

2023 Annual Report

Sylvania Heights Public School



4024

Introduction

The Annual Report for 2023 is provided to the community of Sylvania Heights Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

| Elements | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| 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 | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Integration funding support

Socio-economic background

Aboriginal background

English language proficiency

Low level adjustment for disability

QTSS release

AP Curriculum & Instruction

Professional learning

Summary of progress

In 2023, the school focused on improving literacy through an emphasis on assessment and data, the explicit teaching of spelling using evidence-informed practices and improved programming and teaching in mathematics. These initiatives were led by the Assistant Principal Curriculum and Instruction and the Primary Mathematics Specialist Teacher. The Dynamic Indicators of Basic Early Literacy Skill (DIBELS) was implemented as a universal screener to monitor reading progress of students in 3-6 and evaluate the effectiveness of reading instruction approaches. During Terms 1 and 2, teachers were provided with professional learning and support in administering the assessment which is conducted at the beginning, middle and end of the year. Teachers engaged in professional learning on the new syllabus content in spelling and the explicit teaching of spelling. The APC&I developed programs and resources and provided demonstration lessons to support the effective teaching of spelling. In Term 3, there was a focus on implementation of the new syllabus documents and refining our approaches to teaching mathematics. The PMST assisted teachers in developing evidence-informed mathematics programs and provided in-class demonstration lessons and coaching.

In the area of targeted support for students, there was a focus on equity support through Learning and Support Teachers (LaST), English as an Additional Language/Dialect (EAL/D) and Aboriginal Education. Students have worked with specific personnel for targeted needs and learning support procedures were strengthened.

Impact

How has the data generated from improved assessments resulted in improved outcomes in literacy and numeracy? Assessment data from Check-in, Progressive Achievement Tests (PAT), Essential assessment, phonics screen and internal data was used to differentiate programs in classrooms. Teacher programs and observations show improved teacher practice. The PAT assessments for reading mathematics from 2022 to 2023 showed more than a year's worth of growth for grades 3, 4 and 6 (greater than 0.4 effect size). Year 5 remains an area of focus as growth was below 0.4 effect size. Value-added data in Years 3-5 is below the state mean and is 'working towards delivering' while Years 5-7 is above the state mean and is 'delivering'.

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

Where to next

Evaluations show that a continued focus on literacy and numeracy is needed, particularly to support the implementation of the new syllabus documents for English and mathematics. We need to continue the implementation of clear

assessment data practices and develop teacher knowledge in data use and skills. This will assist with ensuring responsive teaching and strategic planning of learning support.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| <p>Increase the mean scaled score of students for numeracy in check in assessments from Years 3 and 5 in 2022 to the scores in Years 3 and 5 numeracy in 2023.</p> | <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy in Year 3 Term 4 2023 has increased by 9.7% since Term 4 2022.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy in Year 5 Term 4 2023 has increased by 5.6% since Term 4 2022.</p> |
| <p>Increase the mean scaled score of students for reading in check in assessments from Years 3 and 5 in 2022 to the scores in Years 3 and 5 reading in 2023.</p> | <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading in Year 3 Term 4 2023 has increased by 2.6% since Term 4 2022.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading in Year 5 Term 4 2023 has increased by 2.5% since Term 4 2022.</p> |
| <p>Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.</p> | <p>External Validation against the School Excellence Framework shows that the school is currently performing at Sustaining and Growing in the theme of data in teaching in the element of Data Skills. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p> <p>DIBELS reading has been successfully implemented for Years 3-6 and this will now be used as an ongoing reading progress measure. K-2 reading assessments which include phonemic awareness, phonics, fluency and comprehension have been implemented with storage processes and data analysis approaches being refined.</p> |
| <p>Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.</p> | <p>External Validation against the School Excellence Framework shows that the school is currently excelling in the area of Learning and Development and was validated during the External Validation process which took place during 2023. Learning and Development is a school strength with a strong tradition of high-impact professional learning. The school ensures that learning and development is aligned to the school plan and we can show its impact on quality teaching in classrooms through explicit systems in collaborative practice and feedback. We have moved from Sustaining and Growing in previous years to Excelling in all of the themes of Learning and Development. Teaching staff have developed expert contemporary content knowledge through regular high-impact professional learning. Additionally, several staff members have completed or are studying at 'Masters' level and these teachers have supported the school in trialling the implementation of innovative practices.</p> |
| <p>Individual learning goals continue to show increased growth.</p> | <p>Monitoring of IEPS (Individual Education Plans) show that students are meeting their individualised goals. Whole school individualised goals are monitored and included in school reports. Growth is shown from Semester 1 to Semester 2. We are continuing to improve our practices, ensuring that there is collective responsibility for student learning and that we utilise evidence-based approaches, programs and processes and that we regularly monitor and review individual learning needs.</p> |

