

# Sylvania Heights Public School

## Annual Report



2018



4024

## Introduction

The Annual Report for 2018 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.

### School contact details

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9522 0111

### Message from the Principal

It is an honour and a pleasure to serve as Principal of Sylvania Heights Public School. Our 2018 Annual Report is an opportunity for us to recognise the wonderful learning and achievements that have occurred in our school over the year. Every student at our school has achieved and all have grown in some measurable way. 2018 has been a year of leadership transition. Fresh eyes bring new perspectives and having now experienced three terms being the proud principal of this great school, I'd like to share some of my personal observations of Sylvania Heights Public School.

Firstly, our kids are really lucky. And although they are your kids –we also consider them ours. They are really lucky to attend a NSW public school with great opportunities, beautiful grounds, well-resourced classrooms and professional administration and support staff. Secondly– our kids have great teachers. Compassionate, professional, collaborative, hardworking educators who want nothing but the best for our students. Mrs Jacobs, Mrs Hawkes, Mrs Young, Mrs Davis and Miss Blevin have coordinated and led teachers who are committed team members who go above and beyond to provide rich opportunities for our students. Their value to society and the Sylvania Heights community is immeasurable.

Education is in the spotlight. This is an exciting time for schools, and I am excited to lead Sylvania Heights Public School as we move closer to meeting our school plan 2020 improvement measures. As we prepare our students for the future, we will see a greater emphasis on the 'soft skills.' Collaboration, creativity, critical thinking and agile use of technology will form the repertoire of skills needed to learn, live and work in a future Australia. This year, with the support of the P&C we have made significant progress with our technology, coding and robotics program.

We continue to evaluate what we do and how we do it and we aim for improved literacy and numeracy growth for our students. If, in 2019 we can replicate our improved NAPLAN growth we experienced this year, then the future is bright for our school. Our community connections grow stronger each term with a commitment to work in respectful partnership with our community. Events such as Performing Arts evening, Education Week Open Day and the Fathering Project shine a light on the positive and constructive way we share our school with our community. We will continue to open our classroom doors and our school gates for improved respectful relationships with our community. We are all in this together to work in positive partnership to promote student learning.

Our students have all grown in their uniforms and your minds with so much new knowledge over the year. You have made me feel very welcome in our school and I look forward to sharing your learning journey over many years into the future. I'm very proud of the staff and students who make Sylvania Heights Public School the place it is. I am proud that our school is a place where we continually strive to achieve and improve.

Finally, I would like to thank Brenton Kemp, outgoing P&C president who has served our community for three years in the role of president. Although the P&C is very successful, donating over \$90 000 of resources for our students, in 2019 we would like to encourage greater participation in our P&C activities. The advantages of being positively connected to your child's school is so beneficial for children, families and staff.

To our families, thank you for your continued support of our school and our staff. Thank you for being a partner with us. Thank you again for an exceptional year.

Clint White – Principal

## Message from the school community

The Sylvania Heights Public School P&C can reflect on another successful year, resulting in a significant donation to the school, for the purchasing of technology devices, audio visual equipment, and state of the art teaching resources. Due to the generosity of parents and the school community, and the hard work and dedication of the P&C committee and many volunteers, the fundraising was once again in the vicinity of \$100K. This is a fantastic achievement, and the fact that the P&C has set the bar high does not mean that it can be taken for granted. As they say in the Superannuation adverts "past performance does not guarantee future results". We need to continually bring new people and ideas into the P&C, to ensure we stay fresh, engaged, and in touch with what the school needs in order to give all of our students a fantastic learning environment. Among the items the school has been able to purchase this year are: robotics, classroom speakers, MPC audio system, interactive whiteboards, teaching resources, laptops. These are in addition to our normal assistance with things such as Presentation Day trophies, Year 6 Farewell, representative sporting subsidies. The list is long, and anyone who took the time to look around the school at our great facilities, should be reminded that it is volunteer fundraising that provides much of it.

Looking to the future, the teaching staff have already compiled a 'wishlist', including new iPads, some ground improvements, new classroom furniture, and our much used Canteen needs a new fridge/freezer! We will have the opportunity to hold at least 2 Election BBQs next year (maybe more, given our current political climate!), and the very successful Colour Fun Run which was run by the staff this year, will be transitioned to the P&C. The Canteen and Uniform Shop respectively have raised enormous sums of money, and been managed brilliantly by their sub committees. The services offered are continually being reviewed to offer new or better services; Online purchasing (similar to the Canteen) for the Uniform shop is one option being considered. Many thanks to Bec, Rachel P, Olwen, Rachel J, and Tina for all your hard work this year (and previous years!). A number of the committee members have served for a few years now, so we really need to try and get some new blood in.

