

# 2021 Annual Report

## Sylvania High School



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# Introduction

The Annual Report for 2021 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 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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## 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 and opportunity for all.

## 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 720 drawn from our local community and beyond with diverse cultures and language backgrounds. Our multicultural school brings rich diversity that is 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 their moral purpose of 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 and the curriculum encourages students to develop essential skills for now and into the future, promoting both personal and interpersonal dispositions for learning. Underpinning our breadth of curriculum is the belief that we are ensuring students are active citizens of high moral character with a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, relearn and unlearn amidst our complex and changing global landscape.

From our situational analysis, we have identified a need to strengthen our learning culture through high expectations, student agency, teacher growth and wellbeing. In 2022 we opened our new Support Unit with two Autism (AU) classes, and one Intellectually Moderate (I/O) class. The school already proudly advocates for equal access and opportunity for all students in inclusive 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

## Strategic Direction 1: Student growth and attainment

### Purpose

*To enable students to be lifelong learners, we will drive a balanced focus on key skills, capabilities and attributes that are critical to their successful transition to the world beyond school.*

### 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.

- Breaking Bands
- Explicit Teaching: Reading and Numeracy

### Resources allocated to this strategic direction

**Socio-economic background:** \$2,505.03

**Per capita:** \$7,459.93

**English language proficiency:** \$49,431.54

**Low level adjustment for disability:** \$189,642.46

**Integration funding support:** \$47,187.00

### Summary of progress

The first iteration of HSC monitoring was implemented during Term 1 with all KLAs meeting with the Senior Executive to review students' performance in the 2020 HSC. Through rich discussion and provocative questioning, teachers were able to unpack the strategies that led to higher performance, and identify areas for further improvement. This initiative encapsulates the teaching and learning cycle, where performance data is analysed and evaluated, combined with empirical and anecdotal evidence to form a narrative about impact. From this monitoring process, teachers make adjustments to the teaching and learning cycle in order to increase the performance of students in the HSC courses. The next steps for Breaking Bands in 2022 is the introduction of Curriculum Review via our Cycle of Improvement to follow the monitoring, with Executive and Senior Executive delving into programming, assessment, pedagogy and reporting across KLAs.

The COVID pandemic has a significant impact on the design and implementation of our reading and numeracy projects. Following the external validation process at the end of 2021, a revised strategic improvement plan will see the redesign, development, implementation and evaluation of our approach to lifting achievement in reading and numeracy. This will include targeted support for students via the COVID ILS program; professional learning of teachers through program development; improvements to the explicit teaching of reading, writing and numeracy, and specialised programs to support students achieve the HSC Minimum Standard. Whilst we shifted to online learning during Term 3 and most of Term 4, we did introduce two significant project based learning initiatives to promote engagement with students. Projects were connected to National Science Week, ANSTO Hackathon, and our commitment to inclusivity through projects that improve the lives of people with disabilities.

### 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
Implementation of reading comprehension and inferential strategies in Stage 4 programs for high potential students.	This initiative was in the design stages when we shifted to online learning during Terms 3 and 4 which resulted in a delay to the implementation. Additionally, the school underwent the External Validation process in Term 4 which resulted in a shift in the strategic improvement plan, in particular the design and development of the Literacy Lift project. The new SIP 2022-2025 will see the launch of the Literacy Lift project in Term 1 and implementation throughout the year.
Implementation of numeracy strategies in Stage 4 programs for high potential students.	This initiative was in the design stages when we shifted to online learning during Terms 3 and 4 which resulted in a delay to the implementation. Additionally, the school underwent the External Validation process in Term 4 which resulted in a shift in the strategic improvement plan, in particular the

