

Sylvania Heights Public School

Annual Report



2016



4024

Introduction

The Annual Report for 2016 is provided to the community of Sylvania Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Merrilyn Jenkins & Margot Jacobs

Principals

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Message from the Principal

Once again in 2016 Sylvania Heights Public School focused on student growth and maximising educational opportunities for all students. With a firm focus on student wellbeing and where every child is a success, the school continued to ensure that classrooms focused on Future Focused learning. Sylvania Heights has a unique culture of staff collaboration and support and this was reflected by student collaboration in classrooms in 2016. Students had the opportunity to build their team work and creativity skills through a range of rich learning and extracurricular opportunities. Some of the exceptional achievements in 2016 include:

- 47% of students in Year 5 were in the top 2 bands in Grammar compared to 39% for the state. 67% of students were in the top two bands for writing compared to 62% for the state. Year 5 reading and numeracy met their 2% growth target.
- This year in addition to Zone, Regional, State and School Spectacular dance performances our students again competed in the Dance Sport Challenge where students performed ballroom dancing in a competitive environment.
- Our Senior Drama students were selected for the State Drama Festival and one group received highly commended in the Tournament of Minds.
- We entered the "Film By the Sea" film making opportunity and won teacher workshops and a class workshop in film making. This coincides with our newly completed multi media room that features a film making green screen studio and agile ICT learning space. This space will be shared with after school care who will also have the opportunity to use the cinema facilities. (BASC grant funds)
- In sport our PSSA teams competed in the zone competition with students also represented at Region and State competitions. A more detailed sport report can be found later in this report.
- This was the first year we had the School Chaplain and Miss Rosie was able to support the well-being of students through conversations and positive play spaces. Two Year 6 classes worked in a collaborative 21st century classroom focusing on project based learning and self-organised learning environments.
- Our Naturescape garden has begun and will be completed in 2017. This will be a wonderful learning space for all students K-6 with a focus on environmental education, play based learning and outdoor learning circles. In 2017 we anticipate the new artificial grass "roadway" will be completed under the orange and green shade sails.
- Our Stage 3 students seamlessly use their "bring your own device" and the new wireless network supplied by the P&C has enabled this program to be extended to stage 2 in 2017. All classes now have excellent Wi-Fi coverage.
- Public Speaking was again a focus with three students continuing to zone or regional finals. Our resident speech pathologist along with her "masters" students supported students and data shows that students made significant gains from this opportunity.
- Importantly our teachers were supported by an "Instructional Leader" who assisted newer teachers to refine and maximise quality teaching.

Once again Sylvania Heights is "Growing the Future" developing students who have excellent communication, are critical thinkers and work collaboratively and creatively in a school where students love to learn.

Message from the school community

P&C Summary for 2016. The P&C had another outstanding year, generating an operating profit of over \$97K. This is due entirely to the efforts of the parent and school community volunteers, and the previous and incumbent committee members. This has allowed the P&C to donate significant money towards programs and facilities to provide a better, more modern, and more comfortable teaching and learning environment for teachers and students.

Among the expenditure for financial year 2016 were the following: Air Conditioning, WiFi Upgrade, Intensive Teaching Tables, and numerous teaching resources (trolleys, book buddies, maths & reading boxes, defibrillator).

We are well positioned to continue to deliver further improvements to the school environment, and the school leadership team have already got their "wishlist" drafted! A number of the fund raising events on our calendar are very well entrenched and can be relied upon to fill our coffers, and we were also fortunate to have two elections held on school grounds this year – thank you AEC & Sutherland Shire Council.

Two events that merit special mention were the Trivia Night (\$9.5K profit), and History A Thon (\$11K). Both the Canteen and Uniform Shop were managed wonderfully and generated a huge amount of money for the P&C. The structure of the P&C changed somewhat this year with the K–6 committee effectively being dissolved. K–6 have been a major fund raiser over the years, but due to the continued work of Jenny Nataly the events continued to be managed fantastically. Although not wearing an official 'K–6 hat' Jenny was a great source of information and assistance for all the volunteers, and we are lucky to have her involved. This was my first year as President and I would like to sincerely thank all the executive and sub committees for all their support, and guidance throughout the year. Specifically Todd Brunton moving seamlessly from President to Treasurer helped me greatly, and Sandy, Heather and Brad, thanks to you all. Thanks also to Merrilyn, Margot and the staff for all their support and engagement. We are fortunate to have dedicated and energetic parents supporting the school.

We look forward to another successful year for the P&C in 2017. As we say – 'Doing it for the kids!'

Sincerely,

Brenton Kemp P&C President 2016

Message from the students

Sylvania Heights is an amazing school that helps students grow academically and socially in a caring and supportive environment. At Sylvania Heights everybody has opportunities to challenge themselves in many areas, whether it is in academia, performing arts, sports or making the school a better place by being involved in and contributing to school events. Our school holds many events and fundraisers like White Ribbon Day, school carnivals, Year 6 mini fete, book fairs, cupcake stalls and the performing arts evening, just to name a few. At Sylvania Heights there is something for everyone!

Academically our school provides loads of co-curricular activities such as Maths Olympiad, Number Crunchers, Mind Marathon and Breakfast Reading Club which is a tutoring program for the older kids to help younger kids learn to read and of course challenging class work that helps students reach their potential. Our teachers at Sylvania Heights help students excel in all areas by teaching us with such passion and patience.

At Sylvania Heights we also have several school carnivals, where all students are encouraged to participate in events like swimming, athletics and cross country. At these carnivals children work hard to achieve their personal bests, have fun and gain points for their school houses, either Brolgas, Kookaburras, Magpies or Emus. At our school we have several students that reach phenomenal levels in sporting areas and represent our school with great sportsmanship and pride. These achievements are recognised at presentation days at the end of the year and many sports awards are given to our high achievers in sport. At the sports assembly the winning houses are announced. Another huge sporting opportunity is PSSA which is a great time to show off your sporting skills in netball, touch football, soccer, basketball, softball, cricket and more. PSSA is a competition between schools around our area for boys and girls in Year 3 and above.

