

2022 Annual Report

Sylvania High School



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Introduction

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

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

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School vision

Sylvania High School is an aspirational learning community with shared values of respect, responsibility, inclusivity and equity forging the framework for excellence in learning and teaching. Our staff are committed to leading an evidence-informed learning agenda that holds students at the centre of what we do, and is driven by meaningful data that leads to improvements in student outcomes.

We continue to sustain a strong focus on student wellbeing through personal, measurable and scalable initiatives that result in our students being known valued and cared for every day, in every classroom. Of pivotal importance is the need to amplify student agency, belonging, advocacy and buoyancy both within and beyond curriculum by promoting student voice and opportunity for all.

School context

Sylvania High School is a comprehensive high school located in the Sutherland Shire and residing on the land of the Dharawal speaking people. The student population is approximately 740 drawn with approximately 55% EAL/D students. The staff are committed to sustaining a positive learning culture that has ensured the school is highly valued by the community. Our school has a well-established reputation for outstanding academic, performing & creative arts and sporting achievements.

The school has highly successful leadership, wellbeing and activism programs that enable students to develop their skills to be well prepared for the world beyond school. The school's core values of respect and responsibility resonate across and within learning and wellbeing programs and the curriculum encourages students to develop essential skills for now and into the future, promoting both personal and interpersonal dispositions for learning. The school has a Support Unit with two Autism (AU) classes, and one Intellectually Moderate and Autism (I/O, AU) class. The school already proudly advocates for equal access and opportunity for all students in inclusive learning environments.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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

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

Initiatives

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

- Breaking Bands
- Explicit Teaching: Reading and Numeracy

Resources allocated to this strategic direction

Professional learning: \$24,754.94

Low level adjustment for disability: \$158,000.00

Socio-economic background: \$27,221.96

English language proficiency: \$86,827.20

Integration funding support: \$92,279.00

Summary of progress

Breaking Bands

The **Breaking Bands** initiative continued in 2022 with a strong focus on lifting the percentage of students achieving in the top two and three bands in the HSC. All staff participated in the rigorous HSC monitoring cycle, sharing insights from their HSC data analysis to provide ways forward that would address concerns. Term 2 saw all Head Teachers participate in a curriculum review process with both Deputy Principals. This process served to unpack the fundamentals behind policy monitoring and compliance with regards to teaching and learning programs, as well as assessments. It also opened dialogue around best practice, quality learning, and evidence of impact. The impact of Breaking Bands will continue to be seen over the next four years; 2022 was focused on strengthening data literacy skills in all staff through professional dialogue and shared ownership of HSC results across KLAs. The initiative is keeping our focus firmly set on lifting achievement through quality evaluation and evidence-informed decision making.

In 2023, Breaking Bands will expand beyond the initial stage of evaluation and into sharing practice. Through 'teaching sprints' staff will share in best practice strategies for high achievement in the HSC, building their collective capacity, as well as a professional culture of continuous improvement. The Executive team will engage in professional learning on curriculum policy and monitoring, delivered by Strategic School Improvement, to safeguard the process of curriculum design and implementation, as it is the critical time of new syllabuses rolling out. The HPGE team will be leading the school through high impact strategies that can be used across KLAs to lift achievement in the top two HSC bands.

Explicit Teaching: Reading and Numeracy

The first phase of **Literacy Lift** looked at improving the explicit teaching of Reading, with our resident expert teacher working with two teachers from each KLA on strategies that strengthen inference and applied comprehension within Stage 4 programs. Teachers worked alongside the expert to make considered changes to teaching and learning strategies, assessment and resources, that would have a marked difference to students' reading acquisition. The first stage of **Numeracy Lift** saw the Mathematics faculty take direct carriage of 'working mathematically' to improve the skills of students primarily within the Mathematics curriculum. Mathematics teachers delivered a 'boot camp' style program for Year 8 students to target skill areas identified through data analysis, and shifted their assessment tasks to include more questions that rely on literacy and reading comprehension, with explicit strategies to support. This is in response to the shift in literacy-based numeracy questions in NAPLAN and the HSC examinations. Both the Head Teacher Mathematics and Head Teacher English presented a snapshot of reading and numeracy results to all staff on School Development Day to focus our attention on the specific needs of our students and provide time for faculties to work together to make considered adjustments. Term 4 saw a presentation on the High Potential and Gifted Education policy (HPGE). Staff engaged with a literature review and had an overview of evidence based talent development practices, setting the foundational for our four year approach. Following on, the HPGE team engaged with the HPGE education policy evaluation and planning tool. and on self evaluation identified two components of the policy statements to focus on in 2023.

