

Sylvania High School Annual Report



2018



8463

Introduction

The Annual Report for 2018 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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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 students to achieve their full potential as learners and 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. The school provides a dynamic, caring and positive learning environment. There is a delivery of diverse educational programs from Year 7 to 12 that engage students by connecting their learning to the real world. The curriculum encourages students to develop essential skills, knowledge and understanding and promotes both personal and interpersonal skill development. Extra-curricular opportunities complement the curriculum and play a significant role in the development of all 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. The school community shares the core values of respect and responsibility and a belief that the most productive learning occurs when students are safe and happy. To achieve this, wellbeing programs are designed and implemented to support individual student needs and foster respectful relationships between staff, students and parents. The school is staffed by a highly committed, talented and experienced team of teachers and support personnel. Strong support from the parent body in the form of the school P&C has been enjoyed for many decades. The P&C 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

The concept of wellbeing and its close links with learning are not new. The NSW Department of Education developed the Wellbeing Framework for Schools to enhance our understanding of wellbeing in a contemporary and constantly changing education system.

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The School Excellence Framework supports all NSW public schools in their pursuit of school excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading. Wellbeing is included as an element of the learning domain.

Purpose of the Wellbeing Self-assessment Tool

The Wellbeing Self-assessment Tool has been developed to assist schools in understanding wellbeing by engaging with the Wellbeing Framework for Schools and the key concepts that underpin the development of healthy, happy, successful and productive individuals. The self-assessment tool includes a number of processes that schools may engage with to identify and assess their current wellbeing approaches, identify evidence to support their assessment and provide opportunities to identify areas for future growth.

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

Literacy – Our implementation of the Super Six reading strategy was strengthened and all KLAs are able to identify areas in their programs to place the strategy for Years 7, 8 and 9. Subject specific activities were also produced. New staff were inducted in Term 1 to both Super Six and the school's paragraph writing program (TEEL). NAPLAN preparation was achieved mainly through the English faculty.

School Culture – Through the annual review of data from students via the TTFM survey, senior mentoring survey, 'Top Blokes' and 'Rock & Water' survey, the school culture team have been able to identify and address specific areas of needs within each year cohort. Practices and programs have been adjusted and implemented to promote a positive change in the school community. The area of connectedness stems across the entire school priorities including Literacy, Numeracy and professional practice in the classroom.

Numeracy – A weekly program that targets numeracy skills was implemented in Years 7, 8 and 9. Year 9 NAPLAN results showed that 80.6% of students that had participated in this program achieved expected or beyond expected growth in Numeracy. Professional development on teaching decimals was delivered to ensure continuity across the school in teaching this numeric concept.

Teaching Programs – The Teaching Programs team examined the ELES (Enhanced Learning Education Services) materials and devised ways this could be incorporated into classroom activities. They communicated this work to parents in the newsletter with a regular piece on study skills linking to the ELES website. The team investigated how technology could be used to enhance teacher practice and purchased a Swivl device. A number of teachers were filmed which was used to reflect on how teachers can create and maintain safe and supportive learning environments, was evident across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A school culture is developed that increases whole school connectedness.	Executive release allowance and teacher professional learning.	<p>The SHS resilience framework was analysed and it was evident from Welfare practices that there was a gap in the Connect section of the Wellbeing Framework.</p> <p>Year 7 Resilience programs have been embedded into the Peer Support program as an educational tool to empower students to deal and understand their perceptions of bullying.</p> <p>The Senior school is supported through ELES and the Senior mentoring program as well as Year Adviser presentations on having a healthy school life balance and a positive study skill routine.</p> <p>A presentation on the link between the school plan, TTFM data, the SHS resilience framework and the DoE Wellbeing framework was delivered.</p>
The explicit documentation of technology and study skills to support learning is increased across teaching programs.	Executive release allowance and teacher professional learning.	A 'heat map' of completed programs and associated documents has been produced for mathematics, science, HSIE, PDHPE and English. There are varying degrees of completion within these five KLAs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The upper bands for Reading and Numeracy is increased based on annual NAPLAN data	Executive release allowance and teacher professional learning.	Despite being within 3% of the original 2019 'Bump It Up' target in 2017, the school had a slight retrograde outcome in 2018 which will be assessed for action in 2019.

Next Steps

Literacy – Future Literacy goals include to source outside Literacy aides such as Word flyers to assist in developing literacy overall and further engage students. TEEL and Super Six will continue as key strategies in developing writing and reading skills of students. ALARM as a writing scaffold for the school will be investigated in 2019.

School Culture – To gain a deeper understanding of student 'connectedness' within the school community the school culture team have designed specific questions that directly relate to connectedness as outlined in the DoE Wellbeing Framework. Upon completion of the TTFM surveys the school culture team will be able to get an insight into strengthening our students connections within the school which will in turn create a positive school environment of inclusivity, engagement and a sense of safety at school.

Numeracy – Worksheets that target specific numeracy skills will continue for years 7, 8 and 9, to strengthen all areas. Whole school teacher development in a range of numeracy skills will continue with the aim to improve teacher expertise across faculties of ratios, scales, rates, fractions, percentages and decimals as well as other KLA specific numeracy skills

Teaching Programs – The Teaching Programs team are continuing to investigate and trial incorporating ELES strategies into stages four and five and are researching better ways for using technology as a function on formative assessment.

