

# Sylvania High School Annual Report



2017



8463

## Introduction

The Annual Report for **2017** 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.

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Principal

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## School background

### School vision statement

The Sylvania High School Community value 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 Year 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 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

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:

- Learning Culture the evidence presented indicates the school is operating at the Sustaining and Growing stage;
- Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage;
- Curriculum the evidence presented indicates the school is operating at the Sustaining and Growing stage;
- Assessment the evidence presented indicates the school is operating at the Sustaining and Growing stage;
- Reporting 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 consistent with the evidence presented in three elements and was validated 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.
- Professional Standards the evidence presented indicates the school is operating at the Sustaining and Growing stage and
- Learning and Development 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 consistent with the evidence presented in three elements and was validated using the School Excellence Framework. In the element of:

- Educational Leadership the evidence presented indicates the school is operating at the Excelling stage;
- School Planning, Implementation and Reporting 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.

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

### 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

In the domain of Learning, the school has achieved substantial progress in a number of the associated School Plan Improvement Measures:

- The percentage increase for both Reading and Numeracy in the 2017 NAPLAN results showed significant increases towards the 2019 target of a 7% increase.
- The collective percentage number of bands 1 and 2 based on 2014 HSC data remained steady in 2017 however there were four times the number of distinguished achievement bands compared to 2016 and an increase in the highest ATAR result by approximately six points.
- Internal value added assessment data for writing compared to the base data in 2014 showed an increase in both grades B and C and a corresponding decrease in bands D and E, while band A remained relatively steady.
- The use of BYOD to support learning across the school has become well established with all KLAs having explicit references in teaching programs to focus on technology where and when it will have the greatest impact on learning.
- Overall our equity groups demonstrated an achievement in NAPLAN and attendance rates commensurate with non-equity groups especially enrolled indigenous students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage increase for both Reading and Numeracy will increase by 7% by the end of 2019.	Staff development days, professional learning time, executive release time and a small number of professional learning days funded from the teacher professional learning fund.	The combined top two bands of both Years 7 and 9 showed an increase of 6.65 in reading and numeracy in 2017.
Decrease the collective percentage number of Bands 1 and 2 based on 2014 HSC data.	Staff development days and professional learning time.	While both bands 5 and 6 showed significant increases in 2017 the number of bands 1 and 2 remained constant compared to the 2014 base data.
Internal value added assessment data for writing increases based on 2014 data.	Executive release time and staff development days.	The trend of grades D and E decreasing and grades Band C increasing with grade A being steady continued in 2017. The TEEL whole school writing program became more strongly embedded in the school's learning culture.
The use of BYOD is explicit in all Stage 4 teaching programs.	Staff development days and professional learning time.	All KLA programs for Years 7–10 have targeted activities linked to the BYOD program to support learning in Years 7–10.
All equity groups demonstrate achievement of educational and social outcomes commensurate with non-equity groups.	Staff development days, professional learning time and around \$40,000 of the Socioeconomic RAM.	Attendance patterns, overall NAPLAN results and behaviour records show that the achievement of equity groups is similar to that of non-equity groups.
A school culture is developed that promotes good mental health,	Staff development days, executive release time,	Key indicators from the Tell Them From Me Survey showed values either above or around the State



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
wellbeing and high attendance rates.	welfare meeting time, professional learning time and around \$20,000 of the Socioeconomic RAM for Senior Mentoring.	average with the typical dip in the middle years and excellent feedback from the Senior Mentoring program. Attendance continues to be strong with all years being above State averages.

## Next Steps

The school will continue or begin to develop the following improvement measures in the Learning Strategic Direction:

- The Bump It Up initiative will focus on the development of the 'Super Six' reading strategies and methodologies to improve student understanding of fractions, rates, percentages and decimals.
- The writing strategy, TEEL, will be further embedded into teaching programs and as a recognised way within the school to plan written responses. New staff will be formally inducted into all school based literacy and numeracy strategies to ensure that students are given a consistent high quality framework to develop these essential skills.
- The use of innovative technologies to support learning 7–12 will be explored beyond laptop and desktop computer applications. In particular, the school will undertake an analysis of the potential use of digital video technologies including drone and 360 degree camera devices. Staff will share innovative technologies that may be used to support learning and to tangentially build collective staff efficacy and expertise.
- The use of study skills will begin to be specifically embedded into teaching programs using an online framework established in 2017. This will be achieved in a coordinated fashion over the next iteration of the school plan in consultation with advice provided by an external consultant.



## Strategic Direction 2

### Leading

#### Purpose

School leading is important in developing a highly effective school structure using evidence based practices that facilitates the achievement of high quality student outcomes. A school with highly effective leadership will also produce students who are resilient, confident and creative citizens of a 21st century world.

#### Overall summary of progress

In the domain of Leading, the school achieved substantial progress in a number of the associated School Plan Improvement Measures:

- All school staff further developed their skills in the use of Sentral and targeted staff developed proficiency in LMBR to improve administration tasks. Specifically, administrative staff and senior executive engaged in extensive training to develop critical skills in LMBR applications.
- Executive staff improved their practice in the use of data to underpin the relationship between school resources and student outcomes. In particular, the executive undertook formal training in SCOUT and the use of evidence based practice has been encouraged in the strategic endeavours of this year with evaluations of local practice that are undertaken.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All school staff develop skills in the use of Sentral and/or LMBR to improve administration tasks.	While staff were required to be absent from normal duties, no release time was purchased. Staff who remained at school covered the duties of those absent on training.	All teaching staff developed further expertise in the use of Sentral modules especially in the use of assessment data while targeted senior executive and SASS developed expertise in LMBR modules, specifically in the SAP module.
Executive staff improve their practice in the use of data to underpin the relationship between school resources and student outcomes.	Executive release time.	Executive staff specifically developed their skills in the use of Scout, Value Added data and school planning data for SPaRO.
A comprehensive range of policies are evaluated and documented in relation to the operation of the school.	Senior executive release time.	A number of policies were evaluated in 2017 but especially those in relation to Homework, Assessment and Reporting and Class Routines.