<p>Implementation of numeracy strategies in Stage 4 programs for high potential students.</p>	<p>design and development of the ways in which teachers will explicitly address students' numeracy needs. The new SIP 2022-2025 will see the launch of the Numeracy Lift project in Term 2 and implementation throughout the year.</p>
<p>Targeted students engage in the COVID ILS program to improve their growth in reading.</p>	<p>Through the COVID Intensive Learning Support Program, identified students all accessed this specialised support throughout the year, including during online learning. The focus on reading strategies predominantly centred around reading comprehension and using MACLit as a resource. It is expected that this program will continue into 2022, and the targeted audience for closing the COVID gap will again be students who need to meet expected minimum growth targets, as identified via NAPLAN, but also check in assessments and Best Start.</p>
<p>Targeted students engage in the COVID ILS program to improve their growth in numeracy.</p>	<p>Through the COVID Intensive Learning Support Program, identified students have all accessed this specialised support throughout the year, including during online learning. The numeracy focus was predominantly around use of number, but of significance is the need to improve students' skills in graphing. Data analysis also indicated the need to address students' reading skills in order to improve their achievements in numeracy, as there is significant literacy components within numeracy. It is expected that this program will continue into 2022, and the targeted audience for closing the COVID gap will again be students who need to meet expected minimum growth targets, as identified via NAPLAN.</p>
<p>HSC Monitoring practice is implemented into whole school curriculum monitoring cycle.</p>	<p>The successful implementation of the HSC monitoring practice in 2021 was seen through teachers' ongoing and informed discussions about impact and performance. Teachers are becoming increasingly data confident and data literate, which is leading to greater improvements in teaching and learning strategies that lift achievement in HSC courses. From the monitoring process, the focus on students' achieving in the top two bands (5 and 6) across courses was a strong thread with all staff committed to sharing resources, strategies and expertise across KLA to lift achievement, recognising high performance in HSC courses is intertwined (e.g. the teaching of extended responses in English can impact high achievement in Design and Technology).</p>
<p>HSC Monitoring practice is implemented into whole school curriculum monitoring cycle.</p>	<p>The successful implementation of the HSC monitoring practice in 2021 broadened the focus to include the top three bands (4,5,and 6) of HSC performance, and the nuanced differences in lifting achievement from a Band 3 to 4 as a particular skill set. Of particular significance was the identification across all HSC courses, to make adjustments to the teaching and learning in Stage 4, to not only differentiate for all students, but target the skill set required for students to achieve at a high level by Stage 6. Changes included extended response writing, writing matrices (eg ALARM) being utilised earlier, more complexity and challenging projects in Stage 4, and the explicit teaching of the language used in the HSC for familiarity.</p>

## Strategic Direction 2: Strengthening teaching and leading

### Purpose

*To improve student outcomes, we will design, deliver and develop high impact professional learning for teachers, leaders and aspiring leaders that is evidence-informed, responsive, relevant and meaningful.*

### 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.

- Collaborative professional culture
- Leadership growth

### Resources allocated to this strategic direction

**Professional learning:** \$62,025.12

**School support allocation (principal support):** \$37,570.27

### Summary of progress

The initiatives and activities for strengthening teaching and leading pivoted significantly throughout 2021 due to the COVID pandemic and online learning. Whilst Terms 1 and 2 allowed us the opportunity to begin designing activities around high impact professional learning, leadership programs for staff and facilitating the teacher exchange to Wilcannia CS, the rapid shift to online learning brought with it new professional growth areas, new ways of collaborating, and new opportunities for staff to enhance their leadership capabilities.

Of particular significance was the growth of all staff, including SASS, in using technology to sustain school operations when working from home. This ranged from MS Teams for ongoing collaboration with executive teachers and SASS, to trialling online platforms with students to increase engagement and ensure they were afforded quality learning opportunities each and every day. Whilst the observational rounds project, in its traditional form, was delayed due to not being on site, there were new observational rounds through Zoom break out rooms, and collaborative project based learning sessions that allowed teachers to watch colleagues utilise new ways of working, and deliver the curriculum through creative solutions. The Wilcannia Exchange was inaugurated in 2021, and was a huge success for all staff involved. This initiative will continue into 2022 and beyond.

In general, the greatest impact was seen in the differentiation of learning, teaching and assessment for students as teachers had to reshape their practice to suit a new context, and students had to adapt to new ways of learning, unlearning and relearning. The External Validation process in Term 2 gave further insights into where we need to take this strategic direction, with a stronger focus on building leadership density not only in the executive but also teacher leaders, and student leaders. The process also highlighted areas in our new Strategic Improvement Plan 2022-2025 we will implement concerning formative assessment, high potential gifted education, and collaborative practices that lead to high performance.

### 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
Concept of professional learning communities and observational rounds is designed for implementation in 2022.	This initiative has been delayed to 2022 as the initial design has shifted significantly due to online learning, staff turnover and recruitment, and renewed focus on our priorities for 2022-2025.
Development of a leadership program for teachers and executive.	This program has been delayed due to online learning and changes in personnel, particularly the executive team. The program is due to be designed ready for implementation in 2022-2025.
HIPL framework unpacked with staff and SIP activities informed by the framework.	Staff worked collaboratively to unpack the High Impact Professional Learning framework on school development day. Further professional learning resources, particularly for school leaders, is being released in 2022 and will be accessed to support the design and delivery of quality

