

Sylvania Heights Public School

2019 Annual Report



4024

Introduction

The Annual Report for 2019 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.

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Message from the principal

The 2019 Annual Report is an opportunity to recognise the wonderful learning and achievements that have occurred in our school over the year. I would like to thank our Executive staff in 2019: Mrs Jacobs, Miss Blevin Mrs Davis, Miss Simpson and Mrs Young for their leadership of a wonderful team of teachers. Their value to the Sylvania Heights community is immeasurable. Each year we evaluate our programs and reflect back on the achievements of the year. We increased our student participation in PSSA sport with a new four-season competition including for the first time offered at our school– AFL and girls participation in soccer. We cheered from the grandstands as our students competed at State level in PSSA and carnivals. We aimed (and achieved) not only increasing our student opportunities for sport but also in the performing arts. In August, our Education Week Open day activities gave opportunity for every student, all 650 of them to perform in the creative arts for parents and friends in our whole school concert. This year we have applauded our string students performing at the Sydney Opera House, entry into Regional and State Dance festival opportunities, Schools Spectacular, acceptance of our drama ensembles into the state festival, singing in choirs of 300 public school students in the Sutherland Shire Schools Music Festival and much closer to home, an upscaling of our annual performing arts night held for the first time at the Sutherland Entertainment Centre in October.

We value and celebrate the importance of respectful relationships between our school and the community, and continue to reflect the ethos of White Ribbon and the Fathering Project. We continue to evaluate what we do as a learning organisation and we evaluate how we do it. This year, we have invested in three times the funding allocated for teacher professional learning. We have participated in the University of Newcastle Quality Teaching Rounds National project; and our executive staff have studied together to achieve 50% of a masters degree of educational leadership with the University of Wollongong. Not surprisingly, our NAPLAN results in 2019 to increase students achieving in the top two bands as a premier's priority was met increasing from 42–44% of students this year. Our student growth from Kindergarten to Year 3 is sustaining and growing and our Years 3–5 results for student value-added growth has increased and met expectations. We have a lot to be proud of. I would like to thank Sandy Rourke and the P&C executive and members who have served our community over 2019. Thank you for your continued support of our school and our staff. Thank you for being a partner with us, for sharing our successes and working with us to overcome the challenges when they arise.

Clint White – Principal

Sylvania Heights Public School is #aGreatPlaceToLearn and a #aGreatPlaceToWork.

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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Increased proportion of students K–6 showing expected growth on internal and external measures in literacy.

Increased proportion of students K–6 showing expected growth on internal and external measures in numeracy.

Increasing positive social interactions between students are observable and indicated in surveys, Sentral entries and TTFM data.

Increased proportion of students articulating personal learning goals and using feedback to achieve goals.

Increased proportion of students engaged in on task behaviour in classrooms.

TTFM data indicates a higher proportion of students feel included and engaged in school activities

Progress towards achieving improvement measures

Process 1: Student Wellbeing – Positive Behaviour for Learning

Implementation of a school-wide, integrated approach to student wellbeing where students can connect, succeed and thrive at each stage of their learning.

Evaluation	Funds Expended (Resources)
Student PBL survey results and teacher reflection indicated a strong understanding of school priorities with increase from 2018 survey. Tell Them From Me student results indicated that 92% of students do not get in trouble at school for disruptive or inappropriate behaviour. Sentral data showed a reduced number of students being disrespectful and interrupting learning.	PBL mentor DoE resource to support school. PBL badges purchased to present to students who have demonstrated fortnightly focus.

Process 2: Literacy and Numeracy Growth

Deliver quality, student-centred, self-regulated learning experiences to enable students to make learning progressions and set and achieve learning goals in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Students of sound and high achievement are showing improved results in writing across genres. Common language of engagement in Writing and Speaking & Listening is used across the school to create engaging and explicit lessons. Whole school writing project – The Mysterious Eggs provided sample texts for every student assessed against stage-based rubric and compared to work sample from Term 1. Valued Added writing scores excelling K–3. Students have demonstrated a deeper understanding of skills required for comprehension.	PL for teachers K–6 in Seven Steps To Writing Success (staff to lead). \$240 (+GST) for Informative Text folder \$1809 (+GST) online access for Seven Steps. LANSa support from Miranda Office.

