Sydney Distance Education High School

Annual Report

2018

8587

Introduction

The Annual Report for **2018** is provided to the community of **Sydney Distance Education 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.

Mark Piddington

Principal

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School background

School vision statement

We provide flexible blended learning opportunities for quality individualised education, ensuring excellence and equity. We lead to challenge and support both students and staff to achieve personal success with high expectations. We inspire creative and engaged learning with strong student and teacher connections. We work in partnership with our wider school and distance education communities.

School context

Sydney Distance Education High School is a public school committed to excellence and equity in distance education. We provide flexible blended learning programs, serving students from areas north of Wollongong, south of Newcastle, and west to the Blue Mountains. Close to the central business district of Sydney, we work on the land of the Traditional Custodians, the Cadigal People of Eora Country.

Students who meet specific enrolment requirements attend our school because they are not able to attend another school on a fulltime basis. We teach courses for fulltime and part program students who include students with medical conditions and those with additional support needs. We also teach students studying single courses which they are not able to access at their home schools. We offer a range of courses in Years 7–10 with our middle school program providing further courses for students who need additional literacy and numeracy support. We teach 40 courses for Years 11–12.

During 2018, our maximum enrolment was 1387 students with a fulltime equivalent student number of 658. We were entitled to over 135 teachers with 20 support staff and employed more than 200 fulltime and part time staff.

We provide flexible blended learning opportunities for quality individualised education. Students may learn in many ways: through online lessons, written materials, web lessons, email and phone. We also engage students through videoconferencing, student online forums, study days, open days, excursions, peer support activities and teacher visits to schools and homes. Almost all of our Years 9 and 10 courses are delivered online and we have a number of learning hubs where students may work with teachers and other students in places closer to their homes.

Engagement with creative, challenging and blended learning opportunities is supplemented by inclusive student wellbeing programs and the school's partnerships with communities, families and other schools. We encourage students to take advantage of these opportunities to enhance their learning and sense of connection to their peers, their teachers and their school. Our high expectations are supported by a caring and nurturing environment with strong commitments to sustainability and social justice.

Distance education helps build independence and self discipline. We are proud of our students who have been placed into the top 10 in the state in Higher School Certificate courses and whose work has been selected for a range of prestigious exhibitions and performances. We are equally proud of all students whose courage and commitment is reflected in their determination to do their best.

Our website is for communication, collaboration and the celebration of student achievement. We inspire students to learn and to live their dreams.

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.

A School Excellence Framework consultation was conducted with all staff through 14 focus groups which gathered feedback on how this school is going in terms of Learning, Teaching and Leadership. Data collected from this consultation confirms the school is Sustaining and Growing in 9 out of 10 elements of Teaching and Learning and Excelling in one element: Learning – Wellbeing. The data supports a self assessment of Excelling in the four elements of Leadership. The discussions in the focus groups revolved around the focus question: What are the most important and effective teaching, learning and student wellbeing programs that are helping our students to engage and achieve at school? There was contribution from every staff member who attended these groups. A group of 18 Student Leadership Group students also participated in a focus group interview.

The areas that were identified in the staff and student focus groups as the most successful school programs or initiatives were the learning hubs, the student wellbeing team and student wellbeing programs, a greater sense of school community and study days.

Other identified successful programs or initiatives included personalised learning and differentiation, staff teams working collaboratively, web lessons, positive learning environments, the student transition program, coffee club, Big Day In and Presentation Day.

The Student Leadership Group, the choir project, elearning, high standards, school publications, field service visits and school camp were also identified as contributing to school excellence.

In the context of 2018 evidence, the school executive endorsed that our 2018 self–assessment should continue to reflect the school sustaining and engaging in nine elements of the School Excellence Framework and Excelling in five of the elements. This is reflected in the 2017 report below updated for 2018 as well as in the outcomes of the school's 2018 consultation, as outlined above.

Learning Domain

In the School Excellence Framework domain of Learning we have made the judgement that SDEHS is *Sustaining and Growing*. Given that the school's historical and carefully planned approaches to support cognitive, emotional, physical and spiritual wellbeing are the very essence of our support for students, we have made the judgement we are *Excelling* in the Wellbeing Element.

