

Sylvania Heights Public School

Annual Report



2017



4024

Introduction

The Annual School Report for 2017 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.

Margot Jacobs

Principal

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Message from the Principal

Once again in 2017, Sylvania Heights Public School had an excellent year in academic, sport and the creative and performing arts. A strong focus was placed on student growth in Literacy and Numeracy and by providing a huge range of educational opportunities for all students. With a firm focus on student wellbeing where every child is known and cared for. The school continued to ensure that classrooms focused on innovative future focused programs to engage students and improve student growth in Literacy and Numeracy.

We had huge success in Literacy for our Kindergarten students with the percentage of students achieving and working beyond Kindergarten expectations in reading and writing, increased significantly. The percentage of students requiring literacy support decreased significantly with 85% exceeding reading expectations. In Year 5 we are trending up with 46.3% of students in the top 2 bands. We had 61.4 % of students in the top 2 bands in reading and numeracy. In Year 5 Writing, the data is showing a significant increase in achievement with 31.6% of students in the top 2 bands compared to state 18.1% and statistically above by 12% to similar schools. In Year 3 Numeracy, the data is trending up significantly with 47% of students in the top 2 bands compared to state 43.5% and statistically very close to similar schools. In Year 5 Numeracy, the data is trending up significantly with 36.6% of students in the top 2 bands compared to state 32.5% and statistically very close to similar schools. We aim for further growth in Literacy and Numeracy in 2017.

Sylvania Heights has a unique culture of staff collaboration and support and this was reflected by student collaboration in classrooms in 2017. 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 2017 include;

Again, we were successful at the Port Hacking Group Public Speaking final, with winners in Early Stage One and Stage Two. These students went on to the Port Hacking Network Final and our Early Stage One speaker received Runner Up after impressive prepared and impromptu speeches. This was the first year that the Kindergarten competition featured an impromptu section with the students given a prop to speak about. The talent across the school was fantastic to see and we are looking forward to continued success next year as we work on our public speaking programs, with input from our staff who have adjudicated at a range of school and network finals this year.

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 Regional and State Drama Festivals due to the expertise of our staff.

We launched our Fathering Project with great success this year, supporting fathers and father figures to be the best mentors they can be for their children. It is wonderful to so many fathers involved in our community activities and this program will continue again in 2018. We are now a recognised 'Fathering Project School'. We continue to be White Ribbon ambassadors and our students participated in white ribbon activities supporting respectful relationships.

Our annual community working bee was another great success with over 50 attendees involved in improving our school's natural environment and aesthetics. 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 beautiful Naturescape learning and play area is now complete with the grand opening in March. This is a wonderful learning space for all students K-6 with a focus on environmental education, play based learning and outdoor learning spaces. A Play Guardian program was also established this year to mentor K-2 students on the Naturescape and to provide a leadership role for Year 5. In 2017, over 40, Year 5 students have participated in the program, which used the school wide as a leadership initiative.

The Positive Behaviour for Learning model continues to be used to assist students in setting high expectations for behaviour. Our new artificial grass area has been completed thanks to fundraising from our community and new orange and green shade sails. In addition, our Multimedia Room for students to explore film production and future focused learning is complete.

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 into 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 our string ensemble and recorder groups performed once again at the Sydney Opera House as part of the Festival of Instrumental Music. We also beautified our school with White Ribbon, Picasso student faces and an Aboriginal mural all created and painted by our students.

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

The Sylvania Heights Public School P&C, through the efforts of the wider school community – teachers, parents, and volunteers, has managed to raise over \$100K this year, to be channeled back to the school to upgrade resources and equipment, and give our students the best learning experience they can have. Based on the priorities given to the P&C by the school, it has been agreed that the following initiatives will be funded from our revenue in 2017; new chargeable iPad trolleys, artificial grass(in the Naturescape area), new electronic data boards, fan (and lectern) for the hall, two water bubblers. Importantly these improvements benefit the entire school, right through from K-6. In addition the P&C maintained their annual commitments to subsidising the electricity costs associated with the air conditioning, trophies for Presentation Day, and Yr 6. Farewell.

It should be noted that this amazing figure was raised without any elections being held at the school, the first year that has occurred for a while. The Trivia Night was once again an outstanding success, as was the Geography-a-Thon. Each event raised in the vicinity of \$12K, with the Geography-a-Thon proceeds used to purchase the new fan for the hall. The students can look forward to being a lot more comfortable in the hall for many years to come.

The Canteen and Uniform Shop respectively continued to thrive under the custodianship of Rachel, Tina, Rachel & Lisa. We are fortunate to have great parents heavily invested in these endeavours and also a wonderful Canteen Manager in Bec Bath.

As for 2018, some commitments already under consideration are a refresh of the school laptop fleet, and some overdue new equipment for the Canteen. No doubt Margot and her team will add to that, but I am confident the P&C, with the support of our great parents, can continue to deliver.

I can't talk about 2017 without mentioning the Fathering Project. This is an amazingly worthwhile social initiative, in a similar vein to White Ribbon, which can only result in our children having more healthy and happy relationships with the father figures in their lives. The male teachers at SHPS, in particular John Kirkland, have embraced the concept and the project has gone from strength to strength.

There are a number of members of our committee who are standing down at the end of 2017: Natalie Stoneham, Brad Hall, Lisa Carruthers and Heather Trainor. On behalf of the P&C, the school, and myself personally, thank you for all your efforts in making our school the best it can be. Whilst it is sad to farewell them, it does open up opportunities for

new people to step in, and I'm sure we will find people more than capable of filling the roles.

In closing, thank you to the committee, the members, parents, and staff at SHPS for such an enjoyable and successful year. I look forward to another successful year for the P&C in 2018.

As we say – 'Doing it for the kids!'

Sincerely,

Brenton Kemp

P&C President 2017

Message from the students

2017 saw many opportunities for all students to shine. The twelve student leaders, ably lead by Isabella and Nicholas, were fortunate to be able to attend the Young Leaders Conference at Homebush, represent our school at the dawn service on ANZAC Day as well as perform many duties around the school every week. They really enjoyed running the Monday morning whole school assemblies and were very proud to have lead the school tours for our 2018 kindergarten students and their parents. The students of Sylvania Heights Public School participate in many activities throughout the school year. They have the opportunity to be involved in dance, drama, public speaking, tournament of the minds, choir, recorder, band, strings, sport, representative sport, mini fetes, SRC, school camps, excursions, incursions, coding club, chess club – just to name a few. Going to school at Sylvania Heights has been a rewarding experience for all students, thanks to the hard work and dedication from the teachers, admin team and the very supportive P & C, who have tirelessly raised money to support the education of every student. Thank you from the Prefects and Captains of 2017.