Sylvania Heights Public School has a wide range of performing arts groups including, drama, dance, choir, band, strings and Tournament of Minds. At our school we also participate in School Spectacular which is a massive performance that was held at Qudos Bank Arena and aired on TV. Students reach high levels in performing arts and that wouldn't be achieved without the effort and organisation our teachers put in.

We recently launched the new 'Positive Behaviour for Learning' signs that are placed around the school to help children remember the expectations we follow at Sylvania Heights. This has been a successful project that has improved our students behaviour not only in the classroom but the hall, canteen, library and playgrounds. We are Respectful Responsible Learners at Sylvania Heights.

At Sylvania Heights we have an amazing community that are constantly helping and supporting our school whether it is with donations, service or goods and we 'thank you.' Whilst we are excited to move on and go to high school it is really sad to be saying goodbye to such an amazing school.

Thank you! Darcy B and Joshua R— 2016 School Captains

School background

School vision statement

At Sylvania Heights Public School we are 'growing the future' through innovative quality teaching that shapes motivated, successful learners who are respectful, responsible and kind in a well-resourced, future focused school.

School context

Sylvania Heights Public School develops students who are happy, engaged and love learning. There is a strong emphasis on student growth in their learning and wellbeing. The school is located in the southern suburbs of Sydney. Sylvania Heights has an enrolment of 668 students who come from an economically diverse community. 40% of students come from linguistically and culturally diverse backgrounds. Quality teaching programs cater for all students with programs for gifted and talented students as well as those students who have additional learning needs. The community strongly supports the school's focus on student wellbeing, healthy lifestyles and excellent student behaviour. Sylvania Heights Public School prides itself on the huge number of extracurricular opportunities in the Creative Arts and Sport, led by a talented and enthusiastic staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning Culture: Excelling –At Sylvania Heights Public School, there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. The school has a positive school culture and this is evidenced by the positive feedback from the Tell them From Me Survey conducted by students, parents and staff. There are positive and respectful relationships across the school community which underpin a productive learning environment, and support students' development of strong identities as learners. This is evidenced by the consistent use of respectful language used by staff to students and students to other students.

Learning: Wellbeing– Sustaining and Growing – Sylvania Heights Public School consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Feedback from our successful Positive Behaviour for Learning project has indicated we are well on the way to all students being respectful, responsible learners at school. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community. Our students with additional needs are provided with learning and support adjustments as evidenced in their individual learning plans.

Curriculum and Learning: Excelling– Sylvania Heights Public School excels in establishing active partnerships and works collaboratively to ensure continuity of learning for students. This is evidenced by parent workshops; strong dance, drama, debating and public speaking programs, computer coding clubs, Koori Kids club and film and dance festival participation. We have a proactive Learning Support Team to support students with additional needs. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Assessment and Reporting: Sustaining and Growing– Sylvania Heights Public School has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. This is evidenced by student led conferences, parent teacher interviews, PLAN data, and analysis and reporting of NAPLAN growth to parents at P&C meetings. Students use assessment and reporting processes to reflection their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children

are learning and receive regular information to support progression to the next level.

Student performance measures: Sustaining and Growing–Sylvania Heights Public School achieves good value-added results. Many students are showing higher than expected growth on internal school performance measures and the school is working towards further improvement in this area.

Effective Classroom Practice: Excelling– The Sylvania Heights school leadership team have regular professional dialogue sessions to be effective instructional leaders, promoting and modelling effective, evidence-based practice. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. This is evidenced through peer lesson observations and classroom walk-throughs, bump it up walls, student learning goals and WALT and WILF.

Data Skills and use: Sustaining and Growing– Teachers at Sylvania Heights incorporate data analysis in their planning for learning. This is evidenced by PLAN, NAPLAN and Newman's data to drive teaching and learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data as evidenced in the Tell Them from Me Survey, parent feedback and feedback at P&C meetings.

Collaborative Practice: Excelling– Sylvania Heights Public School staff excel in the area of collaboration. Staff morale is very high and teachers support each other with lesson observations and appropriate feedback. Staff collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. This is reflected in Professional Learning exit slips and the use of current research from Hattie and Williams.

Learning and Development: Excelling – The employment of an Instructional Leader for our Early Career teachers has been an asset in identifying and systemically promoting effective teaching/learning strategies. Teachers draw on and implement evidence-based research to improve their performance and development. This is evidenced in our Positive Behaviour for Learning data as a driving force in behaviour management at the school. The school is recognised as expert in the provision of support to beginning and early career teachers as evidenced by the Casual and Temporary network run at the school.

Professional Standards: Excelling–Sylvania Heights Public School teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. The effective and systematic use of PDP's, milestone checks, network meetings and weekly professional learning meetings reflect the school plan. **Leadership:** Excelling– Staff at Sylvania Heights have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. This is evidenced in the positive Tell Them from Me Survey feedback from parents. Staff expertise is recognised and shared across the school. All staff have clear roles and responsibilities that are carried out effectively and professionally. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families and local media.

School Planning, Implementation and Reporting: Excelling– The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. Programs such as Bring Your Own Device and positive feedback on exit slips, TTFM survey and lesson studies indicate community collaboration. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.

School Resources: Excelling– Succession planning, leadership development and workforce planning at Sylvania Heights Public School are designed to drive whole-school improvement. Aspiring leaders are given opportunities to 'step up' in to relieving positions through EOI's. Longer-term financial planning is integrated with school planning and implementation processes such as our Naturescape and ongoing replacement of tired school furniture with 21st century learning spaces. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community as evidenced by multiple outside groups utilising out school facilities after school and on weekends.

Management Practices and Processes: Excelling–Practices and processes are responsive to the SHPS community feedback. This is evidenced through regular data collection from parents, teachers and students, discussions at Leadership Meetings and Positive Behaviour for Learning data feedback. Our self-assessment process will assist Sylvania Heights Public School to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education for our students. For more information about the School Excellence Framework.

