2023 Annual Report

Sylvania High School

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Introduction

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

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

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School vision

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

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

School context

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

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Breaking Bands
- Explicit Teaching: Reading and Numeracy

Resources allocated to this strategic direction

Beginning teacher support
Professional learning
Socio-economic background
Integration funding support
Per capita
English language proficiency
Low level adjustment for disability

Summary of progress

Strong progress has been made in the Breaking Bands initiative, in processes for HSC monitoring and analysis with a focus on determining where we have success, and where improvements are needed, to drive results into the top three bands. RoSA Self Assessment Professional Learning was effective in building executive team cohesion and identifying areas of concern regarding school practices. As a result, changes to faculty practice have occurred and a centralised file storage platform and structure have been initiated. A review of School Assessment Policy has also been initiated with consultation to continue into 2024 to support embedded practice. Elements of RoSA Self Assessment were incorporated into the 2023 Curriculum Monitoring process which focused on peer review which effectively supported staff in applying knowledge gained through the RoSA Self Assessment PL.. RAP Analysis templates were adjusted to provide for tracking of faculty based initiatives to sustain emphasis on continued improvement. Our data analysis indicates that to continue to drive improvement in HSC growth and attainment, the focus in 2024 will be implementing updated SHS Assessment Policy and Procedures and a review of HSC Performance Data from 2023 with key needs identified and where relevant, referred to the PL team to action.

In High Potential and Gifted Education (HPGE) an identification process for Year 7 was initiated, establishing HPG testing on Transition Day for students coming from Year 6 to going into Year 7, assessing students in the four HPGE domains. Some of this data has been used for class placements and to identify potential students to support and extend, though some was not useful and this process will be further refined and improved in 2024. In 2024, we will refine testing to develop published procedures of robust and effective processes that assess and identify HPGE students across the 4 domains, for Year 6 into 7 and expand this process of identification into other cohorts.

Strong progress has also been made in explicit teaching of reading and numeracy, evidenced by significant improvements in value add Years 7-9 in 2023 NAPLAN, moving into the "excelling" category in value add, moving from an average value add of 36 in 2021 to 48 in 2023. Professional learning activities in 2023 focused on explicit reading, literacy differentiation and data use. Key activities in Mathematics Years 7-12 focused on developing disciplinary literacy, including reading strategies and explicit teaching of writing in context. A cross-curricular reading program and expanded school-wide writing strategy will be delivered in 2024 to further enhance student growth and attainment in this area.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands in the Higher School Certificate (HSC) to	The percentage of students achieving in the Top 2 HSC bands was 35.55% which was an increase of 9.61%, exceeding the lower bound target.

meet the system negotiated uplift target of 7.2%	
Increase the percentage of students achieving in the top 3 HSC bands.	The percentage of students achieving in the Top 3 HSC bands was 66.99% which was an increase of 10.75%, exceeding the lower bound target and almost achieving the upper bound target.
Increase the percentage of students achieving expected growth in Check In Reading in Year 7 and Year 8.	The percentage correct in Check-In Reading has grown from 55.6% correct for Year 7 2022 to 58.8% correct for Year 8 2023. The Year 8 2023 cohort's average growth was 3.2%, which is an achievement of our 2023 progress measure. Student growth in percentage correct in the Vocabulary domain was 17% (an increase from 46.2% correct in Year 7 2022 to 63.2% correct in Year 8 2023). Student growth in percentage correct in the Comprehension domain was 0.2% (an increase from 55.9% correct in Year 7 2022 to 56.1% correct in Year 8 2023). Student growth in percentage correct in the Processes domain was 0% (60.4% correct in Year 7 2022 and 60.4% correct in Year 8 2023). Comprehension and Processes are areas for future growth focus in 2024.
1% above state average for Check in Numeracy and Reading	The percentage correct in Check-In Numeracy has grown from 54% correct for Year 7 2022 to 59.2% correct for Year 8 2023. The Year 8 2023 cohort's average growth was 5.2%, which is an achievement of our 2023 progress measure. Student growth in percentage correct in the Measurement and Geometry domain was 7.5% (an increase from 55.4% correct in Year 7 2022 to 62.7% correct in Year 8 2023). Student growth in percentage correct in the Number and Algebra domain was 4.5% (an increase from 51.7% correct in Year 7 2022 to 56.2% correct in Year 8 2023). Student growth in percentage correct in the Statistics and Probability domain was 0.1% (60.2% correct in Year 7 2022 and 60.3% correct in Year 8 2023). All areas are focuses for future growth in 2024.
Develop robust and effective processes that assess and identify the specific learning needs of all high potential, gifted and highly gifted students.	We have been successful in establishing the beginning of HPG identification processes, implementing HPG testing on Transition Day for students coming from Year 6 to going into Year 7. We assessed students in all 4 HPGE domains. Some of this data has been used for class placements and to identify potential students to support and extend.

Strategic Direction 2: Strengthening teaching and leading

Purpose

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

Initiatives

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

- Collaborative professional culture
- Leadership growth

Resources allocated to this strategic direction

Professional learning
Beginning teacher support
Socio-economic background

Summary of progress

Progress in the Collaborative Professional Culture initiative has been made with the review and update of the Professional Learning Policy, aligned to the Department's High Impact Professional Learning (HIPL) principles: professional learning is driven by student need, enabled by school leadership, is collaborative and applied to strengthen teaching practice, is continuous and coherent and impact student progress and achievement. Quality Teaching Rounds did not occur in 2023, and are scheduled for 2024. With Curriculum Reform as a priority, and significant Professional Learning funds allocated to new curriculum development, additional QTR PL and release time for observations and reflections was not possible. This will remain a priority for the SIP activities 2024-2026. A plan has been drafted for the implementation of Quality Teaching Rounds in 2024.