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 678 students who come from a socio 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 and Performing 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—There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Quality teaching and professional practice are evident in classrooms with peer observations and lesson modelling. Students use formative assessment strategies such as feedback and goal setting to achieve growth. There is an emphasis on literacy and numeracy.

Positive, respectful relationships are evident among staff and students with our Positive Behaviour for Learning project. There is a whole school approach to wellbeing with clear expectations to create a positive teaching learning environment. All students have the opportunity to connect, succeed and thrive and students care for self and others. There are systematic policies and procedures to identify and address student learning needs with a strong Learning and Support Team. Student reports contain detailed information about individual student learning achievement parents are kept well informed of student progress through parent teacher interviews and meetings. The school has achieved expected growth overall with 42% of students in top two bands for NAPLAN.

Teaching—Teachers use student data to evaluate the effectiveness of their teaching practices. They also provide explicit, specific and timely formative feedback to students. Teachers work collaboratively to improve teaching and learning in their stages and receive feedback from peers and school leaders to improve teaching practice. Sylvania Heights Public School uses the expertise of others to develop a professional community. Teachers contribute to multiple school programs outside of the classroom.

Leading—Sylvania Height Public School promotes leadership in others and the school is positive about educational programs. There are clear processes and timelines for implementation of the school plan. The school's learning spaces are used flexibly and technology is accessible for all staff and students. strategic financial management is used to maximise the school plan. The school is a centre for extra curricular activities that meet the needs of students and the local community.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Positive Behaviour for Learning

Sylvania Heights Public School is a PBL school. PBL stands for Positive Behaviour for Learning. We have three core values; Respectful, Responsible, Learners and are committed to supporting the development of the whole child including their wellbeing and behaviour. PBL explicitly teaches positive behaviour expectations for students, to ensure all students are supported to be successful. Students are rewarded for exemplifying these behaviours both in the classroom and on the playground. The PBL Team was involved in establishing administrative and organisational structures this year, to allow for consistency across the school. This involved reviewing: the definitions of behaviours; staff understanding of the program; the recording process to make it more streamlined and user-friendly; our Wellbeing and Discipline Policy to now have strong PBL links. PBL is in the early stages of implementation and there has been a strong focus on professional learning for staff. Data is limited due to our 2017 focus being administration and organisation development for implementing PBL. As a result of our new training and Action Plan, alongside liaising with our PBL mentor to implement the Action Plan, our data growth will be measurable.

Literacy Growth Project

Sylvania Heights Public School is committed to striving for growth in student achievement in all areas of literacy. This year, the school aimed to improve staff knowledge, skills & confidence in explicitly teaching writing through facilitating the 'Writing in the Middle Years' program, grow student achievement in writing in Year 3, embed formative assessment practices within writing sessions K-6 and grow student achievement in literacy in Early Stage 1 through implementation of L3. Kindergarten teachers engaged in professional learning for L3 (Language, Learning and Literacy). The percentage of students achieving and working beyond Kindergarten expectations in reading and writing have increased, with 13% of kindergarten children reading between a level 6 and 8, and 85% of Kindergarten students reading at a level 9 or above.

Numeracy Growth Project

This year the Numeracy Team focused our work on staff development with twelve hours of in-school professional learning through the delivery and completion of the Maths Building Blocks 4 Numeracy program (MBB4N). Experienced staff on the Numeracy Team delivered the professional learning to the entire teaching staff across terms one to three. The evidence based program aimed to develop a deeper understanding of the importance of mental computation in mathematics, as well as the successful implementation of SENA assessments across the school. At the conclusion of the program twenty-eight staff members were signed off as completing the training and set tasks. Resources to the value of \$6315.27 were purchased and allocated to classrooms to support numeracy programs. SENA tested was used across the school to gain a deeper insight into student understanding, focusing on the areas of Early Arithmetic Strategies (EAS) and Place Value. In addition to this, the team set the goal of embedding mathematical language into every program and professional learning was given to support this. All teachers included mathematical language into their class maths programs and in addition to this Mrs Lisa Cussens taught explicit program solving skills, with a focus on mathematical language, as part of the RFF program. The Newman's Assessment was used to gauge student understanding and skills in problem solving and the results showed an increase in the number of students who had moved from 'Target' to 'Expert' across Years 3-6.

Formative Assessment Project

Teachers routinely used evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. The teachers and students used feedback, collaborative and cooperative learning and ensured students became adaptable self-motivated learners who share responsibility towards their goals in order to move students forward. e.g. (learning goals/bump it up wall). We delivered professional learning to change mindset on programming to meet student needs by changing staff pedagogy to improve student learning

outcomes.

This led to a performance and development culture where the key to professional learning and enhancing staff efficacy has been the change to a culture of collaboration and to regularly use student assessment data school wide to identify student achievement and progress, in order to inform future school directions. The teachers have taken techniques and, through regular use, incorporated them into their own theories of classroom practice and thus changed their own ideas about practice.

The improvements are focused on those things that make the greatest difference in student achievement. Teachers are engaged in professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teacher monitor the effectiveness of their own efforts. We have built the collective capacity of the staff and school community to use data to inform strategic school improvement efforts. explain how written teacher comments help them learn better

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL–Positive tell them from me surveys and less negative entries in Sentral.	\$5000	We are encouraging the recording of data to inform our lessons and where to next for PBL. As a result of data entry, staff are empowered to be responsive to behaviour. and there is consistency of language across the school. The PBL team use this data to inform lessons ensuring it is needs based. Teachers have recorded an improvement in staff consistency of expectations in the playground. The lanyards are utilised by all staff and SLSOs to ensure consistency in implementation of expectations across the school. The school–wide fast and frequent reward system is also helpful in rewarding expected behaviours and redirect student behaviour.
<p>A Years worth of growth for a years worth of learning.</p> <p>Literacy Growth– Plan and NAPLAN data indicating student growth.</p> <p>Numeracy Growth–SENA data and plan software showing expected growth for 80%of students.</p> <p>Increased number of students in top 2 bands for NAPLAN above state mean–(2013 – below all measures)</p> <p>Student growth in NAPLAN at or above state mean. (2013 matched students below on all measures)</p> <p>100% of students K–6 moving along the literacy continuum writing clusters.</p>	\$20 000	Prior analysis of NAPLAN results had shown that there was a need to push students in Years Three and Five from the ‘middle’ NAPLAN bands in writing towards the top two bands. After participating in a K–6 writing focus, results showed an increase in writing achievement across the school. NAPLAN data for 2017 showed a 4% increase in Year Three students achieving a band five compared with the previous year and a 16% increase in the number of Year Five students achieving in the top two bands compared to the previous year. Data from K–2 also indicated growth in writing achievement. Staff reported an increase in confidence in explicitly teaching and assessing writing. 100% of staff embedded formative assessment strategies in their writing lessons, and in particular, in giving feedback to move the learning forward. The percentage of students requiring literacy support decreased significantly. Work samples showing formative assessment and writing strategies shared during stage meeting.

