

Sylvania High School Annual Report



2016



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

Craig Brown

Principal

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School background

School vision statement

The Sylvania High School Community values education as a fundamental right for everyone. Our overall aim is to support and develop our students to achieve their full potential as learners and thus build a society where its members are resilient, highly socialised, highly productive and highly skilled.

School context

Sylvania High School is the northern most school in the Sutherland Shire and is currently in a period of high student demand. Our school provides a dynamic, caring and positive learning environment. We deliver diverse educational programs from Years 7 to 12 that engage students by connecting their learning to the real world. Our curriculum encourages students to develop essential skills, knowledge and understanding and promotes both personal and interpersonal skill development.

Extra-curricular opportunities complement our curriculum and play a significant role in the development of our students. Students are encouraged to participate in the corporate life of the school and strive for excellence in all aspects of their learning including authentic student leadership opportunities.

Our school community shares the core values of rights, respect and responsibility and a belief that the most productive learning occurs when our students are safe and happy. To achieve this, our welfare programs are designed and implemented to support individual student needs and foster respectful relationships between staff, students and parents.

Our school is staffed by a highly committed, talented and experienced team of teachers and support personnel. We enjoy strong support from our parent body in the form of our School Council and P&C. The P&C in particular, has a strong tradition of supporting learning programs and working with teachers to develop quality learning environments.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an External Validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of the External Validation process were positive and affirming. Our school was validated by the panel at a standard higher than that of our self-assessment. Findings of the External Validation process were as follows:

Learning

In the domain of Learning the school's self-assessment is consistent with the evidence presented in three elements and was validated using the School Excellence Framework. In the element of:

- Curriculum and Learning the evidence presented indicates the school is operating at the Sustaining and Growing stage; and
- Student Performance Measures the evidence presented indicates the school is operating at the Delivering stage.

Teaching

In the domain of Teaching the school's self-assessment is not consistent with the evidence presented using the School Excellence Framework. In the element of:

- Effective Classroom Practice the evidence indicated the school is operating at the Sustaining and Growing stage;
- Data Skills and Use the evidence indicated the school is operating at the stage of Sustaining and Growing.
- Collaborative Practice the evidence presented indicates the school is operating at the Sustaining and Growing stage;

- Learning and Development the evidence presented indicates the school is operating at the Sustaining and Growing stage; and
- Professional Standards the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Leading:

In the domain of Leading the school's self-assessment is not consistent with the evidence presented using the School Excellence Framework. In the element of:

- Leadership the evidence presented indicates the school is operating at the Sustaining and Growing stage;
- School Planning the evidence presented indicates the school is operating at the Sustaining and Growing stage;
- School Resources the evidence presented indicates the school is operating at the Excelling stage; and
- Management Practices and Processes the evidence presented indicates the school is operating at the Excelling stage.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to 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

Student Learning

Purpose

Student learning is the core business of our school community and is the reason for our collective purpose of enabling our students to achieve their full potential and build a better society.

Overall summary of progress

The school achieved all milestones as listed in the strategic direction of Learning in 2016. Through targeted professional learning activities staff developed their capacity to utilise a range of data including SMART and RAP to differentiate the curriculum to better meet the learning needs of students. While the SMART data indicated an improvement in reading, Year 9 NAPLAN reading data indicates consideration is required to further increase the proportion of students in the higher bands. The introduction of the whole school study skills program, Enhanced Learning Educational Services (ELES) was welcomed by staff and the Learning Support Team constructed a timeline for future implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Y9 NAPLAN and HSC results show maintenance and/or increase in value added and growth is at or above state averages.	<p>2016 SMART data indicates an increase in greater than expected growth rate for reading when compared to 2015. Students in the lower Bands have increased their expected growth whilst growth of students in higher Bands was less than expected.</p> <p>LaSTs undertook local testing for Year 7 students; data indicated there was a positive improvement of student literacy across the year group.</p>	Costs covered by salaries in the school's staffing entitlement and where appropriate funds from TPL.
Decrease the collective percentage number of bands 1 and 2 based on 2014 HSC data.	<p>School based strategies developed in 2015 were implemented across faculty areas to decrease Bands 1 and 2.</p> <p>2016 results indicated that the percentage of Bands 1 and 2 results had decreased across six subject areas when compared to 2014 data.</p> <p>Effective practices were identified from successful 2015 Year 12 students to enhance student performance.</p> <p>A whole school ELES Study Skills program was introduced and mapped across each year group for 2017 implementation by the Learning Support Team.</p>	Costs covered by salaries in the school's staffing entitlement and where appropriate funds from TPL.
Internal value added assessment data for writing increases based on 2014 data.	Local data for the 2014 cohort shows a decrease in grades D and E and an increase in grades B and C.	Costs covered by salaries in the school's staffing entitlement and where appropriate funds from TPL.
The Year 7 Information Literacy program will be evaluated.	The Information Literacy program (ILP) was evaluated. Data indicated that the program was valuable in increasing student ICT and Information literacy skills. Year 7 students developed the capacity to utilise Google Classroom and apply well developed digital citizenship skills in line with our BYOD policy.	Costs covered under the salary of the Teacher Librarian and SASS support.

