road Public School created a cross links unit to assist in the transition process for students from primary to high school. Planning and programming days were organised between HSIE Faculty staff members and Year 6 teachers from the three primary schools where staff collaborated to develop an Ancient Civilisations – Ancient Greece 10 week program and various units of work, covering both Stage 3 and Stage 4 syllabus requirements and the new Australian Curriculum. The first 5 weeks of this program is taught during Term 4 when the student is still in primary school and continues during their first 5 weeks at high school. The aim of the COS Program is to encourage Year 6 students in improving their understanding of History and to establish a connection between themselves and their new school. Currently the COS program is focusing on subjects taught in the HSIE Faculty but the school hopes to involve other faculties in the future.

Creative and Performing Arts

Art

2012 was a very creative year for students who studied Visual Arts, Visual Design and Photography. Our rigorous year saw students excel in course work, demonstrate their skills via ongoing exhibitions and be part of extra curricula gifted and talented opportunities offered by our local Wollongong City Gallery.

The Visual Arts Stage 6 pupils immersed themselves in the H.S.C. course with very pleasing results. The Year 12 class of 16 female students generated a broad range of “Bodies Of Work” exploring concepts ranging from their identity to the world around them. The students were rewarded with quality results in both the theoretical and practical areas of the course. Their final works were displayed in the school library for students, parents and community members to view.

Stage 4 Visual Arts programs were revised and made more engaging to students by embedding highly successful year based competitions. In Year 8 a car image was created by an excellent design student. The image was then provided to three classes with the challenge to “imaginatively alter this image” over a three period duration. Final images ranged from fantasy vehicles, camouflaged cars, futuristic and even environmental images. Year 7 students also designed outstanding bicycle helmets as a competition generated by the N.R.M.A. Both of these tasks provided scope for our talented students to excel.

Our Year 9/10 Sculpture elective students were involved in a cross curriculum project introducing “Asian Art” into their world. Focusing exclusively on the Indonesian culture they created three images over the year: a shadow puppet, a theatrical mask for street dancing and a batik fabric. The displayed works were an outstanding demonstration of knowledge gained and the immersion into a new culture.

In 2012 a new Visual Design elective course was added to the school’s curriculum. The focus for the year was
initially graphic design followed by product design. The ceramic lanterns and the alphabet books created by the pupils demonstrated an emerging understanding of working with a design brief given by a client and resolving the works by the designated time frame. The sets of lanterns were enthusiastically generated and displayed for the public in our schools front foyer.

ISHS entered “Operation Art” again this year with works by 2 talented Year 10 students. The images of their “Identity” were well resolved and imaginatively constructed. Our involvement with “Operation Art” has now extended to 6 years. It is a focus of our Stage 5 courses and is a reward for the talented students who are annually represented in this state wide competition.

Locally, the “Wollongong City Gallery” holds art workshops on a regular basis offering opportunities for talented students to be immersed in a media area at a gallery space with like-minded students from neighbouring schools. Our selection of students from Years 8 and 9 attended “Painting” workshops. These workshops were highly engaging for students as demonstrated by Year 8 Blake Lee’s comment “It was a new and very exciting experience”.

Karen Heffernan
Head Teacher Visual Arts

Music

2012 was a very busy and eventful year in music.

The woodwind ensemble attended tuition two mornings per week. Some of these students joined many other students in the region to take part in the MEGA BAND DAY. This was held at the Wollongong Town Hall under the direction of Eric Dunan (Head of jazz studies at the Wollongong Conservatorium of Music). Special guest was James Morrison – an Australian world-renowned jazz trumpet player. The students rehearsed during the day and performed alongside James at an evening public concert.

Zachary Nagel-Tynan was accepted to participate in two regional music camps this year gaining valuable experience on his clarinet.

A Boys’ Choral Workshop was also held early in the year at the Illawarra Performing Arts Centre with a group of boys from our school attending. They had the privilege of working with Jonathan Welch, himself a former opera singer and also conductor and musical director of ‘The Choir of Hard Knocks’ for homeless and disadvantaged people.

The vocal ensemble and woodwind ensemble together with some solo singers and instrumentalists from these two groups were invited to perform at Farmborough Aged Care Facility and wowed the audience with many of the older residents joining in and dancing in their chairs! Berkeley Neighbourhood Centre also invited these students to perform at an afternoon community barbecue.

The main event for the whole school however took place in Term 3. The show ‘Berkeley’s Got Talent’ attracted many varied acts with many talented musicians and dancers performing for a night’s entertainment in the school hall. They gave their all in a celebration of music-making. It was a lot of hard work involving commitment from the students and also participation and help from the staff from various faculties in the school. The students enjoyed it so much that they wanted to do another for the next term!

The final student participation musical event for the year was the ‘Music Count Us In Day’ with many students joining hundreds and thousands from around Australia in a podcast to perform the same song on the same day at the same time. We were thrilled to have the ‘Berkeley Songbirds’ community choir join us for the performance!

Most students who take part in musical activities meet for regular practices and tuition either in the mornings and/or at lunchtimes. Without their enthusiasm and commitment none of these events would have taken place. Well done to all! It has certainly been a very enjoyable and musical year at Illawarra Sports High.

