

Sylvania High School Annual School Report 2013



School context

Sylvania High is a comprehensive co-educational school with students who possess a diverse range of talents and abilities in both curricular and extra-curricular pursuits. The school is committed to maintaining its focus on the core business of teaching and learning. An experienced staff are committed to this vision and as such recognise the important role that they play in maximising learning outcomes for all students by continuing to build a learning culture where rights, respect and responsibility are vital as core values.

Principal's message

In 2013 Sylvania High School has continued to build its capacity as a learning community. The culture created by our staff, students and parents has become highly valued as Year 7 enrolment applications for 2014 reached an unprecedented demand, particularly from families not in the local drawing area. Consequently, the school is continuing to steadily grow in size with enrolments expected to be approximately 670 in 2014.

Our School Council and P&C have continued to be highly active in 2013. A number of projects were completed this year, most notably the provision of furniture and hardware for another Science laboratory and the provision of five more IWBs with this project anticipated to be fully completed in 2014. The Sylvania High School learning community continues to develop quality learning environments by providing the necessary infrastructure for its students.

The school continued its commitment to project based learning in 2013 with projects including Sylvania High TV, the 1980's Day and Working Generations building upon previous successes. In 2013 a number of these projects were independently assessed for their effectiveness in the development of our students. This is reported later in this document under Program Evaluations.

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 message

2013 was another great year for the Sylvania High School P&C Association. We were able to again contribute to our school community, adding to the quality of education received by our students. The P&C contribution was made up by:

- Operating a healthy Canteen - approximately \$16,500;
- Operating the Alinta Uniform Shop and Human Shoe's outlet - approximately \$10,000; and
- Our annual School Building Fund contribution drive.

The money we raised from the Canteen and Building Fund Drive was allocated as follows:

- \$15,000 to assist with the refurbishment of the Science Labs;
- Over \$8,500 for classroom digital projectors; and
- \$3,500 for concrete for the construction of pathways around the school.

The money we raised from the Uniform Shop was allocated as follows:

- We have been able to purchase replacement representative sports uniforms in Athletics, Touch Football, AFL / League / Union, Basketball and Soccer. We now have a common SHS style across all representative sporting teams.

Transport issues, principally bus routes, are regularly addressed through the P&C Transport sub-committee, the bus companies and Transport Ministry. We are in constant correspondence with our local MP in regards to 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. Although we had strong growth from these areas in 2013, to date, we have not been able to secure this new route.

The Building Fund continues to grow and I would encourage Parents to make a tax-deductible donation to this fund, which is then used to improve building facilities within our school which directly benefits our children. Our school and P&C are extremely lucky to have a community that supports them so well. Thank you for your continued support.

Sue Szalay - P&C President

Student representative's message

It's been another year at Sylvania High School, and its Student Representative Council grew larger, become stronger and more independent. In 2013, the Sylvania SRC exercised the school motto of 'Scholarship, Honour, Service' as well as supporting the core values of 'Rights, Respect and Responsibility' through the SRC's representation in various events and functions throughout the local community.

The year started off with the White Ribbon Committee and Principal, Mr Brown representing the school at the New South Wales Parliament House. The White Ribbon Committee gave a talk about the prevention of violence against women and how our school has taken steps to prevent such violence within the school. Most notably, as well as speaking to a number of other school representatives, we had the chance to present in front of Ela Gandhi; granddaughter to Mahatma Gandhi.

Later in the year, our school would go on to strengthen our commitment to the White Ribbon message by organizing an event in which boys from around the school would all take the White Ribbon oath. The SRC conducted numerous educational talks and videos for the school community on this subject, as well as documenting the pledge.

The newly appointed Senior Leadership team was also tasked with attending, as guests of honour, Engadine High School's (EHS) White Ribbon ceremony in which we gave a short speech on the importance of gender equality and the way in which inequality affects violence against women and girls. At this event, we also had discussions for further possible collaboration with EHS through 'Wear It Purple'; a day to celebrate and teach about sexual equality.

The SRC has also been involved with Miranda Probus for the second year in a row, as an opportunity to share ideas and showcase our school to the wider community by presenting at Sylvania Bowling Club.

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 meetings. In particular, members of the captaincy team attended the University of Wollongong's Elevate Program, continuing leadership training and education.

The sense of Community is strong at Sylvania High School as we supported fellow student, Hannah Diviney, with her 'Krazy Kozzy Klimb'. This quest, with other sufferers of Cerebral Palsy, was to attempt to climb Mt. Kosciusko in their own wheelchairs.

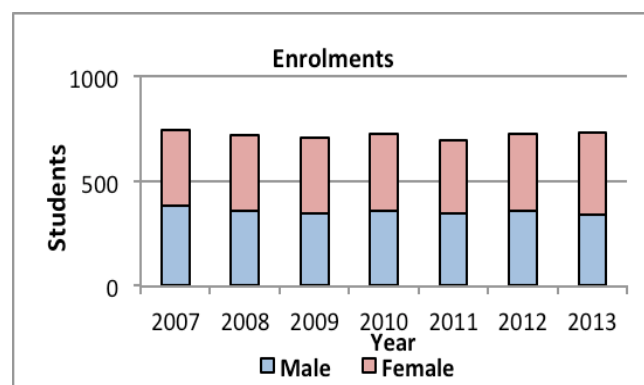
The Sylvania High School SRC continues to grow in ethics and is held in higher regard by both students and teachers. It is through the teamwork of the Sylvania High School community that the SRC will continue to grow and challenge its boundaries in 2014.

