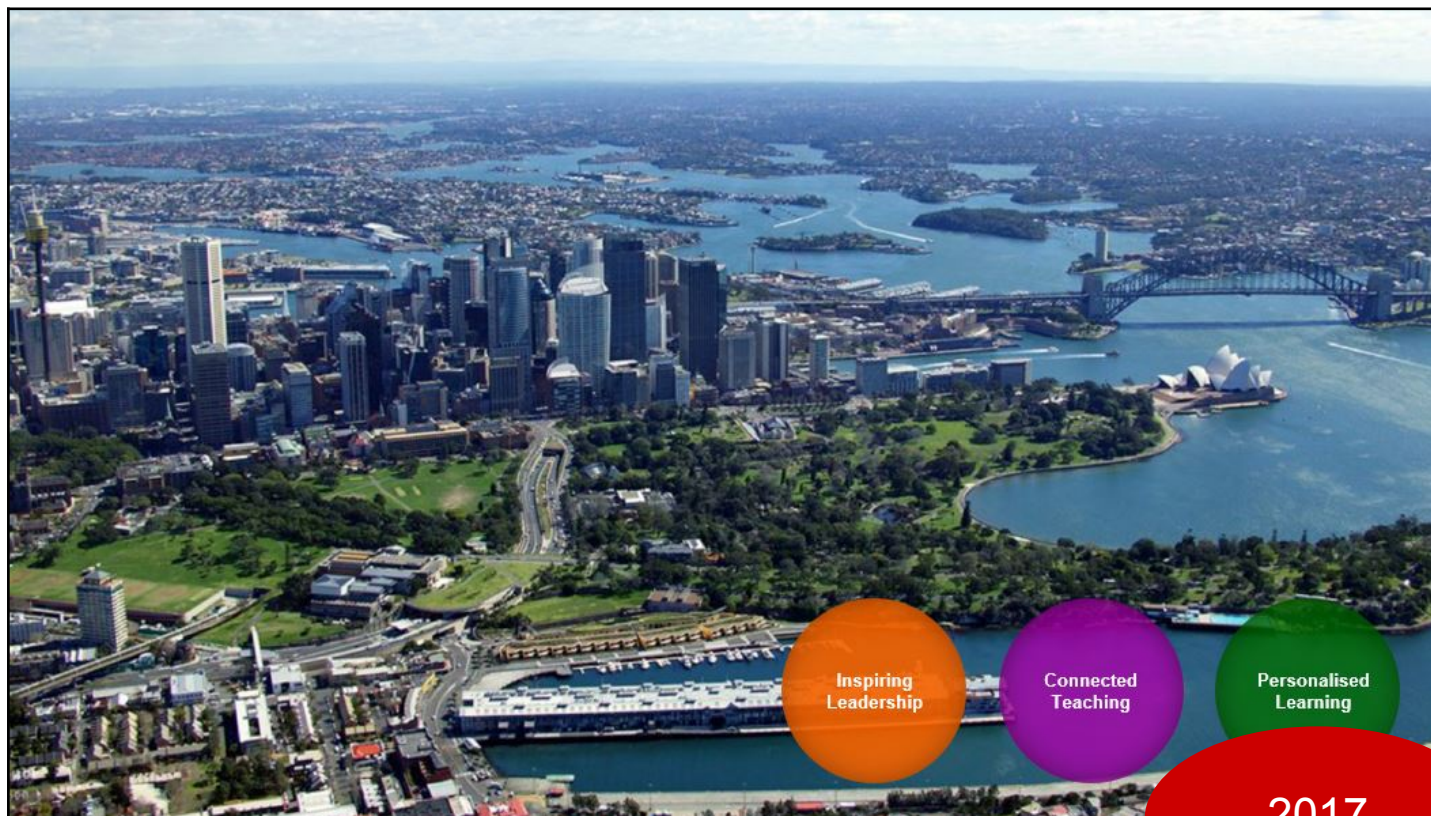


Sydney Distance Education High School

Annual Report



8587

Introduction

The Annual Report for 2017 is provided to the community of Sydney Distance Education 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.

Mark Piddington

Principal

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Sydney Distance Education High School

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School background

School vision statement

We provide flexible blended learning opportunities for quality individualised education, ensuring excellence and equity. We lead to challenge and support both students and staff to achieve personal success with high expectations. We inspire creative and engaged learning with strong student and teacher connections. We work in partnership with our wider school and distance education communities.

School context

Sydney Distance Education High School is a public school committed to excellence and equity in distance education. We are the largest school provider of flexible blended learning programs in NSW, serving students from areas north of Wollongong, south of Newcastle, and west to the Blue Mountains. Close to the central business district of Sydney, we work on the land of the Traditional Custodians, the Cadigal People of Eora Country.

Students who meet specific enrolment requirements attend our school because they are not able to attend another school on a fulltime basis. We teach courses for fulltime and part program students who include students with medical conditions and those with additional support needs. We also teach students studying single courses which they are not able to access at their home schools. We offer a range of courses in Years 7–10 with our middle school program providing further courses for students who need additional literacy and numeracy support. We teach more than 40 courses for Years 11–12.

During 2017, our maximum enrolments were 1395 students with a fulltime equivalent student number of 687. We are entitled to over 140 teachers with 21 support staff and now employ more than 200 fulltime and part time staff.

