

South Sydney High School

Annual Report



2018



SOUTH SYDNEY
HIGH SCHOOL

8545

Introduction

The Annual Report for **2018** is provided to the community of South Sydney 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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School background

School vision statement

Our school is an inclusive learning community that inspires innovation, success, pride and a sense of belonging for all. We provide a future focused, academically challenging learning environment that allows students to strive for excellence. We foster resilience, responsibility and success in academic, creative, cultural and sporting endeavours to develop students into active, respectful, adaptable and informed global citizens.

School context

South Sydney High School is a proud co-educational school situated in Maroubra. It provides diverse educational programs which allow individuals the opportunity to reach their full potential. Staff are dedicated to catering to the individual learning needs of all students and acknowledging their connections to culture and community. The school offers a well-rounded, balanced education that offers outstanding opportunities through to the HSC and beyond. Co-curricular activities include: an extensive music program, a dynamic Student Representative Council (SRC), Homework Club, Gifted and Talented Program, an established volunteering program, Beacon Opportunity Programs, enrichment opportunities in art, drama and public speaking and a purpose designed Student Services Centre. South Sydney High School participates in a range of knockout competitions and recreational sport in the summer and winter seasons. Care, opportunity and success underpin our philosophy at South Sydney High School. These values are reflected in the relationships between students, teachers and parents, the learning environment and school systems.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, we are predominantly Sustaining and Growing. In the area of Learning Culture, our evidence suggests we are Excelling and that our evidence in 2018 strongly validates this judgement. Our Enrichment Programs continue to have a significant impact on changing the learning culture which exists within the school community. We are highly motivated to see improvement through ongoing data collection demonstrating continuous growth in student learning outcomes. In the element of Wellbeing, our evidence suggests we are Sustaining and Growing. We are building on evidence from the 2017 External Validation process indicating that the school needs to be more closely aligned to the Wellbeing Framework. There are a number of programs in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students, but our behavioural expectations have been refreshed for our growing and changing school community with an increasing number of new staff. The school has a robust transition program in place to respond to the learning needs of all students. Our Year 6 – Year 7 transition program strongly supports parents and students through this significant period and is closely aligned with the school's values of Care, Opportunity and Success. Our evidence suggests that we are Excelling in this element and our comprehensive transition program for Stage 5 students also shows this. The school partners with other businesses and organisations to extend and broaden curriculum opportunities for our students. The excellent work done by staff teams to reinvigorate the curriculum has moved us into Excelling, as we proactively adjust and refine teaching and learning programs in a High Expectations context. Assessment and Reporting is an element where the school is shown to be Sustaining and Growing. In many faculty areas, there is strong evidence which suggests teachers are using assessment and reporting to plan learning. A more consistent approach across the school in the use of data would move the validation to Excelling in the future. We have made significant improvements to our Reporting processes, moving to the 'Sentral' system which allows integration of a wide range of student data. This will allow us to continually refine and improve the whole school reporting processes and the information included in the student reports. Faculty Curriculum Release time has supported staff to collaboratively work together and utilise school resources to improve student learning outcomes. In the element of Student Performance Measures, our evidence indicates that we are Sustaining and Growing. Our value added data shows growth, particularly with the current Year 9 cohort, and we forecast even greater growth, based on the changing learning climate.

Teaching

In the SEF domain of Teaching, we are predominantly Sustaining and Growing. The artefacts indicate our commitment to quality teaching and learning through the use of action research projects as a means to explore effective teaching methods, including formative assessment and literacy strategies. Collaborative practices are evident as teachers develop new teaching and learning programs to cater for curriculum and assessment changes. Evidence-based teaching strategies have formed the basis of school-wide professional learning and will continue to be a focus in 2019, supported by streamlined DOE sources of data (SCOUT and CESE). Teachers are highly responsive to student learning needs and the artefacts demonstrate curriculum differentiation, catering for varying learning needs to maximise achievement. Our PDP systems are a strong indicator of the willingness of teachers to reflect, share and look for ways to improve teaching practices. Peer feedback between staff has been positively received and actively sought in many cases. Our vibrant Professional Learning Program aligns all professional learning to the Australian Professional Standards which provide a reference point for reflection and improvement. In our Stage 5 and Stage 6 pathway programs, teachers regularly draw on the expertise of colleagues as well as business partners to enhance learning opportunities for students. Our evidence clearly showed the significant number of learning opportunities made available to students and the success in shaping future aspirations. The establishment of a dedicated Gifted and Talented (GAT) program, underpinned by quality curriculum differentiation and identification, has generated the trialling and scaling of innovative practice school-wide. As part of this overarching program, the Enrichment Stream has attracted academically motivated students which have positively changed the learning culture within the school. This is a priority highlighted by community feedback and well supported with school resources.

Leading

The self-assessment process indicated that in the SEF domain of Leading, we are predominantly Excelling. Our School Plan clearly articulates our purpose and vision with accompanying milestones to implement key strategies and priorities. Strong and effective leadership is a core component of our school and is reflected in the number of significant changes which have impacted on the learning culture, school climate and support of the school by the local community. With a significantly changing staff profile, there are many teachers who work passionately towards the realisation of our strategic directions. We have a strong focus on continuous improvement in teaching and learning which is supported by a strategic whole school Professional Learning Program. There has been innovative and strategic use of school resources which has seen measurable impact on student social and academic outcomes. Staffing positions have been created and teachers have applied via a transparent EOI process in the areas of Curriculum Co-ordination, Enrichment, Social Media, Gifted and Talented, Future Focused Learning and Community Engagement. In Semester two, an above establishment Deputy Principal position was created to support implementation of the school strategic directions, in particular the rollout of faculty laptop sets. Creative upgrades to the school physical environment are evidenced by the five new indoor and outdoor flexible learning spaces and outdoor gym. An ongoing commitment for self-improvement and enhancing student learning across the community is evident across the leading elements. We have made significant progress in improving relationships and connections with the local and wider community, and community feedback strongly indicates that we are heading in the right direction. We have a vibrant P&C Association, however, greater and more effective parental engagement across a wider cross section of the school community will be an ongoing focus.