I would like to take the opportunity to sincerely thank all the Executive and sub committees for their contribution. The school and the students enjoy a better learning environment because of your efforts, and the work of all our volunteers. In closing, I also would like to thank Margot Jacobs for her unwavering support for the P&C over the years, always having the students best interests in mind. Clint White has picked up the baton seamlessly and showed that the support for the P&C from the teaching body remains very strong. On behalf of the outgoing 2018 P&C Committee, I wish all students staff, and families a happy and safe Xmas and New Year, and look forward to 2019 being another stellar year for Sylvania Heights. "Doing it for the Kids"

Brenton Kemp – P&C President 2018

## School background

### School vision statement

At Sylvania Heights Public School every child is known, cared for and valued. Through innovative quality teaching, our students are empowered to be successful learners who are respectful and resilient.

### School context

Sylvania Heights Public School is located in the southern suburbs of Sydney with a current enrolment of 663 students. The school is situated on 3.7 hectares of land with lots of trees for shade and large grassy areas to play. The school community is socio economically diverse with 41% of students from families having a language background other than English.

Sylvania Heights Public School actively encourages students to be respectful, responsible future-focused learners. There is a strong emphasis on student growth in literacy/numeracy, technology integration and wellbeing. Quality teaching programs cater for all students with programs for the gifted and talented as well as those students who have additional learning needs. The community strongly supports the school's focus on 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Sylvania Heights Public School is **Sustaining and Growing** in Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures, Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development, Educational Leadership, School Planning, Implementation and Reporting; and Management Practices and Processes. The results of this process indicated that Sylvania Heights Public School is **Excelling** in School Resources.

Sylvania Heights Public School staff have identified several areas for growth in our self-assessment process. Through recent leadership transition, the school executive were nominated to drive the External Validation process and lead the school through self-assessment, although many evidence sets were already documented and published. The school executive found this to be a valuable and worthy process to reflect on the Excellence Framework and analyse progress against the fourteen elements. For our school's ongoing self-assessment, we believe that the school executive should continue to drive the process but apply a model of distributive leadership to strengthen and broaden the teams. Through the process, we identified the importance of capturing student and authentic community voice in self-assessment and school improvement. The collection of evidence can be consolidated through the use of a collaborative tool such as MS Teams or SPaRO in the future. The leadership team and school staff believe that building upon established programs and sustaining them over longer periods of time would allow for improved staff wellbeing and greater accuracy of school self-assessment processes.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. The leadership team is proud that our annotated submission was selected by Leadership and High Performance Directorate to use as an exemplar for external validation professional learning.

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 success with a targeted focus on literacy/numeracy growth, technology and student wellbeing. This will be achieved through student engagement in explicit literacy/numeracy programs, formative assessment and school wide wellbeing strategies.

We are providing our students with a strong sense of self-worth and a moral compass. Our goal is for our students to be respectful, responsible, successful learners as reflected in our school vision.

#### Overall summary of progress

Sylvania Heights Public School focused on student growth, in particular in the areas of literacy and numeracy. K–2 staff were trained in L3 (Literature, Language and Learning). All staff members completed their second year of Embedding Formative Assessment professional development sessions. Students were taught through systematic and explicit instruction and used feedback to improve student learning outcomes. Teachers embedded formative assessment techniques into their programs which allowed students to gain a deep understanding about the goals and the necessary steps required to move forward in literacy and numeracy. Positive Behaviour for Learning lessons were explicitly taught across the school, encouraging students to articulate school expectations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students K–6 showing expected growth on internal and external measures in literacy.	0.2 FTE (Full time entitlement) – Literacy Team Teaching.  Using Data with Confidence – PL for 10 staff	Students demonstrated improved reading results in NAPLAN. 75% of students are able to articulate reading comprehension strategies.  Students demonstrated growth in literacy and numeracy from Kindergarten to Year 3.
Increased proportion of students K–6 showing expected growth on internal and external measures in numeracy.	Professional Learning for all K–2 staff to participate in L3 training \$37846.00	80% of Kindergarten students reached level 8 and above in reading.  There was an increase in the students in the top band for numeracy in NAPLAN for Year 5 and a decrease in the percentage of students in the lowest 2 bands.
Increasing positive social interactions between students are observable and indicated in surveys, Sentral entries and TTFM data.	Playground Team – \$2000  Google drive with fortnightly focus	Students easily articulate expectations using PBL language.  There was a decrease in minor incidents in the classroom and playground.
Increased proportion of students articulating personal learning goals and using feedback to achieve goals.	Posters and PBL fortnightly focus – \$ 1000 casual days	There has been a reduction the amount of incidents recorded in Sentral for off task behaviours. Teachers report that students are engaged and on-task during lessons.
Increased proportion of students engaged in on task behaviour in classrooms.	Learning Progressions PL – \$1500	90% of students can articulate their learning goals and describe what steps are required to move forward. in their learning.  The Tell Them From Me survey indicated that students feel that immediate feedback helps their learning, with a score of 8.6, 0.4 above the state norm.
TTFM data indicates a higher proportion of students feel	\$0	84% of students (above state norm) reported that they felt accepted and valued by their peers from

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
included and engaged in school activities		Year 4 to Year 6.  Students report that learning time is efficient, taught well and relevant to everyday lives resulting in increased engagement.