Moving forward, the Literacy Lift program will continue across KLAs with the expert teacher working on explicit teaching of writing within programs, strengthening students' ability to write with purpose across a range of contexts. This will have

a direct connection to expectations in HSC examinations. Staff will also engage in professional learning around high impact strategies for Reading, including questioning techniques that enhance inferential skills on School Development Day. Numeracy Lift will follow the similar style of Literacy Lift with the Head Teacher Mathematics working with two faculty members across KLAs to adjust teaching, learning and assessment strategies that are connected to numeracy, and possibly working mathematically. This will ensure our collective approach addresses the needs of targeted students who are within or close to the top two bands in NAPLAN. The Head Teacher Teaching and Learning will be taking direct carriage of the leading the HPGE team and strategy, providing staff with professional learning that outlines the specific strategies that can be used to lift the skills of students who are close to or within the top two bands for Reading and Numeracy.

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 in the Higher School Certificate (HSC) to meet the system negotiated uplift target of 7.2%	<ul style="list-style-type: none"> An uplift of 0.36% of students attaining results in the top two bands, demonstrating progress toward the lower bound target.
Increase the percentage of students achieving in the top 3 HSC bands.	<ul style="list-style-type: none"> 56.24% of students attained results in the top three bands demonstrating progress towards the lower bound target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading in Year 9 to meet the uplift target of 7%	An uplift of 3.4% of students achieving in the top two bands in NAPLAN reading , indicating progress toward the lower-bound target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy in Year 9 to meet the uplift target of 5%	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy (12.5%).
Increase the percentage of students achieving expected growth in NAPLAN Reading in Year 9 to meet the uplift target of 5%.	Due to NAPLAN not operating in 2020, expected growth data cannot be measured.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Year 9 to meet the uplift target of 2.8%.	Due to NAPLAN not operating in 2020, expected growth data cannot be measured.

Strategic Direction 2: Strengthening teaching and leading

Purpose

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

Initiatives

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

- Collaborative professional culture
- Leadership growth

Resources allocated to this strategic direction

Professional learning: \$40,000.00

Summary of progress

Collaborative professional culture

In 2022, we strengthened our collaborative culture through teacher professional learning opportunities. Staff once again participated in an exchange to **Wilcannia Central School** to build their skills and expertise in teaching in rural and remote schools and working with Aboriginal communities and students to promote high engagement and attainment. Staff also initiated the **Quality Teaching Rounds** program for our school, with select teachers completing the initial teacher training. With the implementation of the new Behaviour Policy, teachers also engaged in professional learning around functional behaviour, differentiation for behaviour, and strategies to support positive behaviour for learning. Across the year, our professional growth culture was enhanced through targeted professional learning around reading and numeracy, differentiation, data analysis and parent engagement. The impact of this initiative has been seen in the strengthening of school culture, and the sustaining of high standards of practice and performance expected from all staff. The focus on collaborative culture mitigated against the instability of staffing due to the shortage of teachers. It has seen improvements in teachers' skill sets regarding behaviour management, particularly the changing behaviour expectations for students and policy requirements for the school.

Leaning in 2023, we will be continuing our focus on Quality Teaching Rounds; the implementation phase will begin early in the year, with an initial focus on the QT framework. Beyond this, it is expected that the mechanism will be able to be used for all staff to observe practice and reflect on strategies for improvement, whether they be reading, numeracy or a HPGE focus. Staff will also be supported to engage in the Wilcannia Central School exchange program to broaden expertise and share in best practice across the schools, especially in the space of curriculum reform.

Leadership Growth

Executive teachers who were part of the **Middle Leadership Development Program** with the School Leadership Institute (SLI), engaged in ongoing professional learning workshops throughout the year. This program focused on a leadership inquiry for all participants, with specific focus on key areas for successful educational leadership. Due to the recruitment of a new Head Teacher Teaching and Learning, the internal leadership program was paused. However, there was an increase in staff taking on whole school leadership opportunities, and the internal expression of interest process ensured equal access to opportunity.