We provide flexible blended learning opportunities for quality individualised education. Students may learn in many ways: through online lessons, written materials, web lessons, email and phone. We also engage students through videoconferencing, student online forums, study days, open days, excursions, peer support activities and teacher visits to schools and homes. Almost all of our Years 9 and 10 courses are delivered online and we have a number of Learning Hubs where students may work with teachers and other students.

Engagement with creative, challenging and blended learning opportunities is supplemented by inclusive student wellbeing programs and the school's partnerships with communities, families and other schools. We encourage students to take advantage of these opportunities to enhance their learning and sense of connection to their peers, their teachers and their school. Our high expectations are supported by a caring and nurturing environment with strong commitments to sustainability and social justice.

Distance education helps build independence and self discipline. We are proud of our students who have been placed into the top 10 in the state in Higher School Certificate courses and whose work has been selected for a range of prestigious exhibitions and performances. We are equally proud of all students whose courage and commitment is reflected in their determination to do their best.

Our website is for communication, collaboration and the celebration of student achievement. It features films made by SDEHS Productions which showcase so much of the spirit and success of our school community. We inspire students to learn and to live their dreams.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2016, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the context of 2017 evidence, the school executive endorsed that our 2017 self-assessment should continue to reflect the school sustaining and engaging in nine Elements of the School Excellence Framework and Excelling in five of the Elements. This is reflected in the 2016 report below updated with 2017 initiatives including almost all Stage 5 courses online, an additional Learning Hub, a new Online Teaching Support Team and a significant increase in real time teaching with web lessons.

Learning Domain

In the School Excellence Framework domain of Learning we have made the judgement that SDEHS is *Sustaining and Growing*. Given that the school's historical and carefully planned approaches to support cognitive, emotional, physical and spiritual wellbeing are the very essence of our support for students, we have made the judgement we are *Excelling* in the Wellbeing Element.

The school is proud of its Learning Culture which is so responsive to the changing needs of students. We have embedded policies and practices, such as our *Know Your Students* focus, to ensure students and their learning are central to all decision making. We continue to strengthen school learning priorities as reflected by our four Learning Hubs (Blue Mountains, Central Coast, Western Sydney and Inner City at this school). The hubs have resulted in enhanced student engagement with hub students saying they feel a greater sense of belonging to the school community. Learning success is celebrated in many ways including the highlighting of students' achievements. This is evident in teachers' daily contact with students and through school newsletters, website films, the school magazine and the annual report which all showcase the diversity of learning opportunities and students' successes. Student Wellbeing is at the heart of our unique school with positive and respectful relationships so important for learning success.

The Student Wellbeing Team supports all our students with Deputy Principals, Head Teachers, Year Advisers, and Supervisors of Girls, Boys, Pregnant Girls, Young Parents and students in Out of Home Care. Our School Counsellor, Aboriginal Education Coordinator and Transition Coordinators are also part of the team that reaches out to students and families across our diverse school community. The school database DELTA includes records for students in each of their courses. It contains comments following each teacher contact with students and their families so wellbeing needs are understood as we work for each student to achieve personal success.

Curriculum and Learning is supported through detailed teacher feedback and students' access to the elearning website where they may engage in online learning, reflect on their progress and plan for improvements in their learning. For additional support, students may also access messages and home student announcements. DELTA contains welfare tabs where teachers are alerted to any issues so they can more effectively address the learning needs of individual students including adjusted curriculum. The individual learning needs of students may also be supported by the Learning and Support Faculty and the Middle School Faculty, and through individualised and personalised learning plans and pathways.

Sustaining and Growing for Assessment and Reporting and Student Performance Measures is well reflected in the school's detailed analysis of student results and student engagement, including HSC results analysis procedures and monitoring the implementation of improvement strategies.

Teaching Domain

In the School Excellence Framework domain of Teaching we have made the judgement that SDEHS is *Sustaining and Growing*.

Effective Classroom Practice is demonstrated in teachers' identification, understanding and implementation of a rich blend of teaching practices. We have quite extraordinary opportunities in distance education to teach students in many engaging ways. As indicated in the School Context, we teach with written materials, over the telephone, by email and on the internet through lessons developed using online learning management systems. We engage students through web lessons, videoconferencing, study days, open days, excursions, peer support activities and teacher visits to schools and homes. Our Online Transition Project is an ambitious strategy to enhance opportunities for Stage 5 students to engage even more effectively with their learning. While we believe the school is *Excelling* when measured against each indicator for Effective Classroom Practice, we have made the overall judgement that we are *Sustaining and Growing* because we

are excited about future possibilities.

The school has a strong tradition of being highly rigorous in Data Skills and Use as we collect, analyse and act on data. Teachers have developed and implemented explicit processes to analyse external performance data including HSC and NAPLAN. Teachers are empowered to use the data not only to plan for improving student learning outcomes but also to improve their own classroom practice and effectiveness. Internal performance monitoring includes highly structured student engagement review processes. Data analysis underpins decision making about the school's future directions to support and enhance learning.