## Next Steps

In 2019, Sylvania Heights Public School will continue to explicitly teach the PBL fortnightly focus lessons. New playground areas will be established and expectations reinforced in the classroom and playground. A new card, reward system, will be implemented. Stage 1 teachers will consolidate their learning in L3 (Literature, Language and Learning), in their second year of their training and use internal data to monitor growth. Formative Assessment will continue to be embedded and evident in teaching and learning programs. Students will continue to discuss learning goals and use feedback to improve student learning outcomes in literacy and numeracy. Students in Years 3 to 6 will continue to use Literacy Pro, Comprehension express and Oxford Maths. Staff will be involved in professional development to gain a better understanding of the Literacy and Numeracy Progressions. ALAN, Plan 2 data, will be used by teachers to track student progress against the Learning Progressions in literacy and numeracy. Literacy Action Plan meetings will continue for staff members to discuss literacy data and drive student learning programs.

## Strategic Direction 2

### Grow Teacher Expertise

#### Purpose

The purpose of growing teacher expertise is to provide explicit, relevant, professional learning to improve teacher performance. This will be achieved by targeting improved teaching pedagogy in literacy and numeracy with teachers drawing on evidence based research to improve their performance and development. Teachers will also grow their knowledge and skills of formative assessment practices to support literacy/numeracy curriculum delivery. Teachers are also committed to ongoing professional learning in student and staff wellbeing using Positive Behaviour for Learning strategies and it is evident across every learning environment.

#### Overall summary of progress

Sylvania Heights Public School invested heavily in Teacher Professional learning in 2018. The second year of the L3 (Literature, Language and Learning) program saw all K–2 teachers attend ongoing professional learning with an L3 mentor. Teachers worked collaboratively in grade teams to develop consistent teaching programs across classes. QTSS (Quality Teaching Successful Students) funding was extended to support the professional development of teaching in their classroom context. The staff participated in PBL (Positive Behaviour for Learning) sessions to ensure consistency of expected behaviours across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning evaluations show that research is being increasingly implemented to improve teaching and learning.	Professional learning budget \$37846.00	Staff participated in the second half of the Dylan William Embedding Formative Assessment professional learning program. Staff leadership was evident in the preparation and delivery of modules.
Increased number of staff effectively managing student behaviour before referring to leadership team.	Sentral upgrade to cloud based platform \$4000	Student discipline policy reviewed and endorsed by School Council in Term 2, 2018. Staff have clearer guidelines of managing negative classroom behaviours and feel greater confidence to follow the school discipline policy and enforce PBL expectations.
Increased student engagement in the classroom with student setting more explicit learning goals visible in the classroom.	\$1000 resource preparation	Many teachers developed visible learning goals in the classroom with students determining learning and behaviour goals
Student learning in literacy and numeracy shows growth above state means due to explicit teaching/learning programs.	K–2 staff participation in L3 (Language Learning and Literacy) professional development. Professional Learning Budget \$37846.00	Growth data is evident in LAP meetings using summative assessment which sits over the top of formative assessment to drive these focus areas. Evidence is in the programming used throughout the school .
Classroom observations, programs and surveys show that teachers have transformed teacher practice.	QTSS (Quality Teaching Successful Students) teacher release provided to Executive staff for lesson observation and performance and development plan growth \$106 000.00	Observations indicate embedded formative assessment, as do teaching and learning programs. Students are aware of goals and have made necessary improvements with their work. Work samples and data indicate this.

#### Next Steps

The leaders of this team identified that learning goals should be communicated with parents more frequently. In 2018 parent communication was limited to students with additional needs and reporting times. The staff collectively decided

that informal communication methods will be replaced by personal interactions with parents and carers. The school will continue to meet the communities communication needs through multiple avenues that are consistent and respectful. Assistant Principals will lead formative assessment discussions in Stage meetings and refine how it is reflected in programs. Learning conversations for Years 3–6 students will be conducted and driven by students in Term 1 2019. Learning goals of all students will be shared in these meetings allowing students to take responsibility for their learning and behaviour.



## Strategic Direction 3

### Grow Community Engagement

#### Purpose

The purpose of developing community engagement is to enhance positive and respectful relationships across the school community to promote a productive learning environment for all stakeholders. The goal is to build school capacity and align staff, students and community in a partnership that strengthens academic and wellbeing outcomes for students. We want a school community who are well informed and work in partnership 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

The profile of our school community engagement projects was highlighted in 2018. After two very strong years of fundraising and community input, the resources purchased from P&C funds was extraordinary. Sylvania Heights Public School students enjoy vast technology and learning resources as a result of community engagement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent attendance at P&C meetings.	\$500 catering	In 2018, the P&C meetings were well attended by a group of regular committee and non-committee members. P&C events such as the Trivia Night and Father's Day breakfasts had increased attendance. 15% of parents indicated in the TTFM survey they attended a P&C meeting in 2018.
Increased parent participation at Literacy/Numeracy workshops for parents.	Parent workshops were delivered at no cost and brought income in for the school.	Teaching Tools for Tots was run in 2018 with increased attendees from 2017. Parent information sessions and workshops in P&C meetings attracted additional community members to attend.
Increased proportion of parent engaging and supporting student homework in literacy.	\$0	Home Reading logs indicated that parents were supportive of the school's homework policy. Parents' expectations for homework time versus the actual amount of homework time was -3 minutes in the 2018 TTFM responses..