S. Christie - SRC President

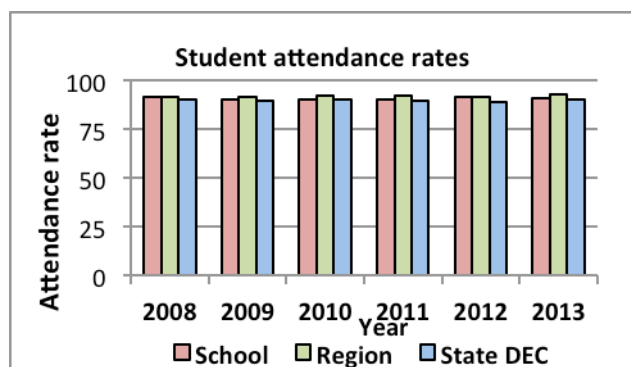
Student information

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

Student enrolment profile



Student attendance profile



Sylvania High School has experienced a steady attendance rate at an average of 90.8 % from 2008 to 2013.

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 2013. To improve and ensure the attendance of students at the school the Attendance Team continues to draw members from the executive. The team reviews attendance data, policies and procedures. This comprehensive approach ensures that decisions to address attendance issues are data drive. To ensure all stakeholders are aware of their accountability with regard to student attendance the team promotes awareness of the *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 105 students who completed their HSC in 2013:

46 have been offered places at university, including 1 who has deferred

3 have commenced Tertiary Enabling Courses at Universities

16 are studying at Colleges of TAFE

10 have apprenticeships/traineeships

10 are in full time employment

9 are in part time or casual employment

6 are looking for work

5 could not be contacted

Year 12 students undertaking vocational or trade training

A total of 41% of students undertook or completed vocational or trade training.

Of the 22 students who studied Hospitality, 3 are working or studying in the industry.

Of the 10 students who studied Construction, 8 are working or studying in the field.

Of the 11 students who studied TVET Courses, 8 are working or studying in a related field.

Year 12 students attaining HSC or equivalent Vocational educational qualification

The percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2013 was 41%.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	8
Classroom Teacher(s)	43.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administrative & Support Staff	9.682
Total	63.482

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school has 2% of its workforce identifying themselves as being of Aboriginal heritage.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	65
Postgraduate	35
NSW Institute of Teachers Accreditation	20

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	30/11/2013
Income	\$
Balance brought forward	322378.29
Global funds	438781.03
Tied funds	172907.40
School & community sources	419888.33
Interest	13074.73
Trust receipts	56383.40
Canteen	0.00
Total income	1423413.18
Expenditure	
Teaching & learning	
Key learning areas	152682.10
Excursions	101279.98
Extracurricular dissections	140770.25
Library	10981.20
Training & development	18287.73
Tied funds	152222.08
Casual relief teachers	103626.84
Administration & office	135266.00
School-operated canteen	0.00
Utilities	114571.30
Maintenance	72438.88
Trust accounts	56839.14
Capital programs	0.00
Total expenditure	1058965.50
Balance carried forward	364447.68

A full copy of the school's 2013 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 2013

Dance had 9 Callback nominations with H. Green receiving Callback for all 3 elements- core performance, core compositions and major

performance. Y. Morris received Callback for both core performance and major performance. J. Raegan's major film for Dance was selected to play at the Seymour Centre. Dance Ensembles were once again strong in 2013 with performances at the Sutherland and Regional Dance festivals. Students From our school were also selected to be a part of the State dance Ensembles and Companies.

C. Sweet was selected for Encore for her vocal performance in HSC Music and the band performed at the Moran nursing home throughout the year.

J. Scarini's major work for Visual Arts was selected for the Art Rules Exhibition at Hazelhurst Gallery which showcases the best works in the St George area. Also, Year 9 Visual Art exhibited their landscape portraits at the Moran nursing home.

Dance, Drama, Music and Visual Arts all exhibited work at the HSC Showcase at school along with various shows throughout the year.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