<p>Successful educational teaching exchange program with shared T&amp;L experiences across the schools.</p>	<p>professional learning for teachers.</p> <p>The exchange program to Wilcannia Central School was initiated and hugely successful for both school communities. Staff reported a renewed sense of practice and efficacy from their experiences working with teachers, students and families in this remote community, and we will be sustaining the program into 2022 and beyond.</p>
<p>Staff are engaged in professional learning about differentiating learning, teaching and assessment for a diverse range of learners. including HPGE students across the four domains (intellectual, physical, creative and scio-emotional).</p>	<p>All staff engaged in professional learning on school development day Term 3 that centred on technology for learning, including innovative teaching methods, practices, pedagogies and platforms to support online learning. The Learning and Support teachers worked closely with students requiring additional support when online, providing 1:1 support at times using Zoom and MS Teams. Online learning proved to be challenging as the weeks went on, which led to the implementation of project based learning in Term 3 for National Science Week as a means of reengaging students into learning, and breaking the cycle of monotony. Differentiation, particularly for high potential and gifted students, will continue to be a focus in the Strategic Improvement Plan 2022-2025.</p>



## Strategic Direction 3: Thriving Culture

### Purpose

*To drive a positive, thriving learning culture. we will enhance our students' sense of belonging, high expectations in learning, whole school inclusivity and the celebration of achievement.*

### 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 Expectations
- Inclusivity and Wellbeing

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$37,570.27

**Per capita:** \$190,000.00

**Socio-economic background:** \$97,064.71

**Aboriginal background:** \$18,110.55

### Summary of progress

The intended impact for these initiatives is the reformation of a positive learning culture built on values of inclusivity, wellbeing, recognition and buoyancy. Throughout the 2021 year, the initiatives shifted significantly due to online learning, especially the development of an attendance strategy considering all students were marked as flexible whilst engaged in learning online. However, the External Validation process and Tell Them From Me survey reinforced the need to provide extra curricula opportunities for students, to increase their sense of belonging and advocacy, and the need to focus on student wellbeing and leadership as a continuum of development rather than a series of events.

### 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
Student voice is evident in whole school decision making where appropriate.	Students were invited to contribute to the development of the Strategic Improvement Plan 2021-2024, and where appropriate, were consulted on many events and activities at a whole school level. Student leaders met regularly with the Principal to be closely connected to whole school decisions that affected their learning and wellbeing, and ensure there is advocacy and agency for the voices of young people.
Staff collaboratively develop a set of beliefs about learning that inform their teaching and learning practices and maintain high expectations.	Staff consolidated a set of core beliefs about learning at the beginning of 2021 to create a standard of practice expected across all learning environments. The set of beliefs were underpinned by our core moral purpose that motivates and inspires teachers each and every day. The next iteration of the beliefs about learning into 2022 is to ensure they are visible and tangible across the school community, linked to curricular and co-curricular events and occasions to sustain our common goals and ensure we are driven by strong purpose.
Planning day to design an attendance strategy, including moving the 'lateness' sign in to the front office.	The achievement of this initiative was hindered by COVID and online learning during 2021 which meant the strategy has been delayed. The school has been working closely with Safeguarding Kids Together, a team of experts in the Department, to support the design of an attendance strategy that will suit the context of our school. 2022 will be used to refine the design and implementation of the strategy, with expected impact to be measured in the Strategic Improvement Plan 2022-2025.
Promote events that are underpinned by inclusivity.	We continued to champion many events that promote inclusivity both when learning on site and also online. The student initiated and led Pride Group, a

<p>Promote events that are underpinned by inclusivity.</p>	<p>lunch time group for LGBTIQ+ students has provided support for students and access to key wellbeing personnel where required. Students are looking into how they would like to lead inclusive events in 2022, including Harmony Day, Wear It Purple Day, Mental Health Awareness Week, World Autism Day to continue promoting the inclusive and support school culture. The Year 7 PBL program 'Becoming Super Human' dove tailed into World Disabilities Day, reinforcing our commitment to values of inclusivity within and through learning activities and whole school programs.</p>
<p>Relevant and meaningful PLPs developed for each student.</p>	<p>Aboriginal and Torres Strait Islander students all had PLPs developed with key members of the school and broader community, including the Head Teacher Wellbeing, Aboriginal Education Coordinator, parents and community members. 2021 saw the creation of the yarning circle, a physical space designed to facilitate conversation and narrative whilst connected to land and waterways across the school. We also installed an acknowledgment of country signpost entering the school to set the tone and expectations for visitors coming onto Dharawal land. Further opportunities to connect Aboriginal and Torres Strait Islander students to the school through celebration of culture, custom and connection will occur in 2022 and beyond.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$47,187.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sylvania High 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>• Explicit Teaching: 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> Targeted support for students requiring additional support and students are showing growth using internal and external assessments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review and development of Stage 4 curriculum across KLAs with specific strategies to lift the achievement of high potential and gifted students.</p>
<p>Socio-economic background</p> <p>\$99,569.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sylvania High 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>• Breaking Bands</li> <li>• High Expectations</li> <li>• Inclusivity and Wellbeing</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 to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• Year 12 Wellbeing Packs were created and distributed to students during lockdown to remind them they are known, valued and cared for by their teachers and the school community.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvements to student engagement in school wellbeing activities; improvements to student attainment of high performance bands in NAPLAN and HSC.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, we will continue to provide expert support for staff to refine their teaching and learning practice to target high potential and gifted students.</p>
<p>Aboriginal background</p> <p>\$18,110.55</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sylvania High 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</b></p>

