

2021 Annual Report

Sydney Distance Education High School



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Introduction

The Annual Report for 2021 is provided to the community of Sydney Distance Education 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

Sydney Distance Education High School

Forbes St

Woolloomooloo, 2011

www.sydneyh-d.schools.nsw.edu.au

Sydneyh-d.school@det.nsw.edu.au

9383 0200

School vision

We provide flexible blended learning opportunities for quality individualised education, ensuring excellence and equity. We lead to challenge and support both students and staff to achieve personal success with high expectations. We inspire creative and engaged learning with strong student and teacher connections. We work in partnership with our wider school and distance education communities.

School context

Sydney Distance Education High School is a public school committed to excellence and equity in distance education. We provide flexible blended learning programs, serving students from areas north of Wollongong, south of Newcastle, and west to the Blue Mountains. Close to the central business district of Sydney, we work on the land of the Traditional Custodians, the Gadigal of the Eora Nation.

Students who meet specific enrolment requirements attend our school because they are not able to attend another school on a fulltime basis. We teach courses for fulltime and part program students including students with medical conditions and those with additional support needs. We also teach students studying single courses which they are not able to access at their home schools. We offer a range of courses in Years 7-10 with our middle school program providing further courses for students who need additional literacy and numeracy support. We teach approximately 40 courses for Years 11-12.

The school enrolls approximately 1500 students with a fulltime equivalent student number of around 750 and employs more than 200 fulltime and part time staff.

We provide flexible blended learning opportunities for quality individualised education. Students may learn in many ways: through online lessons, written materials, web lessons, email and phone. We also engage students through videoconferencing, student online forums, study days, open days, excursions, peer support activities and teacher visits to schools and homes. Almost all of our Years 7-10 courses are delivered online and we have a number of learning hubs where students may work with teachers and other students in places closer to their homes.

Engagement with creative, challenging and blended learning opportunities is supplemented by inclusive student wellbeing programs and the school's partnerships with communities, families and other schools. We encourage students to take advantage of these opportunities to enhance their learning and sense of connection to their peers, their teachers and their school. Our high expectations are supported by a caring and nurturing environment with strong commitments to sustainability and social justice.

Distance education helps build independence and self discipline. We are proud of our students who have been placed into the top 10 in the state in Higher School Certificate courses and whose work has been selected for a range of prestigious exhibitions and performances. We are equally proud of all students whose courage and commitment is reflected in their determination to do their best.

Our website is for communication, collaboration and the celebration of student achievement. We inspire students to learn and to live their dreams.

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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To increase the academic achievement of students, we will implement whole school strategies and programs that focus on data driven targeted support.

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.

- Culture of high academic expectations Stage 6
- Intensive literacy and numeracy support

Resources allocated to this strategic direction

Professional learning: \$30,000.00

English language proficiency: \$2,400.00

Summary of progress

Culture of high academic expectations Stage 6

The HSC Data/Pedagogy Working Party developed new HSC analysis procedures which will be implemented with 2021 HSC results at the start of 2022. These new processes will allow for more timely HSC data analysis that will directly inform teaching improvements for HSC students. Targeted professional learning has been and will continue to be rolled out to build staff capacity in the use of RAP and SCOUT data to inform improvements in teaching practice and in the use of High Leverage Teaching Strategies in Stage 6 courses. Positive impact will be evident through growth towards and beyond HSC band targets.

The HSC Data/Pedagogy Working Party used HSC results analysis to identify the consistently top performing HSC courses. They are analysing the teaching practices of the teachers to identify the high impact and What Works Best teaching strategies that can be implemented in other HSC courses. Teacher collaboration and pedagogy sharing sessions facilitated the sharing of best practice in HSC courses. Positive impact will be evident through growth towards and beyond HSC band targets.

In 2022, the Personalised Pathways Team will facilitate early identification of students on HSC/ATAR pathways and provide support with appropriate subject selection. A Stage 6 Preparedness Program will be developed for Year 10 students on HSC/ATAR pathways to prepare them better for the academic rigours and high expectations of Stage 6. The Stage 6 Preparedness Program will be developed during Terms 1 - 3 in 2022 and delivered in Term 4.

Student Growth Goal Setting will be introduced for every Year 10 student and facilitated by the Personalised Pathways Team during ongoing interview sessions throughout Year 10 or in Year 11 for students who enrol in Year 11. Growth Goals will be regularly reviewed to reflect each student's individual pathway.