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Grow student learning

Purpose

The purpose of growing student learning is to build academic and well-being success. At SHPS we want our students to be lifelong learners who are motivated and creative, who can problem solve and are resourceful. Our purpose is to provide innovative learning opportunities using the latest curriculum and a variety of excellent extra-curricular activities. Our purpose is for learning to have an impact and that improvement is consistent so that every child is a success. We are developing future leaders with a strong sense of self-worth and a moral compass. Student learning and well-being are hand in hand with the strong values of respect, responsibility and kindness.

Overall summary of progress

In 2016 the school focused on three projects: Positive Behaviour for Learning, a numeracy project emphasising early arithmetic strategies K–2 and place value 3–6. Additionally the school implemented the new History and Geography syllabus.

In 2016 the school moved towards fully implementing the Positive Behaviour for Learning (PBL) program. The school undertook a PBL audit which showed that there was still inconsistency in staff knowledge and use of the project.

In Numeracy significant improvement in place value was noted and charted on the whole school data wall. Lesson studies targeted the numeracy goals and emphasised collaborative practice. In the NAPLAN whole number and place value was above state average in both Year 3 and Year 5.

In History all classes taught units from the new syllabus culminating in the History Open day display and History a thon. The Geography syllabus was introduced and a unit trialled. A feature of the teaching of History and Geography was the use of technology to demonstrate student learning. Two year 6 classes team taught using Self Organised Learning environments and project based learning to meet the outcomes. Excursions and research complimented the teaching of History and Geography. The use of technology and Self Organised Learning Environments was shown to be highly motivating and student surveys showed they felt successful especially when demonstrating their work at the History Fair.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student growth in NAPLAN at or above state mean. (2013 matched students below on all measures)	<p>The strongest area of NAPLAN growth was in grammar and punctuation in Year 5 with 47% of students in top 2 bands . This is possibly due to the intensive Grammar RFF program run through Stage 3. Two expert teachers worked intensively with students on grammar in context. Targets of 2.5% growth were met or exceeded in Year 3 spelling and grammar, Year 5 reading, grammar (exceptional growth) and maths. Targets were met in Year 7 maths.</p> <p>Targets were not met in Year 3 Numeracy , reading and writing, Year 5 writing and spelling and year 7 grammar. These will be areas of focus 2017.</p> <p>Year 5 Reading and numeracy – 28% – grow to 30%+ 2016= 30% – at target .</p>	<p>\$20000– literacy and numeracy funds for resources.</p> <p>Reading recovery teacher (.52) Learning Support funding (teacher allocation 1.2, EALd (teacher allocation 1.2) and Instructional leader project were part of this resource.</p> <p>Speech pathologist – \$20000 . (socio– economic funding)</p>
Increased number of students in top 2 bands for NAPLAN above state mean–(2013 – below all measures)	<p>Reading and numeracy= top two bands–goal 2016– 51.25%, 2016=47%– below target.</p> <p>History and Geography evidence sets show clear examples of students completing rich tasks involving History and geography new curriculum.</p>	<p>Included in above literacy and numeracy funds.</p> <p>History and geography= 10 x teacher release days.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data wall and plan software showing expected growth for 80% of students.	Data wall showed students are progressing though some students still of concern. In 2016. Data wall tracked early arithmetic strategies K–2 and place value 3–6.	Included in above literacy and numeracy funds.
Positive tell them from me surveys and less negative entries in Sentral.	Sentral data confirms less negative incidents. Positive Tell them from Me surveys– staff , students and community – above state measures in all areas. PBL audit shows that the school needs to improve the consistent application of the continuum of responses and that all staff including casuals need more training and aligning.	10x teacher days, resources= \$5000

Next Steps

Positive Behaviour for Learning Goals 2017

Ensure a consistent approach to teaching behaviour and applying appropriate consequences.

Classroom setting: generate an effective tracking system for prompts in the classroom.

End of year survey to reveal students and staff have a more authentic understanding of PBL and what it looks like.

Numeracy Goals 2017

Increase NAPLAN Numeracy results in Year 5 by 8% for 80% of our students. Increase the number of Year 5 students above state average (top two bands) in numeracy.

Growth for Year 5 in Numeracy to be above state average for 80% of our students.

Increase on students in top 2 Bands for Year 3 Numeracy

Decrease in % deficits for Addition/Subtraction Year 3 & Place Value Year 5

Literacy/L3–Language, Literacy and Learning Project / Instructional Leader Goals 2017

Improve staff knowledge, skills & confidence in explicitly teaching writing through facilitating the 'Writing in the Middle Years' program for Stages Two and Three.

Embed formative assessment practices within writing sessions K–6.

Every Kindergarten child exits the year reading at between instructional levels 5 – 8 or greater as recommended by the Literacy Continuum.

Teachers K – 2 feel increased confidence in their ability to deliver a differentiated reading and writing program through explicit PL sessions, individual mentoring sessions, L3 Kindergarten training and improved reading resources.

Every child who accesses the Reading Recovery program expands their literacy knowledge and skills and reaches their full potential.

Strategic Direction 2

Grow staff learning

Purpose

The purpose of growing staff learning is to improve student outcomes from quality teachers and support staff who are passionate, skillful and embed 21st century pedagogy with the latest resources and technology. Our purpose is to develop a performance and development culture that builds future teacher leaders through opportunities for leadership, research and actions with a firm focus on teamwork. Together our staff strive to consistently improve to make a difference through the sharing of expertise and professional collaboration. Student success is the direct result of staff moral purpose, quality and leadership.

Overall summary of progress

In 2016 the school targeted explicit teacher support through a .5 Instructional Leader. This position combined with .5 Deputy Principal enabled at the shoulder support for new teachers. Additionally the position focused on developing individualised visible learning goals and effective classroom practice.

