

2022 Annual Report

Sydney Distance Education High School



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Introduction

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

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

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School vision

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

School context

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

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

The school enrolls around 1500 students with a fulltime equivalent student number of around 735 and employs more than 200 fulltime and part time staff.

We provide flexible blended learning opportunities for quality individualised education. Students may learn in many ways: through online lessons, written materials, web lessons, email and phone. At school, we engage students with individual lessons, study days and open days. We also have virtual assemblies, excursions and a range of peer support activities and student clubs to support student connections with our school. Almost all of our Years 7-10 courses are delivered online. We have a number of learning hubs across the Greater Sydney Region where students may work with teachers and other students in places closer to their homes.

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

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

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

Self-assessment and school achievement

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Culture of High Academic Expectations Stage 6
- Intensive Literacy and Numeracy Support

Resources allocated to this strategic direction

Professional learning: \$40,000.00

English language proficiency: \$2,400.00

Summary of progress

Culture of High Academic Expectations Stage 6

The new HSC analysis procedures, developed by the HSC Working Party and implemented at the start of 2022, have been evaluated and refined to allow for more timely HSC data analysis that will directly inform teaching improvements for HSC students. Targeted professional learning has been and will continue to be rolled out to build staff capacity in the use of RAP and SCOUT data to inform improvements in teaching practice and in the use of High Leverage Teaching Strategies in Stage 6 courses. In 2022, 17 HSC teachers participated in the HSC Strategy professional learning focusing on High Leverage Strategies. The High Leverage Strategies were implemented in the collaborative Quality Learning Projects. The Quality Learning Projects have provided teachers with a bank of quality teaching resources that will be implemented in HSC courses in 2023.

In 2023, every new enrolment in Years 7-10 will participate in the Launchpad Student Induction Program for the first full week of their enrolment. The program will establish explicit high expectations for students as learners and as members of the school community and provide the skills and knowledge needed to be effective learners at SDEHS. In Term 4 2023, the Launchpad Program will be introduced for Stage 6 students ensuring that the culture of high academic expectations is established and maintained across the school. In Term 4 2023, the Student Induction Team will deliver a Stage 6 Preparedness Program for Year 10 students who have indicated they will be moving into Stage 6 in 2024. The program will prepare students for the high academic expectations of studying for the HSC and provide them with the most appropriate pathways options for studying in Stage 6.

Intensive Literacy and Numeracy Support

During Terms 2-4 2022, the school identified 24 students who required intensive literacy and numeracy support. The school has conducted twice weekly sessions with these students face to face, at our learning hubs and online. The COVID Intensive Literacy and Numeracy Support Program tutors have been using Progressive Achievement Testing (PAT) for pre and post testing, Cognitive Aptitude Assessment System testing (OZCAAS) for establishing student levels and QuickSmart resources to deliver the tutoring sessions. On average students have made a 10% improvement in their skills and one Aboriginal student improved by 30% in their reading level. This student was performing at a Year 2 reading level and is now at a Year 8 reading level. One student is now participating in the Student Leadership Group as a result of attending the learning hubs for the tutoring program. The testing tools that were used have been very effective in getting the program started and the school is considering implementing wider use of these tools in 2023, particularly when Years 7-9 students enrol.

The Literacy and Numeracy Working Party met once a fortnight over Terms 3 and 4 2022 to develop whole school improvement strategies going into 2023. A survey was sent to staff to measure how they value and how confident they are to embed literacy and numeracy strategies in all curriculum areas. Advocacy is high but the survey revealed that teachers need support to implement effective strategies and many teachers have not participated in specific professional learning in this area for a number of years. The team identified three areas for improvement: student assessment, literacy and numeracy teaching strategies, and effective feedback. The key strategies include the following.

- Increase the number of Years 7-9 students participating in external assessment (Check-in Assessment, NAPLAN) as our participation rates have been historically low. The Term 4 participation rates in Check-in Assessment has already improved due to strong promotion with students and parents

- Improve teachers' capability to use Scout data to identify students who need support with literacy and numeracy and improve teaching strategies
- Deliver regular professional learning to all staff on implementing explicit literacy and numeracy teaching strategies
- Improve the quality of feedback to support student literacy and numeracy skills

Staff training has been planned for 2023 which includes the following.