Intensive Literacy and Numeracy support

During Terms 2 - 4 2021, SDEHS identified 24 students who required intensive literacy and numeracy support. The school has conducted twice weekly sessions with these students face to face, at our learning hubs and online. The COVID ILSP tutors have been using Progressive Achievement Testing (PAT) for pre and post testing, Cognitive Aptitude Assessment System testing (OZCAAS) for establishing student levels and QuickSmart resources to deliver the tutoring sessions. On average students have made a 10% improvement in their skills and one Aboriginal student improved by 30% in their reading level. This student was performing at a Year 2 reading level and is now at a Year 8 reading level. One student is now participating in student programs (Student Leadership Group) as a result of attending the learning hubs for the tutoring program. The testing tools that were used have been very effective in getting the program started and the school is considering implementing wider use of these tools in 2022, particularly when Year 7 - 9 students enrol.

The Literacy and Numeracy Working Party met once a fortnight over Terms 3 and 4 2021 to develop whole school improvement strategies going into 2022. A survey was sent to staff to measure how they value and how confident they are to embed literacy and numeracy strategies in all curriculum areas. Advocacy is high but the survey revealed that teachers need support to implement effective strategies and many teachers have not participated in specific professional learning in this area for a number of years. The team identified three areas for improvement: student assessment, literacy and numeracy teaching strategies and effective feedback. The key strategies include the following.

- Increase the number of Years 7- 9 students participating in external assessment (Check-in Assessment, NAPLAN) as our participation rates have been historically low. The Term 4 participation rates in Check-in assessment has already improved due to strong promotion with students and parents
- Improve teachers' capability to use SCOUT data to identify students who need support with literacy and numeracy and improve teaching strategies
- Deliver regular professional learning to all staff on implementing explicit literacy and numeracy teaching strategies
- Improve the quality of feedback to support student literacy and numeracy skills

Staff training has been planned for 2022 which includes the following.

- SCOUT analysis training session for Term 1 staff development day
- Term 1 fortnightly 30 minute sessions on explicit literacy teaching strategies
- Term 2 fortnightly 30 minute sessions on providing effective feedback to students
- Term 3 fortnightly 30 minute sessions on explicit numeracy teaching strategies

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
<ul style="list-style-type: none"> • Improvement in the percentage of HSC course results in top three bands at 61.6% or above. 	<p>SCOUT data for HSC results reflects that 62.9% of students attained results in the top three bands demonstrating achievement above the target. It is important to note that SCOUT HSC data does not include single course non-government students who have studied their HSC course at this school. RAP data is more accurate because it includes all of our HSC students, including single course non-government students who have studied their HSC courses through SDEHS. RAP data indicates that 69.9% of students attained results in the top three bands.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the NAPLAN top 2 bands in Numeracy at 39.8% or above. • Improvement in the percentage of students achieving in the NAPLAN top 2 bands in Reading at 34.5% or above. 	<p>NAPLAN scores indicate a decrease in the percentage of students in the top two bands for Numeracy at 22.86% and an increase in the percentage of students in the top two bands for Reading at 44.44%.</p>
<ul style="list-style-type: none"> • 60% or more of students achieving expected growth in Numeracy. • 60% of students achieving expected growth in Reading. 	<p>43% of students achieving expected growth in Numeracy.</p> <p>75% of students achieving expected growth in Reading.</p>

Strategic Direction 2: Teaching Excellence

Purpose

The school's situational analysis identified the need for greater focus on explicit teaching strategies to increase student intellectual engagement and achievement, particularly in Years 7-10. With real time lessons firmly embedded in the school culture the focus is now on developing and embedding a range of pedagogical approaches to give students more opportunities to demonstrate knowledge and achieve success.

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.

- Quality Teaching Rounds
- Personalised Learning
- Online real time teaching

Resources allocated to this strategic direction

Professional learning: \$15,000.00

Low level adjustment for disability: \$95,834.39

Summary of progress

Quality Teaching Rounds

From 2020 to the end of 2021, 29 staff across different stages and subject areas have completed at least one round of the Quality Teaching Rounds. This has been strongly promoted at staff meetings throughout the year to encourage participation. Staff have used web lesson recordings to analyse their teaching practice which has allowed flexibility in how we conduct Quality Teaching Rounds and it is also contextual to our learning environment. Staff have been surveyed after completing the rounds and feedback has been very positive. Most staff have strongly agreed that it has improved their understanding of a quality lesson and most staff have agreed or strongly agreed that they will refine their teaching practice.

