



Sylvania High School

Annual School Report



Education & Communities

Public Schools NSW

8463

2012



Our school at a glance

Students

Our students come from a range of cultural backgrounds and have diverse talents and abilities commensurate with that of a co-educational, comprehensive high school. Nevertheless, there is a shared focus on learning by the student body that is underpinned by the school's core values of rights, respect and responsibility. This is strongly reflected in a very positive school culture where staff, students and parents have forged productive relationships built around a common purpose of learning.

Staff

The staff at Sylvania High School are highly experienced and committed to improving student learning outcomes. To this end, they acknowledge the importance of the teacher as the most important factor in a student's development and that all forms of professional learning are the most important feature in developing teacher effectiveness. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school continues to implement programs across all KLAs and years to engage students in their learning and connecting their learning to the real world.

Significant programs for 2012 included:

- Premier's volunteering (School wide)
- Service Learning (HSIE)
- Learning Generations (HSIE)
- Microscope Project (Science)
- HotRock (School wide environmental project)
- Sylvania High TV (School wide)
- White Ribbon (School wide)
- 1970's Day (HSIE)

Student achievement in 2012

NAPLAN results for 2012 were again pleasing overall with the school demonstrating above or near average improvements in all areas for Years 7 and 9. ESSA results continued to exhibit a similar pattern with school averages for the range of tests being above or near the state average. Higher School Certificate results were outstanding in 2012. There were 49 mentions on the Distinguished Achievers list with one student scoring 100% in the Mathematics Extension course.

Messages

Principal's message

Sylvania High School has continued to grow as a learning community in 2012. The staff has provided a supportive and caring learning environment for our students who have excelled in both internal and external tests. Our School Council and P&C have worked extremely hard in 2012 to raise funds and provide the local skills to completely re-furbish the first of our Science laboratories amongst a number of other projects. This continues a tradition within the school community whereby staff and parents have collaborated to provide the necessary infra-structure to develop quality learning environments.

The school has continued its commitment to project based learning with a continuing commitment to the White Ribbon Foundation and three new projects including Sylvania High TV, the 1970's Day and Working Generations. It is anticipated that in 2013 some of these projects will be independently assessed for their effectiveness in the development of our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Craig Brown – Principal

P & C and School Council message

Sylvania High School has a dynamic P&C Association, which has been very successful in contributing to the school community and adding to the quality of education received by our students. The P&C contribution includes:

- Operating our own Canteen with a range of special menu options daily;
- Operating our own Uniform Shop and from this year also a Human Shoe's outlet;
- Providing \$50,000 to the school in 2012 including a Laboratory refurbishment and associated technology;
- Supporting the welfare needs of the students; and
- Bringing parents, citizens, students and teaching staff into close co-operation with Social Nights, Breakfast and lunch-time barbecues and Performance Nights.

Apart from the operation of the canteen and the uniform shop, the P&C's major fundraising comes from your contribution to the School Building Fund.

In 2012, the P&C's major objectives were to complete the upgrade of the metalwork classrooms and another Science laboratory refurbishment, as well as general support to the school.

Apart from the operation of the canteen and making applications for government grants, the major fundraiser is the School Building Fund. This year has seen the disbursement of funds raised through the School Building Fund of a Tax Deductible contribution that directly goes to providing facilities for students. The School Council, P&C and the School Executive allocated this money to complete the refurbishment of a Science laboratory as a benchmark for the remaining five laboratories.

Transport issues, principally bus routes are regularly addressed through the P&C Transport

sub-committee, the bus companies and Transport Ministry. In 2012 the P&C looked at introducing a bus route from the Brighton le Sands and Sans Souci area and advance planning for the Oyster Bay/Como areas for the future. With strong growth from these areas in 2013, this may be achieved.

The Building Fund continues to grow. Parents are able to make a tax-deductible donation to this fund, which is then used to improve building facilities in the school. This year these funds provided a refurbishment of the Staff Common room allowing a place for staff to meet and interact with different faculties that actively supports their welfare.

Lobbying has always been one of the activities of the P&C. Mid-year of 2012, the lobby efforts for improved Science laboratories were rewarded and construction commenced on laboratory number 5 refurbishment. This has now freed the P&C to commence on laboratory 4, so that at the end of Term 3 2013, 50% of the School Labs will have been renovated to the same exacting standard.

The provision of Welfare support to the students was improved by the assistance of the P&C to the activities of Mr Chris Noon, School Chaplain. Chris has been able to run a Breakfast Club with our assistance and that of local businesses. This is a much welcome way to start the day for some students. Comments from parents and students strongly support this initiative.

Mike Sheedy - P&C President

Student representative's message

Another year has passed and the Student Representative Council continues to grow as a stronger and more effective unit. The SRC workshop held at the beginning of the year saw the election of students into positions of office to continue to allow the SRC to be a student led group.

The school's motto of "Scholarship, Honour and Service", has been practised through the

SRC representing Sylvania High at a variety of functions and events held within the school and community.

There were many opportunities for the SRC offered through involvement in events such as the Premier's Christmas Gala Concert 2012 at the Sydney Entertainment Centre where SRC volunteers operated as cloak room attendants, ushers and assisting elderly patrons with any problems. This concert is highly regarded in NSW. For over 40,000 seniors it is considered the highlight of their social calendar, with organisers drawing comparisons for ticket demand, to that of the AFL grand final. White Ribbon Day was also recognised again through SRC involvement. White Ribbon Day draws attention to the impact of violence against women. The SRC conducted numerous educational talks and videos for the school community on this subject, including a live video link with Engadine High School.