Ms Despina Haise
Music Teacher

Southern Stars

In 2012 Illawarra Sports High Students participated in the 12th staging of Southern Stars.

The school dance troupe comprised of a group of 30 students from Years 7 to 11 who made a commitment of pursuing excellence in the Performing Arts. The dance troupe was supervised by Mrs Cracknell and Ms Starling. Our team was choreographed by Tara Fletcher and mentored by Erin Cracknell.

Congratulations to all of the dancers for yet another spectacular performance for the Illawarra Community.

Sport

In 2012 Illawarra Sports High provided its students with a range of positive and challenging sporting experiences. Throughout the year students were given the opportunity to participate in NSWCHS Knockouts and Representative Trials / Championships, in school Recreational Sport, as well as the school’s specialist Talented Sports and Development Program (TSDP).

With all levels of interest and performance catered for, a high level of activity and development occurred across the student body. At the elite level, 1 of our students gained Australian Representation in Basketball, while 13 of our athletes won the right to wear the sky blue of NSW, with over 40 students representing the South
Coast. Two students received South Coast Regional Blues Awards, with Luke Jamieson receiving a Blue for Basketball and Matthew Clune receiving a Blue for Touch Football.

Two school teams won the NSW State Knockout Competitions. The Open Boys Touch Football Team were undefeated at the State Titles held in Gosford in August while the under 15’s Boys Rugby Union Team won the Buchan Shield.

Weekly Recreation Sport, held on a Thursday, also enjoyed a productive period during 2012, with high rates of participation and a number of new sports being offered. The Year 7 Sports Program enabled our newest members of the school community to be exposed to a wide range of challenging physical activities and sports before joining the regular sporting program in Term 2.

Apart from the regular recreation sports such as Gym, Indoor Soccer, Basketball, students could also be involved in a variety of other activities to cater for the significant number of interested students. Some of these include Creek Restoration, Girls Shine Self-Improvement Program, Southern Stars and specialised music programs.

Overall, it was a very productive and enjoyable year for both the staff and students. Below is an overview of the major achievements in 2012.

**Wests Illawarra Youth Achievement Awards**

Caitlyn Ford (Year 12) was awarded the 2012 Sport Achievement Award acknowledging her outstanding achievements which include playing for Australia in the Matildas Australian soccer team.

**Talented Sports and Development Program Awards**

**Rookie of the Year**
Shanae Webster

**6 Year Service TSDP**
Kate Lynch

**Team of the Year**
Buchan Shield Rugby Union
Open Touch

**Junior Girl athlete of the year**
Eboni Fraser

**Senior Boy athlete of the year**
Josh Macdonald

**Athlete of the year**
Adam Clune

**Baseball**
Tyson Clark - Coaches scholarship
Blake Pusell – encouragement
Cooper Hass – Coaches Award

**Football – Girls Bill Turner Football**
Alison Dinh

**Open Girls Football**
Katelyn Leadbeater

**Football – Boys Bill Turner Football**
Matthew Mazevski

**Open Boys Football**
Josh Macdonald

**Football Development Player**
Shanae Webster

**Netball Best**
Ainsley Midgley
Chelsea Bolton
Kellie Stutsel

**Netball Most Improved**
Skylar Kelly
Clare Roberts

**Rugby League 13’s**
Justin Jones
Kain Holmes
Kane Sproule

**Rugby League 14’s**
Samuel Duncan
Kyle Hardie
Hunter Hughes
Rydge Smith
Nazim Zekir

**Rugby League 15’s**
Blake Lawrie
Matt King

**Rugby League 16’s**
Matthew Jurd
Jake Rosewarn

**Rugby League Opens**
Drew Hutchinson
Adam Clune
Dragons Medal
Justin Rodrigues
Swimming
Logan Dockett
Tennis Best and Fairest
Matt Clune
Tennis Coaches Award
Alex Pazarkoski
Track and Field
Katelyn Leadbeater
Touch Best and Fairest
Matthew Clune
Rugby Union Best and Fairest
Reece Hewat

**Australian Representative Awards**
Luke Jamieson (All Schools Basketball)

**NSWCfS Representative Awards**
15’s Rugby League
Reece Hewat
Blake Lawrie
Luke Chalker
18’s Rugby League
DJ Harris
Jackson Hastings

16’s Train on squad Rugby Union
Reece Hewat
Tommy Sawden
CHS Touch
Adam Clune
Matthew Clune
CHS Football
Josh Macdonald
Campbell Burke (shadow)

CHS Athletics
Eboni Fraser
Katelyn Leadbeater

**South Coast Representatives**
Nick Mastrodeminico Rugby Union
Nick Amone Rugby Union
Jackson Hastings Rugby League Opens
William Tom Rugby League Opens
DJ Harris Rugby League Opens
Drew Hutchinson Rugby League Opens
Josh Brown Rugby League Opens
Jack Cavanagh Rugby League Opens