The school is proud of its Learning Culture which is so responsive to the changing needs of students. We have embedded policies and practices, such as our *Know Your Students* focus, to ensure students and their learning are central to all decision making. We continue to strengthen school learning priorities as reflected by our six learning hubs (Blue Mountains, Central Coast (2), South Western Sydney, Southern Sydney and Inner City at this school). The hubs have resulted in enhanced student engagement with hub students saying they feel a greater sense of belonging to the school community. Learning success is celebrated in many ways including the highlighting of students' achievements. This is evident in teachers' daily contact with students and through school newsletters, website films, the school magazine and the annual report which all showcase the diversity of learning opportunities and students' successes. Student Wellbeing is at the heart of our unique school with positive and respectful relationships so important for learning success.

The Student Wellbeing Team supports all our students with Deputy Principals, Head Teachers, Year Advisers, and Supervisors of Girls, Boys, Pregnant Girls and Young Parents, and students in Out of Home Care. Our School Counsellor, Aboriginal Education Coordinator, LGBTQI Coordinator, and Transition Coordinators are also part of the team that reaches out to students and families across our diverse school community. The school database DELTA includes records for students in each of their courses. It contains comments following each teacher contact with students and their families so wellbeing needs are understood as we work for each student to achieve personal success.

Curriculum and Learning is supported through teacher feedback and students' access to the elearning website where they may engage in online learning, reflect on their progress and plan for improvements in their learning. For additional support, students may also access messages and home student announcements. DELTA contains welfare tabs where teachers are alerted to any issues so they can more effectively address the needs of individual students including adjusted curriculum. The individual learning needs of students may also be supported by the Learning and Support Faculty and the Middle School Faculty, and through individualised and personalised learning plans and pathways.

Sustaining and Growing for Assessment and Reporting and Student Performance Measures is well reflected in the school's detailed analysis of student results and student engagement, including HSC results analysis procedures and monitoring the implementation of improvement strategies.

Teaching Domain

In the School Excellence Framework domain of Teaching we have made the judgement that SDEHS is *Sustaining and Growing.*

Effective Classroom Practice is demonstrated in teachers' identification, understanding and implementation of a rich blend of teaching practices. We have quite extraordinary opportunities in distance education to teach students in many engaging ways. As indicated in the School Context section of this Annual Report, we teach with written materials, over the telephone, by email and on the internet through lessons developed using online learning management systems. We engage students through web lessons, videoconferencing, study days, open days, excursions, peer support activities and teacher visits to schools and homes. Our Online Transition Project is an ambitious strategy to enhance opportunities for Stage 5 students to engage even more effectively with their learning. While we believe the school is *Excelling* when measured against each indicator for Effective Classroom Practice, we have made the overall judgement that we are *Sustaining and Growing* because we are excited about future possibilities, especially supporting all teachers and students to engage with a range of strategies for teaching and learning in distance education.

The school has a strong tradition of being highly rigorous in Data Skills and Use as we collect, analyse and act on data. Teachers have developed and implemented explicit processes to analyse external performance data including HSC and NAPLAN. Teachers are empowered to use the data not only to plan for improving student learning outcomes but also to improve their own classroom practice and effectiveness. Internal performance monitoring includes highly structured student engagement review processes. Data analysis underpins decision making about the school's future directions to support and enhance learning.

In the element of Learning and Development to support collaborative practice our priority is developing connected teaching strategies. We support the enhancement of teacher confidence and capacity to design, develop and deliver engaging flexible blended learning programs using print, elearning and online technologies. The implementation of the flexible learning projects initiative enables teachers to develop publication standard print and online learning materials. The school's middle school and learning and support faculties work on a daily basis with teachers across the school. Teachers' professional learning includes collaborative technologies such as Google Docs and the webconferencing tool Adobe Connect for our web lessons. Professional learning is central for teachers' collaborative practice in collegial networks across the NSW distance education community of schools.

Professional Standards are supported through rigorous teacher performance and development, induction, and accreditation policies and procedures. There is a high level of trust as teachers observe each other's teaching practices and collaborate on planning improvements. Teachers new to the school and early career teachers are well supported through planned induction programs which include coaching for teachers preparing for formal accreditation.

Leading Domain

In the School Excellence Framework domain of Leading we have made the judgement that SDEHS is *Excelling*.