Personalised Pathways

The Personalised Learning and HSC Student Engagement Working Party developed a Personalised Learning and Vocational Pathways model to support Year 10 students transition into Stage 6, based on academic and vocational goal setting and an ongoing mentoring process. In 2022, the program will focus on early intervention and ongoing support for every Year 10 student and newly enrolled Year 11 students. The existing expertise of the Careers Team, Learning and Support Team, Student Wellbeing Team, the High Performing and Gifted Education Team, the Aboriginal Education Coordinator and the Head Teacher Enrolments will be used and supplemented with additional staffing to implement the program.

The program aims to have measurable impact on HSC results, improvements in student retention in post school destinations, increase in RoSA and HSC completion and student connectedness to school. Personalised differentiation of learning for every student will be a key aspect of the program. The Personalised Pathways Team will be established in 2022.

Online real time teaching

In Terms 2 - 4 2021, over 179 staff participated in foundation MS Teams training (average 4.4 hours per staff member) to support the transition to using MS Teams as the primary platform for web lessons in 2022 to replace Adobe Connect. Resources, quick reference guides and videos have been created for the ongoing support for teachers. Staff have been surveyed about how they value web lessons for students (8.83/10), the areas that they need support in to use this platform and to collect baseline data on how confident they are to implement a variety of high quality web lesson teaching strategies (6.03/10). For the Term 1 2022 School Development Day we engaged a Microsoft education expert to motivate teachers to use a range of tools in their web lessons.

The Online Real Time Teaching Working Party have established core 2022 training priorities based on research and evidence based practices (*What Works Best* - CESE, *Distance Education Playbook* - Hattie, Frey, Fisher and the Quality Teaching Matrix) to support teachers to implement effective and engaging web lessons. Planning is in progress to implement hands on facilitator led training (5 hour) for all staff in 2022. We will trial with one faculty in Term 2 2022 and roll out to more faculties in Terms 3 and 4.

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
20% of permanent and temporary teachers have participated in at least one set of Quality Teaching Rounds in Professional Learning Communities (PLCs) that cross stage and subject areas.	21% of permanent and temporary teachers have participated in at least one set of Quality Teaching Rounds in Professional Learning Communities (PLCs) that cross stage and subject areas.
The SEF-SaS for the Learning Domain/Curriculum Element/Differentiation Theme is maintained at Sustaining and Growing or above.	The External Validation panel report assessed the school as Excelling in the Learning Domain/Curriculum element.
Tell Them From Me survey student responses to the Intellectual Engagement composite statement "Students are intellectually engaged and find learning interesting, enjoyable and relevant" to remain at 45% (2020 baseline) or above.	2021 TTFM 1st Survey: 49% of students responded that "Students are intellectually engaged and find learning interesting, enjoyable and relevant." 2021 TTFM 2nd Survey: 47% of students responded that "Students are intellectually engaged and find learning interesting, enjoyable and relevant."

Strategic Direction 3: Inclusive, supported and positive school community

Purpose

The focus is to support students and staff with increased opportunities to build wellbeing, inclusivity and connection to the school and within the school community.

Initiatives

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

- Student Community Connections Program
- Increased opportunities for peer interaction
- Staff Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$35,851.18

Socio-economic background: \$96,227.48

Professional learning: \$10,000.00

Summary of progress

The Student Community Connections Program has been extended to Miranda and Woolloomooloo learning hubs, facilitated by our new fulltime Student Support Officer (SSO).

Our Student Support Officer has established a number of initiatives focused on student wellbeing and connectedness to the school. Virtual student events, including a quiz day and a performance by a world renowned magician, have had good student attendance and very positive feedback. The SSO has also developed the Wellbeing Google Site, an interactive site for students to access wellbeing resources and information across a broad range of topics.

The Microsoft Teams Student Zone has been developed and launched. This provides all Home students with a single access point to Book Club, Choir, Art Club, Student Health Club, Boys Group, Girls Group, Student Volunteering, Social Justice Group, LGBTQIA+ programs and a range of wellbeing resources through the Student Wellbeing Hub. This is having a positive impact on the number of students accessing extracurricular activities.

Since the Covid lockdown finished student numbers at the learning hubs have bounced back, increasing by 40% in some learning hubs. The numbers of first-time student visits to hubs has also increased since re-opening. Students and parents/supervisors have expressed their gratitude that the learning hubs are open again to facilitate face-to-face teaching and learning and improved student engagement.

The Staff Wellbeing Committee has been established comprising teaching and SASS staff. Three events were planned and held by the committee, a virtual morning tea hosted on Microsoft Teams, a Melbourne Cup Social Activity, and an end of year staff picnic were organised by the group.