Moving in to 2023, we will no longer be participating in the MLDP as project members no longer work at our school. We will instead focus on an internal leadership program that will build leadership density not only of the executive leaders but also teacher leaders. The Executive team will complete a 360 survey with SLI as a tool for reflection and growth. This will then form part of the Leadership Development Plans they will co-design with their supervisors to carve a pathway of growth and attainment for our middle leaders. The recruitment of the Head Teacher Teaching and Learning position will have a marked positive impact on the school regarding leadership; particularly around growth in leadership skills for teacher leaders and strategic support for beginning teachers. We will look towards providing explicit workshops around on CV writing and support for promotion, and explicitly addressing instructional leadership skills both within and beyond the executive team.

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
Sylvania High School Professional Learning Policy revised in -line with the 5 HIPL elements and ratified.	Due to the recruitment of a new Head Teacher Teaching and Learning, progress was delayed. Achievement of this initiative will be realised in 2023.
All staff engage in professional learning on making adjustments to learning to ensure inclusive access to curriculum	100% of staff completed professional learning on making adjustments to teaching, learning and assessment to ensure curriculum is accessible for all learners.
School wide Quality Teaching Rounds developed to support Early Career Teachers.	Staff trained in using Quality Teaching Rounds to improve teaching and learning. Implementation of program ready for 2023.
The implementation of a workshop providing professional learning support for external promotional positions and internal EOI positions.	Professional learning workshop postponed to 2023 due to recruitment of Head Teacher Teaching and Learning who has oversight of whole school professional learning.

Strategic Direction 3: Thriving Culture

Purpose

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

Initiatives

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

- High Expectations
- Inclusivity and Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$28,301.18

Socio-economic background: \$65,000.00

Professional learning: \$2,000.00

Student support officer (SSO): \$96,058.00

Aboriginal background: \$13,582.91

Summary of progress

High Expectations

Our focus on **high expectations** centred around behaviour, attendance and learning in 2022. With the implementation of the new behaviour policy, students, staff and parents engaged in a consultation process about school routines and expectations. This resulted in Routines for Learning framework, as well as the Values Framework. The values identified by the community were: *scholarship, honour, service, respect, engagement*. The series of routines for learning enable classroom teachers to set the vision and tone to make clear to students the complementary expectations of behaviour and learning. Similarly, the sustained focus on attendance was at the front of decision making around our thriving culture and ways in which we can enhance students' sense of belonging and connection to the school community. The impact of our high expectations will be seen in a strong start to 2023 with many systems and structures in place from 2022 to ensure the school community holds firm with our beliefs about learning, and consistently implements new procedures to respond to behaviour.

Moving forward to 2023, we will have an Attendance Coordinator position established, with the whole school priority to manage full day and partial attendance concerns. 2023 will also see the full implementation of the Behaviour Policy, including the values framework, routines across classrooms, and Restrictive Practices policy.

Inclusivity and Wellbeing

The activities in 2022 that underpinned inclusivity and wellbeing centred around the strategic design of the **Wellbeing Curriculum 7-12**; a curriculum that ensures targeted, relevant, and meaningful wellbeing support is provided to students as they progress through stages. Through evaluation of current practice, decisions were made to remove programs with little to no impact and implement new programs that better met the needs of students. The school's focus on anti-racism continued in 2022 with the new ARCO appointed and significant focus placed on Harmony Day, as well as anti-racism workshop for all students.

The impact can be seen in the strong foundations being built around the school to amplify student voice and connection, including the Principals Advisory Council. The school now provides multiple opportunities for student engagement in social justice activities, wellbeing days, sporting opportunities and leadership councils. This is having a marked impact on the ways in which students value the school and will continue to be seen over the next four years. The focus for 2023 will be refining the Wellbeing Curriculum to ensure it is measurable and strategically planned. This may include a redesign of the school day to factor in wellbeing time as part of our operational structure. We will be sustaining the breadth of extra-curricular opportunities for students, maintaining our commitment to inclusivity in all its forms through proactive and responsive approaches, and aligning the Wellbeing Curriculum to the behaviour system in the school to ensure explicit support is provided to students when demonstrating behaviours of concern. We will be creating more opportunities for our broader community to connect with the school and student learning, including community events for our Aboriginal and Torres Strait Islander families, parent involvement in curriculum activities, and whole school events that promote acceptance, equity and freedom for all.

