

2020 Annual Report

Sylvania High School



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Introduction

The Annual Report for 2020 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 vision

Sylvania High School is an aspirational learning community with shared values of respect, responsibility, inclusivity and equity forging the framework for excellence in learning and teaching. Our staff are committed to leading an evidence-informed learning agenda that holds students at the centre of what we do, and is driven by meaningful data that leads to improvements in student outcomes.

We continue to sustain a strong focus on student wellbeing through personal, measurable and scalable initiatives that result in our students being known, valued and cared for every day, in every classroom. Of pivotal importance is the need to amplify student agency, belonging, advocacy and buoyancy both within and beyond curriculum by promoting student voice, opportunity for all and collective efficacy.

Underpinning our breadth of curriculum is the belief that we are ensuring students are active citizens of high moral character who are well prepared for the world beyond school with a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible lifelong learners amidst our complex and changing global landscape.

School context

Sylvania High School is a comprehensive high school located in the Sutherland Shire and residing on Dharawal country. The student population is approximately 740 drawn from our local community and beyond with diverse cultures and language backgrounds represented including students identifying as having an Aboriginal background. Our multicultural school brings rich diversity of backgrounds and experiences that are celebrated and acknowledged to ensure our students are known, valued and cared for.

The school has an active parent community who are committed to ensuring all students are afforded quality learning experiences through the provision of resources and opportunities that enhance their capabilities. Staff are focused on preparing students to be future-facing thinkers through their commitment to innovation, change and improvement. Our community is proudly collaborative and consultative in its approach to identifying areas for growth and development across the school.

The school has highly successful leadership, wellbeing and activism programs that enable students to develop their skills and capabilities to be well prepared for the world beyond school. Our wellbeing system is renowned for its targeted support measures and mentoring programs that empower students to lead flourishing lives.

The school's core values of respect and responsibility resonate across learning and wellbeing programs that engage students through connections to the real world. The curriculum encourages students to develop essential skills for now and into the future to ensure they are prepared for the world beyond school, promoting both personal and interpersonal dispositions for learning.

In 2021, the school will be preparing for an incoming Support Unit with three Autism classes, to be operational by 2022. The school already proudly advocates for equal access and opportunity for all students in inclusive and innovative learning environments.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

A school culture is developed that increases student success and wellbeing.

Year 7 students will undertake a learning program which increases their ability in: Growth Mind Sets, the '4Cs', Information Literacy and Study Skills.

The upper bands for Literacy (Reading and Writing) and Numeracy are increased based on annual NAPLAN data.

Progress towards achieving improvement measures

Process 1: The Resilient School plan is developed in terms of the Wellbeing Framework to improve the dimension of student success.

Evaluation	Funds Expended (Resources)
The Resilience Framework has been developed and trialled in 2020. Feedback indicates further development and evaluation needs to occur. This will reemerge in the 2021-2024 Strategic Improvement Plan as a Wellbeing Curriculum that includes explicit programs for mentoring.	

Process 2: A range of cross curricular perspectives, including a focus on literacy, numeracy and study skills are developed and embedded into teaching programs 7-10.

Evaluation	Funds Expended (Resources)
The Enhancing Learning Education Services programs developed by Dr Prue Salter were provided to students during our period of online learning and throughout the year. These strategies for study and independent learning were encouraged across the school and have been a particular focus in stage 6 in preparation for the HSC. Across the school, teachers have embedded a practice of guiding their students in the development of study notes.	

Process 3: Specific reading (Super 6), writing (Education Perfect, ALARM and TEEL) and numeracy strategies (Growth Mindset and SmarterMaths) are developed and implemented through Years 7-12.

Evaluation	Funds Expended (Resources)
<p>Literacy</p> <p>The school had great success in 'pivoting' to online learning by implementing the Education Perfect program which delivered literacy learning across the curriculum. Students reported high levels of engagement with this program and found success from its gradual increase in challenge and ongoing corrective feedback.</p> <p>Teachers have continued to develop their use of the ALARM (A Learning and Response Matrix by Max Woods) and its implementation in the senior years is strong. Much of our success in the HSC examinations was attributed to this practice of scaffolding the writing process and its use in formative assessment and student feedback as well as the foundational practice of paragraph structure from TEEL. These writing practices will continue in the</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">Literacy and numeracy (\$0.00)

Progress towards achieving improvement measures

school and be emphasised more in stage 4 and 5 programs.