Next Steps

- The Literacy Team will embed an evidence based whole school literacy strategy to increase student value added data in reading and comprehension while the Numeracy Team will develop programs in whole school numeracy development.
- Staff to identify Stage 6 students who are at risk of achieving Band 1 and Band 2. Identified students to be linked with the school's Year 12 Mentor for support with time management.
- The Year 7 ILP will be evaluated in regard to its link with the TAS Faculty. Targeted educational technologies such as Prezi will be included and linked across faculty areas. A survey measuring Year 7 student ICT skills will establish baseline data to drive effective school practices.

Strategic Direction 2

School Learning

Purpose

School learning is essential in supporting the achievement of high quality student outcomes. A supportive and functional school learning community supports students to be resilient, confident and creative partners for a 21st century world.

Overall summary of progress

The school was able to achieve its 2016 milestones with a range of successful programs created to foster a positive school culture where the learning and wellbeing needs of students were enhanced. The School to Work program continued to be a success in terms of promoting a range of educational pathways for all students and the evaluation of the Visual Arts Faculty provided a number of directions for staff as well as affirming good practice in a range of areas. The analysis and interpretation of a range of school data including the 'Tell Them from Me' (TTFM) survey, promoted the educational achievement of equity groups when compared with non-equity groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All equity groups demonstrate achievement of educational and social outcomes commensurate with non-equity groups.	Data gathering and analysis informs the evaluation of the full range of support programs. The School to Work program was successfully completed as per the milestones of the School Plan.	\$5938 Costs covered by salaries in the school's staffing entitlement and School to Work program.
A school culture is developed that promotes good mental health, wellbeing and high attendance rates.	The Head Teacher Welfare mapped MindMatters professional learning across staff to enhance student wellbeing. Year Advisers analysed student TTFM data to initiate new school practices to promote student wellbeing. 2016 data was presented to students via PowerPoints during year meetings. In particular, outcomes for Aboriginal students, notably attendance patterns are excellent.	Costs covered by salaries in the school's staffing entitlement and that through Low Level Disability Support, Integration and other school based funding.
The progressive self-evaluation of individual KLAs occurs annually to improve student outcomes and teacher quality.	The Visual Arts Faculty was evaluated and the findings disseminated via a written report and a debriefing. Actions include adjustments to: <ul style="list-style-type: none">• programs;• learning environments; and• assessment.	Costs covered by salaries in the school's staffing entitlement.

Next Steps

– A portion of the socio-economic RAM will be used to create a new welfare role; Year 12 Mentor, to work with targeted staff, students and classes to improve the school's learning culture as identified by data collected in the TTFM survey, local achievement data and the School Excellence Framework (SEF) data.

– Maintain the community partnership with Australian Indigenous Mentoring Experience (AIME) Gold membership and utilise the new 2017 portal to ensure all equity groups demonstrate the achievement of educational and social outcomes commensurate with non-equity groups.

– The next faculty to undergo evaluation will be the TAS Faculty. The data collection tools will be designed to gather information with regard to the school in relation to the SEF.

Strategic Direction 3

Staff Professional Learning (PL)

Purpose

Our staff aspire to be the best in their profession and as such understand the critical link between high quality student outcomes and their level of professional expertise. Sylvania High School supports the staff in these learning endeavours through an ongoing commitment to continuing professional development.