Learning and Development to support Collaborative Practice is our priority when developing connected teaching strategies. We support the enhancement of teacher confidence and capacity to design, develop and deliver engaging flexible blended learning programs using print, elearning and online technologies. The implementation of the flexible learning projects initiative enables teachers to develop publication standard print and online learning materials. The school's middle school and learning and support faculties work on a daily basis with teachers across the school. Teachers' professional learning includes collaborative technologies such as Google Docs and the webconferencing tool Adobe Connect for our web lessons. Professional learning is central for teachers' collaborative practice in collegial networks across the NSW distance education community of schools.

Professional Standards are supported through rigorous teacher performance and development, induction, and accreditation policy and procedures. There is a high level of trust as teachers observe each other's teaching practices and collaborate on planning improvements. Teachers new to the school and early career teachers are well supported through planned induction programs which include coaching for teachers preparing for formal accreditation.

Leading Domain

In the School Excellence Framework domain of Leading we have made the judgement that SDEHS is *Excelling*.

Leadership excellence has been recognised at school, community of schools, principal network, Ultimo Office Directorate, state and national contexts. School leadership teams support a culture of high expectations and community engagement resulting in sustained improvements. A major focus has been on strengthening innovative and creative leadership with formal leadership programs central to school capacity building. The implementation of the Enhancing Leadership Capability Program, Blended Learning in an Online Environment, Growth Coaching and enhanced teacher induction programs has supported a significant number of staff in leadership roles within and beyond the school. Student leadership programs such as the SRC and school open days have also been successfully implemented.

The school is *Excelling* with School Planning, Implementation and Reporting. Innovative thinking drives school improvement as reflected in the School Plan, Milestones and Annual Report. Collaborative processes are embedded into school practices to support teachers to articulate, monitor and evaluate the school's strategic directions. Parents, families and school community members are encouraged to have a voice in deciding the school's key priorities and future directions. We have made a website film, *Honouring the Past: Imagining the Future* which invites our school community to be part of our imagining.

Excelling in School Resources and Management Practices and Processes is essential to support excellence in school leadership. Our school is the largest public education high school in NSW with significant staffing and financial resources that must be carefully allocated to support student, staff and community learning. *The Budget Papers 2017* includes trends over past years and reflects the sophisticated use of resources to support current successes and drive further improvements.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Personalised Learning

Purpose

To enhance student engagement and personal success with strong academic and wellbeing support.

Overall summary of progress

We finished implementing the processes outlined in our 2017 School Plan to measure student engagement and student-teacher contact rates for Years 10 and 12. This has enabled the school to measure improvements made between 2015–2017, in particular positive correlation between these two measures for Year 10.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 10: Student Engagement From Term 3 2016 (38% of students completed 75% or more of their weekly coursework) to Term 3 2017 (60% of students complete 75% or more of their weekly coursework).	School Staffing Entitlement – Teachers	50% of students completed 75% or more of their weekly coursework, an increase of 12%
Year 10: Student Teacher Contact Rate From Term 3 2016 (76% of students had contact at least once a fortnight in addition to teacher feedback on their work) to Term 3 2017 (100% of students have contact at least once a fortnight in addition to teacher feedback on their work).	School Staffing Entitlement – Teachers	90% of students experienced contact at least once a fortnight in addition to teacher feedback on their work, an increase of 13%
Year 12: Student Engagement From Term 1 2016 (57% of students completed 75% or more of their expected weekly coursework) to Term 1, 2017 (75% of students complete 75% or more of their expected weekly coursework).	School Staffing Entitlement – Teachers	46% of students completed 75% or more of their expected weekly coursework, a decrease of 11%
Year 12: Student Teacher Contact Rate From Term 1 2016 (172% ie on average Year 12 students experienced contact more than once a fortnight in addition to teacher feedback on their work) to Term 1 2017 (sustain or grow percentage of Year 12 students who experience contact more than once a fortnight in addition to teacher feedback on their work).	School Staffing Entitlement – Teachers	The percentage of Year 12 students who experienced contact more than once a fortnight in addition to teacher feedback on their work compared to 2016 increased by 22% to 194%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

Next Steps

As a school we will continue to collect and monitor student engagement data each term for all students through the student review and engagement processes as outlined in the SDEHS *Student Review and Student Engagement Policy and Procedures* and support students to achieve academic success and engagement at school.

In the implementation of the SDEHS 2018–2020 School Plan the Student Wellbeing Team will focus on identifying students 'at risk' of disengagement, and implement the necessary supports to successfully reengage these students into school. This will include improvement measures to increase participation in coordinated support meetings and 'meet and greets' for students 'at risk'. There will also be a focus on strategies to increase student participation in the student wellbeing programs offered at the school and increased school based student wellbeing professional learning events.

Strategic Direction 2

Connected Teaching

Purpose

To improve teacher capacity to develop and teach engaging flexible blended learning programs.

Overall summary of progress

There has been a significant increase in online courses and web lessons.

Between 2015 and 2017, there was a 35% increase in the number of units of work available to students online. Over half (52%) of the school's units of work are now online.

In 2016 the school dedicated over 800 writing days to develop fully online units of work. The delivery of these units was supported in 2017 with one on one professional learning for every staff member through the Online Teaching Support Team.

2017 was the first year that most Stage 5 (Years 9 and 10) courses were available through elearning.