#### Next Steps

The school will continue or begin to develop the following improvement measures in the Leading Strategic Direction:

- The Community of Schools Across the Waters (CoSAW) program will be strengthened with the increase of joint projects between partner schools. The CoSAW schools are part of Sylvania High School's local learning community with the majority of enrolments originating in these schools. A relationship based around joint learning projects is vital in ensuring the longevity of the community of schools.

- The implementation of syllabuses and associated documents will be aligned with both NESA and Department of Education requirements. In light of NESA registration of government schools and the ongoing development of a range of new syllabuses affecting many local teaching programs, it is timely that the school undertakes an evaluation of current practices.

- Key staff will develop their knowledge and skills in relation to integrating school planning with the use of SAP finance. The importance of having high skill levels in the use of the SAP finance module is essential for the daily operation of the school. As such, targeted members of the senior executive, executive and administrative staff will continue to engage in professional learning in this area.

- A comprehensive range of policies will be evaluated and documented in relation to the operation of the school. This will ensure that local policies remain synchronised with the evolution of Departmental policies.





## Strategic Direction 3

### Teaching

#### 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

In the domain of Teaching, the school achieved substantial progress in a number of the associated School Plan Improvement Measures:

- Staff improved their understanding and application of various data sources and techniques to improve student outcomes. In particular, staff undertook training and engaged in collaborative discussion using a range of contexts within their professional practice that required data gathering, analysis and evaluation.
- All beginning teachers who undertook submission of their portfolios achieved accreditation at the level of Proficient.
- All staff engaged with the PDF to produce PDPs aligned to their professional needs and the school developed strategies to effectively track their school goals and progress towards maintenance on MyPL@edu.
- Staff developed and implemented their pedagogy related to the use of BYOD in Stage 4 to support student learning.
- Staff effectively developed their skills in the use of software to undertake school based administration while a range of policies were evaluated. Specifically, administrative staff and members of the senior executive undertook extensive training in the use of modules connected to LMBR.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff improve their understanding and application in the use of various data sources and techniques to improve student outcomes.	Staff development days and professional learning time.	Staff have spent time to develop a deeper understanding of Sentral modules and in some KLA's the use of the NESAs Results Analysis Package.
All beginning teachers work towards and/or maintain accreditation at the level of Proficient or beyond.	Teacher release time.	All beginning teachers who undertook accreditation in 2017 have been now recognised at the Proficient level.
All staff engage with the PDF to produce PDPs aligned to their professional needs, the school goals and track their progress on MyPL@edu/BOSTES.	Staff release time and staff development day time.	All staff produced PDPs aligned to both school goals and their own needs based professional learning while the professional learning team was able to track both hours and standards using locally developed tools.
Staff develop and implement their pedagogy related to the use of BYOD in Stage 4 to support student learning.	Staff professional learning meeting time.	Staff have spent time sharing best practice in the use of BYOD with colleagues at professional learning meetings.
Staff develop their use of software to undertake school based administration.	Staff release time and staff development day time.	Key support and senior executive staff have developed skills in the use of LMBR modules and in particular SAP finance.

## Next Steps

The school will continue or begin to develop the following improvement measures in the Learning Strategic Direction:

- Teachers will develop their understanding and skills connected to Australian Professional Teaching Standard four; Create and Maintain Supportive and Safe Learning Environments. Data indicates that this standard of teaching continues to be an area that staff are challenged by on a daily basis. Ongoing development of teacher skill in this standard will provide a consistent framework for effective student learning.
- All teachers will maintain and achieve accreditation at the level of Proficient or beyond with PDPs aligned to both individual professional needs and the strategic directions of the school. In 2018 and beyond there will be a number of rigorous local processes to monitor and ensure consistency between these critical facets of staff professional achievement and learning.
- Staff engage in needs based professional learning with an appropriate proportion of professional learning developed at the school level that is both non-registered and registered. To guarantee that staff remain accredited according to NES requirements, the school will assign key staff to develop skills and knowledge in the formulation and delivery of needs based registered and non-registered learning in 2018 and beyond.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12,502	Aboriginal background equity funding was used to support indigenous students in their education and wellbeing primarily through membership of the Australian Indigenous Mentoring Experience (AIME) where students were supported through the development of positive relationships with their mentors and the delivery of need based programs. The residual funds employed a school Aboriginal Student Learning Adviser who promoted student involvement in a range of initiatives including activities such as Speak Up and The Great Debate.
<b>English language proficiency</b>	\$42,414	EALD equity funding was used principally to fund a specialist teacher at 0.4 to support learning both in class and on a withdrawal basis. It was also used to provide the necessary professional learning to support the appointed EALD teacher.
<b>Low level adjustment for disability</b>	\$152,313	The bulk of this funding was assigned to pay the salary of the equivalent of 1.0 teachers. The Learning and Support Teachers (LaSTs) worked with staff to support the learning of targeted students in the full range of KLAs. The residual balance was used to engage a number of SLSOs who worked in tandem with both the LaSTs and class teachers to provide another layer of general support for targeted students in learning.
<b>Socio-economic background</b>	\$60,144	These funds were used to relieve senior members of the executive to work across the school in targeted classes coaching classroom teachers in the alignment of their teaching practice to the Australian Professional Teaching Standards especially with regard to standard 4. A proportion of the funds were also reserved to support families in financial need where items required for learning and school attendance were required that were beyond the family's capacity to pay.
<b>Support for beginning teachers</b>	\$44,514	Beginning teachers were assigned the required 2 hours per week of relief and 1 hour per week for their mentor teacher if they were in their first year of teaching. Those in their second year who were permanent teachers were assigned the required 1 hour per week of relief. Where this was not possible due to the timing of the appointment, part and whole days of relief were strategically assigned. Funds were also used for needs based early career teacher professional learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	360	390	385	388
Girls	389	421	408	418