Next Steps

Positive Behaviour for Learning Goals 2018

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 2018

Improved NAPLAN Numeracy results in Year 5. 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 2018

The focus will be on reading K–6.

L3 program increased from 6 classes to 13 class. Through intensive professional learning, teachers will build their capacity to deliver a differentiated reading and writing program through explicit PL sessions, individual mentoring sessions, observations and improved reading resources.

Years 3–6 to participate in an intensive reading and comprehension program.

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.

Formative Assessment 2018

Continue to implement effective feedback and goal setting in the classroom.



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 (future focused learning) 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

Future Focused Learning

Sylvania Heights Public School has embedded technology throughout many teaching and learning programs over recent years. The success of these programs is due to extensive Professional Learning opportunities including workshops at the Apple Shop, staff workshops at the school where staff have an opportunity to work directly with ipads to see how they can be effectively used in the classroom, as well as teacher observations to share strategies on technology implementation. BYOD has been successfully implemented throughout Years 5 and 6 since 2015. At the end of 2017, Year 4 students were given the opportunity to take part in the BYOD program and this will continue into 2018. Alongside the use of technology, the staff at Sylvania Heights Public School have had the opportunity in engaging in Professional Learning sessions about the 4Cs : Collaboration, Communication, Critical Thinking and Creativity. These important skills are embedded into all Key Learning Areas and equip students to work in various environments, alongside a variety of people in everyday situations.

Instructional Leader

An Instructional leader was employed K–2 to support teachers in the implementation of Literacy programs. The IL also supported early career teachers. in understanding current pedagogy in Literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers use innovative teaching practice and future focused learning strategies including collaboration, critical thinking, communication and creativity reflected in observations, programs and student work samples.	no cost	We are a 4C school. Collaboration, creativity, cooperation and critical thinking are embedded as future focused skills in all classrooms .
BYOD usage in Years 4, 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.	\$5000	Bring Your Own device is now fully implemented across years 4–6.
Teachers successfully meet personal goals as supported by evidence and the PDF.	Instructional Leader Leadership Team	All staff use the Professional Standards for Teachers to design SMART goals.

Next Steps

Future Focused Learning

This will become a maintenance program in 2018 as technology and the 4C's are embedded across all Key Learning Areas.



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

Fathering Project and White Ribbon

White Ribbon had a very successful year during 2017. This year saw the implementation of The Fathering Project at Sylvania Heights Public School which was aimed at increasing the positive impact and involvement dads have in their children's lives. Previously, this was the focus of White Ribbon (as well as educating and urging the importance of respectful relationships in our school community) and as a result, it was decided that the White Ribbon Initiative would have a less prominent role during 2017.

Firstly, all male White Ribbon staff team members were present at the annual SHPS Father's Day Breakfast. Our White Ribbon staff team members were all there modelling respectful relationships as they cooked the barbeque, organised drinks, materials or food items and interacted with students, staff and community members during the breakfast. In preparation for White Ribbon Day on November 25th 2017, the White Ribbon staff team also organised for the school to be involved in the Sharks Make Bullying History in late October. Here, an acclaimed anti-bullying presenter, Brett Murray, came and held a series of seminars with 3–6 students, our student leadership team, some SHPS staff members and part of the school community populace. There was a lot of positive feedback following the seminars, with people from each of the groups communicating that they had learnt something and felt better equipped with knowledge, understandings and skills to address bullying.

Finally, on Friday 24th November, SHPS demonstrated their commitment to White Ribbon and respectful relationships by participating in the annual Sutherland Shire White Ribbon Walk, holding a special ceremony, unveiling the school's new White Ribbon mural and hosting a buddy afternoon activity session. Mr Keith, Mrs Read, Andy Sexton and some students and community members walked from Woollooware High to Dunningham Park Cronulla for the annual Sutherland Shire White Ribbon walk, representing our school and cementing our commitment to respectful relationships. Upon reaching Dunningham Park, there was then a host of White Ribbon representatives talking about the positive impact schools are having on reducing domestic violence and how vital it is that children are educated on this issue from a young age. Back at school, in the session after recess, our school commenced it's White Ribbon buddy afternoon. Mrs Jacobs and Mr Keith held a short ceremony, revising our school's White Ribbon Oath (Stand Together, Help & Heal, Promote Respect, Set an Example) before unveiling our new Sylvania Heights Public School Mural.

Throughout Term 3 and 4, Mr Heinz had been creating the structure, support and background for the mural. To complete it he then asked each class to come up with a word bank based around White Ribbon. From those word banks he selected one word for each class and got some student representatives to paint that word on the mural, which in turn, signifies our schools unified approach to White Ribbon. To conclude the day, buddy classes met up, explicitly examined the SHPS White Ribbon Oath and worked through a series of respectful relationship lesson activities which were developed by Mr Jarman.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance at P&C and numbers of parents working with the school. (2014– average 15 and 100 working in school.) Increased attendance at parent workshops on student wellbeing, literacy and numeracy.	Leadership Team triangulate data, 5 casual days	Our new school vision and school plan have been drafted.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Numbers of fathers supporting White Ribbon events and Fathering Project events. Father feedback.	\$5000	We had a huge response to our 'Bangers and Bingo' night with 350 father figures and their children. We are now a recognised Fathering Project school.
Numbers of students attending Wulaba Kids meetings and attending excursions.	\$5000	Our Aboriginal students are now leaders in our school in Aboriginal education.
Happy motivated learners experiencing success in their school life.– Positive parent and student Tell them from me surveys. (new in 2015)	no cost	Our Tell the From Me Survey rated high in parent satisfaction with the school.