The Leadership Growth initiative progressed in the implementation of a 360° leadership survey, designed by the School Leadership Institute, which was undertaken by the executive team. Head Teachers, Deputy Principals and the Principal received feedback on their leadership and used this to inform leadership goals and learning. Executive development continued through Executive meetings and the Executive Conference, based on identified areas for improvement. Due to staffing and funding constraints, the Middle Leaders Program and Aspiring Leaders Program have not yet been developed, but these programs are high priority to be planned and implemented in 2024..

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The implementation and evaluation of at least one QTR set to reflect and refine the process. The training of two other teachers in QTR to increase teacher capacity in QTR.	Quality Teaching Rounds have been on hold this year. With Curriculum Reform as a priority, and significant Professional Learning funds allocated to new curriculum development, we were unable to fund additional QTR PL and release time for observations and reflections. This will remain a priority for the SIP activities 2024-2026. A plan has been drafted for the implementation of Quality Teaching Rounds in 2024.
Increased knowledge and understanding of HIPL elements by teachers with elements incorporated in PL activities.	High Impact Professional Learning (HIPL) principles have been embedded into the planning and delivery of Professional Learning to staff throughout 2023. The Professional Learning Policy has been updated in 2023. It outlines and emphasises the HIPL framework. Future Professional Learning will align to HIPL elements.
The design and implementation of an internal school program utilising the School Leadership Institute's 360o survey to inform school executive team to inform their ongoing leadership	The 360 degree survey was undertaken by the executive team and they received feedback on their leadership. Executive development continued through Executive meetings and the Executive Conference, based on identified areas for improvement. The Middle Leaders Program and Aspiring Leaders Program have not yet been developed, but they will be planned

development.	and implemented in 2024.
Teachers track student differentiation needs via the 'classroom adjustment form' within the class program.	The achievement of this progress measure was delayed due to changes in staff and the need to alter the classroom adjustment form. With the new learning support coordinator position in 2024, it is expected that a mechanism for tracking differentiation will be designed and implemented to support student learning and achievement.

Strategic Direction 3: Thriving Culture

Purpose

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

Initiatives

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

- High Expectations
- Inclusivity and Wellbeing

Resources allocated to this strategic direction

Socio-economic background
Per capita
Aboriginal background
Student Support Officer

Summary of progress

The High Expectations initiative was supported by 2023 activities focused on building a culture of high expectations and celebration of high performance and achievement. In term 1, the High Achievers Ceremony recognised students from the 2022 HSC who performed exceptionally across courses to celebrate success. All of Year 12 undertook small group goal-setting meetings with the principal to discuss learning expectations and progress towards goals. This also enabled student voice in planning and decision-making across the school. The merit system was revised and redesigned, and a new policy and procedures have been developed: the *Student Recognition and High Performance Policy and Procedure*. Further development in 2024 will focus on the Pathways to Success Program, exploring appropriate post-school pathways for all students, and implementation of the new student recognition system, with broad communication with students, staff and parents and the continuing focus on fostering a high expectations culture from Years 7-12.

Attendance was another key focus of the High Expectations initiative. The implementation of an Attendance Coordinator and refinement of the Attendance Monitoring Policy and Procedures, an expanded attendance rewards system, and improved communication with students and parents regarding high expectations of attendance were implemented. Clarity of processes were developed for staff, and communicated to them, to monitor attendance and communicate with parents and students. As a result, significant progress has been made in improving the overall attendance rate, reducing unexplained absences, partial absences and truancy. This focus will continue into 2024, with an expansion of the attendance rewards program and ongoing monitoring and communication.

To support progress towards the Inclusivity and Wellbeing initiative, activities in 2023 included anti-racism training and the appointment and training of a new Anti-Racism Contact Officer to prevent and address incidents of racism. PLP processes for Aboriginal students have been strengthened to increase student and family engagement and increase opportunities for Aboriginal students to connect with their learning and culture. Increased opportunities for students across the school to share their voice and feel a sense of agency have been implemented. In 2024, the focus is a comprehensive review of the wellbeing curriculum 7-12 to improve wellbeing supports for students across the school and ensure programs are needs-based and evidence-informed, based on school data and best practice research.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending greater than 90% of the time by 11.7%.	The proportion of students attending greater than 90% of the time has increased by 5.6% compared to 2022 levels. This increase is a positive step towards a return to 2019 attendance levels. New targets will be set in 2024 based on average attendance levels.
Staff awareness of and commitment to responding to racist, ableist and	Staff awareness of and commitment to responding to racist, ableist and defamatory language has been improved through the delivery of anti-racism

