

Sylvania High School Annual Report



2015



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Introduction

The Annual Report for 2015 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 school 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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Principal

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Message from the Principal

Academic results for the 2015 HSC were the highest in the school's history with 8% of ATARs at 90 or better, two students on the BOSTES All Rounders honours list and a school record ATAR of 99.75. These outstanding results can be attributed to the cohesive and committed partnership between students, teachers and parents that has been a significant hallmark of Sylvania High School. As a learning community we are resolved to continue to develop this enviable culture into the future.

School background

School vision statement

The Sylvania High School Community value education as a fundamental right for everyone. Our overall aim is to support and develop our students to achieve their full potential as learners and thus build a society where its members are resilient, highly socialised, highly productive and highly skilled.

School context

Sylvania High School is the northern most school in the Sutherland Shire and is currently in a period of high student demand. Our school provides a dynamic, caring and positive learning environment. We deliver diverse educational programs from Year 7 to 12 that engage students by connecting their learning to the real world. Our curriculum encourages students to develop essential skills, knowledge and understanding and promotes both personal and interpersonal skill development.

Extra-curricular opportunities complement our curriculum and play a significant role in the development of our students. Students are encouraged to participate in the corporate life of the school and strive for excellence in all aspects of their learning including authentic student leadership opportunities.

Our school community shares the core values of rights, respect and responsibility and a belief that the most productive learning occurs when our students are safe and happy. To achieve this, our welfare programs are designed and implemented to support individual student needs and foster respectful relationships between staff, students and parents.

Our school is staffed by a highly committed, talented and experienced team of teachers and support personnel. We enjoy strong support from our parent body in the form of our School Council and P&C. The P&C in particular, has a strong tradition of supporting learning programs and working with teachers to develop quality learning environments.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework (SEF), our school achievements and the next steps to be pursued. 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.

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

The school executive carried out a detailed self-evaluation of the status of the school in relation to the elements within the SEF.

A summary of these findings is set out below:

Element	Self Evaluation Result
Learning	
Learning Culture	Working towards Sustaining and Growing
Wellbeing	Working towards Excelling
Curriculum & Learning	Sustaining and Growing
Assessment & Reporting	Working towards Sustaining and Growing
Student Performance Measures	Delivering
Teaching	
Effective Classroom Practice	Sustaining and Growing
Data skills & use	Working towards Sustaining and Growing
Collaborative practice	Working towards Excelling
Learning & Development	Working towards Excelling
Professional Standards	Working towards Excelling

Leading	
Leadership	Working towards Excelling
School Implementation & reporting	Excelling
School Resources	Working towards Excelling
Management Practices & Processes	Excelling

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Student learning

Purpose

Student learning is the core business of our school community and is the reason for our collective purpose of enabling our students to achieve their full potential and build a better society.

Overall summary of progress

The school managed to achieve all milestones as listed in the strategic direction of learning in 2015, however, not all strategies had the expected impact. While the ILP and internal writing data showed improvement in a number of areas, Y9 NAPLAN data in the area of writing requires further consideration. HSC results were excellent at the top end in 2015 but the collective percentage of band 1 and 2 results showed no appreciable improvement based on 2014 results.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$0
Y9 NAPLAN and HSC results show maintenance and/or increase in value added and growth is at or above state averages.	HSC results for high achievers showed significant value added while results for low achievers were less than expected.	Costs covered by salaries in the school's staffing entitlement and where appropriate funds from TPL.
Decrease the collective percentage number of bands 1 and 2 based on 2014 HSC data.	The school undertook training for all executive staff in the RAP and the staff collectively produced a document that synthesises all school wide practices to minimise band 1 and 2 results. 2015 results indicated that the percentage of band 1 and 2 results showed no change compared to 2014 although there was a significant increase in band 6 results.	Costs covered by salaries in the school's staffing entitlement and where appropriate funds from TPL.
Internal value added assessment data for writing increases based on 2014 data.	Initial analysis of the current Year 9 cohort shows stability in A, C and E grades while there is an emerging trend of B grades increasing and D grades decreasing.	Costs covered by salaries in the school's staffing entitlement and where appropriate funds from TPL.

