

2021 Annual Report

Sylvania Heights Public School



4024

Introduction

The Annual Report for 2021 is provided to the community of Sylvania Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

2021 was a year of challenges and opportunities. Opportunities to learn new things, work in different ways and develop and refine our digital skills that will lead us into the future. We again learnt about resilience and struggle and adapted to the challenge of remote learning for a much longer period that we anticipated. We learnt more about submitting work in Google classroom, digital creation, Kahoot quizzes and the etiquette of online learning. Thank you to our hardworking and committed P&C, who have continued to work with the staff to drive direction for our school. Our students have benefitted from classroom games, the services of Miss Rosie (School Chaplain), trophies for presentation day and our much-anticipated opening of our new 3-6 playground. It has been an honour and pleasure to work with Sandy Rourke as the P&C President. She has been open to new ideas, assisted with recruitment panels, organised events and encouraged new parents to join the P&C. One of the directions for our school plan for 2021-2024 is for Sylvania Heights Public School to grow ourselves in focus as a learning organisation - that every student, every teacher and every leader, grows in their knowledge and skills. Our teachers are studying and working hard to improve and be the best they can for our students. Our teachers began working in professional learning communities this year, engaging in current research. Thank you to our hard-working, dedicated and professional teachers. I am really proud of everything achieved this year.

Clint White - Principal



School vision

Sylvania Heights Public School students and staff **strive to achieve**. Our united community empowers learners to **grow academically and socially**; ensuring that every individual is known, valued and cared for. **Collaborative professional development** and **quality teaching practices** support learners to be ready for tomorrow's world.

School context

Sylvania Heights Public School is located in the southern suburbs of Sydney with an enrolment of approximately 610 students. The school community is culturally diverse with 41% of students from families with English as an additional language or dialect and 12 students who identify as Aboriginal and/or Torres Strait Islander.

Sylvania Heights Public School actively encourages students to be respectful, responsible learners through our Positive Behaviour for Learning (PBL) framework. The dedicated and inspirational staff have a range of teaching experience and skills, working collaboratively to plan and implement innovative learning programs. There is a strong emphasis on student growth in literacy and a major focus to achieve improvement in numeracy through instructional leadership and the PMST (Primary Mathematics Specialist Teacher) initiative.

The school views itself as a learning organisation, with a commitment to ongoing research-based professional development through Professional Learning Communities. Strong student wellbeing programs and technology integration engage students to be ready for tomorrow's world. Quality teaching programs cater for all students with programs for High Potential and Gifted Education, as well as those students who have additional learning needs. The community strongly supports the school's focus on extracurricular opportunities in the creative and performing arts and sport. Students from Years 3-6 participate in a Bring Your Own Device (BYOD) initiative to support future-focused learning.



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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students. Instructional Leadership and professional learning will support teachers to maximise their capacity to improve student outcomes.

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.

- Targeted Support for Students
- Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project

Resources allocated to this strategic direction

English language proficiency: \$129,352.00
Aboriginal background: \$9,061.00
Integration funding support: \$133,768.00
Low level adjustment for disability: \$166,015.00
Socio-economic background: \$31,006.00
Literacy and numeracy intervention: \$31,779.00
Literacy and numeracy: \$31,778.61
Per capita: \$153,086.91
QTSS release: \$115,481.55
Professional learning: \$27,892.06

Summary of progress

In 2021, we introduced an Assistant Principal, Instructional Leader (APIL) position for our school. The APIL was focussed on encouraging engagement with research to improve teaching and learning practice in literacy and reviewing assessment practices. A key part of the IL program was the introduction and sustainability of daily morning routine in every class K-6. Morning Routine sets high expectations in regularly reviewing key concepts daily with students. This initiative was sustained throughout remote teaching in allowing students to have consistency in their daily learning program. The Primary Mathematics Specialist Teacher Initiative (PMSTI) program was introduced in 2021 through a successful expression of interest, application and interview process. This initiative aimed to develop expertise in teaching mathematics in the primary setting. The initial phase focused on developing the PMSTs and school-based team's knowledge and skills in mathematics pedagogy with view to implementing changes in teaching practice in 2022.