Overall summary of progress

The school was able to achieve all of its milestones listed in the plan. The Professional Learning (PL) Team successfully tracked the hours and Australian Professional Standards for Teachers (APST) across each PL activity. Team members continued to develop their capacity to schedule professional learning events via MyPL. All staff members developed a robust PDP with carefully constructed goals which reflect both the School Plan and their individual aspirations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Maximise the number of school developed PL opportunities that are delivered and tracked on MyPL@edu.	2016 TPL Tracker utilised to record school developed PL opportunities delivered.	Costs covered by salaries in the school's staffing entitlement.
All NSTs work towards and/or maintain accreditation at the level of Proficient or beyond.	NSTs either progressed towards gaining accreditation or gained accreditation in 2016. One teacher continues to develop evidence for accreditation at Lead. DP worked with NSTs to improve their professional practice for accreditation.	Costs covered by salaries in the school's staffing entitlement and where appropriate TPL and Early Career teacher funds.
All staff produce PDPs aligned to their professional needs and track their progress on MyPL@edu/BOSTES.	Staff were mentored in the development of PDPs ensuring they aligned with personal needs and the overall School Plan. Teachers utilised Teacher Identified Professional Development (TIPD) to track their PL.	Costs covered by salaries in the school's staffing entitlement and where appropriate funds from TPL.
All school delivered PL is tracked for hours and standards addressed over time.	The PL Team tracked the hours and Australian Professional Standards for Teachers (APST) for all school delivered PL during 2016.	Costs covered by salaries in the school's staffing entitlement.

Next Steps

- A portion of the socio-economic RAM will be used to release a Deputy Principal and Head Teacher Teaching & Learning to develop professional practice with targeted staff and classes as suggested from a range of data sources.
- The Professional Learning Team will be trained in the new online MyPL course to develop and schedule upcoming PL events. All school delivered PL will be monitored by the Professional Learning Team to ensure that all standards are being achieved over time.
- The coordination of release time for ECTs, their supervisors and temporary teachers to support their achievement of accreditation requirements.
- Develop staff expertise in monitoring their achievement of all Australian Professional Standards for Teachers in line with 2018 mandatory accreditation requirements.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have successfully engaged with the ILP process, which was used to guide staff in their teaching of Aboriginal students. The Aboriginal Background Funding was used to employ an Aboriginal Student Learning Adviser to liaise with students, parents and the Aboriginal community and Aboriginal education agencies to improve the quality teaching and learning for Aboriginal students. Students have actively participated in DoE and non-DoE initiatives to enhance learning outcomes, including The Great Debate and Speak Up. Positive partnerships with parents were strengthened with a morning tea showcasing 2016 student achievements.</p> <p>Students established positive partnerships with their Australian Indigenous Mentoring Experience (AIME) tutors for additional learning support.</p> <p>NORTA NORTA was provided through individual tutoring sessions and assessment support with a qualified tutor. As a result of the support received through this program, the number of assessment tasks submitted and the overall quality showed improvement.</p>	\$7613
English language proficiency	<p>The school has a 0.4 allocation for a staff member to provide EALD assistance to targeted students. This is provided through both in-class support, as well as individual and small group withdrawal sessions. Monitoring via EALD teacher diary notes and term PD framework meeting with HT English.</p>	\$45873
Low level adjustment for disability	<p>This funding enables our school to meet the disability needs of students. In 2016 our funding was expended to employ Student Learning Support Officers (SLSOs) to support and enhance classroom learning. Student to teacher ratio was lowered to improve learning outcomes for students with disabilities.</p> <p>Monitoring of both OASIS expenditure report and progress of supported students via LaSTs and LST meeting minutes.</p>	\$150045
Socio-economic background	<p>In 2016 our school received socio-economic funding and implemented a range of planning, consultation and management strategies to ensure equity of access for all students, including funding for consumables and uniforms.</p> <p>TTFM data was analysed to identify areas of need. SLSO support and links with DoE specialist personnel was accessed to meet students specific learning needs.</p> <p>Analysis of OASIS expenditure report and TTFM survey data.</p>	\$38547
Support for beginning teachers	<p>Our school received funding support for beginning teachers to support the</p>	\$29700

Support for beginning teachers	commencement of their permanent teaching career. This funding provides reduced teaching periods to allow beginning teachers to meet with their identified mentor to enhance and strengthen their professional practice. Additionally, our school provided a thorough induction program to prepare them for the professional demands of teaching. Beginning teacher logbook notes.	\$29700
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	340	360	390	385
Girls	392	389	421	408