<p>The Year 7 Information Literacy program (ILP) will be evaluated,</p>	<p>The ILP was implemented for the first time and formally evaluated. The program will continue with Year 7 in 2016 with the TAS faculty subsuming some sections into Year 7 Mandatory Technology and a streamlining of the program into two terms with all KLAs making a pro rata contribution to the periods required. BYOD will be a focus for Stage 4 programs in 2016 with the ILP serving as a catalyst for students to participate in the program.</p>	<p>Cost covered under the salary of the Teacher Librarian and SASS support.</p>
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Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- The Year 7 ILP will be evaluated again and compared to the initial base data from 2015. BYOD is a key initiative of this program and will be developed school wide but with a strong focus in Stage 4 teaching programs in all KLAs.
- School funds will be used to release the Head Teacher English to work specifically with targeted staff and classes to improve literacy across the school with a specific focus on Stages 4 and 5 especially in writing. The LaSTs will undertake local testing to provide additional data on student performance in Stage 4 to inform practice for improving student literacy.
- The school will release a formal set of local strategies to decrease bands 1 and 2 in the HSC and conduct research with highly successful Year 12 students from 2015 to identify practices that contribute to this improvement measure.

Strategic Direction 2

School learning

Purpose

School learning is essential in supporting the achievement of high quality student outcomes. A supportive and functional school learning community supports students to be resilient, confident and creative partners for a 21st century world.

Overall summary of progress

The school was able to achieve all milestones listed for 2015 with a raft of successful programs designed to build positive school culture completed and evaluated. The School to Work program continued to be a success in terms of promoting a range of educational pathways for all students and the evaluation of the Mathematics faculty provided a number of directions for staff and also affirmation of good practice in a range of areas.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$0
All equity groups demonstrate achievement of educational and social outcomes commensurate with non-equity groups.	Data gathering and analysis informs the evaluation of the full range of support programs. The School to Work program was successfully completed as per the milestones of the School Plan. The outdoor learning area was completed to promote student engagement in a range of curricular and extra curricular activities	\$ 35328
A school culture is developed that promotes good mental health, wellbeing and high attendance rates.	Data gathering and analysis informs the evaluation of the full range of support programs. In particular, outcomes for Aboriginal students, especially attendance patterns are excellent.	Costs covered by salaries in the school's staffing entitlement and that through Low Level Disability Support, Integration and other school based funding.

<p>* The progressive self-evaluation of individual KLAs occurs annually to improve student outcomes and teacher quality.</p>	<p>The Mathematics faculty was evaluated and the findings disseminated via a written report and a debriefing. Actions include adjustments to:</p> <ul style="list-style-type: none"> • Programs • Learning environments and • Teacher professional development 	<p>Costs covered by salaries in the school's staffing entitlement</p>
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Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- A portion of the Socioeconomic RAM will be used to release the Head Teacher Welfare to work with targeted staff, students and classes to improve the school's learning culture as identified by data collected in the Tell Them From Me Survey (TTFM) and the SEF data.
- Key members of the school staff will undertake leadership of the Mind Matters program.
- The next faculty to undergo evaluation will be the Visual Arts faculty. The data collection tools will be designed to gather information where possible about the school in relation to the School Excellence Framework.

Strategic Direction 3

Staff learning

Purpose

Our staff aspire to be the best in their profession and as such understand the critical link between high quality student outcomes and their level of professional expertise. Sylvania High School supports the staff in these learning endeavours through an ongoing commitment to continuing professional development.

Overall summary of progress

The school was able to achieve all milestones listed in the plan with a number of improvement measurements nearing total completion. The professional learning team, drawn from a range of KLAs has been trained in the use of MyPL@Edu and are now capturing all professional learning across the school. The team has adopted a strategy to plot not only the quantity of local professional learning but also the standards covered to ensure that all NSTs can be accredited at proficient level. Furthermore, the staff have been provided with both mentoring in the formulation of their goals and a carefully constructed timeline to facilitate the completion of their PDPs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$ 41198
Maximise the number of school developed PL opportunities that are delivered and tracked on MyPL@edu.	The school Professional Learning (PL) team has been trained in the creation of various courses in MyPL@edu and has captured all professional learning except staff meetings.	Costs covered by salaries in the school's staffing entitlement.
All NSTs work towards and/or maintain accreditation at the level of Proficient or beyond.	NSTs either progressed towards gaining accreditation or gained accreditation in 2015.	Costs covered by salaries in the school's staffing entitlement and where appropriate TPL and Beginning teacher funds.
All staff produce PDPs aligned to their professional needs and track their progress on MyPL@edu/BOSTES).	Staff were mentored in the production of PDPs that aligned to the overall School Plan and personal goals.	Costs covered by salaries in the school's staffing entitlement and where appropriate funds from TPL.

All school delivered PL is tracked for hours and standards addressed over time.	The PL team tracked whole school delivered PL for the number of hours and the AITSL standards that are covered during 2015.	Costs covered by salaries in the school's staffing entitlement.