defamatory language used both explicitly and casually within and beyond the classroom. - Anti racism training -Appointment of the ARCO	training and the appointment of the Anti-Racism Contact Officer, who has undertaken training, has a clear role description and has processes in place to prevent and respond to racism. This progress measure has been achieved.
Increase the range of opportunities available for Aboriginal and Torres Strait Islander students to connect with learning and engage with the school, including murals, mentoring, creating and presenting acknolwedgements of country. - Review of the PLP process and template - SRC to do acknowledgement of country - Kurrunulla mentoring - Koori kids across the water	There has been an increase in teachers volunteering to mentor Aboriginal students and co-develop the PLP to support student attendance, engagement and sense of belonging. All formal events and weekly assemblies include an acknowledgement of country as a meaningful step towards creating a shared future; all nations, all people. The Koori Kids Across the Waters transition program was conceptualised and will be further developed in 2024.
Create opportunities for students to be involved in and promote school activities, including student voice and advocacy groups, social justice initiatives, whole school fundraising events, sporting and performing arts showcases, whole school morning assemblies (4 days per week), lunch time activities. - Respectful Relationships Walk - Wrapped with Love - Lunchtime activities - Zonta birthing kits - Performing arts - Sporting groups	The focus of this initiative was to increase students' sense of belonging and advocact at school, as identified in the Tell Them From Me survey. Whilst the TTFM data indicated little to no shift in increasing students' sense of belonging or advocacy, the activities for this are still in their infancy and need to be firmly established to determine impact over time. In 2024, these programs will continue, and will be supported by new processes that ensure timely communication, sustained teacher support and a redesign of capturing TTFM data to safeguard the integrity and accuracy of the survey.

Funding sources	Impact achieved this year
Integration funding support $202,058.00	Integration funding support (IFS) allocations support eligible students at Sylvania High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Breaking Bands • Explicit Teaching: Reading and Numeracy **Overview of activities partially or fully funded with this targeted funding include:** • 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 for targeted professional learning around MacLit • staffing release to build teacher capacity around reading and numeracy strategies within and across curriculum • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Students will integration funding support have had timely and relevant support to access curriculum, and teachers have had the necessary additional staffing support to ensure the delivery of curriculum is differentiated to meet the needs to all students. All staff have been provided quality professional learning on differentiation and making adjustments for students who have Personalised Learning and Support Plans, as well as students who have diagnosed disabilities, but may attract funding support. **After evaluation, the next steps to support our students will be:** In 2024 we will be establishing a Learning Support Coordinator position that is school funded, to lead and manage the Learning Support Team and related responsibilities. The workload and students' needs in learning support is ever increasing and requires a consistent teacher to oversee the resources and support we provide, to ensure it is timely, relevant and meaningful to the needs of students.
Socio-economic background $95,877.07	Socio-economic background equity loading is used to meet the additional learning needs of students at Sylvania High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Breaking Bands • Collaborative professional culture • High Expectations **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through functional behaviour assessment to support student learning • staff release to increase community engagement • employment of additional staff to support boys mentoring program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:**

Socio-economic background $95,877.07	Staff have further strengthened their ability to turn data into evidence through the HSC analysis and monitoring program, using narrative to shape meaning. The ROSA Self-Assessment survey professional learning for executive leaders has enhanced their ability to design learning, teaching and assessment that caters for the diverse needs of learners, including those from a range of language backgrounds, socio-economic disadvantage, and disabilities. This funding supported the review of our behaviour policy and processes, in line with the new DoE Behaviour Policy, as a combined approach to supporting students in their learning. The provision of an attendance coordinator role has had a strong impact on school culture and high expectations around learning and behaviour. We have also seen the reestablishment of the ARCO role, including an anti-racism policy and professional learning for teachers, to ensure the school sustains its inclusive culture. **After evaluation, the next steps to support our students will be:** We will continue to focus on building a thriving culture in the school, looking at ways in which to strengthen students' sense of belonging through extra curricular activities and a renewed approach to recognising and valuing student achievement and success.
Aboriginal background $17,520.31	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sylvania High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations • Attendance **Overview of activities partially or fully funded with this equity loading include:** • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process **The allocation of this funding has resulted in the following impact:** Our Aboriginal students have had access to community organisations that support their learning and wellbeing, along with the school based support person who leads the development of their PLPs. All staff engaged in professional learning focused on Aboriginal Culture and ways in which teaching, learning and assessment contirbute to the retention and HSC attainment of Aboriginal students. A new system of PLP design was established with many staff across the school volunteering as a mentor for our students and collaborator in the design of PLPs. **After evaluation, the next steps to support our students will be:** To increase the opportunities for community engagement at the school, whether through informal events like bbqs, or structured mentoring activities that focus on learning goals. This will also be seen in the visibile, relevant and meaningful activities that ensure Aboriginal students have a voice across the school, and the whole school community works together to maintain our inclusive school culture.
English language proficiency $44,222.63	English language proficiency equity loading provides support for students at all four phases of English language learning at Sylvania High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