Student enrolments have now been stable across the school at circa 800 since 2015. The pattern of enrolment has changed however over time from predominantly local area enrolments to a higher ratio of non-local enrolments. Demographic data suggests that while this trend may continue the school will also experience a modest growth above 800 in the short term.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.7	93.6	94.3	94.1
8	93.3	91.7	91.8	90.5
9	91.2	91.1	89.7	90.9
10	89.3	88.1	88.8	86.9
11	89.6	87	89.6	89.5
12	90.3	91.6	90.1	91.8
All Years	91.6	90.8	90.8	90.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The school's overall attendance pattern continues to be higher than the State average in all years. To improve and ensure the attendance of students at the school is maximised, key staff review attendance data, policies and procedures at appropriate time intervals. This comprehensive approach ensures that decisions to address attendance issues are data driven. To ensure all stakeholders are aware of their accountability with

regard to student attendance, the staff promote awareness of the Sylvania High School Attendance Policy and Procedures with parents and carers. To this end, the school works closely and on a consistent basis with the the Home School Liaison Officer. The processes and systems that underpin attendance monitoring continue to be evaluated and refined ensuring that the school community is aware and responsive to the wellbeing of students and the legal requirements of the school are satisfied. The school's electronic attendance monitoring system both at roll call and period by period has been a key feature in monitoring non-attendance issues in recent years. Notifications of whole and partial absences are sent daily to parents and carers via SMS and email where appropriate. The school also has a successful attendance kiosk to monitor and report on partial late and early absences.

### 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	0	4	10
TAFE entry	9	11	24
University Entry	0	0	57
Other	10	16	3
Unknown	0	0	3

The vast majority of our students have entered into a pathway of further education, either with university or TAFE entry, however, the pattern has now continued for many years that close to 100% of the school's graduates are engaged in productive training activities beyond their secondary schooling. Sylvania High School is proud of our school leavers engaging in their chosen pathway and that they are actively engaged in life long learning whether it be through further education or employment.

### Year 12 students undertaking vocational or trade training

In 2017, the percentage of Year 12 students undertaking vocational or trade training is as follows:

10% completed TAFE Delivered vocational and Educational Training (TVET) courses; and

34% completed VET courses including Kitchen Operations and Construction.

## Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, the percentage of Year 12 students attaining HSC or equivalent vocational educational qualifications was 98%.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	40.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.48
Other Positions	1

\*Full Time Equivalent

Approximately 2% of the Sylvania High School staff identify themselves as indigenous.

### 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	38

### Professional learning and teacher accreditation

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. In

2017, 100% of staff who were classified as New Scheme Teachers were either accredited at proficient or provisionally accredited at the proficient level. The school has highly structured procedures to support and ensure that teacher accreditation remains current. To this end, the school has developed a sophisticated method of tracking hours and standards in relation to the professional learning that is developed at the local level and a coordinator to mentor beginning teachers in achieving accreditation at proficient. Furthermore, the professional learning team draws on cross faculty members who have developed skills in the use of MyPL@edu to guarantee that needs based professional learning, in part connected to PDPS and matters of compliance is captured for all participating staff.

Currently, the culture of the teaching staff with respect to accreditation is evolving with two head teachers working towards Lead accreditation and one classroom teacher planning to begin the process to become accredited as a Highly Accomplished Teacher.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>644,867</b>
Global funds	295,927
Tied funds	262,492
School & community sources	311,053
Interest	7,591
Trust receipts	33,071
Canteen	0
<b>Total Receipts</b>	<b>910,135</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	97,172
Excursions	97,870
Extracurricular dissections	84,590
Library	4,344
Training & Development	6,124
Tied Funds Payments	267,076
Short Term Relief	78,483
Administration & Office	99,443
Canteen Payments	0
Utilities	60,651
Maintenance	63,271
Trust Payments	43,910
Capital Programs	9,000
<b>Total Payments</b>	<b>911,935</b>
<b>Balance carried forward</b>	<b>643,068</b>

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.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,352,094
Appropriation	1,107,228
Sale of Goods and Services	47,554
Grants and Contributions	196,533
Gain and Loss	0
Other Revenue	0
Investment Income	779
<b>Expenses</b>	-648,809
Recurrent Expenses	-648,809
Employee Related	-293,901
Operating Expenses	-354,908
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	703,285
<b>Balance Carried Forward</b>	703,285

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The School Council continues to work successfully with the Principal to manage fiscal resources in a prudent manner. This maximises funds available to support the core business of student learning and provide the necessary capital infrastructure to construct and maintain quality learning environments.

The school enjoys excellent financial support from the P&C who channel funds from the uniform shop, canteen and building fund into joint school projects including a circa \$120,000 new boys toilet block in 2017. Around 48% of families pay the general contributions while subject contributions are paid at a rate of around 80%. These funds are directed into student services and the required materials to deliver curriculum Years 7–12 in the year in which they are paid.