Strategic Direction 2

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

Professional Practice – A Deputy Principal and Lead Teacher candidate teacher worked across the school on developing teacher abilities in Standard 4 from the Australian Professional Standards for Teachers (APST), 'creating and maintaining safe and supportive learning environments'. The impact of our classroom teachers work was evident in a lower suspension rate in the first half of the year. Regular teacher professional development sessions were delivered that utilised the illustrations of practice from the Australian Institute for Teaching and School Leadership (AITSL).

The Professional Learning team have worked collaboratively with each team leader to plan professional learning aligned to their improvement measures and milestones. With this information the Professional Learning team has been able to create meaningful and purposeful courses aligned to the APST and schedule events for all professional learning meetings and Staff Development days to ensure teachers at Sylvania High school meet accreditation requirements of 50 registered and 50 non registered hours of learning over a 5 year period. The Professional Learning team is currently developing registered courses for all Staff Development days and have offered interested staff the opportunity to learn how to create registered courses. The school has developed a registered course scaffold to ensure our courses meet the appropriate standards set by Teacher Quality and High Performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers increase their understanding and skills in the development of supportive and safe learning environments.	Executive release allowance, RAM Equity funds and Teacher Professional Learning funds	The use of the Swivl camera facilitated reflection of classroom practice for APTfS standard 4 by teachers. To build collective staff efficacy the recordings of practice were shared and discussed with other teachers at targeted professional learning events to develop teacher understanding around this standard.
All teachers maintain and achieve accreditation at the level of Proficient or beyond with an increase of PDPs that are aligned to both individual professional needs and the strategic directions of the school.	Executive release allowance, RAM Equity funds, Beginning Teacher Allowance and Teacher Professional Learning funds	The PDP process was further strengthened with an explicit timeline communicated to all staff and clear expectations around the importance of quality collegial observation. Consequently 100% of teachers either maintained or achieved accreditation in 2018.
Staff engage in needs based professional learning with an increased proportion of professional learning developed at the school level that is registered.	Executive release allowance, RAM Equity funds, Beginning Teacher Allowance and Teacher Professional Learning funds	All teacher professional learning funds were expended in 2018 and the school provided over 38 hours of locally developed NESA registered learning. In particular, skill levels in registered learning were built at the executive level and with a cross faculty team.

Next Steps

Further professional learning will be delivered on writing registered courses to build leadership capacity of the Professional Learning team. The team will work collaboratively with all team leaders to ensure planned professional learning continues to include all compliance training and accommodates the professional learning needs of teachers and achieves the strategic directions of the school plan.

Professional Practice – The Professional Practice team will work with the teachers of targeted student groups in two

main areas mathematics and writing. This will include aspects from all three professional practice areas planning for and implement effective teaching and learning, create and maintain supportive and safe learning environments and assess, provide feedback and report on student learning. Teacher participants will be guided to develop their practice in the Highly Accomplished range.

Strategic Direction 3

Leading

Purpose

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

Overall summary of progress

Our 'Community of Schools Across the Water' (CoSAW) partnership – This was strengthened with a joint White Ribbon Event which successfully showcased students' talents between the partner schools whilst highlighting the need to prevent violence against women. A White Ribbon committee spanning the four schools was established in Term 1 with key milestones identified across the year. Through collaborative partnerships, a run sheet of performances across Dance, Music, Drama, Poetry and Technology was established and rehearsals continued across Terms 2, 3 and 4. The leadership capacity of school leaders across the the partner schools was also further developed through public speaking and event planning.

The integration of SAP Finance with school planning took a quantum leap as key members of the senior executive and the School Administrative Manger undertook a series of intensive training sessions to develop skills specifically in relation to the staffing and financial planning processes of the eFPT. Skill levels were developed to a significant level that there is now a clear correlation between the approved SBAR and the final eFPT.

The school has evaluated and updated the following policies to maintain currency and be compliant to NESAs and DoE requirements: Classing policy; Attendance policy; Emergency policy and procedure and all Assessment policies Y7–12.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Community of Schools Across the Waters (CoSAW) program is strengthened with the increase of joint projects between partner schools.	Executive release allowance, RAM Equity funds and Teacher Professional Learning funds	<p>The CoSAW collaborated to produce an advertisement to articulate the vision of each individual school and the shared educational beliefs and values of the community of schools. Staff and students developed skills in drone technologies, video technologies and video editing software.</p> <p>The CoSAW released the advertisement at a White Ribbon assembly in which the community of schools contributed, dance, drama, music and poetry performances to develop positive values and understanding around the issues of domestic violence.</p>
There is an increased alignment of syllabuses and associated documents with both NESAs and Department of Education requirements.	Executive release allowance, RAM Equity funds and Teacher Professional Learning funds	The audit of programs and all NESAs recommended associated documents continued in 2018 with science, English, mathematics, PDHPE and HSIE being reviewed. Work samples in particular were procured to support best NESAs practice.
Key staff increase their knowledge and skills in relation to integrating school planning with the use of SAP finance.	Executive release allowance, RAM Equity funds and Teacher Professional Learning funds	<p>The SAM and Principal continued to develop high level financial planning skills in relation to SAP, eFPT and Expense8. This was achieved by attending a series of group and individual professional learning events and the engagement of a Clark 7/8 to evaluate the financial planning of the school for both 2018 and 2019.</p> <p>Both Deputy Principals were further inducted into the eFPT staffing tool and began an orientation of the financial planning section of the software. In</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Key staff increase their knowledge and skills in relation to integrating school planning with the use of SAP finance.		In addition, the entire executive staff were inducted into the use of the School's Overview Report in SAP and assigned the management of their own Cost Centres. Their understanding of the relationship between SAP Finance and locally developed financial planning tools was further explored.
A comprehensive range of policies are evaluated and documented in relation to the operation of the school.	Executive release allowance.	The following local policies were reviewed and updated in light of the current school context and the changing nature of departmental policy: <ul style="list-style-type: none"> • Classing Policy 2018 • Professional Practice Code • Attendance Policy • Emergency plan • Y7–11 Assessment Policy • Y12 Assessment Policy

