

South Sydney High School

Annual Report



2016



SOUTH SYDNEY
HIGH SCHOOL

8545

Introduction

The Annual Report for 2016 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.

Robyn Matthews

Principal

School contact details

South Sydney High School

2-36 O'Sullivan Avenue

Maroubra, 2035

www.sthsydney-h.schools.nsw.edu.au

sthsydney-h.School@det.nsw.edu.au

9349 3868

School background

School vision statement

South Sydney High School is an inclusive learning community that inspires success, pride and a sense of belonging for all.

We provide a creative, academically challenging learning environment that allows our students to strive for excellence.

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 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 Domain

In the domain area of Learning, quality teaching and learning remains our number one priority. School performance data is regularly used along with additional contextual information to inform curriculum delivery and whole school planning. The school consistently achieves strong value added results in external testing such as NAPLAN. Our School Plan outlines the need for smaller, focused action research projects which has been actioned in 2016. Formative assessment professional learning has been identified as a priority for 2017 and will become an important focus for development. Parent teacher nights and social nights are embedded in the school calendar. These are well attended and provide opportunities for formal and informal feedback to be given to parents regarding student progress.

In 2016, continued emphasis was placed on the Positive Peer Relationships Policy to ensure that expectations of behaviour in the classroom and playground were explicitly addressed. The attendance policy continues to be evaluated as Sentral is gradually rolled out across school systems. The school continues to acknowledge and celebrate cultural identity and diversity through a successful Multicultural Flag Ceremony held each year and the event is highly respected by the school community. Aboriginal students are supported in all aspects of school life by encouraging participation in regional activities such as Speak Up, participation in an University of New South Wales (UNSW) engineering camp, homework club, school to work mentoring program through Souths Cares and employing an Aboriginal School Learning Support Officer four days a week.

Teaching Domain

In the domain area of Teaching, teachers have continued to embrace the implementation of the Performance and Development Framework. Teachers developed their Performance and Development Plan and participated positively in classroom observations. This process has promoted collaboration, professional dialogue and reflective practice between teachers and provided the avenue for feedback about quality teaching practice. Teachers are also using data to understand student capabilities and cater for the different learning needs of students in their classroom. Data was also presented to parents and areas of development were identified. Strong networks of collaborative practice continue to be a feature of cross faculty co-operation at SSSH. This is evidenced in the support offered through the Technology Buddies, New Scheme/ Beginning Teacher Mentors, Enrichment Team members and Systems Team, to name a few. Time was allocated for teachers to complete self directed online courses, in areas such as: future focused learning

and differentiated curriculum. Future focused learning formed the basis of a presentation by our UNSW academic partner. Teachers continue to work beyond their classrooms and support broader school programs such as Duke of Edinburgh, World Challenge, South Sydney Club for Intelligent Minds (SSCIM), industry visits, leadership programs and the Ted X Youth project based learning project.

Leading Domain

In the domain area of Leading, the school executive each developed their faculty plan which articulates their alignment with the strategic directions of the school plan. As a result, a Faculty Management Plan identified monitoring, evaluation and review processes to ensure curriculum requirements were met and school priorities addressed.

The school continues to enhance and broaden ways to connect with the wider community. The school successfully engages key stakeholders through the Business Partnership Committee and P&C, communicating via the school website, newsletter, school app and Facebook. Social media space continues to be used as a means to celebrate student, staff and community success stories. The school plan has been updated to reflect the changing priorities of the school and incorporates the successful hub partnership with UNSW. The school environment continues to be upgraded to provide a safe, harmonious environment that supports quality teaching and learning. Learning Management Business Reform (LMBR) is successfully embedded in all aspects of financial school management. The school leadership team successfully manages the human resources budget to ensure full curriculum implementation takes place. Positions continue to be filled by an Expression of Interest (EOI) to ensure transparency and opportunity for all members of staff. Administrative practices are communicated openly via school newsletters, executive meetings, finance meetings, Work, Health and Safety meetings and minutes distributed accordingly. The school continues to seek feedback from the community to ensure a cycle of ongoing improvement.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

Developing a school culture that builds the capabilities of all students through providing engaging and challenging experiences to prepare them for, and support them in achieving their goals.

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 continue to roll out a highly successful program of Action Research. In 2016, an Action Research Project was completed by the Science faculty around formative assessment involving the use of online tools such as Google forms. This model of action research will continue to form the basis of further research projects to inform professional practice.