Numeracy

Students were supported in online learning through the school's implementation of the SmarterMaths program to ensure continued student growth in this difficult year. The Maths Homework Club on Tuesday afternoons was made available for Year 8 students to attend in terms 3 and 4 and remains popular with students and peer tutors. These tutors instil a 'Growth Mindset for maths' into their younger peers so that they understand that everyone can improve in their learning of maths with effort.

At the end of the year, the school decided to conduct numeracy and literacy Progressive Achievement Tests on all year 7 students to ensure their growth was monitored and inform our next steps in 2021.

Process 4: A range of internal and external data sources are analysed to support the learning growth of students particularly in relation to literacy and numeracy skills.

Evaluation

Funds Expended (Resources)

Due to COVID 19, NAPLAN testing was cancelled in 2020 so the school put a number of measures in place to ensure growth in literacy and numeracy was continually monitored.

The school purchased online programs that were used during the year that tracked progress in literacy (Education Perfect) and numeracy (Smarter Maths). This data was analysed by classroom teachers and support offered in areas of identified need by teachers and support staff.

At the end of the year, the school decided to conduct numeracy and literacy Progressive Achievement Tests on all year 7 students to ensure their growth was monitored and inform our next steps in 2021. In all years, results in numeracy and literacy were compared with expected growth.

A comprehensive review of internal and external data sources was conducted by senior executives at the end of 2020 and a situational analysis prepared to inform the future directions of teaching and learning in the school for the next school improvement plan.



Strategic Direction 2

Teaching

Purpose

Our staff aspire to align their practice to the Australian Professional Teaching Standards and understand the critical link between high quality student outcomes and their level of professional development. In particular, teaching staff are focussed on producing quality programs, assessment tasks and resources to support student learning. Sylvania High School supports the staff in these learning endeavours through an ongoing commitment to continuing professional development.

Improvement Measures

Teachers increase their understanding and skills in the development of the Australian Professional Teaching Standards related to Professional Practice.

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.

Staff engage in needs based professional learning with an increased proportion of professional learning developed at the school level that is registered.

Progress towards achieving improvement measures

Process 1: Staff engage in professional learning experiences and implement evidenced informed practices to improve their capacity to meet the Australian Professional Teaching Standards connected to Professional Practice.

Evaluation	Funds Expended (Resources)
Success in student learning is dependant on the quality of the training and development of their teachers. As such, our school has sought to ensure all professional learning activities delivered at the school are of the highest quality. Whilst it is not a requirement of the department, the schools Professional Learning Team developed a process that analyses each Professional Learning activity against the Australian Professional Standards for Teachers. They successfully used this to apply for NESAs registration, meeting the rigorous standard requirements set by Teacher Quality and High Performance.	

Process 2: Executive staff support teachers in relation to achieving and maintaining accreditation and the engagement with needs based professional learning and PDPs aligned to the School Plan.

Evaluation	Funds Expended (Resources)
Our staff Professional Development Plans continue to reflect the needs of the school through their alignment to the school's strategic directions. Staff also demonstrated their adaptive capacity by altering their PDPs throughout the year to reflect their need to quickly develop high-level skills in delivering quality online learning and assessment. Executive staff supported teachers with this development by sourcing and providing professional development in the areas of reported need. In 2020, 100% of our teachers either maintained or achieved their accreditation and their additional efforts and accomplishments in developing the necessary skills for online learning were acknowledged by NESAs in the granting of 5 additional hours of accredited learning to each teacher in the school.	

Process 3: The professional learning team will develop registered professional learning courses as required linked to the specific needs of the school.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The quality of our teaching and learning is dependant on the continued development of staff in the areas of student need. As such, the school has focused on aligning professional development experiences for staff to the school plan. The Professional Learning Team worked collaboratively with the leaders of the school plan in a targeted approach. With this information, the Professional Learning team was able to create meaningful and purposeful courses aligned to the Australian Professional Teaching Standards. The Professional Learning Team scheduled events for all professional learning meetings and Staff Development Days to ensure teachers build Collective Teacher Efficacy and continue to improve their professional knowledge, practice and engagement to continuously improve the achievement of outcomes for students.