Across the domains of Learning, Teaching and Leading, we have made judgements that indicate that we are a school which is responsive to the needs of students, parents, DoE and the wider community. We are truly Sustaining and Growing, with the emphasis on Growing, with a passionate commitment to provide the best learning opportunities possible for our students. We are committed to lifting our performances in Literacy, in particular Reading and Writing and would like the upward student performances in Numeracy to continue. The leadership team is committed to revitalising the school with flexible, collaborative learning spaces, and pedagogy to match. We will continue to celebrate the wonderful diversity which exists within South Sydney High School and ensure that the school continues to be managed in an effective way which promotes and supports a culture of high expectations and achievement.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and Learning

Purpose

Developing a future focused learning culture that strengthens literacy and numeracy skills for all students in a learning environment of high expectations. Innovative classroom practices provide opportunities for students to engage in cross curricular projects and utilise flexible learning spaces. Teaching and learning programs are differentiated to meet the needs of a diverse range of learners, including those requiring additional support and increased challenges. Teachers use a range of formative assessment strategies to inform their teaching and provide quality feedback to students in a timely manner.

Overall summary of progress

Quality teaching and learning continues to drive continuous school improvement underpinned by the Australian Teacher Performance and Development Framework and a vibrant program of professional learning.

We entered our final year of the hub partnership with the UNSW, delivering a high quality immersion program for pre-service teachers. This program supported pre-service teachers working side by side with students to provide classroom assistance in Literacy, Mathematics and Science.

Personalised learning continues to be integral to improved learning outcomes, through the use of personalised learning plans (PLP's and IEP'S), the Enrichment Stream in Years 7 to 10, transition support in Year 10, diverse School to Work pathways and Stage 6 academic mentoring program.

A Learning and Response Matrix (ALARM) continues to be used as the key quality writing strategy in Stage 6 and the majority of faculties have embedded the ALARM writing scaffold into assessment tasks at Stage 6 and are expanding the process into the junior years. Targeted use of the Super Six strategies across the school is reflected in programs as an effective whole school approach to improve reading comprehension.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN results show 80% of students meet or exceed expected growth.</p> <p>100% staff access TPL around literacy and numeracy progressions.</p> <p>100% of all faculties have differentiated teaching and learning programs, including assessment tasks, one in each stage, 4, 5 and 6. Literacy and numeracy strategies are embedded in programs.</p> <p>Pre and post testing of targeted Year 7 and Year 8 students shows growth in reading.</p> <p>Review current formative assessment strategies across all faculties. Develop, document and share successful practices and protocols.</p>	<p>Two and a half hours of professional learning meeting time. Release time during HSC Trial exams at a cost of \$4294.</p> <p>Wages of SLSO support from RAM Equity funds.</p> <p>Release time for the Literacy Team and meeting time with the Literacy consultants.</p>	<p>NAPLAN results show that growth figures are strong, Years 7–9. Some work has to be done to lift improvement (8–25%) to meet the one band 'expected growth'.</p> <p>Reading: 72% Numeracy: 69% Spelling: 61% Grammar and Punctuation: 56% Writing: 55%</p> <p>TPL around literacy and numeracy progressions was planned, to deliver in 2019.</p> <p>100% of all faculties have differentiated teaching and learning programs. Most faculties have differentiated assessment tasks, one in each stage, 4, 5 and 6. This is a priority area for the CAPA and TAS faculties in 2019.</p> <p>Literacy and numeracy strategies are embedded in programs as they are refined and updated.</p> <p>Pre and post testing of targeted Year 7 and Year 8 students showed some growth in reading for most students. However, results were disappointing and the impact unclear; a more extensive trial was planned for 2019.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN results show 80% of students meet or exceed expected growth.</p> <p>100% staff access TPL around literacy and numeracy progressions.</p> <p>100% of all faculties have differentiated teaching and learning programs, including assessment tasks, one in each stage, 4, 5 and 6. Literacy and numeracy strategies are embedded in programs.</p> <p>Pre and post testing of targeted Year 7 and Year 8 students shows growth in reading.</p> <p>Review current formative assessment strategies across all faculties. Develop, document and share successful practices and protocols.</p>		<p>The focus on formative assessment was delayed to allow faculty staff to focus on the complexities of assessment inherent in the new Stage 6 Curriculum.</p>

Next Steps

- * School systems will be refined to further develop high leverage personalised learning programs and support students to reflect on and track their progress.
- * Improvement measures will be adjusted to align with expectations of the 2019 cohort.
- * Tell Them From Me surveys will continue to provide formal feedback from students and parents and will be embedded in the school annual evaluative framework.
- * An Enrichment Co-ordinator position will be funded out of RAM Equity funds. To support the implementation of the Enrichment Stream, regular meetings of cross faculty teams to plan and share practice will continue. The Enrichment Co-ordinator will extend existing collaboration with class teachers on cross curricular projects, and will continue to upskill staff through targeted professional learning.
- * ALARM will be reinforced as the key quality writing strategy in Stage 6. Cross faculty teams will continue to develop teaching and learning programs and assessment tasks, across other stages. Super Six Strategies will be reinforced across the whole school to improve Reading Comprehension and embedded into programs and practice.
- * The newly created role of Head Teacher, Teaching and Learning will support the shaping of– flexible learning spaces with matching pedagogy.
- * Quality professional learning will continue to support a collaborative culture of innovation and continuous improvement and the implementation of new curriculum.
- * The effectiveness of feedback to parents and students will be improved and formative assessment practices embedded in to practice.
- * Focus areas for 2019 will include cross curriculum planning, collaborative student directed learning and future focused learning.



Strategic Direction 2

Quality Relationships and Connections

Purpose

Strategic and planned wellbeing systems support an effective learning environment for a diverse range of students. Behaviour expectations are developed in consultation with students, parents and teachers. These expectations are applied consistently across the school. Data is collected to monitor, modify and refine whole school wellbeing processes and ensure optimum conditions for learning. Individual learning needs are identified through a range of programs, including: Year 6–7 transition, school to work pathways and learning support program.

Overall summary of progress

Quality relationships and connections continue to underpin systems and practices at South Sydney High School. There is a strong sense of pride and community within the school and it is important that students are equipped with the skills to positively contribute to the direction and ownership of the school. Quality relationships are evident in practices at SSHS, including building leadership capacities in students, developing positive connections and providing essential attendance data to parents. Family interviews for incoming Year 7 families continue to be an important part of the transition process into high school. Parents, teachers and students find these interviews are very supportive and a positive start to high school life. The data collected provides important information regarding class placement and potential learning and extra curricular opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Attendance rates are above state average and attendance data indicates 95% of students arrive to school on time.100% of all incoming students with health care plans are identified and disseminated to all staff.100% Aboriginal students have a PLP reviewed twice a year.100% students are informed of behaviour expectations and engaged in the Positive Peer Relationships Policy.90% of families participate in Year 6 family interviews.100% of students who have not achieved their RoSA are supported by the transition team.	<p>Teacher release time for family interviews: \$4066</p> <p>Teacher release for PLP's: \$1526</p> <p>RAM Equity Funding to fund wages of ATSI SLSO working with students in developing PLP's.</p> <p>RAM Equity Funding to fund wages of School to Work Co-ordinator to work with transition team.</p>	<p>Attendance rates are above state average and attendance data indicates 95% of students arrive to school on time.</p> <p>100% of all incoming students with health care plans are identified and disseminated to all staff.</p> <p>100% Aboriginal students have a PLP reviewed twice a year (with the exception of students who have low attendance due to transitioning to work or other settings).</p> <p>100% students are informed of behaviour expectations and engaged in the Positive Peer Relationships Policy.</p> <p>90% of families participate in Year 6 family interviews</p> <p>Only one student in Year 10 did not receive her ROSA. She was transitioned into a highly-supported TAFE equivalent program. 100% of Year 11 students who did not achieve their ROSA were supported by the transition team.</p>

