

# 2021 Annual Report

## Sylvania Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Sylvania Public School

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## 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 with our focus for ongoing improvement based on the situational analysis to address student growth and the ongoing maintenance and enhancement of wellbeing in keeping with our aim to ensure that all students are "known, cared for and valued."

## School context

Sylvania Public School is a small, multicultural school with a Teaching Principal, 6 classes K-6 and a total student population of around 140 in recent years. Sylvania Public School attracts enrolments 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.

Based on our situational analysis we will concentrate on student growth and attainment in reading and numeracy with a particular focus on student growth. We have also found that we need to concentrate on student wellbeing to sustain and enhance the effective programs during previous school plan cycles. We continue to provide extra-curricular opportunities in sport and creative arts. 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 enrolment patterns at this school have had a significant impact on student outcomes and in 2020 six (6) classes were 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Working towards Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure student growth and attainment through quality literacy and numeracy practices. Examination of our data shows that we need to focus on high potential gifted students to ensure that they are also growing in literacy and numeracy.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Growth in Reading and Numeracy

### Resources allocated to this strategic direction

**Integration funding support:** \$32,686.00

**English language proficiency:** \$40,691.07

**Low level adjustment for disability:** \$45,453.17

**6101:** \$49,169.00

**Aboriginal background:** \$6,117.58

**Socio-economic background:** \$14,652.85

**Literacy and numeracy:** \$14,192.08

**QTSS release:** \$24,217.49

### Summary of progress

At the start of 2021, the Soundwaves spelling program was introduced and implemented across K-6. Baseline data was collected and targeted students were able to show significant growth over Semester 1, after working in small remedial spelling support groups. The change in school operations in Term 3 impacted the continuity and consistency of the support program, however students were able to access explicit lessons and online activities during the learning-from-home period ensuring the intended scope and sequence was able to be followed. Moving forward, the Soundwaves program will continue to be used across 3-6, but based on current research, K-2 will begin to use InitialLit and MiniLit as a whole class and individual literacy intervention program.

During Term 4, we established enrichment Mathematics groups across Y1-6 and provided challenging learning opportunities for these students to succeed working beyond grade expectations. These groups have shown excellent growth and consolidation of higher order concepts in number. In 2022, a whole-school scope and sequence will be developed and targeted data-driven teaching cycles will be embedded, using Essential Assessment software for pre and post student assessment.

All staff have been trained in the implementation of the HPGE policy. In 2022, HPGE students will be identified and enrichment opportunities catered to support individual student need across the four domains.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase or maintain the percentage of students in NAPLAN Top Two Bands Reading 2019 to above our system negotiated lower bound target of 46.7%  Uplift required = 2%	The percentage of students achieving expected growth in reading increased to 62.5% indicating an improvement of 14.41% against the baseline and an improvement on the 2019 result of 2.5%. This result shows progress beyond our upper bound target.
To increase or maintain the percentage of students in NAPLAN Top Two Bands Numeracy 2019 to above the system negotiated higher bound target of 46.7%	Data indicates 38.71% of students are in the top two skill bands for numeracy which is a 3.88% increase against baseline data. However, this figure is a decrease of 9.44% on the 2019 result.

<p>To increase the percentage of students in NAPLAN Expected Growth in Reading 2019 towards the system negotiated higher bound target of 62.2%</p> <p>Uplift required = 2.2%</p>	<p>Data indicates 41.94% of students are in the top two skill bands for reading which is a 2.32% increase against baseline data. However, this figure is a decrease of 2.5% on the 2019 result.</p>
<p>To increase the percentage of students in NAPLAN Expected Growth in Numeracy 2019 to above the system negotiated lower bound target of 64.5%</p> <p>Uplift required = 10%</p>	<p>The percentage of students achieving expected growth in numeracy increased to 75% indicating an improvement of 14.77% against the baseline and an improvement on the 2019 result of 45%. This result shows progress beyond our upper bound target.</p>
<p>To establish a baseline of the percentage of students with additional, targeted and/or equity needs meeting their individual learning goals.</p>	<p>Reflection on our data of students with targeted or additional needs, shows that 75% are consistently meeting their individual learning goals.</p>
<p>All lessons are systematically planned as part of a coherent program that has been collaboratively designed. (School Excellence Framework - Effective Classroom Practice - Explicit Teaching - Sustaining &amp; Growing)</p>	<p>Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. (School Excellence Framework - Effective Classroom Practice - Lesson Planning - Delivering)</p>
<p>Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. (School Excellence Framework - Data Skills &amp; Use - Data Analysis - Sustaining &amp; Growing)</p>	<p>Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, Check-in Assessments) with internal measures to build consistent and comparable judgement of student learning. (School Excellence Framework - Data Skills and Use - Data Use in Teaching - Delivering)</p>