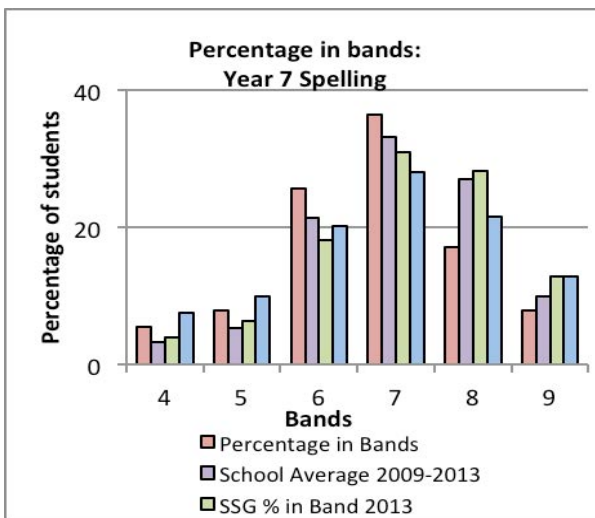
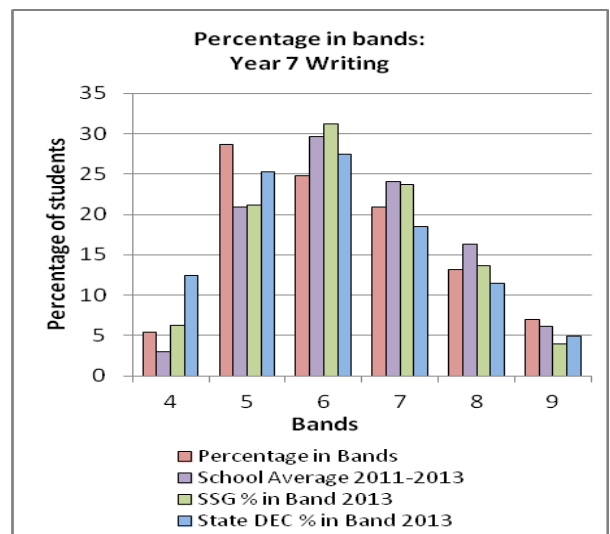
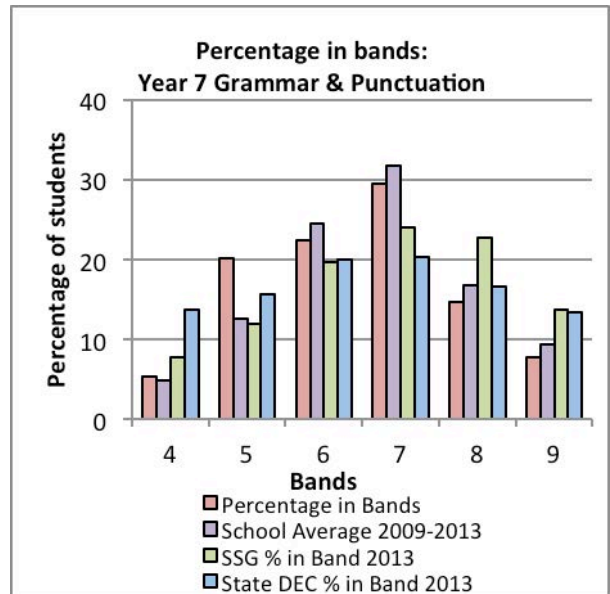
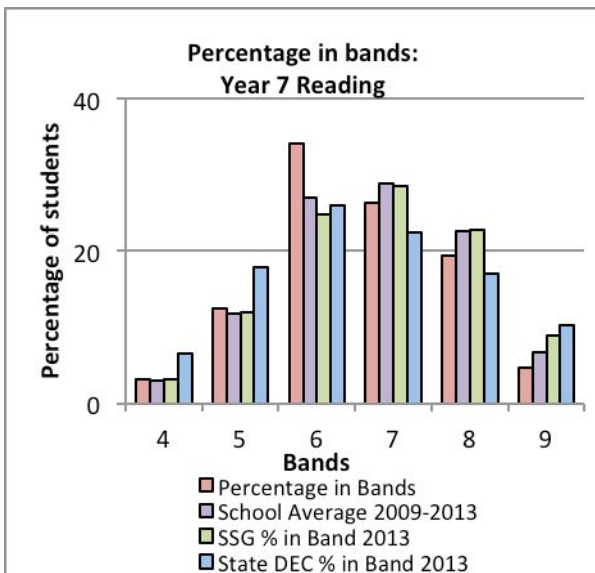
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

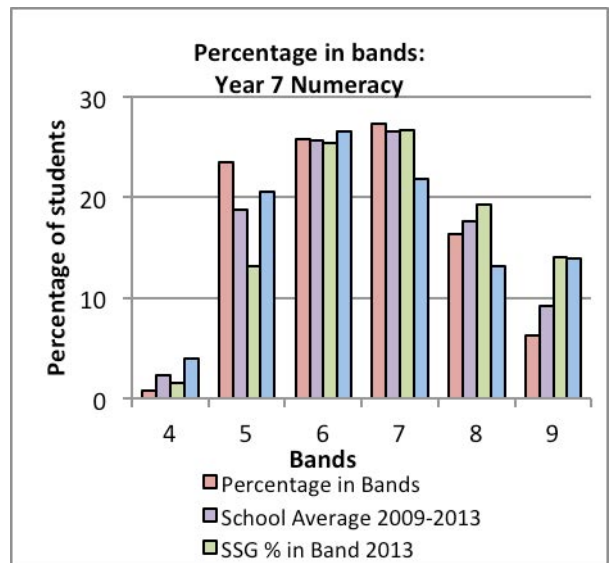
Australian Mathematics and Science Competitions

In 2013, 69 students from Sylvania High School participated in the Australian Mathematics Competition and a total of 15 in Science. In Mathematics, 67% of the students that entered received an award of Distinction, Credit or Proficiency. We had 2 of our students achieve a Distinction and 28 students achieve a Credit. In Science 28% received distinction and 53% received a credit. In 2014 we are hoping that all students in the top Mathematics classes in Years 7 to 10 will compete in the competition and that we have an increased participation rate in Science.

