

2022 Annual Report

Sylvania Heights Public School



4024

Introduction

The Annual Report for 2022 is provided to the community of Sylvania Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2022 was another successful year for the Sylvania Heights Public School community. The year saw growth in learning measures and many extra-curricular opportunities provided for students in academic, sporting and cultural programs.

Students have a growing sense of self and school belonging that ties our community together. In 2022, the school was enhanced by a Wi-Fi uplift connecting the campus to high speed online access.

Thank you to our administration and teaching staff for their hard work for our students over 2022. Thank you Mrs Jaymee Pele (P&C President) and the P&C executive and members who have served our community over 2022.

To our parents and carers, thank you for your continued support of our school and our staff. Thank you for your trust, your partnership and your presence that has rekindled the ever-glowing flame of Sylvania Heights community spirit that we are so proud of.

Clint White - Principal

School vision

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

School context

Sylvania Heights Public School is located in the southern suburbs of Sydney with an enrolment of approximately 560 students. The school community is culturally diverse with 41% of students from families with English as an additional language or dialect and 3% of students who identify as Aboriginal and/or Torres Strait Islander.

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

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



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

English language proficiency: \$117,240.00

Aboriginal background: \$8,469.00

Low level adjustment for disability: \$166,015.00

Integration funding support: \$133,768.00

Socio-economic background: \$31,006.12

Literacy and numeracy: \$31,778.61

Literacy and numeracy intervention: \$60,333.53

Summary of progress

In 2022, the school focused on improving literacy and numeracy through an emphasis on assessment and data, led by our off-class instructional leader. There was a focus on equity support through Learning and Support Teachers (LaST), English as an Additional Language/Dialect (EAL/D) and Aboriginal education. A key enabler of our success was the strength of the Mathematics team led by the Primary Maths Specialist Teachers. Quality professional learning enhanced teacher implementation, resulting in internal data that shows strong student growth. A challenge that we faced was the return of students face-to-face learning following COVID restrictions; and as we are at the beginning of our numeracy journey, teachers are trialling new pedagogy. Heggerty's resources for teaching phonics-based reading was valued and was a key enabler of our success.

Impact

How has the data generated from improved assessments resulted in improved outcomes in literacy and numeracy? Assessment data using Check In, modified IfSR (Interview for Student Reasoning), Progressive Achievement Tests (PAT) and phonics screening tools were used to differentiate programs in classrooms. These programs were supported, shoulder-to-shoulder by the instructional leaders. Teacher programs and observations show improved teacher practice, however we are yet to see external results showing required student growth.

Are we increasing the percentage of EAL/D and targeted support students who are achieving growth against the ESL scales or individual learning goals? Monitoring of EAL/D students (particularly in writing) shows strong growth and students consistently moving through the ESL scales. Students who are withdrawn through identification through the learning support team are showing strong growth in MiniLit and MacqLit. Monitoring of IEPs for integration support students shows students are consistently meeting their individual learning goals.