#### Next Steps

In 2019, the school and P&C will work together to increase the amount of parents attending P&C Meetings. At the March Meet and Greet P&C meeting, the president and principal will reinforce the important role P&C plays in the governance of the school. Increasing parent volunteers to contribute to the school culture will be a priority for 2019.

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	341	338	344	355
Girls	325	324	324	302

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	96.2	95.1	95.3
1	96.4	95.4	95.7	94.3
2	94.8	95.6	95.8	95.9
3	95.1	95.1	96.8	95
4	94.8	95.9	96	95.2
5	95.5	94.6	95.6	94.3
6	95.2	93.7	94.8	95.3
All Years	95.4	95.2	95.7	95
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Class sizes

Class	Total
KH	21
KO	20
KM	21
KJ	22
1C	23
1S	23
1M	22
1K	23
1H	23
2S	25
2R	25
2E	24
2B	24
3K	32
3Q	30
3P	31
4D	27
4B	26
4J	26
5V	29
5S	29
5F	28
5/6C	27
6K	27
6J	26
6B	28

### 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. Parents can access applications to explain absences and the administration staff and principal process applications for extended leave for five days or more. The Home School Liaison Officer (HSLO) monitors attendance per term.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.43
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	4.26

\*Full Time Equivalent

Our school employs 4 school administration staff. A new initiative for 2018 was the employment of a School Business Manager (0.4 FTE) and this position is back-filled. Four staff members were seconded into higher duties positions within the Department. We have one staff member who identifies as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	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 2018 our Professional Learning sessions were predominantly around literacy 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 Kindergarten Team and Stage 1 teachers continued their second 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. We had three 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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	52,145
<b>Revenue</b>	5,886,435
Appropriation	5,214,883
Sale of Goods and Services	1,642
Grants and Contributions	662,660
Gain and Loss	0
Other Revenue	175
Investment Income	7,075
<b>Expenses</b>	-5,385,868
Recurrent Expenses	-5,385,868
Employee Related	-4,601,908
Operating Expenses	-783,960
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	500,568
<b>Balance Carried Forward</b>	552,713

Our school's finance committee meets once per term. It comprises the School Business Manager, School Principal and School Deputy Principal. New budgeting tools were implemented by Department in 2018 and the Finance Team attended all available sessions.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,356,710
Base Per Capita	129,171
Base Location	0
Other Base	4,227,539
<b>Equity Total</b>	338,963
Equity Aboriginal	6,142
Equity Socio economic	27,420
Equity Language	142,360
Equity Disability	163,041
<b>Targeted Total</b>	43,853
<b>Other Total</b>	283,599
<b>Grand Total</b>	5,023,125

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.

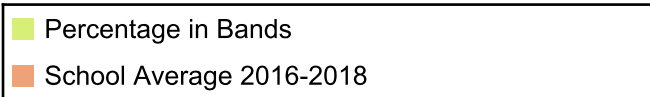
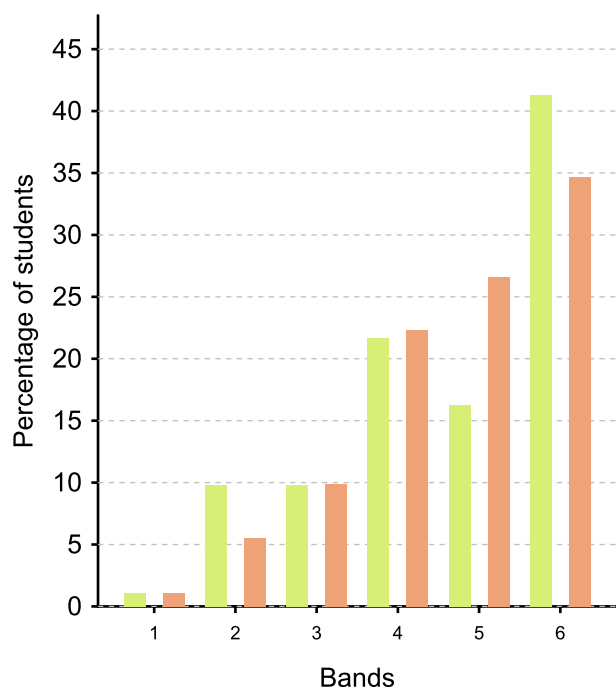
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons

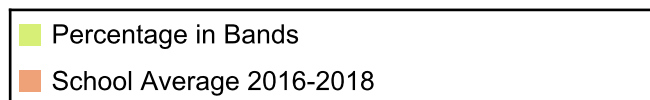
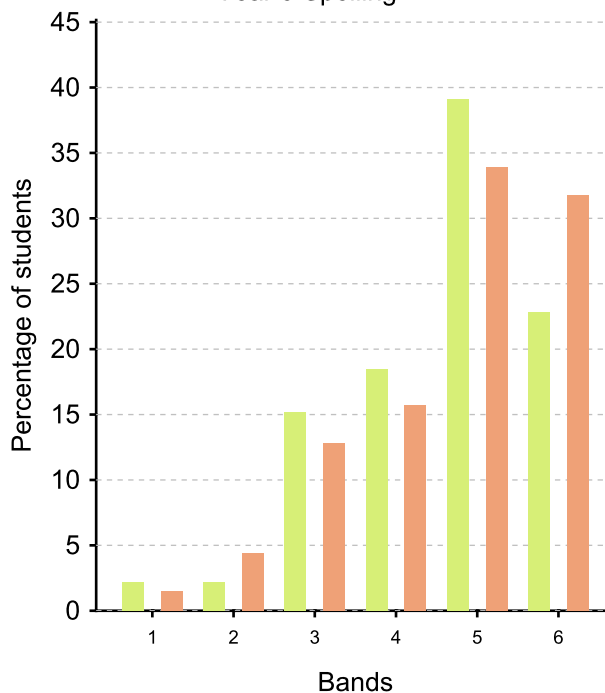
to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 86.1% of students in Year 3 and 38.4% of students in Year 5 achieved in the top two skill bands in **Reading** for their grade. 41.3% of students in Year 3 and 86.9% of students in Year 5 achieved in the top two skill bands in **Writing** for their grade.

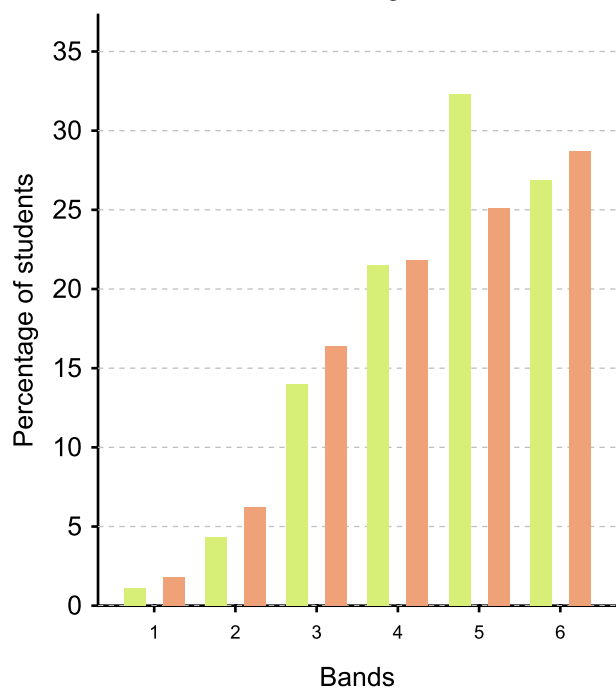
**Percentage in bands:**  
Year 3 Grammar & Punctuation



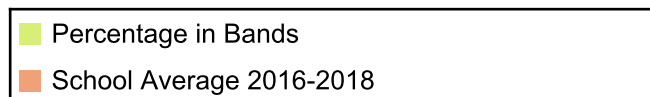
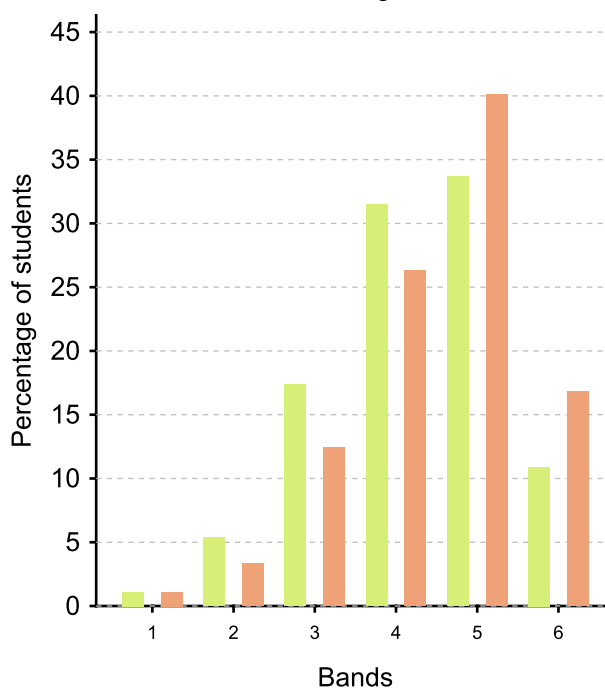
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 3 Reading