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

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of HSC course results in the top three bands at the system-negotiated target of 64.3% or above.	Scout data for HSC results reflects that 54% of students attained results in the top three bands. It is important to note that Scout HSC data does not include single course non-government students who have studied their HSC course at this school. RAP data is more accurate because it includes all of our HSC students, including single course non-government students who have studied their HSC courses through SDEHS. RAP data indicates that 64% of students attained results in the top three bands.
Improvement in the percentage of students achieving NAPLAN top 2 bands in Numeracy at the system-negotiated target of 41.2% or above. Improvement in the percentage of students achieving NAPLAN top 2 bands in Reading at the system-negotiated target of 36% or above.	NAPLAN scores indicate an increase in the percentage of students in the top two bands for Numeracy at 43% and an increase in the percentage of students in the top two bands for Reading at 48%.
73.5% or more of students achieving expected growth in NAPLAN Numeracy. 73.5% or more of students achieving expected growth in NAPLAN Reading.	Student growth cannot be calculated in 2022 as students did not sit the NAPLAN tests in 2020 due to COVID.

Strategic Direction 2: Teaching Excellence

Purpose

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

Initiatives

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

- Quality Teaching Rounds
- Personalised Pathways
- Online Real-time Teaching and Learning

Resources allocated to this strategic direction

Professional learning: \$35,000.00

Low level adjustment for disability: \$100,058.61

Summary of progress

Quality Teaching Rounds

Quality Teaching Rounds (QTR) was strongly promoted at staff meetings and the fortnightly Spotlight Professional Learning publications. From 2019 to Term 4 2022, 47 staff across all stages and subject areas have completed at least one round of the Quality Teaching Rounds. In 2022, 4 teachers volunteered as facilitators and have been mentored by other teachers more experienced in QTR. For the coding sessions, staff have used web lesson recordings to analyse their teaching practice which has allowed flexibility in how we conduct Quality Teaching Rounds, which is also contextual to our learning environment. Staff have been surveyed after completing the rounds and feedback has been very positive. 66% of staff have strongly agreed that it has improved their understanding of a quality lesson and 94% of staff have agreed or strongly agreed that they will refine their teaching practice.

There have been disruptions to Quality Teaching Rounds with staff working from home due to COVID restrictions and construction work onsite which had an impact on the formation of face-to-face professional learning communities. We were using MS Teams to host Professional Learning Communities (PLC) meetings but are looking forward to meeting face-to-face in 2023.

In 2023, we will need to train some more facilitators as one of our key advocates of QTR at SDEHS is studying for his doctorate at with Newcastle University with a focus on QTR. With new curriculum being implemented in 2024 our school will participate in professional learning opportunities that focus on programming and assessment, delivered by the Quality Teaching Academy.

Personalised Pathways

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

During Terms 2-4 2022, the Personalised Pathways Team facilitated early identification of Year 10 students on various academic and vocational pathways through a series of structured conversations. One-on-one support was provided to every Year 10 student based on their chosen pathway. Students identified as being on HSC/ATAR pathways were supported with appropriate selection of Stage 6 courses. Students who indicated that they intended to move to TAFE at the end of Year 10 were supported with counselling around appropriate course options and enrolment.

In 2023, the Personalised Pathways Program will be led by the Careers Team who will develop a Student Pathways Profile for every Year 10 student. The program aims to have measurable impact on HSC results, improvements in student retention in post school destinations, increase in RoSA and HSC completion, and student connectedness to school. Personalised differentiation of learning for every student will be a key aspect of the program.

Online Real-time Teaching and Learning

In 2022, all teachers have successfully transitioned from using Adobe Connect to MS Teams as the sole platform to deliver online real-time teaching through web lessons. Teachers were supported with a series of 5 foundation training sessions repeated each term to understand and use the capabilities of the platform and set up safe learning environments for students. During Terms 1-4, 415 individual training sessions were attended by teachers throughout the year with a total of 307 hours of professional learning completed.

On the School Development Days in Terms 2 and 3 teachers worked in groups to develop lesson plans based on research reflected in a range of publications (What Works Best - Centre for Educational Statistics and Evaluation, Distance Education Playbook and the Quality Teaching Model) and evidence based teaching strategies (eg explicit teaching and student collaboration). Over 70 teachers worked collaboratively in 29 professional learning communities with a focus on improving the quality of web lessons. These groups presented their lesson plan to their faculties for peer review. Over 86% of teachers agreed or strongly agreed that they could create a high quality web lesson in collaboration with colleagues as a result of this professional learning. There were an additional 6 training sessions available to teachers with a focus on explicit teaching, formative assessment and student collaboration.

The school executive endorsed the establishment of regular synchronous web lesson across all subjects in Years 7-10 from the start of 2023. A master timetable was created to enable over 90 courses to include a minimum of one 30-40min web lesson a fortnight. In 2022, not all courses had regular web lessons to support our asynchronous learning delivery. The purpose of these scheduled lessons is to develop higher expectations linked to our new student induction program, support consistent student engagement, increase student collaboration opportunities and build a stronger connection between students and teachers. In 2024 we will look at creating a schedule for our Stage 6 students.