Future Directions

Following our evaluations there will be a repeated focus on literacy and numeracy, supported by the APC&I and Primary Maths Specialist Teachers. Innovative tools for data collection, including Reading Progress in Teams, Literacy Pro and Essential Assessment will be further embedded.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the Top 2 Bands of NAPLAN reading. Uplift required 2%.	2022 NAPLAN data indicates 45.32% of students are in the top two skill bands for reading, indicating the school did not achieve the system negotiated target, however exceeded the upper bound target in 2021.
Increase the percentage of students achieving in the Top 2 Bands of NAPLAN numeracy. Uplift required 10%.	2022 NAPLAN data indicates 35.64% of students are in the top two skill bands for numeracy, indicating the school did not achieve the system negotiated target, however we met the lower bound target in 2021.
Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5 from 64.29% in 2021 to lower bound system negotiated target 64.5% and upper bound 69.5%. Uplift required to upper bound is 2%. No data on expected growth in 2022 as no NAPLAN in 2020	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However PAT, Check In and Essential Assessment, Literacy Pro indicates strong growth in student achievement in reading.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5 from 35.71% 2019 to lower bound system negotiated target 59.5% and upper bound 64.5%. Uplift required 19% to the lower bound. No data on expected growth in 2022 as no NAPLAN in 2020	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However PAT, progressions, Check In and a modified version of IfSR (Interview for Student Reasoning) indicates strong growth in numeracy.
Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of data in teaching in the element of Data skills and use where <i>assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</i> Acadience reading has been trialled in Stage 3, and Essential Assessment Years 2-6. Mini versions of IfSR have been developed for K-2. K-2 reading assessments have been implemented including mini-phonemic awareness, mini-phonics and fluency and comprehension assessment using DRA Sparkle kit resources.
Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of innovation and expertise in the element of Learning and Development
Individual learning goals continue to show increased growth.	Monitoring of IEPs (Individual Education Plans) show that students are meeting their individualised goals and whole school individualised student learning goals are monitored, showing growth through semester school reports.

Strategic Direction 2: Student Engagement and Differentiation

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Summary of progress

In 2022, the school focused on high potential and gifted education through class programs and the initiation of numerous performing arts and sports opportunities. Staff were trained in the policy and identification procedures. Identified students were given individual education plans to extend and accelerate in their areas of talent. Some challenges we overcame included lack of casual teachers to release staff to implement programs and the return of face-to-face teaching. An enabler of our success was the differentiation provided in the classroom to extend students without the need to change the environment and the improved mindset of staff through whole-school professional learning.

Impact

What has been the impact of our differentiation practices on student learning and achievement? Class programs and observations show adjustments for high potential and gifted students. Students who engaged in these adjustments showed strong results in NAPLAN and Check In assessments. Literacy Pro data shows talented students who are working beyond stage 4 level in reading comprehension. Students who participated in Maths Olympiad showed high achievement against comparative schools.

Future Directions

In 2023, the HPGE team will plan the future directions of the Sylvania Heights Public School roadmap for gifted education created in 2020. The HPGE Team will continue rigorous self-assessment of current practices at Sylvania Heights Public School that cater for HPGE students across the four domains (creative, intellectual, physical, social-emotional). The school will further embed the programs in 2023 and staff will access professional learning that will be on offer through the network of local schools.

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
Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of the differentiation element of Curriculum, where <i>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</i>
The school has implemented evidence based change to whole school practices.	The school has implemented Science of Reading strategies, Heggertys, Big 6 comprehension strategies, multiplicative thinking, cognitive load theory and retrieval practice. Classroom observations and programs show that

<p>The school has implemented evidence based change to whole school practices.</p>	<p>these are becoming embedded in whole school programs.</p>
<p>Ensure that all students in the class and across year groups know that their learning goals can be realised when they work take responsibility for their own learning. This can be done by emphasising how a student's effort and persistence has contributed to their improved performance.</p>	<p>Tell Them From Me student survey data shows in the element of perseverance, 94% of students can pursue their goals to completion, even when faced with obstacles. This is above the NSW Government norm of 90%. Boys reported strong perseverance more than girls on this measure.</p>
<p>To increase the percentage of students in the top two bands in NAPLAN who are achieving greater than their expected growth from baseline 2021 plus 2%.</p>	<p>Seven students have been indentified for their strong reading and numeracy results in Year 3 and these students will be monitored for their ongoing growth and academic talent development.</p>
<p>Increased percentage of students with attendance greater than 90% of the time from Uplift = 14%</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 25.59%, however this figure was significantly affected by the public health orders due to COVID-19.</p>
<p>To increase the percentage of students from engaging in successful talent development projects from baseline 2021 plus 2%.</p>	<p>The school received a Premier's Arts Recovery Grant of \$10,000 to work collaboratively with six partner primary schools to coordinate a mini band tour for talented musicians. Talents were developed in the school string program, dance program, debating, sport and public speaking. Students performed at the Sydney Opera House, attended a three-day band camp, competed in zone, regional and state sporting carnivals. A whole-school performing arts night was conducted for every child bringing our community together to celebrate the arts. Extension and acceleration programs were conducted to extend students with academic talent including Maths Olympiad.</p>
<p>Increased percentage of students expressing positive sense of wellbeing. Uplift = 4%</p>	<p>90.87% of students reporting positive wellbeing outcomes. This has increased by 3.48% across the positive wellbeing measures.</p>