In 2017, some RAM funds were not fully expended due mainly to the variation in teacher's salary cost over the course of the year. These accumulated funds will be fully expended in 2018 on additional Learning Support, English As a Language or Dialect and the support of teachers in developing professional practice aligned to the Australian Professional Teaching Standards.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	7,278,089
Base Per Capita	121,191
Base Location	0
Other Base	7,156,898
<b>Equity Total</b>	267,372
Equity Aboriginal	12,502
Equity Socio economic	60,144
Equity Language	42,414
Equity Disability	152,313
<b>Targeted Total</b>	63,430
<b>Other Total</b>	107,500
<b>Grand Total</b>	7,716,391

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

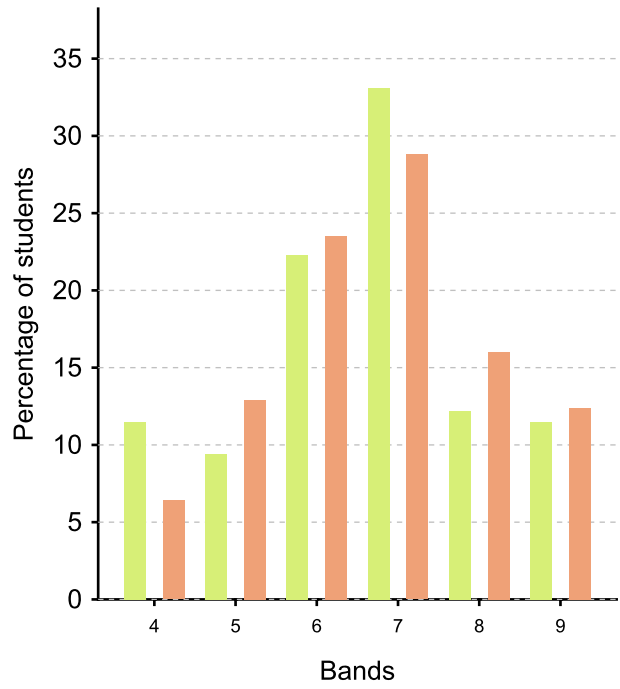
## NAPLAN

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.

In Year 7 there was a decrease in the lower three bands and a corresponding increase in the upper three bands for Reading while there were similar patterns of grade distribution in Writing and Spelling with Grammar and Punctuation showing no identifiable trends in the the three year band pattern.

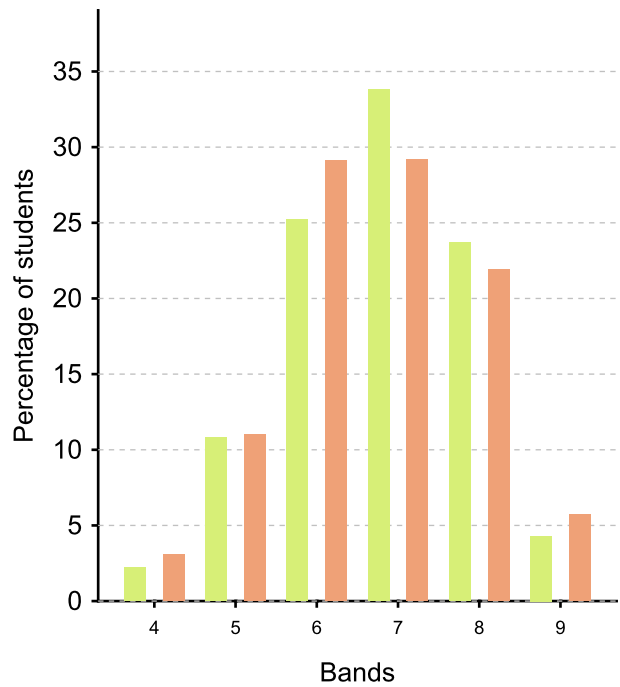
Year 9 followed a similar pattern to Year 7 with lower band decreases and upper band increases but this was very consistent in all areas of Writing, Reading, Spelling, Grammar and Punctuation. In comparison however, the Year 9 results were significantly stronger in the upper bands and the pattern was more consistent in all areas of assessment.

**Percentage in bands:**  
Year 7 Grammar & Punctuation



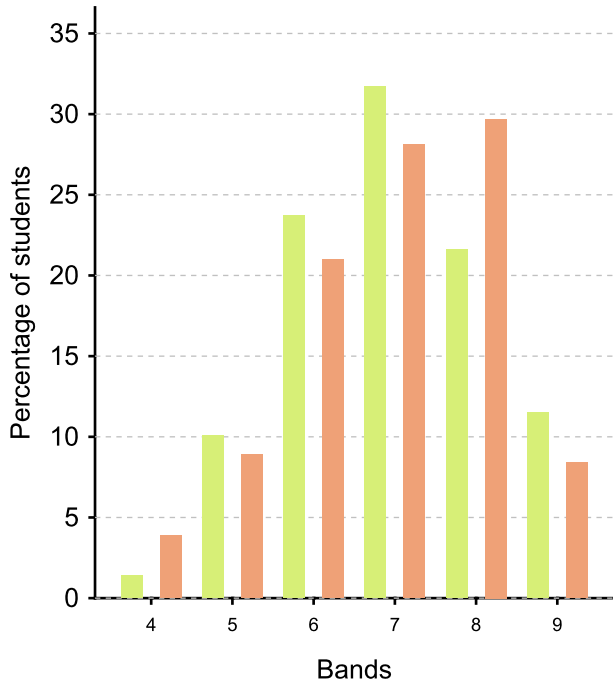
Band	4	5	6	7	8	9
Percentage of students	11.5	9.4	22.3	33.1	12.2	11.5
School avg 2015-2017	6.4	12.9	23.5	28.8	16.0	12.4