English language proficiency $44,222.63	including: • Explicit Teaching: Reading and Numeracy **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect **The allocation of this funding has resulted in the following impact:** EAL/D students were supported through the small group tutoring program (previously COVID ILSP) that targeted the EAL/D progressions and specific strategies to support Beginning and Emerging students. **After evaluation, the next steps to support our students will be:** The EAL/D program will be transitioned to the Teacher Librarian to facilitate in 2024 in small group withdrawal. We will also access specialist external EAL/D support staff to deliver PL to teachers to strengthen their understanding of the needs of our EAL/D students both within and beyond curriculum. We will also ensure compliance requirements are met, including the provision of a separate academic report for students in the EAL/D program.
Low level adjustment for disability $186,301.28	Low level adjustment for disability equity loading provides support for students at Sylvania High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching: Reading and Numeracy **Overview of activities partially or fully funded with this equity loading include:** • 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 from MacLit to increase learning outcomes • support for students in Life Skills, Individual Learning Plans/Profiles; HSC Special Provisions, HSC Minimum Standards. • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** Students requiring additional support have been well resourced through the deployment of expert learning and support teachers, the profesional learning and capacity building opportunities for all classroom teachers and leaders, and through the additional assistance provided by SLSOs. The impact of all combined activites has seen a marked difference in our value-added data, where we are considering excelling in Reading and Numeracy for value-added growth to students between Years 7 and 9. **After evaluation, the next steps to support our students will be:** In 2024 we will be establishing a Learning Support Coordinator position that is school funded, to lead and manage the Learning Support Team and related responsibilities. The workload and students' needs in learning support is ever increasing and requires a consistent teacher to oversee the

Low level adjustment for disability $186,301.28	resources and support we provide, to ensure it is timely, relevant and meaningful to the needs of students. We will sustain all programs and resources that are supporting the engagement and achievmeent of outcomes for students who require additional adjustments due to their disabilities.
Professional learning $70,692.46	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sylvania High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Breaking Bands • Collaborative professional culture • Leadership growth **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. **The allocation of this funding has resulted in the following impact:** We have worked consistently to improve the reading, writing and numeracy of students, through professional learning that builds knowledge and capacity and also encourages cross curriculum collaboration. Our 2024 HSC results show we are well ahead of the expected progress in achieving the targets set for students (% of students in the Top 2 and Top 3 HSC Bands), and our professional learning was consistently focused on our core business of teaching and learning through explicit teaching, quality assessment; collaborative professional culture. **After evaluation, the next steps to support our students will be:** In 2024, we will reignite our development of an aspiring leaders program to both strengthen the capacity and breadth of leadership in the school, particularly teacher leaders, and also streamline our recruitment process for expressions of interest to ensure promotion is built on merit and abillity, and abides by equal access and opportunity principles. We will continue enhancing our collaborative practices and collaborative culture through professional learning workshops that are driven by sharing practice and what works best for our students.
COVID ILSP $55,268.91	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 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 • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy: reading, writing, numeracy • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators

COVID ILSP $55,268.91	• employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in the following impact:** Students who were identified as having low levels of literacy and numeracy, both due to gaps in learning but also due to language barriers, had targeted support that improved their skills. **After evaluation, the next steps to support our students will be:** We will be sustaining the program model for 2024 to ensure students continue to move through the literacy and numeracy progressions, particularly looking at the literacy and numeracy expectations for the HSC Minimum Standards. We will be using additional equity funds to maintain the current model, as the 2024 funding is significantly reduced.
Student Support Officer $99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Sylvania High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Attendance **Overview of activities partially or fully funded with this Staffing - Other include:** • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. **The allocation of this funding has resulted in the following impact:** The SSO has led and managed important wellbeing programs such as RAISE Mentoring, Top Blokes, RAGE program and Study Without Stress to support all student with universal strategies that enhance their wellbeing. The SSO has provided timely support for students in small groups and 1:1 around their anxiety, mental health concerns, school refusal and social engagement. The SSO also established a strong link with our local retirement village, Hammond Care, where in collaboration with Sutherland Shire Council and Heart and Soul story, students visited the residents in the village and built intergenerational relationships through empathy, compassion and humility. **After evaluation, the next steps to support our students will be:** There has been a recent turn over of our SSO position, with multiple SSOs beginning and leaving the position. We need to recruit this position permanently and review the workload and line management issues that have resulted in the absence. Moving in 2024, it is critical to have a full time SSO on site to ease the workload on our school counsellors, and provide early intervention and holistic programs that support the wellbeing of all students in the school.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	409	356	347	376
Girls	392	353	364	346

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
7	94.3	90.8	89.4	89.8
8	92.5	87.4	86.8	87.5
9	92.1	88.6	83.8	86.9
10	89.6	87.3	85.4	83.2
11	90.9	84.8	84.6	88.2
12	90.3	88.1	86.6	88.9
All Years	91.6	87.8	86.1	87.5
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	4	7	13
TAFE entry	8	4	19
University Entry	0	0	65
Other	11	6	3
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

31.07% of Year 12 students at Sylvania High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Sylvania High School expected to complete Year 12 in 2023 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)	9
Classroom Teacher(s)	41
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	871,480.96
Revenue	10,969,684.62
Appropriation	10,186,761.46
Sale of Goods and Services	175,981.64
Grants and contributions	555,222.67
Investment income	31,638.92
Other revenue	20,079.93
Expenses	-10,829,873.52
Employee related	-9,629,388.67
Operating expenses	-1,200,484.85
Surplus / deficit for the year	139,811.10
Closing Balance	1,011,292.06

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	179,087
Equity Total	343,921
Equity - Aboriginal	17,520
Equity - Socio-economic	95,877
Equity - Language	44,223
Equity - Disability	186,301
Base Total	8,574,106
Base - Per Capita	186,612
Base - Location	0
Base - Other	8,387,494
Other Total	666,535
Grand Total	9,763,649

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.