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 and 8, 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 staff have engaged in cross-faculty sharing of ALARM practice. 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..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teachers provide high quality evidence of individual professional growth relating to accreditation, career pathways and/or leadership development, at a career-appropriate stage 60% of students achieve Band 5/6 in at least one subject and 80% of students achieving Band 3 or above in all HSC courses. Yr 7: 65% and Yr 9: 75% of students achieve or exceed expected growth in NAPLAN Literacy. Yr 7: 55% and Yr 9: 75% of students achieve or exceed expected growth in NAPLAN Numeracy. Pre and post testing of targeted Year 7 and 8 students shows growth in reading and writing.	The implementation of the Performance and Development Framework (PADF) continues to be very positive process. 100% of teachers have identified the professional learning needed to support their goals and the evidence required to indicate progress towards them. Three members of staff have achieved accreditation at Proficient level and one teacher at Highly Accomplished level. 45% of students achieved Band 5/6 in a least one subject and 75% of students achieved Band 3 or above. Year 7: 49% of students achieved or exceeded expected growth in Grammar and Punctuation. 58% of students achieved or exceeded expected growth in Spelling. 44% of students achieved or exceeded expected growth in Reading. 65% of students achieved or exceeded expected growth in Numeracy. Year 9: 49% of students achieved or exceeded expected growth in Grammar and Punctuation. 58% of students achieved or exceeded expected growth in Spelling. 63% of students achieved or exceeded expected growth in Reading. 51% of students achieved or exceeded expected growth in Numeracy. Work has commenced with the regional literacy consultant to embed specific literacy strategies into faculty programs. Work samples will be collected in	Two professional learning meetings and release time during HSC Trial exams at a cost of \$4168.63. Wages of SLSO support from RAM Equity funds. Regional Consultant relief time: 4 half days for four staff members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% teachers provide high quality evidence of individual professional growth relating to accreditation, career pathways and/or leadership development, at a career-appropriate stage</p> <p>60% of students achieve Band 5/6 in at least one subject and 80% of students achieving Band 3 or above in all HSC courses.</p> <p>Yr 7: 65% and Yr 9: 75% of students achieve or exceed expected growth in NAPLAN Literacy. Yr 7: 55% and Yr 9: 75% of students achieve or exceed expected growth in NAPLAN Numeracy.</p> <p>Pre and post testing of targeted Year 7 and 8 students shows growth in reading and writing.</p>	<p>2017 and more explicit reporting of progress will follow.</p>	

Next Steps

Future directions to be undertaken in 2017 to ensure the goals of Strategic Direction 1 are achieved include:

- 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 2017 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.
- To support the implementation of the Enrichment Stream, regular meetings of cross faculty teams to plan and share practice will continue. A Stage 4 and Stage 5 team leader will be established via the EOI process. Targeted professional learning will continue to upskill staff.
- The SSHS partnership with UNSW continues and will be embedded into school planning in 2017.
- 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.
- Quality professional learning will continue to support a collaborative culture of innovation and continuous improvement.
- Focus areas for 2017 will include cross curriculum planning, collaborative student directed learning and systematic use of future focused learning activities.



Strategic Direction 2

Quality Relationships & Connections

Purpose

Developing positive relationships is essential to achieve a quality learning environment.

Providing opportunities for students to equip them with a sense of belonging, pride and connections to become confident, engaged, lifelong learners and fulfil their ambitions.

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 SSSH, including building leadership capacities in students, developing positive connections with our Aboriginal community through PLP's 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)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• The student leadership team is a cross representation of the diverse student body within the school.• Attendance rates are above state average and attendance data indicates 95% of students arrive to school on time.• 100% students engage in the Positive Peer Relationships Policy.• 100% Aboriginal students have a PLP reviewed twice a year.• 80% of families participate in year 6 family interviews• A similar model in place for Year 8 and Year 10 students and their families.	<ul style="list-style-type: none">• The student leadership team continues to be a true representation of the diverse student body. In 2016, an international student prefect position was introduced to represent the needs of these students within the school. Additional planning needs to occur to ensure there is continuity between the elected prefect body and the SRC. Activities such as the World's Greatest Shave allowed student leadership groups to work together for a common cause.• Attendance rates continue to be above state average and the systems team are utilising SMS messaging and new technology to keep parents informed.• The majority of Aboriginal students have a PLP reviewed annually. Staff changes impacted on the systems put in place to try and encourage more parents to attend these meetings. A more consistent approach is required in 2017.• 100% of students received the Positive Peer Relationships Policy and participated in workshops conducted by student leaders. This policy is also communicated via the school newsletter and website.• The improvement measure about family interviews was achieved, with over 89% of families participating. The capacity to book interviews online allowed parents to access the booking sheet at their own convenience. Support staff assisted with the booking process for those who did not have computer access. Invitations were mailed to all potential families and the School App was used to circulate instructions for bookings. Alternative arrangements were made for families who could not attend on the set days. The information from the	<p>Teacher release time for family interviews: \$2794.00</p> <p>Teacher release for PLP's: \$5400.00</p> <p>RAM Equity Funding to fund wages of ATSI SLISO working with students in developing PLP's.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> The student leadership team is a cross representation of the diverse student body within the school. Attendance rates are above state average and attendance data indicates 95% of students arrive to school on time. 100% students engage in the Positive Peer Relationships Policy. 100% Aboriginal students have a PLP reviewed twice a year. 80% of families participate in year 6 family interviews A similar model in place for Year 8 and Year 10 students and their families. 	<p>interviews was compiled and made available to staff to form classes for 2017.</p> <ul style="list-style-type: none"> A similar model has not been set up for Year 8 and Year 10 families and will be reviewed in the next school planning cycle. 	