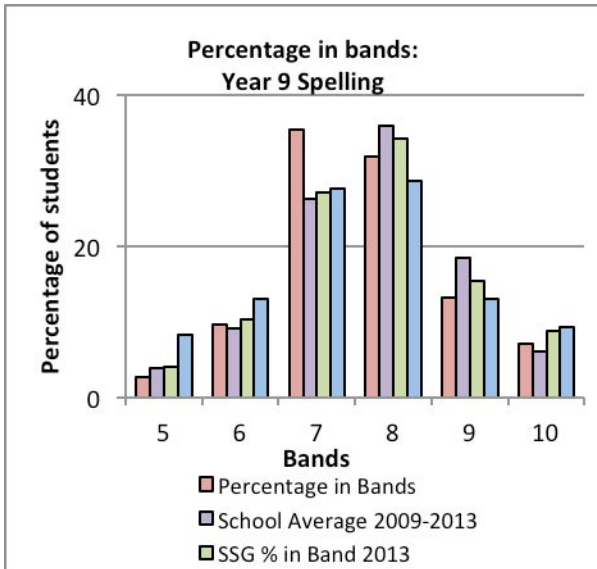
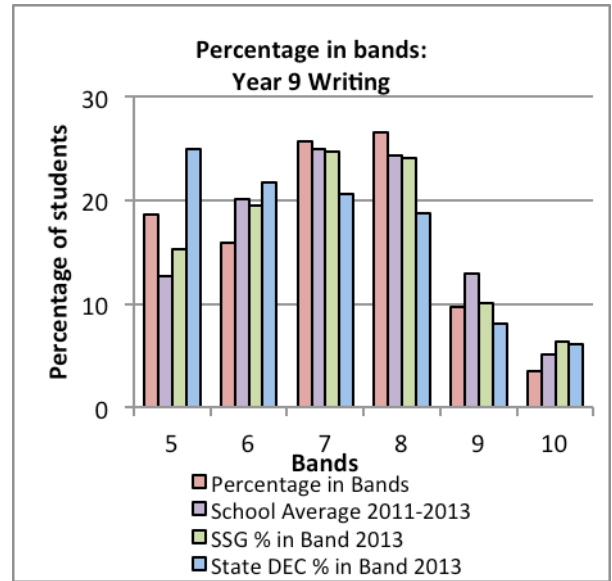
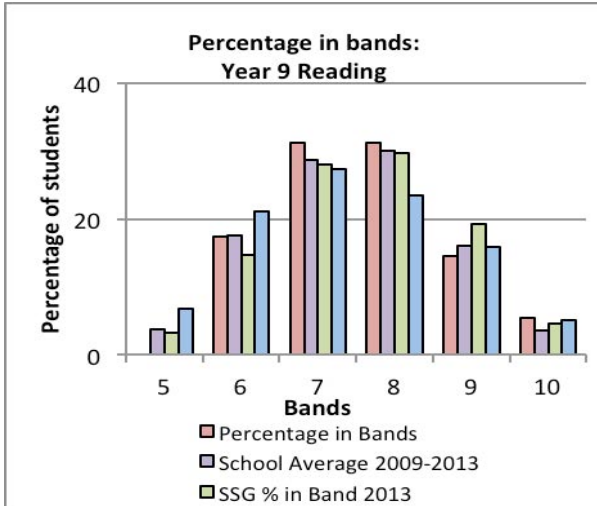
NAPLAN Year 7 - Literacy



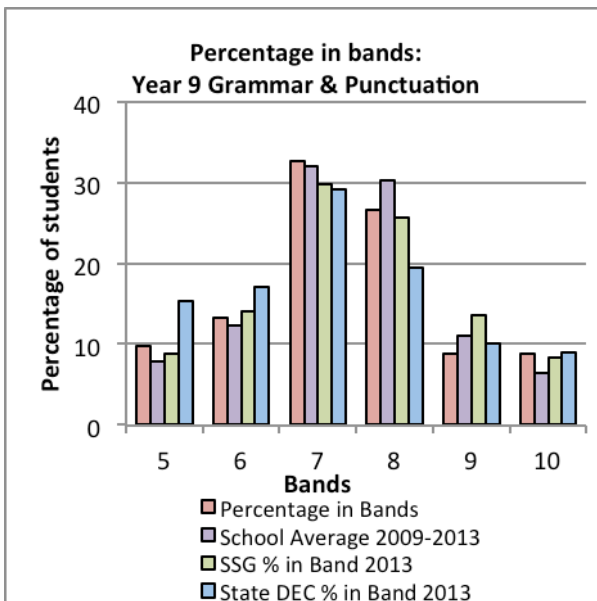
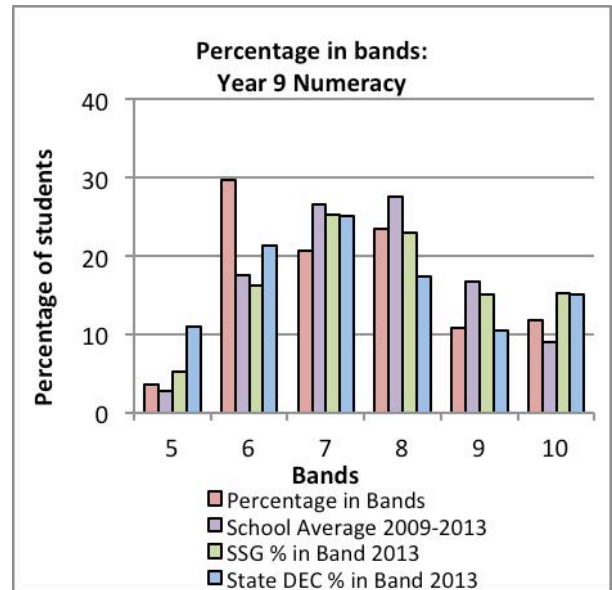
NAPLAN Year 7 - Numeracy