The Virtual Common Room has been established as a supportive friendly forum allowing staff to connect socially and creating an inclusive and supportive staff culture. Many staff have embraced the Virtual Common Room to post announcements and share wellbeing advice.

A teacher was trained as a Mental Health First Aid Facilitator to coordinate and facilitate Mental Health First Aid training over the next four years.

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
Tell Them From Me survey student responses to the statement "Students feel accepted and valued by their peers and by others at the school" is 46%	2021 TTFM 1st Survey: 46% of students responded that "Students feel accepted and valued by their peers and by others at their school." 2021 TTFM 2nd Survey: 47% of students responded that "Students feel

(2020 baseline) or above.	accepted and valued by their peers and by others at their school.
Tell Them From Me survey Student participation in extracurricular activities is 8% (2020 baseline) or above.	2021 1st Survey: 17% of students said they participated in extracurricular activities.
20% of permanent and temporary teaching and non-teaching staff have participated in Mental Health First Aid training.	We have not met this target because the Mental Health First Aid Training was designed as face-to-face training which was not able to run due to Covid. Our staff trainer has put together participant training groups to run in 2022.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$96,227.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Distance Education High 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"> • Student Community Connections Program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional teaching staff to facilitate the learning hub program to support student learning and wellbeing • Engagement of external providers to support student engagement and retention <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Five staff have been delivering regular tutoring for targeted students across our learning hubs in the Greater Sydney area (Tuggerah, Glenbrook, Miranda and Woolloomooloo) • Student attendance rates at the learning hubs have bounced back post Covid lockdown with a 40% increase in student attendance at some hubs • Field Service Visits to off-site learning hubs by staff (Terms 1-3, 2021) <p>Ingleburn: 16 (8 in 2020) Tuggerah: 14 (6 in 2020) Granville: 4 (opened 2021) Glenbrook: 23 (5 in 2020) Miranda: 26 (5 in 2020) Total: 83. This compares to the 2020 total of 28, a 196% increase despite Covid restrictions.</p> <ul style="list-style-type: none"> • Student attendance: measured for Tuggerah, Ingleburn, Glenbrook, Miranda and Woolloomooloo hubs from the start of Term 1 2021 to the end of Term 3 2021 <p>Ingleburn: number of visits 93 (69 in 2020), number of individual students visiting 35 (30 in 2020) Tuggerah: number of visits 74 (97 in 2020), number of individual students visiting 27 (40 in 2020) Glenbrook: number of visits 84 (98 in 2020), number of individual students visiting 31 (42 in 2020) Miranda: number of visits 75 (44 in 2020), number of individual students visiting 26 (20 in 2020) Woolloomooloo: number of visits 150 (166 in 2020), number of individual students visiting 46 (51 in 2020) Granville Hub opened just before the extended Covid lockdown Totals all learning hubs: In 2021 (Terms 1 - 3), there were 476 student visits to learning hubs, an 8% decrease due to Covid restrictions from the 514 visits in 2020 (2140 visits in 2019).</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continue to employ additional teachers to staff the learning hubs to support improvements in student attendance, engagement and wellbeing • Continue to employ additional teachers to provide intensive literacy and numeracy tutoring at the learning hubs • Student Support Officer will continue to develop local community connections with targeted learning hubs to foster student connectedness to the school and the local community
<p>Aboriginal background</p> <p>\$35,851.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Distance Education 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>Aboriginal background</p> <p>\$35,851.18</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"> • Student Community Connections Program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Facilitation of improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. 2021 started with 44 students enrolled. During 2021 there was a total of 90 students enrolled with a number leaving during the year. 2021 finished with 61 enrolled <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 100% of Aboriginal families engaging in the Personalised Learning Plan (PLP) process. PLPs updated in the context of Aboriginal students both enrolling and leaving the school saw a total of 90 PLPs created and/or reviewed and updated (54 in 2020) • 10 students who received ongoing tutoring throughout Terms 1-3 (16 in 2020) • Student engagement measured in work completed/sets returned for Terms 1-3: Stage 4: 30% (54% in 2020) Stage 5: 10% (34% in 2020) Stage 6: 50% (65% in 2020) • Student engagement Stages 4, 5 and 6 at 30% (51% in 2020) • Note: Learning hubs were closed from June to October due to Covid restrictions. This resulted in a 25% decrease in attendance at the learning hubs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continue to employ an Aboriginal Education Coordinator to facilitate improved community engagement, develop and review PLPs and coordinate the Aboriginal tutoring program • Integrate the Aboriginal Education Coordinator with the Personalised Pathways Team to more effectively facilitate personalised pathways for Aboriginal students
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Distance Education High 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"> • Intensive literacy and numeracy support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional Learning and Support teachers employed to support identified students at the learning hubs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Learning and Support Teachers working at the learning hubs to support identified students (\$15,000 including \$2400 Equity funding + \$12,600 from school funds in addition to Staffing Entitlement) <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continue to employ additional Learning and Support teachers to support identified students in the learning hubs
<p>Low level adjustment for disability</p> <p>\$95,834.39</p>	<p>Low level adjustment for disability equity loading provides support for students at Sydney Distance Education High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$95,834.39</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Learning and Support staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Learning and Support staff - undertook 184 Field Service Visits to support students with additional learning and support needs including visits to learning hubs, and support for students with HSC Disability Provisions - supported 48 home students with their HSC Disability Provisions applications - developed 72 paper-based learning materials for students undertaking a Life Skills program of study in Stages 4, 5 and 6 - undertook the Nationally Consistent Collection of Data on School Students with Disability (NCCD) identifying 657 students at SDEHS as having a disability under the NCCD <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continue to employ additional Learning and Support teachers to differentiate the curriculum and provide additional support for students with learning support needs
<p>Professional learning</p> <p>\$167,072.05</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 Sydney Distance Education High 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"> • Culture of high academic expectations Stage 6 • Intensive literacy and numeracy support • Quality Teaching Rounds • Personalised Learning • Increased opportunities for peer interaction • Online real time teaching • Staff Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaged experts from the Centre for Educational Statistics and Evaluation (CESE) to unpack RAP data to identify key HSC questions that students and cohorts were having difficulties with to improve teaching practice and resource development • Training and casual relief for 5 staff in using the QuickSmart program, Australian Cognitive Aptitude Assessment System (OZCAAS) and Progressive Achievement Tests (PAT) to support school wide literacy and numeracy initiatives • Training and casual relief for one staff member to complete the Mental Health First Aid Facilitators training who is now an accredited Facilitator • Training and casual relief for 3 staff in the Quality Teaching Rounds Foundation workshop to lead quality teaching rounds in the school and expand the QTR program in the school • Engagement of a Microsoft Learning Delivery Specialist at Staff Development Day to support online real time teaching using Teams <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 65% of staff surveyed felt more confident in their understanding and