**Percentage in bands:**  
Year 7 Reading



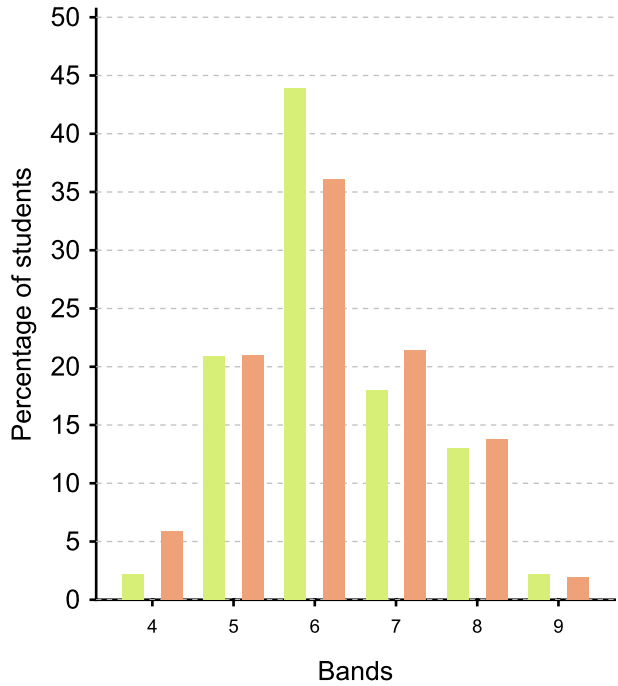
Band	4	5	6	7	8	9
Percentage of students	2.2	10.8	25.2	33.8	23.7	4.3
School avg 2015-2017	3.1	11.0	29.1	29.2	21.9	5.7

**Percentage in bands:**  
Year 7 Spelling



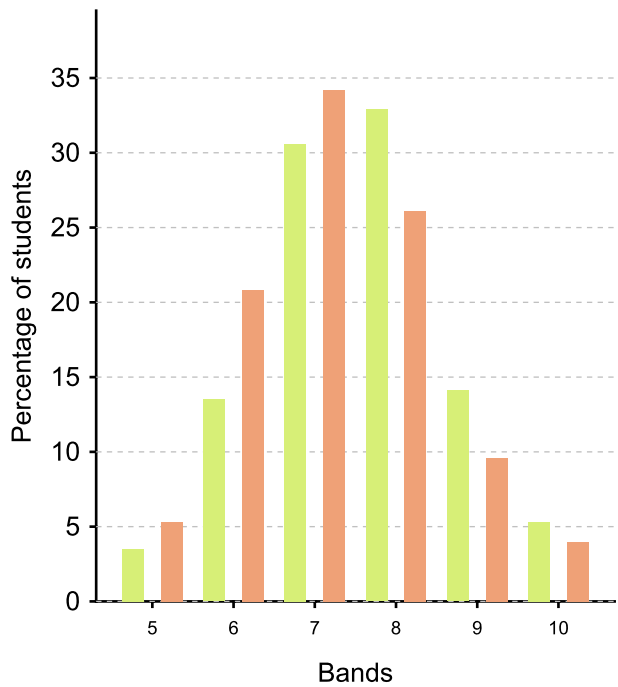
Band	4	5	6	7	8	9
Percentage of students	1.4	10.1	23.7	31.7	21.6	11.5
School avg 2015-2017	3.9	8.9	21.0	28.1	29.7	8.4

**Percentage in bands:**  
Year 7 Writing



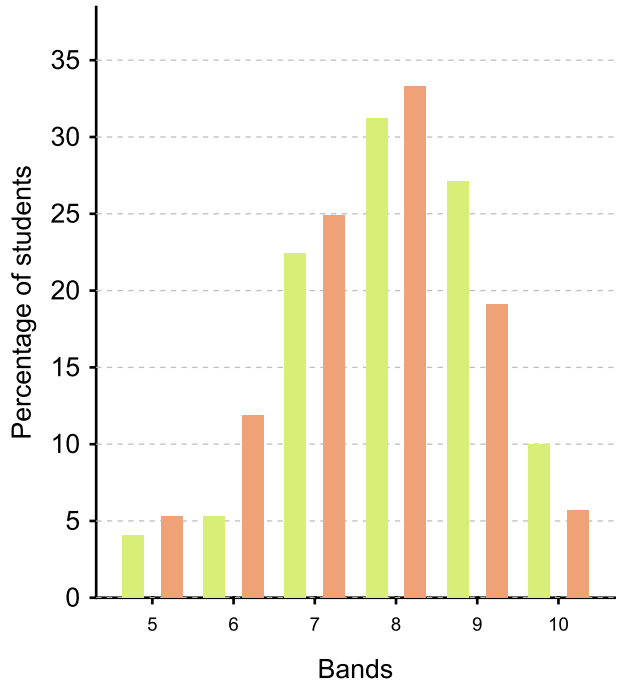
Band	4	5	6	7	8	9
Percentage of students	2.2	20.9	43.9	18.0	13.0	2.2
School avg 2015-2017	5.9	21.0	36.1	21.4	13.8	1.9