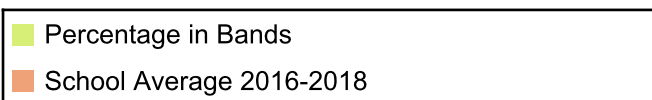
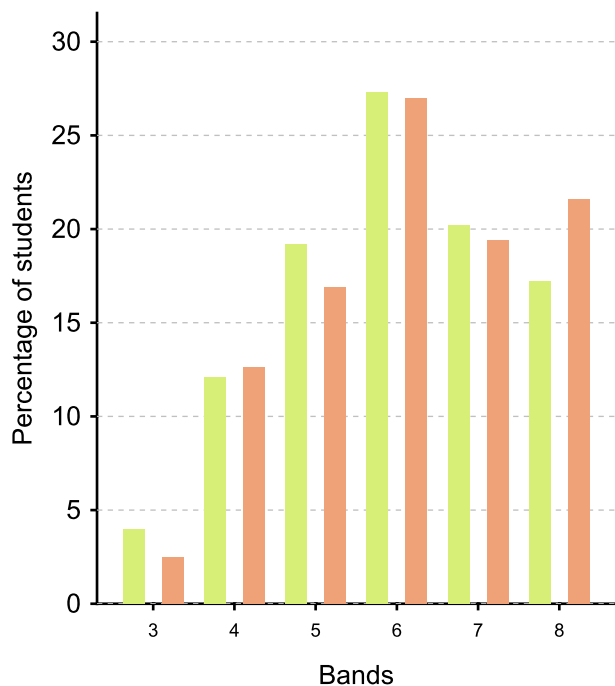


**Percentage in bands:**  
Year 3 Writing

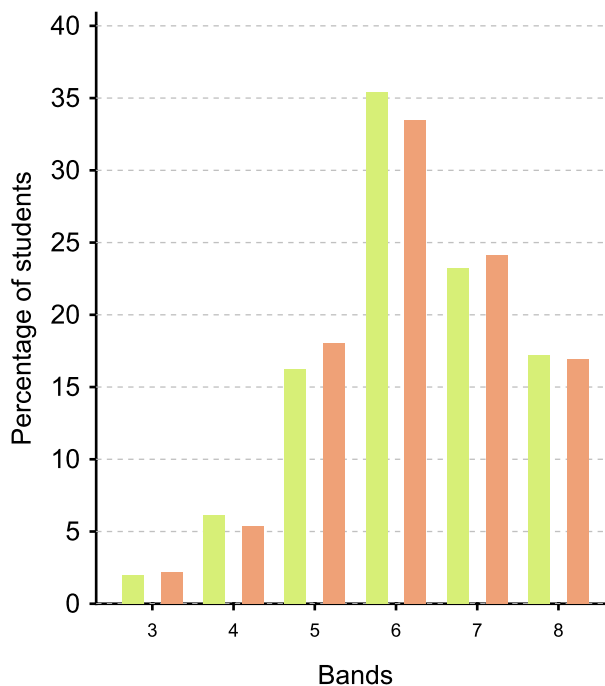




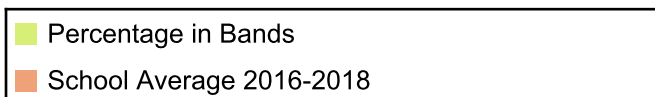
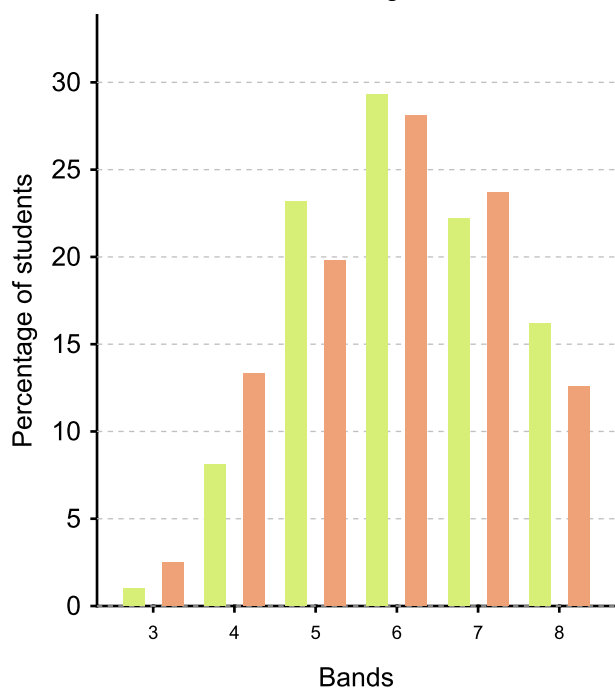
**Percentage in bands:**  
Year 5 Grammar & Punctuation



