

2020 Annual Report

Sylvania Public School



3143

Introduction

The Annual Report for 2020 is provided to the community of Sylvania 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

2020 has undoubtedly been a most challenging and unprecedented year of teaching and learning. It may have been an unsettling year, but our focus on maintaining an environment of happy learners and our expectations for learning never faltered.

"Unprecedented" is a word that factored greatly into our lives during 2020. Like the wider community, at school our students faced new and different challenges, difficulties and setbacks on a daily basis. The resilience of our students our staff and families determined how we persevered and grew. Our students remained positive. In their own words in 2020, via The *Tell Them From Me* survey data, our students exceeded the state when looking at the Wellbeing and Engagement domains, with an unprecedented 100% of our students from years 4 to 6 holding high expectations of success despite all of the challenges that the pandemic brought.

Our Department of Education 2020 School Scout Data showed our achievement in the Top Two Bands in Numeracy and Reading. In 2020, there were no NAPLAN assessments, but our Year 3 and Year 5 students participated in the Check-In Literacy Assessments - and they outperformed both the state and statistically similar schools.

In 2020, each unique, individual student and learner at Sylvania Public School achieved commendable goals. The students have always known that that their job when they come to school is to learn. This year they have also learned that their job is to learn, even when they are learning remotely. They put learning how to learn into practice, learning to be resilient, learning to be flexible, learning how to be lifelong learners in a world that was changing at breakneck speed.

Our students didn't do it alone - we appreciate all of our teachers for their efforts and dedication. Their determination in upskilling and rising to the challenges of remote teaching and learning were impressive. In both on-site and digital settings our teachers and teacher aides remained committed to the well-being of all our students.

Our whole school community was resilient and adaptive. The P & C Association provided new opportunities - they went remote - through ZOOM Meetings and with the introduction of the P & C *Flexischools* app for lunch orders and uniform shop orders.

Thank you to all of the stakeholders in our school community - students, teachers, staff and families for their tireless support of our school during the unprecedented challenges of 2020. We are looking forward to next year with whatever new challenges and opportunities it brings.

Catherine Leslie, Principal

School vision

Our school motto is "Discover and Endeavour." At Sylvania Public School we will maintain an environment where students can discover and develop the skills, knowledge and understanding to actively engage in all endeavours and seize opportunities to become lifelong learners and successful global citizens.

We will achieve this by setting high expectations across all learning endeavours.

School context

Sylvania Public School is a P1 multicultural school with 5 to 6 classes K-6 and a total student population ranging from 120 to 140 in recent years. Sylvania Public School attracts enrollments because of quality teaching and learning programs which occur in a personalised learning environment. The size of the school allows us to build close relationships with families. The staff is united in its educational philosophy of child-centred learning and places great importance on the holistic development of the students. Facilities and resources are attractive and well maintained adding to the warm and welcoming atmosphere of the school. At Sylvania Public School we strive to provide the students and their families with the most conducive environment to successful learning.

The student population includes approximately 60% of students from EAL/D (English as an Additional Language or Dialect) background and approximately 25% of our students receive support from our Learning Support Centre. Recent increased enrollment patterns at this P1 school have had a significant impact on student outcomes and in 2018 six (6) classes have been formed improving student teacher ratios in all classes K-6.

The dedicated staff includes experienced teachers with more than 20 years teaching service and 40% of the teaching staff are New Scheme Teachers.

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>

Strategic Direction 1

Students who thrive

Purpose

At Sylvania Public School our students will be actively engaged and challenged in independent and collaborative learning experiences to enhance wellbeing and promote learning. This will build skills, strategies, knowledge and understanding to become successful life-long learners. Students will be able to set and achieve goals to develop their unique potential.

Improvement Measures

- Student growth as successful, confident, learners is increasingly evidenced by the implementation of the *Wellbeing Framework for Schools* and documentation of student self-assessment and continuously improving personal learning goal practices and procedures.
- All learning programs increasingly include explicit teaching to enhance wellbeing and develop problem solving skills to enable students to achieve a year's appropriate growth in Literacy and Numeracy in line with the Premier's Priorities.
- NAPLAN growth trend data will reflect a year's worth of growth for a year's worth of learning.

Progress towards achieving improvement measures

Process 1: *Wellbeing Framework* Project

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning opportunities and experiences.
- Students are provided with opportunities to connect, succeed and thrive across cognitive, emotional, social and physical wellbeing domains.

Evaluation	Funds Expended (Resources)
Outdoor Playground completed and installed. Students provided with training and instruction on safe use of equipment and rules for safe play. Students very enthusiastic as evidenced by increased physical activity for all students when in the playground. Flow on effect of available outdoor equipment in close proximity to top playground is decrease in congestion on handball courts with fewer disagreements and incidents during handball and other activities	Playground equipment supplier/installer

Process 2: Literacy/Numeracy Support Project

- Staff proficiently collect, analyse and interpret data to support student learning including PLAN and NAPLAN data to identify and diagnose student needs in literacy and numeracy.
- The school reinforces a whole-school approach to learning that links enhanced wellbeing with high behavioural and educational expectations in sustaining a positive teaching and learning environment to maximise student learning outcomes.
- Programs and strategies are in place to support the needs of EAL/D students, Aboriginal students and students receiving support via the Learning Support Team.