The majority of student feedback for this initiative has been extremely positive as reflected in comments made in response to a survey conducted in December 2017.

- I like elearning as it is easy to access and submit work. Can be quick and beneficial to receive feedback in a short amount of time instead of having paper based resources.*
- It's accessible at all times. You don't have to wait for things to be uploaded. You can work on tasks whenever you wish.*
- That it's easy to access and it's more interactive and visual.*
- I like the multiple choice questions. Watching a video that explains a topic is more enjoyable than reading through a lot of text. The work is quicker to return and get feedback on. I like it when you can see straight away whether you got an answer correct or incorrect.*
- It is good because it means that you can access it anywhere with wifi so you can take your work where ever you need. This is really important for Year 12.*

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved elearning opportunities with the majority of each faculty's Stage 5 elearning materials online by end of Term 3 2017.	School Staffing Entitlement – Teachers and support staff	80% of Stage 5 elearning materials online by end of Term 4 (51 courses out of 57 courses)
All faculties participate in web lessons by end of Term 3 2017.	School Staffing Entitlement – Teachers	All faculties have participated in web lessons (CAPA, 58 lessons; English, 14 lessons; Mathematics, 80 lessons; Middle School, 14 lessons; PDHPE, 234 lessons; Science, 15 lessons; Social Sciences, 8 lessons; TAS, 37 lessons)

Next Steps

The SDEHS 2018–2020 School Plan, Strategic Direction 1: Connected Teaching and Learning, will focus on an increase in real time teaching opportunities including web lessons, field service visits and learning hubs.

Strategic Direction 3

Inspiring Leadership

Purpose

To strengthen innovative and creative student and staff leadership.

Overall summary of progress

We were extremely pleased with the increase from 2014 to 2017 of staff perceptions of increased executive leadership and support. This reflected the success of a number of school programs including the Enhancing Leadership Capability Program, Head Teacher Administration Support positions and the many opportunities for teachers to relieve in executive positions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff responses to <i>School Teacher Survey</i> reflect staff who experience increased executive leadership and support compared to 2014–2016 responses to Department <i>Focus on Learning Teacher Survey</i> – from 66% Term 3 2014 to 72% Term 3 2015 to 72% Term 3 2016 to 80% Term 3 2017.	School Staffing Entitlement – Teachers	<ul style="list-style-type: none">* Responses to 2016 <i>Focus on Learning Teacher Survey</i> reflected staff experienced a constant level of executive leadership and support remaining steady at 72%: 1% above the state average of 71%.* SDEHS School Teacher survey based on questions in 2017 <i>State People Matter Employee Survey</i> reflected staff experienced increased executive leadership and support as reflected in the following responses.<ul style="list-style-type: none">• SDEHS focuses on improving the work we do – Strongly Agree/Agree: 89%• My job gives me a feeling of personal accomplishment – Strongly Agree/Agree: 85%• I am proud to tell others that I work for SDEHS – Strongly Agree/Agree: 81%• I believe that the Principal and Deputies provide clear direction for the future of SDEHS – Strongly Agree/Agree: 76%• I would recommend SDEHS as a great place to work – Strongly Agree/Agree: 76%• SDEHS is making the necessary improvements to meet our future challenges – Strongly Agree/Agree: 77%• The Principal and Deputies encourage innovation by teachers – Strongly Agree/Agree: 75%• I feel that my Head Teacher effectively leads and manages changes – Strongly Agree/Agree: 75%• I am provided with the support I need to do the best in my work – Strongly Agree/Agree: 74%* Enhancing Leadership Capability Program completed – 8 workshops with 21 staff* EOIs for executive positions 2018–2020 completed

Next Steps

Inspiring Leadership has been included as Strategic Direction 3 in the SDEHS School Plan 2018–2020 with a focus on strengthening innovative and creative teacher leadership and improving leadership continuity and expertise through value added student attendance and the implementation of new executive EOI processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM funding: \$18,779 – Tutoring – Travel costs – Resources	* PLPs reviewed and updated (Total 42) * Students tutored: 15 * Learning Hub attendance Years 7–10: increased 33% * Sets return (weeks of work) – average number of Sets returned (Terms 1–3) overall improvement of 30% – Stage 4: 70% returned, Stage 5: 33% returned, Stage 6: 79% returned
English language proficiency	RAM funding: \$4281 – Teacher relief days School funding: \$710 – Teacher relief days	* EAL/D students at SDEHS assessed and identified as Consolidating or Not Required for EAL/D annual survey
Low level adjustment for disability	RAM funding: \$45,522 – Teachers (\$11,190) – DP support (\$34,332) School Staffing Entitlement – Teachers	* elearning and paper based materials created for students undertaking a Life Skills program of study focusing on literacy and numeracy development. Life Skills Stages 4, 5 & 6: 123 new sets of work developed * Students with additional learning and support needs including those requiring Disability Provisions assessed and supported * Field Service Visits and school lessons undertaken by learning and support staff to assess students for Disability Provisions applications * 20 HSC exams supervised on FSV or at school to support 51 home students receiving Disability Provisions
Socio-economic background	RAM funding: \$58,785 – Curriculum differentiation (\$35,314) – Learning Hubs (\$19,984) – Student Assistance (\$6,487)	Curriculum Differentiation * SASS desktop publishing support provided for differentiated learning materials Learning Hubs * Field Service Visits by staff (Terms 1–3 2017) – Central Coast: 19 – South Western Sydney: 31 – Lower Blue Mountains (Terms 2– 3): 31 – Total 81. This compares to the 2016 total of 59, a 37% increase Faculty Workshop Days (Terms 1–3 2017) – Central Coast: 9 – South Western Sydney: 9