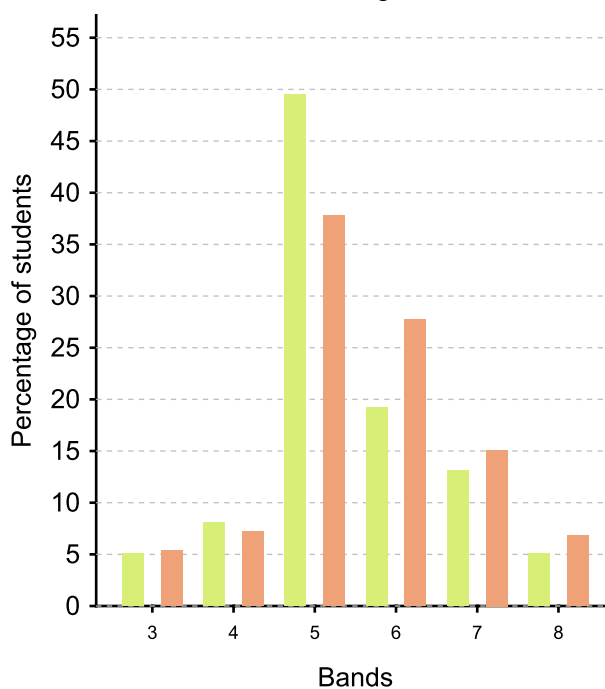
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

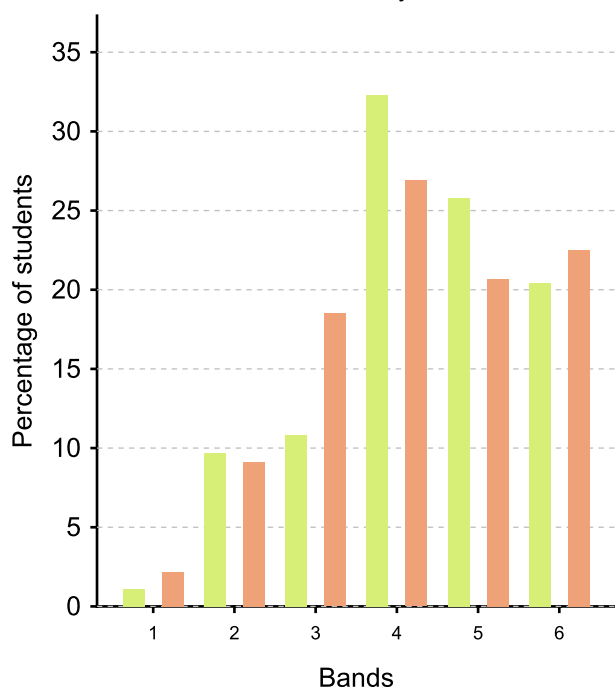


**Percentage in bands:**  
Year 5 Writing



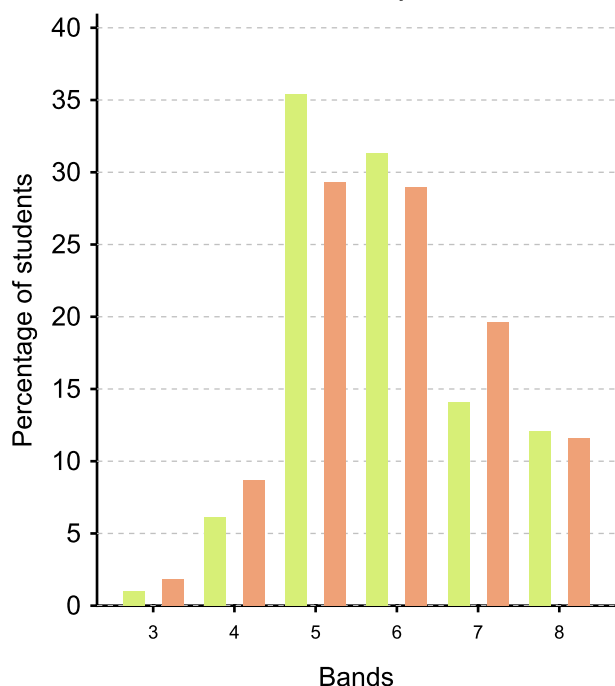
In 2018, 46% of students in Year 3 achieved in the top two skill bands in Numeracy and 26% of students in Year 5 achieved in the top two skill bands in Numeracy

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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 line with the Premier's Priorities of increasing student performance in the top two skill bands in NAPLAN, we

report that in 2018, 57% of students in Year 3 achieved in the top two skill bands in Grammar and Punctuation. 59% of students in Year 3 achieved in the top two skill bands in Reading. 62% of students in Year 3 achieved in the top two skill bands in Spelling. 45% of Year 3 students achieved in the top two skill bands in Writing.

In 2018, 37% of students in Year 5 achieved in the top two skill bands in Grammar and Punctuation. 38% of students in Year 5 achieved in the top two skill bands in Reading. 40% of students in Year 5 achieved in the top two skill bands in Spelling. 18% of Year 5 students achieved in the top two skill bands in Writing.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of students, staff and the community through the Tell Them From Me 'Partners in Learning' Parent Survey. On a scale of 0–10, from strongly disagree to strongly agree and 5 being a neutral position, Parents/carers told us:

### Parents feel welcome

*School Mean 7.4 compared to the NSW Government Norm 7.4*

- I feel welcome when I visit the school. 7.6
- I can easily speak with my child's teachers. 8.3
- I am well informed about school activities. 7.8
- Teachers listen to concerns I have. 7.8
- I can easily speak with the school principal. 7.0
- Written information from the school is in clear, plain language. 7.9
- Parent activities are scheduled at times when I can attend. 6.1
- The school's administrative staff are helpful when I have a question or problem. 7.2