Our Specialist Teaching Team (EAL/D and Learning Support) outperformed expectations in 2021, coordinating the learning support team and learning support officers to maximise student support and programs. In Term 3, during remote learning, targeted support for students remained a high priority and learning was differentiated and supported. Student Learning Support Officers, under the guidance of the Learning Support Team provided intensive small group intervention throughout the year, including during online learning. As a result of morning routine and targetted intervention, the first session of the day is more settled and students are highly engaged in learning evidenced by a decrease in behaviour referrals to the school executive. Learning starts immediately when students enter classrooms and teachers report lowered anxiety through the implementation of this highly structured approach.

In 2021, systematic phonemic awareness instruction was implemented in K-2 classes using the Heggerty program. We reviewed research on evidenced-based reading practices and refined our approach to teach synthetic phonics. To support moving from an L3 to Science of Reading approach (in line with Department of Education evidence-base) we purchased additional decodable readers and provided professional learning opportunities and instructional leadership support. A new assessment task was piloted to measure the impact of phonemic awareness instruction. One of the positive impacts of this initiative was improvement in phonics screen data.

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

Increase the percentage of students achieving in the Top 2 Bands of NAPLAN reading in Years 3-5 from 51.5% in 2019 (baseline) to lower bound system negotiated target 53.3% and upper bound 58.3%. Uplift required 2% for lower bound.	Student performance measures in literacy were met in 2021 with 53.41% of students achieving in the top two skill bands for reading showing an improvement of 5.54%.
Increase the percentage of students achieving in the Top 2 Bands of NAPLAN numeracy in Years 3-5 from 36.75% in 2019 to lower bound system negotiated target 46% and upper bound 51%. Uplift required 5%.	Student performance measures in numeracy continue to be a focus for school improvement. In 2021, 42.29% of students achieved in the top two skill bands for numeracy showing an improvement of 5.54%.
Increase the percentage of students achieving expected growth in NAPLAN reading in Years 3-5 from 64.29% 2019 to lower bound system negotiated target 64.5%. Uplift required to upper bound is 2%.	59.76% of students achieved expected growth in reading from Years 3-5.
Increase the percentage of students achieving expected growth in NAPLAN numeracy in Years 3-5 from 35.71% 2019 to lower bound system negotiated target 59.5% and upper bound 64.5%. Uplift required 5% to the lower bound.	59.76% of Year 5 students achieved expected growth in numeracy from 2019-2021 from Year 3 results, meeting lower bound target.
Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or 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.	Teachers have engaged in professional learning in interpretation and analysis of PAT (Progress Achievement Test) data.
Teachers demonstrate currency of content knowledge and evidence based teaching practice in literacy and numeracy.	All teachers experienced the implementation of Morning Routine in 2021. During learning from home in Term 3, teachers were able to continue the implementation, delivery and evaluation of Morning Routines through digital platforms.
Measures show that increasing numbers of EAL/D and targeted students are showing growth in comparison to baseline measures.	EAL/D students were well supported throughout the year, particularly through remote teaching with explicit instruction from specialist staff. 100% of students were engaged in learning and wellbeing checks were regularly completed ensuring that learning tasks were accessible and differentiated. 18% of students received support in 2021 and showed growth. 89% of Year 5 EAL/D students developing or consolidating their English language skills made at, or above expected growth in NAPLAN 2021.

Strategic Direction 2: Student Engagement and Differentiation

Purpose

In order to maximise student learning outcomes, we will implement a strategic approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Teaching programs will address student need, ensuring that all students, including High Potential and Gifted Education (HPGE) learners are challenged through curriculum differentiation.

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.

- High Potential and Gifted Education (HPGE) and classroom differentiation
- Student Wellbeing and Engagement

Resources allocated to this strategic direction

Professional learning: \$8,000.00

Summary of progress

In 2021, two staff members completed the High Potential and Gifted Education (HGPE) leaders course, evaluating school practices and plans for further development. A school situational analysis was completed for future planning. In Term 4 2021, all teaching staff completed the HPGE five hour teacher training course for foundational knowledge in preparation for 2022. Staff reported that they would like to develop their skills in differentiating the curriculum and staff professional learning on differentiation tools will be addressed in 2022. The Student Wellbeing Project to define student learning attributes and values will commence in 2023. The student behaviour and reward policy introduced in 2020 will be reviewed with student, staff and parent input. Teachers have high expectations for student learning and feedback is regularly provided to students. Through the implementation of Google Classroom across the school, feedback to learning was accessible and enabled for all teachers and support staff.