Next Steps

- * The role of Student Leadership Coordinator will be continued to ensure consistency across the elected group of prefects and the Student Representative Council (SRC).
- * The International Student Leadership position will continue to be selected on merit.
- * The student leadership team will continue to coordinate workshops for Years 8 and 9 for the National Day of Action against Bullying and Violence in Term 1.
- * Family interviews will continue for Year 6 families, ensuring the dissemination of information is consistent across all teachers.

- * Implementation of recommendations from the review of the recognition system.
- * Development of a planned, explicit wellbeing strategy (also incorporating the self–assessment of current systems relating to implementation of the Wellbeing Framework).
- * Tell Them From Me surveys will be used to provide formal feedback from students across all years and parents, strengthening their voice.
- * Behaviour expectations co–developed with students, staff and community in 2018 will be embedded into practice.



Strategic Direction 3

Quality Systems

Purpose

Management processes and practices are responsive to the changing needs of the learning community. School systems are able to respond to emerging practices in a range of areas, including: teacher accreditation, professional learning, minimum standards. Student reports such as Individual Education Plans, Personal Learning Plans for Aboriginal students and credential monitoring will provide teachers, students and parents with personalised information about student learning progress and meeting future learning goals. The school will use a centralised portal system which will allow parents access to information about attendance, student learning, policies and procedures and learning goals.

Overall summary of progress

Quality systems support an extensive number of Information Communication Technology (ICT) devices and administrative systems to increase and improve digital pedagogy to support future focused curriculum and learner demands.

Management processes and practices are responsive to the changing needs of the learning community. School systems are able to respond to emerging practices in a range of areas, including: teacher accreditation, professional learning, minimum standards. The school will use a centralised portal system which will allow parents access

The school has continued the roll out of Sentral modules to integrate existing programs supporting attendance, student learning, policies and procedures. This has streamlined and improved processes to compile student reports such as Individual Education Plans, Personal Learning Plans for Aboriginal students and credential monitoring to provide teachers, students and parents with personalised information about student learning progress and future learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">* 100% of faculties have established protocols and procedures for the use of technology within their faculty.* Specific future focused learning skills in ICT are embedded in at least one teaching program across one stage in each subject and are evident in classroom walk-throughs.* Upward trend of parent attendance at Parent Teacher nights, and increased levels of feedback from parents about the Reporting process.* Analysis of feedback and survey results to measure the usefulness of the Parent and Student Portals.	<p>Professional learning days built into casual relief.</p> <p>Teacher Professional Learning sessions built into calendar.</p>	<p>100% of faculties have established protocols and procedures for the use of technology within their faculty.</p> <p>Specific future focused learning skills in ICT are embedded in at least one teaching program across one stage in each subject and are evident in classroom walk-throughs for some, not all faculties.</p> <p>Parent feedback re additional PT Nights was 100% positive and appreciative. There was strong attendance at the Semester two Parent Teacher nights.</p> <p>Implementation of Sentral reporting processes was deferred to 2019 to better accommodate changes in reporting accompanying the introduction of the new curriculum.</p> <p>Parent and Student Portal rollout was delayed so feedback deferred to 2019.</p>

Next Steps

- * Staff capacity and competency in the use of ICT strategies will be developed. Teachers will employ a range of innovative approaches to embed ICT into practice and provide engaging learning experiences.
- * Faculties will continue to explore the use of technology to improve student learning outcomes. This process will be used to assist in the development of faculty management plans, particularly within the context of new HSC syllabuses

from 2018.

- * Further Sentral modules will be accessed, supported by staff training. A calendar of new system professional learning has been developed to support 100% transition to Sentral over the next three years.

- * Further online training videos will continue to be developed by the Systems Team.

- * Role statements will be updated for 100% of staff positions and clearly communicated to staff on an ongoing basis.

- * A Head Teacher with specific responsibility for future focused learning pedagogy (including ICT) will continue in this role in 2019

- * The parent and student portal will continue to improve communication channels and streamline front office administrative practices.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23 825	Students and their families are supported through the employment of an SLSO focusing on the needs of Aboriginal students. Classroom assistance is provided and valuable connections are established between the school and the local community. All students are supported financially to engage in all aspects of school life and to ensure that all Aboriginal students are not disadvantaged in any way. Participation in regional programs, such as Speak Up, Koori Art Expressions and the Deadly Awards encourage achievement in aspects of school life.
English language proficiency	\$187 496	The transition of students from Cleveland Street Intensive English High School to SSHS continues to be a key focus in 2018. Refinement of the Induction Program and more targeted support has moved student attendance and engagement levels closer to those of mainstream students. A combination of team teaching and timetabled specific EAL/D classes also supports these students. The EAL/D coordinator works with all staff to incorporate EAL/D strategies into programs.
Low level adjustment for disability	\$157 182	The Learning and Support Teachers (LaST) provide support to targeted students. This includes individual and group support to students who were identified as requiring additional support by classroom teachers, year advisers and parents or from the analysis of testing data. Teachers are provided with strategies to implement in the classroom and resources are differentiated to support student learning. SLSO's are assigned to targeted classes providing literacy and numeracy support. Strong student engagement levels maximise student achievement.
Socio-economic background	\$122 546	The Transition Adviser and School to Work Pathways Adviser supported over 65 students throughout the year. This significantly improved their school to work and senior school prospects. 99% of students in Year 10 received their ROSA; one student transferred to a TAFE equivalency program. Year 12 students were provided with tutoring support to assist their study preparation for the HSC exams.
Support for beginning teachers	\$49 686	Beginning teachers felt supported and implemented a variety of classroom strategies after mentoring sessions and classroom observations. An Induction Program provided ongoing support for beginning teachers and a structured approach to meeting accreditation requirements. Beginning teacher release funds were used to support reduced timetabled teaching loads for Beginning Teachers and Teacher Mentors. 100% Submissions for Accreditation were approved.
Targeted student support for	\$2 477	All students were given financial support to

refugees and new arrivals	\$2 477	engage in all aspects of school life to ensure that these students were not disadvantaged in any way. They were also mentored by Year Advisers and the Student Support Officer.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	318	309	334	336
Girls	234	192	175	188

There is a continuing upward trend of female students enrolling in Year 7.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.7	92.5	92.9	92.3
8	94	86.6	93.8	89.9
9	93.6	85.1	92.7	92
10	93.7	83.8	87.7	88.8
11	95.1	80	88.9	92.7
12	94.6	82.6	92.3	89.2
All Years	94.5	84.9	91.4	90.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school generated data indicates an attendance rate of over 90% which is consistent with previous years and is above state average.