Process 3: Formative Assessment

Literacy and Numeracy teaching/learning programs are supported by formative assessment practices. Targeted and timely feedback is provided alongside interventions for students to reflect on best practice

Progress towards achieving improvement measures

Process 3: and achieve set goals.

Evaluation	Funds Expended (Resources)
The new method of 3-way learning conversations were successful for staff and students. Staff and parent surveys were conducted to assess and develop future direction in 2020. 76% of parents indicated they would participate in the learning conversations in 2020 and the conversations met the expected outcome of what their child can do, what they have achieved and what they are working towards. 83.3% of staff prefer this new method of learning conversation which included student voice.	Scaffolds used for students to plan learning goals. Teacher release to participate in learning conversations.

Process 4: Future-Focused Learners

Implementation of a future-focused curriculum and redesigning of the common library area to meet the changing demands of this learning space.

Evaluation	Funds Expended (Resources)
Students in every class K–6, have accessed and used more than one form of robotics throughout the year. Student access to digital devices has increased significantly, with every grade having access to laptops or iPads within their block or nearby.	Cost of Technology Support Officer (TSO) for setup of equipment for the year, Apple hardware and staff requested apps, robotics equipment. \$28 893. Kindergarten and Year 1 have access to iPads. Stemshare.T4L kits. Teacher release to visit and observe other schools \$1500



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.

Improvement Measures

Professional learning evaluations show that research is being increasingly implemented to improve teaching and learning.

Increased number of staff effectively managing student behaviour before referring to leadership team.

Increased student engagement in the classroom with student setting more explicit learning goals visible in the classroom.

Student learning in literacy and numeracy shows growth above state means due to explicit teaching/learning programs.

Classroom observations, programs and surveys show that teachers have transformed teacher practice.

Progress towards achieving improvement measures

Process 1: Quality Teaching/Formative Assessment

Teachers use regular professional learning sessions to research, analyse and discuss explicit teaching/learning strategies to improve student learning.

Evaluation	Funds Expended (Resources)
Staff were surveyed prior to and after participating in the QTR project. Staff survey responses indicated an increase in confidence in being observed by colleagues, understanding of the QT Framework and confidence in facilitating QTRs. Staff reported that they feel more confident in teaching problem-solving through coding, but this aspect of curriculum needs to be formalised in teaching and learning programs in 2020.	University of Newcastle Quality Teaching Rounds funding. \$10000

Process 2: Literacy/Numeracy Growth

Teachers use current pedagogy to implement high quality professional learning in literacy and numeracy teaching practices. eg. L3

Evaluation	Funds Expended (Resources)
Professional learning in Seven Steps to Writing Success delivered through SDD session and successive PLs, one teacher trained in MacqLit program and skill developed SLSOs. Continuation of L3 training for all K-2 staff. Staff attitudes to teaching writing and reading improved. Staff demonstrated increased capacity through team-teaching literacy sessions. Staff support the continuation of Seven Steps to Writing Success program.	MacqLit kit – \$1660, MacqLit readers – \$400, MacqLit professional learning \$1000. L3 training \$36000

Process 3: Wellbeing

Teachers are proficient in managing student behaviour using consistent PBL language and explicit instructions for all students both in the classroom and on the playground.

Progress towards achieving improvement measures

Process 3: Teachers use wellbeing strategies for their own mental and physical health.

Evaluation	Funds Expended (Resources)
<p>Wellbeing Week activities implemented for staff wellbeing were supported by all staff. SLSO and SASS staff are upskilled in the philosophy of PBL. Playground team formed to discuss and implement changes to the playground expectations, discipline policy and wellbeing policy to reflect PBL with playground incidents decreasing in Sentral. 96.4% staff reported being satisfied with their current workplace wellbeing.</p>	<p>Wellbeing student badges \$600</p>



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.