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- A portion of the Socioeconomic RAM will be used to release a Deputy Principal to develop professional practice with targeted staff and classes.
- The Professional Learning team will capture all PL in 2016 and will be given access to AMU to achieve this improvement measure.

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>The school expanded the opportunities for Aboriginal students with the supplied funding.</p>	<p>All indigenous students were provided the following opportunities:</p> <ul style="list-style-type: none"> • UTS Jumbunna program to foster aspirations for university education. • AIME program from UOW. • The Great debate. • Speak Up 	\$6805
<p>English language proficiency funding</p> <p>As a result of the loss of 0.6 staffing entitlement for an ESL teacher the school directed the funding towards addressing this shortfall to support ESL students.</p>	<p>The school was able to use EALD funding to establish a 0.4 ESL position to support an increasing number of International students and students at various stages of English language development from ESL backgrounds.</p>	\$35,035
<p>Socio-economic funding</p> <p>Funds were used primarily to establish an outdoor learning centre and provide materials and services for students whose families were identified as not having the financial capacity to support their learning.</p>	<p>Funding of consumable fees/ and uniforms for students identified as in need and phase 1 completion of the outdoor learning resource.</p>	\$35,328
<p>Low level adjustment for disability funding</p> <p>Funding was used for salaries for both SLSOs and classroom teachers additional to that resourced under the school's staffing entitlement.</p>	<p>Support of students with a variety of disabilities by lowering the student to teacher ratio to improve outcomes.</p>	\$144,194

<p>Support for beginning teachers</p> <p>Beginning teachers were supported using tied funds as required under the GTIL initiative.</p>	<ul style="list-style-type: none"> • 2 period per week release allowance for every first year beginning teacher and 1 period per week for their mentor. • 1 period per week release allowance for every second year beginning teacher. • Assigned Head Teacher and Deputy principal to specifically co-ordinate the increasing number of beginning teachers and their faculty mentors. • Release time for professional learning and mentoring activities with specific mentors 	<p>\$64569.67</p>
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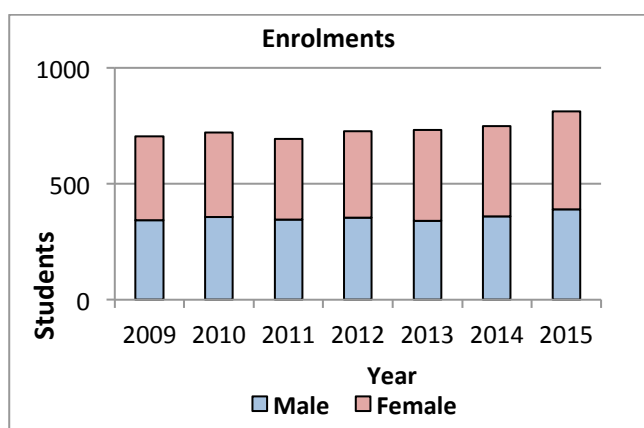
Mandatory and Optional Reporting Requirements

Student information

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

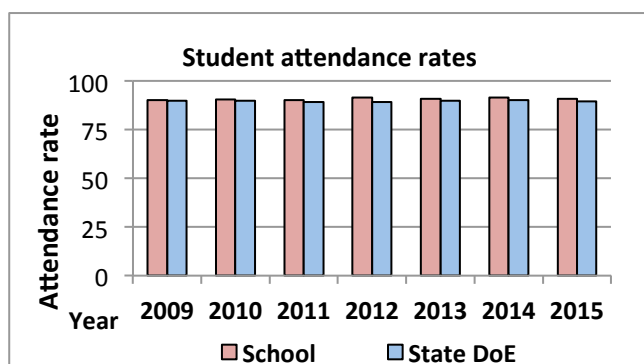
Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	344	358	344	354	340	360	390
Female	361	364	350	371	392	389	421



Student attendance profile

Year	2009	2010	2011	2012	2013	2014	2015
7	94.2	92.1	92.7	94.0	95.2	94.7	93.6
8	91.6	92.7	92.5	90.1	91.0	93.3	91.7
9	91.4	90.3	89.1	91.0	89.2	91.2	91.1
10	88.5	90.0	89.6	90.1	90.2	89.3	88.1
11	87.3	89.0	89.7	89.9	89.5	89.6	87.0
12	87.2	88.9	88.7	92.6	90.3	90.3	91.6
Total	90.2	90.4	90.3	91.4	91.0	91.6	90.8



Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	2
employment	0	5	7
TAFE entry	2	5	9
university entry	0	0	55
other	1	5	22
unknown	0	0	5

Year 12 students undertaking vocational or trade training

In 2015 the percentage of Year 12 students undertaking vocational or trade training in 2015 was high at 48%.