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.2	94.7	93.6	94.3
8	91	93.3	91.7	91.8
9	89.2	91.2	91.1	89.7
10	90.2	89.3	88.1	88.8
11	89.5	89.6	87	89.6
12	90.3	90.3	91.6	90.1
All Years	91	91.6	90.8	90.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	1	5	26
TAFE entry	8	11	16
University Entry	0	0	36
Other	16	17	6
Unknown	0	0	13

Year 12 students undertaking vocational or trade training

In 2016, the percentage of Year 12 students undertaking vocational or trade training is as follows:

12% completed TAFE–Delivered Vocational and Educational Training (TVET) courses;

2% completed school–based apprenticeships and traineeships; and

22% completed VET courses including Kitchen Operations and Construction.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, the percentage of Year 12 students attaining HSC or equivalent vocational educational qualification was an impressive 100%.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.48
Other Positions	1.7

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. The school has one staff member who identifies as Aboriginal.

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	39

Professional learning and teacher accreditation

Professional learning is fundamental to the third strategic direction in the school plan. In 2016, all teaching and non-teaching staff participated in a range of quality professional learning opportunities to maximise student learning outcomes. The authentic implementation of the Performance Development Framework ensured professional learning activities aligned with teachers' professional learning needs and was reflected in their Professional Development Plan goals. The Professional Learning Team tracked the hours and standards of all professional learning activities through MyPL.

Seventeen teachers were maintaining accreditation at Proficient, and one teacher is seeking accreditation at Lead level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 31 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	574 842.30
Global funds	545 840.34
Tied funds	427 912.46
School & community sources	600 891.75
Interest	13 478.61
Trust receipts	111 865.65
Canteen	0.00
Total income	2 274 831.11
Expenditure	
Teaching & learning	
Key learning areas	137 649.10
Excursions	128 189.56
Extracurricular dissections	136 977.45
Library	13 977.50
Training & development	27 901.43
Tied funds	414 906.84
Short term relief	103 340.68
Administration & office	178 845.31
School-operated canteen	0.00
Utilities	102 647.86
Maintenance	162 932.82
Trust accounts	96 561.37
Capital programs	126 033.90
Total expenditure	1 629 963.82
Balance carried forward	644 867.29

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.

School performance

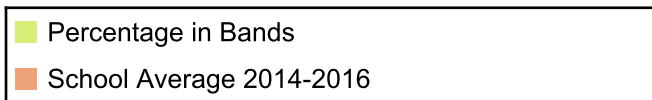
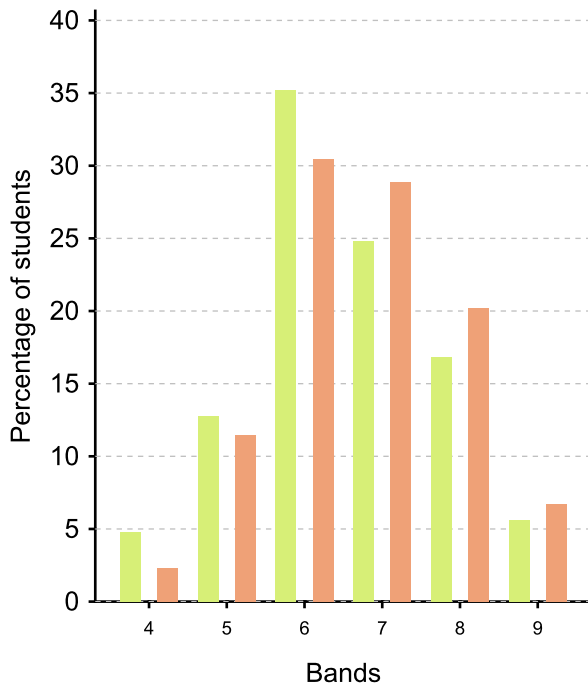
NAPLAN

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.