NAPLAN Year 9 - Literacy

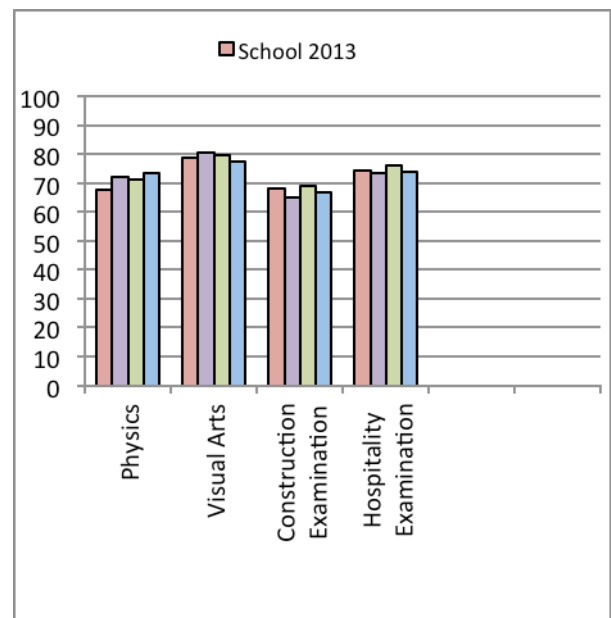
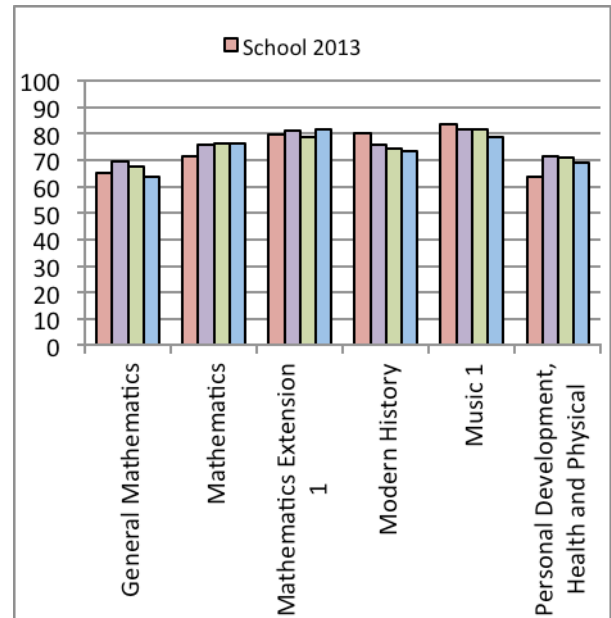
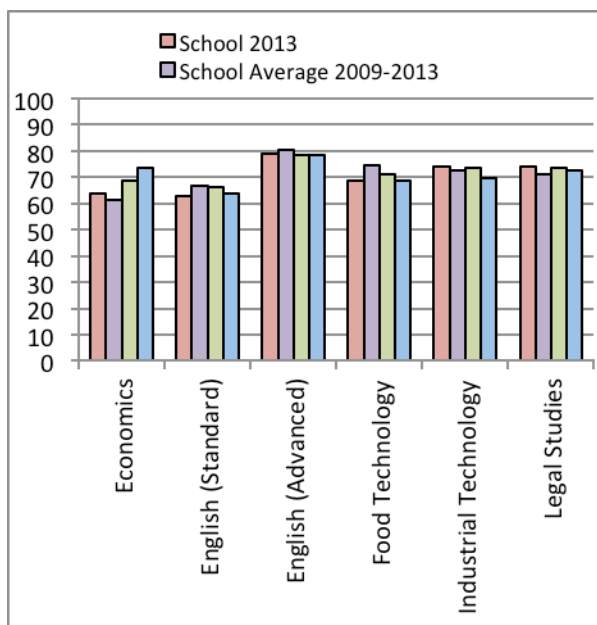
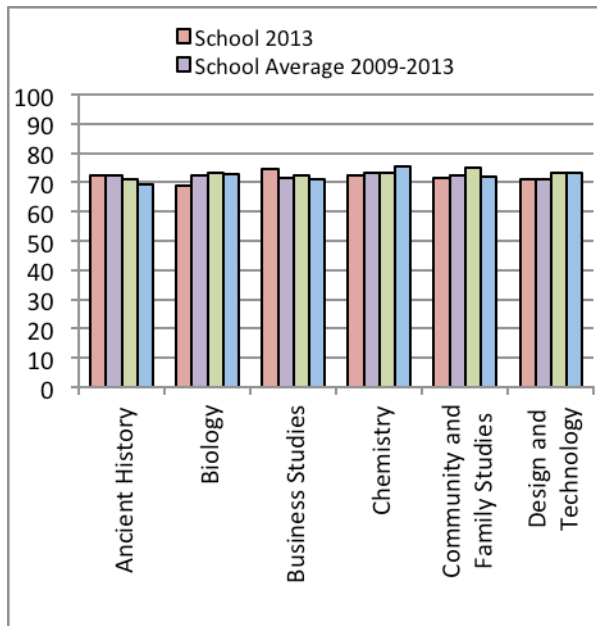


NAPLAN Year 9 - Numeracy



Higher School Certificate (HSC)

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).



Significant programs and initiatives

Aboriginal education

Our school has eight Indigenous students whose learning needs are catered for with Individualised Learning Plans. Students meet regularly and access relevant local 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. T. Kis was the recipient of a \$1000 scholarship to support indigenous student learning. Our school also 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 especially as Stage 4/5 programs are developed for Australian curriculum.

Multicultural education

The school continues to have a LBOTE percentage of students at approximately 35%. To this end, the school has endeavoured to ensure that programs across all KLAs have evidence of multicultural perspectives. This has been reinforced as first phase Australian Curriculum KLAs have developed their initial Stage 4/5 programs. The success of the school's history in educating its students in multicultural awareness is highlighted by the harmonious behavior of the student body that in the main is devoid of conflict that has a multicultural origin.