Next Steps

Future directions to be undertaken in 2017 to ensure the goals of Strategic Direction 2 are achieved include:

- The establishment of a Student Leadership Coordinator 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.
- Tell Them From Me surveys will be used in 2017 to provide formal feedback from students and strengthen their voice across all years.
- Stronger systems will be put in place to support student leadership team and become more empowered to make change within the school and ensure representation across all year groups.
- 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, ensuring the dissemination of information is consistent across all teachers.



Strategic Direction 3

Quality School Systems

Purpose

Developing and enhancing organisational and operational systems to support teaching and learning, facilitating effective school management and improve communication within and beyond the school.

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.

The school has begun the roll out of Sentral and integrating this platform into existing LMBR systems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Specific 21st century learning skills in ICT are embedded in all teaching programs across the curriculum and evident in classroom walk throughs.100% of staff use administrative systems effectively and efficiently on a daily basis.All staff positions have clear roles and responsibilities aligned to current educational reform.75% of staff and students access technology on a daily basis in learning experiences.	<ul style="list-style-type: none">A faculty audit of technology use with respect to classroom pedagogy and faculty planning was used to compile a report to inform future directions for 2017. Faculties began the process of trialling and embedding strategies in programs. Significant outcomes include:<ul style="list-style-type: none">All whole school calendars have been consolidated into one.RISC has been replaced by the Sentral Wellbeing Module.EDVAL has been replaced by the Sentral Attendance Module.Improved data access has informed curriculum planning and the creation of PLP's and IEP's.Messaging (parent communication) and issue tracking(SSHS Help desk) supporting effective communication and timely interventions.Roles and responsibilities have been compiled for 85% of staff positions. These have been readjusted in response to staff feedback and published electronically in a central location accessible to all staff. EOI's will continue to be developed responsive to school needs in the current dynamic educational environment. Roles and responsibilities will be reviewed on an annual basis.Approximately 60% of all staff access technology on a weekly basis in learning experiences. Data relating to daily activity is predicated on access to technology and other factors beyond classroom teacher control.	<p>Sentral package: \$9350.00</p> <p>Professional learning days built into casual relief.</p> <p>Teacher Professional Learning sessions built into calendar.</p>

Next Steps

- 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 to be introduced in 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. The parent and student portal will be activated to improve communication channels and streamline front office administrative practices. Further online training videos will continue to be developed by the Systems team.

- Role statements will be developed for 100% of staff positions over the next three years and clearly communicated to staff on an ongoing basis.
- A Head Teacher with specific responsibility for future focused learning pedagogy (ICT) will be appointed in 2017.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students and their families are supported through the employment of an SLSO – Aboriginal Education Officer. 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.	\$50,000.00
English language proficiency	The transition of students from Cleveland Street Intensive English High School to SSHS continues to be a key focus in 2017. A combination of team teaching and the running of specific EAL/D classes also support these students.	\$187,663.00
Low level adjustment for disability	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.	\$170,032.00
Socio-economic background	The Transition Adviser supported over 70 students throughout the year which significantly improved their school to work and senior school prospects. All students in Year 10 received their RoSA.	\$40,124.00
Support for beginning teachers	The beginning teacher felt supported and implemented a variety of classroom strategies after mentoring sessions and classroom observations.	\$4,081.00
Targeted student support for refugees and new arrivals	All students were given financial support to engage in all aspects of school life to ensure that these students were not disadvantaged in any way.	\$2580.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	364	341	318	309
Girls	267	215	234	192

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.8	93.6	95.7	94
8	93.7	91.5	94	90
9	94.6	90.7	93.6	87
10	90.6	90.3	93.7	88
11	91.4	87.9	95.1	89
12	93.7	91.8	94.6	93
All Years	92.9	90.7	94.5	90
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

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

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	1	2	6
TAFE entry	0	1	26
University Entry	0	0	47
Other	96	94	16
Unknown	2	2	2

In the above column which refers to 'other', this refers to students pursuing Year 11 or Year 12.

Forty-seven per cent of the 2016 HSC cohort was offered a place at University, forty-three per cent was offered a place in further education and training, six per cent was offered full time employment and five per cent is either looking for part time or full time work or not known.

Year 12 students undertaking vocational or trade training

Thirty-seven per cent of the Year 12 cohort undertook vocational or trade training as part of their HSC. Two students undertook School Based Traineeships as part of their HSC studies.

Year 12 students attaining HSC or equivalent vocational education qualification

Ninety-eight per cent of Year 12 students attained HSC or equivalent vocational educational qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	25.1
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	8.08
Other Positions	4.8

*Full Time Equivalent

The school employed a 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	10

Professional learning and teacher accreditation

Three New Scheme Teachers received their NSW Institute of Teachers Accreditation, two working towards Professional Competence level, one achieving Highly Accomplished level of accreditation and four maintaining their accreditation at Professional Competence level.