In 2023, we will continue to support teachers to use the full functionality of the MS Teams platform to deliver high quality lessons and implement formative assessment strategies such as Exit Tickets. SDEHS has also requested data warehouse access from the Information Technology Directorate (ITD) to track participation and attendance, which will improve the accuracy of reporting.

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
30% of permanent and temporary teachers employed for 2 terms or more have participated in at least one set of Quality Teaching Rounds in Professional Learning Communities that cross stage and subject areas.	23% of permanent and temporary teachers have participated in at least one set of Quality Teaching Rounds in Professional Learning Communities (PLCs) that cross stage and subject areas.
Processes and procedures are established and all necessary resources are acquired to implement the Personalised Pathways program in 2023.	Evaluation of the Personalised Pathways trial in 2022 has identified all resources necessary, including staffing, and the timeline for the implementation of the program throughout 2023.
Tell Them From Me survey student response to the Intellectual Engagement composite statement "Students are intellectually engaged and find learning interesting, enjoyable and relevant" is 50% or above.	2022 TTFM 1st Survey: 43% of students responded that "Students are intellectually engaged and find learning interesting, enjoyable and relevant." 2022 TTFM 2nd Survey: 47% of students responded that "Students are intellectually engaged and find learning interesting, enjoyable and relevant."

Strategic Direction 3: Inclusive, supported and positive school community

Purpose

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

Initiatives

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

- Student Community Connections Program
- Staff Wellbeing
- Increased Opportunities for Peer Interaction

Resources allocated to this strategic direction

Socio-economic background: \$93,347.50

Aboriginal background: \$54,735.56

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

Professional learning: \$20,000.00

Summary of progress

Community Connections Program

During 2022 the Student Community Connections Program has been extended to all learning hubs, facilitated by our full time Student Support Officer (SSO), including the Child and Adolescent Mental Health Services (CAMHS) visiting the learning hubs to disseminate information and provide opportunities for students to get support for their mental health. Our Student Support Officer and Student Wellbeing Team members have established a number of initiatives focused on student wellbeing and connectedness with the school. These included very successful Youth Week events in all of the learning hubs. Processes have been put in place so that the MS Teams Student Zone is more accessible to enable Home enrolled students to access wellbeing resources and information across a broad range of topics. We will continue to embed these programs into the school in 2023 to engage larger numbers of students including newly enrolled students.

Staff Wellbeing

A number of events were planned and held by the committee, including morning teas and staff social events out of school hours. Staff have voiced their appreciation of staff social events that build positive supportive relationships at school. The Virtual Common Room has been embedded as a friendly forum allowing staff to connect socially and enhancing an inclusive and supportive staff culture. Many staff have embraced the Virtual Common Room to post announcements and share wellbeing advice. The staff member trained as a Mental Health First Aid Facilitator coordinated and facilitated Mental Health First Aid training for 25 teachers this year. The feedback from staff was outstanding, indicating that the skills that they have learnt will help them both personally and professionally. In 2023 we will build the capacity of other staff to become facilitators so that we can grow the program and train more staff.