Improvement Measures

Increased parent attendance at P&C meetings.

Increased parent participation at Literacy/Numeracy workshops for parents.

Increased proportion of parent engaging and supporting student homework in literacy.

Progress towards achieving improvement measures

Process 1: Literacy/Numeracy Growth

Home reading initiatives, parents workshops for professional learning.

Evaluation	Funds Expended (Resources)
Teaching Tools for Tots workshops were conducted with increased parent numbers attending workshops.	\$0

Process 2: Positive Behaviour for Learning

Parents and the community understand, value and support wellbeing practices across the school.

Evaluation	Funds Expended (Resources)
Implementation of new PBL assembly award and communication to parents in the newsletter has been positively received.	\$600 PBL badges, staff training and release for newsletter platform training.

Process 3: Fathering Project

For fathers and father figures to be the best role models they can be for their children.

Evaluation	Funds Expended (Resources)
The Fathering Project (TFP) has continued to grow in value and reputation within the school evidenced by increased number of fathers attending TFP events.	\$0

Process 4: White Ribbon

Developing respectful relationships across the community.

Evaluation	Funds Expended (Resources)
White Ribbon activities decreased in 2019 with closure of White Ribbon Foundation.	\$300 bus hire

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Parental and community support to foster respectful cultural understanding.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$8 583.00) 	All students participated in NAIDOC day event through guest performers engaging students in full day of activities and reflection. Library has created an Indigenous resources collection with plans for an outdoor gardening area to be developed in 2020.
English language proficiency	<p>Additional day of EAL/D program (0.2 FTE) to support students and equity program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$30 425.00) 	Students made gains in language development. New Arrival Program (NAP) program commenced to support transitional students. SHPS has expert teachers to deliver successful EAL/D, NAP and ELP teaching programs.
Low level adjustment for disability	<p>Maclit programs purchased in 2019 to develop and support student literacy skills.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$58 928.00) 	The introduction of Maclit programs was highly successful in 2019 with expansion planned for 2020.
Quality Teaching, Successful Students (QTSS)	<p>Teacher release (0.8) weekly with the school using staffing allocation for observation and collaborative practice.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$116 641.00) 	The School Executive participated in the "3 Rivers 4 Learning" leadership development program facilities through collaborative practice through QTSS resources.
Socio-economic background	<p>Material resources required for student access and participation in learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$27 434.00) 	Students were supported to access curriculum and experiences that would not have been possible.
Support for beginning teachers	<p>Support of mentor teachers to develop skills, capacity and confidence of beginning teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 000.00) 	All staff reaching for accreditation goals were able to meet NESA expectations.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	338	344	355	343
Girls	324	324	302	306

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	95.1	95.3	93.6
1	95.4	95.7	94.3	93.3
2	95.6	95.8	95.9	92.7
3	95.1	96.8	95	94.4
4	95.9	96	95.2	93.7
5	94.6	95.6	94.3	92.9
6	93.7	94.8	95.3	93.1
All Years	95.2	95.7	95	93.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.37
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	552,713
Revenue	5,861,827
Appropriation	5,397,144
Sale of Goods and Services	7,873
Grants and contributions	450,417
Investment income	5,993
Other revenue	400
Expenses	-5,832,187
Employee related	-4,879,762
Operating expenses	-952,425
Surplus / deficit for the year	29,640

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	69,578
Equity Total	338,801
Equity - Aboriginal	8,583
Equity - Socio-economic	27,434
Equity - Language	137,141
Equity - Disability	165,644
Base Total	4,420,496
Base - Per Capita	154,157
Base - Location	0
Base - Other	4,266,338
Other Total	431,003
Grand Total	5,259,879

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.