Professional learning underpins the work of the school. All staff participated in professional learning in 2016. 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. Areas of professional learning included: school and faculty planning, future focused learning, self directed online learning, NAPLAN and VALID marking, literacy strategies (Super Six) 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, implementation of Epilepsy management, new HSC draft document analysis, new DoE Behaviour Code 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 \$825.37 out of a total budget of \$39,387.00.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 27 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	278 478.03
Revenue	6 596 783.47
(2a) Appropriation	6 187 094.54
(2b) Sale of Goods and Services	105 588.23
(2c) Grants and Contributions	298 538.43
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 562.27
Expenses	-6 543 871.68
Recurrent Expenses	-6 543 871.68
(3a) Employee Related	-5 830 488.53
(3b) Operating Expenses	-713 383.15
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	52 911.79
Balance Carried Forward	331 389.82

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.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	5 301 726.17
Base Per Capita	37 878.83
Base Location	0.00
Other Base	5 263 847.35
Equity Total	448 430.32
Equity Aboriginal	50 610.91
Equity Socio economic	40 124.19
Equity Language	187 662.98
Equity Disability	170 032.24
Targeted Total	18 914.97
Other Total	152 732.06
Grand Total	5 921 803.53

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.

Year 7

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

Year 7 results in Grammar & Punctuation closely mirrored those of the state except for the very top band.

20% of SSHS students scored in the top two bands for Reading compared with 30% state wide.

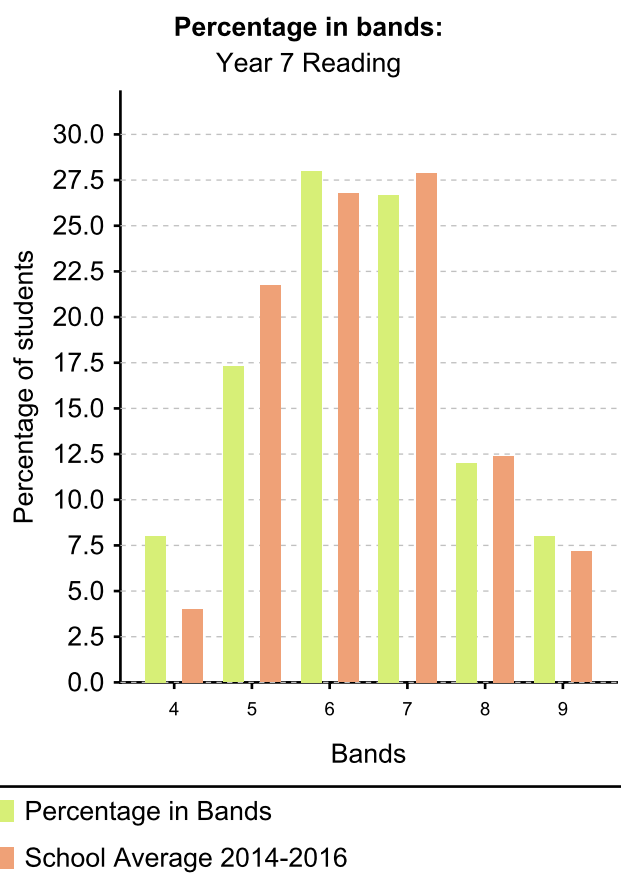
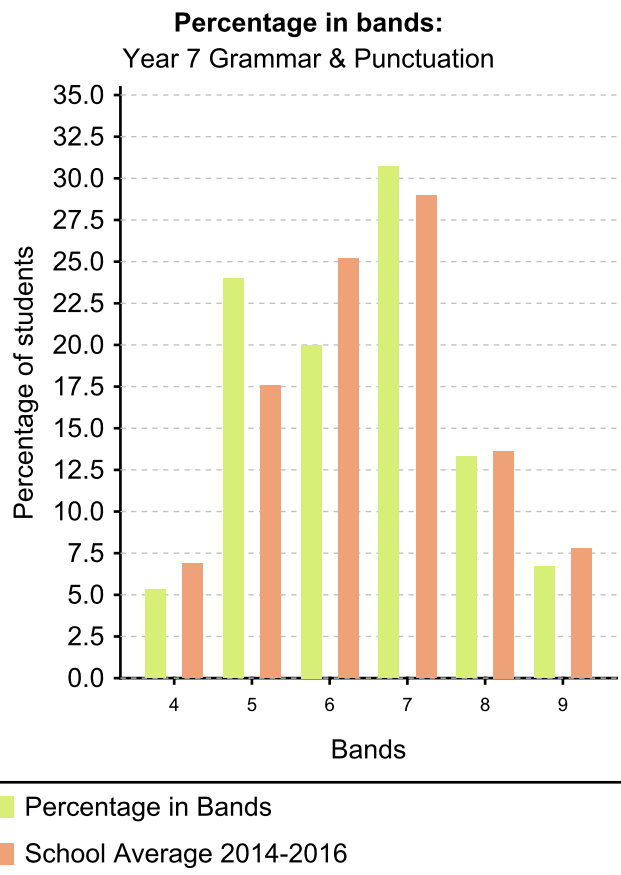
27% of students scored in the top two bands in Spelling compared with 34% state wide.