Strategic Direction 3: Collaborative Practice

Purpose

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

Initiatives

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

- Curriculum Implementation
- Professional Learning Communities

Resources allocated to this strategic direction

Professional learning: \$35,508.71

QTSS release: \$109,978.00

Summary of progress

In 2022, School leaders coordinated professional learning for K-2 staff on the new curriculum in preparation for 2023 implementation. All staff engaged in NESA training for curriculum reform. A local network of Curriculum Reform Contacts was accessed and training was provided to staff throughout the year. An enabler of our success was the positive staff mindset generated through a coordinated approach to professional learning. A challenge we overcame was the short timeframe of the release of the teaching units and implementation in classrooms. Professional learning communities continued to be a strength of staff professional learning and collaborative practice. Staff engaged in current research and shared their understandings and pedagogy in safe, supportive teams.

Impact

What has been the impact of our professional learning communities on our professional learning delivery? Data from the Tell Them From Me teacher survey shows the impact of professional learning communities where the school learning culture is rated a high 8.2, where *I monitor the progress of individual students 9.2 and I set high expectations for student learning 9.2* are staff strengths. Through an ongoing focus differentiated on stage and teacher needs, we have maintained high impact professional learning through these communities.

What has been the impact of collaboration in strengthening teaching practice? Teacher responses in the Tell Them From Me Teacher survey show Collaboration to be a school strength, with the school rated at 8.0 greater than the NSW Gov norm of 7.8. Specifically, impact can be seen in: *I work with other teachers in developing cross-curricular or common learning opportunities 8.0; I talk with other teachers about strategies that increase student engagement. 8.6; Teachers in our school share their lesson plans and other materials with me 8.6; I discuss my assessment strategies with other teachers 8.1; and I discuss learning problems of particular students with other teachers. 8.5.*

What has been the impact of professional learning communities on student learning? Teachers have implemented research-based practices with the in-class support of the APC&I to change pedagogy and student work samples show evidence of improved practices and student achievement.

Future Directions

In 2023, the school timetable will be structured to increase staff collaboration time on a weekly basis. Teaching staff will be released for an additional five hours per term to implement teaching sprints on a stage-based areas of development. The school executive will engage in a professional learning program to implement the sprints and lead the staff through this program. All staff are continuing with familiarisation of the 3-6 syllabuses ready for implementation in 2024.