Volunteering

This year saw the Volunteering Program cement its position within the school's framework. There are approximately 100 students from Years 7-11, principally from Year 9 volunteering at two venues for two 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.

This year, the volunteering program specifically targeted volunteers from Year 9. This enabled these students to participate in the NSW Premier's Student Volunteering Awards Program and complete their required hours without causing major interference to their studies. Students then were given the option of participating in the Duke of Edinburgh Scheme, of which a number of students participated.

The Volunteering program also gave students in Year 11 studying Community and Family Studies

the opportunity to volunteer at the Time for Kindy Child Care Centre. This enabled students to enhance their studies in a practical format and feedback from the students and the centre was positive of the experience

Already there is a strong base of volunteers in Years 7 and 8 who are keen to participate in the Volunteers program which reflects its popularity within the school. It is expected that these students will participate in the NSW Premier's Student Volunteering Awards Program.

A special thank you to our host venues in 2013:

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

Students enjoyed a wide range of activities at the venues including, 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 2014.

Tim Kelly – Volunteering Coordinator

Sylvania High School Boys' Program 2013

In 2013 the *Boys' Program* was developed and implemented to address the needs of a specific group of Year 9 boys who were identified as disengaged from their learning. Participants in the program were selected through analysis of school based data and recommendation of the staff team responsible for the program – one

deputy principal and two male, mentor teachers. The focus of the program was two-pronged and addressed the boys' physical and emotional wellbeing.

At the outset of 2013 a sports scientist worked at the school with the boys on their physical health through the development of individual gym programs and a range of cardio and circuit workouts. The boys were also engaged with two external programs, *Kick Start* and *Footy Fever* coordinated by PCYC Sutherland. The *Kick Start* program was held at Cronulla Shark's Football Club one morning a week before school. The aims of the program included a regular fitness activity coordinated by accredited fitness professionals, a healthy breakfast and transport to school with the commitment of reduced school absences. In conjunction with the focus on physical fitness the boys were given regular talks on risky behaviours, drug use and crime prevention by the police youth workers. The boys were also taken on visits to the NRL Headquarters and meetings with members of the Defence Forces as a means of providing positive male role models.

Footy Fever was also a weekly program and targeted a smaller group of boys. It conducted education sessions on crime prevention issues as well as footy and fitness with Sharks players. An OZTAG game, that included our boys, was held on the 28 July 2013 at Toyota Park as a prelude to the main first grade game of the day. It was the culmination of training and reward for commitment to the program.

Overall, the outcome of these comprehensive programs has been positive. The same school data indicates that the boys are more settled and engaged with their learning with reduced rates of absence and reduced rates of high threshold misbehaviours. The expectation for 2014 is to deepen the effectiveness of the program by focusing on individualised learning support for the boys through the school's librarian. It will also utilise the most successful participants from the program and have them assist with mentoring a new group of Year 9 boys for the *Boys' Program* 2014.

'Turn Back Time' - HSIE 1980's Day

After the success of 2012's Seventies Day, the HSIE Project Based Learning experience continued in 2013 with a themed study Project on the 1980's – 'Turn Back Time'.

With the support of Computing Studies, Mathematics, Science, Visual Arts and Design and Technology, students in Year 10 attended a series of workshops in the first three lessons of the day. From Technology and Food from the 1980's, to students from 10S contributing presentations of the key moments of Science in the era, the sessions were engaging and contributed to the learning for the students. Visual Arts created a series of enormous posters by the Year 10 Art classes which were also incorporated into their assessment.

Year 10 students then presented a highlights package of the decade to the whole school, with a re-enactment of a visit from Australian Prime minister and *Perfect Match* being a highlight. Outlines of Drugs in Sport and the Franklin River Dam Protest also brought significance to the learning for the assembly. Performing Arts presented a Musical Showcase in the afternoon with the staff performance of "We are the World", a memorable experience.

It was pleasing that the Project has grown and gained momentum in the second year of its inception. Science, PDHPE, Visual Arts, Dance, Drama and Music were all able to incorporate their contributions into their curriculum for student learning. As the Decade Study was a mandatory part of the curriculum for History, HSIE conducted a Pre and Post Test to capture the mood and learning from the project. Results reflected significant increases in student's learning across the year group.

Sport

The boy Sportsman of the Year Award went to B. Astawa of Year 11. He represented the school with distinction in Touch Football and Oz Tag. He captained the Open Boys' Touch Football team to the quarter finals for Sydney East. He was

selected to represent Sydney East in the CHS state Open Boys' Touch carnival where he was awarded the Sydney East player of the tournament. He was also captain of the Boys' Open Oz Tag team which was undefeated in both the Sutherland and St George regional carnivals. His success in Oz Tag outside of school saw him selected for Australian representation.

The girl Sportsperson Of The Year Award went to J. Middleton of Year 8. She is the first school representative to race in the All Schools Triathlon at Penrith. Her success in swimming has been outstanding. This year saw her represent the school at state level at Sydney Olympic Park where she managed to qualify for national selection. She reached regional levels at both cross country and athletics and competed in both CHS Oz Tag and CHS Touch football.

The Good Sportsmanship Award is presented to students who have represented the school in several sports and who participate in weekly grade sport in a successful and sporting manner. The recipients for 2103 are B.Doyle and D. Robinson.

The Sporting Achievement Award for 2013 was awarded to Y. Katon.

School Blues are awarded to students who have represented at state level in particular sports throughout 2013. Recipients of school blues award in 2013 are:

Athletics- I. Fry, K. Puggioni, P.Evans, B.