2012 maintained strong ties with Miranda RSL through the large number of students present at the Anzac Day Dawn Service ceremony. The SRC representatives also forged strong bonds with the RSL through their attendance at the Battle for Australia Commemoration Service. The RSL has expressed their gratitude for Sylvania High School's commitment to such events on numerous occasions.

The SRC has also been involved with Miranda Probus for the first time in 2012. It was an opportunity to share ideas and showcase our school to the wider community. It is expected that this important link will continue in the years to come.

Sylvania High School continues to prepare students for success through encouraging participation in youth leadership. SRC representatives have participated in a number of zone SRC forums. Members of the captancy team attended the Halogen Foundation's 2012 National Young Leaders' Day and the Elevate program at the University of Wollongong.

Community spirit is high at Sylvania High School. Through the hard work of the SRC and the generosity of the school community, charities such as CanTeen, Cure Our Kids, Jeans for Genes, Pink Ribbon Day and Bandana Day were strongly supported.

With every passing year, the SRC is held in higher regard by both students and teachers. It is through the hard work and effort of the SRC that the Sylvania High School community feels supported and strengthened. Through continued teamwork such as this, our community of teachers, parents, students and the SRC will continue to thrive and grow in the future.

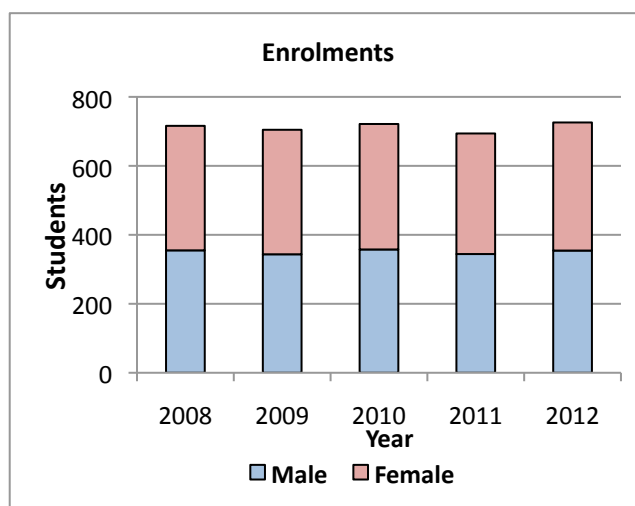
Thomas Hausman - SRC President

School context

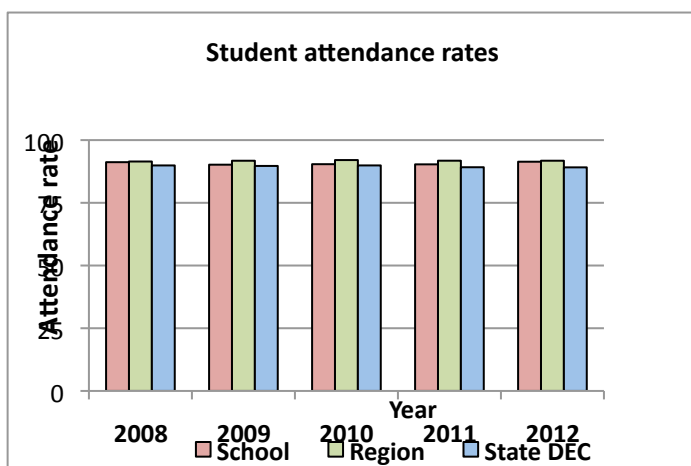
Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile



Management of non-attendance

The school's overall attendance pattern continues to be higher than state average in Years 7, 8, 9, 10 and 11, with Y12 being fractionally below the state average. Overall, total attendance is above state average for 2012 but slightly below the Sydney Region. To improve and ensure the attendance of students at the school an Attendance Team was formed from the executive. The team reviewed attendance data, policies and procedures. This comprehensive approach ensured that decisions to address attendance issues were data driven and aligned to Sydney Region targets. To ensure the school community understood the significance of this comprehensive evaluation, the team led discussions at executive meetings outlining the multi-layered strategies to address our attendance targets. To ensure all stakeholders are aware of their accountability with regard to student attendance the team developed a *Sylvania High School Attendance Policy and Procedures*. The processes and systems that underpin attendance monitoring continue to be evaluated and refined ensuring that as a school community we are alert and responsive to our students' wellbeing needs equating attendance with greater access to learning outcomes.

Post-school destinations

Of the 108 students who completed their HSC in 2012:

55 have been offered places at University.

2 have commenced Tertiary Enabling Courses at Universities.

15 are studying at Colleges of TAFE.

6 are studying at Private Colleges.

4 have apprenticeships.

1 is waiting to take up a position in the Defence Forces.

8 are in full time employment.

10 are in part time or casual employment.

3 are looking for work.

4 could not be contacted.

Of the 26 students who studied Hospitality, 3 are working or studying in that field.

Of the 9 students who studied Construction, 5 are working or studying in the field.

Of the 14 who studied at TAFE (TVET), 9 are working or studying in a related field.

Year 12 students undertaking vocational or trade training

A total of 50 students undertook and completed either vocational or trade training in 2012, representing 46% of the cohort.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012 104 of the 108 students attained an HSC or vocational education qualification. This represents approximately 96% of the Year 12 cohort with the only students not attaining the qualification being two HSC pathways students and two students who had one subject withheld in the HSC examination.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	8
Classroom Teachers	38.7
Support Teacher Learning Assistance	0.9
Teacher Librarian	1
Teacher of ESL	0.6
Counselor	1
School Administrative & Support Staff	9.682
Total	62.882

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012, approximately 2% of the staff was recorded as having identified themselves as being indigenous.