Next Steps

CoSAW – Our CoSAW partnership will be further enhanced in 2019 with the development of our CoSAW Learning Team through establishing relevant links across both the Primary and High School syllabi for improved student learning. Particular focus will be on the development of learning strategies implementing the 4C skills including collaboration, critical thinking, communication and creativity through the lens of technology.

The senior executive will continue to build and consolidate their understanding of both the staffing and financial planning components of the eFPT and its relationship to the School's Overview Report and the SBAR. All executive staff will be trained in understanding the cost centres in the School's Overview Report and how to interpret initial funding allocation, funds received and funds remaining.

The school will continue to evaluate and update a variety of local policies as necessary throughout 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$14 637.00) 	<p>ATSI student participation in Australian Indigenous Mentoring Experience (AIME) was funded as well as a range of initiatives to support inclusiveness as well as including NAIDOC Week Day, and a stronger bond with our feeder primary schools was developed through participation in shared events.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$90 957.00) 	<p>The school continues to employ two staff that are trained in EALD and students are monitored and supported on a fortnightly basis. An new ESL English class was established in Stage 6.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$183 903.00) 	<p>Two Student Learning Support Teachers were employed to assist students with identified needs. This included helping students with organisation skills, note taking, key numeracy skills and general learning.</p>
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$70 387.00) 	<p>The Learning Support team provide in-class support for a number of students with identified learning needs. The team assists families and students in setting goals and assists teachers with strategies to help reach these goals.</p>
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$54 482.00) 	<p>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. External professional development was also funded</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	390	385	388	392
Girls	421	408	418	401

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.6	94.3	94.1	92.8
8	91.7	91.8	90.5	89.2
9	91.1	89.7	90.9	90.2
10	88.1	88.8	86.9	87.2
11	87	89.6	89.5	89.9
12	91.6	90.1	91.8	92.1
All Years	90.8	90.8	90.5	90
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school's overall attendance pattern continues to be higher than State average. To improve and ensure the attendance of students at the school is maximised key staff review attendance data, policies and procedures at appropriate intervals which has included in 2018 the review of the school's partial Truancy Monitoring Flowchart. This comprehensive approach ensures that decisions to address 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 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 school 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 partial late and early absences. Outstanding student attendance is celebrated at formal assemblies.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	1	21
TAFE entry	3	16	10
University Entry	0	0	52
Other	4	6	4
Unknown	0	2	0

The vast majority of our students have entered into a pathway of further education, with university or TAFE entry. There has been an increase in the number of students entering employment as their chosen pathway and this is either as a part time or full time basis. 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 2018, the percentage of Year 12 students undertaking vocation or trade training is as follows:

4% completed TAFE delivered Vocational and Educational Training (TVET) courses; and

20% completed VET courses including Kitchen Operations and Construction

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, the percentage of Year 12 students attaining HSC or equivalent vocational educational qualifications was 100%.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.8
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	10.08
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 staff in these learning endeavours through an ongoing commitment to continuing professional development. In 2018, 100% of staff who were classified as Early Career 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 to guarantee that needs based professional learning, in part connected to PDPs and matters of compliance, is

captured for all participating staff. In addition, the professional learning team have been collaboratively creating registered courses to ensure all teachers at Sylvania High school meet NESA accreditation requirements.

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

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	703,285
Revenue	8,992,692
Appropriation	8,369,161
Sale of Goods and Services	57,124
Grants and Contributions	514,171
Gain and Loss	0
Other Revenue	45,424
Investment Income	6,812
Expenses	-9,107,321
Recurrent Expenses	-9,107,321
Employee Related	-8,017,786
Operating Expenses	-1,089,535
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-114,629
Balance Carried Forward	588,656

In 2018 a large number of executive staff were trained in school staffing and budgeting. Careful budgeting from previous years had resulted in an amount of residual funds which were spent in 2018 on additional support for learning and on teacher development activities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,393,093
Base Per Capita	155,856
Base Location	0
Other Base	7,237,237
Equity Total	359,613
Equity Aboriginal	14,367
Equity Socio economic	70,387
Equity Language	90,957
Equity Disability	183,903
Targeted Total	52,601
Other Total	109,884
Grand Total	7,915,190

there was an upwards shift of students to the top three bands, from 53% of all students in the previous year to 60% in 2018. Other domains saw a fall in the numbers of students in the top three bands however, importantly the school's overall value add has improved for the second year in a row and is now above state average.