Next Steps

Directions for 2018.

White Ribbon Oath – In 2018 we want the SHPS White Ribbon Oath to be more a focal point for our school community and something that students consider before acting or speaking. We are hoping to develop some lessons based on each of the concepts in the oath which can be taught before White Ribbon Day and allow all our school students to clearly understand why we have it and what each part of it aims to achieve. We want the oath to encourage respectful, responsible behaviour and guide their decisions, not just be a big bunch of words on an eye-catching poster. We are proposing that the oath will be verbalised by students at fortnightly K–2 and 3–6 assemblies.

White Ribbon Assembly Award – In 2018 the White Ribbon staff team would also like to have a White Ribbon assembly award or class award. This award would be given to four students per fortnight in the K–2 and 3–6 assembly. The award would recognise the respectful, responsible behaviours of particular students out in the playground, within the classroom or during another school experience in public domains. One male White Ribbon staff team member would present the award at assembly and students would be picked by their class teachers (teachers would be notified prior to the assembly each fortnight so they could really look for and listen out for respectful responsible behaviours). Additional awards may also be given out for good news stories that White Ribbon staff members may hear about from teachers or students in the lead up to each fortnightly assembly.

Greater SHPS attendance at Sutherland Shire White Ribbon Walk – In 2018, the White Ribbon staff team would love to see a greater attendance of our school at the annual Sutherland Shire White Ribbon Walk. It is such a powerful movement and something the children really take something from. The staff team were thinking that possibly the award winners throughout the year would be automatically invited and then we may open it up to our senior students. This year we also had some parents and community members attend, although next year it would be great to see this increase too!



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8 000	<p>Aboriginal Education</p> <p>Sylvania Heights Public School has 1.6% of Indigenous Students and 41.2% from a Non English Speaking background.</p> <p>In 2017, SHPS had a focus on sustaining and growing the community's understanding of Indigenous culture. This was achieved via the following aspects; History Curriculum, Professional Development, NAIDOC Assembly and Incursion, creating a traditional mural as a school community and visits from local Elders. In 2017, SHPS also had a focus on sustaining and growing a sense of belonging for the staff and students who identify as ATSI, within the school community and local community. This was achieved via the following aspects; renaming of the Wulaba Kids, setting up a meeting place within the school, adopting a uniform, acknowledging a local totem and creating friendship poles for our new Naturescape garden. Furthermore in 2017, SHPS had a focus on sustaining and growing an understanding of what it means to have Indigenous heritage for all staff and students. This was achieved via the following aspects; Acknowledgement of Country, Koori Art Express and discussions with local Elders.</p>
English language proficiency	\$15 000	<p>The EAL/D program supported students across K–6 through a range of teaching methods including team-teaching and withdrawal groups. In most classes, the emphasis moves from developing oral language through to increasing skills in written English. Students involved in EAL/D support programs have shown improvement in their writing. Of the Year 5 targeted students, 14/15 achieved Band 5 or 6 in NAPLAN and 19.4% of the schools LBOTE students achieved a Band 8, compared to 5.3% of the state. In Year 3, 20% of LBOTE students achieved a Band 6 in writing compared to 7.0% of the state. These results demonstrate that consistent team-teaching programs in class have great impact on student outcomes. EAL/D teachers have also continued to lead teacher development in the Port Hacking & Woronora River areas through leading the EAL/D Connect group. This group aims to offer professional learning for students in these specialist roles.</p>
Low level adjustment for disability	\$50 000	<p>Five SLSO's to support students in the classroom and playground.</p> <p>Strong Learning and Support Team to monitor students who need support.</p>
Quality Teaching, Successful Students (QTSS)	\$50 000	<p>Gifted and Talented programs in the creative and performing arts.</p> <p>Support for Early Stage One students with</p>

Quality Teaching, Successful Students (QTSS)	\$50 000	Reading (L3)
Socio-economic background	\$10 000	<p>At Sylvania Heights Public School we have a School Chaplain for two days per week. Miss Rosie has a huge wellbeing role across the school and the school community trust and respect the work she does with our students.</p> <p>Miss Rosie currently teaches the Bounce Back resilience program to K–2 students. She also conducts the Seasons for Growth program with selected students. She teaches social skills to 116 Kindergarten students and runs the Kindergarten play program at lunchtime. Miss Rosie also takes individual student referrals from parents and teachers for students who are grieving or in trauma. We would like to extend Miss Rosie's days at the school from two to three to cater for the increasing workload.</p>
Support for beginning teachers	\$20 000	<p>Instructional leader K—2 to support teachers in the classroom.</p> <p>Beginning teachers attended a range of professional learning courses to build their expertise.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	338	341	338	344
Girls	311	325	324	324

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	96.2	96.2	95.1
1	96.4	96.4	95.4	95.7
2	97.4	94.8	95.6	95.8
3	97.1	95.1	95.1	96.8
4	97	94.8	95.9	96
5	97	95.5	94.6	95.6
6	96.2	95.2	93.7	94.8
All Years	96.9	95.4	95.2	95.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance remains high at Sylvania Heights Public School. Staff are proactive in following up absences and parents are well informed of attendance procedures.

Class sizes

Class	Total
KH	19
KS	20
KF	19
KO	19
KM	19
KJ	20
1_2V	26
1S	24
1Q	22
1K	24
1C	24
2Z	25
2J	25
2D	26
3K	28
3E	28
3S	29
4K	27
4D	25
4B	26
4S	26
5R	29
5P	29
5K	29
5_6H	30
6C	30
6B	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	25.81
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

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	10

Professional learning and teacher accreditation

We had comprehensive professional learning over the year. All teachers meet weekly to share knowledge and skills with a focus on our school plan goals. In 2017 our PL sessions were predominantly around maths pedagogy, student wellbeing and formative assessment. We also completed our mandatory training in CPR and anaphylaxis. Employers code of conduct and ethical decision making was included. Our staff are required to read current research and examine student data to make informed judgements on student progression.

Our Kindergarten Team completed their first year of L3–Language, Learning and Literacy with excellent student results in reading and writing. Teachers attended explicit PL sessions and external facilitators observed lessons and monitored student data for

progress. The L3 program will extend into years one and two for 2018 as the results indicate significant growth in Literacy.