Staff retention

The school continued its long term trend of stability within the staffing composition. In 2012 the school had one classroom teacher promoted to Head Teacher level and one Head Teacher promoted to Deputy Principal at the school. There were no service transfers from the school in 2012.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	65
Postgraduate	35

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2012
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Income	\$
Balance brought forward	285370.25
Global funds	410406.28
Tied funds	201463.03
School & community sources	482935.27
Interest	17514.36
Trust receipts	62311.40
Canteen	0.00
Total income	1460000.59
Expenditure	
Teaching & learning	
Key learning areas	165255.04
Excursions	134523.11
Extracurricular dissections	126079.30
Library	15570.45
Training & development	13274.30
Tied funds	162154.53
Casual relief teachers	90059.11
Administration & office	152248.01
School-operated canteen	0.00
Utilities	102733.40
Maintenance	98321.25
Trust accounts	70592.82
Capital programs	6810.98
Total expenditure	1137622.30
Balance carried forward	322378.29

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Creative and Performing Arts

The school had three students nominated for Art Express with one student eventually having their work displayed at the Hazelhurst gallery. In Dance, nine items were selected for outstanding performance with G. Brown being selected for Callback.

Mathematics

AUSTRALIAN MATHEMATICS COMPETITION 2012

In 2012, students from Sylvania High School participated in the Australian Mathematics Competition and gained very impressive

results. 98% of the students that entered received an award of Distinction, Credit or Proficiency.

12% of students achieved a Distinction and 41% of students achieved a Credit.

When student results are divided into three divisions, Senior, Intermediate and Junior, the results are impressive as well. In the Senior division, 14% of candidates gained a Distinction and the remaining students (86%) gained a credit. In the Intermediate division, 21% gained a Distinction and 21% gained a Credit. In the Junior division, 5% achieved a Distinction and 40% achieved a Credit.

In the Junior division, one student was in the top 11% in Australia. In the Intermediate division one student had an outstanding result in the top 3%, one student in the top 10% and one student in the top 15% in Australia.

Mary Kindis - Head Teacher Mathematics (R)

Sport

Sylvania High School Blues Awards

T. Hamam – Cricket

R. Orr – Cricket

A. Roberts – Cricket

J. Cini – AFL

B. Hooper – Soccer

Y. Kato (5 events) CHSSA Swimming

J. Kombosos – Athletics (javelin, shot put/discus)

B. Grosvenor – Athletics (javelin)

E. Sherwood – Soccer

J. Chapman Lawn Bowls

S. Chapman – Lawn Bowls

C. James – Lawn Bowls

J. Pickett – Gymnastics (3 silver medals, single mini, Trampoline, tumbling, 1 Gold, double mini)

B. Doyle – Gymnastics (bronze medal, beam)

Individual Sports Awards 2013

Male Sportsperson of the Year Award – The Male Sportsperson of the Year Award went to R. Orr. He was a member of the victorious Sydney East Open Boys' Cricket side and was recently selected to this side for 2013. He also captained the successful school cricket side that narrowly missed the Sydney East final four. R. Orr also represented the school at the regional athletics carnival in high jump and was a valuable member of the open touch football, qualifying to the round of 20 in the state and Oztag teams that won regional, St George and Cronulla competitions.

Female Sportsperson of the Year Award – The Female Sportsperson of the Year award went to E. Usherwood. This is the second year that she has won this award and although she suffered illness and needed surgery, she has once again shown her skill and versatility over the year in school sport. E. Usherwood was selected to the Open Girls' Sydney East Soccer Team and was subsequently selected to the CHS Open Team for State trials. She was also selected in the NSW All Schools Team for Nationals.

E. Usherwood also represented the school at Regionals for Cross Country and played in the Girl's Turner Trophy and Open Girl's school soccer teams Touch Football, Oz Tag, Futsal and softball teams.

Sporting Achievement Award – This was awarded to Y. Kato. This award is only given when there has been a sporting achievement that deserves recognition. This sporting achievement award recognises a student who represented the School at CHS level in five events at the State swimming carnival. She also represented at zone level in athletics and cross country.

Knockout/Carnival Sports

The following is a précis of the school's wide participation in CHS sport for 2012:

- Open Rugby League SSC –versus Blackwattle loss 22 -16 (University Shield), St. Patrick's loss 18 -6 (Schoolboy Cup). The Open Boy's team also contested the Cronulla Knock Out and was beaten in three games by an average of 8 points. This was a good effort by all boys, with only four boys playing regular Rugby League.

- U14 Rugby League SSC - versus Leichardt loss 14 - 6

- Open Girl's Basketball Round 1 - versus Jannali, win 48-32, Round 2 – Loss to Caringbah 42 -27

- Touch Football Open Round 1 - win versus Kingsgrove 4-3. Runners Up by 1 try differential to Woolooware. Loss to Inverell in the Inter-regional game to decide State playoff for the final 10 teams.

- Years 9-10 Boy's Touch Football -win versus Cecil Hills 8-2, Picnic Point win 4-3, Semi-final 6 -4, versus Picnic Point fulltime, draw 4-4, and eventually a loss on golden point.

- Years 7-8 Boy's and Girl's Touch Football. Boys – Loss in semi finals to Woolooware but they won four of five in pool games.

Girls - Won two games but lost three and just missed playoff position.