Year 9

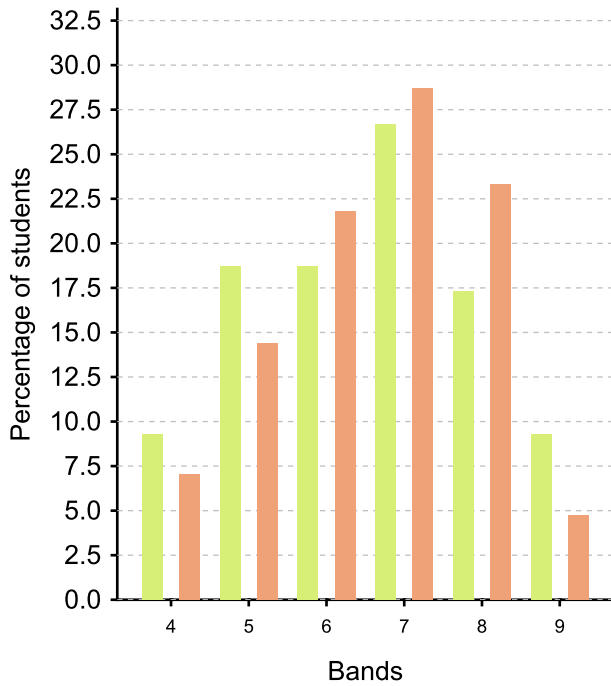
Year 9 Spelling growth outperformed the state with 58% of students achieving greater or equal to expected growth compared with 41% state wide.

Writing results followed a similar pattern to previous years with a slight decrease in Band 9 and an increase in Band 6.

Approximately 50% of students demonstrated greater or equal to expected growth in Grammar & Punctuation.

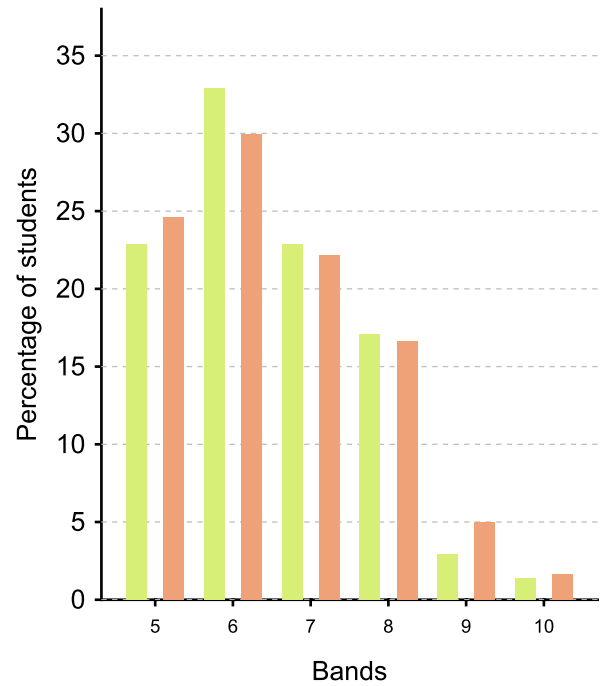


Percentage in bands:
Year 7 Spelling



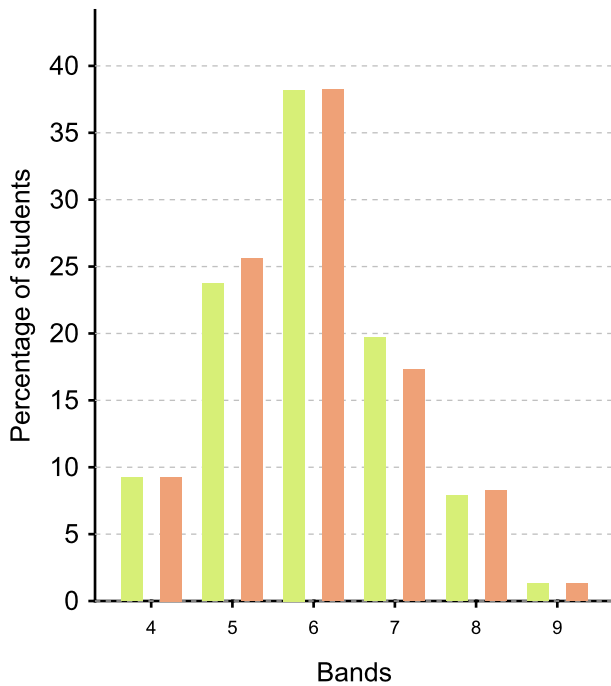
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