<p>Professional learning</p> <p>\$167,072.05</p>	<p>effective use of RAP data to inform improvements in their teaching practice.</p> <ul style="list-style-type: none"> • Successful trial and implementation of the QuickSmart program, Australian Cognitive Aptitude Assessment System (OZCAAS) assessment tools and Progressive Achievement Tests (PAT) testing programs to support the Covid ILSP tutoring program for 30 students. The literacy and numeracy working party have also used it to develop staff professional learning at whole staff meetings • 17 staff have participated in Quality Teaching Rounds (QTR) with very positive feedback from teachers. Over 60% strongly agreed that QTR allowed them to personally reflect on their teaching practice and develop a greater understanding of a quality lesson • Six teaching staff have participated in the first round of Mental Health First Aid Training and planning for the second round is underway • Student opportunities for peer interaction have increased by 20% through the introduction of the Art Club Artist in Residence ceramics project • Thirteen students have taken part in the School Community Connections Program encouraging students to regularly attend the learning hubs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Provide additional teacher professional learning around the effective use of data to inform improvements in teaching practice • Continue to provide staff with casual relief to attend the Mental Health First Aid Training sessions • Continue to provide staff with professional learning to develop capacity to deliver co-curricular activities
<p>COVID ILSP</p> <p>\$203,057.94</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"> • During Terms 2 - 4 2021, SDEHS identified 24 students who require intensive literacy and numeracy support and conducted twice weekly sessions with these students face to face at our learning hubs and online • The Covid ILSP tutors have been using PAT testing for pre and post testing, OZCAAS testing for establishing student levels and QuickSmart resources to deliver the tutoring sessions <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • On average a 10% improvement in students' skills. One Aboriginal student improved by 30% in their reading level. One student is now participating in the Student Leadership Group as a result of attending the learning hubs for the tutoring program <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • The PAT testing tools and QuickSmart resources that were used have been very effective in getting the program started and the school is considering implementing wider use of these tools in 2022, particularly when Year 7 - 9 students enrol • The same Covid ILSP tutoring model will be used in 2022 to employ part time tutors (all teachers) for the whole year. The students will be identified from Scout reports (Check-in assessment, NAPLAN) and teacher nominations

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	178	205	218	230
Girls	252	297	307	333

This enrolment profile is based on Department census data which reflects the number of Home students, ie students actually enrolled with Sydney Distance Education High School. The enrolment profile does not include curriculum access students eg single course students who we teach in more than 230 other schools. During 2021, our maximum enrolment was 1533 students with a fulltime equivalent student number of 773. By April we were entitled to 159.3 teachers with 23.4 support staff and employed more than 200 fulltime and part time staff.