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

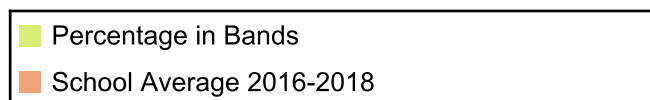
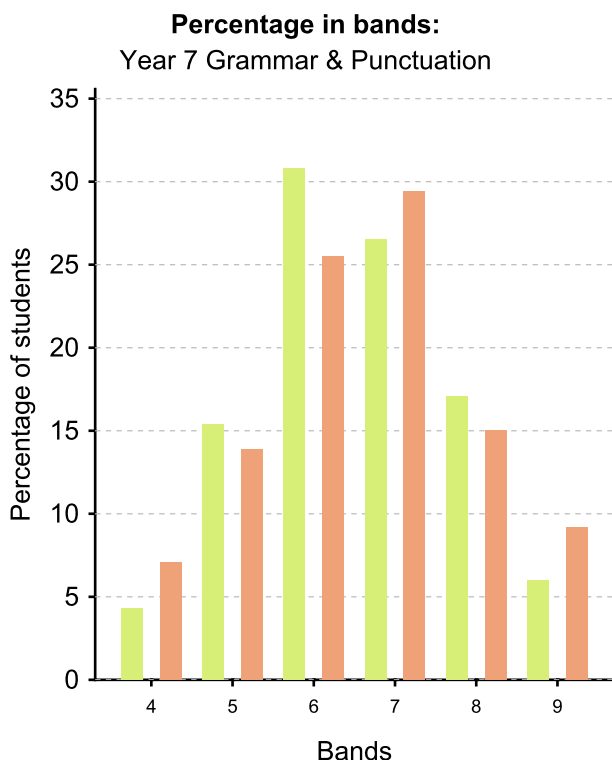
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

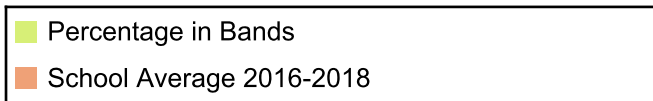
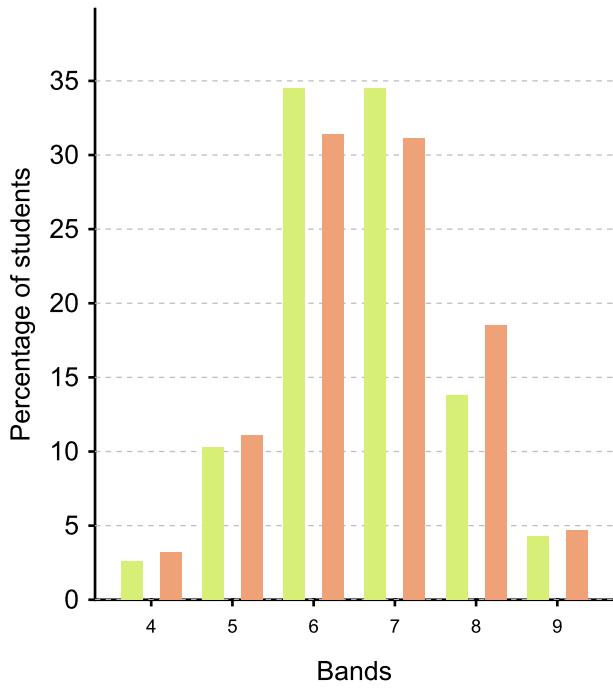
In Year 7 in the domain of writing there was an increase in the number of students in the top three bands. Other domains saw stable performance in band distribution. Notably, there was a shift downwards of 10% in reading, which will be factored into school planning.

In Year 9, in the domain of grammar and punctuation



Band	4	5	6	7	8	9
Percentage of students	4.3	15.4	30.8	26.5	17.1	6.0
School avg 2016-2018	7.1	13.9	25.5	29.4	15	9.2

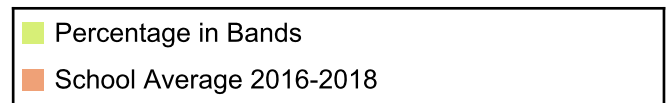
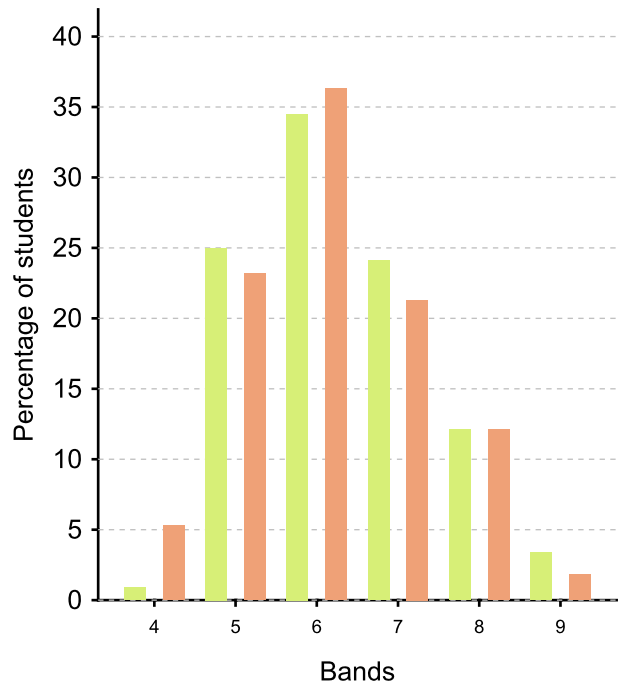
**Percentage in bands:
Year 7 Reading**