- U15 Girl's Netball -won through to second round but were beaten by Lucas Heights.

- Year 7 Netball Carnival – Won against Port Hacking and then lost by 2 points in the next round only to miss out on a finals playoff position.

- Oz Tag – St George Carnival. Teams entered in every boy's and girl's division. The Boys 7-8 and 11-12 teams were winners.

- Cronulla Carnival – Girl's 7-8 team won two and lost two games. The Girl's 9-10 team was Semi Finalists as were the Girl's 11-12 team. The Boy's 7-8 team and Boy's 9-10 team was also Semi Finalists while the Boy's team 11-12 were winners.

- Futsal – Six teams represented the school at the Regional knock out competition with all teams having at least one win. The Year 7 Boy's and the number one Girl's 11-12 team narrowly missed the quarter finals.

- Girl's Cricket - won first round against Caringbah and lost to Endeavour in Round 3.

- Boy's Cricket -won Rounds 1, 2, 3 and lost to Sydney Technical High School in round 4.

- The school also participated in the girl's and boy's softball and baseball with the boys progressing to the third round in baseball.

- The girls also took a young team to the water polo where they narrowly lost in round 1.

- The girl's open netball team was also defeated in the second round.

- The school also had teams in all divisions of junior and senior soccer for boys and girls while we had boy's and girl's teams representing in hockey.

- **Swimming Carnival** - Y. Kato starred at all levels of swimming and represented the school at State level.

- **Cross Country** – The school had two girls reach the regional level; J. Middleton (13 year girls) and V. Perez (14 year girls). In the boy's cross country, A. Georgiou represented at region in the 13 year boys

- **Athletics Carnival** J. Kambosis and Blake Grosvenor both qualified to state level.

Tim Porter – CHS Sport Coordinator

Volunteering Program

This year saw the Volunteering Program again increase in popularity. There are approximately 100 students from Years 7-11 volunteering at three venues across 3 days of the week. Students are also strongly encouraged to volunteer their time within the school at events such as Open Night, Orientation Day, Harmony Day and assemblies.

Years 9 and 10 students participated in the NSW Premier's Student Volunteering Awards Program and this resulted in 17 students receiving bronze awards (20 hours of volunteering), 8 students receiving silver awards (40 hours of volunteering), 7 students receiving gold awards (60 hours of volunteering), 5 students receiving diamond awards (80 hours of volunteering) and 1 student receiving the highest award possible, the black opal award (150+ hours of volunteering)

There is a strong base of volunteers in Years 7 and 8 and it is expected that these students will participate in the NSW Premier's Student Volunteering Awards Program next year and the following year to further strengthen the program within the school.

A special thank you to our host venues in 2012:

- Frank Vickery Village
- Time 4 Kindy
- Sylvania Heights Primary School
- Sylvania High School

Students enjoyed a wide range of activities at the venues including Peer Reading at the primary school, morning activities and exercises with the elderly residents, outside play with the toddlers and assisting the technical crew at Sylvania High School. Along with these formal venues there were other opportunities for students to volunteer their time outside of school. Students were responsible for the selling of merchandise for Daffodil Day at venues around Sydney, the sale of bandannas on Bandanna Day in the city and volunteers attended the Premier's Senior Concert to assist with the smooth running of the day.

The program has received very positive feedback both from the students and their hosts and all host venues will continue their commitment to the program in 2012.

Jane Henderson – Volunteering Coordinator

Academic

In the National Assessment Program, the results across Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

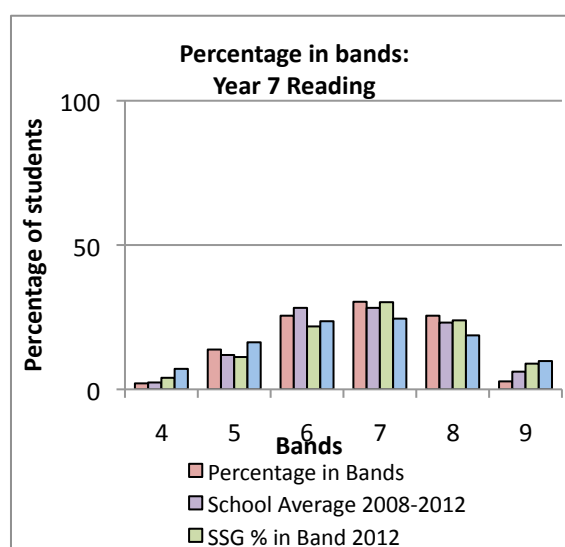
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

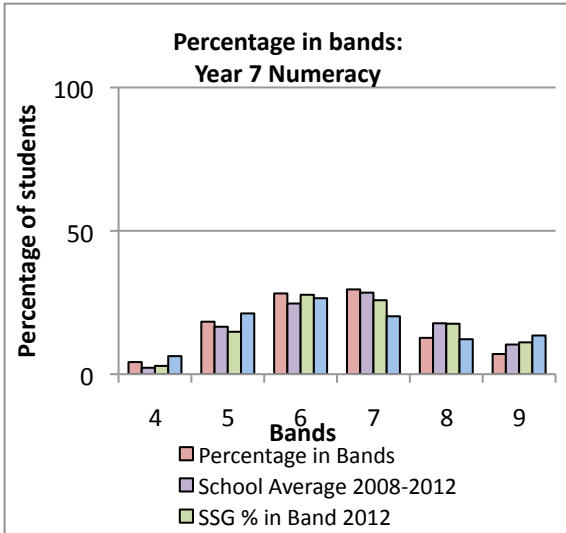
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Reading – NAPLAN Year 7