The workforce information provided later in this report is based on Department of Education data which does not reflect increasing staffing during the year.

State attendance data does not contain information about students of Sydney Distance Education High School because of the nature of distance education. Attendance and non-attendance (that is, insufficient engagement in distance education) at this school are monitored in a number of ways, including records of student engagement in learning activities, student reviews, and regular contact between students and subject teachers including roll call. This contact also gives teachers regular opportunities to address any issues relating to a student's engagement in coursework. Weekly return of schoolwork is a requirement for enrolment in distance education.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	12	12	15
Employment	14	10	12
TAFE entry	60	66	35
University Entry	0	2	30
Other	5	5	5
Unknown	8	5	3

Year 12 students undertaking vocational or trade training

5.11% of Year 12 students at Sydney Distance Education High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of all Year 12 students at Sydney Distance Education 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)	25
Classroom Teacher(s)	123.2
Learning and Support Teacher(s)	0.5
School Administration and Support Staff	21.85

*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	3,117,031
Revenue	23,594,508
Appropriation	23,084,882
Sale of Goods and Services	333,737
Grants and contributions	172,827
Investment income	3,063
Expenses	-24,968,158
Employee related	-21,574,683
Operating expenses	-3,393,475
Surplus / deficit for the year	-1,373,650
Closing Balance	1,743,381

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	0
Equity Total	230,313
Equity - Aboriginal	35,851
Equity - Socio-economic	96,227
Equity - Language	2,400
Equity - Disability	95,834
Base Total	1,051,179
Base - Per Capita	175,766
Base - Location	0
Base - Other	875,413
Other Total	20,785,474
Grand Total	22,066,966