## Strategic Direction 2: Wellbeing for Growth

### Purpose

Our purpose is to sustain and build on enhanced Wellbeing programs across the school community so that students are thriving and developing capabilities as lifelong learners.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Student Wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$7,000.00

### Summary of progress

In 2021, all staff were trained in Emotion Coaching and have implemented strategies within their classrooms which are showing positive benefits. The Got It program was run successfully and the targeted group of 6 students involved gained additional experiences to improve their emotional wellbeing. The training has reinforced the strategies and awareness of managing emotions within the classroom and across the school.

Our involvement in the Got It program, highlighted the need for a more explicit and holistic approach to student wellbeing across the school. As a result, we have employed a wellbeing specialist (0.2 FTE) to work with identified students, using the Peaceful Kids program in 2022 and beyond. Following the learning-from-home period we have organised for an external provider to deliver a Mindfulness and Wellbeing program in Term 1, 2022 to assist with enhancing student wellbeing.

In 2022, Sentral will be implemented across the school to address student attendance issues. Daily emails will be sent to parents requesting answers to unexplained absences to ensure accurate attendance data is collated.

Next year in this strategic direction, a Student Parliament will be introduced to actively promote and enhance student voice across the school to improve the number of students reporting positive wellbeing measures through the Tell Them From Me surveys.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the percentage of student with a positive sense of wellbeing from 91.6% in 2019 towards lower bound target of. 94.4%  Uplift = 2%	91.18% of students reporting positive wellbeing outcomes has decreased by 1.42% across the positive wellbeing measures and also decreased by 0.49% from 2020.
To increase the percentage of students who attend school more than 90% of the time from 75.99 .in 2019 towards lower bound target of 85.19%  Uplift = 5%	The number of students attending greater than 90% of the time or more has increased by 1.8% to a result of 81.83%, which is an increase of 5.84% on the 2019 result.
Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and	The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings. The needs of all students are explicitly addressed in teaching and learning programs. (School Excellence Framework - Wellbeing - Individual Learning Needs &

supportively applied across the school. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. ((School Excellence Framework - Wellbeing - Sustaining & Growing)

Behaviour - Delivering)

Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,686.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sylvania Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students with critical health care needs being supported safely by a School Learning Support Officer.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide a safe learning environment for students with high health care needs.</p>
<p>Socio-economic background</p> <p>\$14,652.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sylvania Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Soundwaves to support student learning</li> <li>• employment of additional staff to support Soundwaves program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students from low socio-economic backgrounds being provided with equitable resources and access to the curriculum. It has assisted students to show significant growth in Spelling through the implementation of the Soundwaves program and in small group targeted intervention opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide equitable access to the InitialLit, MiniLit and Essential Assessment programs through resourcing.</p>
<p>Aboriginal background</p> <p>\$6,117.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sylvania Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$6,117.58</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> six indigenous students being supported with additional staffing support to achieve success within the curriculum. One of these students was also given the opportunity to access an indigenous language culture camp.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further enhance and support our indigenous students to connect with their culture and achieve success in learning. Opportunities will be given to establish and engage in a Didjeridoo performance group in 2022.</p>
<p>English language proficiency</p> <p>\$40,691.07</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sylvania Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> consolidating and developing students being supported through small group instruction provided by the EAL/D &amp; LAST teacher., resulting in 67% of identified students showing growth in Reading, Writing and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuing of targeted support and identifying students not showing growth for additional intervention.</p>
<p>Low level adjustment for disability</p> <p>\$45,453.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Sylvania Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> a fulltime School Learning Support Officer being employed to support students with a range of additional needs across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to employ a fulltime School Learning Support Officer to support students with a range of additional needs across the school.</p>