The school embedded a culture of shared staff learning through classroom walkthroughs, observations and lesson studies. PDPs were embedded into everyday practice with staff collecting verifiable evidence of progress towards goals. Student feedback through success was used to further individual student learning. Importantly the staff built a collaborative culture and true sense of collective teacher efficacy.

As BYOD became embedded in stage three, classroom programs used technology to enhance learning. Flexible agile furniture has begun to be allocated across the school with teachers developing self organised learning environments and project based learning. Collaboration and creativity were used as key skills by students both in the way they learned and in the way they demonstrated their learning. Importantly every staff member took on a leadership role in some way across projects or extra curricular activities. The sense of team work and collaboration were evident in surveys and focus group discussions. Staff grew in their learning and therefore improved the learning for students through evidence based teaching practices with an emphasis on innovation and collaboration.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers use innovative teaching practice and 21st century fluencies including collaboration and creativity reflected in observations, programs and student work samples.	Reports show students assessed for collaboration and creativity in a range of areas.	Professional learning – 3 teachers to network meetings.
BYOD usage in Year 5 and 6 develops motivated learners who are effective users of technology assessed against ICT capability framework and reflected in the Tell them from me survey.	BYOD stage 3 evaluation shows successful use as a tool for learning. Evidence of collaboration and creativity implementation through student work samples.	new laptops from ET4I rollout \$10000 – ipads purchased. Multimedia room completed.– shared IT and film making room.
Teachers successfully meet personal goals as supported by evidence and the PDF.	Instructional Leader evidence set shows positive support for beginning teachers. PDP and TTFM evidence evaluations show extremely positive relational culture at the school. All staff have provided evidence sets to match PDP goals.	\$20000 beginning teacher support. \$35000 per capita allocation and QTSS funds

Formative Assessment Project Goals 2017

Ensure a consistent approach to embedding formative assessments in classrooms.

Develop teacher professional growth in activating students as resources.

Clarifying, sharing and understanding learning intentions and success criteria with an importance on student goals.

Improve everyday classroom practice and improve student learning outcomes.

Clarify learning intentions and success criteria for tasks.

Provide feedback to move the learner forward.

Future Focused Learning Goals 2017

For teachers to use critical thinking and communication strategies in the classroom to support student learning.

To improve literacy skills through the use of film.

Implementation of Bring Your Own Device in Stage Two.

The use of film allows students the opportunity to practise comprehension skills through planning, writing, filming and editing. Comprehension, specifically inferring and identifying the main idea, are both skills that can be highlighted through the use of film and are identified areas of weakness for our students. Furthermore, this project is important for our school so that teachers are able to effectively use pedagogies for future focused learners and so students have the best opportunities for learning.



Strategic Direction 3

Grow school leadership

Purpose

The purpose of growing school leadership is to build school capacity and align staff, students and community in a partnership that strengthens academic and well-being outcomes for students. The more parents and community are partnered with the school, the better the outcomes for students. Our purpose is to have positive parents who are well informed and work as a team with staff to ensure student success. Through strengthening connections with the broader community support structures for all students will be improved. The school is committed to improving in all facets of school life.

Overall summary of progress

In 2016 the school grew in its reputation as a centre of excellence for leadership and community programs. The school reached out to its community building strong bonds with other schools, communities of schools, businesses and alliances with other learning organisations. The strong ties with the local community and the P&C enabled a number of projects to be initiated. The multi media room, Naturescape and artificial grass under the shade shelters became community priorities. Over 80 families turned up for the school working bee and staff worked along side parents to better the environment for our students.

Our school's White Ribbon program developed a student oath and video. The Fathers Day breakfast and White Ribbon events strengthened the most important message of respectful relationships. This program is the most valued program by our parents and our staff. The presentation by our White Ribbon leaders at Sylvania High was a culmination of the extended White Ribbon program across the year.

Our Aboriginal Education program was extended with the introduction of a Koori Kids Club and participation in Koori Kids by the sea and Koori Art Expressions. Our whole school benefited from the opportunity to increase their understanding of culture and country. Four staff travelled to Brewarrina and taught for a week to extend their understanding of teaching Aboriginal students.

LMBR was successfully introduced across the school with school finances now managed centrally. Understanding and confidence in SAP finance is still developing. The school is now considering the use of Sentral or the EBS4 software.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
>Increased attendance at P&C and numbers of parents working with the school. (2014– average 15 and 100 working in school.)	Large community turn out for school working bee– over 80 families. Grandparents Day had an overwhelming and unexpected turn out the measure being we ran out of food. P&C resolve remained strong with strong parent turn out at events and supporting all fundraising. Further enhancing parent consultation and involvement is an area of focus for 2017.	The P&C invested \$120000 in funds in to the school in 2016. The school won a \$30000 grant for after school care/multimedia room The school won \$30000 to complete the Naturescape.
Numbers of fathers supporting White Ribbon events. (2014– 8) – father feedback.	Evidence set of White Ribbon activities shows the powerful message is embedded in the school. (video, photos, oath). Increased turn out at White Ribbon and Fathers Day events.	\$1000
Number of successful COS projects (2014 =1) measured by evaluations.	Mind map of external connections and groups attended – eg PSSA, Public Speaking, CoSAW, History connection, technology connection, Casual teacher networks, leadership groups meeting on the premises.	
Happy motivated learners experiencing success in their	Improved Positive Tell Them From Me surveys as discussed in Annual Report. Increased levels of	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
school life.– Positive parent and student Tell them from me surveys. (new in 2015)	community support demonstrated through funding, feedback and surveys.	

Next Steps

White Ribbon Project Goals 2017

Improve and strengthen student understanding of and responsibility over the values comprising the Sylvania Heights Public School White Ribbon Oath.

Strengthen the participation/involvement of the student White Ribbon team.

Community Consultation Goal 2017

Consult with the school community on school directions for the school plan 2018–2020.