<p>Aboriginal background</p> <p>\$18,110.55</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Inclusivity and Wellbeing</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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Stronger engagement and attendance of Aboriginal and Torres Strait Islander students and families in the life and learning at the school, particularly seen through the creation of a wall mural and personalised acknowledgements of country.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increase the opportunities for Aboriginal and Torres Strait Islander students to design learning spaces, contribute to acknowledgement of country, forge links with community and culture, and increase the percentage of students attaining the HSC credential.</p>
<p>English language proficiency</p> <p>\$49,431.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sylvania High 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>• Explicit Teaching: 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>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students have been provided with targeted and specialised support, showing an increase in their proficiency of language, with resources and strategies in place to support their learning and engagement across KLAs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue providing staffing support for students with English as an Additional Language or Dialect; specifically, implementing small group tuition to support their acquisition of language, both spoken and written.</p>
<p>Low level adjustment for disability</p> <p>\$189,642.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Sylvania High 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>• Explicit Teaching: 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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$189,642.46</p>	<ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions.</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• The early recruitment of a HT Special Education in Term 4 to build the foundations of the incoming Support unit, but also provide additional support for staff in meeting the needs of students with disabilities across mainstream classes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase in the percentage of students achieving above the minimum standard for the HSC credential. Increased performance of students in Reading and Numeracy; more students achieving their set growth targets.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue providing additional support for students via staffing as well as teaching and learning resources. Evaluate the model of SLSO support that operates across mainstream classes to determine the best resource allocation that generates highest impact on student learning outcomes.</p>
<p>COVID ILSP</p> <p>\$220,757.90</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> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support for students whose learning was impact by COVID over the last two years. The increase of students lifting their literacy and numeracy acquisition in the lower and middle bands of NAPLAN.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Sustain the model of small group tuition and support for students in literacy and numeracy. Look at targeting students in the upper echelons of NAPLAN bands to lift their achievement and meet negotiated growth and uplift targets.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	392	395	409	356
Girls	401	411	392	353

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.8	92.3	94.3	90.8
8	89.2	90	92.5	87.4
9	90.2	87.3	92.1	88.6
10	87.2	89	89.6	87.3
11	89.9	87.8	90.9	84.8
12	92.1	89	90.3	88.1
All Years	90	89.2	91.6	87.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## 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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2.6	N/A	N/A
Employment	N/A	7.7	19
TAFE entry	N/A	8.6	18
University Entry	N/A	N/A	57.5
Other	N/A	N/A	4.5
Unknown	N/A	5.7	1

### Year 12 students undertaking vocational or trade training

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33.33% of Year 12 students at Sylvania High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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98% of all Year 12 students at Sylvania High School expected to complete Year 12 in 2021 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)	38
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.68
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 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>	850,348
<b>Revenue</b>	9,280,264
Appropriation	8,907,865
Sale of Goods and Services	138,863
Grants and contributions	226,829
Investment income	944
Other revenue	5,763
<b>Expenses</b>	-9,300,389
Employee related	-8,185,542
Operating expenses	-1,114,847
<b>Surplus / deficit for the year</b>	-20,125
<b>Closing Balance</b>	830,223

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>	47,187
<b>Equity Total</b>	356,754
Equity - Aboriginal	18,111
Equity - Socio-economic	99,570
Equity - Language	49,432
Equity - Disability	189,642
<b>Base Total</b>	7,600,330
Base - Per Capita	197,460
Base - Location	0
Base - Other	7,402,870
<b>Other Total</b>	394,626
<b>Grand Total</b>	8,398,898