Band	4	5	6	7	8	9
Percentage of students	2.6	10.3	34.5	34.5	13.8	4.3
School avg 2016-2018	3.2	11.1	31.4	31.1	18.5	4.7

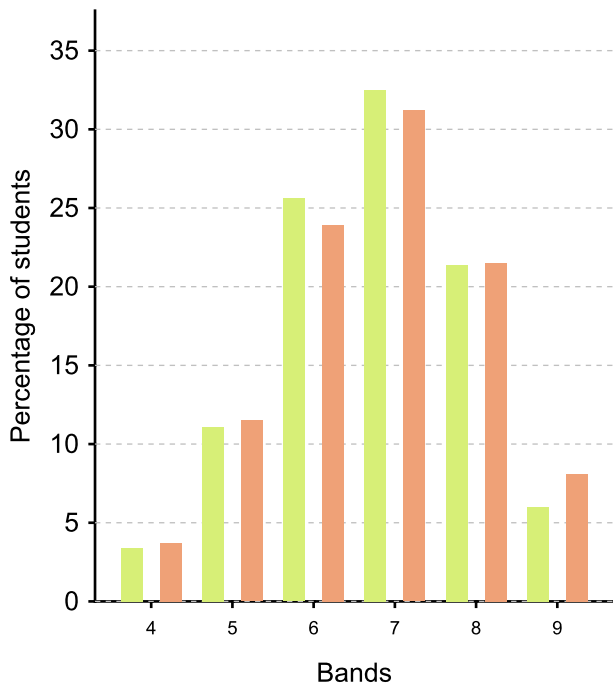
Band	4	5	6	7	8	9
Percentage of students	3.4	11.1	25.6	32.5	21.4	6.0
School avg 2016-2018	3.7	11.5	23.9	31.2	21.5	8.1

**Percentage in bands:
Year 7 Writing**

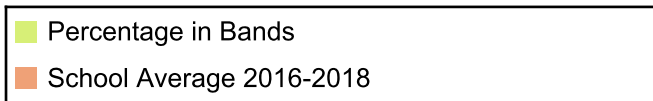
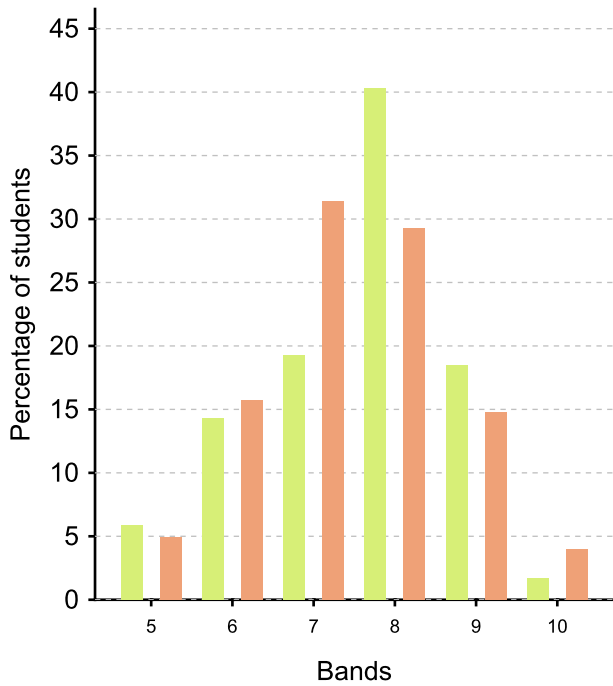


Band	4	5	6	7	8	9
Percentage of students	0.9	25.0	34.5	24.1	12.1	3.4
School avg 2016-2018	5.3	23.2	36.3	21.3	12.1	1.8

**Percentage in bands:
Year 7 Spelling**



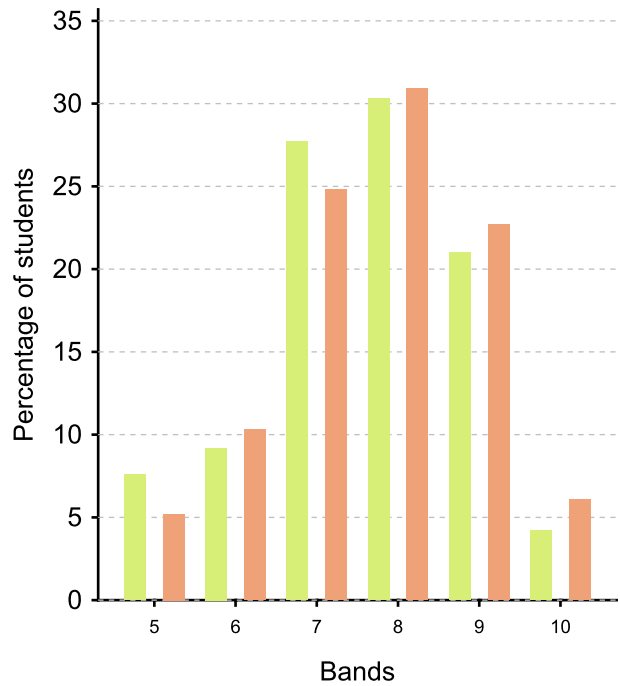
Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	5.9	14.3	19.3	40.3	18.5	1.7
School avg 2016-2018	4.9	15.7	31.4	29.3	14.8	4