### Parents are informed

*School Mean 6.7 compared to the NSW Government Norm 6.6*

- Reports on my child's progress are written in terms I understand. 7.4
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.3
- I am informed about my child's behaviour at school, whether positive or negative. 7.0
- The teachers would inform me if my child were not making adequate progress in school subjects. 6.7
- I am well informed about my child's progress in school subjects. 6.5
- I am informed about opportunities concerning my child's future. 6.0
- I am informed about my child's social and emotional development. 6.2

### School supports learning

*School Mean 7.3 compared to the NSW Government Norm 7.3*

- Teachers have high expectations for my child to

succeed. 7.1

- Teachers show an interest in my child's learning. 7.2
- My child is encouraged to do his or her best work. 7.8
- Teachers take account of my child's needs, abilities, and interests. 6.8
- Teachers expect homework to be done on time. 7.3
- Teachers expect my child to work hard. 7.5

### Safety at school

*School Mean 7.5 compared to the NSW Government Norm 7.4*

- Behaviour issues are dealt with in a timely manner. 7.0
- My child feels safe at school. 7.8
- My child feels safe going to and from school. 8.2
- The school helps prevent bullying. 7.2

### Inclusive school

*School Mean 7.0 compared to the NSW Government Norm 6.7*

- Teachers help students who need extra support. 7.1
- School staff create opportunities for students who are learning at a slower pace. 6.9
- Teachers try to understand the learning needs of students with special needs. 7.1
- School staff take an active role in making sure all students are included in school activities. 7.1
- Teachers help students develop positive friendships. 7.1

Students told us:

- 89% of Year 4 students have a positive sense of belonging compared with 83% NSW government norm
- 77% of Year 5 students have a positive sense of belonging compared with 80% NSW government norm
- 77% of Year 6 students have a positive sense of belonging compared with 80% NSW government norm
- 92% of Year 4 students have positive behaviour at school compared with 82% NSW government norm
- 93% of Year 5 students have positive behaviour at school compared with 83% NSW government norm
- 75% of Year 6 students have positive behaviour at school compared with 83% NSW government norm
- 22% of Year 4 students have been a victim of bullying at school compared with 38% NSW government norm
- 32% of Year 5 students have been a victim of bullying at school compared with 37% NSW government norm
- 32% of Year 6 students have been a victim of bullying at school compared with 35% NSW government norm

Staff told us:

- 66% of teachers feel their wellbeing is positive.

- 71.5% of teachers spend more than 10 hours on school related tasks outside teaching hours.
- 48.6% of teachers spend more than 16 hours on school related tasks outside teaching hours.

## Policy requirements

### Aboriginal education

In 2018, Sylvania Heights had a an active Aboriginal Education Team leading existing and new initiatives. The team continued to strengthen the Wulaba Kids profile with the Welcome to Country and the painting of the new Indigenous mural. Zachary Bennett-Brook a local indigenous artist was commissioned to work with our students to paint the senior girls toilets block in Area D. Our students created an artwork that was entered and featured in Koori Art Expressions competition. One student was awarded with A Deadly Kids Doing Well Award at the University of Technology Sydney.

A new major initiative in 2018 was the establishment of the Community Schools Across the Waters (CoSAW) Aboriginal team. This linking of staff between Taren Point Public School, Sylvania Public School and Sylvania High School. Our students joined with the Community of Schools Aboriginal students at a combined cultural day at Sylvania High School, attended the White Ribbon March walk in November and the One Mob large combined schools event at Endeavour Sports High School.

### 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. EAL/D teachers remain the point of contact for many families. EAL/D teachers have also continued to lead teacher development in the Sutherland Tri-network area through leading the EAL/D Connect group. This group aims to offer professional learning for students in these specialist roles. The insightful presentation from Together for Humanity was presented to staff at SHPS in April 2018. Our school has an anti-racism policy supported by our newly trained Anti-Racism Contact Officer (ARCO), Mr Saunders. His 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.

## Other school programs

### The Fathering Project

In 2018, The Fathering Project generated great interest from the community. Four events were held during the year including, two 'Bangers and Bingo' events in the school hall, a kids and dads evening at Miranda Cinemas to see The Incredibles 2 and a Table Tennis Tournament. Sylvania Heights Public School, in partnership with The Fathering Project, hosted the inaugural Table tennis Tournament on Monday 9th April. This event was open to all fathers and father-figures of children who attend SHPS. Invitations were sent out via slip notes, skoolbag app notification and facebook posts. Over 30 men attended the event. Sean Johns, NSW Manager of The Fathering Project gave a 30-minute presentation at the conclusion of the evening on the important role fathers play in the lives of their children. We are proud that our school was featured in a major metropolitan newspaper in January 2019 as a school that supports and fosters positive parenting relationships.