Leadership excellence has been recognised at school, community of schools, principal network, metropolitan south operational directorate, state and national contexts. School leadership teams support a culture of high expectations and community engagement resulting in sustained improvements. A major focus has been on strengthening innovative and creative leadership with formal leadership programs central to school capacity building. Over past years, the implementation of the Enhancing Leadership Capability Program, Blended Learning in an Online Environment, Growth Coaching and enhanced teacher induction programs has supported a significant number of staff in leadership roles within and beyond the school. Student leadership programs such as the School Leadership Group and school open days have also been successfully implemented.

The school is *Excelling* with School Planning, Implementation and Reporting. Innovative thinking drives school improvement as reflected in the School Plan and Annual Report. Collaborative processes to support teachers to articulate, monitor and evaluate the school's strategic directions. Parents, families and school community members are encouraged to have a voice in deciding the school's key priorities and future directions. We have made a website film, *Honouring the Past: Imagining the Future* which invites our school community to be part of our imagining.

Excelling in School Resources and Management Practices and Processes is essential for excellence in school leadership. Our school is one of the largest public education high schools in NSW with significant staffing and financial resources that must be carefully allocated to support student, staff and community learning. *The Budget Papers* 2018 includes trends over past years and reflects the sophisticated use of resources to support current successes and drive further improvements.

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

Connected Teaching and Learning

Purpose

To increase real time teaching opportunities.

Overall summary of progress

The benchmarking was completed as outlined in the 2018 School Plan. The web lesson data reflected significant growth (+104%) compared to the previous year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased focus on web lessons and field service visits, including learning hubs. – 2018: Benchmark student and teacher engagement with web lessons and field service visits, including learning hubs. – 2019: Improve by 10% on 2018 student and teacher engagement with web lessons and field service visits, including learning hubs. – 2020: Improve by 10% on 2019 student and teacher engagement with web lessons and field service visits, including learning hubs.	School Staffing Entitlement – Teachers	• Web lessons Term 1 to Week 4 Term 4: all faculties have participated in web lessons (CAPA–65; Middle School–159; TAS–118; English–32; History–16; Social Sciences–56; Mathematics–112; Science–136; PDHPE–241 and VET–7) The total of 942 lessons compares to 460 in 2017, a 104% improvement. There were 2,483 student attendances for web lessons with the average number of students for each lesson being 2.6 and with 69% of teachers conducting web lessons. • Field Service Visits Terms 1–4: 716 Field Service Visits to students or groups of students at their homes or at their home centre or school, or at the learning hubs which involved 761 trips by individual teachers, as in many cases two teachers travelled together to work with groups of students.
Increased focus on NAPLAN Premier's Priority. – 2018: Benchmark Year 9 students achieving at Band 8 or higher for NAPLAN Writing. – 2019: Improve by 10% Year 9 students achieving at Band 8 or higher for NAPLAN Writing. – 2020: Improve by 10% Year 9 students achieving at Band 8 or higher for NAPLAN Writing.	School Staffing Entitlement – Teachers	• NAPLAN Writing: 13 out of 36 home students (36%) achieved Band 8 or higher.

Next Steps

During 2019, the school will implement strategies to support improvement in NAPLAN Writing and to increase field service visits, especially to learning hubs. We will establish targets for 2020 for all teachers' work to include real time teaching activities, especially web lessons. During 2019 we will support teachers to develop the knowledge, skills and experience required to meet these targets.

Strategic Direction 2

Personalised Student Wellbeing

Purpose

To establish a safe and supportive school environment for students 'at risk' of school disengagement through which the wellbeing team can identify students' wellbeing needs and implement the necessary supports to successfully reengage these students with school.