**Percentage in bands:**  
Year 9 Grammar & Punctuation



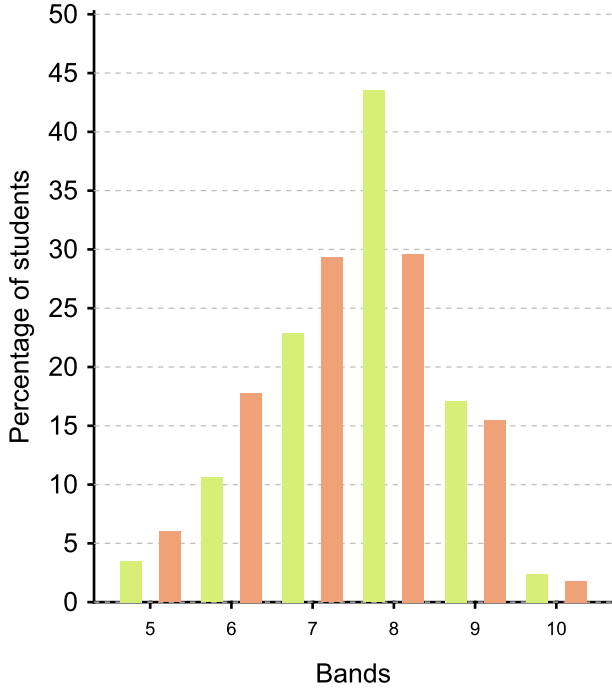
Band	5	6	7	8	9	10
Percentage of students	3.5	13.5	30.6	32.9	14.1	5.3
School avg 2015-2017	5.3	20.8	34.2	26.1	9.6	4.0

**Percentage in bands:**  
Year 9 Spelling



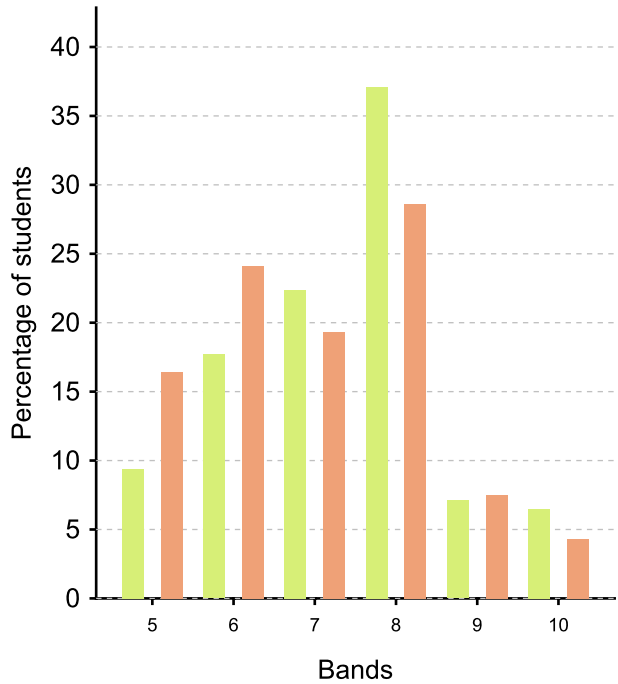
Band	5	6	7	8	9	10
Percentage of students	4.1	5.3	22.4	31.2	27.1	10.0
School avg 2015-2017	5.3	11.9	24.9	33.3	19.1	5.7

**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	3.5	10.6	22.9	43.5	17.1	2.4
School avg 2015-2017	6.0	17.8	29.3	29.6	15.5	1.8

**Percentage in bands:**  
Year 9 Writing

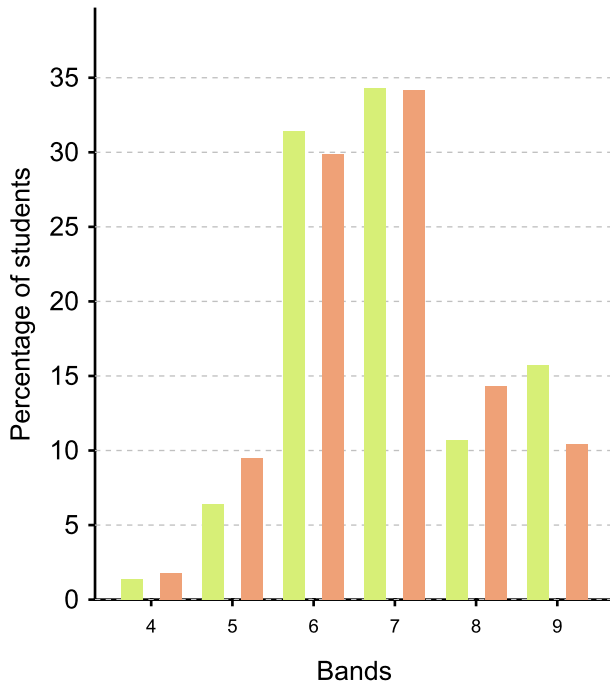


Band	5	6	7	8	9	10
Percentage of students	9.4	17.7	22.4	37.1	7.1	6.5
School avg 2015-2017	16.4	24.1	19.3	28.6	7.5	4.3

As with other areas of assessment, in Year 7 there was a decrease in the lower three bands and a corresponding increase in the upper three bands for Numeracy while there were similar patterns of grade distribution in Year 9. In comparison however, the Year 9 results were significantly stronger in the upper bands and the pattern was more consistent in all areas of assessment.

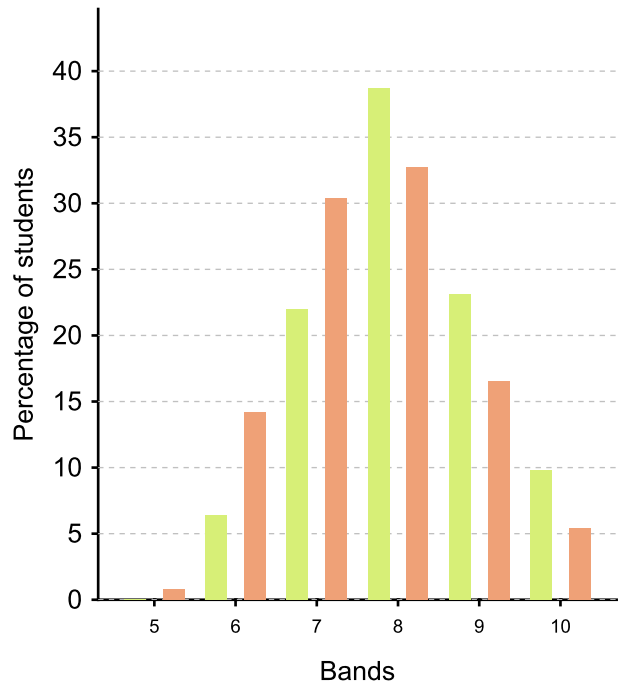
There was also a significant increase of 6.65% based on 2016 data in the top two bands in reading and numeracy for both Years 7 and 9 and in terms of the Premier's priority. This may be a consequence of the school's strategic initiatives to increase the number of top bands in these areas by 7% by 2019.