Strategic Direction 2: Student Engagement and Differentiation

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Professional learning

Summary of progress

In 2023, the school focused on high potential and gifted education through class programs and numerous offerings in performing arts and sport. Staff were able to implement the learning from 2023 regarding the HPGE policy and approaches to differentiating for high potential and gifted students. Identified students were provided with individual education plans to extend and accelerate in their areas of talent. A more formalised identification tool has been developed but not yet fully implemented. The challenges faced were staffing issues, a lack of time, and the need to prioritise the implementation of the new syllabus documents. An enabler of our success was the differentiation that teachers provided in the classroom as well as the extension mathematics lessons that were able to be provided through the PMSTI funding. A program that was able to proceed was a program for students identified as having particular talents in the area of social and emotional development - these students engaged in a weekly lesson and they were also invited to participate in a one day / week program with 3 other schools in Term 3 with an outward focus on developing self and support of others.

Impact

What has been the impact of our differentiation practices on student learning and achievement? Teacher programs and observations demonstrate that teachers routinely provide adjustments for high-potential and gifted students. The students who engaged in these adjustments achieved strong results in NAPLAN, check-in assessments and PAT tests. Literacy Pro data provides evidence of highly talented students who are working beyond Stage 4 level in reading comprehension and Essential Assessment data shows there are students working Stage 4 level. Teaching strategies in the Teacher Tell Them From Me survey rates the school at 'above' the NSW Government norm in differentiation-related questions.

Future Directions: Assessment data will be used for accurate grouping of students in the future into learning support and high potential groups. The HPaG identification tool will be used to identify HPaG students across the school. Differentiation will continue to be a focus as part of effective teaching practice and opportunities for HPaG students will be refined and expanded.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|---|
| Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. | External Validation against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of the differentiation element of Curriculum, where teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase |

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|--|---|
| Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. | challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. |
| The school has implemented evidence based change to whole school practices. | The school has continued in the journey of implementing evidence-informed structured literacy based on the Science of Reading. In particular, we have focused on explicit teaching based on Rosenshine's Principles of Instruction and cognitive load theory. Every class participates in daily Morning Routine which includes regular review of previously taught content and retrieval practice. K-2 teachers continue to teach Heggerty Phonemic Awareness and use resources from Decodable Readers Australia to systematically teach phonics and apply this knowledge to read decodable books. English programs are knowledge-rich and students engage in explicit vocabulary, grammar, comprehension and writing lessons. Classroom observations and programs demonstrate that evidence-informed practices are embedded across the school. |
| Ensure that all students in the class and across year groups know that their learning goals can be realised when they work take responsibility for their own learning. This can be done by emphasising how a student's effort and persistence has contributed to their improved performance. | Tell Them From Me Survey results in the element of perseverance show that 91% of students report high to medium perseverance. This is just above the government norm of 90%. The perseverance of boys is marginally greater than girls within the school, but is significantly above the movement norm. |
| To increase the percentage of students in the top two bands in NAPLAN who are achieving greater than their expected growth from baseline 2021 plus 2%. | Due to changes in NAPLAN in 2023, this data is no longer available. |
| Increased percentage of students with attendance greater than 90% of the time from Uplift = 14% | Attendance has increased 2022-2023 by 9%. The 2023 attendance rate was 92.06% which is above SSSG. |
| To increase the percentage of students from engaging in successful talent development projects from 2022 plus 2%. | An increased percentage of students engaged in talent development projects. Programs included By the Bays social-emotional learning, enrichment mathematics lessons, zone, regional and national sport, performing arts, public speaking and Maths Olympiad. Students participated in State Dance as well as the Schools Spectacular and In the Spotlight Dance festival. A student attended the National Athletics Championships in Tasmania representing NSW. |
| Increased percentage of students expressing positive sense of wellbeing. Uplift = 4% | 84.7% of students are reporting positive wellbeing. However, outcomes have decreased by 6.1% across the positive wellbeing measures. |