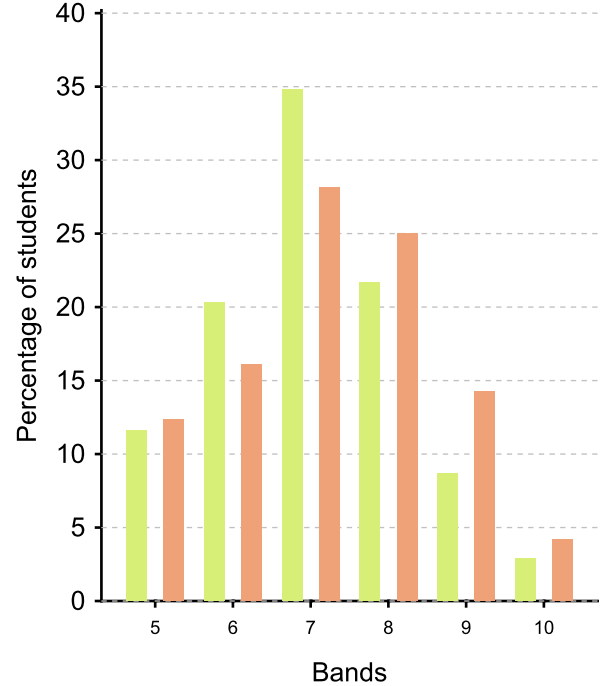
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



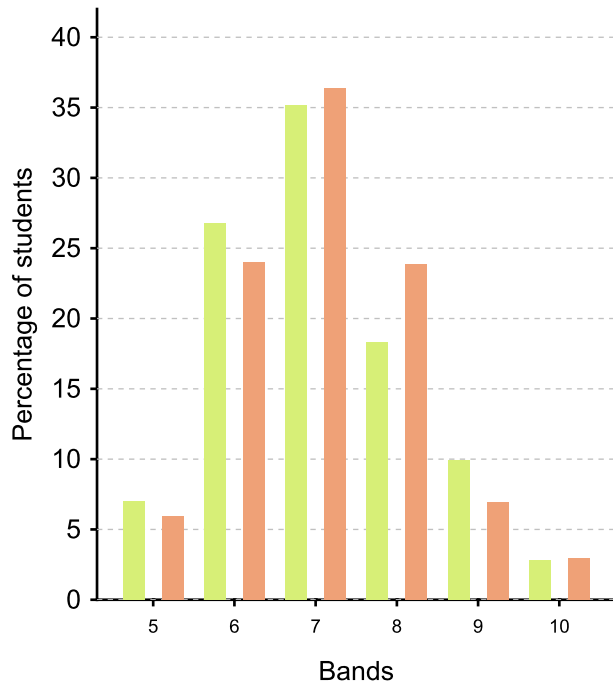
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



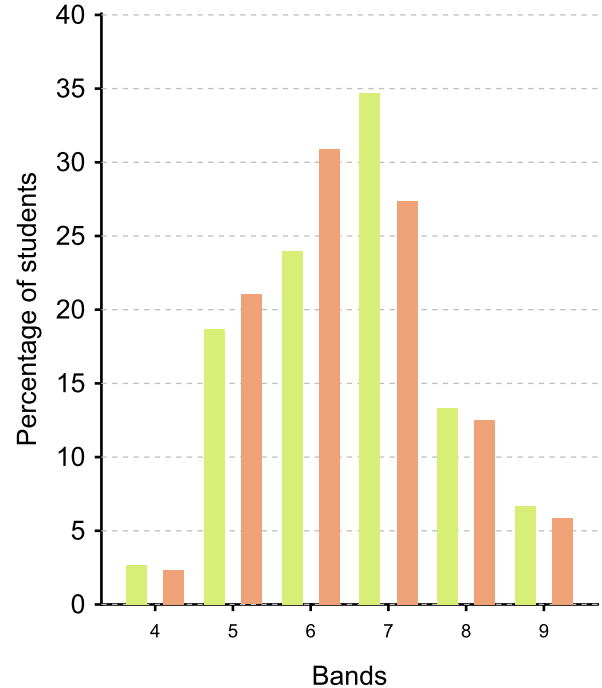
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading

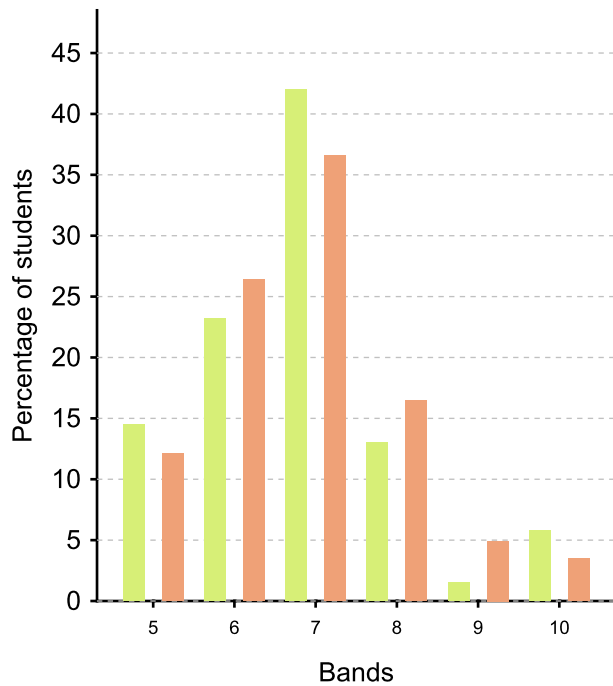


Numeracy results in Year 9 were pleasing with average scaled growth results almost identical to those across the state.