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.4	6.4	31.4	34.3	10.7	15.7
School avg 2015-2017	1.8	9.5	29.9	34.2	14.3	10.4

**Percentage in bands:**  
Year 9 Numeracy

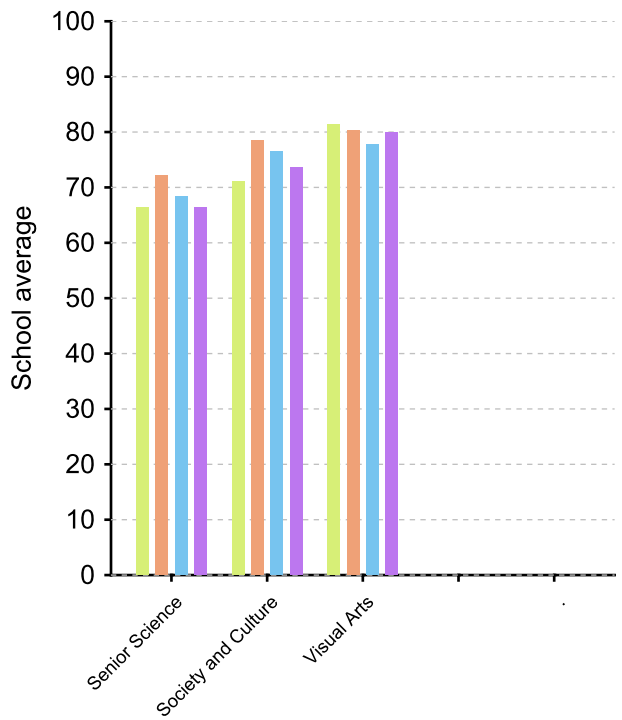
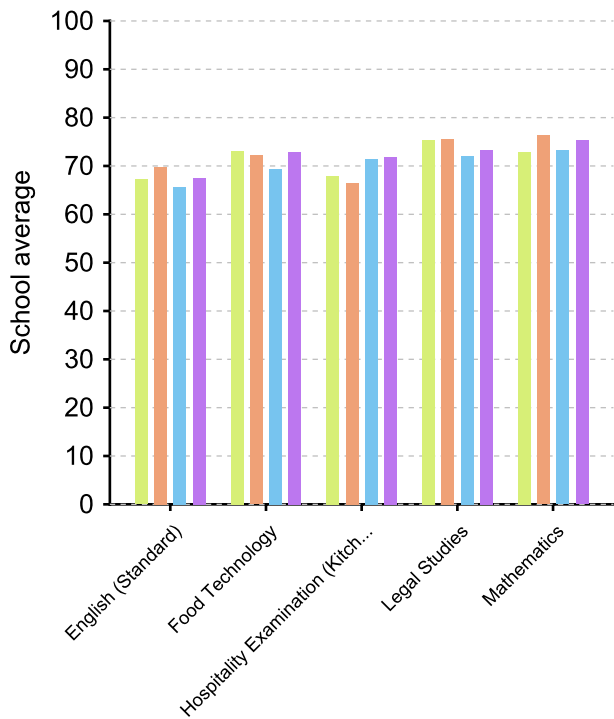
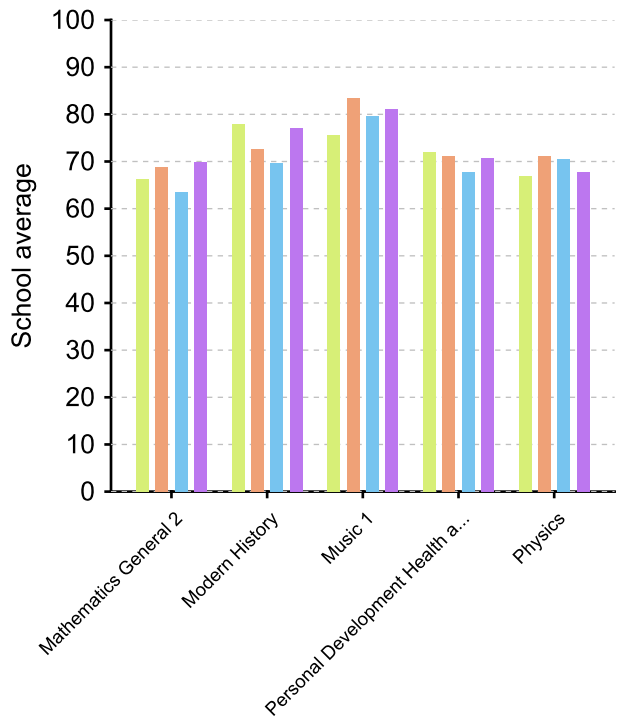
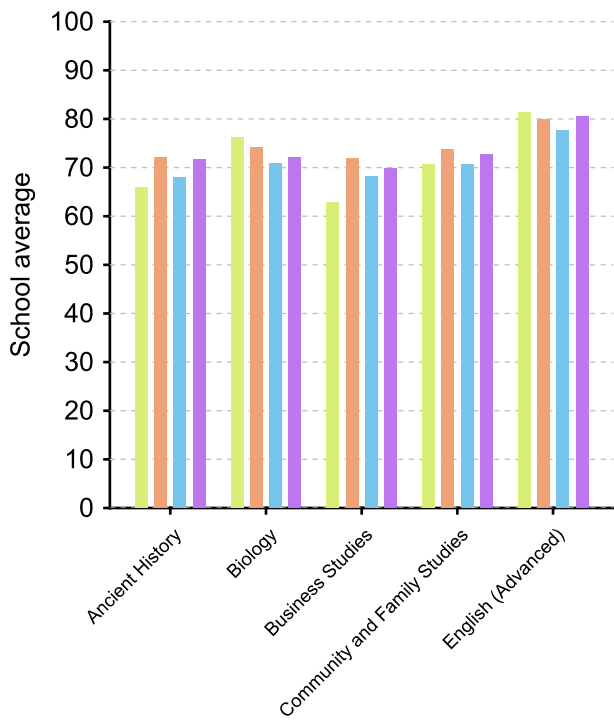