Strategic Direction 3: Collaborative Practice

Purpose

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

Initiatives

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

- Curriculum Implementation
- Professional Learning Communities

Resources allocated to this strategic direction

Professional learning QTSS release

Summary of progress

In 2023, school leaders led professional learning for staff on the new 3-6 English and mathematics syllabus in preparation for implementation in 2024. K-2 teachers implemented the new K-2 syllabus in 2023 drawing on the learning developed in 2022. An enabler of our success was the coordinated approach to professional learning, where teachers were provided with readings, presentations and where possible, time to work collaboratively in professional learning communities. Staff engaged with research on effective teaching and learning and shared their understandings and pedagogy in safe, supportive teams. A challenge was the shortage of staff which impacted on the availability of time for collaboration and the planned additional release time. We did not proceed with Teaching Sprints due to the need to prioritise the implementation of the new K-2 English and mathematics syllabus documents and ensure readiness for the 3-6 English and mathematics syllabus documents.

Impact

What has been the impact of our professional learning communities on our professional learning delivery?

Professional learning communities have continued to be used as a vehicle for professional learning, but to less of an extent during 2023 as compared to 2022. This was due to the need to focus on curriculum implementation which has been a significant change for all NSW schools. Data from the Tell Them From Me teacher survey shows that collaboration has fallen slightly and is just below the NSW government norm.

What is the impact of professional learning communities on student learning? Teachers have implemented research-informed practices and have collaborated with the APC&I to change pedagogy in line with the new syllabus documents. Student results in PAT reading and mathematics show at least a year's growth for a year's teaching in all grades except year 5. There will be a focus on the 2023 year 5 cohort in 2024.

Future Directions

In 2024, we need to focus on implementing more distributive instructional leadership through professional learning communities and a coaching cycle model. If we use the expertise of existing staff to provide additional demonstrations and observations we will develop and sustain a collaborative culture of effective teaching and learning, leading to enhanced student outcomes.

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 |
|---|--|
| Teaching and non-teaching staff proactively seek to improve their performance. The school regularly | Assessment through external validation against the School Excellence Framework shows the school currently performing at Excelling in the theme of Performance Management and Development in the element of |