Strategic Direction 3

Leading

Purpose

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

Improvement Measures

The Community of Schools Across the Waters (CoSAW) program is strengthened with authentic joint projects between partner schools.

There is an increased alignment of syllabuses and associated documents with both NESAs and Department of Education requirements.

Key staff increase their knowledge and skills in relation to integrating school planning with the use of SAP finance, including the eFPT.

A comprehensive range of policies are evaluated and documented in relation to the operation of the school.

Progress towards achieving improvement measures

Process 1: The CoSAW develops learning opportunities for students which focus on both curricular and extra-curricular areas.

Evaluation	Funds Expended (Resources)
<p>Our Community of Schools Across the Waters (CoSAW) program focus was to increase the meaningful engagement of our primary school students when they visit our school and to afford opportunities of leadership and mentoring for our year 8 and year 11 students. In preparation for 2020, our team collaborated and co-planned learning activities in computer coding where students from the primary school were to engage in the creation of computer games using coding languages. Cooking activities were also planned so that our primary school students could use our food technology and hospitality facilities.</p> <p>During the workshop activities our year 11 and year 8 students provided insight into high school experiences as they mentored primary school students and guided their learning of these new skills.</p> <p>Unfortunately, due to COVID 19 and social distancing, the workshops had to be put on hold. We will continue to build strong relationships with our CoSAW community as we share the goal of enhancing the learning of all our students.</p>	

Process 2: The school undertakes a systematic audit of all courses 7-12 to ensure that documents reflect best practice with meeting the requirements of NESAs and the Department of Education.

Evaluation	Funds Expended (Resources)
<p>All executive teachers in the school continued in our systematic audit of teaching programs to ensure high-quality alignment with NESAs curriculum requirements and Department best practice recommendations. This proved to be a significant strength of the school's teaching program during online learning the enabling good communication across teaching staff in the online learning environment.</p>	

Process 3: Targeted staff undertake professional learning in SAP Finance and the eFPT.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The Executive staff completed eFPT and SAP training with personnel from Strategic Schools Resourcing. This professional learning has reinforced their knowledge and understanding of systems and processes that ensure the successful financial management of the school.</p>	

Process 4: Local policy documents are systematically evaluated for currency and effectiveness within the school context.

Evaluation	Funds Expended (Resources)
<p>In 2020, a significant number of policy and procedure have either been evaluated and reviewed or newly established. This includes COVID procedure for online learning, enrolment policy, uniform policy, assessment policies Year 7-12 and Student Use of Digital Devices and Online Services. Regular review of policy and procedure benefits staff and our community and embeds a firm understanding of what Sylvania High School is about.</p>	<p>NESA documents. School calendar.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Our Aboriginal students engaged with AIME mentoring again this year to support their growth and attainment. Students also participated in NAIDOC week initiatives and received Toyota scholarships to enhance their educational experiences. Our dedicated ATSI coordinator regularly met with students to discuss current and ongoing issues, and their PLPs were regularly reviewed with key stakeholders to ensure relevancy and purpose. Moving forward, the school will be reinforcing the connection to land of Aboriginal students by developing an indigenous garden, yarning circle and working with Aunty Deanna in the design and realisation of a mural.
English language proficiency		All our EAL/D students are assessed against the EAL/D progressions to ensure their continued growth. An unfortunate outcome of COVID this year was that a number of our international students left our school to return home. This has been a cultural loss to the school and we look forward to their return in 2022. Our trained EAL/D teacher continued to support our students at the consolidating level with targeted and in-class support. All EAL/D students were supported and developed over the year to pass their HSC minimum standard test in reading, writing and numeracy.
Low level adjustment for disability		Sylvania High School employed two Student Learning Support Officers in 2020 who assist students with identified learning and support needs. This included support in organisation and study skills as well as literacy and numeracy support across a range of subjects. During our period of online learning, our school developed a system for SLSOs to support in online classes by participating in Zoom lessons and in Google classrooms. Their ability to quickly adapt and support our students with the highest needs during this time was commendable.
Socio-economic background		The Learning Support team and Welfare team collaboratively identified students of high need during our period of online learning. Families needing support with access to online learning were quickly identified and technology resources were provided by the school. Students that were identified as needing extra support were provided with additional help from Learning and Support teachers and Student Learning Support Officers. Their engagement was closely monitored by the school as was their continued growth on their return.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	388	392	395	409
Girls	418	401	411	392