Evaluation	Funds Expended (Resources)
Check-In Assessments and school based assessment data reflect learning growth in Literacy and Numeracy during COVID.	Professional Learning - SCOUT Training Professional Learning - Check-In Assessment data - Literacy Progressions

Strategic Direction 2

Teachers who strive

Purpose

Teachers will engage in ongoing professional development to develop, deliver and sustain quality teaching practices and enhance wellbeing. Teachers will use collaboration, effective planning, reflection and evaluation to deliver engaging and effective learning opportunities. They will strive to ensure best practice by sharing responsibility, skills, knowledge, expertise and resources to enhance the learning of each student.

Improvement Measures

- All staff members increasingly participate in professional learning programs to build capacity and to support and achieve professional learning goals linked to the cognitive, emotional, social and physical wellbeing domains of the *Wellbeing Framework for Schools*.
- All staff increasingly participate in regular, open collegial activities and provide feedback to share responsibility, expertise, and resources enhancing their pedagogy and building capacity.
- Wellbeing focus increasingly impacts on positive growth in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: *Wellbeing Framework Project*

- Staff will develop proficiency in implementing programs which reflect the connect-succeed-thrive Wellbeing Framework strands and actively connect to their professional teaching practice through meaningful development opportunities and experiences.
- Staff have opportunities to connect, succeed and thrive across cognitive, emotional, social and physical wellbeing domains.

Evaluation	Funds Expended (Resources)
Observations and monitoring informed and supported the development of a whole school approach to remote learning. At the height of the restrictions, an average of 35 students of a total population of 130 (approximately 27%) attended school for face to face learning from Learning Packs.	Additional resources for teachers to monitor, observe, be observed and then follow up with feedback in a timely manner while working with flexible on site staffing due to COVID restrictions

Process 2: *Literacy/Numeracy Support Project*

- Staff proficiently collect, analyse and interpret data to support student learning including PLAN and NAPLAN data to identify and diagnose student needs in literacy and numeracy.
- Teachers embed wellbeing elements across the curriculum to inform, monitor and evaluate the link and impact of student engagement, delivery of best practice teaching and learning outcomes to support students in Literacy and Numeracy.
- A whole-school approach to learning that links wellbeing with high behavioural and educational expectations in sustaining a positive teaching and learning environment to maximise student learning outcomes.

Evaluation	Funds Expended (Resources)
Observations to inform and support the development of whole school proficiency in the delivery and effectiveness of remote learning.	Additional resources for teachers to observe, be observed and then follow up with feedback in a timely manner., including COVID casual staffing

Strategic Direction 3

A school community that shares high expectations and responsibility

Purpose

Our school community will have a shared vision and commitment to fostering wellbeing, diversity and inclusivity to provide all members with opportunities to actively engage in school activities. The broader school community is actively engaged in the development and delivery of the school's vision with high expectations of all of the school community stakeholders.

Improvement Measures

- Engaged learners experiencing success in their school life is increasingly reflected in student *Tell Them from Me (TTFM)* surveys and is valued by the school community.
- Growth in the number of parents participating in the Parent Survey of the TTFM survey suite.
- Continue and maintain increased numbers of kindergarten enrolments.

Progress towards achieving improvement measures

Process 1: Community Engagement Project

- Parents and community members will share their expertise and experiences to support student wellbeing initiatives.
- Community members volunteer to provide services, such as Canteen volunteers and Reading group helpers, and support the school and its students.
- Implementation of Healthy Schools Canteen.
- The school has effective plans and procedures in place to disseminate information about compulsory local, state and national programs and initiatives.

Evaluation	Funds Expended (Resources)
Approximately 12% of families responded to survey. P&C numbers have remained stable despite the pandemic.. How can we support this? How can we increase parent engagement?	TTFM surveys online

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	\$53,668	Targeted Support for three (3) students provided by two (2) fulltime SLSOs
Literacy and numeracy	\$14,192	Continued positive attainment in Literacy and Numeracy as per Check-In assessment results
Professional learning	\$10,678	In response to the changing and challenging need for the delivery of consistent and universal "Learning Packs" to all students, regardless of whether they were learning on site or remotely, staff engaged in a range of collaborative and independent professional learning activities to upskill and develop technological proficiency to successfully deliver and monitor curriculum content with platforms such as Reading Eggs, Mathletics, Google Classrooms and Inquisitive.
Aboriginal background loading	\$6943	Continued positive attainment in Literacy and Numeracy as per Check-In assessment results
English language proficiency	\$38,519	Continued positive attainment in Literacy and Numeracy as per Check-In assessment results
Low level adjustment for disability	\$44,633	Continued positive attainment in Literacy and Numeracy as per Check-In assessment results
Quality Teaching, Successful Students (QTSS)	\$24,393	Continued positive attainment in Literacy and Numeracy as per Check-In assessment results
Socio-economic background	\$16,163	Continued positive attainment in Literacy and Numeracy as per Check-In assessment results