Numeracy – NAPLAN Year 7



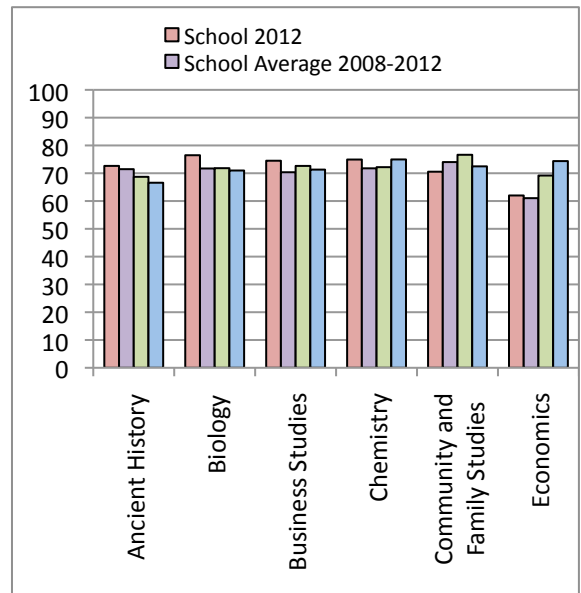
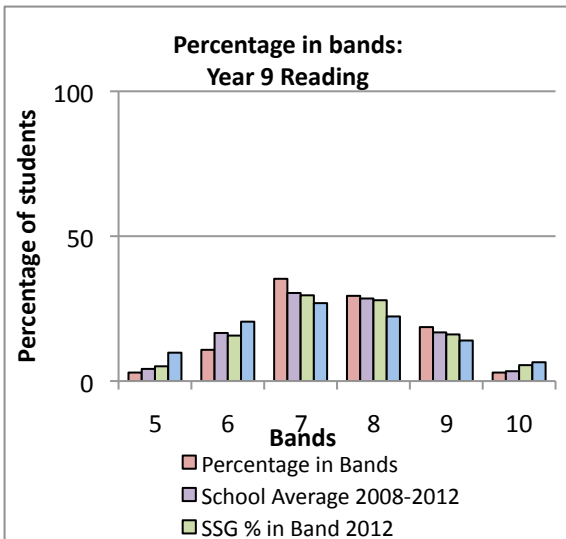
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

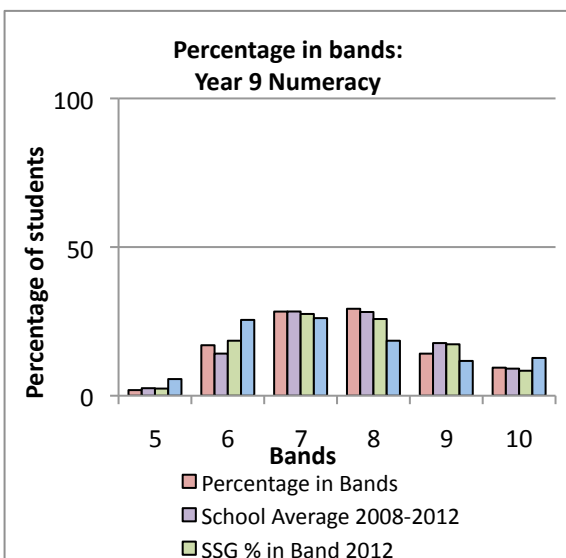
Higher School Certificate

In 2012 HSC results were very good pleasing with 49 mentions on the distinguished achievers list. Generally, most subjects were near or above state average results.

Reading – NAPLAN Year 9



Numeracy – NAPLAN Year 9



Significant programs and initiatives

Aboriginal education

Our school has seven Indigenous students whose learning needs are catered for with Individualised Learning Plans. Students meet regularly and access relevant Sydney Region and Statewide initiatives including The Great Debate focussing on current indigenous issues, work experience opportunities and interacting with neighbouring Indigenous students including 'Koori Kids by the Sea'. Students also have access to indigenous mentors who visit our school. Our school ensures that non-indigenous students have an appreciation and understanding of Aboriginal culture by incorporating the Acknowledgement of Country during school assemblies and complying with the integration of Aboriginal Education in all KLA programs.