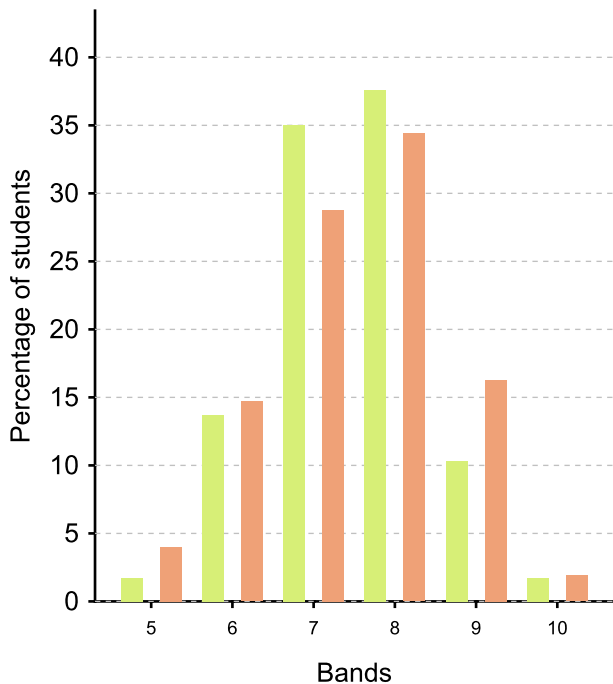
Band	5	6	7	8	9	10
Percentage of students	1.7	13.7	35.0	37.6	10.3	1.7
School avg 2016-2018	4	14.7	28.8	34.4	16.3	1.9

Percentage in bands:
Year 9 Spelling

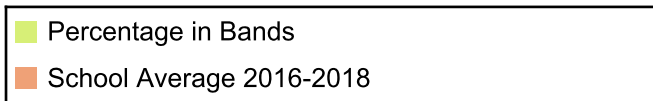
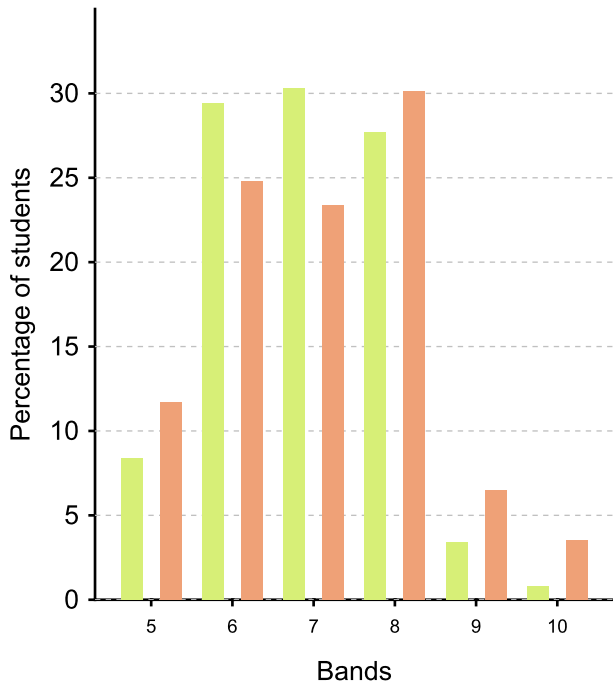


Band	5	6	7	8	9	10
Percentage of students	7.6	9.2	27.7	30.3	21.0	4.2
School avg 2016-2018	5.2	10.3	24.8	30.9	22.7	6.1

Percentage in bands:
Year 9 Reading

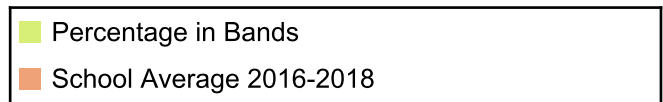
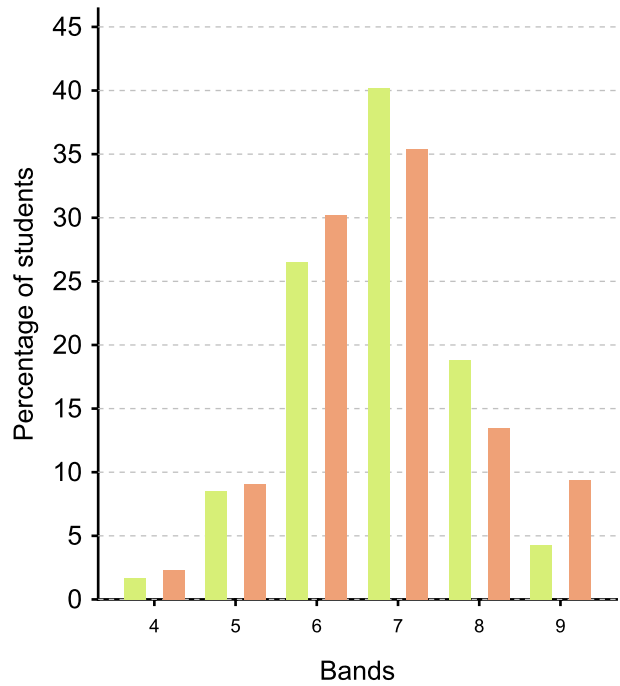


Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	8.4	29.4	30.3	27.7	3.4	0.8
School avg 2016-2018	11.7	24.8	23.4	30.1	6.5	3.5