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

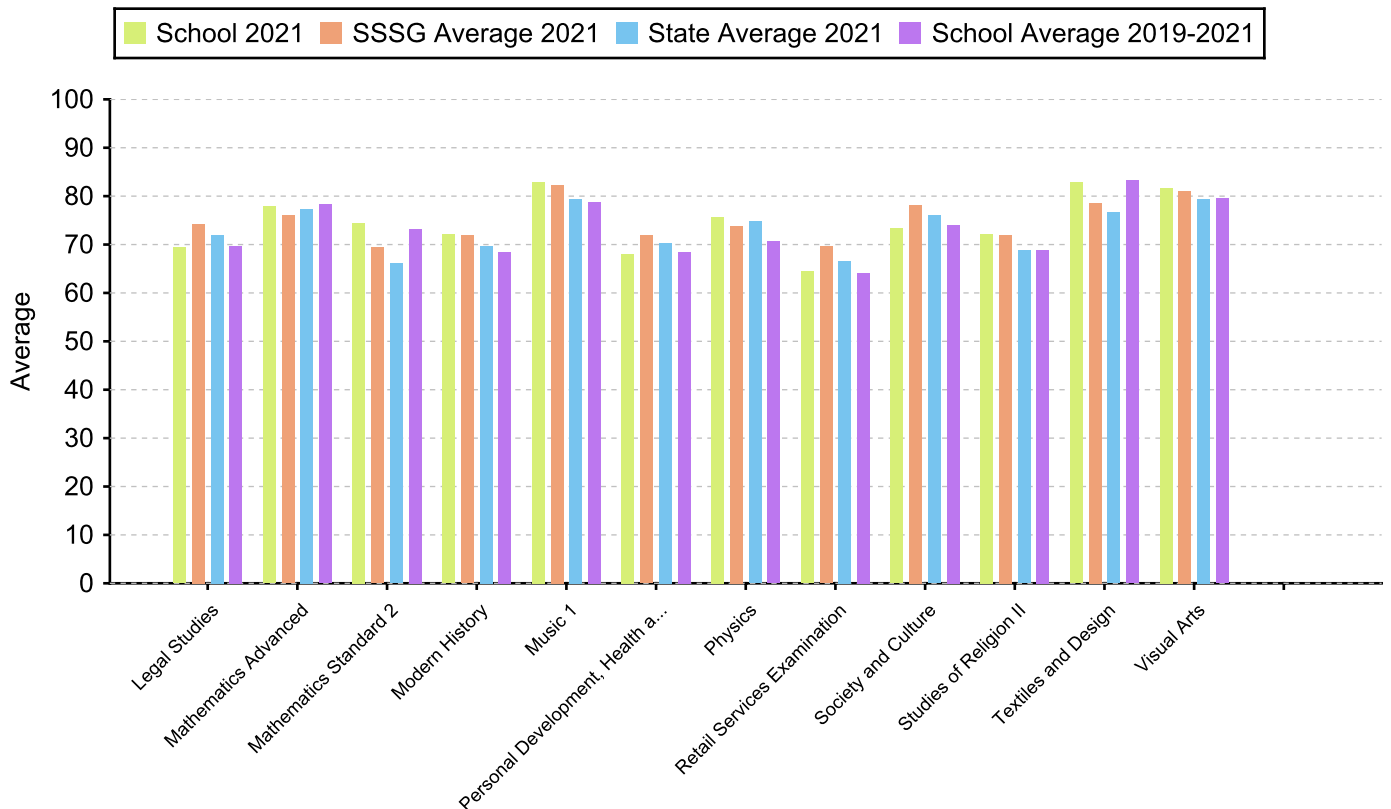
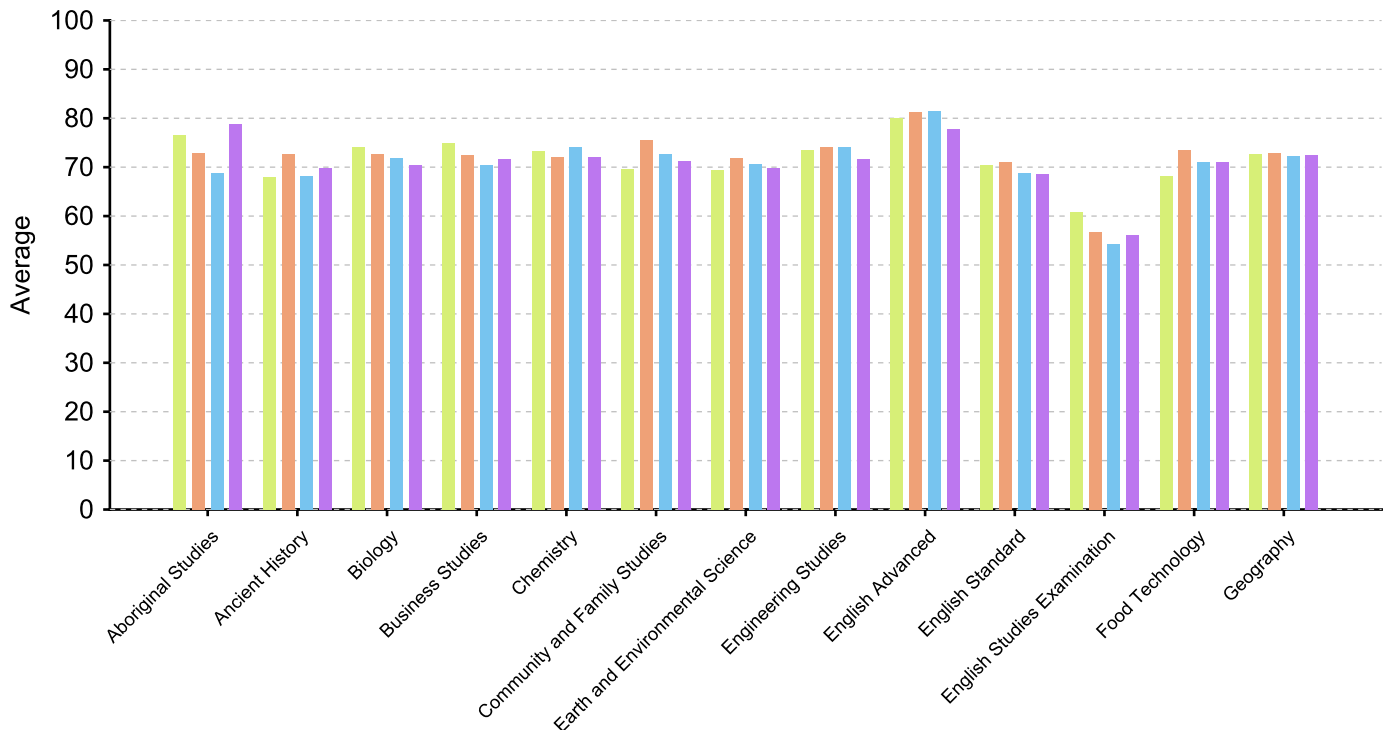
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Aboriginal Studies	76.5	72.8	68.8	78.8
Ancient History	68.0	72.7	68.1	69.9
Biology	74.1	72.7	71.9	70.4
Business Studies	75.0	72.4	70.4	71.7
Chemistry	73.3	72.1	74.1	72.1
Community and Family Studies	69.6	75.5	72.7	71.3
Earth and Environmental Science	69.5	71.8	70.6	69.8
Engineering Studies	73.5	74.1	74.1	71.6
English Advanced	80.1	81.3	81.4	77.7
English Standard	70.4	71.1	68.8	68.7
English Studies Examination	60.8	56.7	54.3	56.0
Food Technology	68.2	73.5	71.0	71.1
Geography	72.7	72.9	72.4	72.4
Legal Studies	69.4	74.3	72.0	69.7
Mathematics Advanced	77.9	76.0	77.4	78.3
Mathematics Standard 2	74.4	69.4	66.1	73.2
Modern History	72.1	71.9	69.7	68.4
Music 1	82.9	82.3	79.4	78.7
Personal Development, Health and Physical Education	68.0	71.8	70.3	68.4
Physics	75.7	73.8	74.8	70.6
Retail Services Examination	64.4	69.6	66.6	64.1
Society and Culture	73.3	78.1	76.0	74.0
Studies of Religion II	72.2	71.9	68.8	68.9
Textiles and Design	82.8	78.6	76.6	83.2
Visual Arts	81.7	81.1	79.4	79.5