Socio-economic background	<p>RAM funding: \$58,785</p> <ul style="list-style-type: none"> – Curriculum differentiation (\$35,314) – Learning Hubs (\$19,984) – Student Assistance (\$6,487) 	<ul style="list-style-type: none"> – Lower Blue Mountains: (Terms 1–3): 9 – Total 24. Remained stable in 2017 <p>* Student attendance measured as baseline for Central Coast, South Western Sydney and Lower Blue Mountains from start of Term 1 2017 to end of Term 3 2017</p> <ul style="list-style-type: none"> – Central Coast: number of visits 300, number of students 58. Number of individual students visiting increased by 11% – South Western Sydney: number of visits 302, number of students 48. Visits increased by 31%. Number of individual students visiting increased 9% – Lower Blue Mountains: number of visits 228, number of students 38 <p>Student Assistance</p> <p>* Students supported with elective fees and excursions</p>
Support for beginning teachers	<p>Beginning Teacher funds: \$36,505</p> <ul style="list-style-type: none"> – Teachers (\$26,505) – DP program leader (\$10,000) 	<ul style="list-style-type: none"> * Induction program implemented with ongoing supervision and support * Teachers gain accreditation

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	244	221	182	170
Girls	350	303	286	259

This enrolment profile is based on Department census data which reflects the number of home students ie students actually enrolled with Sydney Distance Education High School. The enrolment profile does not include curriculum access students eg single course students the school teaches in over 200 other schools. During 2017, our maximum enrolments were 1395 students with a fulltime equivalent student number of 687. We are entitled to over 140 teachers with 21 support staff and now employ more than 200 fulltime and part time staff.

Management of non-attendance

State attendance data does not contain information about students of Sydney Distance Education High School because of the nature of distance education. Attendance and non-attendance (that is, insufficient engagement in distance education) at this school are monitored in a number of ways, including records of student engagement in learning activities, student reviews, and regular contact between students and subject teachers including roll call. This contact also gives teachers regular opportunities to address any issues relating to a student's engagement in coursework. Weekly return of schoolwork is a requirement for enrolment in distance education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	28	32	9
Employment	14	10	5
TAFE entry	40	42	21
University Entry	0	0	52
Other	14	8	8
Unknown	4	8	5

Year 12 students undertaking vocational or trade training

A total of 58 home students completed the Higher School Certificate in 2017: 33% of these students were undertaking vocational or trade training with the view to continuing the courses at TAFE and 26% of these students continued on to study at a TAFE college or a private provider.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 72 home students commenced the HSC and of these 58 completed the HSC. A high proportion of students went on to a pathway program with a view to completing the HSC in 2018.

The students who were enrolled in a vocational course attained a Certificate qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	25
Classroom Teacher(s)	122.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	22.3
Other Positions	0

*Full Time Equivalent

Two Deputy Principals are funded from the school's annual staffing entitlement. In addition, one Deputy Principal is funded by the school as an Above Centrally Identified Position.

Approximately 2.9 per cent of staff at Sydney Distance Education High School identify as Aboriginal. This includes members of both teaching and support staff.

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	26

Professional learning and teacher accreditation

In 2017, professional learning programs and events were provided for almost 200 fulltime, part time permanent and temporary teachers as well as all school administrative and support staff. Staff applied for 407 professional learning events including workshops, forums, webinars, online courses and conferences. These events were all linked to the School Plan targets.

The structure of school development days was changed to one where smaller, cross-faculty groups of teachers participated in a variety of workshops. The workshop approach allowed for a practical focus and deeper discussion. Workshops on each day were linked through a common theme. The Term 2 theme focused on staff wellbeing. The Term 3 theme focused on best practices for teaching and learning online. The Term 4 school development day focused on current educational research and how it could be applied to our distance education context. The first and last school development days each year provide time for faculties to review the current year and prepare for the next.

The weekly Professional Learning Spotlight is a dynamic, visually engaging hub for curated professional learning resources and events specific to our school's unique context. The site is continually updated with professional learning opportunities, professional articles, research and educational resources. The site is public and can be found at <https://spark.adobe.com/page/oawPwyFpHHRIC/>

Ten Early Career Teachers achieved Proficient Teacher accreditation from NESA, while three others are continuing to work towards this accreditation. Seven teachers maintained Proficiency, 54 teachers are working towards maintenance at Proficient Teacher level. No teachers are currently seeking or maintaining accreditation at the voluntary accreditation levels of Highly Accomplished or Lead Teacher. Four new teachers in the school successfully completed nine sessions of the mentoring component of the New Teacher Induction Program.