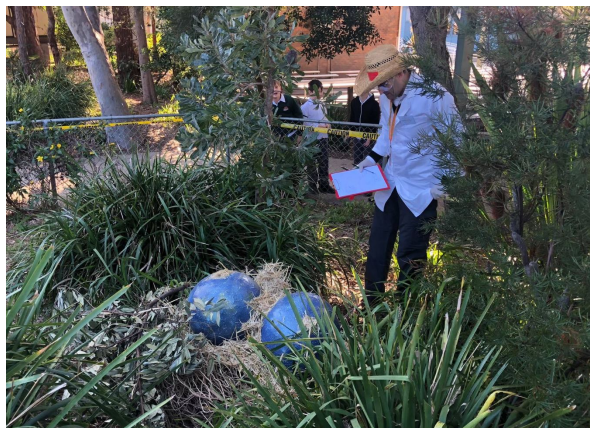
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of students, staff and the community through the 'Tell Them From Me' surveys. On a scale of 0–10, from strongly disagree to strongly agree and 5 being a neutral position,

Students told us:

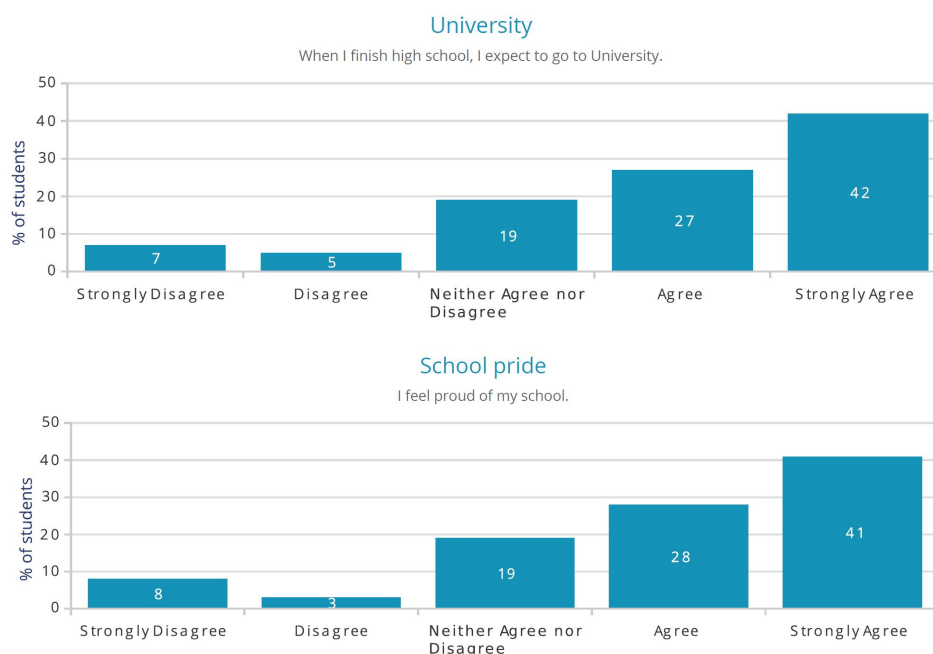
- 88% of students have friends at school they can trust and who encourage them to make positive choices compared to NSW Govt Norm of 85%
- 92% of students do not get in trouble at school for disruptive or inappropriate behaviour compared to NSW Govt Norm of 83%
- 30% of students reported they have subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet compared to NSW Govt Norm of 36%
- Students scored learning rigour 8.4 (school mean) that they feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn compared to 8.2 NSW Govt Norm
- Students scored positive learning climate 6.9 (school mean) that students understand there are clear rules and expectations for classroom behaviour compared to 7.2 NSW Govt Norm

Staff told us:

- I talk with other teachers about strategies that increase student engagement 8.4
- I discuss learning problems of particular students with other teachers 8.8
- I set high expectations for student learning 9.1
- I establish clear expectations for classroom behaviour 9.4
- School leaders have supported me during stressful times 8.1