The Leadership Team also attended a conference on future focused learning and the Principal attended numerous PL sessions on Departmental Policy and new reforms at district office.

We had five early career teachers achieve proficiency this year and all pre– 2004 service teachers were automatically given their proficiency as a new initiative from NESA.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	218,489
Revenue	5,617,556
Appropriation	5,200,925
Sale of Goods and Services	559
Grants and Contributions	411,271
Gain and Loss	0
Other Revenue	0
Investment Income	4,801
Expenses	-5,783,900
Recurrent Expenses	-5,783,900
Employee Related	-4,957,473
Operating Expenses	-826,426
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-166,344
Balance Carried Forward	52,145

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,326,298
Base Per Capita	101,171
Base Location	0
Other Base	4,225,127
Equity Total	326,005
Equity Aboriginal	7,431
Equity Socio economic	28,588
Equity Language	117,816
Equity Disability	172,170
Targeted Total	97,054
Other Total	210,049
Grand Total	4,959,406

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

This year we achieved our goal of increasing the number of students in the top two bands in NAPLAN in Literacy and Numeracy. In Year 5 we are trending up with 46.3% of students in the top 2 bands.

In Year 3, we have 61.4 % of students in the top 2 bands in reading and numeracy. The trend for 2017 is up. We were also above state and similar schools. In Year 3 Writing 59% of students are in the top 2 bands compared to state 53% and statistically above to similar schools.

In Year 5 writing, the data is showing a significant increase in achievement with 31.6% of students in the top 2 bands compared to state 18% and statistically above by 12% to similar schools.

Goals for 2018

To add value across K–3, 3–5 and 5–7 by continuation of L3 through K–2. Explicit comprehension reading

program to build literal and inferred meaning consistently across 3–6. Introduce The Learning Progressions to develop common pathways of literacy development from Kindergarten to Year 6. This will support our goal to meet stage outcomes and to determine what students know already, what they need to learn and where to next.

In Year 3 Numeracy, the data is trending up significantly with 47% of students in the top 2 bands compared to state 43.5% and statistically very close to similar schools. In Year 5 Numeracy, the data is trending up significantly with 36.6% of students in the top 2 bands compared to state 32.5% and statistically very close to similar schools.

Goals for 2018

To implement consistent and explicit teaching and learning programs in numeracy based on pre and post assessment and explicit teaching of problem solving skills to comprehend and interpret written questions.

Students involved in EAL/D support programs have shown improvement in their writing. Of the Year 5 targeted students, 14/15 achieved Band 5 or 6 in NAPLAN and 19.4% of the schools LBOTE students achieved a Band 8, compared to 5.3% of the state.

In Year 3, 20% of LBOTE students achieved a Band 6 in writing compared to 7.0% of the state. These results demonstrate that consistent team-teaching programs in class have great impact on student outcomes. EAL/D teachers remain the point of contact for many families. Interpreters are accessed when necessary and any important information such as enrolment forms, is offered in languages other than English. EAL/D teachers have also continued to lead teacher development in the Port Hacking & Woronora River areas through leading the EAL/D Connect group. This group aims to offer professional learning for students in these specialist roles. This year the presentations focused on completing the EAL/D survey and developed intercultural understanding.



Parent/caregiver, student, teacher satisfaction

At SHPS throughout 2017 school year numerous surveys were conducted across the school covering all participants in the school community. Students in years 4–6 were asked their opinions about their school. A variety of responses included 84% students felt they were effective learners, 89% had positive relationships with other students and positive teacher–student relationships.

There was an increase in effort from snapshot one which was taken in Term 1 and 89% of students were involved in extracurricular activities at the school. Parents/ caregivers were surveyed in the Partners in Learning Parent survey in November 2017. The parents responded with 71% felt inclusive. One question asked whether the school supports learning and parents responded with 74%. Our parents felt 71% informed and were positive about the different forms of communication we offer such as Skoolbag, newsletter, slip notes, permission notes, emails, and phone calls, informal and formal meetings. An area for improvement is community engagement on committees at the school.

The teacher surveyed showed 70% of teachers felt they delivered challenging and visible goals for all students and 81% of teachers felt there was a strong collaborative culture amongst all colleagues. 71% of teachers felt the school leadership team was leading improvement and changes throughout the school. The teachers felt they would like to see an improvement in parent involvement at the school.

Goals for 2018

Increased community engagement in committee meetings and increased community involvement in the classroom. Increased participation in surveys so we can obtain more accurate data.



Policy requirements

Aboriginal education

In 2017, SHPS had a focus on sustaining and growing the school community's understanding of Indigenous culture. This was achieved via the following aspects; History Curriculum, Professional Development, NAIDOC Assembly and Incursion, creating a traditional mural as a school community and visits from local Elders. In 2017, SHPS also had a focus on sustaining and growing a sense of belonging for the staff and students who identify as ATSI, within the school community and local community. This was achieved via the following aspects; renaming of the Wulaba Kids, setting up a meeting place within the school, adopting a uniform, acknowledging a local totem and creating friendship poles for our new Naturescape garden.

Furthermore in 2017, SHPS had a focus on sustaining and growing an understanding of what it means to have Indigenous heritage for all staff and students. This was achieved via the following aspects; Acknowledgement of Country, Koori Art Express and discussions with local Elders.

Aboriginal Art Education– SHPS entered two submissions into the Koori Art Expressions competition. These artworks were completed by students from both indigenous and non-indigenous backgrounds. Students worked together to complete a night sky landscape and a wallaby composition. The night sky artwork was fortunate enough to be chosen to be displayed in the Museum of Applied Arts and Sciences.

Multicultural and anti-racism education

The EAL/D program supported students across K–6 through a range of teaching methods including team-teaching and withdrawal groups. In most classes, the emphasis moves from developing oral language through to increasing skills in written English. Students involved in EAL/D support programs have shown improvement in their writing. Of the Year 5 targeted students, 14/15 achieved Band 5 or 6 in NAPLAN and 19.4% of the schools LBOTE students achieved a Band 8, compared to 5.3% of the state.

In Year 3, 20% of LBOTE students achieved a Band 6 in writing compared to 7.0% of the state. These results

demonstrate that consistent team-teaching programs in class have great impact on student outcomes. EAL/D teachers remain the point of contact for many families. Interpreters are accessed when necessary and any important information such as enrolment forms, is offered in languages other than English. EAL/D teachers have also continued to lead teacher development in the Port Hacking & Woronora River areas through leading the EAL/D Connect group. This group aims to offer professional learning for students in these specialist roles. This year the presentations focused on completing the EAL/D survey and developed intercultural understanding.