Increased Opportunities for Peer Interaction

Student clubs including Book Club, Art Club, Health Club, Volunteering, Social Justice Group and LGBTQIA+ programs have run regularly throughout the year with students attending activities and developing skills, resilience and friendships. The number of students attending extracurricular activities has increased. The Performance Project, a multi performing arts project, for example involved 26 students and culminated in the first student performance showcase at the school attended by friends and family. This helped create a more connected onsite presence for students and tapped into their skills and creative potential. Other highlights include the Waves for Wellness Surfing Wellbeing Program, School Day Camp, Diversity Day and Harmony Day celebration activities. These were well attended with waitlists for some programs, which indicates student need for such activities. Learning hub attendance is back on track after the interruption from COVID. There were a range of events including Youth Week and NAIDOC week activities held in all 5 learning hubs this year. High Performing and Gifted Education (HPGE) projects such as Write a Book in a Day and a Poetry Competition were valuable programs held in the learning hubs to provide higher-order creative and critical thinking activities for students. The increasing number of students with complex issues attending the learning hubs has highlighted the need to strengthen our behaviour management processes in alignment with the Department's new Code of Behaviour. In 2023 we will promote student participation in The Student Zone through the Launchpad Student Induction Program where students will attend a one week induction program following their enrolment.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them From Me survey student responses to the statement "Students feel accepted and valued by their peers and by others at the school" to exceed the 2021 percentage of 47% and move towards 66% (2020 NSW Government Norm).	2022 Tell Them From Me (TTFM) 1st Survey: 44% of students responded that "Students feel accepted and valued by their peers and by others at their school." 2022 TTFM 2nd Survey: 46% of students responded that "Students feel accepted and valued by their peers and by others at their school."
Tell Them From Me survey "student participation in co-curricular activities" to exceed the 2021 percentage of 9% and move towards 10%.	2022 TTFM 1st Survey: 11% of students said they participated in co-curricular activities. 2022 TTFM 2nd Survey: 15% of students said they participated in co-curricular activities.
10% of permanent and temporary teaching and non-teaching staff employed for 2 terms or more have participated in Mental Health First Aid training.	Around 7.5% (18) permanent and temporary teaching and non teaching staff have participated in Mental Health First Aid training.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$93,347.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Distance Education High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Community Connections Program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional teaching staff to facilitate the learning hub program to support student learning and wellbeing • Engagement of external providers to support student engagement and retention <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Five staff have been delivering regular tutoring for targeted students across our learning hubs in the Greater Sydney area (Tuggerah, Glenbrook, Miranda, Ingleburn and Woolloomooloo) • Field Service Visits to off-site learning hubs by staff (Terms 1-3, 2022) <p>Ingleburn: 30 (16 in 2021) Tuggerah: 17 (14 in 2021) Glenbrook: 24 (23 in 2021) Miranda: 41 (26 in 2021) Total: 112. This compares to the 2021 total of 79, a 42% increase. <ul style="list-style-type: none"> • Student attendance: measured for Tuggerah, Ingleburn, Glenbrook, Miranda and Woolloomooloo hubs from the start of Term 1 2022 to the end of Term 3 2022 <p>Ingleburn: number of visits 203 (93 in 2021), number of individual students visiting 41 (35 in 2021) Tuggerah: number of visits 86 (74 in 2021), number of individual students visiting 21 (27 in 2021) Glenbrook: number of visits 163 (84 in 2021), number of individual students visiting 39 (31 in 2021) Miranda: number of visits 306 (75 in 2021), number of individual students visiting 41 (26 in 2021) Woolloomooloo: number of visits 1234 (150 in 2021), number of individual students visiting 288 (46 in 2021) Totals all learning hubs: In 2022 (Terms 1 - 3), there were 2086 student visits to learning hubs by 430 individual students, a 338% increase from the 76 visits in 2021</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continue to employ additional teachers to staff the learning hubs to support improvements in student attendance, engagement and wellbeing • Continue to employ additional teachers to provide intensive literacy and numeracy tutoring at the learning hubs • Continue Student Support Officer work to develop local community connections with targeted learning hubs to foster student connectedness to the school and the local community </p>
<p>Aboriginal background</p> <p>\$54,735.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Distance Education High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Community Connections Program