Whole school attendance monitoring procedures are implemented systematically to address partial, whole day and extended absence from school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	1	3
Employment	2	1	11
TAFE entry	1	0	53
University Entry	0	0	32
Other	96	98	3
Unknown	0	0	1

Thirty-eight per cent of the 2018 HSC cohort was offered a place at University, fifty-one per cent was offered a place in further education and training, seven per cent was offered full time employment and four per cent is either looking for part time or full time work or not known.

Year 12 students undertaking vocational or trade training

Thirty-one per cent of the Year 12 cohort undertook vocational or trade training as part of their HSC.

Year 12 students attaining HSC or equivalent vocational education qualification

Ninety-nine per cent of Year 12 students attaining HSC or equivalent vocational educational qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	30.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	8.08
Other Positions	1

*Full Time Equivalent

The school employed a full-time temporary Aboriginal School Learning Support Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

One New Scheme Teacher received their NSW Institute of Teachers Accreditation, working towards Professional Competence level. Professional learning underpins the work of the school. All staff participated in professional learning in 2018. School Development Days were held at the beginning of Terms 1, 2 and 3. Two additional days were scheduled for Term 4 and rescheduled to a Saturday in Term 2 and twilight sessions in Term 4. Areas of professional learning included: a review of the SSHS Behaviour Code and the Student Recognition System, school and faculty planning, future focused learning, self directed online learning, and the implementation of the Performance and Development Framework. Faculty and subject specific professional learning took place throughout the year and included mandatory Child Protection training and CPR, ESL scales, new HSC curriculum programming, new DoE HR Payroll systems and NAPLAN analysis, including identification of resources and strategies as well as faculty programming. Further training was also provided in the use of school systems. The average amount of money spent per teacher on professional learning was \$961.65 out of a total budget of \$46,159.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	922,652
Revenue	7,261,572
Appropriation	6,778,092
Sale of Goods and Services	72,849
Grants and Contributions	346,039
Gain and Loss	0
Other Revenue	56,611
Investment Income	7,980
Expenses	-7,241,517
Recurrent Expenses	-7,241,517
Employee Related	-6,026,600
Operating Expenses	-1,214,917
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	20,055
Balance Carried Forward	942,707

The school's financial management processes and governance structures meet financial policy requirements. Regular finance team meetings are held each term and the group represents all key stakeholders in the school. Funds have been expended on: maintenance and upgrades of the school grounds and outdoor learning areas; employment of a school-funded second Deputy Principal; purchase of classroom sets of faculty laptops. Funding has been reserved to support the success of these initiatives in 2019.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	5,747,974
Base Per Capita	98,425
Base Location	0
Other Base	5,649,549
Equity Total	491,049
Equity Aboriginal	23,825
Equity Socio economic	122,546
Equity Language	187,496
Equity Disability	157,182
Targeted Total	60,676
Other Total	157,667
Grand Total	6,457,367

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7

Year 7 Literacy results outperformed State and 'Same School Group' (SSG) performances, exceeding comparisons of Expected Growth in all areas except for Spelling. Strong student growth outcomes were achieved in Grammar and Punctuation, Reading and Writing.

Year 7 Writing results followed a similar pattern to previous years with a slight increase in the top two bands.

Year 7 results in Grammar & Punctuation closely mirrored those of previous years with increased representation in the top two bands.

Year 7 Reading results were extremely pleasing, showing a significant shift upwards. Nearly 30% students achieved in the top two bands.

Year 7 Spelling results showed a significant shift from the bottom to the middle two bands when compared with previous years.

Year 9

Year 9 Literacy results outperformed 'Same School Group' (SSG) performances (results from students in similar schools), exceeding comparisons of Expected Growth in all areas. SSHS growth equalled that of the State in Grammar and Punctuation and exceeded growth in the areas of Reading and Spelling. Growth in Writing was slightly below State results.

Average growth from Years 7 to 9 outperformed all Australian schools in Reading and Numeracy and was similar for Writing. All measures were significantly stronger across all areas than those achieved by students in similar schools.

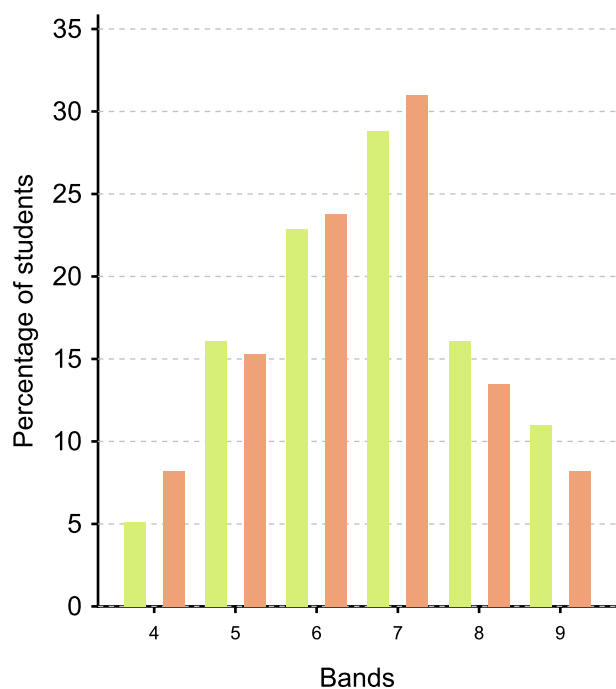
Year 9 Reading growth outperformed the state with 72% of students achieving greater or equal to expected growth compared with nearly 69% state wide. 20% students achieved in the top two bands, compared with 16% for students in similar schools which has also been our average in previous years.

Year 9 Spelling growth outperformed the state with 61% of students achieving greater or equal to expected growth compared with nearly 58% state wide. Increased numbers of students achieved in the top two bands when compared with previous years and results achieved by students in similar schools.