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

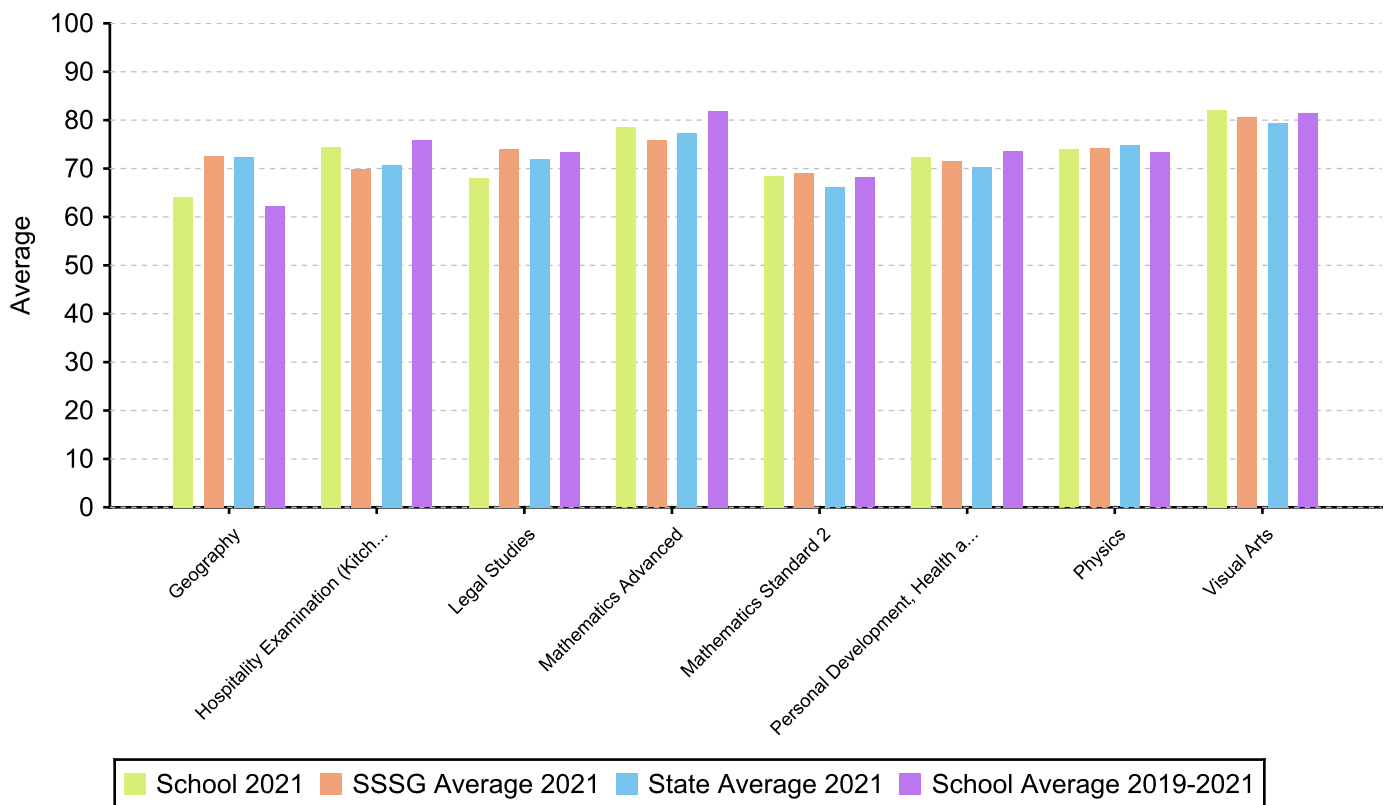
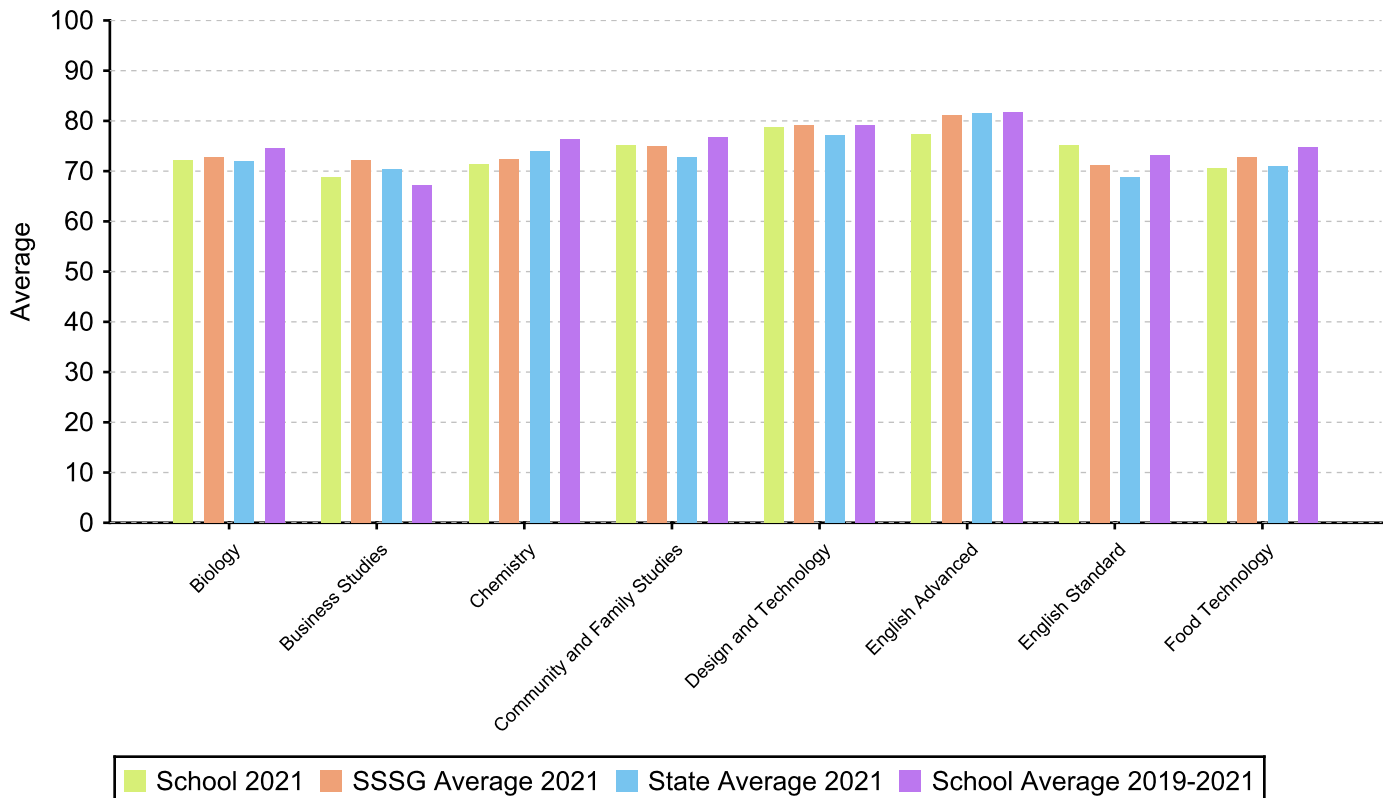
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