Fathering Project Goal 2017

The Fathering Project is a new project aimed to work closely with Sylvania Heights Public School fathers and father figures with the goal to be the best fathers, or father figures, they can be. The Fathering Project's Schools' Program aims to positively promote the important role of fathers, and father figures, to the entire school community through the formation of a "Champion" Dads' group, or Fathering Project School Group (FPSG).

Policy Implementation Goals 2017

Aboriginal Education Goals

The rebranding of Koori Kids to Wulaba (wallaby) Kids to acknowledge the local totem for this area and to create a supportive and inclusive environment for all ATSI students. This includes the creation of a Wulaba Kids HQ in the SHAC and the creation of a section of the Naturescape as an Indigenous meeting place in consultation with local Dharawal Elder Aunty Deanna.

Wulaba Kids to have their own program developed for withdrawal time to attend meetings and activities run by the Aboriginal Education Team. The Aboriginal Education team would also like to develop and introduce one Indigenous themed literacy unit to be implemented in each grade and taught each year in Term 2. A Whole School NAIDOC incursion to be held on 21st June 2017. Develop a bush tucker garden in consultation with the Green Team before the end of the year.

Members of the current Aboriginal Education team to be involved with the Connected Communities project which give teachers at Sylvania Heights Public School the opportunity to support and experience remote Aboriginal communities and schools.

The Community Connection Project gives teachers at Sylvania Heights Public School the opportunity to support and experience remote Aboriginal communities and schools. The staff at these remote schools then have to opportunity to have PL sessions and plan future school goals.

Multicultural and Anti-racism Education Goals

Students, families and staff in our school community respect each other's culture. Racism of any form is not accepted.

Parents feel welcome and part of the school community through access to enrolment forms, notes, interpreter services and information in their first language. Where possible, information in the newsletter is translated into main languages other than English. Teaching programs reflect multicultural perspectives with an emphasis on quality literary texts that reflect a range of cultures. Teachers are provided with professional learning in the area of developing intercultural understanding through texts.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	English as a Language or Dialect funding embedded in strategic direction, implementation and improvement measures. EaLD student achieving the same levels of growth or better than non EaLD students. EaLD, Naplan data– growth.	\$16000– RAM funds plus 6 teacher days per week. • English language proficiency (\$16 000.00)
Low level adjustment for disability	End of year Learning and Support Teacher reports and Individual Education programs show individual student growth and improved engagement.	\$56000 RAM disability Plus \$70 000 Targeted integration support. • Low level adjustment for disability (\$56 000.00)
Quality Teaching, Successful Students (QTSS)	See Instructional Leader detailed evidence set. Extensive support program for beginning teachers and whole school instructional rounds.	.462 QTSS teacher position from term 3 2016.
Socio–economic background	Students identified showed an increase in reading in K and Year 1. Kindergarten students identified for intensive support before Year 1. Employment of speech pathologist – extensive data shows growth for every student in the speech program.	\$24600– RAM socio economic funds. • Socio–economic background (\$24 600.00)
Support for beginning teachers	See Instructional Leader Evidence set that includes reflections and observations.	\$70000– as well as the support from the Instructional Leader (.5)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	343	338	341	338
Girls	309	311	325	324

Student enrolments at Sylvania Heights Public School have grown since 2013 and remain steady.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	97.3	96.2	96.2
1	96.1	96.4	96.4	95.4
2	95.9	97.4	94.8	95.6
3	95.7	97.1	95.1	95.1
4	96.1	97	94.8	95.9
5	96.2	97	95.5	94.6
6	94.1	96.2	95.2	93.7
All Years	95.8	96.9	95.4	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Student attendance remains high at Sylvania Heights Public School and attendance is monitored closely.

Class sizes

Class	Total
KF	20
KA	18
KO	18
KM	18
KK	21
1B	23
1W	24
1L	22
1D	23
2/3V	26
2J	24
2H	24
2C	24
3P	28
3B	28
3S	28
4H	29
4G	29
4/5N	28
4S	29
5K	28
5CH	27
5/6S	29
6B	30
6R	29
6H	29

Workforce information

Workforce composition

Position	FTE*
Principal	1.5
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.28
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

There is one indigenous teacher at Sylvania Heights and one on extended leave.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Professional learning and teacher accreditation

Three beginning teachers completed their accreditation in 2016. One teacher is collecting evidence for accreditation at higher levels in 2017.

Staff at Sylvania Heights Public School completed extensive professional learning during 2016. Weekly PL meetings, Staff PL days and evenings external courses, guest speakers, conferences and mandatory training all contributed to improved teaching /learning outcomes for teachers and students.

Our PL included; NAPLAN analysis, classroom observations and lesson studies, maths strategies for the classroom, Positive Behaviour for Learning project development, hearing support for students, consistency

of teacher judgement in assessment tasks, introduction to the Geography syllabus, student goal setting, technology–google apps ,History syllabus, science syllabus, understanding our school plan and strategic directions, Aboriginal education and understanding the NESA teaching standards.

Mandatory training for all staff included; Anaphylaxis, OH&S inductions, CPR, asthma, code of conduct for teachers, ethical decision making, child protection and emergency procedures.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.

Income	\$
Balance brought forward	349 863.82
Global funds	451 287.32
Tied funds	321 638.74
School & community sources	348 320.90
Interest	6 814.21
Trust receipts	40 906.34
Canteen	0.00
Total income	1 518 831.33
Expenditure	
Teaching & learning	
Key learning areas	26 248.26
Excursions	85 685.66
Extracurricular dissections	201 255.93
Library	14 709.05
Training & development	25 282.02
Tied funds	263 932.33
Short term relief	78 559.73
Administration & office	114 192.82
School-operated canteen	0.00
Utilities	50 137.00
Maintenance	105 846.83
Trust accounts	60 656.08
Capital programs	71 013.00
Total expenditure	1 097 518.71
Balance carried forward	421 312.62