Year 9 Writing results were disappointing, except for the increase in students in the top two bands.

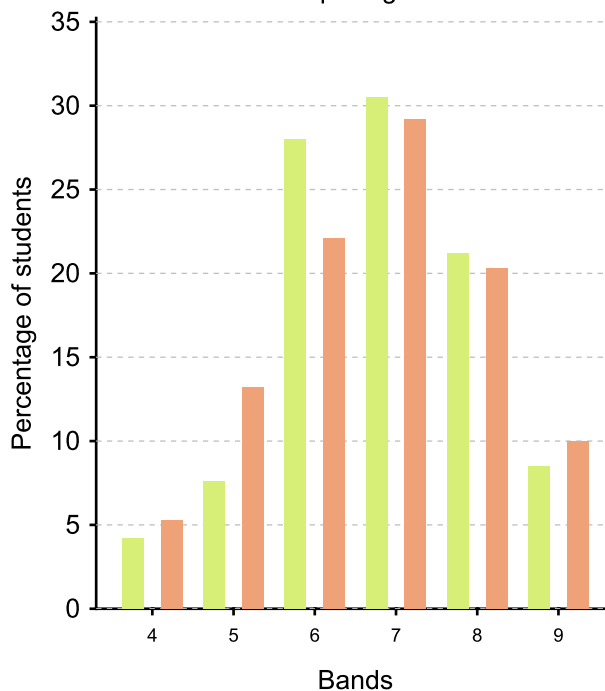
In Grammar & Punctuation, there were significant increases in students achieving Band 8 and Band 9, nearly doubling to over 21% when compared to previous years. This was also greater than for results achieved by students in similar schools.

Percentage in bands:
Year 7 Grammar & Punctuation



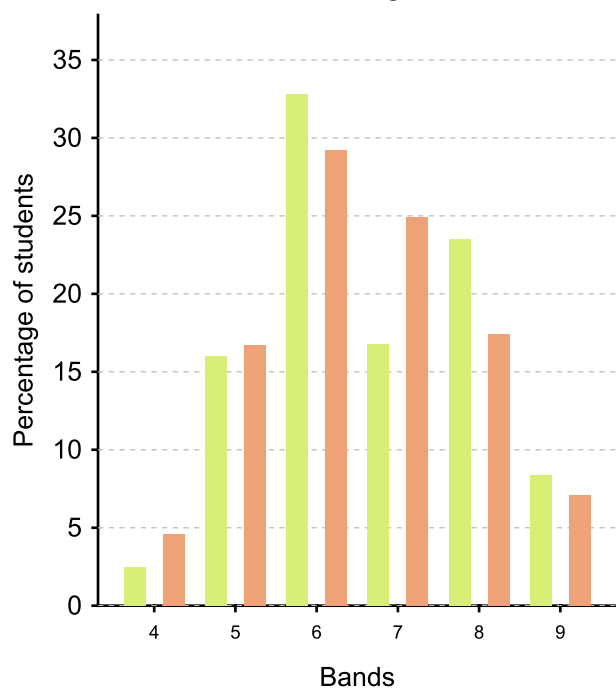
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Spelling



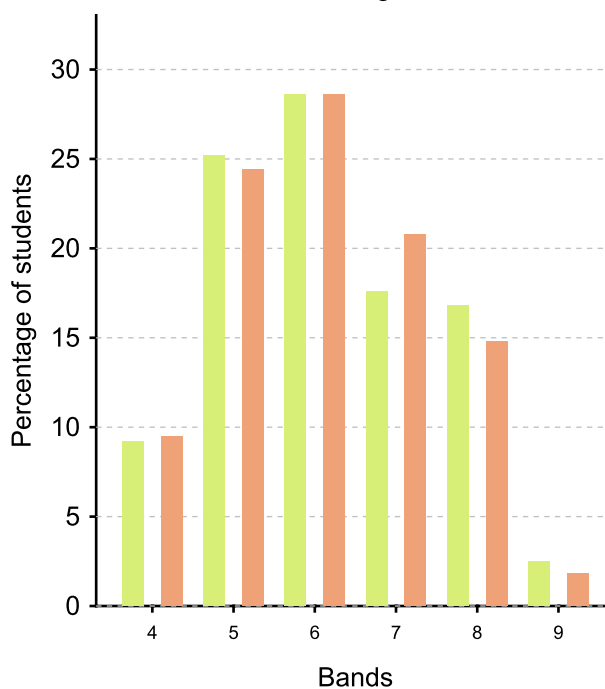
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Reading



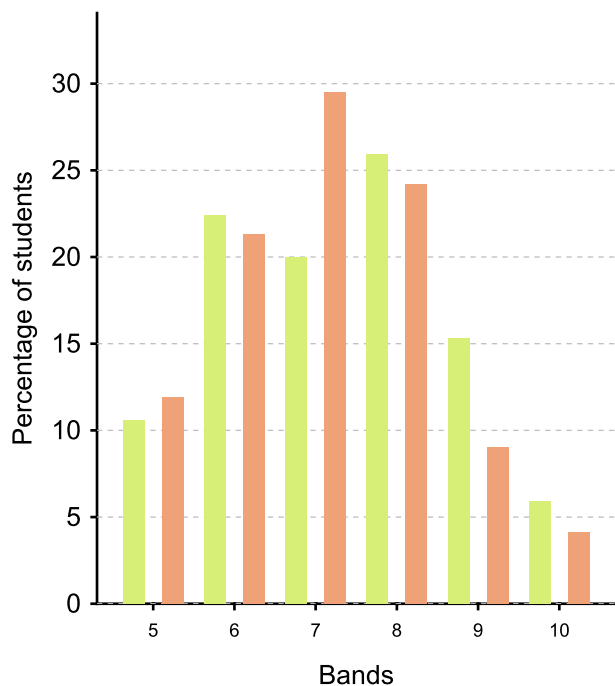
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing