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
Design an attendance strategy 2023-2026, led by newly create Attendance Coordinator and supported by DP School Operations	The percentage of students attending >90% decreased to 52.64%. Attendance strategy designed and ratified with school community ready for implementation 2023.
Staff awareness of and commitment to responding to racist, ableist and defamatory language used both explicitly and casually within and beyond the classroom.	All staff completed Anti-Racism professional learning.
Staff, students and parents have a renewed awareness of the beliefs about learning and the purpose and impact.	Beliefs About Learning used as a language framework in all professional learning activities with staff. Increase in students' knowledge of and understanding of the beliefs about learning identified in empirical data as observed across classrooms.
Increase the range of opportunities available for Aboriginal and Torres Strait Islander students to connect with learning and engage with the school, including murals, mentoring, creating and presenting acknowledgements of country.	An increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal settings created across the school.
Create opportunities for students to be involved in and promote school activities, including student voice and advocacy groups, social justice initiatives, whole school fundraising events, sporting and performing arts showcases, whole school morning assemblies (4 days per week), lunch time activities.	A substantial increase in students' engagement in extra-curricular activities. TTFM data indicated an increase in students' sense of belonging to the school across Years 7-12.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$92,279.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sylvania High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Explicit Teaching: Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Reading and Numeracy • staffing release to build teacher capacity around Reading and Numeracy • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students have had support in reading and numeracy acquisition through SLSOs in the classroom. All staff have been engaged in professional learning that is targeted towards lifting the achievement of students to the top two bands in NAPLAN, as well as strategic use of Department systems to harvest data.</p> <p>After evaluation, the next steps to support our students will be: Sustaining the support for students within classrooms through the provision of SLSOs. We are also looking to implement small group tuition programs around executive functioning and MacLit to provide ongoing and explicit support for students needing additional assistance.</p>
<p>Socio-economic background</p> <p>\$92,221.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sylvania High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Breaking Bands • Explicit Teaching: Reading and Numeracy • High Expectations • Inclusivity and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through HSC analysis and HSC monitoring to support student learning • employment of additional staff to support Literacy Lift program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Staff have further strengthened their ability to turn data into evidence through the HSC monitoring program, using narrative to shape meaning. The curriculum review for executive leaders has enhanced their ability to design learning, teaching and assessment that caters for the diverse needs of learners, including those from a range of language backgrounds, socio-economic disadvantage, and disabilities. This funding has seen the initial planning stages of the wellbeing and behaviour review, in line with the new Behaviour Policy, come to fruition as a combined approach to supporting students in their learning. The provision of a uniform coordinator and</p>

<p>Socio-economic background</p> <p>\$92,221.96</p>	<p>attendance coordinator has had a strong impact on school culture and high expectations around our values of respect, responsibility, engagement, honour and scholarship. We have also seen the reestablishment of the ARCO role, including an anti-racism policy and professional learning for teachers, to ensure the school sustains its inclusive culture.</p> <p>After evaluation, the next steps to support our students will be: We will continue to focus on building a thriving culture in the school, looking at ways in which to strengthen students' sense of belonging through extra curricular activities, the full implementation of the Behaviour Policy, and a renewed approach to recognising and valuing student achievement and success.</p>
<p>Aboriginal background</p> <p>\$13,582.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sylvania High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Inclusivity and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • staff release to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact: Our Aboriginal students have had access to community organisations that support their learning and wellbeing, along with the school based support person who leads the development of their PLPs. All staff engaged in professional learning focused on Aboriginal Culture and ways in which teaching, learning and assessment contribute to the retention and HSC attainment of Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: To increase the opportunities for community engagement at the school, whether through informal events like bbqs, or structured mentoring activities that focus on learning goals. This will also be seen in the visible, relevant and meaningful activities that ensure Aboriginal students have a voice across the school, and the whole school community works together to maintain our inclusive school culture.</p>
<p>English language proficiency</p> <p>\$86,827.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sylvania High School.</p> <p>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"> • Explicit Teaching: Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff

<p>English language proficiency</p> <p>\$86,827.20</p>	<p>The allocation of this funding has resulted in the following impact: EAL/D students have made significant progress through and beyond consolidating, with the support of our expert EAL/D teacher both in class and through small group tuition. All staff have made considered adjustments to teaching, learning and assessment to address the language and literacy barriers for EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: To provide ongoing and timely support for EAL/D students to develop their language skills both within curriculum and through targeted support in small group supervision.</p>
<p>Low level adjustment for disability</p> <p>\$186,301.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Sylvania High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Breaking Bands • Explicit Teaching: Reading and Numeracy • High Expectations <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 employment of School Learning and Support Officers • support for students in such as Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions <p>The allocation of this funding has resulted in the following impact: The impact has been seen in the implementation of the Literacy Lift project to refine the teaching of inference and applied comprehension across KLAs. Teachers have built their capacity to target specific reading skills through a model that works directly with their programs, using the expertise of a staff member. Staff have engaged in strategic reviews of our behaviour system and high expectations policy, and have delivered professional learning that addresses differentiation across behaviour, disabilities and high potential gifted education.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the implementation of a refined behaviour management system will be supporting students to self-regulate and promote engagement in learning. There will be a shift in the use of SLSOs to ensure a stronger impact on student learning needs, with more small group withdrawal and delivery of programs rather than presence in the classroom. Literacy and Numeracy Lift will continue, with a stronger focus on working mathematically, as well as numeracy across curriculum, and a new focus on writing across KLAs, as a direct line to support all students lift their achievement in both NAPLAN and the HSC.</p>
<p>Professional learning</p> <p>\$66,754.94</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 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"> • Breaking Bands • Explicit Teaching: Reading and Numeracy • Collaborative professional culture

<p>Professional learning</p> <p>\$66,754.94</p>	<ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release for Executive teachers to engage in Curriculum Review process with Senior Executive • Staff professional learning for High Potential Gifted Education strategies • Staff released to work with expert in reading and numeracy skills acquisition • Staff released to engage with Quality Teaching Rounds professional learning program • Staff release to participate in Wilcannia Exchange program to strengthen Aboriginal community engagement and teaching and learning strategies <p>The allocation of this funding has resulted in the following impact: All staff have built their knowledge and capacity for turning data into evidence, and evidence into actions that meet the needs for students. All have strengthened their knowledge and understanding of the scalability and positive impact of Quality Teaching Rounds as a model that shores up confidence and capability. All staff have engaged in professional learning on HPGE to set the foundations for quality differentiation, with a strong team of educators formed and ready to design and deliver further professional learning. The Wilcannia Teacher Exchange enhanced teachers' knowledge and understanding of remote communities, specifically Aboriginal communities, and ways in which they can tailor teaching, learning and assessment to meet the needs of First Nations students.</p> <p>After evaluation, the next steps to support our students will be: We will be implementing Quality Teaching Rounds as a professional learning model, and looking to release all staff for their mandated 5 hour PL to focus on planning for new syllabuses as they are released. The Wilcannia Exchange program will continue in 2023 to sustain our professional network, provide their school with much needed relief, build the capacity of our teachers, and collaborate on the design and delivery of new curriculum being released.</p>
<p>COVID ILSP</p> <p>\$176,606.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Students who were identified as having low levels of literacy and numeracy, both due to gaps in learning but also due to language barriers, had targeted support that improved their skills.</p> <p>After evaluation, the next steps to support our students will be: We will be sustaining the program model for 2023 to ensure students continue to move through the literacy and numeracy progressions, particularly looking at the literacy and numeracy expectations for the HSC Minimum Standards.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sylvania High School</p>

Student support officer (SSO)

\$96,058.00

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

- Inclusivity and Wellbeing

Overview of activities partially or fully funded with this Staffing - Other funding include:

- Recruitment of full-time SSO to support students in their wellbeing and mental health

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

The impact of the SSO has been seen in the timely and meaningful wellbeing support provided to students at a point of need. The SSO facilitates several diverse programs that have met the socio-emotional needs of many students, and their presence in the school has contributed to the overall health and wellbeing of students. They are an additional resource that reduces the workload of the school counsellor, providing 1:1 support as well as small group intervention for students with mental health concerns.

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

We will be sustaining the SSO role in the school and continuing to roll out programs that are part of the strategic wellbeing curriculum. The SSO will take on a leadership role in evaluating current programs and practices across the wellbeing curriculum to ensure all student needs are being met, and the impact of the programs is being seen through changes in our wellbeing data on Sentral.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	395	409	356	347
Girls	411	392	353	364

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.3	94.3	90.8	89.4
8	90.0	92.5	87.4	86.8
9	87.3	92.1	88.6	83.8
10	89.0	89.6	87.3	85.4
11	87.8	90.9	84.8	84.6
12	89.0	90.3	88.1	86.6
All Years	89.2	91.6	87.8	86.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	7	9	21
TAFE entry	1	3	22
University Entry	N/A	N/A	55
Other	10	9	2
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

27.10% of Year 12 students at Sylvania High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Sylvania High School expected to complete Year 12 in 2022 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)	10
Classroom Teacher(s)	40.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	13.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