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
<p>Teaching and non-teaching staff proactively seek to improve their performance. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. Instructional leadership is effective and leadership capabilities of high performing teachers are fostered.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Performance Management and Development element of Educational Leadership.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Community Engagement in the element of Educational Leadership.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Instructional Leadership in the element of Educational Leadership.</p>
<p>Teachers engage in professional discussion and collaborate to improve teaching and learning. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative or evidence-based practices.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development, with excelling evidence in the theme of Collaborative Practice and Feedback.</p>
<p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum.</p>
<p>The leadership team establishes a professional learning community which is focused on the continuous improvement of teaching and learning. All staff participate in a cycle of continuous professional learning aligned with the Performance and Development Framework for Principals, Executive and Teachers in NSW Public Schools and the Performance Management and Development Policy. This contributes to whole-school improvement, including ongoing student progress and achievement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of High Expectation Culture in the element of Educational Leadership.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,768.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sylvania Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Learning Support Teachers have collaborated with school executive, Learning Support Team and teaching staff to provide intervention programs on a daily basis that have supported the growth and improved learning outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: Cyclical testing to ensure the students engaging in the support programs are making gains with learning.</p>
<p>Socio-economic background</p> <p>\$31,006.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sylvania Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the Learning Support Program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Identified students had equitable access to the full curriculum and support as needed through the Learning and Support team. Students withdrawn for small group tuition show excellent growth shown in school internal LAST data.</p> <p>After evaluation, the next steps to support our students will be: To continue identifying students requiring support and providing targeted programs. Work towards having data stored in a central place to avoid doubling up with classroom teacher data.</p>
<p>Aboriginal background</p> <p>\$8,469.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sylvania Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$8,469.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal student progress was supported and growth monitored through personalised learning plans that show evidence of strong growth and equity gaps are closing.</p> <p>After evaluation, the next steps to support our students will be: Continue to work in collaboration with carers and support learning for Aboriginal students. To further ensure whole school cultural understanding and Aboriginal Education for all students.</p>
<p>English language proficiency</p> <p>\$117,240.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Internal school EAL/D data shows strong literacy growth for students who have received small group instruction with the expert EAL./D team. EAL/D progressions show student growth in oral language and writing.</p> <p>After evaluation, the next steps to support our students will be: EAL/D students will continue to be supported through small group and in class tuition maximising opportunities to increase English proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$166,015.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sylvania Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$166,015.00</p>	<p>employment of School Learning and Support Officers (SLSOs)</p> <ul style="list-style-type: none"> • employment of SLSOs to improve the development of students by implementing speech and Occupational Therapy programs developed by specialists. <p>The allocation of this funding has resulted in the following impact: Learning and support team data shows excellent progress in MacqLit programs and monitoring of PLASPs shows students are consistently meeting individual learning goals.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to employ a Learning and support teacher and SLSOs individualising support for students with additional needs. The school will continue to identify students requiring support and providing targeted programs. The school will work towards having data stored in a central place to avoid doubling up with classroom teacher data.</p>
<p>Professional learning</p> <p>\$36,508.71</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Potential and Gifted Education (HPGE) and classroom differentiation • Curriculum Implementation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Curriculum Reform Project- teacher release for professional learning and implementation of new syllabus. • High Potential and Gifted Education professional learning- teacher release • Teacher collaborations to develop new Lesson plans, units of work and resources <p>The allocation of this funding has resulted in the following impact: Strong teacher collaborations have resulted in a strong professional learning culture ensuring student success through new curriculum, differentiation and collaborative planning and collegial support.</p> <p>After evaluation, the next steps to support our students will be: Professional learning will focus on new curriculum implementation in K-2 and exploration of the new English and Maths curriculum in 3-6. Differentiation remains a focus.</p>
<p>Literacy and numeracy</p> <p>\$31,778.61</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sylvania Heights Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff through the Instructional Leader initiative, <p>The allocation of this funding has resulted in the following impact: Phonemic awareness program implemented and continuing K-2. Phonics S&S implemented. Phonics data collected throughout the year and phonics</p>

<p>Literacy and numeracy</p> <p>\$31,778.61</p>	<p>check-in data improved. DRA reading level data collected by teachers and students are showing progress</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to employ the APC&I in 2023 with a focus on engaging and implementation of the new maths and English curriculum.</p>
<p>QTSS release</p> <p>\$109,978.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Implementation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Collaborations around the teaching of numeracy has increased staff expertise in the teaching of the mathematics curriculum. Through an off-class Instructional Leader staff were provided with shoulder to shoulder in class support along with increased understanding of data due in-depth data conversations.</p> <p>After evaluation, the next steps to support our students will be: The APC&I position will enhance the implementation of the new English and Maths Curriculum while QTSS funds will be used for APs to strengthen curriculum support.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sylvania Heights Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: Phonemic awareness program implemented and continuing K-2. Phonics scope and sequence implemented. Phonics data collected throughout the year and phonics check-in data improved. DRA reading level data collected by teachers and students are showing progress</p> <p>After evaluation, the next steps to support our students will be: This funding will used to fund the APC&I position in 2023, the AP C&I will work on new curriculum knowledge and the collecting data efficiently to allow for tracking of aspects of reading and develop 3-6 teacher knowledge of the Science of Reading and the implications for students in 3-6.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$76,306.00

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 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy

The allocation of this funding has resulted in the following impact:

Internal school data , especially MultiLit data shows strong growth for students meeting school determined benchmarks . Students withdrawn for identified support showed strong growth and tracked through PLAN2.