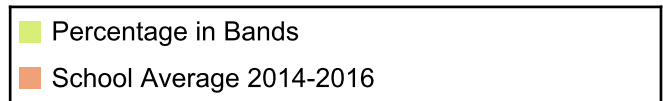
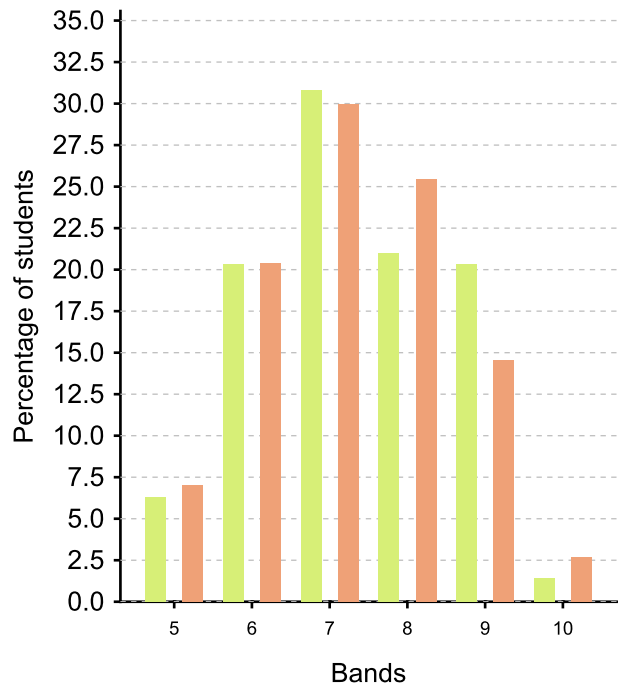
In 2016, over 50% of students in Year 7 achieved a Band 6 or higher in reading.

In 2016, there was an increase from 17% to 22% of students achieving in the top 2 Bands in Year 9 in reading.

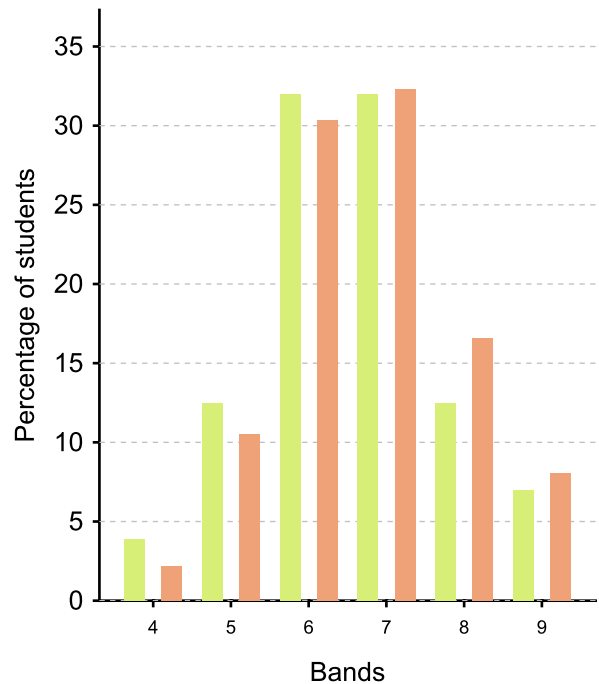
Percentage in bands:
Year 7 Reading



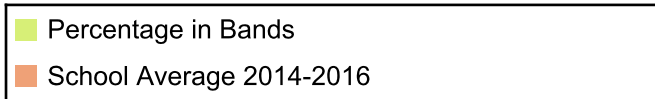
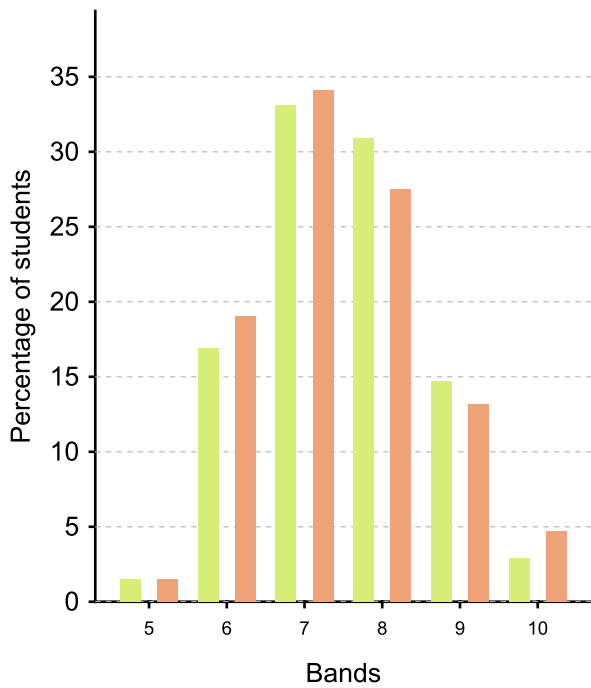
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 7 Numeracy