<p>Literacy and numeracy</p> <p>\$14,192.08</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sylvania Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all staff being trained to effectively implement the Soundwaves spelling program. In addition to this the funding has been spent to provide equitable access to online learning resources and physical resources to support the implementation of the program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to utilise this funding in a targeted approach to staff training to aid in the implementation of InitialLit, MiniLit and Essential Assessment in 2022.</p>
<p>QTSS release</p> <p>\$24,217.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sylvania Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff being able to meet improvement measures listed in the School Improvement Plan by introducing and implementing quality initiatives in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide the Assistant Principal with additional release time to support staff and ensure the delivery of a quality, differentiated curriculum across the school.</p>
<p>COVID ILSP</p> <p>\$53,099.90</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul>

COVID ILSP

\$53,099.90

**The allocation of this funding has resulted in:**

a teacher being able to lead learning with small intervention groups in both spelling and number for 2 days per week.

**After evaluation, the next steps to support our students with this funding will be:**

to continue to utilise COVID ILSP funding to support students with an additional teacher being employed for 2 days per week. This teacher will provide additional support to students through implementation of MiniLit.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	64	80	78	79
Girls	58	57	52	57

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.5	92.2	96.2	93.2
1	94.8	89.8	95.5	94.8
2	91.8	92.6	95.7	93.8
3	94.2	90.4	95.9	93.8
4	94.1	95.7	92.3	94.5
5	93.6	92.2	96.9	91.4
6	95.4	95.4	94.5	95.3
All Years	93.8	92.5	95.5	93.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	4.77
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	113,549
<b>Revenue</b>	1,498,288
Appropriation	1,456,142
Sale of Goods and Services	433
Grants and contributions	41,605
Investment income	109
<b>Expenses</b>	-1,545,578
Employee related	-1,374,721
Operating expenses	-170,856
<b>Surplus / deficit for the year</b>	-47,290
<b>Closing Balance</b>	66,260

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	32,686
<b>Equity Total</b>	106,915
Equity - Aboriginal	6,118
Equity - Socio-economic	14,653
Equity - Language	40,691
Equity - Disability	45,453
<b>Base Total</b>	1,183,313
Base - Per Capita	32,047
Base - Location	0
Base - Other	1,151,266
<b>Other Total</b>	59,268
<b>Grand Total</b>	1,382,182

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. In 2021 our school used the "Tell Them From Me" online surveys to gather feedback from parents, students and teachers.

As an addition we send an end of year survey to all families in the Sylvania PS community and collate the data to drive future vision in our school.

Through surveys our SPS students conveyed that they felt there was a positive sense of belonging and they have someone at school who consistently provides encouragement, classroom instruction is well organised, with clear purpose, and with immediate feedback that helps them. We were particularly pleased with the students feedback on 'bullying' as this incident data has dropped dramatically over the years, as the connection and belonging has risen positively for all students.

Teachers are strong collaborators to develop programs that meet student needs that have clear learning intentions and success criteria while monitoring individual student goals and grade progress. This has had a positive effect of staff and students.

Parents feel they can speak to their child's teacher about their child's needs, they are informed about the school rules and are encouraged to attend all school events such as assemblies, parent/teacher interviews and parent sessions. In 2021 we have had to be very creative and have utilised 'Zoom' and 'Bright cove' to livestream events and communicate with families to ensure our Community connection remain positive and strong. Our remote learning for families at Sylvania was improved over the course of lockdown with many families pleased with the positive changes made.

Our 2021 Annual Parent Survey indicated:

- 96.2% of families felt supported and connected to the school during the COVID lockdown period
- 75.5% of families were happy with the changes made to improve communication methods

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.