Multicultural education

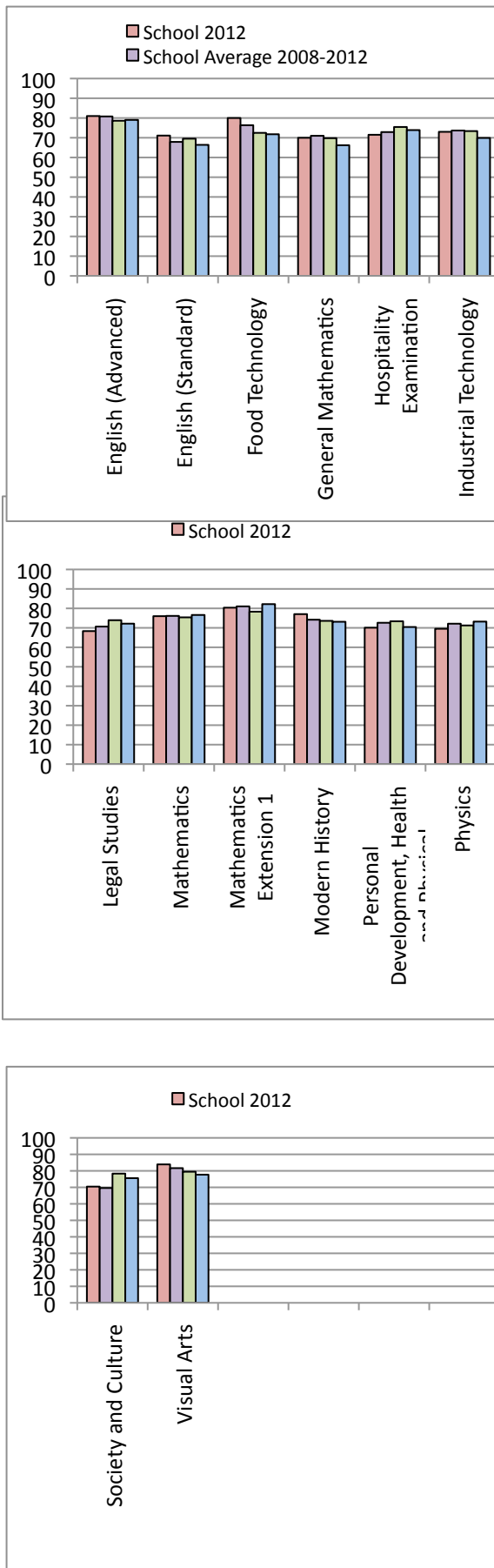
At Sylvania High School approximately 32% of students come from cultural backgrounds where English is not the first language. The ethos of the school is that all students are respected and valued and the school community promotes tolerance and understanding for each other.

In 2012, the school continued to embrace Harmony Day as the key event on the school calendar to celebrate our cultural diversity. The day has become an annual tradition at Sylvania High and the theme for 2012 was that 'Everyone Belongs' and appreciates the richness of different cultures.

Harmony Day consisted of much entertainment rich in culture and strong in message with an assembly, cultural parade, interactive cultural demonstrations and musical performances, sport engagement, variety of food and a concert by our students.

The vast range of activities raises cultural awareness and promotes tolerance and respect among the staff and the student body.

Mary Kindis – Head Teacher Mathematics (R)



Progress on 2012 targets

The school made significant progress in a number of targets in 2012 as described below:

Target 1

- Increase staff who have participated in leadership opportunities by 5% to 65% by 2012.

Our achievements include:

- In total, there were 26% of the whole staff applying and filling new whole school leadership opportunities. As a result only 24% of staff did not participate in a new whole school leadership role.

Target 2

- Increase the percentage of all staff participating in formal Professional Learning by 5% to 75% by 2012.

Our achievements include:

- The percentage of staff participating in formal professional learning in 2012 was 71%.

Target 3

- Increase the evidence of Stage 4 teaching programs for all KLAs with cross curriculum perspectives to 70% by 2012.

Our achievements include:

- A significant proportion of staff development was assigned for an audit of Stage 4 teaching programs across the school. This revealed that 100% of programs showed signs of cross curricular perspectives although some KLAs will need to develop a greater breadth of perspectives to satisfy Australian Curriculum requirements in 2014 and beyond.

Target 4

- Maintain the proportion of Year 10 progressing to Y11 at SHS for 2012 at 92%.

Our achievements include:

- Only seven Year 10 students did not progress to Year 11 in 2013 resulting in a

95% retention rate. The school continues to analyse the needs of Year 10 students in terms of Stage 6 curriculum to ensure the highest retention rates possible.

Target 5

- Increase the enrolment of Year 7 by 18% to 135 for 2013 cohort. (5 classes)

Our achievements include:

- The enrolment for Y7 in 2013 is 131. While this is 4 students below the actual target value, it has still allowed the school to form five core classes and allowed the school to grow by a further 2% in 2013. Interestingly, this is the first time the school has had to establish a waiting list for Y7 enrolments.

Target 6

Maintain the current level of project based learning opportunities for Stages 4 and 5 across all KLAs for 2012.

Our achievements include:

- The school initiated the following new project based learning opportunities in 2012:
 - 1970's Day
 - Learning Generations
 - Sylvania High TV
- The school maintained the following projects in 2012:
 - White Ribbon
 - Service Learning
 - Microscope project
 - HotRock
- As part of the school's commitment to curriculum improvement, an academic partner will be engaged in 2013 to evaluate this aspect of the school's learning culture.

Target 7

- Maintain the percentage of Year 9 students in the top three numeracy bands at 59% in 2012. Our achievements include:

- The percentage of students in the top three bands was 52.8% but overall the

school was still within the National average.

- The school continues with the initiative of cross faculty teams committed to improving literacy across the school using a range of data and strategies.

Target 8

- Maintain the percentage of students in the top three writing bands at 59% in 2012.

Our achievements include:

- The percentage of students in the top three bands was 46.1% but overall the school was still within the National average.
- The school continues with the initiative of cross faculty teams committed to improving numeracy across the school using a range of data and strategies.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Computing Studies.

Background

The faculty met over 10 weeks to read documentation about the process, negotiate procedures and discuss methodology. Two faculty members met with the Principal, Acting Deputy Principal and developed the final student surveys, the terms of reference (teaching practice, teaching programs and subject profile), the timeframe, interviews, focus group discussions and lesson observations. The Principal briefed the evaluation team placing the evaluation's purpose in context. The evaluation team met to debrief and analyse information. Key themes were collaboratively identified and an outline provided for the faculty to reflect on prior to the faculty meeting to consider direction in terms of the 2013 School Management Plan and the 2013 Management Plan for the faculty.