The insightful presentation from Together for Humanity will be presented to staff at SHPS in 2018. Our school has an anti-racism policy supported by our trained Anti-Racism Contact Officer (ARCO), Mrs Kourtesis. Her role is to deal with any racism issues which arise within the school involving students, teachers and other members of the school community. The ARCO is able to advise those involved of their rights and the procedures involved to resolve the complaint. The ARCO may also inform staff of any pertinent issues and make suggestions about relevant learning experiences in the classroom with a view to awareness-raising and enhancing student knowledge through our school's curriculum.

Harmony Day is about bringing people together to celebrate Australia's community harmony, participation and cultural diversity. The key message of Harmony Day is "Everyone Belongs". It is about community participation, inclusiveness, respect and a sense of belonging for everyone. We celebrated Harmony Day in March by engaging in various games, activities, art, craft and stories to develop student understanding of our diverse cultural, religious and language backgrounds.

These activities also reflected the meaning of harmony, friendship and respect. The school Hall was decorated with "Ride in Harmony" pictures and every student in K-6 contributed to the display. The students wore orange clothing or items of clothing that represented their own cultural background. Generous gold coin donations were made by students and their families for the continued support of our sponsor child Jakiya who lives in Bangladesh.

Other school programs

Education Week– Geography Fair

We celebrated Education Week on Thursday 3rd August with the theme, "I Learn, We Learn," to ensure that our students are at the heart of learning. It advocates that our students, staff and school improve every year. Parents, carers, grandparents and other family members were able to engage with their children and other members of our school community in Student-Led Conferences and joined in celebrating their personal achievements, as well as having the opportunity to view the Geography Fair exhibits.

The new Geography Syllabus was formally

implemented this year. Teachers have created geography programs to foster students' sense of wonder and expand their natural curiosity of the world around them. Each stage was able to showcase their unit of work at our Geography Fair. Displays were set up in the school Hall and in the Multimedia Room. Students and teachers worked tirelessly to create and set up these displays and we know that our visitors were impressed with the exhibits. Geography will continue to be a valued component of the curriculum with many opportunities provided to support students' knowledge and skills. Programs have been implemented to foster positive values and attitudes towards geography, so that students recognise the importance and relevance that geography plays in their lives now and in the future.

Strings Ensemble

The Strings program is tutored by Joanna Bradley and coordinated by Mrs Kourtesis. The success and interest in our Strings program has grown considerably over the past year. We now have 30 students involved in the program. Our Ensemble has increased to now include a Beginner Ensemble for the first time ever. The Strings students have had the opportunity to showcase their talents on several occasions including our Performing Arts Evening, various school assemblies and at our annual visit to Moran Aged Care, Sylvania. The residents and staff were delighted to have the children perform for them and even sung when the students played Christmas carols.

The highlight of the year was of course our Opera House performance. On Wednesday 6th September, the SHPS Opera House Strings Ensemble had the honour and privilege to perform with 1000 students from other schools, at the Opera House in the "Festival of Instrumental Music". All those months of practice finally came into play and the efforts and talent of the students was evident on the night. The standard of musical performances was truly magnificent and very professional. The students performed to a sell-out crowd and the exhilaration of their Opera House performance will be a highlight that will remain with them for the rest of their lives. It was a long and tiring day that concluded late in the night. We travelled by bus to the Opera House, had two long rehearsals, ate dinner at City Extra and then participated in a spectacular evening performance.

The 2017 Festival of Instrumental Music allowed our ten student recorder players from Years 4, Year 5 and Year 6 to learn three differentiated pieces of musical repertoire from various genres. The recorder pieces engaged and challenged both children who were beginning their musical journey as well as our more experienced student players. All participants were required to memorise each piece of music and perform them from memory by the end of year.

Throughout 2017, the Sylvania Heights Public School recorder group developed and further enhanced their knowledge, understandings, confidence and skills related to music and the recorder instrument by practising twice a week at school and on their own accord at home. During practises and performances,

they also utilised collaboration skills by helping each other work out difficult notes, melodies or rhythms and playing as part of a larger recorder ensemble, comprised of over 1000 students from other schools. Our recorder students' efforts throughout Term 1, 2 and 3 culminated in a performance at the Sydney Opera House late in September. Here, they participated in a large rehearsal before performing in front of a huge audience at night, which for some, was the first experience of this magnitude.

During this experience our students were conducted by various music professionals and played in unison with many other recorder players as well as violin students and a high school orchestra. They overcame nervousness and played with confidence whilst also demonstrating the skills of staying in time, watching for cues from the conductor while playing and performing their recorder pieces from memory, remembering all the variations within them and not being phased by the mistakes some children may have made around them.

Drama

The Senior Drama program continued to thrive under the expertise of Miss Venables and Mr Jarman with 22 students participating from Stage 3. Students and teachers were also a part of the Regional Play Day workshops. The Senior Drama Group was selected to perform in both Regional and State Drama Festivals where they developed their skills through workshops led by industry professionals. The group also benefited from Mr Jarman's participation in the Drama Mentoring Program, whereby he worked with the NSW Public Schools State Primary Ensemble and explored ideas, activities and strategies to further refine drama skills and techniques at an elite level. Next year we will continue to work on skill development and improvisation to build the capacity of students as creators and performers of drama

Green Team

Green Team continued to grow this year, with a group of dedicated students. We learned about sustainability through compost, recycling and waste management practices. Some classes participated in composting by collecting their fruit/veg scraps every day – reducing the amount of waste going to landfill and providing our gardens with rich compost. The Green Team was also involved in maintaining our garden areas – including the 'Kindergarten' – through watering and weeding. The annual Working Bee was another great success with over 50 attendees involved in improving our school's natural environment and aesthetics.

Tournament of Minds

Tournament of Minds is another gifted and talented program where one team made up of seven selected Year Five and Six students had the opportunity to demonstrate their skills in critical and creative thinking, problem solving and drama. The category we participated in was Social Sciences where the team had to solve a problem about the merging of different countries and cultures involving research, synthesis

and collaboration. The team performed well at the regional competition, receiving excellent feedback on their long-term solution. Next year, we will aim to begin the program earlier and work on creative and critical thinking techniques, skill development and team collaboration to best prepare students for the competition.