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.
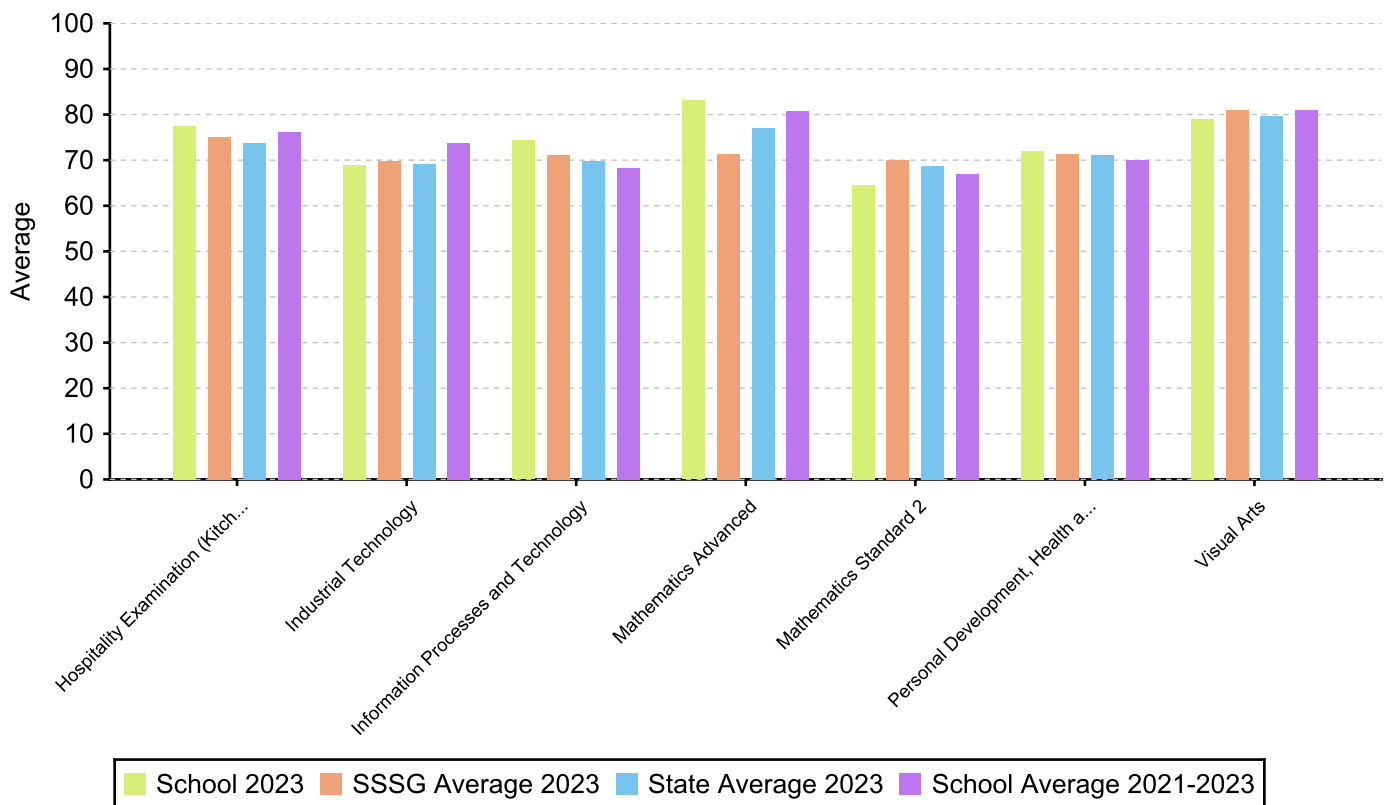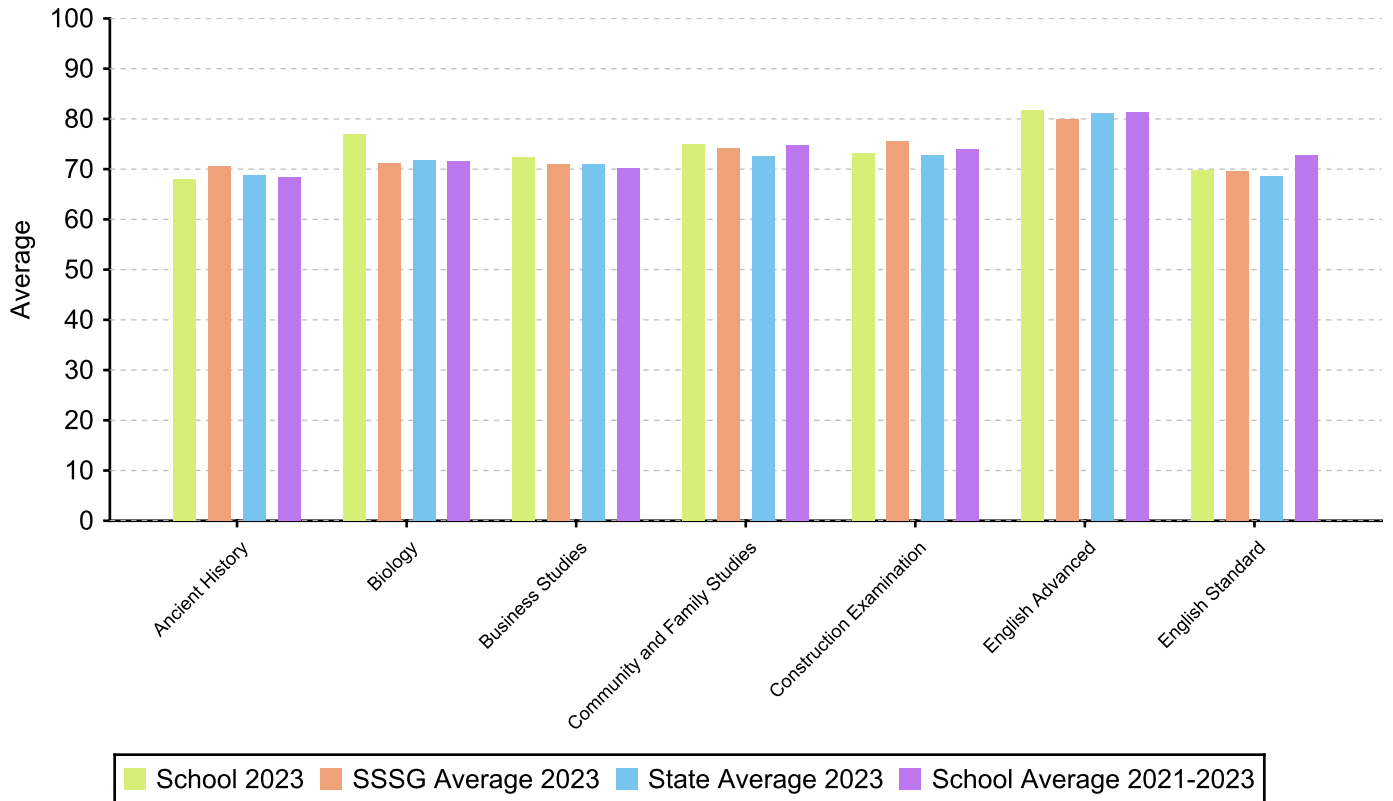
Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	68.0	70.5	68.7	68.4
Biology	77.0	71.1	71.8	71.5
Business Studies	72.4	70.9	70.9	70.2
Community and Family Studies	74.9	74.1	72.7	74.8
Construction Examination	73.1	75.5	72.8	73.9
English Advanced	81.7	79.9	81.2	81.4
English Standard	69.7	69.7	68.5	72.7
Hospitality Examination (Kitchen Operations and Cookery)	77.5	75.1	73.7	76.1
Industrial Technology	69.0	69.9	69.1	73.7
Information Processes and Technology	74.3	71.1	69.8	68.2
Mathematics Advanced	83.1	71.3	77.0	80.8
Mathematics Standard 2	64.5	70.0	68.7	67.0
Personal Development, Health and Physical Education	72.1	71.4	71.0	70.1
Visual Arts	79.0	81.0	79.8	80.9