# 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	72.1	72.8	71.9	74.5
Business Studies	68.7	72.2	70.4	67.1
Chemistry	71.3	72.3	74.1	76.3
Community and Family Studies	75.1	74.9	72.7	76.7
Design and Technology	78.8	79.1	77.2	79.1
English Advanced	77.4	81.2	81.4	81.7
English Standard	75.2	71.2	68.8	73.2
Food Technology	70.6	72.8	71.0	74.7
Geography	64.1	72.6	72.4	62.2
Hospitality Examination (Kitchen Operations and Cookery)	74.5	69.9	70.8	75.8
Legal Studies	68.1	74.0	72.0	73.3
Mathematics Advanced	78.5	75.8	77.4	81.8
Mathematics Standard 2	68.5	69.1	66.1	68.2
Personal Development, Health and Physical Education	72.4	71.5	70.3	73.6
Physics	73.9	74.2	74.8	73.3
Visual Arts	82.1	80.6	79.4	81.4

## Parent/caregiver, student, teacher satisfaction

Parent and/or carer feedback was sought on several occasions throughout the year, particularly through the development of the 2021-2024 situational analysis and Strategic Improvement Plan. This was in the form of a learning activity 'Portrait of a Graduate' to generate the vision for the plan derived from what parents want for their children when they leave school.

Additionally, parent feedback during and after the period of online learning was particularly significant in determining the level of satisfaction, connection and support they felt at the time. Some examples of parent feedback include:

"Good evening. I hope you are well during these most testing times for all of us in the education system. The mental anguish and anxiety for students and staff alike is enormous. Hence, my email to you to express my sincere thanks to you in person and your Executive and teaching staff and your admin staff of course, for keeping your school community regularly informed with the rapid changing developments on many fronts as well as caring for the mental well-being. Your newsletters are very helpful and provide the necessary information at the time needed so families and especially the Year 12 students can plan with certainty (?) in the uncertainty. Thank you very much. My niece and brother show me your Newsletters and emails always and that is wonderful. They are refreshing. It is not easy for any of us, grappling with this reality of surrealism, really. Take care and stay positive, although this is evidenced in your communication to your community anyway."

"Thank you so much for all your hard work at this difficult time. We as a family really appreciate Freedom Friday as it sends out the message to students that it's important to take some time out without feeling guilty or worrying that there will be more work posted. Unfortunately being online means that you don't get to switch off and a school day drags on without any clear routine. We all need a chance to breathe and to allow ourselves that permission and you have acknowledged that as a school. Thank you for considering students' wellbeing and for coming up with this excellent idea."