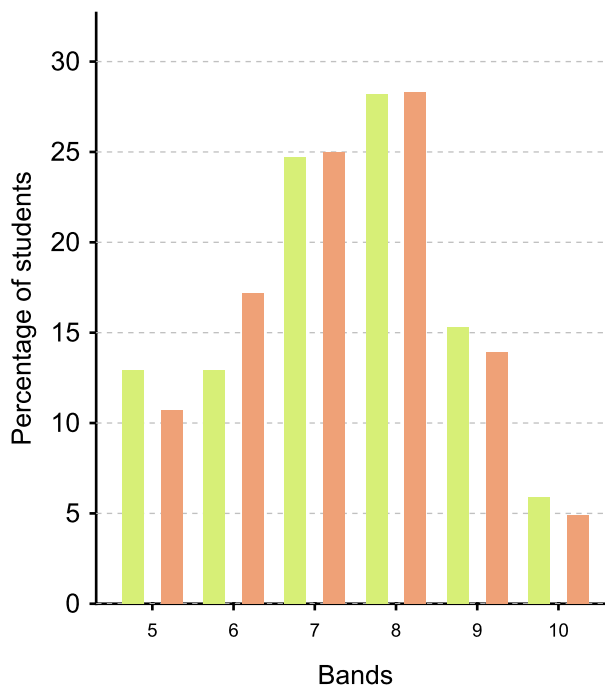


Percentage in Bands
School Average 2016-2018

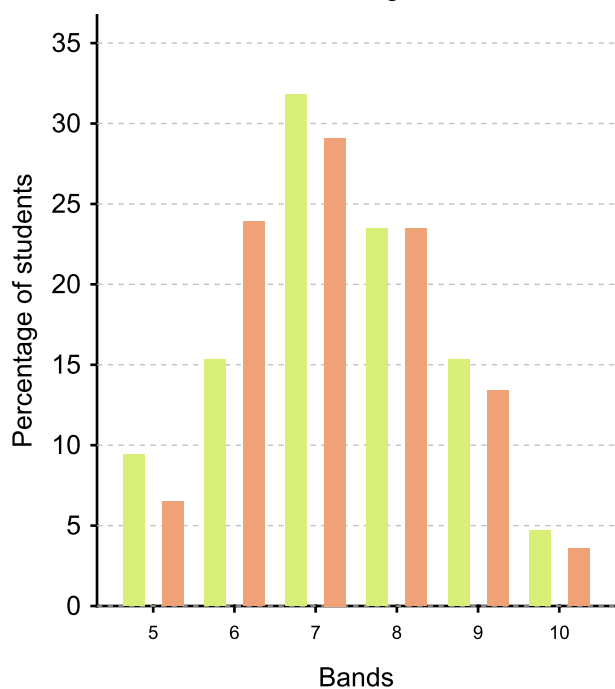
Percentage in bands:
Year 9 Grammar & Punctuation



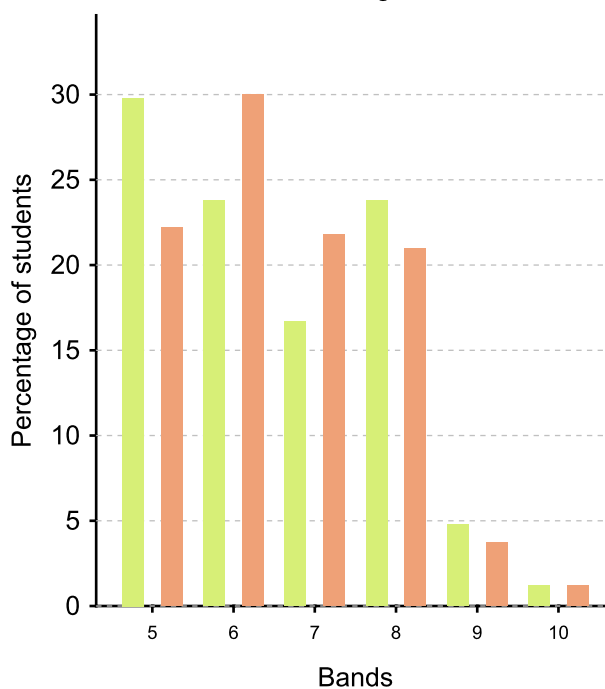
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

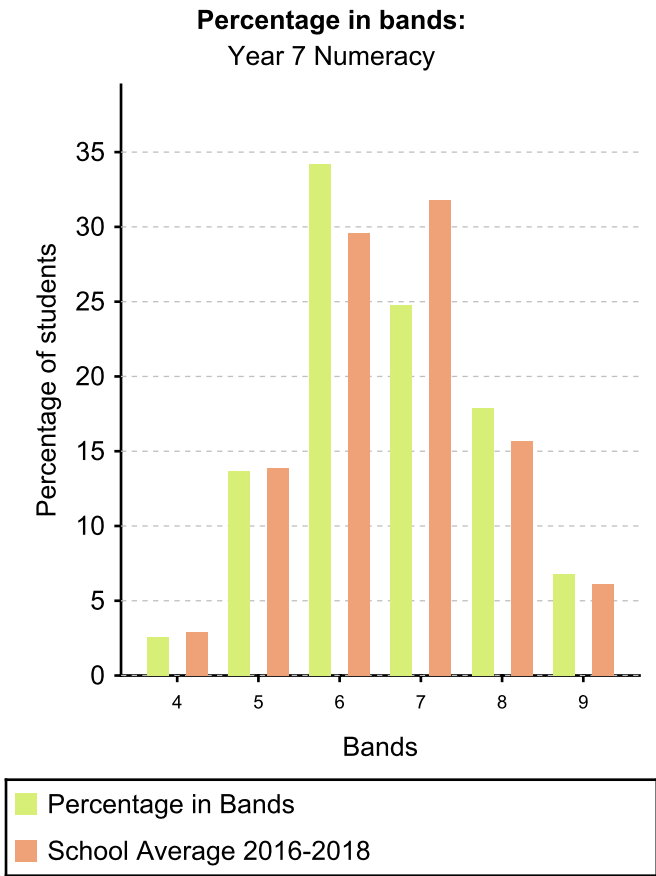


Year 7

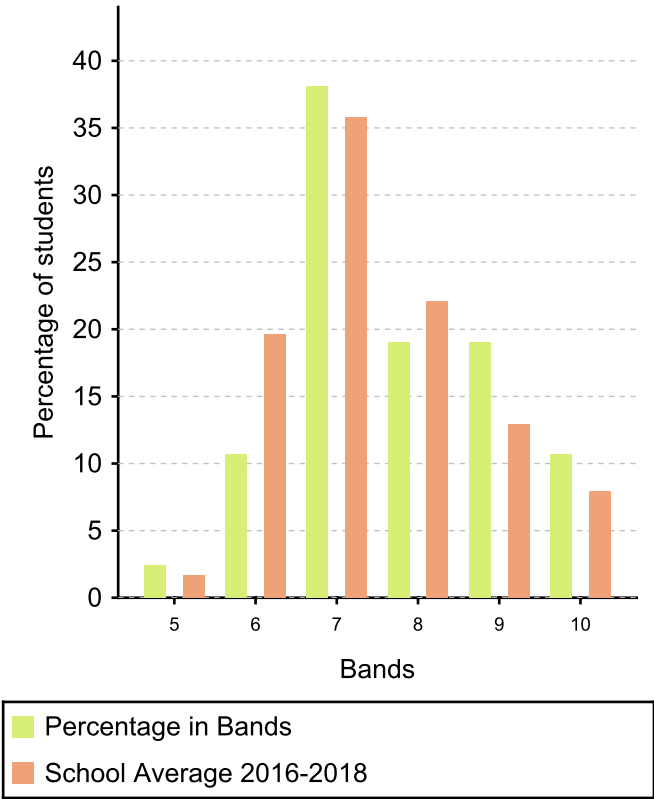
Year 7 Numeracy results showed strong growth, outperforming both State and results for students in similar schools by over 10%. 25% students achieved in the top two bands compared with 21% for students in similar schools.