**Percentage in bands:
Year 9 Numeracy**



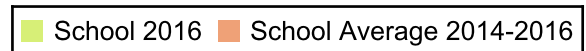
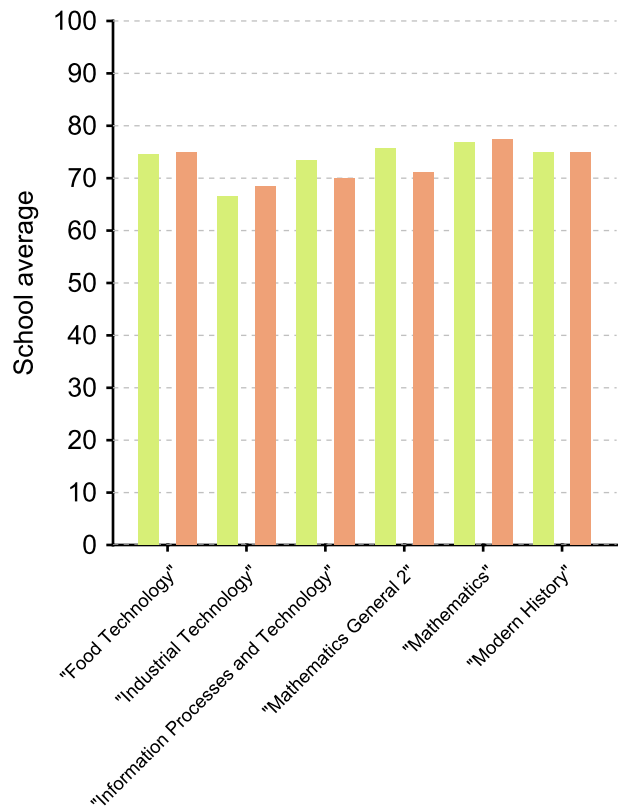
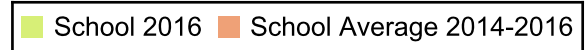
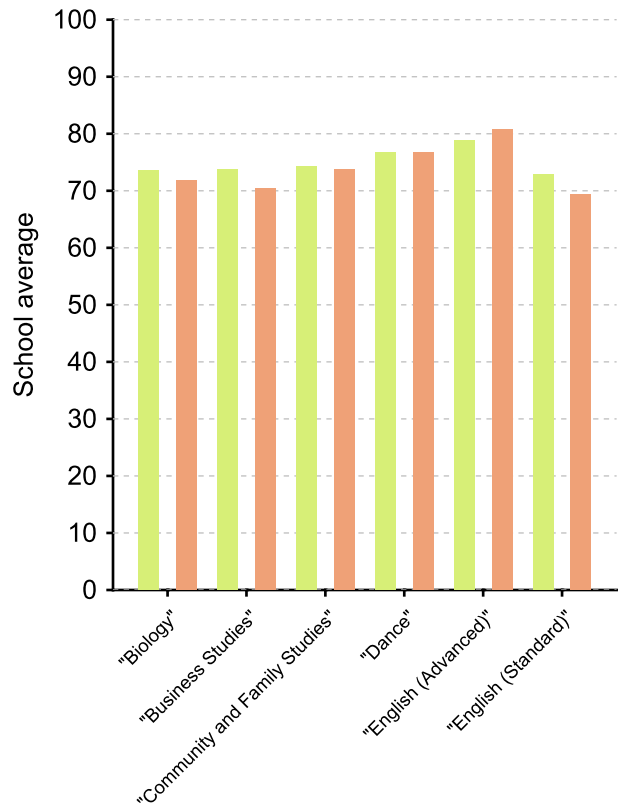
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