<p>Aboriginal background</p> <p>\$54,735.56</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Facilitation of improved community engagement, including the engagement of students and their families with the personalised learning pathway process (PLP) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> 100% of Aboriginal families engaged in the Personalised Learning Plan (PLP) process. PLPs updated in the context of Aboriginal students both enrolling and leaving the school saw a total of 85 PLPs created and/or reviewed and updated (90 in 2021) 17 students received ongoing tutoring throughout Terms 1-3 (10 in 2021) Student engagement measured in work completed/sets returned for Terms 1-3: Stage 4: 40% (30% in 2021) Stage 5: 35% (10% in 2021) Stage 6: 65% (50% in 2021) Student engagement Stages 4, 5 and 6 at 47% (30% in 2021) There was a 20% increase in student attendance at the learning hubs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> Continue to employ an Aboriginal Education Coordinator to facilitate improved community engagement, develop and review PLPs and coordinate the Aboriginal tutoring program Integrate the Aboriginal Education Coordinator with the Personalised Pathways Team to more effectively facilitate personalised pathways for Aboriginal students
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Distance Education High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Intensive Literacy and Numeracy Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Additional Learning and Support teachers employed to support identified students at the learning hubs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> Learning and Support Teachers working at the learning hubs to support identified students (\$15,000 including \$2400 Equity funding + \$12,600 from school funds in addition to Staffing Entitlement) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> Continue to employ additional Learning and Support teachers to support identified students in the learning hubs
<p>Low level adjustment for disability</p> <p>\$100,058.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Sydney Distance Education High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Personalised Pathways <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Employment of Learning and Support staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$100,058.61</p>	<ul style="list-style-type: none"> • Learning and Support staff - undertook 157 Field Service Visits to support students with additional learning and support needs including visits to learning hubs, and support for students with HSC Disability Provisions - supported 49 home students with their HSC Disability Provisions applications - developed 50 paper-based learning materials for students undertaking a Life Skills program of study in Stages 4, 5 and 6 and adjusted 377 sets of work for students requiring differentiated learning materials - undertook the Nationally Consistent Collection of Data on School Students with Disability (NCCD) identifying 619 students at SDEHS as having a disability under the NCCD - created 10 Access Requests - the PLSPs for over 200 students were developed/in development <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continue to employ additional Learning and Support teachers to differentiate the curriculum and provide additional support for students with learning support needs
<p>Professional learning</p> <p>\$182,985.79</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sydney Distance Education High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Culture of High Academic Expectations Stage 6 • Intensive Literacy and Numeracy Support • Quality Teaching Rounds • Personalised Pathways • Online Real-time Teaching and Learning • Staff Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Casual relief for 18 staff participating in the Mental Health First Aid Training Program which went over 2 x 8 hour sessions and casual relief for the facilitator of this program • Participation in the Quality Teaching Academy professional learning, including: QTA conference (4 staff), Quality Teaching Rounds Foundations workshop (2 staff) and QT: Strengthening Program Design (1 staff). Casual relief for 16 staff attending quality teaching rounds onsite • Attendance by 7 SDEHS executive staff at the AADES Conference in Adelaide which focused on quality teaching in a blended and online environment and student wellbeing. Two staff members delivered workshops on creating high quality digital content to Australian and New Zealand educators • Training and casual relief for staff attending HSC Professional learning delivered by the department to focus on applying subject specific teaching strategies, understanding student responses and how to make evidence-based pedagogical decisions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 90% of staff surveyed said that they strongly agree (49%) or agree (41%) that they can interpret HSC results (RAP data) to evaluate and inform teaching programs • Successful trial and implementation of the QuickSmart program, Australian Cognitive Aptitude Assessment System (OZCAAS) assessment tools and Progressive Achievement Tests (PAT) testing programs to support the Covid ILSP tutoring program for 30 students. The Literacy and Numeracy Working Party have also used it to develop staff professional learning at whole staff meetings • 16 staff in 2022 participated in Quality Teaching Rounds (QTR) with very positive feedback from teachers. Over 78% strongly agreed that QTR allowed them to personally reflect on their teaching practice and develop a

<p>Professional learning</p> <p>\$182,985.79</p>	<p>greater understanding of a quality lesson</p> <ul style="list-style-type: none"> • 18 teaching staff participated in the first round of Mental Health First Aid Training in 2022 • Student opportunities for peer interaction have increased through the introduction of the Art Club Artist in Residence ceramics project • 13 students have taken part in the School Community Connections Program encouraging students to regularly attend the learning hubs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Provide additional teacher professional learning around the effective use of data to inform improvements in teaching practice • Continue to provide staff with casual relief to attend the Mental Health First Aid Training sessions • Continue to provide staff with professional learning to develop capacity to deliver co-curricular activities
<p>COVID ILSP</p> <p>\$162,446.00</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"> • During 2022 SDEHS provided intensive literacy and numeracy support for 25 students through twice weekly sessions with these students face to face at the learning hubs and online • The COVID ILSP tutors have been using Progressive Assessment Testing (PAT) for pre and post testing, Cognitive Aptitude Assessment System testing (OZCAAS) for establishing student levels and QuickSmart resources to deliver the tutoring sessions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • On average a 6% improvement in students' skills. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • The PAT testing tools and QuickSmart resources that were used have been very effective in getting the program started and the school is considering implementing wider use of these tools in 2023, particularly when Year 7 - 10 students enrol • The same COVID ILSP tutoring model will be used in 2023 to employ part time tutors (all teachers) for the whole year. The students will be identified from Scout reports (Check-in assessment, NAPLAN) and teacher nominations
<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 Sydney Distance Education High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Community Connections Program <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • In 2022 the Student Community Connections Programs (SCCP) was led by DP 11-12 and HTs Welfare and implemented in all offsite learning hubs to strengthen students' positive sense of belonging by increasing opportunities to build trusting connections with students and staff • During 2022 the SCCP included the Student Support Officer with a focus on reaching as many students as possible to promote school expectations of student attendance at the learning hubs • During 2022 the Student Wellbeing Team recruited students to participate

Student support officer (SSO)

\$96,058.00

in the Student Wellbeing Mentoring Program. Teachers who undertook the training during 2021 participated as mentors in 2022