**Dylan Laurie**
Rugby League Opens
**Euan Aitken**
Rugby League Opens
**Justice Wikaira**
Greater Southern 15’s
**Blake Lawrie**
Greater Southern 15’s
**Reece Hewat**
Greater Southern 15’s
**Matt King**
Greater Southern 15’s
**Jackson Hastings**
Greater Southern Opens
**William Tom**
Greater Southern Opens
**DJ Harris**
Greater Southern Opens
**Drew Hutchinson**
Greater Southern Opens
**Josh Brown**
Greater Southern Opens
**Jack Cavanagh**
Greater Southern Opens
**Dylan Collie**
Greater Southern Opens
**Euan Aitken**
Greater Southern Opens
**Kate Lynch**
Tennis Girls
**Stephanie Pazarkoska**
Football Girls
**Eboni Fraser**
Football Girls
**Shanae Webster**
Football Girls
**Katelyn Leadbeater**
Football Girls
**Blaize Kendis**
Football Boys
**Jack Madgwick**
Football Boys
**Josh Bingham**
Football Boys
**Campbell Burke**
Football Boys
**Jospeh Plumb**
Hockey Boys
**Joel Rieck**
Hockey Boys
**Drew Hutchinson**
Touch Boys
**Matthew Clune**
Touch Boys
**Jackson Hastings**
Touch Boys
**Brad Hayes**
Touch Boys
**Adam Clune**
Touch Boys
**Paora Kemp**
Touch Boys
**Jordan Harty**
Touch Boys
**Blake Boehm**
Baseball
**Luke Brown**
Baseball
**Luke Jamieson**
Basketball

**Amy Child**
Head Teacher TSDP

**Other**

**In2Uni**
In 2012 Illawarra Sports High School forged a valuable partnership with the University of Wollongong by participating in the “In2Uni” program. The aim of this program is to expose students from lower socio-economic backgrounds to university life in the hope that it will enable students to access, participate and succeed in higher education. Staff selected students from Years 7-10 to participate in the Academic Mentoring Program which ran in the school library during Term 3. University trained students acted as mentors to each year group and worked collaboratively with their
groups to produce interesting and curriculum-based projects at the conclusion of the term:

- Year 7 worked with the Faculty of Health and Behavioural Sciences, conducting experiments and learning about the digestive system.
- Year 8 teamed up with the Faculty of Creative Arts and produced an episode for UOW TV.
- Year 9 worked with the Faculty of Engineering to create an environmentally sustainable water filter.
- Year 10 were fortunate enough to have a lecturer from the Faculty of Commerce visit the school and assist them with their project of running their own business.

The term’s work culminated in a showcase night at the University of Wollongong where students, staff and parents were invited to view the finished products.

Year 9 and 10 students were also involved in a “UNIque Experience Day” which allowed them to tour the University and experience a Faculty for a day. Many students had never set foot on the UOW grounds before and this was a valuable experience for them. The In2Uni program also provided essay writing workshops and transition presentations for our senior students. Casey Jamieson (Year 12) took part in the first In2Uni Summer School program over the January holidays. The program “Belonging in the Community” supports the Year 12 English Curriculum and Casey’s successful completion of this course gives her six credit points towards any Arts degree. The students enjoyed these programs and we look forward to continuing our partnership with the UOW in 2013.

Tarryn Goodyer
Librarian

Café ISH

2012 has been one of immense growth and change for Café ISH which is a fortnightly restaurant hosted by Year 11 and 12 Hospitality classes.

The HSC group consisted of 12 students. All of whom by the end of third term displayed their individual strengths and personalities as well as their wonderful team approach from planning menu items and undertaking food preparation tasks to the fast pace of front-of-house customer service.

The Cafe produced food and beverage items which matched if not exceeded industry standards. Some of the dishes were quite complex in their preparation but also in their presentation. Ingredients were sourced locally and seasonally where ever possible, with some being harvested from the school garden. The Cafe environment was also tailored to suit the many cultural themes explored.

The students served up to 45 covers in the allocated 30 minutes and the menu included 2 courses and a beverage. Guests and patrons ranged from the students’

parents and family members; staff and their family members; Julie Tolley the Illawarra and South Coast Regional Vocational Education Consultant; teachers from Warrawong High who came to observe the café operations as well as Principals from Berkeley PS, Berkeley West PS and Farmborough Rd PS.

Our HSC student Liza Fuller was nominated as School Based Trainee of 2012 and received ISHS Vet Student of 2012 Award.

The two Preliminary classes of 2012 steadily developed their knowledge and skills and earlier in the year participated in a fabulous hands-on Seafood Demonstration. A Fisheries Officer with the Department of Primary Industries kindly donated his time and expertise, as well as a range of magnificent seafood specimens caught just the day prior. Students were given practical information about how to catch, clean and prepare a wide variety of fish and shellfish such as Abalone, Rock Lobster, Sea Perch and Mussels.

Both classes came together in Term 3 for a joint food production day at Illawarra Senior College which exposed them to a vast array of new technical skills as well as large scale commercial food production equipment.

The students demonstrated their skills in team work by producing a fabulous and fresh summer luncheon for special guests including relieving Principal of Illawarra Senior College Mr Rob Cheadle and Patricia House the coordinator of the senior college visit.

It was then time for Year 11 to put their training into practice. Having had a successful work placement period with Jasmine Harkness securing a School Based Apprenticeship, Fourth term was the beginning of the new Cafe Ish crew. Menu’s included take away options to expose students to environmental and waste issues within the industry, Italian and American themed dishes to highlight working in a socially diverse environment and Mocktails and Smoothies gradually supplemented the beverage menu which has allowed the students to
prepare and serve a broader range of non-alcoholic beverages to customers.