Parent/caregiver, student, teacher satisfaction

In response to the question "How good is this school for you?" in the 2021 *Tell Them From Me* surveys, 84% of students, 92% of staff and 92% of parents responded with either good, very good or excellent.

In 2021, the school received a significant amount of correspondence reflecting the high degree of student, parent and carer appreciation of the work done in supporting our students. This is reflected in the following comments.

This may be the right time to state the fact that the efforts, help and encouragement offered along the way by the whole team of school teachers and other staff is exemplary. SDEHS has given our daughter a hope and a chance for her to prove herself to the rest of the world and this means the world to us. We cannot recommend Sydney Distance Education High School highly enough to any parents who have their children facing similar challenges and looking for that opportunity to continue their children's education under the umbrella of kindness and understanding towards students who need it the most. (Parent)

Thank you so much for your words of encouragement for the upcoming exam tomorrow! The revision work as well as the feedback you had left on any and all of my work throughout this course has been incredible, and I'm very thankful to have such an astonishing teacher leading me into my exams! I have been doing Sydney Distance Education for basically the entirety of my high school years and have never had the chance of being a student of such a dedicated teacher. The effort you put into making this course the best that it can be is definitely being acknowledged by students such as myself. I personally wanted to say THANK YOU! once more for being such a remarkable teacher to myself as well as all the other students. You've been nothing short of incredible throughout the entirety of the year. Thank you. (Student)

It's really hard to put into words how grateful we are for all that you have done to support us and our daughter in finishing her schooling. Whilst, who knows what the next few weeks will hold, your care, thoughtfulness and dedication (together with that of all her wonderful teachers) has, without doubt, brought our daughter to the point where she is completing her schooling with two university offers and great excitement for her future. Distance education has been an absolute success for our daughter. Your counsel and advice has been so helpful and enabled her to roll with many of the challenges that the last two years have thrown at her. She has gained confidence in herself that would have seemed unimaginable in Term 4 of Year 10. Her life will, without doubt, be very different (for the better) than it would have been had she not been able to enrol in Sydney Distance Education High School. We are beyond grateful! (Parent)

I wish to thank you for what you have done thus far for me in this provisions process, which will enable me to enter the exam without any worries and perform my best. I sincerely thank you for your help throughout my HSC years which allowed me to take on the challenges up ahead in uni and the future. I wish you the very best that you deserve for being such a great help! (Student)

Our daughter is really starting to settle into distance learning and it is so nice to see her learning again. We have certainly had some bumps in the road ... but honestly, Distance Ed is public education at its best and we are so thankful. So, please know how much we appreciate everything that is being given to our daughter. (Parent)

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.