Nankervis, J. Kambosis, Trampolining- H. Rogers, J. Pickett

Swimming- J. Middleton, Y.Kato

Cross Country-B.Black

General Sport Results

Under 16 Boys' Rugby League - Missed out in the semi finals at the Cronulla knockouts
Under 15 Boys' Rugby League - made it through to the semi finals of the Mitch Healey Shield.
Open Boys Touch Football - were runners up in the Sydney East competition and were then inter regional winners in the final 10 on the state

competition.

Open Boys' Oztag - won both the St George and Sutherland Cups and were in the finals of the Beach Touch Football competition.
Open Girls Touch Football - made the final 8 in Sydney East.
Open Girls Soccer - made the state final in Futsal and the final four in Sydney East.
The school also participated in the Girls' and Boys' Softball and Baseball with the boys progressing to the second round in baseball. The girls also took a young team to the water polo competition where they narrowly lost in round 1. The Girls' Open Netball team was also defeated in the second round. Under 15 Boys' were defeated in the first round of the Rugby Union.

In the first round of Open Cricket, the school beat Cronulla, High School but was beaten in the second round by Sydney Boys High.

Neil Armstrong – CHS/Carnival Sport Organiser

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent, staff and student online surveys;
- Student focus groups;
- Lesson observations;
- Staff interviews; and
- Perusal of key school documents.

School planning 2012—2014: progress in 2013

School priority 1

- Leadership and Management

Outcome for 2012—2014

- Develop leadership and management capacity across all staff.

Evidence of progress towards outcomes in 2013:

- Relieving opportunities in executive and whole school leadership roles were strategically planned to ensure maximum opportunity.
- Aspirant staff were given opportunity to formally develop their understanding of the leadership capability framework and develop applications for promotion with a locally designed and delivered course.

Strategies to achieve these outcomes in 2014:

- 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.
- 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
- 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.

Evidence of progress towards outcomes in 2013:

- English, History, Science and Mathematics completed preparation for the delivery of programs for Year 7 and 9 Australian curriculum.
- First phase Australian Curriculum KLAS developed assessment protocols for 2014 delivery.

Strategies to achieve these outcomes in 2014:

- 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.

Evidence of progress towards outcomes in 2013:

- The school continued to develop opportunities for students in project based learning.
- A university consultant was engaged to evaluate special projects within the school and provide further direction.

Strategies to achieve these outcomes in 2014:

- 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

Evidence of progress towards outcomes in 2013:

- The school continues to have cross faculty teams of teachers dedicated to developing whole school strategies towards literacy and numeracy.

- Development of staff understanding of the literacy and numeracy continuum with registered learning.
- NAPLAN results continue to show value added for students in Years 7 and 9 in most areas of testing.

Strategies to achieve these outcomes in 2014:

- 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.
- Develop staff understanding of the DEC's Literacy and Numeracy continuum.

Professional learning

The school continued its commitment with regard to all forms of professional learning activities. All staff recognise the importance of their role in improving student outcomes and are committed to undertaking professional learning especially in light of formal accreditation requirements for all staff from 2015.

The school also continues to have explicit targets and strategies related to improving staff expertise. Resources have been explicitly linked to the targets and are tracked over time against courses completed by the Principal to ensure all annual resources are expended. It is planned that the school's professional learning team will have an increased role to play in supporting all staff from 2014 as all teachers are required to maintain accreditation.

Parent/caregiver, student and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

A collection of their responses is presented below.

“With shorts I have a number of issues in relation to the standard of length and fit that some students and their parents accept as “decent” for both the boys and girls. I strongly support the need for the staff to regain control of the classroom and the way to better engage some of the students with TAFE or similar courses as a better option.”

“Things that are great about SHS; Great teaching and support staff. Very supportive environment; students feel safe. Love the up to date science, cooking and woodwork rooms. Most teachers are very approachable and ready to help”

“I m told the girls toilets are awful, there's only one block. And the doors are too short! New doors at minimum, and maybe a new toilet block too! “

“My key issue is “motivation”. How do we get the kids motivated to learn so that the school gets better academic outcomes?”

“HSC Results last year were not good – large numbers of kids just didn’t want to be there (in my opinion)”

“I think we have a good bunch of teachers... they work tirelessly to get results – but we need some sort of focus over and above this to get the desired academic outcomes by keeping the kids motivated and interested.”

Program evaluations

Background

The school has built a reputation for excellence in project based learning. An academic consultant was engaged to appraise the effectiveness of a number of project based learning initiatives in 2013.

In 2012, Sylvania High School TV Project involved 7 key students (Steven-Director; Liam-camera; Daniel-edit and camera; Sharma – reporter; and Paul, Mary and Nicolas –various roles) in producing film footage of the 1970’s History Day and participating in the White Ribbon: Breaking the Silence documentary. Students also participated in 2 workshops that focused on developing their skills in camera work and editing film. One of the problems identified by the students was finding time to complete the production of an edited film version of the 1970’s History Day as their participation was not part of subjects they were studying. Many of the students expressed how much they enjoyed their involvement last year and learnt about using the camera, editing film and reporting events.

In 2013, three major events associated with project-based initiatives were identified. These events were: Event 1- 1980’s Day; Event 2- Fairy Tale Day; and Event 3- The F1 Car Challenge. All 7 students expressed a strong desire to be involved in the Sylvania High School TV Project team and take on various responsibilities including the documentation of each event and producing film to be uploaded on YouTube to celebrate 2013 achievement. The students believed that their involvement would align very well with their future studies including film making, journalism, music industry, events management, NIDA, and leadership.