The finale for the year was a joint class project with a Christmas theme where guests were treated to Crackling Roast Pork and an array of sweets including Shortbread biscuits and a most divine St Honore Cake.

Due to the loyal patronage of school and community members and the hard work of the TABS students and staff the Cafe Ish takings have been healthy enough for the faculty to purchase more equipment and embark on additional renovations to the Cafe facade to include an inviting new colour scheme and roller shutter servery!

Ms Amanda Zoratto
Head Teacher TABS

Careers

The Careers Office continues to provide outstanding support and advice for students and their parents and carers to develop clear post school pathways. Throughout the year students have been supported with individual careers advice, whole class presentations, writing of resumes and job and scholarship applications, providing individually tailored work experience programs, co-ordinating guest speaker presentations and assisting with accessing private training opportunities.

In addition the Careers Office supports a number of other functions including co-ordinating the schools volunteering program, the ISHS mock interview program, Year 10 work experience program, many excursions to industry and educational training facilities, various alternate education programs, school based traineeships and apprenticeships, the ISHS VET programs, the TAFE delivered VET program (TVET), development of various industry focused careers projects such as the Djingi Indigenous Teacher Training program, as well as sharing responsibility for the co-ordination of University of Wollongong 'In 2 Uni’ program, Illawarra Careers Expo and other community and student leadership activities.

A large responsibility of effective careers advice is to distribute relevant information to a diverse group in a timely manner. In an attempt to maintain an up to date approach to information distribution the Illawarra Sports High School Careers website grew from strength to strength www.ishcareers.com. The new website enables the Careers Adviser to send emails, upload newsletters and provide a wealth of careers focussed information for everyone connected to ISHS. In support of the philosophy of collaboration, parents and careers are encouraged to submit their email address to the Careers Adviser so that they can receive updates, newsletters and information about employment opportunities. We have also set up an Illawarra Sports High School Careers Facebook page http://www.facebook.com/pages/Illawarra-Sports-High-School-Careers/245007805575836 which enables students to gather information in an efficient manner.

There has been a continual growth of students accessing the Facebook page throughout the year.

2012 saw the successful re-scheduling of the Year 10 Work Experience program from the end of the year to the last two weeks of Term 2 to align with the delivery of the PD/H/PE program on the World of Work and the schools mock interview program. The rescheduling was very successful with a number of students securing full-time apprenticeships and part-time jobs as a direct result of both the Year 10 and individually tailored work experience programs.

Mr Simon King
(Careers Advisor)

Academic

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.

Yr 7:
from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9:
from Band 5 (lowest) to Band 10 (highest for Year 9)

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)

Reading – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in bands: Year 7 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>5</td>
<td>School Average 2008-2012</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 7
Literacy and numeracy skill development will continue to remain a key focus at Illawarra Sports and in 2013 our efforts will be greatly enhanced using transitional equity funding initiatives to improve students’ literacy, numeracy and engagement levels. In 2012 overall NAPLAN results remained consistent (2012 compared to 2011) with notable improvement highlighted in a number of areas. There was an appreciable mean growth in Year 7 Aboriginal student results in Spelling with a growth of 30 scaled scores beyond 2011 results and further achievements of 20 scale scores above State average. A further area of success is the growth of 18 scale scores above State average by Year 9 Aboriginal students in Reading. Adding to this growth is the improved Average Scaled Score Growth of 32.5 across Year 9 in Reading with I.S.H.S. exceeding the State average of 29.1 and S.E.G. schools at 26.6.

**Higher School Certificate**

In the 2012 Higher School Certificate Illawarra Sports High School recorded greatly improved results (2012 compared to 2011) with particularly outstanding results achieved in Senior Science, Modern History and Engineering classes. Our highest ATAR was 96.7 and as a cohort, Year 12 achieved seven Band 6 (or equivalent) results across five subjects and forty two Band 5 results across the entire curriculum. Fifteen of the twenty four HSC subjects showed improved results when compared to state average and there were dramatic improvements in value added data in the low and high bands of student performance.
Significant programs and initiatives

Aboriginal education

Illawarra Sports had 151 ATSI students who worked closely with our Aboriginal Education Officer and Norta Norta tutors to improve their school learning outcomes. Aboriginal perspectives are taught as part of our school curriculum. Aboriginal culture and perspectives are embedded in our school’s protocols.

Programs continuing from 2011 and major student achievements included:

- The Aboriginal Education Committee developed an action plan which was incorporated into the 2012-14 school plan. The Committee provided support to students where required and maintained existing programs while also organising several new initiatives.

- Year 12 student Elias Reece continued to pursue his acting career and secured a major role in an upcoming movie “Around The Block” working alongside the major international stars, Christina Ricci and Jack Thompson.

- Fifteen students from Years 9-10 at our school attended the AIME program at Wollongong University during Terms 2 and 3 in order to provide them with access to their culture and community and programs related to education, careers and leadership.

- Thirty students attended an Indigenous careers expo in order to provide them with increased access and information regarding scholarships, educational programs and job opportunities.