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
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.	Teachers have developed skills to differentiate learning for students of all levels of achievement. Working in a remote environment, teachers had the opportunity to share and observe learning programs and the delivery of learning adjustments across stage teams.
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	The school collects stage-based data to inform teaching and learning. PAT testing, NAPLAN and Check In assessment has supported teachers to make judgements on learning.
High Expectations - we will provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.	Teachers provide more complex tasks to students evidenced through online learning tasks in Google Classrooms.
Establish the baseline of the percentage of students in the top two bands in NAPLAN who are achieving greater than their expected growth.	59.7% of students made greater than expected growth in reading in 2021. 59.76% of students made greater than expected growth in numeracy in 2021.

Establish the baseline of the percentage of students engaging in successful talent development projects.	Due to remote teaching, this activity was not completed.
Increased percentage of students expressing positive sense of wellbeing from 89.18% 2020 towards our system negotiated lower bound target of 93% (upper bound =98%) Uplift = 2%	87.93% of students expressed a positive sense of wellbeing with improvement needed for target growth. COVID-19 may have had an influence on this measure with 14 weeks absence from school.
Increased percentage of students with attendance greater than 90% of the time from 77.7% in 2019 towards our system negotiated lower bound target of 91% (upper bound =95.5%) Uplift = 7%	83.27% of students achieved 90% or greater attendance with improvement needed for target growth. COVID-19 may have had an influence on this measure with 14 weeks absence from school.



Improvement in writing

Strategic Direction 3: Collaborative Practice

Purpose

In order to maximise student learning outcomes, we will use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. Teachers will be skilled to implement changing curriculum that meets students' need and assessment practices and evidence-based judgements are consistent across teams.

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.

- Professional Learning Communities
- Curriculum Implementation

Resources allocated to this strategic direction

Summary of progress

In 2021, a new philosophy of professional learning was introduced to staff. Professional Learning Communities (PLCs) enhanced the school's aims to become a learning organisation. Initially, stage-based professional learning teams were established and were used to introduce academic readings and research. Staff engaged in research on cognitive load theory and retrieval practice; and were introduced to the concept of Morning Routine. Further professional reading on explicit teaching of vocabulary was undertaken in PLCs. Staff engaged in team teaching to observe, collaborate, reflect and learn from others during Morning Routine. The positive impact on the school was the professional dialogue between teachers, the willingness to welcome colleagues into classrooms and the increased enthusiasm for trialling and engaging in new teaching pedagogy.

In 2021, teachers implemented the new PDHPE syllabus. Resources provided by the department were trialled and evaluated and student work samples were collected. Professional Development Plans included a school goal to engage in research to improve practice. The staff challenged themselves to grow professionally in a culture of high expectations and demonstrated respect for each other as professionals.

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
The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.	100% of teaching and non-teaching staff have a PDP and engaged in the process of goal-setting and evaluating progress.
Teachers engage in professional discussion and collaborate to improve teaching and learning. Teachers demonstrate currency of content knowledge and evidence based teaching practices.	All teaching staff engaged in professional research on cognitive load theory and retrieval practice through structured professional learning communities. Teachers are regularly observed informally discussing teaching practice and student learning outcomes. Teachers self-identified a focus area for growth through a staff survey. PLCs focussed on these growth areas and were planned for Term 3., but postponed due to learning from home. This learning will now take place in 2022.
The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Differentiation of curriculum delivery within classrooms occurs for	Teacher timetables reflect the subject time allocations and meet NESA requirements. Programs are planned collaboratively and assessed using NESA guidelines. Teachers cater to a range of student abilities evident in programming and ability-based maths and reading groups. Student differentiation was enhanced through remote learning with teacher trialling new methods of instruction. A highly effective Learning Support Team supports students through targeted intervention.