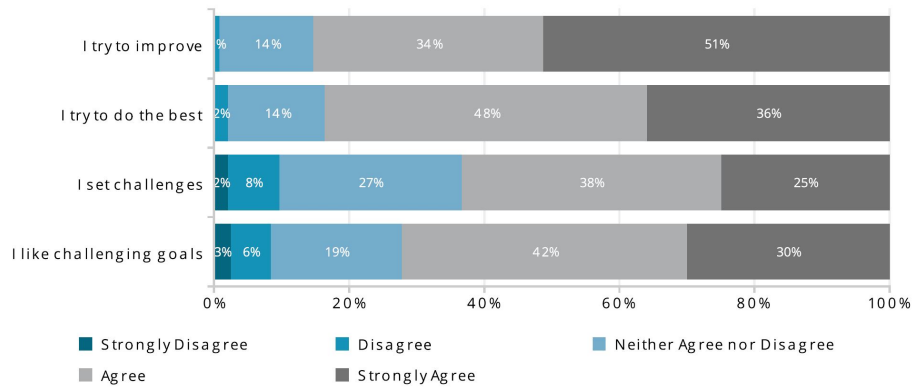
Parents/carers told us:

- Teachers expect my child to pay attention in class. 8.8
- Encourage your child to do well at school. 7.7
- Reports on my child's progress are written in terms I understand. 6.9
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.1
- I can easily speak with the school principal. 7.7



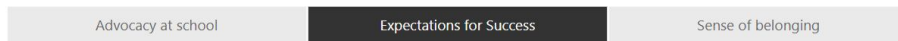
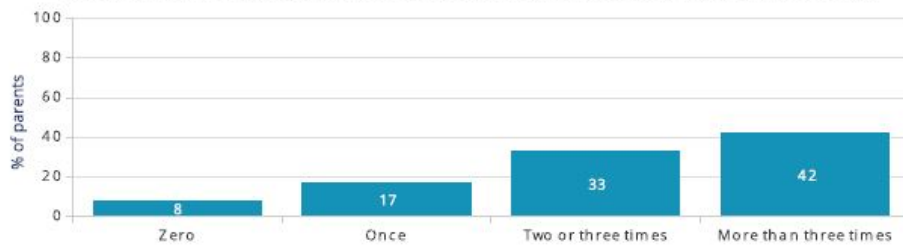
Students with a positive growth orientation

Students set challenging goals for themselves in their schoolwork and aim to do their best.



Parents talked with a teacher

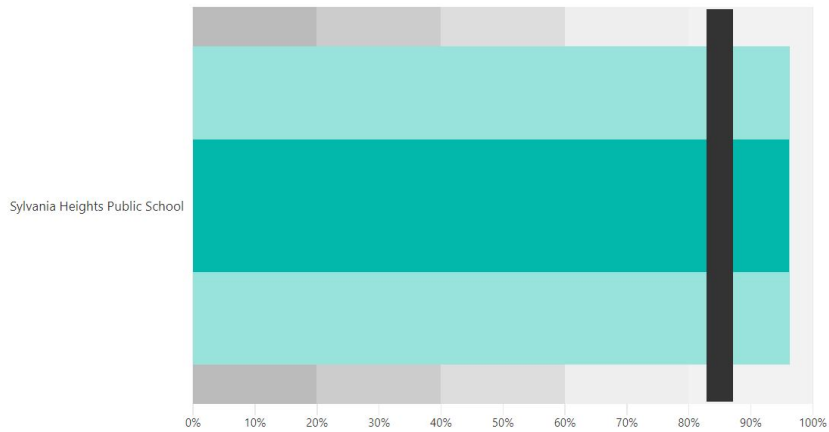
Since the beginning of the school year, how often have you talked with a teacher about your child's learning or behaviour?



96%

Overall Average for Selected Schools %

● Positive % School ● Positive % SSSG | Positive % State



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