- All Aboriginal student Personalised Learning Programs were updated with parent and student input and all PLPs were created using our SENTRAL data based enabling teachers to readily access this important information.

A major goal of the Aboriginal Education Committee was to increase the visibility of Indigenous culture and perspectives throughout the school. In order to achieve this, several new initiatives occurred:

- Communication to relevant members of staff to ensure Acknowledgement of Country occurred not just during formal events and occasions but also during Merit Award Ceremonies and on an ongoing basis during weekly School Assemblies.

- The nomination of 8 students for Illawarra and South East Region Aboriginal Education Achievement Awards. Kassandra Dallas (Culture, Courage and Commitment), Michealla Peacock (Literacy), Brandy Armstrong (Numeracy), Thomas Freebairn (Sport), Cameron Swan-Hayles and Jason Day (Attendance), Logan Reskic (Leadership), Craig Carlson (Special Education)

- The organisation of Reconciliation Week and NAIDOC Week activities including motivational Aboriginal speakers, hands ceremony, boomerang painting workshops.

Ms Lisa Poole
Aboriginal Education Officer
Multicultural education

Illawarra Sports High School is representative of the diversity that exists in Wollongong and the Illawarra Region. Over 20% of our students have a language background other than English (LBOTE) and over 20 different languages are spoken in our students’ homes.

In 2012 a number of our Year 9 and 10 students from a Non-English Speaking Background (NESB) participated in the Multicultural Links to Learning Program run by the Multicultural Communities Council of the Illawarra. Further, a talented group of students participated in the “Celebrating Refugees Day” in Wollongong mall with dancing and singing performances from their ethnic backgrounds. In Term 4, some of our Year 10 students took part in the RAW program, where they were introduced to various organisations, universities and colleges and were given necessary skills to apply for jobs, TAFE colleges, Universities and to apply for Centrelink assistance to continue their education.

Mrs Christine Campbell
Head Teacher Welfare

Other Programs

School Chaplaincy

In 2012 Illawarra Sports High received funding from the Department of Education, Employment and Workplace Relations to employ a school-based chaplain to work with identified at risk students to improve their learning outcomes.

Mr Joel Williams was appointed to our school and coordinated a range of highly successful initiatives including:

- Weekly Year 10 student leadership and decision making workshops to improve targeted students level of self-esteem and ability avoid peer pressure.
- Year 8 boys attendance workshops designed to educate students who regularly truant on the importance of attending every class to ensure continuity in their learning and to explicitly teach them methods to “break the habit” of truanting.
- “Schoolies Safety Day” for all Year 12 in their last week of school. These workshops introduced students to the various support facilities available for students attending schoolies including the 24 hour helpline, Red Frogs volunteer patrol and “Be safe and watch for mates” program. Students were also counselled on safe decision making procedures. The success of the program was evidenced in positive student and teacher feedback.

Mrs Jennifer Hilton
Languages Teacher

Student Welfare

The Welfare team coordinated many proactive programs to enhance student mental health and wellbeing. In term 1, Year 7 participated in a very successful peer support program that culminated in a great camp at Cataract Scout Park. Year 7 were also involved in an anti-bullying program that included a presentation and workshops with Brainstorm Productions. Year 8 has been involved in a highly successful anti-bullying workshop delivered by the Wollongong Hawks. Year 9 participated in the Respectful Relationships program.

Bridge to Understanding Project

Illawarra Sports High School is one of 80 schools around Australia embarking on a groundbreaking intercultural understanding project aimed at building a permanent bridge between our Australian and Asian cultures.

Project BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement) was the only Australian entry shortlisted in the final 20 projects in the United Nations Alliance of Civilisations – BMW Award for Intercultural Innovation 2011, ranking 16th out of 400 entries across 70 nations. A testament to the groundbreaking work through BRIDGE.

The project recognizes that education needs to equip our young people with skills to resolve global issues and in particular, breakdown stereotypes. To do this we need to work with our closest neighbour, speak each other’s languages, and understand our similarities and differences.

As part of the Bridge Project, Illawarra Sports High School hosted a one week visit by two Indonesian teachers from our partner school, MT Al Islam Jamsaretn Surakarta in 2012. This visit was reciprocated in January 2013. There are many positive outcomes for our school through our involvement in BRIDGE. These include higher student participation in Asia literacy and a better understanding of Indonesian through positive engagement. Students are educated about Asian culture in a variety of subjects and from a variety of perspectives including:

- Learning the Indonesian language in LOTE
- Creating Indonesian puppetry in Visual Arts
- Creating and using an Asian vegetable garden in Food Technology
- All Year 7 and 8 students learnt about different Indonesian musical instruments and watched an Indonesian musical puppetry performance during Term 4 2012

The Bridge Project was initiated by the Australia-Indonesia Institute and the Asia Education Foundation, our school partnership project is funded by The Myer Foundation and the Australian Government, through AusAID.