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

- Increased student emotional, social and well-being outcomes
- Greater student involvement at learning hubs
- Increased student connection with local community, and external services
- Increased peer to peer connections
- Distribution of wellbeing resources
- Increased student knowledge on how to access support services

The Student Community Connections Program involved 23 community visits to the learning hubs with a total of 174 students engaged across the school year. Term 1 2022 saw the SCCP cease temporarily due to COVID 19 visiting restrictions. Students participated in the SCCP in various ways including online workshops with youth services such as Kids Helpline, face to face workshops with local Headspace staff as well as volunteering opportunities with Baptist Care

Eight students expressed interest in the Student Wellbeing Mentoring Program with 3 students engaging in regular mentoring.

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

- Continue to implement the Student Community Connections Program (SCCP) in all off-site learning hubs in 2023
- Continue to implement the Student Wellbeing Mentoring Program with teachers who undertook the training in 2021 and 2022 as mentors

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	205	218	230	195
Girls	297	307	333	324

This enrolment profile is based on Department census data which reflects the number of Home students, ie students actually enrolled with Sydney Distance Education High School. The enrolment profile does not include curriculum access students eg single course students who we teach in more than 230 other schools. During 2022, our maximum enrolment was 1487 students with a fulltime equivalent student number of 734. By April we were entitled to 153.1 teachers with 23.3 support staff and employed more than 200 fulltime and part time staff. The workforce information provided later in this report is based on Department of Education data which reflects increasing staffing during the year.

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

Attendance

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

Attendance figures 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	12	20	22
Employment	10	12	17
TAFE entry	30	38	28
University Entry	0	0	26
Other	43	20	0
Unknown	5	10	7

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Sydney Distance Education 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 Sydney Distance Education 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)	25
Classroom Teacher(s)	130.8
Learning and Support Teacher(s)	0.5
School Counsellor	1
School Administration and Support Staff	24.41

*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	1,743,381
Revenue	23,457,994
Appropriation	23,515,039
Sale of Goods and Services	-129,385
Grants and contributions	49,615
Investment income	22,625
Other revenue	100
Expenses	-22,701,518
Employee related	-21,014,755
Operating expenses	-1,686,763
Surplus / deficit for the year	756,476
Closing Balance	2,499,857

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	0
Equity Total	250,542
Equity - Aboriginal	54,736
Equity - Socio-economic	93,348
Equity - Language	2,400
Equity - Disability	100,059
Base Total	1,099,328
Base - Per Capita	194,412
Base - Location	0
Base - Other	904,916
Other Total	22,110,269
Grand Total	23,460,139