Parent/caregiver, student, teacher satisfaction

The school used a range of mechanisms to gather feedback about the school. In 2023, to gather a cross section of feedback from all stakeholders, the school facilitated the Tell Them From Me surveys (teachers, students and parents), the People Matter Survey (teachers only), ongoing professional learning evaluations (teachers only), the Science Faculty Evaluation (teachers and students) and the canteen survey (students and teachers). The school captured evidence about parent and community satisfaction, via emails to the school, engagement via social media channels, verbal feedback at school events, and the attendance rate of parents at whole school events. Additionally, the P&C Committee provided valuable feedback on school related policies and procedures in 2023, ensuring parent voice was captured. In particular, the Mobile Phone and Wearable Devices Policy and the new Behaviour Policy.

In 2023, there was a marked increase in the attendance rate of parents for school related events, measured by the full capacity of the venue(s) and reduction in communication concerns previously raised by parents. The teacher flash mob occasion that was released on our scoial media channels went viral in September, with written feedback from the community markedly positive about the school culture. Data insights from the social media channels also indicate broader community satisfaction with our school culture, measured by the rate of positive engagement (likes) and the rate of promotion (sharing the video).

Positive feedback regarding our students representing our school and associated values was seen gathered from community members who were involved in the intergenerational program with Hammond Care (dementia residents) as part of the Heart and Soul Story. One family member of a resident wrote to the school: "I had the absolute pleasure of meeting some of your wonderful students and teaching staff yesterday at Hammond Care Miranda. I was visiting my mother, who has dementia and has been a resident for only a few months, when your staff and students arrived. They were so impressive in the way they confidently interacted with the residents and joined in with the dancing and singing activities. My mother was the most alert I have seen her in ages and I'm sure her cheeks were sore from smiling. They certainly made her day. You must be so proud of the way your school is contributing to the local community and bringing joy to the elderly.