Mrs Jennifer Hilton
Languages Teacher

Student Welfare

The Welfare team coordinated many proactive programs to enhance student mental health and wellbeing. In term 1, Year 7 participated in a very successful peer support program that culminated in a great camp at Cataract Scout Park. Year 7 were also involved in an anti-bullying program that included a presentation and workshops with Brainstorm Productions. Year 8 has been involved in a highly successful anti-bullying workshop delivered by the Wollongong Hawks. Year 9 participated in the Respectful Relationships program.
The program focusses on the development of healthy and productive relationships in all aspects of life. Year 10 were involved in Mental Health awareness raising workshops with guest presenters from Headspace Illawarra. Year 11 and 12 focused mainly on the Crossroads Program which incorporates personal development, health and study skills in preparation for the HSC.

There were also many proactive programs accessed by our students at risk. 10 students from Year 9 and 10 students successfully completed the Multicultural Council of Illawarra’s Links to Learning Program. These students were successful in gaining many awards and accreditations including First Aid Certificates, Certificate II in Retail, Hospitality and the Duke of Edinburgh Award. We also had 20 students from Year 7 and 8 complete the Wollongong Youth Service Links to Learning Program in semester 2. These students gained valuable social and personal skills from the program as well as making links with other supportive networks and facilities in the community.

Mrs Mignon Lerch
School Learning Support Teacher

Student Leadership

The Student Technology Leaders (STL’s) was an Illawarra South East Region (ISER) pilot program held during Term 4 in 2012. Illawarra Sports High School and Bowral High School were the only two schools fortunate enough to be selected to participate in the pilot.

The aim of the program was to establish a team of students interested in technology to solve a problem that would help the school. Karran Williamson a Digital Revolution Project Officer from ISER worked closely with Mel Steele a TAS teacher at Illawarra Sports High School to implement the program.

The students had to apply to be a part of the program and then participated in training and team building exercises. The STL’s were trained in Adobe Connect, Edmodo,Email and Prezi. As a group the STL’s surveyed staff to identify a technology issue within the school. It was established that Year 6 Information Communication Technology (ICT) transition lessons and ISHS staff training would be suitable options. This was very ambitious of the STL’s as they only had one term to plan, implement and evaluate their project.

The STL’s conducted two ICT lessons on Prezi with the Year 6 students at Berkeley Public School and one with the staff at ISHS. They were also used throughout the school to assist teachers in using technology in the classroom and at whole school events. This included setting up technology for school events, graphic design work for the school café and team teaching in ICT lessons.

On the 27th of November 2012 the Student Technology Leaders showcased their work to School Education Directors and other regional staff in a special presentation at Illawarra South East Regional Office receiving great praise for their project. Students involved in the project included:

Year 10
Josh Smithers, Alanah McGoldrick, Chris Trucido

Year 8
Andrew Ball, Sam Fischbeck, Skye Sargeson

Mrs Melanie Steele
STL Coordinator

Programs for students with additional learning needs

The Learning Support Team plays a vital role at Illawarra Sports High School in delivering support to students with learning difficulties. The team meets on a weekly basis to discuss new referrals and the team consists of the senior executive, Head Teacher Welfare, Learning and Support Teachers, School Counsellors and the Home School Liaison Officer.

Curriculum

Teachers and Learning and Support Teachers collaborated to implement and assess programs for students who require accommodations and/or learning adjustments. Learning and Support Teachers also provide specialist advice to classroom teachers on catering for students with diverse needs in their classroom. Students with additional learning and support needs are directly supported in class and are provided with special provisions during the HSC and other senior exams, when necessary.

Parent partnerships

Parents are involved in the decisions made by the LST and Individual Learning Plans are developed in consultation with parents, in particular for the students on funding support programs and in Out of Home Care placement.
**Professional Learning**

In 2012 all Illawarra Sports High School teachers participated in the Every Student Every School professional development program and will continue on with the modules in 2013. The learning support staff also offered lunchtime workshops for staff teaching classes where a significant number of students with poor literacy skills, teaching them how to differentiate the curriculum to cater for these students. In 2012 our School Learning Support Officers participated in on-line weekly training, covering a range of topics including language and communication difficulties, behaviour difficulties, dyslexia and autism so they are equipped to support these students in mainstream classes.

*Mrs Mignon Lerch*

**School Learning Support Teacher**

**Progress on 2012 targets**

**Curriculum and Assessment**

**Target 1**

*Increase the percentage of teachers who report they regularly modify teaching strategies in response to assessment results and other data sources.*

Teachers are improving the quality of formal and informal feedback provided to students and are using student data to inform their teaching practice with positive effect. The success of these initiatives was evidenced in improved HSC results (2011 to 2012).

Our achievements include:

- Our Term 3 Staff Development Day focused on professional learning relating to providing effective feedback to students on assessment tasks and using student performance in assessment tasks as teacher feedback on learning. Each faculty committed to using one suggested feedback strategy with Year 12 students after their trial HSC.

- A team of 5 teaching staff were trained in John Hattie’s Visible Learning and used staff meetings to introduce teachers to a variety of strategies to improve students ability to identify the “next steps” in their learning

- The school reporting process was improved by using staff meeting time to showcase effective report comments, introducing a school report “best practice guide” and ensuring every student’s report is edited by a member of the senior executive

**Aboriginal Education**

**Target 2**

*All parents and teachers are active in the management of Personalised Learning Plans and all Aboriginal students meet or exceed expected growth in reading grammar and punctuation, spelling and numeracy.*

The school presents a consistent message about the collective responsibility of all members of the school community to set high expectations for Aboriginal students, encouraging them to achieve their personal best.