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

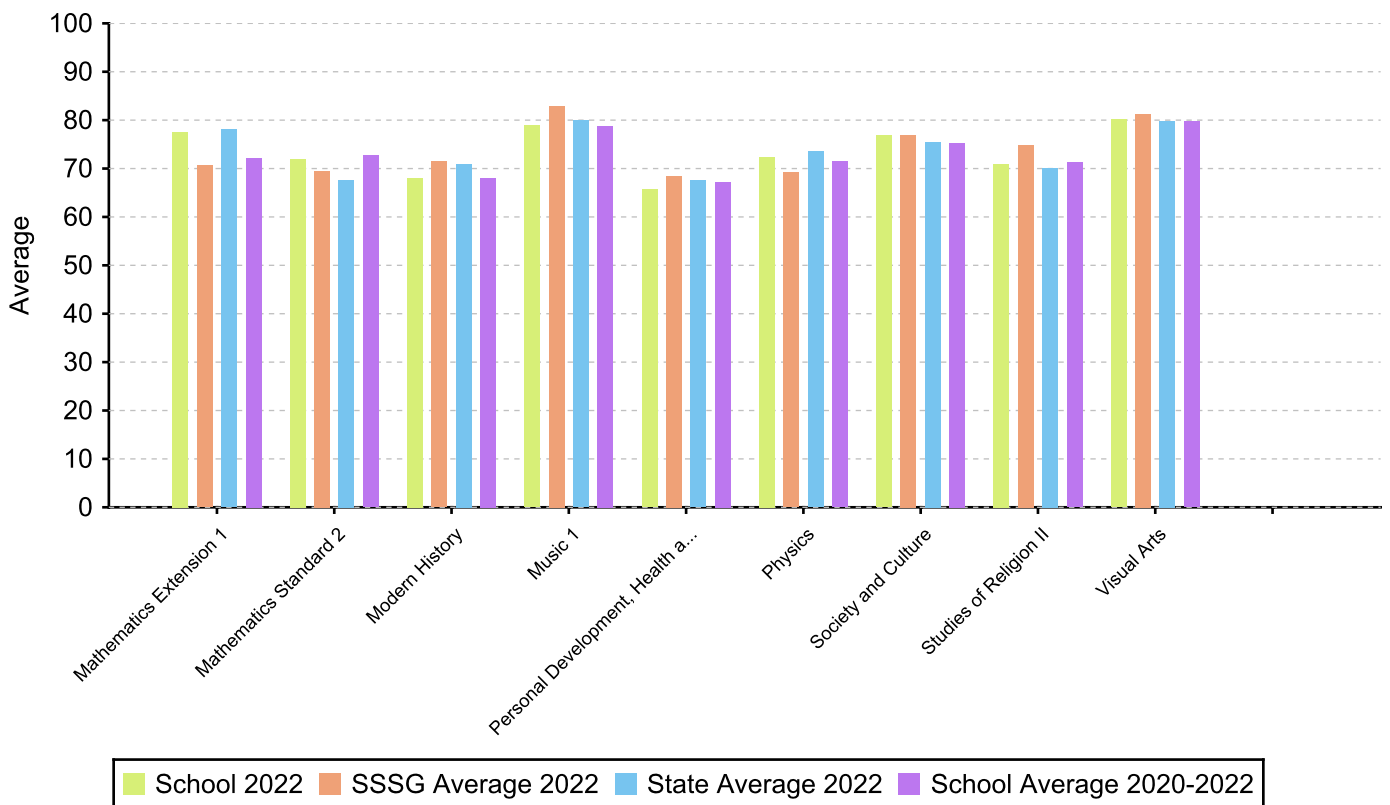
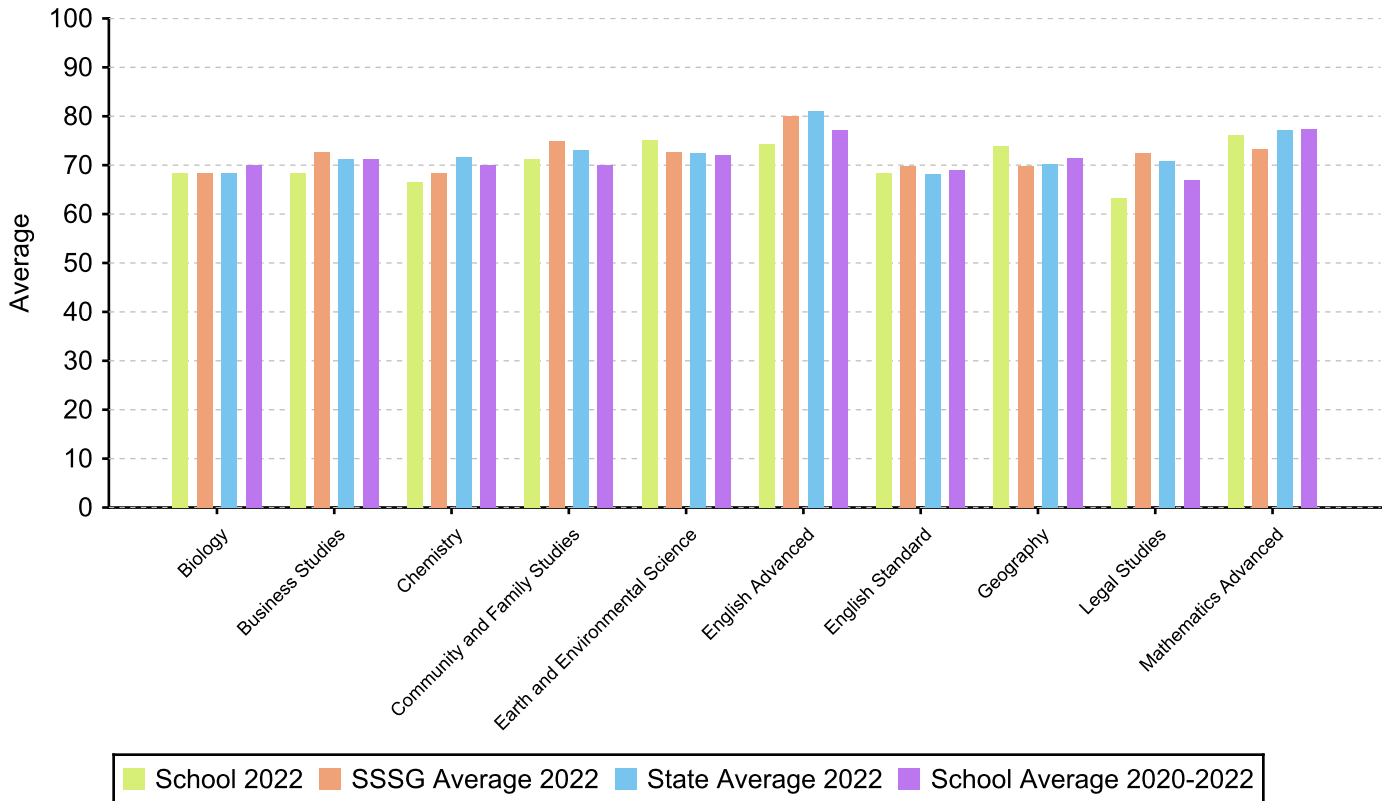
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	68.4	68.3	68.5	70.0
Business Studies	68.4	72.7	71.2	71.2
Chemistry	66.6	68.5	71.7	70.1
Community and Family Studies	71.3	74.9	73.2	70.1
Earth and Environmental Science	75.1	72.8	72.5	72.1
English Advanced	74.3	80.0	81.0	77.3
English Standard	68.3	69.9	68.1	69.0
Geography	74.0	69.9	70.2	71.5
Legal Studies	63.2	72.5	70.8	67.1
Mathematics Advanced	76.1	73.2	77.1	77.4
Mathematics Extension 1	77.5	70.6	78.0	72.2
Mathematics Standard 2	72.0	69.5	67.6	72.7
Modern History	68.1	71.5	70.9	68.1
Music 1	78.9	82.9	79.9	78.8
Personal Development, Health and Physical Education	65.7	68.5	67.5	67.2
Physics	72.4	69.2	73.5	71.5
Society and Culture	76.8	76.9	75.5	75.3
Studies of Religion II	70.9	74.9	70.1	71.3
Visual Arts	80.1	81.3	79.8	79.8