The information provided in the financial summary includes reporting from 1st November to 31 December 2016. The school is holding funds for the completion of several large scale assets projects. included in this roll over figure are funds for the Naturescape (\$70 000), Before and After school care /multimedia room (\$30 000), class furniture and pinboard projects. This is in addition to casual wages yet to be deducted.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	587 486.71
(2a) Appropriation	447 412.62
(2b) Sale of Goods and Services	30.00
(2c) Grants and Contributions	139 712.98
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	331.11
Expenses	-368 997.65
Recurrent Expenses	-368 997.65
(3a) Employee Related	-187 139.62
(3b) Operating Expenses	-181 858.03
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	218 489.06
Balance Carried Forward	218 489.06

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 105 177.99
Base Per Capita	35 732.08
Base Location	0.00
Other Base	4 069 445.91
Equity Total	333 977.82
Equity Aboriginal	3 190.98
Equity Socio economic	24 646.31
Equity Language	137 597.48
Equity Disability	168 543.06
Targeted Total	78 979.99
Other Total	57 646.96
Grand Total	4 575 782.76

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school has a finance committee comprising the SAM, Principal and Deputy Principal who consult with the President and Treasurer from the P&C and School Council. The school undertook a significant refurbishment program including refurbishing three classrooms and the construction of a multimedia room, artificial grass area and Naturescape. The P&C makes sizable contributions to the school to enable improved programs, air conditioning costs, learning, resources and spaces to enhance the learning opportunities for every child.

The school is holding funds for final payments of these projects.

Financial summary equity funding

School performance

NAPLAN

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

Premier's priorities

In 2016, Year 3 for Reading we had a total of 99 students with 50.5% in the two top bands compared to 52.2% in 2015.

In 2016, Year 5 for Reading we had a total of 84 students with 35.7% in the two top bands compared to 30.9% in 2015.

In 2016, Year 3 for numeracy we had a total of 99 students with 37.4% in the top two bands compared to 46.6% in 2015.

In 2016, Year 5 for numeracy we had a total of 84 students with 31% in the two top bands compared to 25.5% in 2015.

2016 NAPLAN Analysis– Year 3

In literacy, Year 3 were above state levels in most measures of proficiency. In grammar & punctuation, 61% of Year 3 students achieved a band 5 or higher compared with 53% of the state. This showed a 10% growth in students achieving a band 5 since the previous year.

In Year 3, 33% of students achieved a band 5 or 6 in spelling compared with 27% in the state. In reading, 51% of Year 3 students achieved a band 5 or 6 in spelling compared with 52% in the state, and in writing, 67% of Year 3 students achieved a band 5 or higher compared with 52% in the state.

In numeracy, 37% of year 3 students achieved a band 5 or higher compared with 39% in the state.

Areas to focus on in future are reading (inferential comprehension), a continued focus on numeracy as well as a focus on moving students from the middle bands towards the top two bands in writing and spelling,

2016 NAPLAN Analysis – Year 5

In reading 58.8% of students made greater than or equal to expected growth. 20% of students performed in the 75th percentile or above. Questions or criteria where the school percentage choosing the correct response was 10 or more below the state population percentage were in the skills of inferring and identifying

the main idea. Our area of strength in reading was connecting ideas.

In writing, 58.8% of students made greater than or equal to expected growth. Areas for development in writing are the use of imagination to develop a theme, varying sentence structure and characterisation. Our area of strength was paragraphs focusing on one idea.

In spelling, 52.5% of students made greater than or equal to the expected growth. Our area of strength was consonant blends. Our main area for improvement is silent letters using 'b'.

In Grammar & Punctuation, 58.8% of students made greater than or equal to expected growth in grammar and punctuation. 20% of students performed in the 75th percentile or above. Our areas of strength were articles and commas. Areas for improvement include pronoun replacement and pronoun reference, the use of an ellipsis and sentence structures, utilising adjectival clauses and compound sentences.

In numeracy, 55.7% of students made greater than or equal to expected growth. 22.8% of students performed in the 75th percentile or above. Our areas of strength were whole number and data. Our areas for improvement are addition and subtraction word problems, length and time.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

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Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Teacher Survey was completed by 38 teachers. Overall teachers indicated that they felt the school was inclusive (8.5) and that they strive to understand the learning needs of students with special learning needs. They also felt that the learning culture of the school (8.3) was important and that they discuss learning goals for the lessons and monitor progress of individual students. Areas for improvement identified in the teacher survey include using technology (7.2) to give students immediate feedback on their learning and to track progress towards their goals. It was also noted that parent involvement (7.4) regarding sharing students' learning goals with their parents and asking parents to review and comment on their child's work was a low scoring area. School leaders helped establish challenging and visible learning goals for students and gave students written feedback. Leadership (7.8) and Quality Feedback (7.8) were possible areas to look at improving. 86.5% of teachers showed they respected other teachers who took the lead in school improvement efforts and trusted each other. 56.7% of teachers have taught <5 years and 43.3% of teachers have taught > 6 years at Sylvania Heights Public School. 32% of teachers have taught for more than 16 years followed by 25% of teachers have taught 6–15 years in their careers. However, 60.5% of teachers have taught years 3–6 most of the time. The other 39.5% of teacher have taught years K–2 most of their teaching time.

The Tell Them From Me Student Survey was completed by 286 students in Years four, five and six. The survey showed that students at Sylvania Heights PS, when compared to the NSW norms have higher rates of positive homework behaviour, participate in extracurricular activities, and sport. They also generally feel they have a positive behaviour at school, accepted and valued by their peers, effective classroom learning time and have someone at school who constantly provides encouragement and can be turned to for advice. Levels of bullying have dropped dramatically compared to 2015 and compared to the NSW norm, 18% of the girls and 29% of boys were victims of moderate to severe bullying. The NSW Government norm for girls is 32% and for boys is 41%. 18% of the girls and 29% of boys 32% and for boys is 41%.