Our achievements include:

- NAPLAN and school based literacy and numeracy data were used to update or create all 151 Aboriginal students Personalised Learning Plans. Parents were invited to participate in the creation of these plans. To improve teacher access and use of these PLPs, each plan was added to the school’s SENTRAL database and staff meeting time was used for teachers to access their students PLPs and consider the implications for their teaching practice.

- Two Norta Norta tutors were employed to provide in-class support for Year 8 and 10 Aboriginal students based on their performance in the 2011 NAPLAN tests. School Learning Support Officers and School Learning Support Teachers also provided in class support to identified students and used the Multi Lit program to improve the reading skills of identified students. As a direct result Year 7 Aboriginal students improved by 30 scale scores in the 2012 NAPLAN test aspect of spelling and were 20 scale scores above the state average. Year 9 Aboriginal students were 18 scale scores above the state average growth in the test aspect of reading.

**Student Engagement and Attainment**

**Target 3**

*Improve student attendance rate by 2%, increase use of ISHS reward program and reduce school suspension rate by 2%, increase the percentage of post HSC students progressing to tertiary education and employment*

Teachers, students and parents are regularly reminded of our PBS core school values of being respectful responsible learners and how these values relate to good attendance and positive behavior in the classroom and playground. Senior students are given opportunities to develop clear post school pathways with positive effect.

Our achievements include:

- The rate of student suspensions remained consistent although there was a definite increase in the use of the ISHS reward program 2011 to 2012. Teachers were reminded during staff meetings to distribute “free and frequent” PBS reward tickets in class and
PBS tickets were regularly placed in staff pigeon holes as another reminder to use them in the classroom. A new “celebrating success” section was added to the executive meeting agenda so that student and staff achievement could be nominated and advertised to the whole community.

- 80% of Year 12 students attended the 2012 Illawarra Credit Union Careers Expo to educate them on the wide range of university courses offered and the possible training and career pathways.
- Attendance data improved by 1.9% over two years using a range of proactive initiatives outlined in the following school evaluation.

School evaluation: Attendance

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of student engagement and attainment with a particular focus on student attendance.

Background

Illawarra Sports High School has had a poor record of student attendance for a number of years. In 2012 Illawarra Sports High School set a target of improving our attendance rate by 2% and established new initiatives and programs to try and achieve this target. In 2012 the school introduced a new online roll marking program called PXP rolls, implemented a new lateness policy, updated all student records and contact details, conducted year group ‘Attendance Matters’ workshops and created a 3 year strategic plan to lift attendance rates. In 2012 surveys were conducted with parents, students and staff to gauge the success of these new initiatives.

Findings and Conclusions

- There has been a steady increase in our attendance rates from 80.9% 2010, 81.1% 2011 to 81.9% 2012
- Surveys revealed 80% of the school community felt that it was necessary and needed to implement a new attendance policy, however our parent community were unaware of the specifics of this new policy
- 86% of parents and staff felt that we need to improve ways of communicating to parents information relating to students and in particular their attendance.
- 76% of the school community reacted positively to the newly implemented PXP roll marking system and felt it has been effective in raising our attendance rate.
- 64% of students felt that the ‘Attendance Matters’ student workshops encouraged them to see the importance of good attendance.
- 78% of the school community felt that truancy was poorly handled in the school.

Future Directions

Through discussions with our school community and taking into account the above findings the following strategies are to be implemented in 2013

- The school will select an experienced Head Teacher to perform the additional role of Attendance/Enrolment Officer who will track and report on any enrolment abnormalities and ensure class lists are accurate and up to date and promote and monitor attendance. Our school community has shown an overwhelming support for this to be implemented.
- Improve communication to parents by establishing a “phone home program” to check parents are aware their child is absent on a particular day and explore the suitability of using an SMS messaging system to inform parents when their child is absent
- Continue to educate the school community and in particular our students on the importance of attendance and ensure anti-truancy policies and procedures are streamlined and followed by all stakeholders. Our new attendance policy will be presented on assembly, at Parents and Helpers meetings, in the newsletter and on our upgraded school website.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Information was collected using a survey completed by all staff, and a random selection of parents and students from a range of years. Their responses are presented below.

- 76% of parents surveyed believed students were proud of their school. 100% of parents, 76% of teachers and 72% of students believed the school encouraged students to do their best.
- 80% of parents and 59% of students believed the school’s curriculum catered for the learning needs of students.
- 88% of parents and 71% of students surveyed believed teachers have high expectations of student behaviour, however both teacher and student surveys revealed a need for greater refinement of the schools level system for managing student behaviour.
- Only 48% of parents and 54% of teachers believed communication between the school and parents and carers was good. These results have prompted the school to set “greater engagement with the wider school community” as a major target for 2013.
A very positive finding from the survey was that 88% of parents and 70% of staff strongly believed that the school is continually finding ways to improve itself.

Professional learning

During the year our whole-school teacher professional learning (TPL) program targeted both departmental and school priorities, with a strong emphasis being placed on incorporating technology into classroom practice and using data to inform teaching. Individual staff accessed TPL funds to attend seminars and conferences addressing: technology and laptop usage, student welfare and discipline, PBS, financial management and enhancing leadership capacity.