Percentage in bands:
Year 7 Numeracy

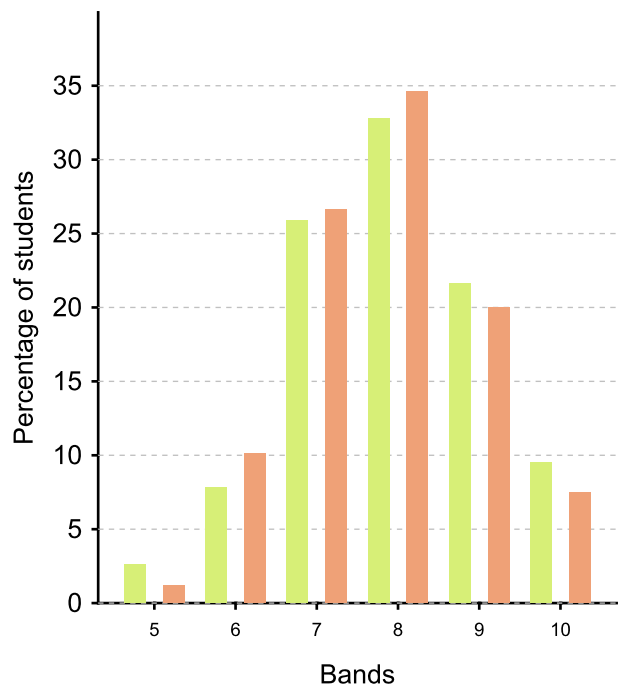


Band	4	5	6	7	8	9
Percentage of students	1.7	8.5	26.5	40.2	18.8	4.3
School avg 2016-2018	2.3	9.1	30.2	35.4	13.5	9.4

To better inform staff about the numeracy levels of students, the school conducted Orientation Day testing, a NAPLAN practice test in Term 1 and then the students completed the actual NAPLAN test in Term 2. This data assists in mapping our students' numeracy skills across the year which leads to more informed teaching strategies and programs to meet specific learning needs. It also informs the school about the effectiveness of its literacy and numeracy interventions.

The majority of Year 7 students achieved results in the top 4 Bands with 23% of students scoring in the top 2 Bands. The majority of Year 9 students scored in the top 3 bands with a higher percentage of students scoring in Bands 8 and 9 than the State. Overall the school achieved an increase in value added results across Years 7–9 supporting improved growth of students' numeracy skills.

Percentage in bands:
Year 9 Numeracy



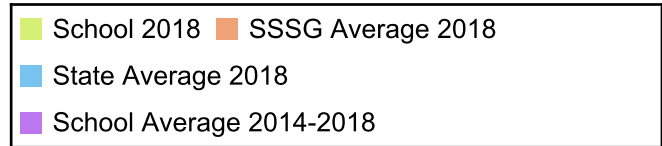
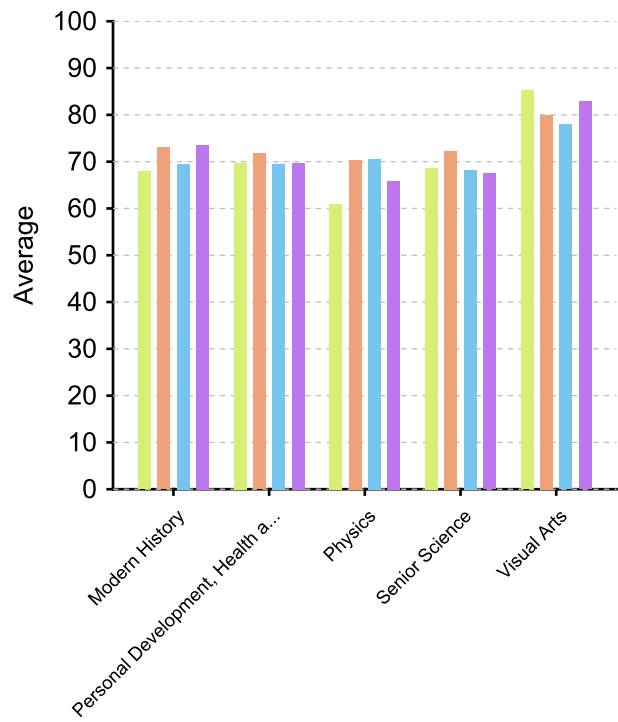
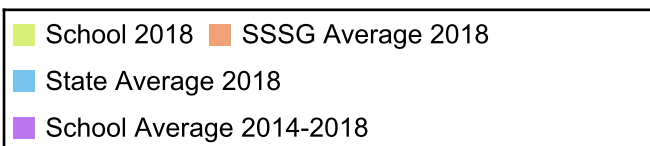
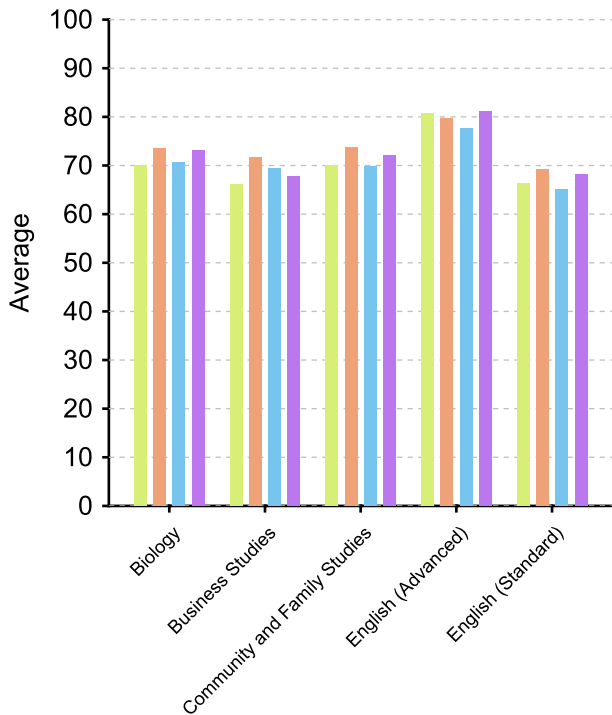
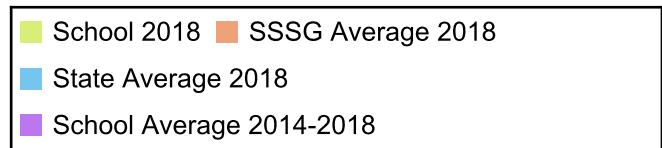
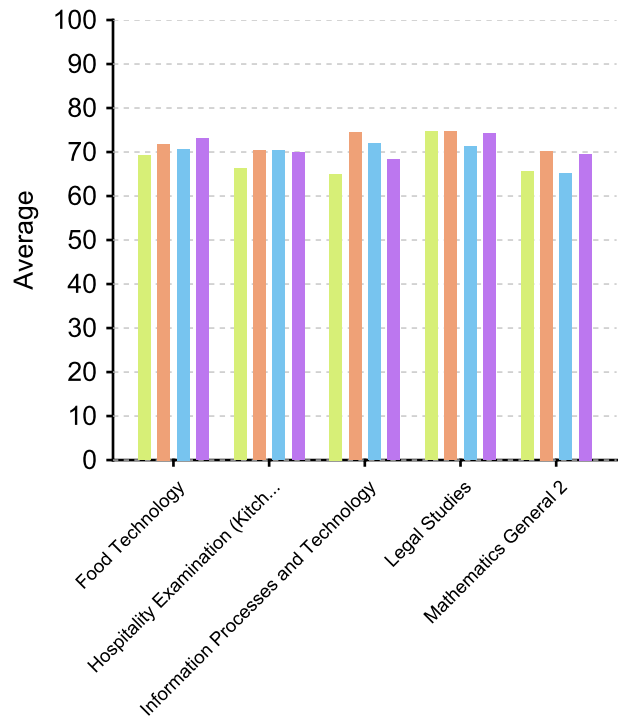
Band	5	6	7	8	9	10
Percentage of students	2.6	7.8	25.9	32.8	21.6	9.5
School avg 2016-2018	1.2	10.1	26.6	34.6	20	7.5