The Tell Them From Me Parent Survey was completed by 184 parents, this is over a 60% increase in participation from 2015. The survey is based on a framework for fostering positive relations between the school and the community. It also provides feedback to our school about the extent to which our parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Overall, parents feel welcome at Sylvania Heights PS with (8.7) feel they can easily speak with their child's teacher and feel welcome when they visit the school. They also felt informed when reports on their child's progress are written in terms they could understand (7.9) and if there were any concerns with their child's behaviour at school, the teachers would inform them

immediately (7.8). 49% of parents talked with a teacher more than three times and 36% parents attended meetings more than three times and 81% of parents were involved in school committees. Our parents at Sylvania Heights PS support learning at home and (5.9) talk about how well their child is doing in his/her class and about how important schoolwork is. They (7.4) praise their child for doing well at school. Parents feel (8.2) that their child is encouraged to do his/her best work at school and also the school supports learning while taking into account their child's needs, abilities and interests. In addition parents feel their child is clear about the rules for behaviour (8.8) and teachers expect their child to pay attention in class (8.4). Their child feels safe at school (8.2) and their child feels safe going to and from school and behaviour issues are dealt with in a timely manner (7.3). The inclusion at Sylvania Heights PS overall is quite high, teachers try to understand the learning needs of students with special needs (7.5) and teachers help students who need extra support (7.7) and teachers help students develop positive friendships (7.3).



Policy requirements

Aboriginal education

Throughout 2016, all classes continue to have cross curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into teaching and learning programs, with particular emphasis in the Key Learning Areas of History, Geography and Literacy. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum. This year two teachers joined the newly formed local AECG. They also attended a professional learning session conducted by the local AECG and Les Bursill OAM (Elder in residence at Wollongong University) on Dharawal rock art in the Royal National Park and heard the related dreaming stories. Two teachers were also able to attend the Aboriginal Education and Engagement Conference, they also attended the Aboriginal Education Network meetings and created closer links with the Aboriginal Education and Wellbeing Team.

This year the Aboriginal Education and wellbeing advisor Jane Stanley presented a PL on the '8 Ways to Learn' for all teaching staff. Community involvement has increased in the school and Aboriginal families have been invited into the school to share their culture. This year saw Sylvania Heights Public School again participate in the "Yarn Up" Stage 3 Public Speaking

Program. Two of our Year 6 students attended two workshop days, one at the Powerhouse Museum and one at Parliament House. The workshop days taught public speaking skills such as speech writing, body language, poise and voice projection.

Aboriginal Education Officers as well as members of The Australian Youth Theatre Group presented workshops during the workshop days. The program culminated with one student presenting his speech at Parliament House in front of Indigenous students and community members, as well as his family and Mrs Lloyd. In 2016, eight of our Aboriginal students were also included in the “Koori Kids by the Sea” program and attended the Royal National Park to take part in a program about Aboriginal culture and lifestyle. Additionally six Aboriginal students attended a cultural awareness day where a local elder spoke to them about the importance of country and belonging. These six students then prepared and created an artwork for Koori Art Express which was displayed at the Australian National Maritime Museum.

The whole school attended a NAIDOC Day incursion where all students had the opportunity to learn about indigenous culture, art and artifacts. Aboriginal education was conducted by Koomari and Dion Drummond on the day. The Aboriginal students of Sylvania Heights Public School were involved in the running of the NAIDOC Day Celebrations. Students rotated through a variety of activities across the day including traditional Aboriginal games, boomerang throwing, and Aboriginal and Torres Strait Islander dance and songs.

A highlight of the year was the awarding of a “Deadly Award” to a Year 6 student for his consistent effort and hard work at school. Furthermore this students went on to be accepted into the Endeavour Clontarf Academy for 2017. This was a proud moment for the student, his family and the SHPS school community. To finish 2016, four staff members spent a week teaching at Brewarrina Central School in remote northwestern NSW, as part of the Connected Communities Program. As a school we continue to use the “Acknowledgement to Country” at all assemblies and formal occasions.



Multicultural and anti-racism education

Sylvania Heights Public School promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Within our school, approximately 39% of students come from Language Backgrounds Other Than English (LBOTE). Maintenance of first language is promoted through our ‘Kindy Start’ information days and also to Kindergarten parents during Best Start assessments.

Sylvania Heights has increasing numbers of students from countries where an Asian language is spoken at home. Some of our students attend Saturday community language classes, in Mandarin, Greek or Arabic to acquire written skills in their first language. The school readily promotes the importance of bilingualism and multilingualism through notices in the newsletter or when communicating to parents. Enrolment forms and other important notices are offered in other languages where possible, and EaL/D (English as a language or dialect) teachers are available at the time of enrolment for new students. Phone interpreters have been accessed for enrolment and for ongoing parent interviews throughout the year. EaL/D teachers program using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs. EaL/D teachers work closely to support class programs by team-teaching or withdrawing students with additional needs.

Writing has again been a priority and proven to be successful, as 66% of Year 3 and 20% of Year 5 LBOTE students scored in the top two bands for writing. No Year 3 LBOTE students were in the bottom two bands for writing. Teachers in the school have programmed and assessed using the English curriculum, with units that focus on cross curriculum priorities and general capabilities that encompass intercultural understanding. EaL/D teachers have worked alongside classroom teachers to plot student growth on the K–6 Literacy Continuum through consistency of teacher judgement and analysis of writing samples. Our EaL/D teachers have led the Woronora and Port Hacking EaLD teachers in two connect meetings to up skill EaLD teachers on current pedagogy and best practice. These meetings focused on supporting beginning EaL/D learners and teaching mathematical language in the classroom. Our school has an anti-racism policy supported by a trained anti-racism officer. We celebrated Harmony Day earlier in the year through activities to develop our understanding of our diverse cultural, religious and language backgrounds.

Other school programs

School Sport Programs and Achievements

In 2016 Sylvania Heights Public School has been involved in many sporting competitions and our

students have excelled themselves in the sporting arena. The year began with our Swimming Carnival where students from 2–6 competed in the full day event. Sylvania Heights Public School had 30 students chosen to attend the Sutherland Zone Swimming Carnival, 11 then went on to the Sydney East Competition. The next event was the Cross Country which saw our students running around the school grounds displaying strength and stamina. 26 students represented Sylvania Heights Public School at the Sutherland Zone competition and 7 of these students went on to compete at the Sydney East Cross Country competition and a further 2 students competed at the State competition.