Illawarra Sports High School collaborated with Warrawong and Figtree High School to design and implement a tiered system of inter-school Professional Learning Groups. These groups recognise the individual professional development needs of new scheme teachers, teachers maintaining accreditation and aspiring executive teachers and provide collegial support and advice for teachers seeking Professional Competence, Accomplishment and/or Leadership.

Our school development days were viewed positively by the majority of staff as evidenced by staff evaluations. 2012 school development days focused on several very relevant areas which included:

- Imbedding literacy tasks into everyday learning
- Providing appropriate feedback on assessment tasks using John Hattie’s research into visible learning
- First training module on No Gaps No Excuses Aboriginal Education
- How to engage 21st century learners

Mrs Kylie Wood
Deputy Principal

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To improve literacy and numeracy skills in Year 9

2013 Targets to achieve this outcome include:

- Decrease the proportion of Year 9 students in NAPLAN writing at or below minimum standard by 2% in 2013.
- Decrease the proportion of Year 9 students in NAPLAN spelling at or below minimum standard by 2% in 2013.
- Increase the proportion of Year 9 students in NAPLAN writing at proficiency by 2% in 2013.
- Increase the proportion of Year 9 students in NAPLAN numeracy at or below minimum standard by 2% in 2013.
- Increase the proportion of Year 9 students in NAPLAN numeracy at proficiency by 2% in 2013

Strategies to achieve these targets include:

- Establish a data analysis team to conduct a rigorous analysis of SMART data focusing on targeting key literacy and numeracy areas of need.
- Use transitional equity funding to establish a whole school literacy coordinator position to lead the implementation of whole school literacy strategies focusing on improving students skills in persuasive writing and spelling. The coordinator will use executive and staff meetings to familiarize staff with the NAPLAN persuasive writing rubric. Each faculty will then explicitly teach persuasive writing to Year 9 students prior to the NAPLAN tests and give quality feedback to guide students to improve their writing.
- Introduce a whole school editing code for teachers to use when marking student written work thereby providing consistent feedback to students on grammatical, spelling and writing fluency errors.
- Use transitional equity funding to establish a whole school numeracy coordinator position to lead the implementation of whole school numeracy strategies and train all staff in Newmans error analysis. Teachers will also be provided with lesson suggestions and guides to assist them in teaching numeracy skills in their classes

School priority 2

Outcome for 2012–2014

To improve parent and community participation in learning and implement support programs that enhance student engagement and attainment.

2013 Targets to achieve this outcome include:

- 5% increase in number of teachers and parents reporting that communication between the school and parents is effective (annual school parent, student, teacher satisfaction surveys).
• 5% increase in attendance at parent information sessions held throughout the year.
• 5% increase in number of parents attending monthly Parents and Helpers Meeting

Strategies to achieve these targets include:
• Creation of a community engagement committee to upgrade the school website and Facebook page enabling easier parent access to useful information relating to school activities eg excursion permission notes, all school-based policies and procedures, bi-termly school newsletter, upcoming parent information meetings.
• Purchase of an electronic sign for the front of the school to communicate upcoming events including date and time of next parents and helpers meeting.
• Improved signage throughout the school to make the school a more welcoming place for parents and carers and ensure visitors know how to find the major venues for school events such as the front office foyer, library, gym and hall.

School priority 3

Outcome for 2012–2014

Develop and affirm a culture of high expectations for all students in terms of attendance and achieving one’s personal best in all subjects. This culture will be supported by an effectively differentiated curriculum to facilitate student engagement in learning.

2013 Targets to achieve this outcome include:
• 1% further increase in school attendance rates (2012 to 2013)
• 5% reduction in the number of Year 12 N Warning letters (2012 to 2013)
• 100% of staff participate in on-line and school based professional learning on differentiating the curriculum and are prepared for full implementation of Phase 1 Australian Curriculum 2014.

Strategies to achieve these targets include:
• Use transitional equity funding to implement phone home program for improved monitoring of student attendance and establish an attendance/enrolment officer position to monitor and respond to student attendance issues and streamline school based enrolment and school leaver procedures to ensure data is accurate.
• Targeted professional development and time for faculties to create new Year 7 and 9 Australian Curriculum teaching programs in Science, Mathematics, History and English that are differentiated to cater for the wide individual student learning needs and the needs of 21st century learners thereby maximizing student engagement.
• Creation of Year 7 Targeted Academic Program classes introducing a cross KLA approach to the explicit teaching of thinking tools and higher order thinking tasks for gifted and talented students
• Use transitional equity funding to create a Boys and Girls’ Success Mentoring Program that more effectively reengages identified “at risk” students with their learning and community.
• Targeted professional development for Year 12 teachers in implementing the ALARM approach to unpacking HSC assessment tasks for students.
• Use transitional equity funding to establish a HSC Learning Centre with referral systems in place for students receiving N warnings. Students will be able to access the centre during study periods and gain assistance from a teacher to complete missed and upcoming assessment tasks.

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.

Raechel McCarthy Principal
Michael Gerritsen Deputy Principal
Kylie Wood Deputy Principal
Christine Campbell Head Teacher Welfare
Lisa Poole Aboriginal Ed Officer

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