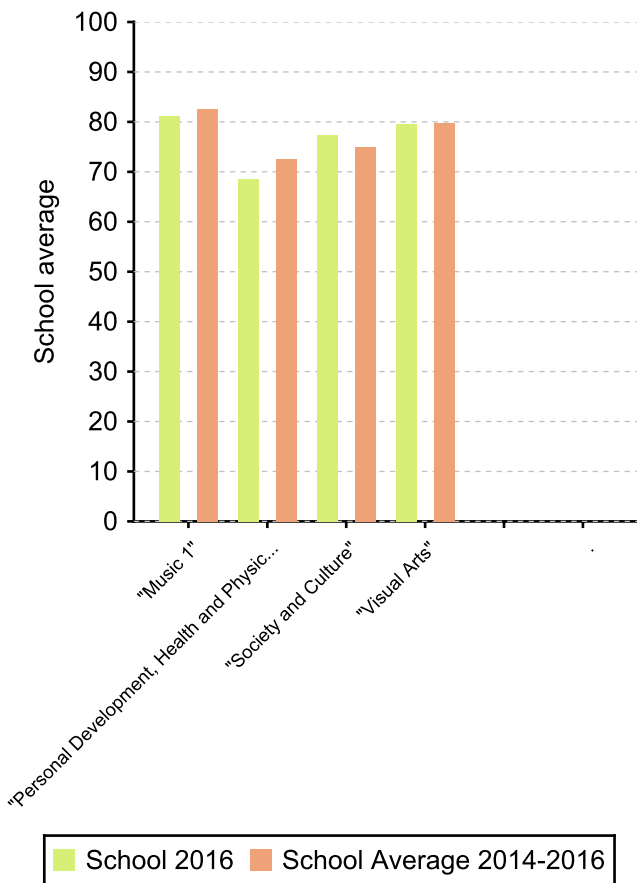
In 2016, over 50% of students in Year 7 achieved a Band 7 or higher in numeracy.

In 2016, there was a slight increase of students in Year 9 achieving in the top two Bands of numeracy. This coincided with a decrease in students achieving in the lower two Bands.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





In 2016, students across seven subjects performed higher when compared across 2014–2016 school average. This coincided with an overall reduction in the percentage of Band 1 and Band 2 results over the three years.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016, the school sought the opinions of students, parents and staff using the *Tell Them from Me* (TTFM) student and parent survey and the *Year 12 Exit Survey*. Their responses are presented below:

- The majority of parents feel that the school supports learning and positive behaviour where their child feels safe.
- Parents overwhelmingly feel that the school's methods of communication are very useful, notably the school website and the use of emails and text messages. Parents feel the use of social media could be further strengthened.
- A significant number of parents feel the need for a formal student study skills program which "includes ways to organise themselves and encourage effective study habits" to improve student learning.
- The majority of students feel that they have a strong sense of belonging to their school where they participate in extracurricular activities and form positive friendships.
- Student data indicates a positive learning climate

- where teachers understand their learning needs.
- Student data indicates a decline in 'school value' across Year 9 and Year 10 cohorts when compared to Years 7, 8, 11 and 12.
- Teacher feedback indicates a culture of high expectations for all students.
- Teacher feedback overwhelmingly states that the school's BYOD policy, notably the implementation of Google Classroom has strengthened student ICT skills and enhanced their 21st Century learning capabilities.
- Teacher feedback indicates the school's whole school TEEL literacy approach has enhanced student literacy skills.
- Students were overwhelmingly positive about the relationships formed with staff and how the school had supported the 2016 Year 12 cohort with respect to learning, especially in relation to assessment, literacy and numeracy. There was also high positive comment in relation to student welfare needs being met over the six-year period.

Policy requirements

Aboriginal education

The implementation of the *Aboriginal Education and Training Policy* has seen Sylvania High School target resources and professional learning to promote the inclusion of Aboriginal perspectives and content across all KLAs.

The school strategically utilised the Aboriginal background equity funding to support indigenous students in their education and wellbeing through targeted initiatives. This included Gold membership with the Australian Indigenous Mentoring Experience (AIME) where student learning outcomes increased through the development of positive relationships with their mentors. The employment of the school Aboriginal Student Learning Adviser promoted student involvement in a range of departmental initiatives including *Speak Up* and *The Great Debate* as well as supporting student learning through individualised tutoring.

All formal assemblies and functions acknowledge the traditional custodians of the land and we pay respect to the elders of past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.

Parent partnerships were further strengthened through a well-supported morning tea where parents viewed a student powerpoint presentation highlighting the 2016 Sylvania High School Aboriginal Education program.

Multicultural and anti-racism education

Sylvania High School highly supports and recognises the cultural and learning diversity throughout our school community. The school has approximately 48% of LBOTE students who are closely monitored by LaSTs and EALD Support Teacher. The school has ensured

programs across all KLAs are differentiated with evidence of multicultural perspectives and that staff are kept abreast of best practice in the integration of multicultural education into the curriculum.

To ensure that all students are treated equitably, SHS has a teaching staff member appointed as the Anti-Racism Contact Officer (ARCO) in accordance with Department guidelines. The success of the school in educating its students in multicultural awareness is highlighted by the harmonious behaviour of the student body that has an absence of racial conflict.