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	830,223
Revenue	10,579,846
Appropriation	9,964,387
Sale of Goods and Services	158,372
Grants and contributions	437,030
Investment income	9,871
Other revenue	10,185
Expenses	-10,454,037
Employee related	-9,195,654
Operating expenses	-1,258,383
Surplus / deficit for the year	125,809
Closing Balance	956,031

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	92,279
Equity Total	378,934
Equity - Aboriginal	13,583
Equity - Socio-economic	92,222
Equity - Language	86,828
Equity - Disability	186,301
Base Total	8,406,326
Base - Per Capita	179,099
Base - Location	0
Base - Other	8,227,226
Other Total	653,028
Grand Total	9,530,566

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

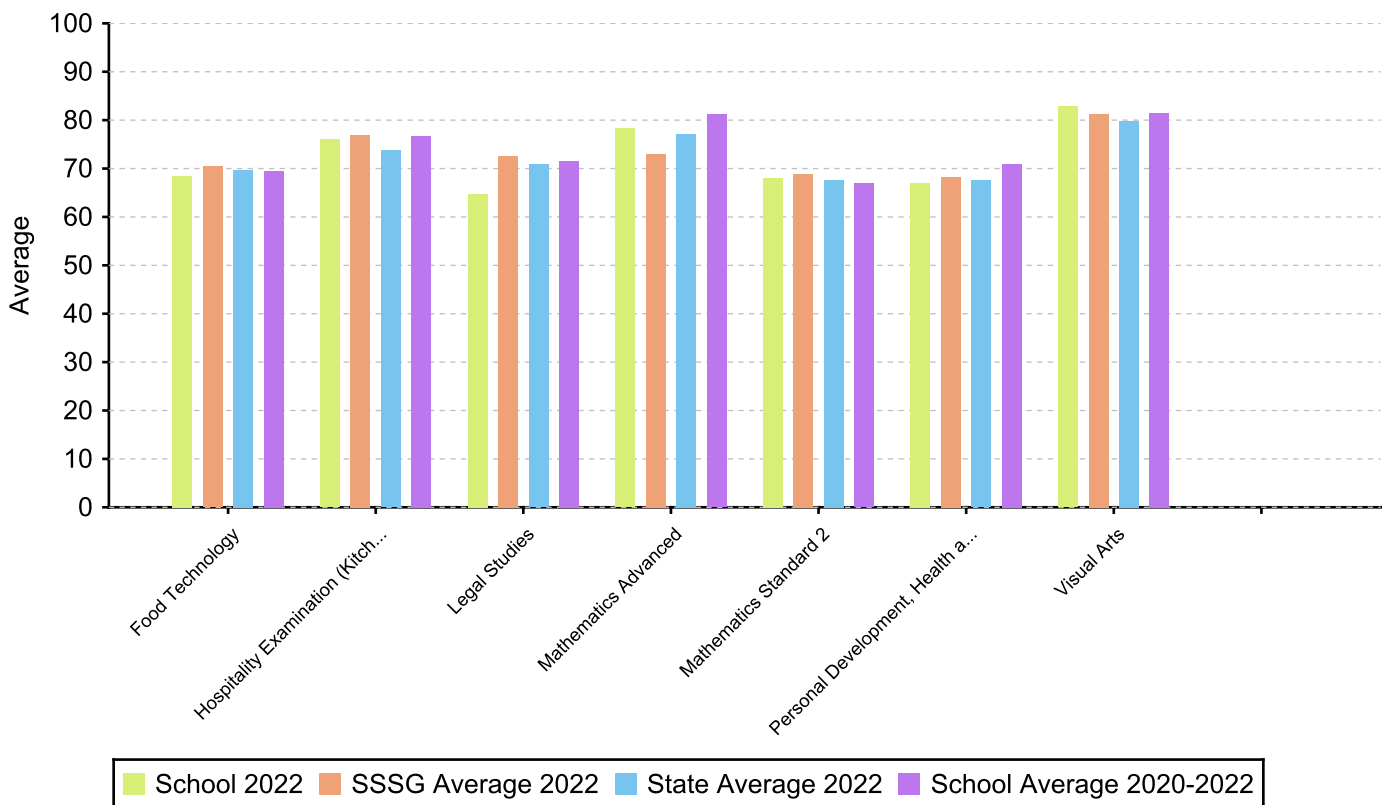
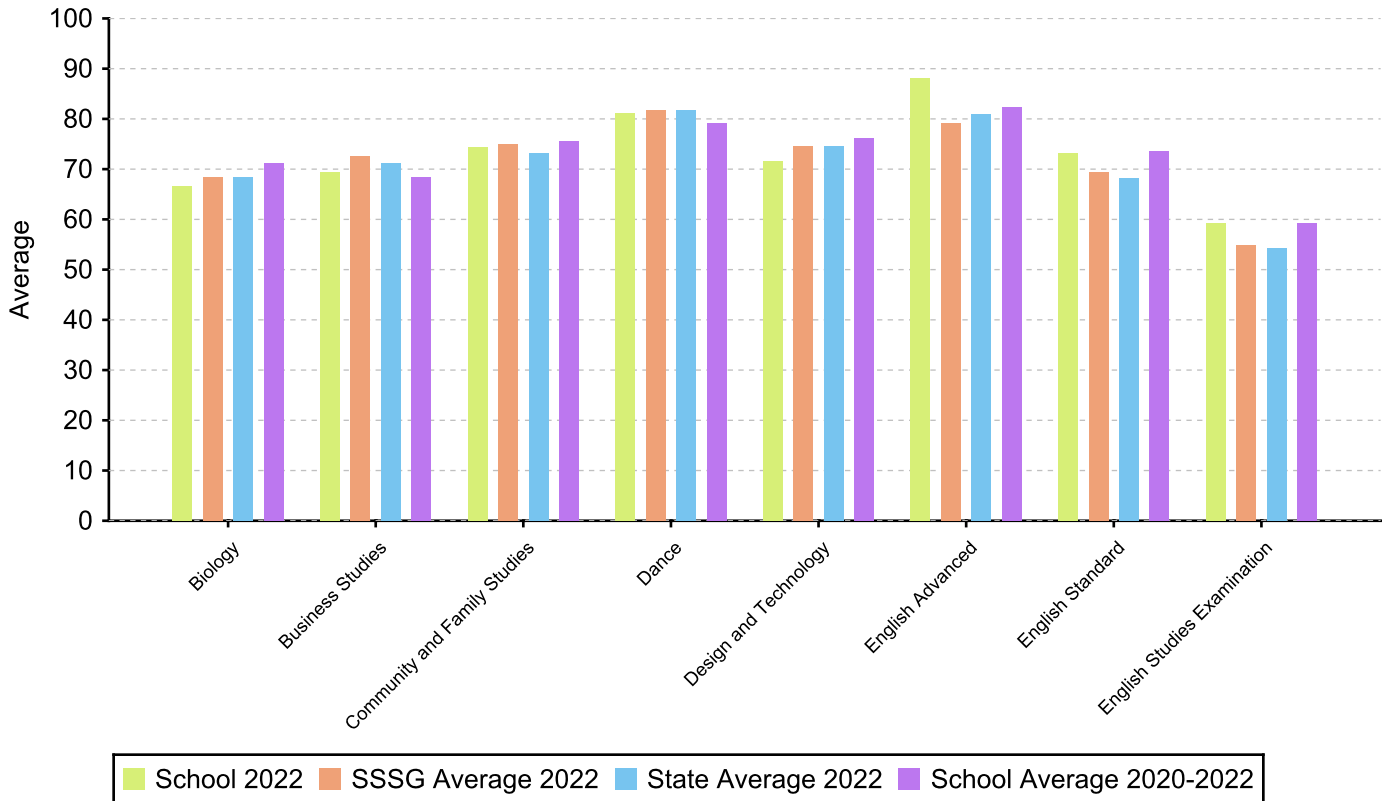
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	66.6	68.3	68.5	71.1
Business Studies	69.3	72.5	71.2	68.4
Community and Family Studies	74.3	74.9	73.2	75.6
Dance	81.1	81.8	81.6	79.1
Design and Technology	71.6	74.6	74.6	76.1
English Advanced	88.1	79.1	81.0	82.3
English Standard	73.2	69.4	68.1	73.6
English Studies Examination	59.3	54.9	54.3	59.3
Food Technology	68.4	70.4	69.7	69.4
Hospitality Examination (Kitchen Operations and Cookery)	76.0	77.0	73.7	76.7
Legal Studies	64.7	72.6	70.8	71.5
Mathematics Advanced	78.3	73.1	77.1	81.1
Mathematics Standard 2	68.0	68.9	67.6	66.9
Personal Development, Health and Physical Education	67.0	68.3	67.5	70.9
Visual Arts	82.8	81.3	79.8	81.4