Most improved questions			2023 % favourable	difference from 2022
Learning and development / Role clarity and support	3f	I have received the training and development I need to do my job well	53%	+26
Recognition	7p	I receive adequate recognition for my contributions from my organisation	23%	+23
Pay	4	I am paid fairly for the work I do	20%	+20
Ethics and values	7r	I support my organisation's values	77%	+17
Wellbeing	1n	I feel burned out by my work (disagree)	13%	+13

Teacher Feedback: People Matter Survey
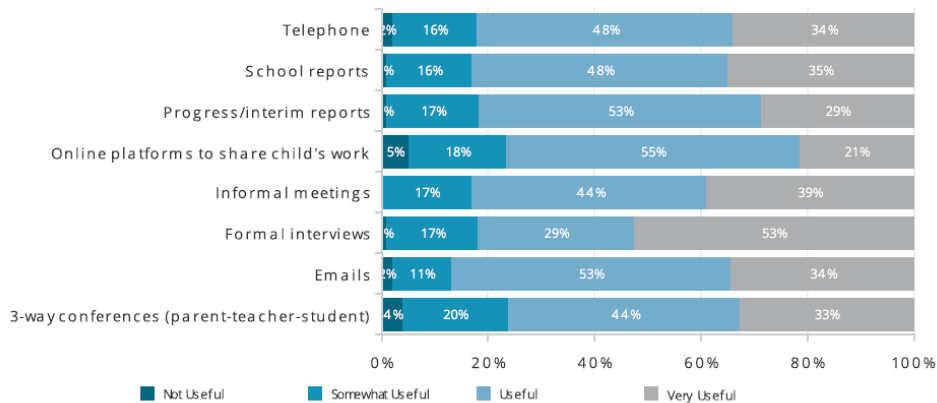
First choice of public school

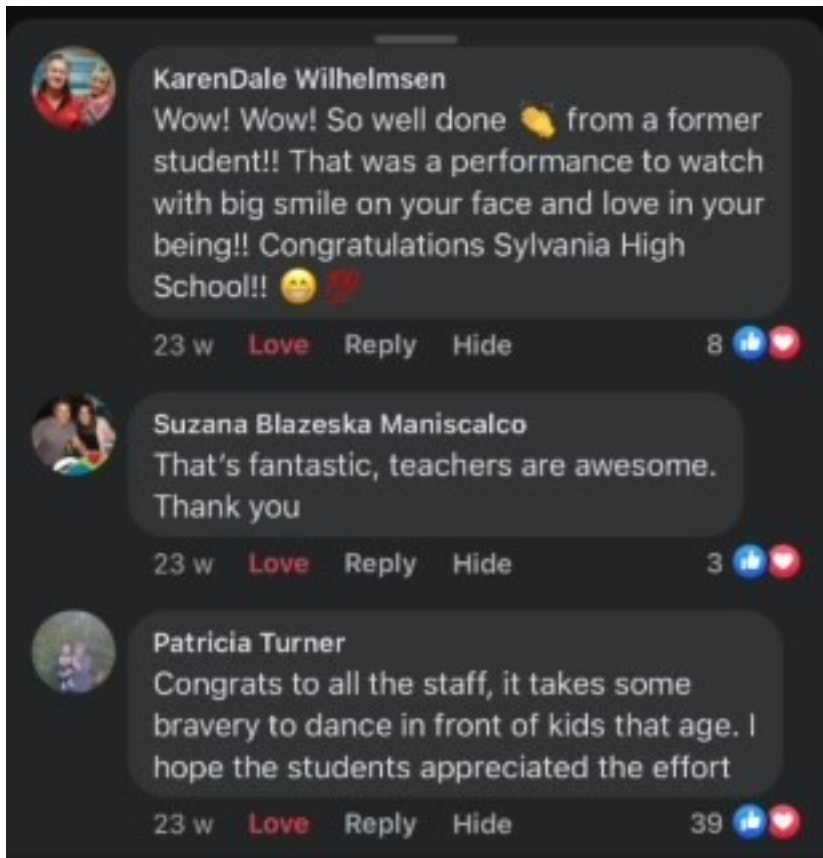My child is enrolled at my first choice of public school
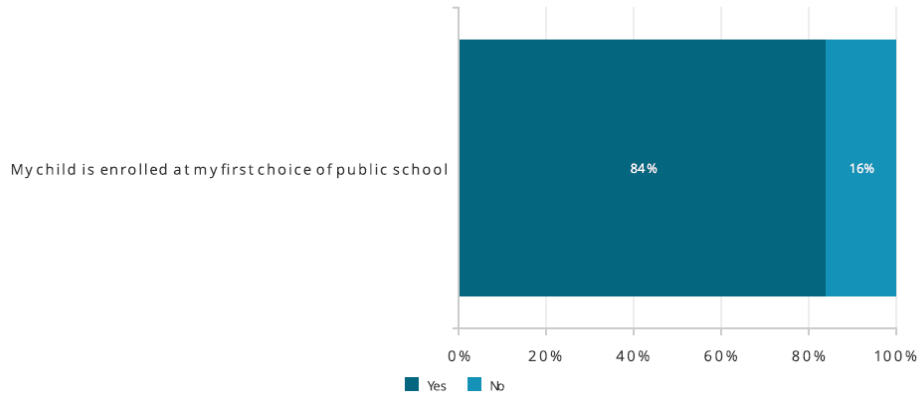
Parent Feedback: TTFM