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| <p>solicits and addresses feedback on school performance from students, staff, parents and the broader school community. Instructional leadership is effective and leadership capabilities of high performing teachers are fostered.</p> | <p>Educational Leadership.</p> <p>Assessment through external validation against the School Excellence Framework shows the school currently performing at Excelling in the theme of Community Engagement in the element of Educational Leadership.</p> <p>Assessment through external validation against the School Excellence Framework shows the school currently performing at Excelling in the theme of Instructional Leadership in the element of Educational Leadership.</p> |
| <p>Teachers engage in professional discussion and collaborate to improve teaching and learning. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative or evidence-based practices.</p> | <p>Assessment through external validation against the School Excellence Framework shows the school currently performing at Excelling in the element of Learning and Development.</p> <p>All staff are engaged in professional learning sessions during fortnightly one-hour PL sessions. At these sessions school leaders present current best-practice in Literacy and Numeracy with practical tasks to take away and implement with students in the classroom. Our staff also engage in weekly stage meetings to review findings and discuss implications. relevant to their cohort. Sharing and problem-solving together has built up a school culture of trust. The APC&I and PMST follows up with additional classroom support/demonstrations with explicit instruction in classrooms to ensure teachers fully understand the skills and master knowledge. There is the opportunity for feedback in these sessions and robust discussion regarding implementation.</p> |
| <p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p> | <p>Assessment through external validation against the School Excellence Framework shows the school currently performing at 'sustaining and growing'. Programs are collected by the APs each term in week 6 and include the scope and sequence documents for each learning area and contain the differentiation for each student as is indicated in the program paperwork. Learning support plans are also included in the teacher programs. The programs of learning show a clear progression of learning that the students will work through across the stage as the year progresses.</p> |
| <p>The leadership team establishes a professional learning community which is focused on the continuous improvement of teaching and learning. All staff participate in a cycle of continuous professional learning aligned with the Performance and Development Framework for Principals, Executive and Teachers in NSW Public Schools and the Performance Management and Development Policy. This contributes to whole-school improvement, including ongoing student progress and achievement.</p> | <p>Assessment through external validation against the School Excellence Framework shows the school is currently Excelling in the theme of High Expectations Culture in the element of Educational Leadership.</p> <p>The leadership team established a common whole-school goal as part of the PDP process. All staff participated in professional dialogue and team meetings to meet these goals (K-2 teachers). By the end of 2023, I will have collaborated with colleagues to implement the new K-2 English and Mathematics Syllabus.</p> <p>(3-6 teachers) By the end of 2023, I will have collaborated with colleagues to become familiar with the new 3-6 English and Mathematics Syllabus.</p> <p>Teachers engaged in high-impact professional learning in Terms 3 and 4 on the new syllabus. Stage-based professional learning communities were formed and staff began collaboratively developing units aligned to the new syllabus documents for English and mathematics.</p> |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$158,790.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Sylvania Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Student IEPs are monitored and they show significant growth for targeted students in learning and behaviour. The review meetings evidenced the success of the support provided.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support individual leaning programs and targeted behaviour support for identified students.</p> |
| <p>Socio-economic background</p> <p>\$32,704.83</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sylvania Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support LAST program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Learning and support team data shows that supported students have made significant progress in writing through the small group intervention process.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support the learning and support programs for identified students.</p> |
| <p>Aboriginal background</p> <p>\$10,520.45</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sylvania Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading</p> |

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|--|---|
| <p>Aboriginal background</p> <p>\$10,520.45</p> | <p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: PLP monitoring and a stronger process shows strong First Nation engagement with learning and good progress against individual learning goals. Wuluba Klds program has resulted in strong cultural understanding reflected across the school.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support First Nation Students in their learning and cultural connections.</p> |
| <p>English language proficiency</p> <p>\$123,009.85</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D data progression /steps show strong growth in writing and language acquisition for EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to deliver quality EAL/D support through the learning and support program.</p> |
| <p>Low level adjustment for disability</p> <p>\$180,419.57</p> | <p>Low level adjustment for disability equity loading provides support for students at Sylvania Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Support for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MniLit to increase learning outcomes |

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| <p>Low level adjustment for disability</p> <p>\$180,419.57</p> | <p>The allocation of this funding has resulted in the following impact: Learning and support data shows strong growth for identified students in MiniLit and writing strategies supported by the Learning and support program.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to fund the LAST and SLSO program.</p> |
| <p>Professional learning</p> <p>\$34,572.64</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project • Student Wellbeing and Engagement • Professional Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Professional learning evaluations and new curriculum conversations show that coaching has proven to enhance teacher confidence and competence in embedding the new curriculum. Demonstration lessons, coaching and feedback were highly regarded.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support the embedding of the new curriculum.</p> |
| <p>QTSS release</p> <p>\$111,857.76</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sylvania Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project • High Potential and Gifted Education (HPGE) and classroom differentiation • Professional Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Collaboration is rated slightly below the NSW Gov Norm as rated by the Tell Them from Me Teacher survey. Instructional Leadership across the school is highly rated based on internal surveys.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to fund shoulder to shoulder support for teachers and enhanced collaborations for staff learning.</p> |
| <p>COVID ILSP</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</p> |

\$57,229.85

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.