Premier Spelling Bee Years 3–6

Spelling Bee was very successful this year. We had 3 students from 3–6 represent our school at regional finals with one student finishing 7th overall in the region. Goals for 2018 – To educate another teacher in how to organise and implement the Premier's Spelling Bee and have them conduct the program. We intend to remove Stage 1 from this process and keep Stage 1 as a class based spelling Bee in preparation for Stage 2.

Play Guardians

The Play Guardians were established this year to mentor K–2 students in the K–2 NatureScape and to provide a leadership role for Year 5. In 2017, over 40 Year 5 students have participated in the program, which used the school wide Positive Behaviour for Learning model to assist the students in mentoring students in their play and resolving minor playground incidents. The students were coached and mentored in their role through weekly meetings with the coordinators. This has resulted in a well-run student play area, which allows K–2 students to practice positive skills for play and interaction supported by their older mentors. The Year 5 students are more confident and have a better understanding of the PBL rights and responsibilities. In 2018, the Play Guardian program will continue and change to better reflect the needs of the school. It will have a reduced core of students which will change each term. The Play Guardians will become responsible for accessing the school resources in the K–2 NatureScape. Weekly meetings and feedback will be recorded and fed back to individual teachers and the school executive

Dance

Dance continued to flourish at Sylvania Heights Public School in 2017. In total, 9 different dance groups were run throughout the year and were led by Trish Martin. There were many highlights for the dance program in 2017 including;

Ultimo Dance Festival – This year we had four groups accepted to perform at regional dance. These groups included Year 2 Dance, Senior Girls' Dance, Junior Girls' Dance and Senior Boys' Dance

State Dance Festival – our Senior Girls' Dance group were successful in their application to perform at the State Dance Festival

School Spectacular – We had 12 Year Six students represent our school in the 'Capture the Moment' segment of School Spectacular this year. This segment featured the largest amount of dancers at this year's event.

Sutherland Shire Schools Music Festival – We had seven dance groups prefer overall from Years 2–6. Five dance groups performed at the Dance Extravaganza, whilst the other two groups performed at the choir concerts.

Workshops – This year we had several successful workshop sessions to further develop dance technique within a range of students. The first was a weekend workshop with the Year 2 Dance, Junior Girls' Dance and Senior Girls' Dance. The Senior Boys' Dance group took part in a hip-hop workshop with a dance teacher who works in LA at EDGE studios. The Senior Girls' Dance group had the opportunity to take part in a Musical Theatre workshop during the Ultimo Dance Festival.

State Dance Ensemble – Two students were nominated to audition for next year's State Dance Ensemble. Next year, with dance, we will endeavour to have more groups successfully reach the State Dance Festival and encourage more students to audition for the State Dance Ensemble. Another goal would be to have more students involved in workshops next year.

Ballroom Dancing

From the beginning of Term Two, twenty-two Year 5 students took part in the 2017 NSW DanceSport Challenge. Throughout the fifteen week program the students were taught the Cha Cha, Tango, Salsa, Jive and Swing under the expert guidance of dance instructor, Natalia. The students have committed their time during weekly lessons at recess in a program that encompassed energy and enthusiasm combined with demonstrating respectful relationships. On Tuesday 5th September the DanceSport team competed at the NSW Schools DanceSport Challenge Gala Night at the State Sports Centre. On the night, all of our couples danced with students from twenty-three other schools. Four couples then went on to compete in the finalist rounds, representing our school in Cha Cha, Tango, Salsa and Jive. All of our students danced exceptionally well on the night, and Piper and Marcus were awarded 3rd place in the Cha Cha finals. Several of the 2017 team have gone on to join ballroom dancing classes after school, which is a clear example of the success of the program. The DanceSport program will continue in 2018 with approximately fifty of our (very enthusiastic) current Year 4 students already taking part in lessons at recess to familiarise themselves with the dances.

Choir

Junior and Senior Choir have had a successful year in 2017. Both Choirs participated in the Sutherland Shire Music Festival and at the Sylvania Heights Performing Arts Night. Two Senior Choir members successfully auditioned for solo parts at the Sutherland Shire Music Festival. Senior Choir performed at the school ANZAC Day service, and have been performing the National Anthem at the Primary Assemblies since Term 3. Senior Choir auditioned successfully for a place in School Spectacular, with 16 students participated in the 4 concerts. Year 6 students who sing with the Choir established a Buzz Group.

The Buzz Group's aims of learning, arranging and performing popular music has resulted in performances in Semester 2, at the Performing Arts Night, and at the Year 6 Formal. In 2018, the Choirs will perform at the Sutherland Shire Music Festival, ANZAC Day service and at other School functions. The Senior Choir will audition for School Spectacular in 2018.

The Senior Choir will take a regular role at Primary Assemblies and will also perform at least once per term. Senior Choir will forge a community link with the local Moran Aged Care Facility with two concerts for the elderly residents, once per semester. Buzz Group will again be offered to interested members of the Senior Choir and will be expanded to use digital technology to produce music videos as well as continuing with live performances.

Create South-Gifted and Talented Program

Create South is a program designed to extend gifted and talented performing artists. In 2017, Miss Ray was heavily involved in this process and assisted the dancers with their component of the show. Dance auditions for the program were held in our school hall. Overall, we had eight students from Years Five and Six, who were accepted to take part in the program. These included three dancers, two visual artists, one student for drama, one student in the choir and one student in the band. This year's theme was 'Time' and students spent two days working to create a piece that brought together all aspects of creative arts. Next year, we will continue to encourage our gifted and talented performers to auditions for this meaningful program.

Visual Arts

Throughout the year, students from Kindergarten to Year 6 participated in various Visual Arts experiences including; SSMF Art Display, Not Just A Brush, Koori Art and NSW & ACT Threatened Species Art Competition.

Coding club

Students from Early Stage One to Stage Three participate in 4 Coding Clubs once per week which were differentiated into stages. Students access programs including Code.org and Scratch which assist them in developing their understanding of Code and computer technology.

Drama

The Senior Drama program continued to thrive under the expertise of Miss Venables and Mr Jarman with 22 students participating from Stage 3. Students and teachers were also a part of the Regional Play Day workshops. The Senior Drama Group was selected to perform in both Regional and State Drama Festivals where they developed their skills through workshops led by industry professionals. The group also benefited from Mr Jarman's participation in the Drama Mentoring Program, whereby he worked with the NSW Public Schools State Primary Ensemble and explored ideas, activities and strategies to further refine drama skills and techniques at an elite level. Next year we will

continue to work on skill development and improvisation to build the capacity of students as creators and performers of drama.