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.

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, writing and numeracy, most are at or above minimum standard.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Sylvania High School continues to perform at or close to the state average in the full range of courses offered.



Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	70.0	73.5	70.7	73.0

Business Studies	66.1	71.7	69.3	67.8
Community and Family Studies	70.1	73.7	69.9	72.2
English (Advanced)	80.8	79.7	77.5	81.2
English (Standard)	66.3	69.2	65.0	68.1
Food Technology	69.3	71.8	70.7	73.1
Hospitality Examination (Kitchen Operations and Cookery)	66.2	70.3	70.3	70.0
Information Processes and Technology	65.0	74.4	72.0	68.3
Legal Studies	74.6	74.7	71.2	74.2
Mathematics General 2	65.5	70.3	65.1	69.5
Modern History	67.9	73.0	69.5	73.6
Personal Development, Health and Physical Education	69.7	71.8	69.5	69.7
Physics	61.0	70.4	70.6	65.9
Senior Science	68.6	72.2	68.2	67.5
Visual Arts	85.2	79.9	78.0	82.9

Sylvania High School students achieved 79 grades in the top two bands. While most subjects in our school achieved around the same average as the State, a number of subjects outperformed in comparison to the State. Most notably, the subjects that achieved higher than the state average were Dance, Music, Society and Culture, Industrial Technology and Visual Arts.

Parent/caregiver, student, teacher satisfaction

Every year the school collects information on how the students, teachers and parents are engaging with us. This year many of our student measures were in line with the state average. These were in the areas of positive relations, sense of belonging, positive behaviour and effort in learning. Sporting activities are reported as popular amongst our students but valuing school outcomes was reported by students as lower than the NSW average.

Our parents reported that there is strong support of learning at home and that they felt that the school also supported learning. They also reported that they felt

these students as safe at school.

Teachers report high satisfaction in the areas of Learning culture and collaboration amongst staff and use of data and teaching strategies.

Policy requirements

Aboriginal education

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 and support in educational outcomes on a needs basis.

The residual funds allowed the Welfare Team to coordinate and promote student involvement in a range of initiatives to support inclusiveness including NAIDOC Week Day, One Mob Day, Koori Art Expression, Indigenous Sharks Day, Young Mens Forum and the Deadly Kids Awards.

To further support our Indigenous students a strong bond was developed in 2018 within our CoSaW which saw all ATSI students from Sylvania High School and the three Feeder Primary Schools coming together to be involved in Transition Days with our Regional AEO as well as unite to stand up and speak out at the annual White Ribbon Walk.

Multicultural and anti-racism education

Sylvania High School continues to support and recognise the cultural and learning diversity throughout our school community. The school has approximately 48% of LBOTE students who are closely monitored by LaSTs and EALD Support Teachers. The school has ensured that 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 where any racial conflict is resolved at the first instance.