Band	5	6	7	8	9	10
Percentage of students	0.0	6.4	22.0	38.7	23.1	9.8
School avg 2015-2017	0.8	14.2	30.4	32.7	16.5	5.4

The small number of indigenous students represented in both Years 7 and 9 make it difficult to establish any statistically significant trends for literacy and numeracy at the school. However in reference to indigenous students and their results in reading and numeracy; 100% achieved bands 6 and 7 in Year 9 while 100% achieved bands 7 and 8 in Year 7.

### Higher School Certificate (HSC)

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





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school used data from the Tell Them from Me (TTFM) student, parent and staff surveys.

1. Feedback from parents through the TTFM showed values near or above State averages on a scale of 1–10:

- Parents feel welcome – 6.7
- Parents are informed – 5.8
- The school supports learning – 6.4
- The school supports positive behaviour – 6.5
- Safety at school – 6.9
- Inclusive school – 5.8
- The school's reputation was good – Agree and strongly agree categories = 72%
- The school's communication was was good – Agree and strongly agree categories = 76%

2. Feedback from students through the TTFM showed values near or above State averages on a scale of 1–10:

- Students felt that they had positive teacher relationships – 5.9
- Students felt they had a positive learning climate – 5.9
- Students felt they had expectations for success – 7.2
- Student levels of happiness at high were above State levels at 44% while those who had medium and lower levels were lower than State levels at 39% and 17%.

3. Feedback from staff through the TTFM showed values near or above State averages on a scale of 1–10:

- Leadership – 6.7
- School Culture – 7.8
- Inclusive School – 7.2
- Challenging and Visible Goals – 7.3
- Planned Learning Opportunities – 7.4
- Quality Feedback – 7.2
- Overcoming Obstacles to Learning – 7.3

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	65.9	72.1	68.1	71.6
Biology	76.2	74.1	70.9	72.1
Business Studies	62.9	71.9	68.2	69.7
Community and Family Studies	70.7	73.8	70.7	72.7
English (Advanced)	81.3	79.9	77.6	80.5
English (Standard)	67.2	69.7	65.6	67.6
Food Technology	73.1	72.2	69.3	72.9
Hospitality Examination (Kitchen Operations and Cookery)	67.9	66.4	71.5	71.9
Legal Studies	75.4	75.6	72.1	73.4
Mathematics	72.9	76.3	73.2	75.3
Mathematics General 2	66.3	68.9	63.6	69.9
Modern History	78.0	72.7	69.6	77.0
Music 1	75.5	83.5	79.7	81.0
Personal Development Health and Physical Education	71.9	71.0	67.7	70.6
Physics	66.9	71.2	70.4	67.8
Senior Science	66.4	72.2	68.3	66.4
Society and Culture	71.0	78.5	76.4	73.7
Visual Arts	81.4	80.2	77.7	79.9

In 2017, the Year 12 cohort had an impressive 30 students who were recognised as distinguished achievers having gained band 6 or equivalent with a further 96 band 5s or equivalents attained. This was approximately a five fold increase on the distinguished achievers results from the previous year. The highest ATAR was reported at 97.7 with approximately 3% of candidates gaining an ATAR of 90 or more. and 8% of candidates achieving an ATAR between 80 and 90. On average the combined HSC scores for Sylvania High School were similar to that for the State with ten courses in 2017 being reported at or above State average.

# 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 within teaching programs.

The school has strategically utilised the Aboriginal background equity funding to support indigenous students in their education and wellbeing through targeted initiatives. This included membership of the Australian Indigenous Mentoring Experience (AIME) where student learning is supported through the development of positive relationships with their mentors.

The employment of a school Aboriginal Student Learning Adviser has promoted student involvement in a range of departmental initiatives including Speak Up and The Great Debate as well as supporting indigenous student learning through individualised tutoring with the use of residual Norta Norta funds.

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 proactive telephone and in person contact by the full range of staff assigned to this support area. A morning tea where parents and indigenous students had the opportunity to celebrate their culmination of learning in 2017 was extremely well supported and received.

## Multicultural and anti-racism education

Sylvania High School has supported and recognised the cultural and learning diversity throughout our school community in 2017. The school has approximately 48% of LBOTE students who are closely monitored by LaSTs and EALD Support Teachers. 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, the school has a teaching staff member appointed as the Anti-Racism Contact Officer (ARCO) in accordance with Departmental 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. In particular the school hosted an outstanding Harmony Day event in 2017 which made significant contributions to Multicultural education.