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	\$
Balance brought forward	1,043,463
Global funds	1,012,345
Tied funds	196,568
School & community sources	114,995
Interest	11,606
Trust receipts	81,238
Canteen	0
Total Receipts	1,416,751
Payments	
Teaching & learning	
Key Learning Areas	131,996
Excursions	5,590
Extracurricular dissections	33,593
Library	595
Training & Development	9,000
Tied Funds Payments	147,904
Short Term Relief	193,281
Administration & Office	237,463
Canteen Payments	0
Utilities	49,004
Maintenance	82,707
Trust Payments	0
Capital Programs	30,916
Total Payments	922,049
Balance carried forward	1,538,166

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 (\$)
Opening Balance	0
Revenue	2,164,855
Appropriation	2,141,317
Sale of Goods and Services	-220,502
Grants and Contributions	240,951
Gain and Loss	0
Other Revenue	0
Investment Income	3,089
Expenses	-906,080
Recurrent Expenses	-906,080
Employee Related	-499,938
Operating Expenses	-406,142
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,258,775
Balance Carried Forward	1,258,775

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 principal leads financial management processes with ongoing consultation and monitoring throughout each year. This includes consideration of faculty and team budget requests with senior executive and the school administration manager, and advice received from the head teacher teaching and learning (technology systems and support) and the school's properties manager. Head teachers and program leaders regularly monitor their budget expenditure and the principal and school administration manager monitor and review income and expenditure on a weekly basis. Expenditure using accumulated funds for 2018 will include a range of properties projects (eg painting, air conditioning, electrical, kiln purchase) and funding of a range of higher duties costs for staff working in additional executive positions.

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	1,219,583
Base Per Capita	94,078
Base Location	0
Other Base	1,125,506
Equity Total	232,974
Equity Aboriginal	35,337
Equity Socio economic	107,654
Equity Language	3,561
Equity Disability	86,423
Targeted Total	0
Other Total	17,364,881
Grand Total	18,817,438

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

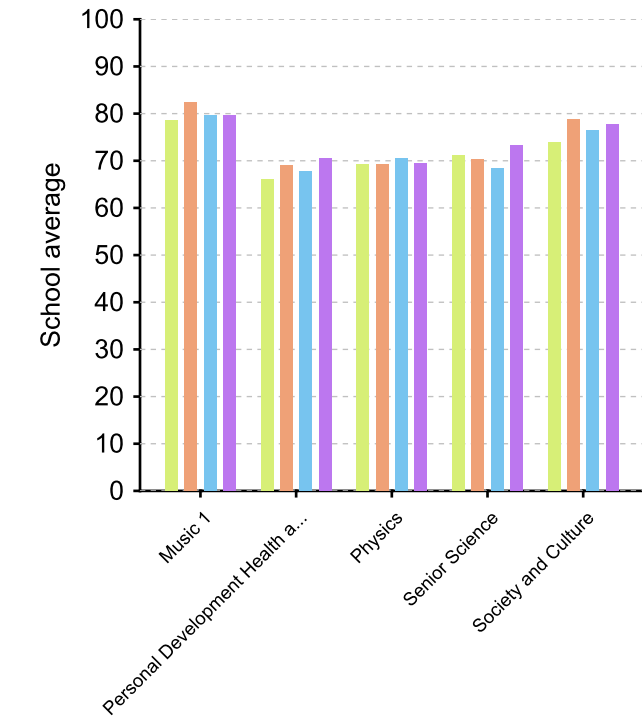
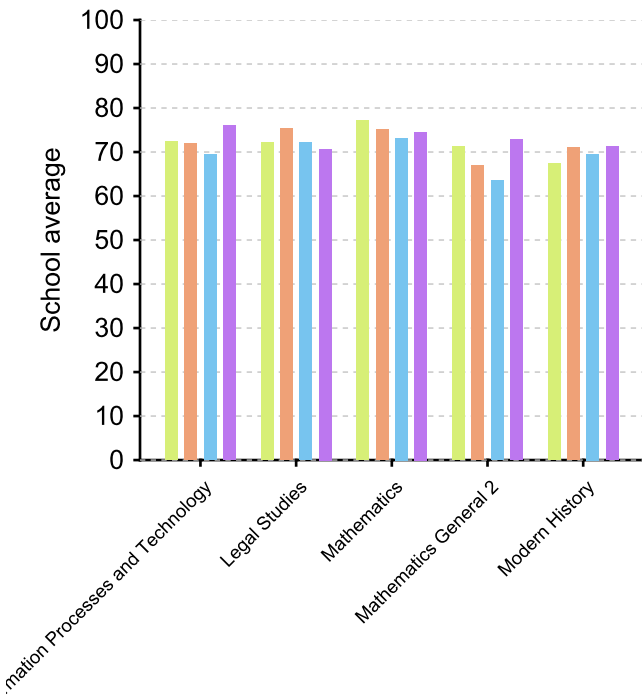
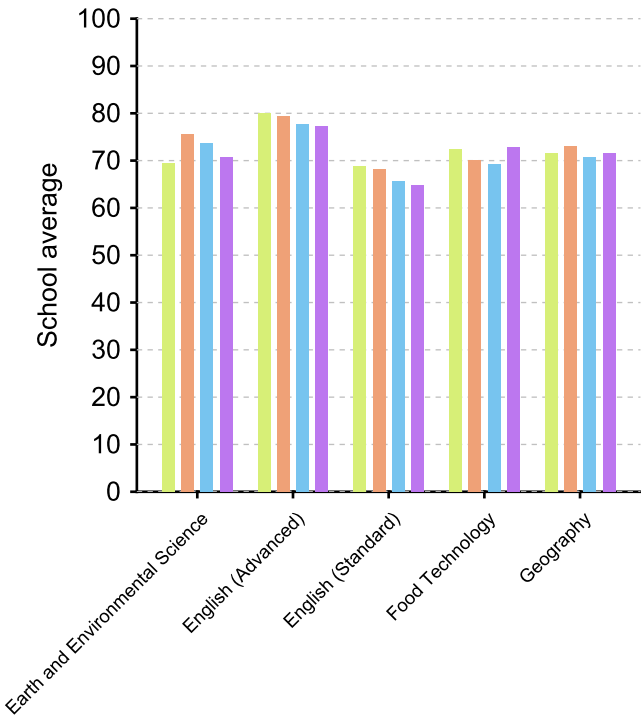
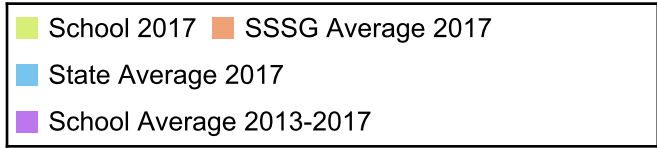
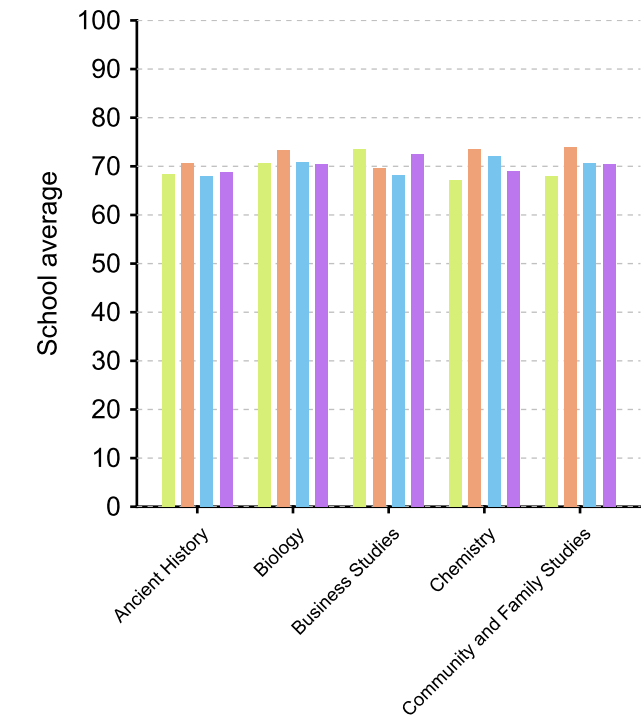
In addition, for 2017, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in Reading and Numeracy.