The students felt it would be helpful for further training be made available to them that developed their skills in camera work, editing and film production. The provision of a studio or access to one would be very helpful in producing a quality film.

Findings and conclusions

1. Outline what your role was in the 1980s’ Day?

Staff interviewed: Emma, Anna, Martin, Tim, Lee, Mary and Renee.

Emma- created PowerPoint presentation on food advertisements in the 1970s. Preparation of food of the times and incorporated the theme in

lessons taught to Year 10 Food Technology. Food stalls outside as good

Martin- worked with students to create the large Pop Art paintings – involvement of one Visual Arts class to produce 7 works of art with the 80's theme.

Anna- Chaired assemblies for the first 3 periods

Tim- led the project, thought time is required to develop scripts and carry out research.

Lee- no rehearsals for the show, most communication by texting and some lunchtime meetings, linked to Year 11 and Year 12 music program

Mary – conducted the trials between Pepsi and Coke

Questions and Participant Responses

1. What were your impressions of the day? Was it successful? What evidence?

- Technical difficulties marred the success of the day. The nature of exhibitions, a way of showcasing student achievement – only three examples were showcased. It may have been useful to showcase other examples of presentations during the soft drink taste test.
- More staff got involved; about one third of staff. Staff can see the value of the day and got their students involved – student learning experience is being enhanced.
- Term 2 worked better – too hard in Term 3 as many of the performers were from Year 12 and in Term 3 had HSC commitments. Placement of staff doing reports during this time impacting on their time.
- 9% of Year 10 got dressed-up
- Curriculum areas: History, Geography, Science, Food Technology, Music, and Visual Arts complemented each other to enhance the learning in Year 10. Considerable depth in knowledge bringing together activism – Aboriginal rights, environmental issues, new technology, food, fashion, music, and art.

1. What would you do differently next time?

- Technical difficulties encountered in the hall – Paul and Daniel tried to fix the problem – in the future have a technician/professional employed on the day to trouble shoot. The program for the day should be downloaded on a CD or flash drive rather than depend on the Internet connection. Malfunction of the screen in the hall. Only one projector – would be better to have a second projector. Perfect match – loss of film footage, storing of film on external hard drive.
- Time was a factor – final compilation of film footage up to the start of the day. Also, staff writing reports impacting on the time available to prepare and finalise the day's program.
- Explore the possibility to involve more curriculum areas e.g. a film or book study, and double periods to allow for better use of time for student engagement.
- Seek funding to allow teachers to have more time to plan the event. Bigger budget required to make it work better in the future – require dual projector for 2 stage areas. Provide an opportunity for staff to develop plans during the professional learning staff development days in December
- Need to develop another initiative as the new national curriculum does not have the same scope as the old syllabus in history in regards to 60s, 70s and 80s. A planning day in late November or early December to explore possible options for 2014.
- Activities on the day need to be more interactive and students break into groups to facilitate this interaction.
- Invite the local community members.

2. Outline how the day could be incorporated more in the curriculum across the school?

- Emma- Approximately 45 students from Year 10 do Food Technology – PowerPoint presentations examining the development of food advertisements of food in the 1980s. Year 10 Science classes participated in the day – only one class – important to involve the whole year.

- One of the difficulties is that Year 10 is split into two groups – one group does Geography for the first two terms while the second group does History. Need to reach consensus for all faculties to be involved in the future. English faculty could involve students in a film or book study.
- Reduce the time from watching to a more interactive approach – divide students into groups.
- Fashion parade – not enough time to incorporate fashion component.
- There is a need for a multimedia elective to complement drama – students involved in Sylvania High TV could study this as an elective or in lieu of sport so students have a period allocation with a teacher – use the time to learn how to use the technology required to stage events like this day.

3. What other events should the school undertake in the future?

- Other events such as Christmas Concert, Harmony Day, White Ribbon Day, and Anti-Discrimination Day have previously run in the school.

4. Project-based learning is an area the school would like to develop further. Do you agree? How could more staff be involved?

- Staff interviewed believed that project-based learning should be developed further. Staff need to explore options to integrate curriculum and link it to events throughout the year to showcase student learning and achievement

Future directions

Recommendation 1 – Invite staff to attend a professional learning workshop to explore options to integrate curriculum especially in Years 7-10 and link it to events throughout the year - to showcase student learning and achievement.

Recommendation 2 – Introduction of work related units in the senior curriculum such as Entertainment to complement music and drama.

Recommendation 3 – Develop a Year 9 or 10 elective in film making and multimedia production to enable SHSTV activities to be incorporated into the curriculum.

Recommendation 4 – Organise a Project-based Curriculum Forum with key participating students and staff from each faculty contributing to the construction of a Curriculum Project-based Initiatives framework to be developed in 2014 and implemented in 2015.

Forum to be held in late Term 4 with key teachers and students to assist in future planning and contributing to the construction of a Project-based Portfolio – production of project film.

Dr Les Vozzo University of Western Sydney

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

Bradley Flegg - Deputy Principal

Lisa Jamieson- Deputy Principal

Michael Lucas - Head Teacher Mathematics

Andrew Street – Head Teacher Science

Lynn James - Careers Advisor

Sue Szalay - P&C President

Steven Christie – SRC President 2014

Neil Armstrong - CHS Sports Organiser

Jane Henderson -SRC Coordinator

Tim Kelly – Volunteering Coordinator

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<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>