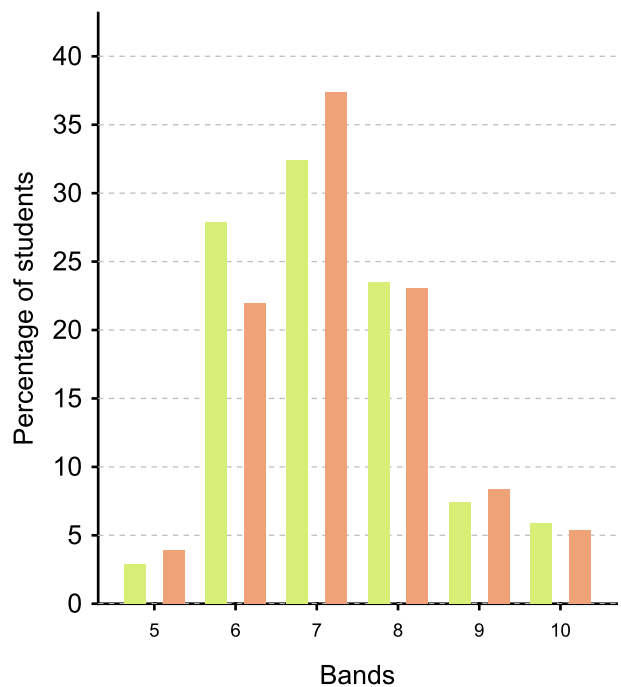
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy



Year 7

Year 7 Numeracy results showed a pleasing shift upwards when compared with previous years.

Year 9

Year 7

20% of SSHS students scored in the top two bands for Reading compared with 30% state wide.

Year 7 Numeracy results showed a pleasing shift upwards when compared with previous years. 20% of students scored in the top two bands.

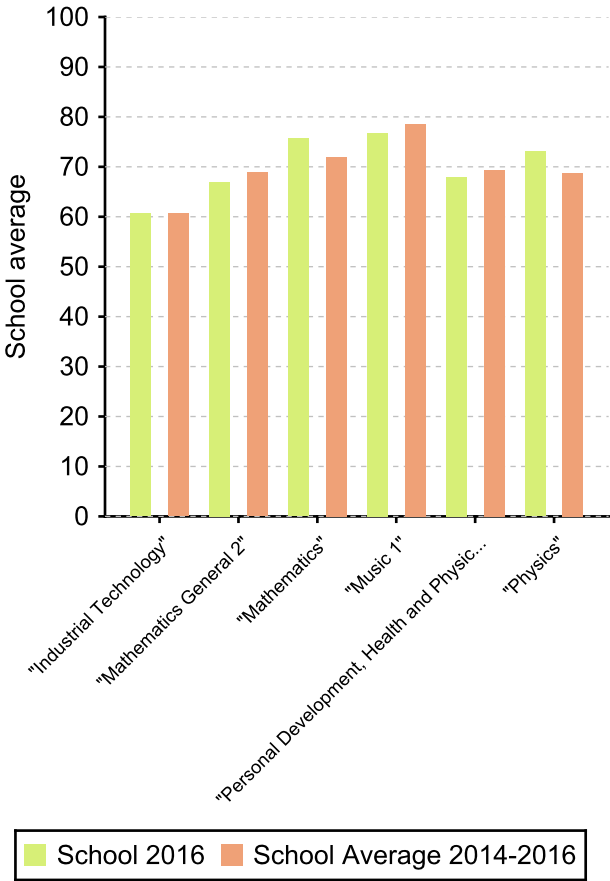
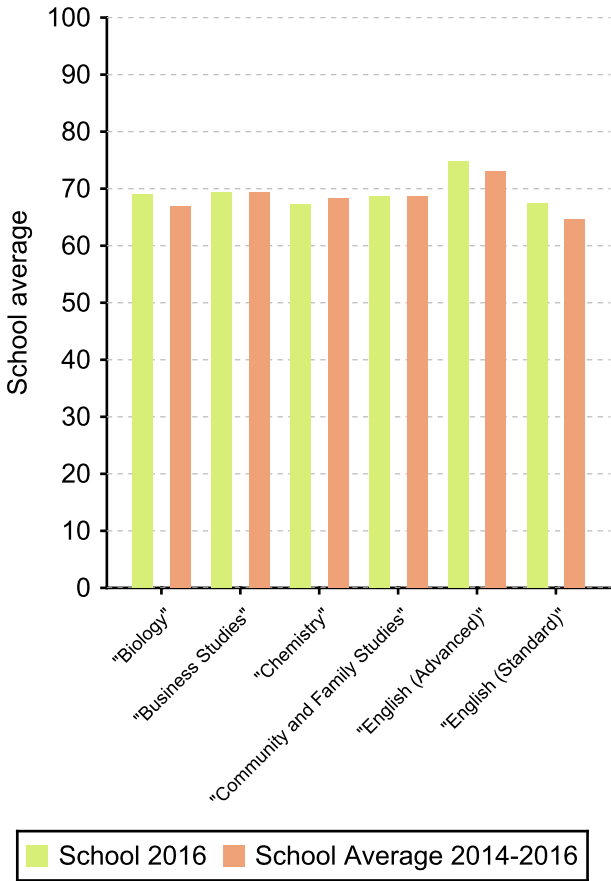
Year 9

Growth in Reading was very pleasing with 63% of Year 9 students achieving greater or equal to expected growth. 13% of students scored in the top two bands.