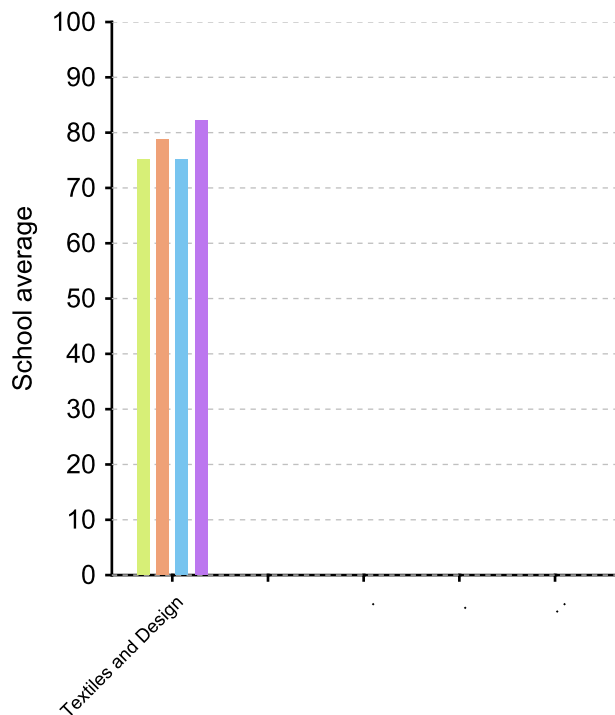
At our school in 2017, in Year 7 50% of students performed in the top 2 bands in Reading and 75% in Numeracy. The average overall in the top 2 bands in both Reading and Numeracy was 62.5% compared to the state average 33%. In Year 9, 35% of students performed in the top 2 bands in reading and 29% in numeracy with an average overall in top 2 bands 32% compared to the state average 27.5%.

Another reporting requirement from the State priorities: *Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students (ten or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two NAPLAN bands. Our school had fewer than 10 Aboriginal students complete each of the Year 7 and Year 9 NAPLAN tests in 2017.

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

In 2017, the school received a significant amount of correspondence reflecting a high degree of student and parent appreciation as reflected by some of the following comments.