In K–2 students had the opportunity to learn new sports through the Sport in School's grant. AFL and golf were available at a subsidised price. The K–2 students additionally took part in a gymnastics program and swimming lessons once a week throughout Term 4.

Athletics

The Athletics Carnival was held later in the year with primary students participating in the Fit Futures program in preparation for the event. This day was a huge success with many records being broken. 56 Sylvania Heights Public School students went on to compete at the Sutherland Zone Competition, a further 20 went on to the Sydney East Competition and 3 students participated at the State Competition. Sylvania Heights Public School won the Sutherland Zone Athletics Competition and was awarded the Senior Girls Champion.

PSSA

2016 also saw Sylvania Heights Public School take part in the Sutherland Zone Public School Sports Association competition. Throughout the year we had students participate in Basketball, Cricket, Netball, Rugby League, Soccer, Softball, Tee Ball, and Touch Football. We had 36 teams in total and 416 students participating. In the 2016 Winter PSSA Competition. Our Senior Girls A Netball team won their competition undefeated, the Junior Girls A Netball team reached the finals, as did the Junior Boys A Soccer Team. In the 2016 Summer PSSA Competition the Junior Boys A Basketball team won their competition, as did the Senior Boys A Cricket team. The Junior Boys A Tee Ball team and Junior Girls A Basketball team also reached their Grand Finals. Sylvania Heights Public School also had 19 students selected into Sutherland Zone Teams. They were Basketball(1), Cricket(1), Equestrian(1), Softball(4), Netball(4), Rugby League(3), Soccer(2), and Touch Football(3). 7 students were selected into Sydney East Teams. Rugby League(1), Soccer(1), Touch Football(2) and Water Polo(3). Sylvania Heights PS also had one student selected in the State Soccer team. 2016 has been a very successful year for the athletes of Sylvania Heights Public School.

Creative and performing Arts Programs and Achievements

Sylvania Heights Public offers numerous opportunities

for students to excel in the Creative and Performing Arts. 2016 witnessed many highlights in Dance, Drama, Visual Arts, Music, Public Speaking and Debating. Each group had the opportunity to showcase their talents and perform at our annual Performing Arts Evening. The show featured approximately 250 students from our school ranging from Years 2–6.

Dance

Our forever growing and successful dance program featured nine groups, consisting of students from Years 1–6. The program was led by Trish Martin and 2016 achievements included:

Senior and Junior Dance Ensembles featured in the Ultimo Regional Dance Festival. Both ensemble's capabilities were further captured after being selected to perform in the State Dance Festival.

Seven dance groups participated in Sutherland Shire Schools Music Festival.

Sixteen Year Six dancers represented our school in The Schools Spectacular. They had the chance to “*Dream Big*” and along side 5000 other performers and contributed to the Guinness World record for the largest amateur variety act in one place at the same time.

One Year Six student was a member of the NSW State Dance Ensemble.

Ten students from Years 2–6 were nominated to participate in the NSW State Dance Workshops.

Drama

The Drama program continued to thrive under the expertise of Miss Venables and Mr Jarman. The Senior Drama Group was selected to perform in both Regional and State Drama Festivals. Students and teachers were also a part of the Regional Play Day workshops.

Choir

Junior and Senior Choir were led by Mrs Banks and Mrs Bayliss. Both choirs represented our school in The Sutherland Shire Schools Music Festival.

Strings and Recorder

The Strings Program welcomed a new tutor Mrs Bradley to work along side Mrs Kourtesis. In 2016, one Year Six student was chosen to be a member of the Strings Symphonia program. Further accomplishments involved the Strings Ensemble and the Recorder group performing at The Sydney Opera House in The Festival of Instrumental Music.

Band

There are two Bands within our school to offer students the opportunity to gain experience in playing a variety of instruments. The training and concert bands both took part in our School's annual Performing Arts Evening.

Dance Sport– Ballroom dancing

In its second year of running, the Dance Sport program experienced an amazing year. This initiative was facilitated by Mrs Lewis and Mrs Howard and involved twenty, Year Five students. Dancers developed their skills in Cha Cha, Samba, Jive, Tango and Salsa. Students performed in the Dance Sport Challenge, resulting in one pair placing sixth in the finals for Cha Cha.

Visual Arts

This year over 50 students participated in the Artist in Residence Project at Sylvania Heights Public School. Artist Ken Tucker helped students design Picasso style faces; these faces were then painted as a large mural and hung in the playground. The results were impressive. Thank you to IMB for sponsoring the project.

Our Koori Kids also participated in the Koori Art Exhibition at the Powerhouse Museum this year. Together, they created a collaborative artwork that tells a story of belonging.

Create South

Create South is an initiative that aims to extend gifted and talented performing artists. Sylvania Heights Public School had various representatives from Years 5–6: Dance (**3 students**), Drama (**2**), Choir (**1**), Art (**1**) and Band (**1**). These talented students worked for two days, that culminated to a production embedding all elements of creative arts.

Tournament of Minds, Debating and Public Speaking

This was another gifted and talented program where two teams made up of selected Year Five and Six students had the opportunity to demonstrate their skills in critical thinking, problem solving and drama through Tournament of Minds. The two categories were Language Literature and Social Sciences. Our team was awarded Honours, the equivalent of second place.

The Public Speaking competition saw four finalists from each Stage represent our school in The Southern Sydney Schools Public Speaking. One student continued on and was placed first in the Port Hacking Network Competition.

Debating flourished in 2016 under the tuition of Miss Blevin. The Year Five and Six team won numerous debates throughout the Sydney Schools Debating Competition. The team finished off the season as independent debaters making it to the finals, placing third out of 110 teams.