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

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition

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

Catch up reading, MlniLit program were tracked in the Progressions showing strong student growth.

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

This funding will be integrated into the Learnig and Support program.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 330 | 308 | 295 | 287 |
| Girls | 291 | 297 | 279 | 246 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.6 | 94.7 | 91.0 | 95.0 |
| 1 | 90.8 | 95.6 | 89.5 | 93.5 |
| 2 | 90.0 | 94.5 | 91.2 | 91.4 |
| 3 | 91.2 | 95.3 | 90.7 | 93.1 |
| 4 | 90.6 | 94.3 | 89.7 | 92.9 |
| 5 | 90.6 | 94.7 | 90.0 | 91.3 |
| 6 | 91.9 | 93.2 | 90.6 | 89.3 |
| All Years | 91.1 | 94.6 | 90.4 | 92.1 |
| State DoE | | | | |
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.4 | 92.8 | 87.9 | 91.1 |
| 1 | 91.7 | 92.7 | 87.4 | 90.5 |
| 2 | 92.0 | 92.6 | 87.8 | 90.8 |
| 3 | 92.1 | 92.7 | 87.6 | 90.9 |
| 4 | 92.0 | 92.5 | 87.4 | 90.6 |
| 5 | 92.0 | 92.1 | 87.2 | 90.3 |
| 6 | 91.8 | 91.5 | 86.3 | 89.8 |
| All Years | 92.0 | 92.4 | 87.4 | 90.6 |

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 19.67 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1 |
| Teacher EAL/D | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.96 |

*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 2023, 2.5% 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 | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 3.60% |
| Teachers | 3.00% | 3.40% |

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2023 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 222,848.17 |
| Revenue | 6,205,681.20 |
| Appropriation | 5,650,028.71 |
| Sale of Goods and Services | 108,642.67 |
| Grants and contributions | 431,011.41 |
| Investment income | 15,798.41 |
| Other revenue | 200.00 |
| Expenses | -5,929,033.51 |
| Employee related | -5,069,277.75 |
| Operating expenses | -859,755.76 |
| Surplus / deficit for the year | 276,647.69 |
| Closing Balance | 499,495.86 |

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.

| | 2023 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 148,991 |
| Equity Total | 346,655 |
| Equity - Aboriginal | 10,520 |
| Equity - Socio-economic | 32,705 |
| Equity - Language | 123,010 |
| Equity - Disability | 180,420 |
| Base Total | 4,128,712 |
| Base - Per Capita | 149,389 |
| Base - Location | 0 |
| Base - Other | 3,979,323 |
| Other Total | 652,644 |
| Grand Total | 5,277,001 |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

Parents and carers provided feedback to the school through the Tell them From Me surveys at the end of 2023 and their feedback about their satisfaction with the school was varied. There were responses from families who were very happy and confident in the school and extremely pleased with the support provided to their students in terms of differentiation of learning and wellbeing support. A small number of families were concerned about the extra curricula activities and some issues related to physical aspects of the school.

Students provided feedback to the school through the Tell them From Me surveys at the end of 2023 and their feedback indicated the importance of extracurricular activities and rewards for doing the correct thing. Students were aware of the expectations of the school in terms of being respectful, responsible, learners and a significant number were satisfied with the level of engagement in their classroom and the connection with their teacher. They felt the badges and other awards at assembly were great. Some students indicated they would like a greater number of sport and canteen options. The sense of belonging level of students as indicated through this survey unfortunately declined this year from 2022.

Teachers provided feedback to the school through the Tell them From Me surveys at the end of 2023 and their feedback varied greatly. Many staff were very supportive of the professional learning and direction of the school in terms of high expectations and planning and programming requirements. A number of staff were concerned with the level of staff morale towards the end of 2023. Inconsistency in staffing, combined with elements of change, along with the learning of new curriculum, contributed to this situation.

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.