Studying through SDEHS was an amazing experience. It gave me a lot more independence during my study. Being able to email and call my teacher was very handy and the study days were so much fun. *Year 12 Single Course Student*

Since joining SDEHS 3 years ago I've been given opportunities that I would have never dreamed possible at my previous high school. If it wasn't for my beautiful Year 11–12 Art teacher and my mother I would have dropped out of school. *Year 12 Home Student*

The supportive environment of SDEHS has significantly improved my anxiety and overall mental health. This school is a place where I feel safe and happy; my teachers are wonderful and inspiring people who I have learned so much from. Being a student at this school has helped me to reach my potential and gain academic success. *Year 12 Home Student*

I started at the beginning of Year 11 to pursue surfing. Coming from a private school, I had my doubts as to whether my education would suffer as a result of being in the public system. BUT... I was completely wrong! Teachers here have been more interested, caring and genuinely willing to help than any other teachers I have met. I feel very lucky to have gone through my HSC with these amazing teachers, I don't think I could have done it without them! *Year 12 Home Student*

Studying whilst doing full time ballet can be difficult at times, but having such supportive and understanding teachers has helped me make it out of this year alive! *Year 12 Home Student*

Sydney Distance Education has opened up a new world for me where I can pursue my dreams as a Classical ballet dancer. Thank you to all the staff and teachers for allowing youth to follow their dreams and discover a world out of the norm. *Year 12 Home Student*

SDEHS has given me the opportunity to continue my schooling while being a young mother. I have been able to go into the school with my daughter, meet the teachers and attend study days. SDEHS allows me to complete my work to the best of my ability, due to the flexible hours and the support of my teachers. Completing my education at home allows me to raise my daughter and give her the best future possible. *Year 12 Home Student*

Our students' comments are supported by parent communication and the following is representative.

I just wanted to bring to your attention two outstanding teachers ... just amazing ... encouraging, fun and positive ... making learning enjoyable. One teacher, in

Our school's HSC results included outstanding individual successes and a number of students received excellent Australian Tertiary Admission Ranks (ATARs) which have resulted in successful university admissions. Congratulations to the two students placed in the top ten in the state in their courses.

- Francesca Wallis – 2nd in Senior Science
- Lauren Beasley – 6th in Earth and Environmental Science

Congratulations also to a total of 17 Sydney Distance Education High School students who achieved a result in the highest band (Band 6 or Band E4) for one or more courses on the NSW Education Standards Authority (NESA) Distinguished Achievers List.

The graphs include 21 courses with 10 public school students or more, out of the 40 courses we taught for 393 students. These students included students enrolled at this school and single course students in both public and non-government schools. We were particularly pleased that there were 173 (31%) Band 5 and Band 6 results awarded to our students for the 2017 HSC.

particular, has helped our daughter to engage in this subject and believe in herself. The second teacher is also amazing ... she has compassion and brings out the best in our daughter.

Staff satisfaction is also high as reflected in a number of online evaluation surveys during 2017. These surveys consistently reflect a very high level of staff pride in the achievement of school priorities and with professional learning opportunities. Staff comments on the increased executive leadership and support they experienced during 2017 are reflected earlier in this report: Strategic Direction 3 – Progress achieved this year.

Policy requirements

Aboriginal education

In 2017, SDEHS continuously encouraged all Aboriginal and Torres Strait Islander home enrolled young people to achieve their full learning potential. Enrolments varied from 35 to 39 Aboriginal students.

- The school's senior leadership team actively evaluated the implementation of the *Aboriginal Education Policy* and the spending of Resource Allocation Model (RAM) funding on Aboriginal students.
- In 2017, new systems in the management of the Aboriginal tutoring program were introduced based on 2016 evaluations. This has resulted in streamlined, more efficient and more effective processes that support students.
- Consistent with the *Aboriginal Education Policy* the school encouraged Aboriginal students to take responsibility for their ongoing learning.
- Supporting staff included subject teachers, head teachers, counsellors, learning support teachers, welfare head teachers, girls' and boys' supervisors, roll call teachers, year advisers and learning hub teachers. The Aboriginal Education coordinator regularly contacted both teachers with Aboriginal students and their supervisors, and worked with external support professionals to provide academic and wellbeing guidance and support for students to progress with their studies and make sound educational decisions.
- Personalised Learning Pathways (PLPs) were developed, continually reviewed and updated by the Aboriginal Education coordinator and then communicated to all staff.
- Student assessment data, in particular Aboriginal student engagement rates based on Sets (weeks of work) submission rates, were regularly used school-wide to identify student achievements and progress.

In 2017, the school received RAM funding to provide individual tutoring for Aboriginal students. Many students made significant progress and increased their return rate of Sets. Nine Aboriginal students regularly attended SDEHS learning hubs and these students made significant progress academically and also

gained social confidence making new friendships. Our RAM equity funding has been critical for our Aboriginal students and has provided learning materials, conferencing, home visits and mentoring support.

Aboriginal tutors were provided with professional learning opportunities to increase their knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

Multicultural and anti-racism education

Sydney Distance Education High School students are encouraged to understand and appreciate the similarities and differences that contribute to the richness of our diverse community. The school has students and staff from a wide variety of cultural and religious backgrounds. Students communicate in forums by way of the school's elearning processes where they can engage and discuss issues freely and equitably in supervised conditions. On study days students interact in an atmosphere of inclusion and understanding. A number of events throughout the year foster awareness of social justice issues and the importance of global citizenship.