students with identified needs.	
Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.	The staff keep effective records and regularly discuss student achievement and areas for growth. The Learning Support Team and Instructional Leader work in collaboration with the teaching teams to identify areas for improvement. Beginning teachers are supported through mentoring and coaching by experienced staff and supportive leaders. Resources are allocated to support professional induction. Non-teaching SASS staff are rostered on all administrative tasks to develop their skills and maintain school efficiency. School Learning Support Officers engaged in professional learning in reading intervention and expanded small group instruction of the Minilit and Multilit program.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,768.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sylvania Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: students being supported with learning and behaviour in line with Individual Education Plans. Individual Education Plans have been created in collaboration with carers which are reflective of student strengths; and all students have achieved their learning goals documented in IEPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to monitor student progress and schedule review meetings to consult with parents and carers on adjustments to the student plan.</p>
<p>Socio-economic background</p> <p>\$31,006.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sylvania Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement Minilit and Multilit to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: equitable access for all students to engage in curriculum and targeted support for students. The impact of this intervention is evident in the increased number of students meeting their learning goals in their IEPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to monitor implementation and student growth.</p>
<p>Aboriginal background</p> <p>\$9,061.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sylvania Heights 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$9,061.00</p>	<ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: direct support for students and each Aboriginal student has a detailed Personalised Learning Pathway in consultation with parents and carers. As a result, all Aboriginal students met their learning goals and show pride for their cultural background as active members of the "Wulaba" team.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of SLSOs to support students. Engagement of Aboriginal Education Officers (AEOs) to support students and families.</p>
<p>English language proficiency</p> <p>\$129,352.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: Collaborative team teaching and modelling best practice in literacy acquisition teaching. As a result of this targeted funding and direct intervention, EAL/D students have increased their language proficiency evidenced by student growth in ESL scales.</p> <p>After evaluation, the next steps to support our students with this funding will be: To establish a central data hub to track student growth and achievement.</p>
<p>Low level adjustment for disability</p> <p>\$166,015.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sylvania Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based Multiliteracy interventions to increase learning outcomes • employment of SLSO to improve the development of students by

<p>Low level adjustment for disability</p> <p>\$166,015.00</p>	<p>implementing speech and OT programs developed by specialists</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Targeted support for students to maximise learning outcomes in line with Individual Learning Plans. Through a coordinated approach to Learning Support programs, including consultation with parents and carers, 100% of students with an IEP made growth in learning. There was an overspend in this area due to the needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: a critical analysis of programs to lead to a review of funding allocations to best support student need.</p>
<p>Professional learning</p> <p>\$35,892.06</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project • High Potential and Gifted Education (HPGE) and classroom differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • High Potential and Gifted Education leaders course (two days professional learning) • PMSTI maths team release for professional learning <p>The allocation of this funding has resulted in: Leaders developing skills and understandings on the implementation of the High potential and gifted education policy. Maths team has improved knowledge in best practice mathematics teaching and learning resulting in engaging lessons and a coordinated sequence of learning. Accumulation of teaching resources and research material to support teachers engaging in research and resulting in improved understanding of mathematics concepts for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementation of the professional learning to support student engagement.</p>
<p>School support allocation (principal support)</p> <p>\$31,792.72</p>	<p>School support allocation funding is provided to support the principal at Sylvania Heights Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a School Business Manager (1.0 FTE) <p>The allocation of this funding has resulted in: The completion of administrative tasks that allow the school leadership team to focus on staff and student wellbeing. A highly organised administration team that supports teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the School Business Manager position and allocation of non-</p>

<p>School support allocation (principal support)</p> <p>\$31,792.72</p>	<p>teaching tasks to continue.</p>
<p>Literacy and numeracy</p> <p>\$31,778.61</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sylvania Heights Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Improved teacher practice in line with evidence-based programs that resulted in all K-2 students improving decoding skills when learning to read. Contemporary evidenced-based resources to increase student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase in home reading resources.</p>
<p>QTSS release</p> <p>\$115,481.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Implementation of Instructional Leader - Assistant Principal <p>The allocation of this funding has resulted in: Improved teacher practice and collaboration across and within stage teams, resulting in consistent teacher practices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Improved data skills and assessment practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$31,779.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sylvania Heights Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students