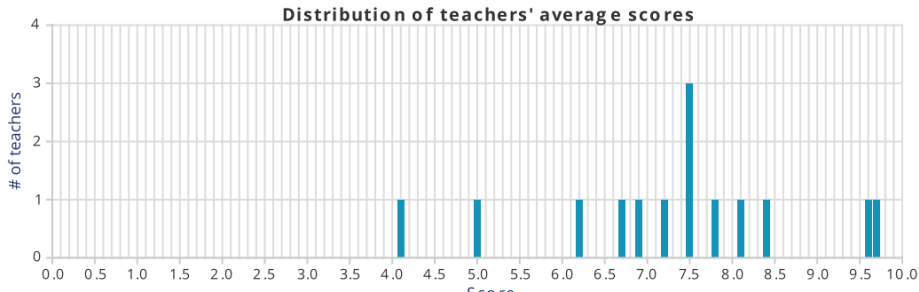
Staff participate in ongoing feedback loops as part of school operations and processes. Formal feedback touchpoints are taken for key professional development and learning events. Feedback provided by staff creates ongoing professional and productive dialogue focused on cohesive school practice aligned to school vision. Some examples of staff feedback from a 2021 Professional Learning Reflective activity on our Beliefs About Learning:

"Setting clear intentions about learning and high expectations for students to work towards gives them something to work with. Without any intentions for the lesson students will often become disengaged because they cannot see the value in what I am teaching. So by clearly outlining the purpose of the activity and the level of expectation I have for the task I have found they are more receptive to completing the task to a better standard. "

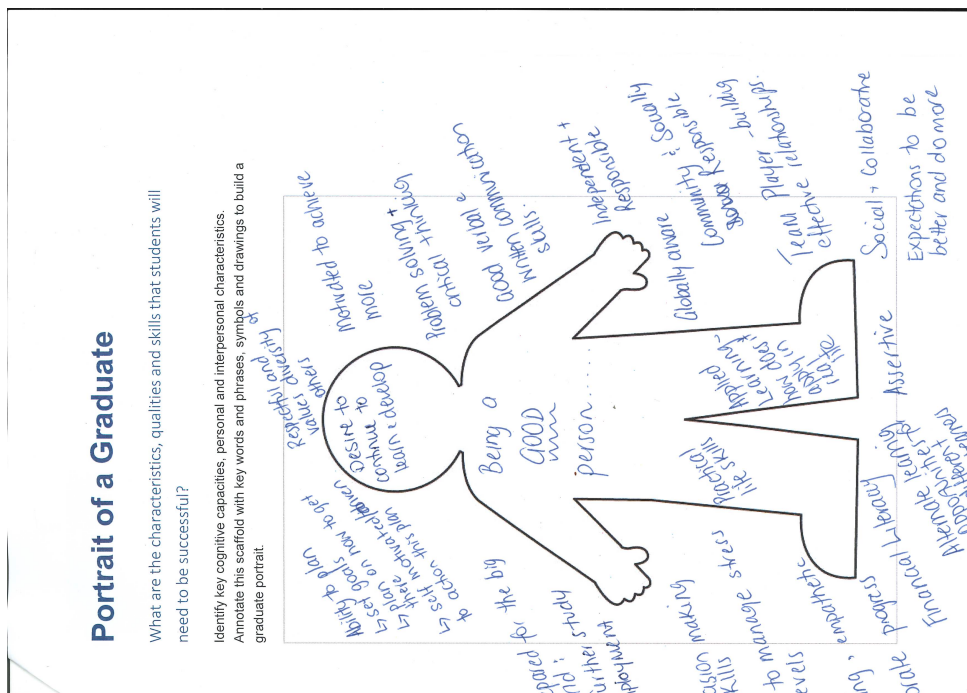
"Faculty approach - common language of talking about expectations in learning in positive terms by highlighting student ownership and 'driving' of their learning; faculty programs include a range of learning experiences in the classroom - from teacher led, to collaboration, to student led tasks. Jigsaw type strategies where students learn and then teach others; special interest projects where students delve deeper into an area of personal passion."

"If students feel safe and cared for at school their ability to learn will be improved. I think the development of the different groups and clubs this year has drastically improved our students ability to feel safe and accepted. The welfare department have a strong impact upon the students through the wellbeing days, activities and improving the school culture so students are proud to be a Sylvania High student.

School Mean (NSW Govt Norm)	7.3 (6.7)
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.7
I use computers or other interactive technology to give students immediate feedback on their learning.	7.9
Students use computers or other interactive technology to track progress towards their goals.	5.4
I help students set goals for learning new technological skills.	7.1
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	8.1
I help students use computers or other interactive technology to undertake research.	8.9
I help students to overcome personal barriers to using interactive technology.	7.1
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	7.3



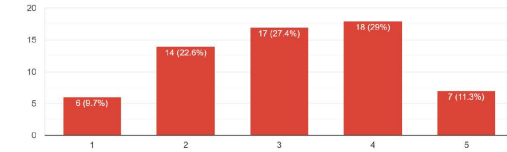
This data was used to drive our vision for technology enabled learning as seen in the BYOD reinstatement, and blended model of learning across classrooms.