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.1	92.8	92.3	94.3
8	90.5	89.2	90	92.5
9	90.9	90.2	87.3	92.1
10	86.9	87.2	89	89.6
11	89.5	89.9	87.8	90.9
12	91.8	92.1	89	90.3
All Years	90.5	90	89.2	91.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3
Employment	0	5	7
TAFE entry	7	5	25
University Entry	0	0	62
Other	0	2	4
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

33.33% of Year 12 students at Sylvania High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at Sylvania High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	41
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.48
Other Positions	1

*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	684,681
Revenue	9,250,963
Appropriation	8,792,211
Sale of Goods and Services	182,737
Grants and contributions	244,482
Investment income	1,732
Other revenue	29,800
Expenses	-9,085,296
Employee related	-8,117,613
Operating expenses	-967,683
Surplus / deficit for the year	165,666
Closing Balance	850,348

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	77,272
Equity Total	346,416
Equity - Aboriginal	16,796
Equity - Socio-economic	92,343
Equity - Language	50,642
Equity - Disability	186,635
Base Total	7,937,812
Base - Per Capita	193,846
Base - Location	0
Base - Other	7,743,965
Other Total	336,374
Grand Total	8,697,874

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.

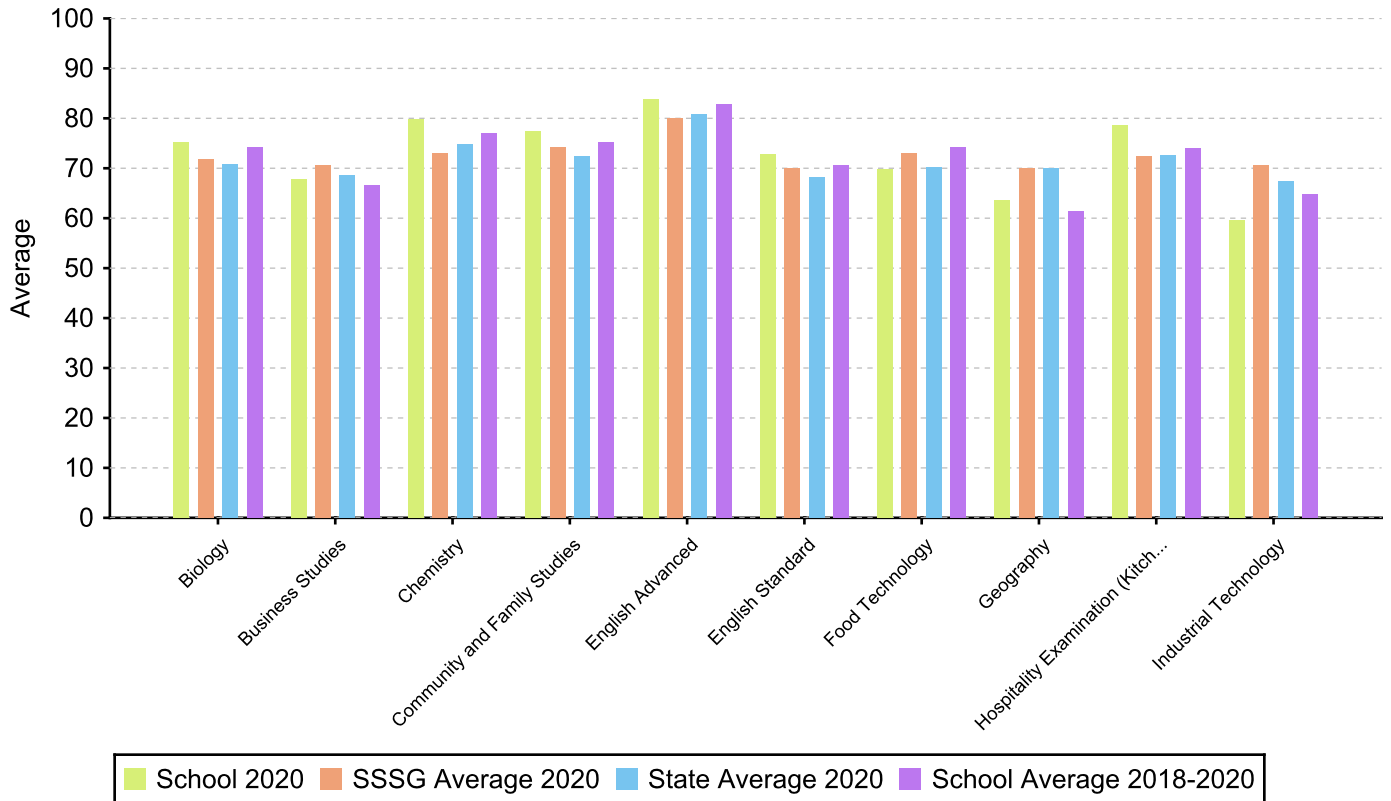
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	75.2	71.8	70.8	74.2
Business Studies	67.7	70.6	68.6	66.5
Chemistry	79.8	73.0	74.8	76.9
Community and Family Studies	77.3	74.2	72.4	75.2
English Advanced	83.9	80.0	80.8	82.9
English Standard	72.7	70.1	68.1	70.6
Food Technology	69.7	73.1	70.2	74.2
Geography	63.6	69.9	70.1	61.4
Hospitality Examination (Kitchen Operations and Cookery)	78.7	72.4	72.5	73.9
Industrial Technology	59.6	70.6	67.5	64.7
Information Processes and Technology	69.5	71.8	69.6	67.3
Legal Studies	80.3	73.7	72.1	74.9
Mathematics Advanced	83.2	74.5	77.7	83.2
Mathematics Extension 1	76.1	74.8	79.1	72.5
Mathematics Standard 2	65.0	67.3	64.9	68.0
Personal Development, Health and Physical Education	74.2	70.8	69.9	73.1
Physics	77.2	70.7	73.0	69.5
Society and Culture	77.9	76.7	76.2	76.5
Visual Arts	78.6	80.7	79.2	82.1