Year 12 students attaining HSC or equivalent vocational educational qualification

The percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2015 was 100%

Workforce information

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 Teacher(s)	8
Classroom Teacher(s)	47
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	0.6
School Administrative & Support Staff	10.482
Total	71.082

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Sylvania High School approximately 2% of all staff identify as being indigenous.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Financial information

Financial summary

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	739166.88
Global funds	564178.53
Tied funds	372237.30
School & community sources	505976.88
Interest	19920.04
Trust receipts	145968.05
Canteen	0.00
Total income	2347447.68
Expenditure	
Teaching & learning	
Key learning areas	158700.17
Excursions	118536.74
Extracurricular dissections	129103.66
Library	18372.39
Training & development	45176.31
Tied funds	324810.49
Casual relief teachers	124167.07
Administration & office	206338.21
School-operated canteen	0.00
Utilities	106405.58
Maintenance	296422.32
Trust accounts	244572.44
Capital programs	0.00
Total expenditure	1772605.38
Balance carried forward	574842.30

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

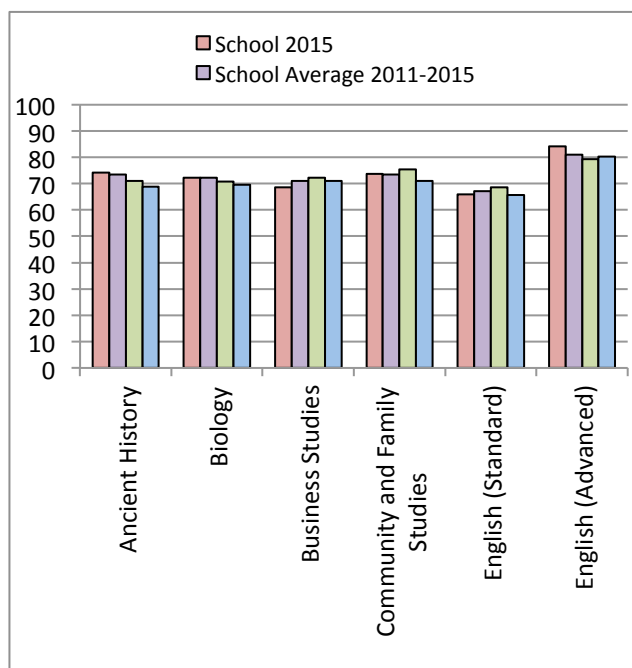
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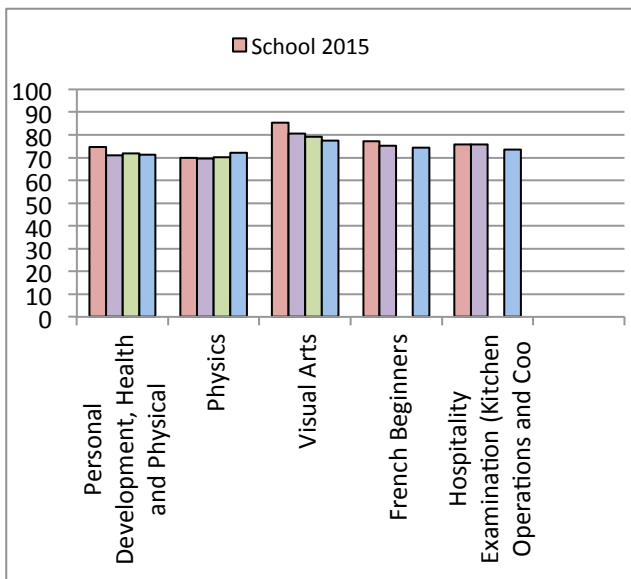
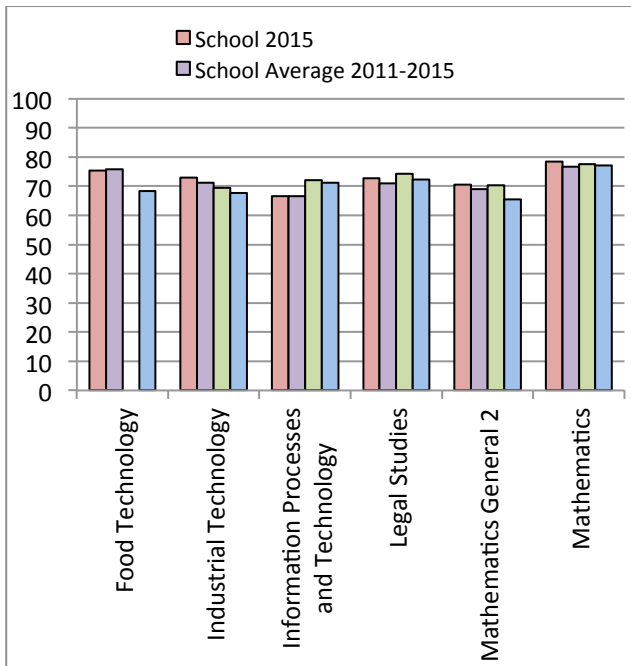
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Higher School Certificate (HSC)