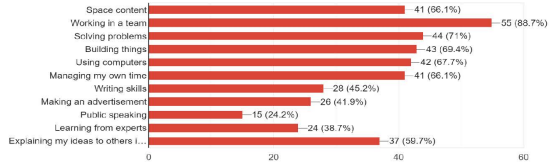
This is an example of the portrait of a graduate activity completed by parents that underpinned the development of our school vision and strategic directions

**Student Feedback – SHS Mars Project 2021**

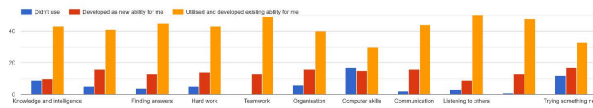
Did you have fun on the Mars Project?  
62 responses



Which ideas and activities did you get a chance to do across the Mars Project? (check all that apply)  
62 responses



What skills and abilities did you utilize or develop in this project?

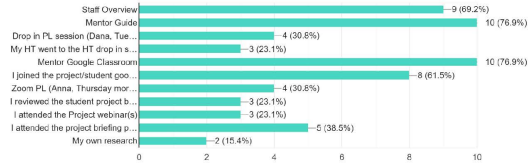


**Student Quotes on The Mars Project:**

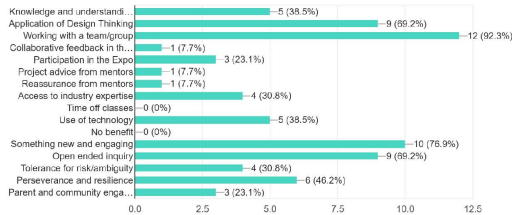
"I would recommend it as it has helped me deal with different types of people, working as a team, creativity, and it has helped me make new friends."  
 "I would recommend the Mars Project to others because it is a unique experience that educates students with many essential skills of life that you would not learn in usual schoolwork."  
 "The Mars Project helped me gain confidence while working in a team by expressing my ideas boldly."  
 "With the information we've learn 'n and the problem solving and research we have dealt with in the MARS Project we can use that knowledge when we study other subjects!"

**Food: Different By Design Project – Teacher Feedback Summary**

What types of PL did you utilize during the Science Week Project  
13 responses



What do you see as the benefits for students in participating in Science Week?  
13 responses



**Teacher Identified Benefits and Reflections**

To venture into unfamiliar grounds and attempt to cope with new information and resolve/comprehend new information collaboratively. To learn to cope with things that can go wrong and come up with a solution  
 Something new that teaches them that it is okay to take risks  
 Students learnt to think differently compared to being in the classroom. They didn't have instant access to their teacher for reassurance and had to plan and action their ideas.  
 Engaging and developing risk taking and ambiguity in learning  
 Open ended inquiry allowing for creativity and collaboration  
 Combining creative and critical thinking  
 The ability to work with a group and see their peers during this time

When doing a project like this it needs to be "sold" to students and staff weeks out from its implementation. Both students and staff need time to digest the project and also given clear and explicit instructions at least one week out. The whole project felt rushed, and when it things went bad with technology there was little or no contingency. Clearly staff had worked so hard to make this happen but from my experiences from implementing project based learning and Cross curricular projects it felt it was all brought together too late. BUT congrats to all staff for getting it done and these are points to consider for the next project.

Great concept, but was tricky with the short turn around. Would be good to incorporate next year into face-to-face learning in some way as a whole school activity.



**Staff Development Day 3, 2021 – Student Growth and Attainment:  
Teacher Engagement and Satisfaction Summary**

Capture your understanding of data on student learning needs



Something that reflects your knowledge and confidence in strategies to lift student attainment



What will you do differently as a teacher as a result of your learning today?

Assess teacher and learning strategies based on data analysis from scout including the suggested activities to include in the classroom.

Using the data more efficiently

Data informed decisions for individual classes

Implement strategies to support student growth.

Better use of data to identify where students are to better inform what needs to occur next to create growth

Embedding different literacy and numeracy strategies

Do some problem solving scavenger hunt with students to better engagement

Focus on data specific to the class

Is there anything else you would like to add that would benefit or enhance future staff development days and professional learning events?

Less lecture-style presentations.

Continued collaboration time both within and across faculties depending on activity.

Spending the day together offsite provides: a positive start to the term, less distractions and collegiality.

Nothing further to add at this time.

Pet therapy

Team bonding time

Short sharp sessions

# 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.