Data was collected from the following sources:

- Interviews with members of staff,

- Interviews with randomly selected students in focus groups from Years 9-12. (Students selected were approved by the faculty.)

- Survey data and analysis from 100% of all students in Years 9-12

- Visits to one lesson of each of the faculty members representing a range of classes Years 9-10.

- Analysis of documentation including teaching programs, assessment policy, task criteria and cover sheets work samples; data from student survey Years 9-12; management plan by the panel.

General Findings

Teaching Programs

Stage 5 Multimedia and Publishing

Programs were generally well structured and had potentially engaging contexts e.g. the movie trailer and were highly prescriptive. There was evidence of good scope and sequence and use of meta-language. There was clearly detailed assessment scheduling in the program.

Stage 5 Information and Software Technology

As for Year 9 Multimedia, there was evidence of good structure and syllabus requirements were clearly being addressed in all units.

Stage 6 Software Design and Development

Stage 6 Software Design and Development clearly covered all syllabus requirements and mirrored the scope and sequence suggested by the syllabus. Considering the high level of content that this syllabus poses, this approach poses little to no risk on any content specific area being over looked.

Teaching Practice

Stage 5 Multimedia and Publishing/IST

Student focus groups reported they that enjoyed aspects of Multimedia that were student centred and challenging. Many cited this as the reason for originally choosing this course. They reported that practical work, especially that involving digital photographic contexts were especially appealing. They openly encouraged staff to set them assignments to assess work that had a presentation component (perhaps using presentation software like PowerPoint) and also provided feed back with regard to their performance in the form of conferencing.

Stage 6 Software Design and Development

Interviews with student groups and observation of lessons strongly suggested that student were deeply engaged and committed to undertaking their senior studies. Students enjoyed the course and were clearly appreciative of the diligence and skill of their teacher in the delivery of the course material.

Subject Profile in the School

Stage 5 Multimedia and Publishing / IST

There were common themes in the profile of both subjects as viewed by the students. There was a high proportion of respondents in the focus groups and on-line surveys that strongly suggest that students were disenfranchised with their elective choices in this area. This is almost certainly a result of the program structures and methods of delivery. The panel believe that re-consideration of these factors will probably assist the profile of both Stage 5 elective courses. Despite this, the panel acknowledges that there is a statewide trend for students not to be selecting Stage 5/6 computing based courses but the extent to which classes have diminished in the past 3 years has already had a significant impact on

the staffing blend of the school and may pose challenges in the future.

Findings, conclusions and Future directions

Teaching Programs, Teaching Practice and Subject Profile

Stage 5 Multimedia and Publishing

All units showed that they were content driven and at times were more like a check list.

There was little to no evidence that the programs allowed for differentiation or encouraged checks of prior knowledge and skills.

All tasks and content areas would benefit from some form of contextualising. A further requirement to develop student deep knowledge and engagement would be the use a handouts for lower order thinking such a software procedures and the promotion of contextualising to promote the concept of significance.

Students were cognisant of facets of this course, which they strongly believe could be improved. Generally speaking, they found the lower order tasks required of them not to be challenging and were repetitive which many asserted had led them to become disengaged from the course. In particular, they did not enjoy procedural type lessons on how software worked and stated on many occasions that a contextual basis for learning in the course would be more conducive to student engagement. Areas that students liked least included Photoshop and input/output devices. This would be consistent with general research into learning, which shows that students need to be challenged through deep knowledge, and tasks that show significance. This was reinforced by the lesson observation of this class. Of the students interviewed 40% had no intention of continuing with any computer related course and 60% uncertain. This may be

a contributing factor in the decline of the popularity of computer related studies at Sylvania High School over the last 4 years.

Stage 5 Information and Software Technology

Overall, there was a need for a more structured formatting with the registration procedure being unclear. The panel felt that programs for this subject seemed unfinished. No activities or extension exercises were evident and resources should ideally be linked explicitly into the program. (Robotics and automation have page references and no book reference.) There was scant evidence of specific strategies, activities and resources to underpin student outcomes, which the panel felt ideally, could help to contextualise the material and decrease the abundance of lower order verbs in outcomes. The panel felt that the lack of specificity of specific strategies was a major issue for an inexperienced, casual or beginning teacher. It was suggested that backward mapping from creative and authentic projects/activities to the syllabus requirements would be a more effective programming approach rather than allowing the syllabus content to drive every lesson.

There were issues with the advertised assessment schedule. These issues including timing of some tasks and formatting. The panel suggests the consideration of a half yearly exam but this was not considered critical. There was a strong feeling in the focus groups that students felt that conferencing would assist in the learning from completed assessment tasks.

For both IST and MMP, the profiles need to be improved dramatically. This will be best achieved through programs that engage students through higher orders thinking. There is opportunity as the school grows for the computing faculty to also grow to redress the current shortfall in periods for one full time

head teacher and one part time mathematics teacher.

Stage 6 Software Design and Development

The panel had only minor suggestions for improvement in the delivery of this course. Like the Stage 5 course, while the panel acknowledged the coverage of all syllabus requirements, there was scope to increase student engagement by developing contextualised learning supported by specific resources.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

I would like to offer my appreciation to yourself and your staff on the support that has been provided to assist those members of the school community that from time to time need a bit of help in ensuring that their child has the opportunity of attending Sylvania High. This may be something as simple as getting a few items of replacement clothing or a more complex welfare issue where a range of supportive and highly qualified counsellors interact with the parent, child and the school to resolve a problem. At all times this is done with discretion and with the aim of the best interest of the student and parent. As a parent, this feature of Sylvania, one where caring and nurture is just as important as academic results, is one of the reasons that we chose to send our children there.