Year 9

Year 9 Numeracy results showed very strong growth, outperforming both State and results for students in similar schools. 69% of students achieved greater or equal to expected growth. 30% students achieved in the top two bands compared with 20% for students in similar schools. There was also a significant decrease in the number of students achieving in the bottom two bands.



Percentage in bands:
Year 9 Numeracy



Year 7

Reading results in the top two bands showed a pleasing trend upwards. In 2018, 32% of SSHS students scored in the top two bands for Reading, nearly doubling achievement when compared with 2017 results.

25% of SSHS students scored in the top two bands for Numeracy, a pleasing improvement from 19% in 2017.

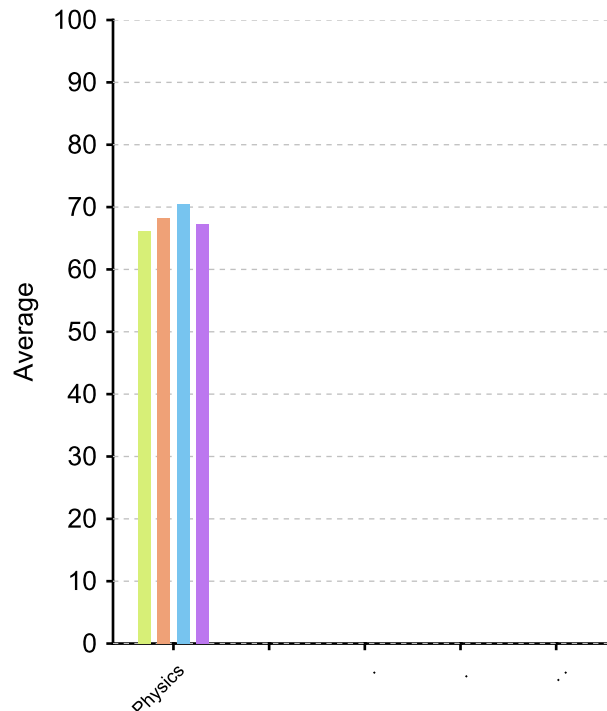
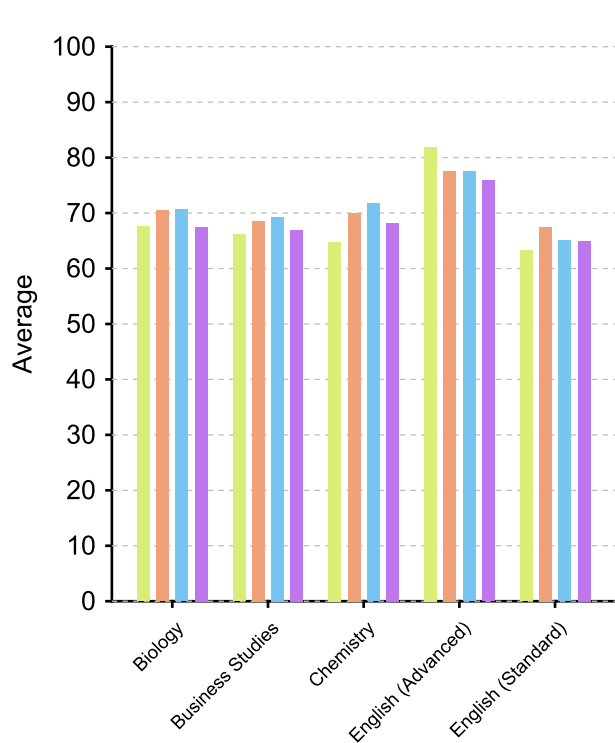
Year 9

Reading results in the top two bands showed slight improvement from previous years, with 20% of SSHS students scoring in the top two bands.

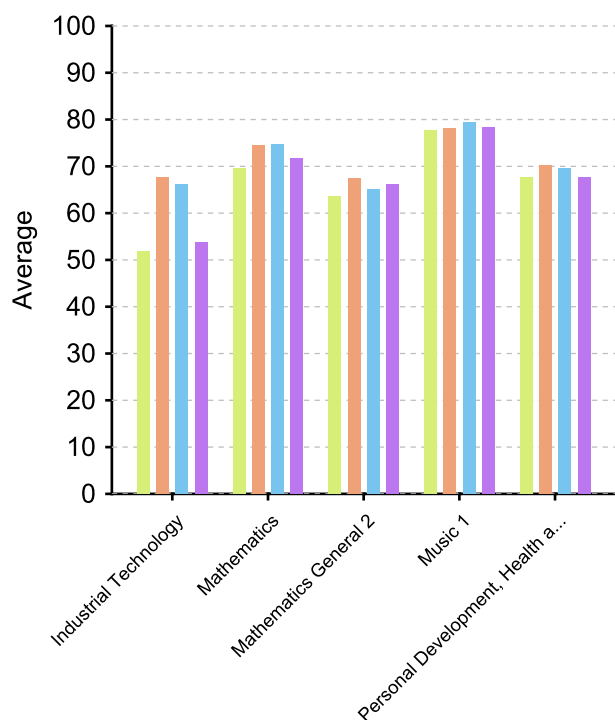
30% of SSHS students scored in the top two bands for Numeracy, nearly doubling achievement when compared with 2017 results of 18%.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

Disaggregation of performance and reports of results achieved by small cohorts is outlined below. Average reporting of results can obfuscate or skew strong performances. Results were strong in a number of subjects not represented due to small cohorts.