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Public Speaking

Students again had great success in Public Speaking this year at Sylvania Heights, with excellent participation from all stages in our school competitions. We were successful at the Port Hacking Group P Final, with winners in Early Stage One and Stage Two. These students went on to the Port Hacking Network Final and our Early Stage One speaker received Runner Up after impressive prepared and impromptu speeches. This was the first year that the Kindergarten competition featured an impromptu section with the students given a prop to speak about. The talent across the school was fantastic to see and we are looking forward to continued success next year as we work on our public speaking programs, with input from our staff who have adjudicated at a range of school and network finals this year.

Art Education

In 2017 SHPS entered two submissions into the Koori Art Expressions competition. These artworks were completed by students from both indigenous and non-indigenous backgrounds. Students worked together to complete a night sky landscape and a wallaby composition. The night sky artwork was fortunate enough to be chosen to be displayed in the Museum of Applied Arts and Sciences.

Band

2017 has seen a revamp of our band program with our new enthusiastic and talented band providers Bandemonium. The new energy and expert tutelage has already been evident in our fun and polished performances at the Performing Arts Night in October. Our concert band has also had opportunities to shine at the yearly band camp, the all schools 'blow in' and our Term 4 performance morning but the highlight of the year was our silver medal received at the all-school Bandfest in Term 3. Well done to the Training and Concert bands! We are looking forward to some exciting new opportunities for both our bands in 2018.

Athletics

The Athletics Carnival was held later this year with primary students participating in the Got Game program in preparation for the event. This day was a huge success with many great results and broken records. 56 SHPS students went on to compete at the Sutherland Zone Competition, a further 20 went on to the Sydney East Competition and 9 students participated at the State Competition.

Sylvania Heights Public School finished 3rd overall in the Sutherland Zone Athletics Competition.

Goals for 2018 – Next year we have plans to further streamline the trialing process and ensure all Field events are qualified for through Got Game. We will use the same program as 2017 as everything ran smoothly and we finished with time to spare. PSSA 2017 – Sylvania Heights Public School took 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, Kanga Cricket and Touch Football.

We had 36 teams in total and over 400 students participating. In the 201 Winter PSSA Competition our Junior A Soccer team won their competition undefeated, the Junior B soccer team reached the finals undefeated but lost the final to finish Runners Up. In the 2017 Summer PSSA Competition the Junior Boys A Basketball team won their competition undefeated, the Junior A Tee ball team also won their competition. The Girls A Basketball team also reached the Grand Final. Sylvania Heights Public School also had 12 students selected into Sutherland Zone Teams. They were Basketball(1), Cricket(1), Softball(2), Netball(2), Rugby League(1), Soccer(3), and Touch Football(1). 3 students were then selected into Sydney East Teams. 2017 has been another very successful year for the athletes of Sylvania Heights Public School.

K–2 Athletics

Students in Kindergarten to Year Two participated in the Athletics Carnival in Term 3 as a half day event, running from 9:45 – 1:50. The day began with age races on Area E, followed by lunch and then 5x10 minute rotation of tabloid games.

Goals for 2018:– School House Captains to teach the students in K–2 one house chant in weeks prior. – Continue to have the carnival as a half day program with parents leaving before Lunch.

Cross Country

SHPS had a very successful 2017 Cross Country Carnival. It was once again run in the school grounds with the majority of children from years 3–6 competing in their relevant age groups. All available teachers and teachers aids contributed to the smooth running of the carnival. The Sylvania Heights school team then successfully competed at the zone carnival at Miranda Park where 4 students made it through to the Sutherland Zone Team which competed at the Sydney East Carnival.

In 2018 we intend on holding our carnival a little bit earlier in Term 2 so the school team will have more opportunities to train ahead of the zone carnival. The students in K–2 also had the opportunity to experience cross country running in the school grounds. The carnival ran very smoothly thanks to a very well organised team. It was an enjoyable day for all involved with many students demonstrating great athleticism and others just giving it a red hot go. Teachers were encouraging, even running alongside those who needed extra support.

School Sport

An active participation in sport benefits students by enriching relationships and building character, teamwork, skills and fitness. Regular physical activity is an essential ingredient for the development and maintenance of optimum health. It can improve cardiovascular efficiency and aid efforts to reduce risk factors of coronary heart disease. It is critical for enhancing bone development, controlling obesity and improving psychological health and immune status. Sylvania Heights students were actively involved in many different sports throughout 2017. We were able to offer alternative sport options this year to better accommodate the varied interests of our students. School-based programs included fundamental movement skills, tabloid activities, netball, soccer, Oz–Tag, volleyball, softball, hockey, Tee–ball, basketball, AFL, yoga, dance for the first–time badminton and Cross Fit were offered! Bowling was clearly the sport of choice and we took advantage of the proximity of AMF bowling centre at Southgate to our school. School sport students received training with professional badminton, basketball and AFL coaches, as well as a yoga instructor and personal trainer. This provided the students with the opportunity to learn a new sport and skills, and was enjoyed by all participants.

Fundamental Movement Skills were taught, practised and encouraged. Having mastery of the fundamental movement skills such as throwing, catching, running and jumping opens up a vast array of sport, leisure and recreation options for our students. The quality of movement is further enhanced through exploring, composing, performing and appreciating movement. We were able to successfully secure three grants through the Sporting Schools program. This program is an Australian Government initiative which aims to increase children's participation in sport, nurture a lifelong interest in sport and to connect children with community sport. These grants were used to support some sports options offered to our students with professional coaches.

Swimming Carnival

SHPS held its annual Swimming Carnival in late February. Over 400 students attended from years 2–6 and competed in different activities throughout the full day event. SHPS had 32 students chosen to attend the Sutherland Zone Swimming Carnival, 7 then went on to the Sydney East Competition.

Swim Scheme

2017 saw another successful swim scheme program. K–2 students travelled to Sutherland pool once a week to participate in lessons tailored to their ability. Many students made remarkable progress and all students had fun and enjoyed participating in learn–to–swim activities with their school friends. This scheme is a fantastic initiative that ensures our young students have water safe skills just before the summer water activities.

Thank you to all Staff, Students and Parents who contributed to the Annual School Report for 2017.

This was community effort.

Mrs Jacobs

Principal