We are one of many families that have chosen to send our children to SHS rather than our more local schools. SHS has a well-deserved reputation for having caring and committed staff and an extensive range of co-curricular, sport and KLA subjects and courses. Our children are happy and motivated and learn important values along with respect, responsibility and a sense of community in a supportive environment.

Professional learning

The school continued its commitment with regard to both formal and informal professional learning activities. All staff recognise the importance of their role in improving student outcomes and are committed to undertaking professional learning.

The school has explicit targets and strategies related to improving staff expertise. To this end, resources have also been explicitly linked to the targets so the limited funds can be efficiently managed. These funds are tracked over time against courses completed by the Principal to ensure all annual resources are expended.

School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

- Leadership and Management

Outcome for 2012–2014

- Develop leadership and management capacity across all staff.

2013 Targets to achieve this outcome include:

- Increase staff participating in leadership opportunities by 10% to 70% by 2014.
- Increase the percentage of all staff participating in formal Professional Learning by 10% to 80% by 2014.

Strategies to achieve these targets include:

- Ensure that all staff are provided with support and encouragement to experience opportunities in leadership.
- Support and mentor new scheme teachers in the NSWIT accreditation process
- Align TPL to support the funding of leadership opportunities.

- TARS and EARS are aligned to staff seeking leadership roles and PL courses.
- Develop all staff, with a focus on executive staff, in the understanding and formulation of the School Planning process.
- Refinement of the process for undertaking faculty and school based evaluations.
- Develop key staff in financial management processes.
- Develop executive staff expertise in curriculum organisation and timetabling.

School priority 2

- Curriculum and Assessment

Outcome for 2012–2014

- Develop current and emerging curriculum to meet individual student needs.

2013 Targets to achieve this outcome include:

- Increase the evidence of teaching programs for all KLAs with cross curriculum perspectives to 100% by 2014.
- Develop all necessary Stage 4 and 5 programs for Mathematics, Science, English and History for Australian curriculum implementation in 2014

Strategies to achieve these targets include:

- Ensure cross curriculum perspectives are embedded in 7-12 teaching programs with a particular emphasis on:
 - Environmental Education (Sustainability)
 - Aboriginal Education
 - ICT
- Refine existing teaching programs to reflect Quality Teaching Framework practices.
- Increase access to technologies in classrooms to improve student learning environment.
- Continue professional development of staff to address needs identified in 2012 Technology Survey.

- Plan for Australian Curriculum in identified subject areas.
- Develop the practice of assessment for learning.

School priority 3

- Engagement and Attainment

Outcome for 2012–2014

- Engage the full range of learners and improve outcomes for all students.

2013 Targets to achieve this outcome include:

- Maintain the proportion of Year 10 progressing to Y11.
- Maintain the enrolment of Year 7 to accommodate 5 classes by 2014.
- Maintain the level of project based learning opportunities for targeted years and KLAs until 2014.

Strategies to achieve these targets include:

- Continue to develop the relationship between CoSAW schools (and appropriately extend to traditional non local feeder primary schools) based on learning.
- Develop an induction program for Preliminary students entering the HSC course.
- Develop an induction program for Stage 5 students entering Stage 6.
- Develop Career Path Plotting program for Y10 students.
- Explore the concept of a DEAR Reading Program combined with vertical rolls.
- Develop strategies for differentiating the curriculum for all students.
- Develop a class grading/streaming policy and refine the G&T policy.
- Assess needs of all students referred to Learning Support Team and differentiate teaching and learning to increase achievement of outcomes and enhance engagement.

- Implement support strategies for Aboriginal students including those who are experiencing disengagement.

- Develop and implement a digital citizenship program for all students.

- Create opportunities in project based learning for targeted years and KLAs.

- Implement a range of welfare strategies to support students, especially girls.

- Develop further authentic leadership opportunities for the SRC, especially for boys.

- Maintain current student interest in the Premier's Volunteering Awards (PVA).

- Integrate PVA into the school merit system.

- Identify HSC subjects where students have performed significantly lower than indicative cohort achievement and develop strategies to improve subject results in subsequent years.

School priority 4

- Literacy and Numeracy

Outcome for 2012–2014

- Further develop the literacy and numeracy skills of all students

2013 Targets to achieve this outcome include:

- Increase the number of boys in the top two numeracy bands by 5% to 34% by 2013.
- Increase the number of students in the top two writing bands by 5% to 33% by 2013.

Strategies to achieve these targets include:

- Equip mainstream teachers with the professional knowledge and practice needed for effective and confident literacy based teaching of all students within their curriculum area.
- Develop a whole school Literacy Policy

- Develop additional strategies for students requiring learning assistance in literacy and numeracy.
- Identify students, with a focus on Aboriginal students, who need specific literacy and/or numeracy support.
- Develop school culture where sophisticated reading and writing activities are emphasised, valued and encouraged
- Develop a whole school Numeracy Policy
- Develop numeracy strategies with a focus on Y9 boys.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Craig Brown – Principal

Brad Flegg - Deputy Principal

Lisa Jamieson- Deputy Principal

Mary Kindis - Head Teacher Mathematics (R)

Lynn James - Careers Advisor

Mike Sheedy - P&C President

Kerryn Tolhurst– School Council President

Tomas Hausman – School Captain 2013

Tim Porter -CHS Sports Organiser

*Jane Henderson -Volunteering & SRC
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