- 50% of Community and Family studies students achieved in the top two bands.
- Our Language results were strong. Two students achieved Band 6 in Portuguese Continuers and Russian Continuers, both earning state ranks. One student achieved Band 5 in Modern Greek Continuers.
- Nearly 60% of students achieved in the top two bands in Extension 1 Mathematics.
- 60% students achieved Band 6 in Extension 2 Mathematics, one achieved Band 5.
- 67% of students achieved in the top two bands in Modern History.
- 20% of students achieved Band 6 in Music, matching the state
- 60% of Mathematics students achieved in the top three bands.
- 8% of students achieved in the highest band, band 6 in Mathematics General 2.
- 82% of students achieved Band 4 or above in Physics, outperforming the state.
- 77% of English Standard students achieved in the top two bands compared with 13% state wide.
- In Senior Science, 22% of students achieved in the top two bands, outperforming the state.
- Results in English Advanced were strong, 77% students achieved in the top two bands, outperforming the state by 15%.

Parent/caregiver, student, teacher satisfaction

In 2018, the school regularly sought the opinions of parents, students and teachers about the school. Staff were surveyed on each school development day and the majority of teachers rated the professional opportunities provided very high or high. The School Plan has been updated to reflect new projects and in particular, the UNSW hub project. Staff meetings, executive development day, student focus group sessions, P&C meetings and teacher professional learning sessions are used to gauge feedback about different areas of school life. Parents and students have been surveyed and opinions sought about many varied aspects of school life and the online tool of Survey Monkey has been used extensively to gain feedback. Significant areas in which extensive feedback was sought in 2018 included: Wellbeing – updating the SSHS Behaviour Expectations and Student Recognition System; Parent Teacher Nights – frequency, timing and organisation thereof; Enrichment Stream – curriculum, projects, communication, satisfaction levels and suggestions for improvement; School Plan and improving the range of school uniform. This information was then used in school planning to shape the school's future strategic directions.

Policy requirements

Aboriginal education

The school has an established Aboriginal Education Team that implements the Department's policy. The school continues to have active representation at the Local Aboriginal Education Consultative Group (LAECG) meetings. One member of the LAECG is employed as a Student Learning Support Officer (SLSO) to support students in meeting their Personalised Learning Plan (PLP) targets. Personalised Learning Plans were developed for new students and reviewed for all current students. All Aboriginal students were informed of and given the opportunity to apply for all relevant available funding, support and programs. Year 7 students were involved in the Sydney Region "SpeakUp" Program. Some exciting programs continued in 2018, including South Cares for students in Year 10, 11 and 12. This program focused on supporting students and engaging them in educational, sporting and community based opportunities and programs as well as School to Work excursions and cultural camps. Young Mob continued their high impact work with a 12 week program, targeting students from Years 7, 8 and 9. These fortnightly meet ups gave students the opportunity to gather as a group and meet Young Mob leaders. Young Mob also provided a number of future learning pathways as well as opportunities for students to engage in leadership programs, camps, cultural education and experiences. As part of NAIDOC week celebrations community elders and students came together in a ceremony followed by morning tea which was well attended by local elders and family members. Students participated in Aboriginal dance workshops and Tayler Lyons in Year 10 was selected to join the

prestigious Gilli dancers. As part of Flag Day, female students performed a dance to open the Flag Day celebrations which was followed by the Acknowledgement of Country and Aboriginal language National Anthem.

Multicultural and anti-racism education

Teaching and learning in all KLA's at South Sydney High School reflects an appreciation and understanding of multicultural perspectives. These perspectives are embedded in teaching and learning programs and taught through the curriculum. The school has 0.8 English as an Additional Language or Dialect (EAL/D) teacher to support language learning. A combination of team teaching and the running of specific EAL/D classes support these students. The proportion of EAL/D students in relation to the student body has increased and 54% students have a background language other than English. Information is collected about the student cohort through various means, such as the New Arrivals Survey completed in term one and the EAL/D Survey completed term two. As well as specific EAL/D classes in each year level, support is offered where students encounter difficulties in other Key Learning Areas (KLAs). Teachers in all curriculum areas also receive targeted professional learning to effectively develop and integrate EAL/D teaching strategies into their teaching practice. Students from Cleveland Street Intensive English High School (CSIEHS) have continued to come to South Sydney High School on week long visits where they are matched with a buddy. Many of these students then return to South Sydney High School as permanent enrolments. This pathway is helped by students who return to CSIEHS to speak at assemblies promoting South Sydney High School. Communicating with the broader school community is a priority for the school. As such, the assistance of interpreters has been sought on various occasions to enhance communication with parents. South Sydney High School has an Anti-Racism Contact Officer (ARCO). They are visible within the school through promotion at school assemblies and their involvement in conflict resolution. A Pacific Islander community mentor worked with Pacific Islander students with their preparation for Flag Day and we will seek a fulltime employee in this role in 2019. South Sydney High School held its annual Multicultural Flag Day in June to celebrate the rich multicultural diversity of the school. Flags were purchased that represented the cultural groups in the school and are permanently displayed in the school hall. The ceremony showcased the diversity of cultures represented at South Sydney High School. More than 100 students took part in a vibrant celebration of dance,

Other school programs

Beacon and Opportunity Programs

Our eighth year as a Beacon and Opportunity Alumni school has been another rewarding year. In 2018, we have offered more opportunities, work and professional development linked to delivering 21st Century goals in

education for both students and staff than ever before. Students have benefited from experiences with a STEM and future focus, which includes; innovative teaching strategies, career education, jobs, career mentoring and wellbeing. Our wellbeing and career mentoring is supported by three important programs including—Mock Interviews, Empowering Women, and our cutting edge Good Men Good Relationships programs. These initiatives have all attained serious community results and an incredibly supportive resolve by our business partners to participate and maintain such valuable programs. Our business partners have created four apprentice-based jobs and all students are progressing very well in their chosen careers. Qantas pilot Guy Yarrow has committed to mentoring a prospective engineering student in 2019–20 and, should the student continue with his aspiration of engineering as a career, there is a real possibility of an internship at Qantas. Thus, with the assistance and commitment of business and community partnerships, and the dedicated staff at SSHS, we have delivered on every outcome of this program. Surveys, welfare and career based interviews, job attainment, financial and administrative support for our programs in the form of donations have all led to positive community feedback and contributed to growth in student enrolment at South Sydney High School.

Our aim is to initiate original and innovative projects that demonstrate solutions for the future needs of a changing work environment as well as the leadership espoused in the "School Excellence framework". South Sydney High, United Way Australia, our business partners and to a lesser extent the Beacon Foundation have sponsored and have significantly contributed to creating career opportunities with significant learning experiences for our students. Qualitative and quantitative surveys, as in previous years, attest to the high impact of the SSHS Beacon and Opportunity programs, under the energetic and inspiring leadership of Ms Stell.