Parent/caregiver, student, teacher satisfaction

Staff feedback on the achievement of school plan priorities and the achievement of milestones in 2020. For the school priorities moving forward staff provided the following feedback on what our next Strategic Improvement Plan should focus on:

- Consistent high expectations across the school
- Staff wellbeing
- Streamlining policies, procedures and practices
- Continue the resilience framework
- Evaluate and refine ALARM as a framework for teaching and learning in all stages

Parent feedback during and after the pandemic was supportive, full of gratitude, and testament to the quality teachers in the school. Some comments from parents were:

Thank you so much to you and to your teachers for arranging the timetable so that year 12 students can return to school and face to face teaching 4 days a week. Our son L has struggled with the online learning and a return to school will benefit him tremendously. We thank your teachers for their dedication and commitment. I would also like to acknowledge the efforts of the teachers in delivering online lessons for both L and J (year 9). We recognise that this has been an enormous effort and has requires a significant amount of additional work. They are doing a fantastic job.

On behalf of H and myself, we take this opportunity to thank you all for the part you have played in providing opportunities for L to develop so much in the six years that he has been at Sylvania High School. He has grown considerably, in so many ways, while he has been involved in the numerous programs on offer at the school. I pay particular reference to his involvement in the School's Leadership team, school sport, the excursions within Australia and overseas, and the Mock Trials, which saw such significant growth in his confidence and presentation skills. We are strong supporters of Public School Education, and are proud to have been able to be part of Sylvania High School. Once again, this is a classic example of very special people doing very special things.

To all the staff that supported and guided year 12, we would like to send out a huge thank for all the support and patience you have offered J throughout her years at Sylvania High School, but in particular during 2020. You provided them with the ability to quickly adapt and learn in a new environment and continued to provide them with the learning tools they needed to persevere through these challenges. Thank you again for your dedication and guidance.

Feedback from students in 2020 revolved around their vision for graduates that informed the development of a new strategic improvement plan. Students across Years 7-12 engaged in the Portrait of a Graduate activity and identified the key capabilities they determined were necessary for success beyond school. Responses included: the ability to manage a budget, social awarness, empathy, resilience, communication skills, ambition, creativity and understanding of how to complete a tax return! Their feedback has informed the vision and strategic directions of the school moving forward.



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.