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	62	64	80	78
Girls	58	58	57	52

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.5	92.5	92.2	96.2
1	89.5	94.8	89.8	95.5
2	94.1	91.8	92.6	95.7
3	92.9	94.2	90.4	95.9
4	94.9	94.1	95.7	92.3
5	95.7	93.6	92.2	96.9
6	92.5	95.4	95.4	94.5
All Years	92.9	93.8	92.5	95.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Assistant Principal(s)	1
Classroom Teacher(s)	4.78
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	197,305
Revenue	1,450,521
Appropriation	1,385,267
Sale of Goods and Services	477
Grants and contributions	62,098
Investment income	375
Other revenue	2,303
Expenses	-1,534,277
Employee related	-1,363,439
Operating expenses	-170,838
Surplus / deficit for the year	-83,756
Closing Balance	113,549

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.

	2020 Approved SBA (\$)
Targeted Total	53,668
Equity Total	106,258
Equity - Aboriginal	6,943
Equity - Socio-economic	16,163
Equity - Language	38,519
Equity - Disability	44,633
Base Total	1,150,607
Base - Per Capita	32,949
Base - Location	0
Base - Other	1,117,658
Other Total	58,307
Grand Total	1,368,840

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Check-In Assessments

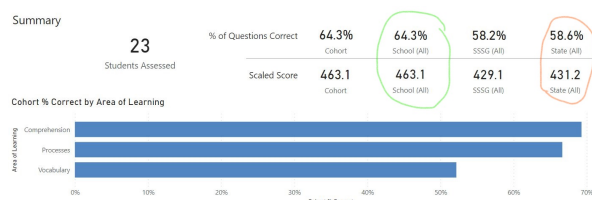
In 2020, Sylvania Public School opted to participate in the Check-In Assessments for both years 3 and 5. The Check-in assessments were optional online reading and numeracy assessments designed to assist schools following the disruptions to schooling in 2020. The assessments cover similar aspects of literacy and numeracy as in NAPLAN reading and numeracy tests.

These formative assessments were offered for schools to:

- supplement existing school practices used to identify how students are performing in literacy and numeracy
- help teachers tailor teaching to meet student needs.

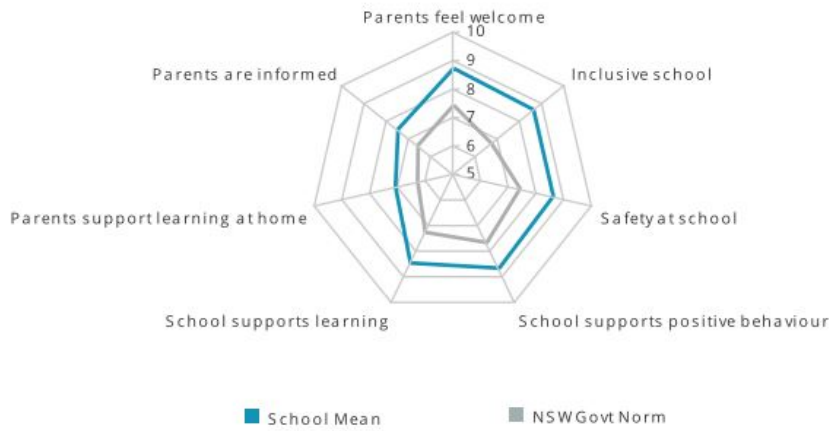
Test items were aligned to the NSW syllabus, National Literacy and Numeracy Learning Progressions and teaching strategies. Student assessment feedback and mapping against the syllabus and learning progressions indicators was made available in the department's reporting platform, Scout.

Our students outperformed the state and statistically similar schools in both years 3 and 5.



Parent/caregiver, student, teacher satisfaction

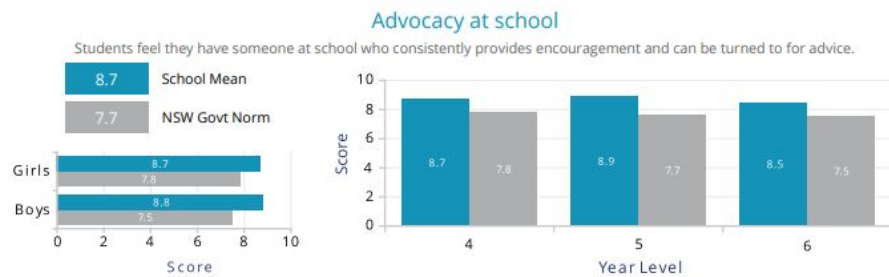
Feedback to the school from the 2020 Tell Them From Me parents' survey indicates that parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment, with results exceeding NSW Government norms in all domains.



Summary web graph of parental perceptions about how parents feel the school supports learning and positive behaviour and encourages parental involvement.



The results of the 2020 Teacher Survey exceed the NSW Government norm for all Eight Drivers of Student Learning.



Despite the challenges presented by the COVID pandemic, students' positive perception of advocacy at school exceeded the NSW Government norm.

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.