Useful communication types at school

Please tell us how useful you think the following types of communication are when discussing your child with the school.
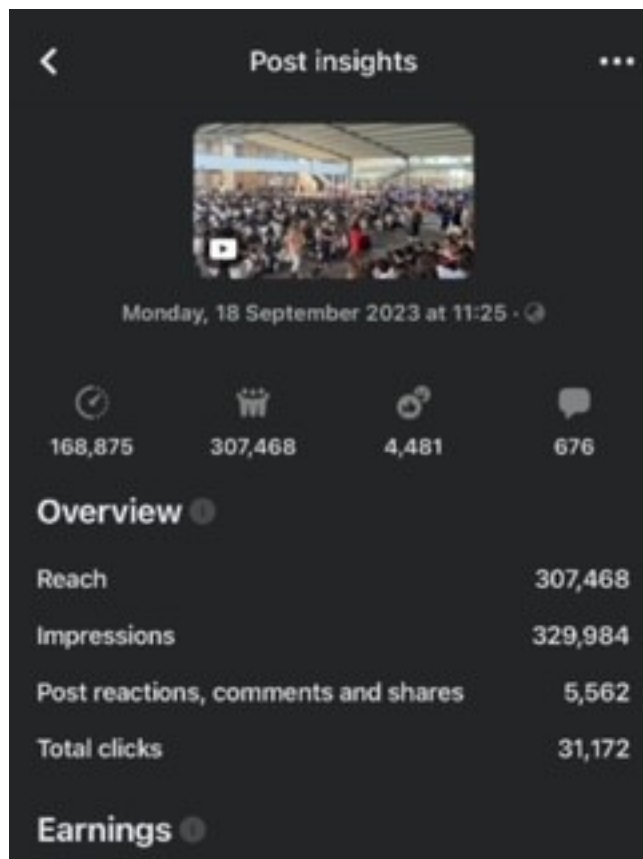

Parent Feedback: TTFM

Community feedback: Flash mob on social media

Community feedback: Data analytics - Flash mob on social media

Community feedback: Data analytics - Flash mob on social media

Table 1.3 Student survey Q14 Stages 4 and 5 My studies in this subject are developing my skills in:
Key: Percentages are of those who indicated agree or strongly agree

75% and over agreement	50%-74% agreement	Under 50% agreement

In Science I am developing my skills in the following:

	Year 7 Science	Year 8 Science	Year 9 Science	Year 10 Science
18a Research skills	58%	63%	44%	41%
18b Answering short answer questions	60%	69%	77%	56%
18c Writing extended response answers questions	58%	67%	51%	34%
18d Planning and conducting an investigation	66%	55%	50%	44%
18e Recording and analysing data	61%	60%	67%	47%
18f Writing a scientific report or depth study	49%	46%	44%	28%
18g Solving a scientific problem	49%	49%	55%	46%
18h How to select the right multiple choice answer	52%	48%	68%	42%
18i Responding to stimulus material such as a diagram or graph	53%	58%	66%	57%
18j Using ALARM to compose written responses for assessment tasks and exams	32%	17%	20%	16%
18k How to make my own notes	48%	49%	47%	44%
18l How to best study Science at home	36%	38%	27%	27%

7-10 Student feedback: Science Faculty Evaluation

Table 1.4 Q14 Stage 6 My studies in this subject are developing my skills in:
Key: Percentages are of those who indicated agree or strongly agree

75% and over agreement	50%-74% agreement	Under 50% agreement

	11 Biology	11 Chemistry	11 Physics	12 Biology	12 Chemistry	12 Physics
18a Research skills	78%	58%	60%	79%	55%	72%
18b Answering short answer questions	88%	65%	40%	85%	89%	86%
18c Writing extended response answers questions	54%	42%	30%	76%	55%	72%
18d Planning and conducting an investigation	83%	53%	60%	76%	77%	57%
18e Recording and analysing data	80%	76%	40%	81%	78%	100%
18f Writing a scientific report or depth study	71%	53%	30%	72%	66%	72%
18g Solving a scientific problem	56%	76%	60%	74%	66%	71%
18h How to select the right multiple choice answer	68%	53%	40%	65%	44%	57%
18i Responding to stimulus material such as a diagram or graph	80%	47%	60%	82%	78%	86%
18j Using ALARM to compose written responses for assessment tasks and exams	28%	6%	0%	50%	55%	29%
18k How to make my own notes	48%	49%	47%	44%	44%	43%
18l How to best study Science at home	36%	38%	27%	27%	44%	57%

11-12 Student feedback: Science Faculty Evaluation

Year 9:
- *They don't tell you the way it will be marked. its just right or wrong.*
- *When we get English or Maths notification there is either dot points or a criteria that we can follow but for Science we don't have it and it just says the topic but not what we are going to be marked on.*
- *It doesn't have the skills you need. It just tells you the big things.*
- *Not in Science.*

Year 10:
- *Not for the skills test, there is nothing.*
- *The one we just had it didn't even have the topic it just said bring a pen, a ruler and a pencil.*
- *It's very basic.*
- *We don't know how it will be marked.*

Biology:
- *It would be more helpful if there was rubric in Science like in other subjects (Year 11)*
- *There is depth study and the notification was not very detailed for that.   (Year 12)*
- *We weren't given any type of direction. (Year 12)*
- *We don't get them, the marking guidelines. (Year 12)*
- *The marking scheme is a bit general. (Year 12)*

Chemistry:
- *They don't go into much detail on what you need. (Year 11)*
- *It gives you a topic but not what part you need to know, its broad. (Year 11)*
- *The notification is just what the module is and that's it. (Year 12)*
- *She doesn't write anything specific on there. (Year 12)*
- *The rubric is really vague in general. (Year 12)*
- *It's not a specific tool we can use for our responses. (Year 12)*

Physics:
- *It would help if we had a marking rubric. (Year 11)*
- *The marking criteria and the section with the outcomes didn't line up and was vague for one of the assessments. (Year 12)*

Student feedback: Science faculty evaluation

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.