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





Parent/caregiver, student, teacher satisfaction

The following comments were made by members of the school community in relation to their satisfaction with the school:

- I am very satisfied with the school.
- My son has always struggled academically – however with the support of the school, teachers

and Careers Advisor - he was able to achieve the HSC and now is undertaking a plumbing apprenticeship.

- The thing I like about Sylvania High School is they value all students – no matter what their academic ability.
- My son received many awards whilst at the school for his volunteering, attendance and sporting achievements. This always boosted his morale and helped us to celebrate his achievements even if at times he was struggling to keep up with his peers with regards to his school work.
- My child is doing really well with his apprenticeship and I credit the school for assisting him to become the person he is today.
- I am very satisfied with Sylvania High School. My son has a mild disability... the school assisted me with his transition to high school in Year 7 and even went so far as to assist with an application for placement in an autism support class.

• My second child has started at Sylvania High School this year and is enjoying it immensely.

• The current and proposed upgrades show that the Principal and staff, along with the P&C have a great vision and dedication to providing the best for the school's students now and in the future.

• I am very happy with the school in particular with the care and dedication of teaching staff.

• I was very pleased when my son's English teacher contacted me in Term 4 to alert me to a change in behaviour that was out of the ordinary for my son. She was concerned there were other factors at play and took the time and effort to discuss this with me. This early intervention from her and from me enabled us to manage this and see an improvement of his in class behaviour before the year was out. That was incredibly meaningful for me.

• There are a couple of things I would like to suggest as feedback for improvement:

- Online learning management system – I would like to see the school move towards the use of a platform such as Moodle to use for their teaching / learning so that the students can access class materials, resources and upload assessments. This is especially useful if the students are away either sick

or representing the school they can catch up on missed work easily. It would also provide a great repository for the upcoming Assessment Guides (so they can't lose / misplace sheets).

- Increased use of Facebook for messaging and updates. I notice a lot of the local schools in the area very active in this area and is especially useful for reminders of school activities or updates and also to share successes of the school and students.

- Year 7 Orientation in 2015 was disappointing (especially as I also attended in 2014). I really enjoyed the sessions in 2014 where I had the opportunity to find out a lot more about the school, policies and ensure all of the admin like the excursion notes etc. were handed in. This year I totally overlooked handing in the forms and we had a couple of spare hours while waiting for them to finish. It was much less structured.

- The orientation program for Year 6 was different to last year and the collection of important documents was streamlined and the information provided pre-orientation was most informative. I found the new question and answer section an excellent way to hear other parents and the School Executive.

Year 12 Exit Survey

On leaving school Year 12 are required to answer a series of questions related to their 6 years of schooling at Sylvania High School.

Question	SA	A	N	SD	D
1. You were supported during your learning.	58	37	5	0	0
2. Your welfare needs were met.	47	43	8	2	0
3. Assessment tasks generally improved your learning.	28	58	10	2	2
4. Teachers helped improve your literacy.	53	34	9	2	2
5. Teachers helped improve your numeracy.	58	32	8	2	0

Policy requirements

Aboriginal education

The school used the money from the Aboriginal background equity funding to specifically support indigenous students in their education and well being at the school.

To this end the school funded the Head Teacher Welfare and a classroom teacher to organise initiatives specifically to this end. The funding was used to cover the relief for these members of staff plus ancillary costs incurred as a result of the various activities run from within the program. The program is described in detail in the Aboriginal education section of this report.

Multicultural Education and Anti-racism

The school has a LBOTE percentage of students at approximately 37%. To this end, the school has endeavoured to ensure that programs across all KLAs have evidence of multicultural perspectives and that staff are kept abreast of best practice in the integration of multicultural education into the curriculum. This has been reinforced as first phase Australian Curriculum KLAs have developed their Stage 4 and 5 programs and are now entering into a phase of annual program evaluation. The success of the school in educating its students in multicultural awareness is highlighted by the harmonious behavior of the student body that has an absence of racial conflict.