After evaluation, the next steps to support our students will be:

This program will continue in 2023 through the small group tuition model.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	343	330	308	295
Girls	306	291	297	279

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	92.6	94.7	91.0
1	93.3	90.8	95.6	89.5
2	92.7	90.0	94.5	91.2
3	94.4	91.2	95.3	90.7
4	93.7	90.6	94.3	89.7
5	92.9	90.6	94.7	90.0
6	93.1	91.9	93.2	90.6
All Years	93.4	91.1	94.6	90.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.92
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



2022 staff photo

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	107,928
Revenue	5,708,908
Appropriation	5,308,040
Sale of Goods and Services	79,423
Grants and contributions	318,718
Investment income	2,728
Expenses	-5,593,988
Employee related	-4,876,659
Operating expenses	-717,330
Surplus / deficit for the year	114,920
Closing Balance	222,848

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.

	2022 SBAR Adjustments (\$)
Targeted Total	133,768
Equity Total	322,731
Equity - Aboriginal	8,469
Equity - Socio-economic	31,006
Equity - Language	117,240
Equity - Disability	166,015
Base Total	4,126,561
Base - Per Capita	152,871
Base - Location	0
Base - Other	3,973,690
Other Total	504,163
Grand Total	5,087,223

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.



School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of students, parents and staff through the Tell Them From Me (TTFM). The results were analysed by the school executive and feedback incorporated for further school improvement.

Students In Years 4-6:

- Students have friends at school they can trust and who encourage them to make positive choices - **86%** (compared to NSW Government norm **85%**)
- Students that do not get in trouble at school for disruptive or inappropriate behaviour **96%** (compared to NSW Government norm **83%**)
- Students try hard to succeed in their learning **87%** (compared to NSW Government norm **88%**)
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives score **8.1** (compared to NSW Government norm score **8.2**)
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. score **7.8** (compared to NSW Government score **7.5**)
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice score **7.9** (compared to NSW Government norm score **7.7**)
- Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet **29%** (compared to NSW Government norm **36%**)
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach score **8.4** (compared to NSW Government norm score **8.4**)
- **64%** of students expect to go to university
- **84%** of students feel proud of their school

Staff:

- I work with school leaders to create a safe and orderly school environment **8.1**
- Teachers in our school share their lesson plans and other materials with me **8.6**
- I monitor the progress of individual students **9.2**
- I set high expectations for student learning **9.2**
- I use results from formal assessment tasks to inform my lesson planning **8.5**
- I help students use computers or other interactive technology to undertake research **8.1**
- I strive to understand the learning needs of students with special learning needs **9.0**
- I establish clear expectations for classroom behaviour **9.8**
- I work with parents to help solve problems interfering with their child's progress **8.1**
- **100%** of staff believe that students have a strong sense of belonging at school.
- **92%** of staff believe they have the skills and confidence to meet the needs of students with disability or special needs.

Parents:

- I feel welcome when I visit the school **8.0**
- **100%** of parents surveyed talked with a teacher more than two or three times during the year.
- **36%** of parents surveyed are involved in a parent committee.
- Teachers have high expectations for my child to succeed **7.1**
- Teachers expect my child to pay attention in class **8.4**
- Teachers maintain control of their classes **8.0**
- My child feels safe at school **8.8**
- My child feels safe going to and from school **8.6**
- The school helps prevent bullying **7.1**
- Teachers help students who need extra support **7.3**
- **91%** of parents expect their children will go to university.

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.