Numeracy results showed 13% of students scored in the top two bands.

Higher School Certificate (HSC)

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



- More than 45% of students achieved in the top two bands in Music.
- More than 70% of students achieved in the top two bands in Extension 1 Mathematics.
- Two students achieved Band 6 in Extension 2 Mathematics, one achieved Band 5.
- Our Language results were strong. Two students achieved Band 6 in Russian and one student achieved Band 5 in Japanese Beginners.
- One of the three Engineering Studies students achieved in the top band.
- 82% of students achieved Band 4 or above in Physics, outperforming the state.
- 6% of English Standard students achieved in the top two bands compared with 13% state wide.
- In Extension 1 English, 100% of students achieved in the top two bands.
- 80% of English Advanced students achieved in the top three bands, outperforming the state.
- More than 60% of students achieved Band 4 or above in Mathematics.
- Biology results were strong with 20% of students in the top two bands and other results mirroring the state.
- 100% Visual Arts students achieved Band 4 or above and one student's HSC work was accepted into ArtExpress.

Parent/caregiver, student, teacher satisfaction

In 2016, the school 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 have been surveyed and opinions sought about many varied aspects of school life. The online tool of Survey Monkey has been used extensively to gain feedback about the use of technology, canteen use and satisfaction levels in the Enrichment Stream. Tell Them From Me surveys have been used for the first time in 2016 to gauge feedback in a meaningful way from parents, students and teachers.



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 the majority of current students. All Aboriginal students were informed about and given the opportunity to apply for all relevant available funding, support and programs. Year 7 and 8 students were involved in the Sydney Region "Speak Up" Program. Some exciting programs continued in 2016 including South Cares for the senior students. This program is focused on supporting students and engaging them in educational, sporting and community based opportunities and programs.

Young Mob continued their high impact work with a 10 week program, targeting junior students. These weekly 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 many of the local elders and family members.

As part of Flag Day, female students performed a dance to open the Flag Day celebrations which was followed by the Acknowledgment of Country and Welcome. In the Creative Arts, Koori Art Expressions was introduced in Year 7 as a whole year based collaborative arts project. The theme this year was 'Song Lines' the students work was exhibited as part of Koori Art Expressions at the Maritime Museum in Sydney.



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 1.6 English as an Additional Language or Dialect (EAL/D) teachers 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. Information is collected about the student cohort through various means, such as the New Arrivals Survey completed in term one and the ESL 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. South Sydney High School also has a Student Liaison Support Officer (SLSO) and a Pacific Islander community mentor who

works with Pacific Islander students with their classwork and any other relevant issues.

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, music and culture.

Other school programs

Beacon Opportunity Programs

South Sydney High School has established a Business Partnership Committee which meets once a term and consists of business partners, students, teachers and a parent representative. Business partners have significantly contributed to career opportunities and valuable learning experiences for our students. Business Black Boards, Industry visits by Mainfreight, Macquarie Telecom, T.Rowe Price, Compact Monitor and Sales Force IT. Targeted programs include: Professional development at Google, Work Readiness program, Aspirational program for Year 7 students, Mock Interviews, "Empowering our Young women into the 21st Century", "Dress for Success", "Dress for Work" and "Good Men Good Relationships Day". These programs have been very successful and student feedback reflects their positive impact on learning and career opportunities.

Literacy

Public speaking and debating builds confidence, develops leadership skills, and supports literacy development. South Sydney High School students have participated in a range of debating and public speaking opportunities this year. Students participated in the "Speak Up" Aboriginal public speaking competition, Premier's Debating Challenge, Legacy Junior Public Speaking, and the Premier's Plain English speaking competition. One student progressed to the regional finals of the Plain English speaking competition, which was an outstanding achievement.

Writing practice is more rewarding when there is a real world audience. South Sydney High School students have participated in a range of opportunities to share their work. The majority of students in Year 10, as well as several students from other years, participated in the "What Matters" writing competition, writing about an issue of importance to them. Many students also presented their writing in speeches in class, inspiring peers with aspirations for a better future.

A group of students from Stage 4 worked on writing, illustrating and publishing a book in one day, as part of the "Kid's Cancer Project" fundraiser. The finished copy is in the library available for reading. Another group of students from Stage 4 worked with mentors from the University of NSW to research, draft, write and edit a short story for publication in an anthology. Students

proudly took home a copy of the work and copies of the book are available in the school library.

Students in Years 7–9 are enrolled in the Premier's Reading Challenge. The challenge requires students to read 20 books from an approved list and this challenge encourages wide reading, vital for development of literacy, general knowledge and a love of books. Several students received gold and platinum awards for long term participation in the challenge.