Parent/caregiver, student, teacher satisfaction

The school received the following feedback from the community:

- We would just like to thank you all for an incredible Open Night. It was so good to see the students of the school take pride in hosting, presenting and leading groups around the school. We were blown away by their helpful and friendly manner as well as their kindness towards us. We have always supported and believed in public education and tonight just validated how supportive the school is, not just in academics but in caring for the wellbeing and the development of their young students. Thank you so much for organising tonight and for staying back late away from your families.
- We attended your open night last night and wanted to feed back to the school how grateful we are for such a wonderfully welcoming, informative and fun evening. We have been to quite a few open nights and tours over the years and thought yours was by far the best, and with the torrential conditions! We were so impressed by the warmth and professionalism of the staff and the students. Our daughter loved it, which was our greatest hope. We didn't catch the names of the outstanding school leaders that were our tour guides, but we were in group 13 and thought they were fabulous. Everything about Sylvania aligns with us for our daughter, the school community, the values, the emphasis on safety and wellbeing, individuality, social justice, leadership and performing arts. We could go on and on. Elly currently attends Oatley Public School and Sylvania will be our number 1 choice.
- To Whom It May Concern, I am emailing to provide some positive feedback . Recently, I was at Sylvania McDonalds with my three children. Sitting over from us were a group of 5 or so (possibly) Yr 10 male Students. They were eating and talking . They were so respectful of each other and were not being rowdy or disruptive . It was nice to see young people being so mature and all whilst representing your school by wearing your uniform! It makes me even more happy with my decision to work towards eventually sending my Yr 5 daughter to your High School. You really should be proud!

The school received the following feedback from parents:

- I wanted to take a minute to wish you a Merry Christmas and thank you...I wanted to also convey to you our heartfelt thanks to you. Moving J___ to SHS has been the best decision we could have made for him. He has developed friendships with like minded peers who encourage him to be the best version of himself. Most importantly he has found teachers who inspire him to learn and grow. He is happy - we couldn't ask for anything more. O___ of course is a different personality, but she has thrived in the past 2 years, enjoys every opportunity the school offers and is inspired by her amazing teachers, whom she talks about constantly! All of this is in no small part because of your leadership and the great community of teachers and support staff you inspire. And weirdly given the opportunity to stay home today they have both chosen to go to school today! Thank you.
- We would like to thank yourself for the amazing job that you do and the rest of all the wonderful teachers who teach our children. Over the last 2 years, the teachers and school have made a huge difference with our son. We appreciate all your efforts in teaching and making sure our children are learning. We appreciate that you have taken care of them academically and socially. We appreciate all the motivation and encouragement so they do their best. Knowing that you care for our kid gives us the confidence and reassurance we need through tough times like COVID. You take care of every single child at the school in such a beautiful and loving way and for that we can't thank you enough.

The school received the following feedback from students:

According to the Tell Them From Me data, 52% of students feel a sense of belonging to the school; 81% have friends at school they can trust and who encourage them to make positive choices; and 54% have a high rate of participation in sports. 53% of students indicated they have a positive growth orientation where they set challenging goals for themselves in their schoolwork and aim to do their best. There are still ongoing concerns about the facilities in the school, particularly the toilets with 60% of students disagreeing that the toilets are cleaned and well looked after. (These facilities are part of a larger infrastructural submission to the Department.) 80% of students indicated they know where to go to seek help if they are bullied, and 45% indicated there is adequate shaded/covered areas to go during bad weather. (This too is part of a larger infrastructure request to the Department.)

The school received the following feedback from teachers:

According to the People Matter Survey 2022, the most increased strengths of our school from 2021 were:

- My workgroup considers customer needs when planning out work (up 54.6pts)
- My manager appropriately deals with employees who perform poorly (up 45.5%pts)
- My manager communicates how my role contributes to my organisation's purpose (up 45.5 pts)
- People in my workgroup treat each others with respect (up 36.4pts)
- People in my workgroup can explain how their work impacts customers (up 36.4pts)
- My manager encourages people in my workgroup to keep improving the work they do (up 36.4pts)

According to the People Matter Survey 2022, the most decreased areas from 2021 were:

- In general my sense of wellbeing is...(down 45.5%)
- How satisfied are you with your ability to access and use flexible working arrangements (down 30pts)
- I am paid fairly for the work I do (down 27.3pts)

- I can keep my work stress at an acceptable level (down 27.3 pts)

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.