<p>Literacy and numeracy intervention</p> <p>\$31,779.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Increase in students accessing withdrawal evidence-based intervention programs. Students who were involved in these intervention programs increased their confidence for participation and showed growth in reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue and monitor program and critical analysis of support due to overspend to support students in need.</p>
<p>COVID ILSP</p> <p>\$95,383.15</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of an educator to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • allocation time for the staff member to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Improved student results and engagement of students in literacy and numeracy lessons. Withdrawal of students enabled direct instruction for students and a reduced ratio of students to teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: to increase student participation by allocating some CILSP program to SLSOs..</p>
<p>Per capita</p> <p>\$153,086.91</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sylvania Heights Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • procurement of teaching resources to support students <p>The allocation of this funding has resulted in: improved teaching programs with contemporary evidence-based resources to support students. As a result of this investment in resources, students have increased their decoding skills and reading capacity.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

Per capita \$153,086.91	To increase home reading resources to supplement explicit teaching in the classroom.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	355	343	330	308
Girls	302	306	291	297

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	93.6	92.6	94.7
1	94.3	93.3	90.8	95.6
2	95.9	92.7	90	94.5
3	95	94.4	91.2	95.3
4	95.2	93.7	90.6	94.3
5	94.3	92.9	90.6	94.7
6	95.3	93.1	91.9	93.2
All Years	95	93.4	91.1	94.6
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

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.08
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.06

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	61,379
Revenue	5,698,411
Appropriation	5,314,966
Sale of Goods and Services	1,880
Grants and contributions	358,482
Investment income	215
Other revenue	22,868
Expenses	-5,651,862
Employee related	-5,126,060
Operating expenses	-525,802
Surplus / deficit for the year	46,549
Closing Balance	107,928

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.

	2021 SBAR Adjustments (\$)
Targeted Total	141,004
Equity Total	335,928
Equity - Aboriginal	9,061
Equity - Socio-economic	29,321
Equity - Language	129,352
Equity - Disability	168,195
Base Total	4,170,431
Base - Per Capita	153,087
Base - Location	0
Base - Other	4,017,344
Other Total	428,807
Grand Total	5,076,171

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.



Parent/caregiver, student, teacher satisfaction

Students:

- **91%** of students reported that they have friends at school they can trust and who encourage them to make positive choices compared to **85%** NSW Government norm
- **92%** of students reported that do not get in trouble at school for disruptive or inappropriate behaviour compared to **83%** NSW Government norm
- **90%** of Students reported that they try hard to succeed in their learning compared to **83%** NSW Government norm.
- Bullying of students is **11% lower** than state norm.
- **57%** of Students do homework for their classes with a positive attitude and in a timely manner compared to **63%** NSW Government norm.

Staff:

- Collaboration - I talk with other teachers about strategies that increase student engagement. **8.3** (NSW Government norm **7.8**)
- Collaboration - I discuss my assessment strategies with other teachers **8.0** (NSW Government norm **7.6**)
- Learning Culture - I set high expectations for student learning **8.6** (NSW Government norm **7.8**)
- Data Informs Practice - I use results from formal assessment tasks to inform my lesson planning. **8.2** (NSW Government norm **7.8**)
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. **7.7** (NSW Government norm **6.7**)
- I establish clear expectations for classroom behaviour. **8.6** (NSW Government norm **8.2**)
- **86%** of staff surveyed agree or strongly agree that school leaders are leading improvement and change
- **87%** of staff surveyed agree or strongly agree that school leaders clearly communicate their strategic vision and values for our school.

Parent/Carer:

- I feel welcome when I visit the school. **7.5** (NSW Government norm **6.7**)
- Teachers listen to concerns I have. **7.8** (NSW Government norm **7.5**)
- The school's administrative staff are helpful when I have a question or problem. **7.5** (NSW Government norm **7.5**)
- The teachers would inform me if my child were not making adequate progress in school subjects. **7.2** (NSW Government norm **7.5**)
- **74%** of parents talked with a teacher more than twice about learning or behaviour
- **24%** of parents talked with a teacher more than three times about learning or behaviour
- **12%** of parents are involved in school committees
- My child is clear about the rules for school behaviour. **8.9** (NSW Government norm **7.7**)

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 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

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.