Parent/caregiver, student, teacher satisfaction

In response to the question "How good is this school for you?" in the 2022 *Tell Them From Me* surveys, 90% of students, 89% of staff and 93% of parents responded with either good, very good or excellent.

In 2022, the school received a significant amount of correspondence reflecting the high degree of student, parent and carer appreciation of the work done in supporting our students. This is reflected in the following comments.

I want to thank you so much for the support my son got during the time he studied here. We are happy to say he got an ATAR of 96.60 and an early entry letter from the university. We want to send the hope to the current students, who have medical conditions like my son ("Don't give up"). Once again thank you so much! (Parent)

Just a quick message to thank you for your support and kindness this term. It has been a big learning curve for both our daughter and me but we are really thankful to be at Distance Ed. It is so nice to see her learning without the terrible thoughts and fear that have gone on for so many years. You have been so easy to communicate with and I really appreciate the way you have supported my daughter. Thank you. (Parent)

We are both grateful to SDEHS for all the support over the past 6 months, in ensuring our son was able to continue their schooling and receive their ROSA. The work you do at SDEHS is phenomenal, with such attentive and empathetic teachers that provide a wonderful student centred learning environment. You are all doing amazing work in such a challenging time for education! (Parent)

I would like to take this opportunity to thank everyone at SDEHS for their amazing support of and dedication to our child over the last 18 months. It has been an incredibly difficult time for them, and SDEHS allowed them to re-engage with school, feel valued, be accepted, and start to reconnect with some of their dreams for the future. Thank you. (Parent)

We are so thankful to Distance Ed. Honestly, it has given me the chance to recover and still receive an education. The teachers have been wonderful and thank you for all the support you have given to us throughout the year. (Student)

Once again I would like to acknowledge your school as an incredible institution that has helped my son maintain studies while working through difficult times. I can't thank you and all the teachers in SDEHS for their empathy, support and flexibility during these difficult times. (Parent)

Your staff are incredible. They have the biggest hearts and they are so wonderful to work with. I will miss having the interactions with them moving forward. They have made me feel that for the first time I was not alone on this journey and instead had a team of support to help me get our child through. (Parent)

Our son has struggled, at times, to understand and complete work and your teachers have provided regular one-on-one instruction for him. Your teachers have continued to encourage him, even when he was considering alternative educational pathways. We have sat in on a number of the TEAMS meetings and have found the teachers to be outstanding, dedicated practitioners; the teaching is always very clear and differentiated to suit our son's particular learning needs. (Parent)

I'd like to say thank you for always looking out for our daughter & giving her every opportunity to succeed in order to finish her Year 12. It's teachers like you that change students lives. (Parent)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.