Overall summary of progress

The benchmarking was completed as outlined in the 2018 School Plan. The coordinated support meeting data reflected significant growth (+208%) compared to the previous year, with 38 'meet and greets' compared to none the previous year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase overall participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement .– 2018: Benchmark overall participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement. – 2019: Improve by 10% participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement. – 2020: Improve by 10% participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.	School Staffing Entitlement – Teachers	• Terms 1–4: 105 coordinated support meetings. This compares to 34 coordinated support meetings during 2017, a 208% increase. • Terms 1–4: 38 'meet and greets'. This compares to none in 2017.
Increased student participation in student wellbeing programs. – 2018: Benchmark student participation in student wellbeing programs. – 2019: Improve by 10% participation in student wellbeing programs. – 2020: Improve by 5% participation in student wellbeing programs.	School Staffing Entitlement – Teachers	• Terms 1–4: 225 students participated in student wellbeing programs: Orientation Day, Big Day In, Harmony Day, Diversity Day, Coffee Club, School Camp, Gold Award Picnic, Study Skills Workshop, Taronga Zoo Excursion, Drought Relief and R U OK Fundraising and the Yoga Program.
Increased school based student wellbeing professional learning events.	School Staffing Entitlement – Teachers	• Terms 1–4: 15 student wellbeing professional learning events: School Development Days (child protection, student wellbeing guest speaker and workshops, autism spectrum and online youth

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
– 2018: Benchmark school based student wellbeing professional learning events. – 2019: Improve by 10% school based student wellbeing professional learning events. – 2020: Improve by 10% school based student wellbeing professional learning events.		safety course) and Staff Meetings (student wellbeing team roles, Harmony Day, anti–bullying video made by students and staff, Anti–racism Contact Officer presentation, enrolments for students in extraordinary circumstances.

Next Steps

During 2019, the school will support the Student Wellbeing Team to increase the number of coordinated support meetings, 'meet and greet', the number of students participating in student wellbeing programs and the number of professional learning events.

Strategic Direction 3

Inspiring Leadership

Purpose

To strengthen innovative and creative teacher leadership and improve leadership continuity and expertise.

Overall summary of progress

The benchmarking for student value added attendance was completed as outlined in the 2018 School Plan. The consistency in the number of teachers in relieving and acting positions reflect three Head Teachers working in new school based positions for three year periods and a senior executive structure which includes a Co–Principal position.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers' innovative and creative engagement with students increases student value added attendance. – 2018: Benchmark value added student attendance. – 2019: Improve by 10% on 2018 value added student attendance. – 2020: Improve by 10% on 2019 value added student attendance.	School Staffing Entitlement • Teachers • Support Staff	• For each new enrolment during 2018 the student's attendance for the previous 12 months was recorded to establish a benchmark for 2018 so value added attendance can be calculated during 2019.
Implementation of new executive EOI processes improves leadership continuity and expertise. – 2018: 20% fewer teachers relieve in executive positions compared to 2015–2017. – 2019: Maintain 20% fewer teachers relieving in executive positions compared to 2015–2017. – 2020: Maintain 20% fewer teachers relieving in executive positions compared to 2015–2017.	School Staffing Entitlement • Teachers • Support Staff	• The number of teachers in relieving and acting positions has remained consistent (2015–26; 2016–23; 2017–23; 2018–25).

Next Steps

During 2019 the school will collect data on student attendance, based on work returned by students, for their first year in distance education. A comparison will then be made with their attendance in face to face schools for the 12 months before coming to distance education to see if attendance improves in the distance education context.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM funding: $33,855 – Tutoring – Travel costs – Resources	• Personalised Learning Pathways (PLPs) reviewed and updated in the context of Aboriginal students both enrolling and leaving the school: 23. • Students tutored: 6. • Learning hub attendance, Years 7–10, by individual Aboriginal students, based a total number of Aboriginal students enrolled at end of Term 3 (12 out of 37): 32.5%. • Student engagement: Work completed – Sets return (weeks of work) for Terms 1–3– Stage 4: 71%– Stage 5: 51%– Stage 6: 85%. The student engagement for Stages 4, 5 & 6 (Years 7–12) was 65%, a 5% improvement from 2017.
Low level adjustment for disability	RAM funding: $35,350 School Staffing Entitlement – Teachers	• 60 Flexible Learning Project days used across faculties to differentiate curriculum for students in addition to 10 days for the Learning and Support Faculty to write and adjust learning materials for students with intellectual disabilities. • Learning and Support staff – undertook 160 Field Service Visits to support students with additional learning and support needs including visits to learning hubs, and support for students with HSC Disability Provisions – supported 44 home students with their HSC Disability Provisions applications – developed 180 paper–based learning materials for students undertaking a Life Skills program of study in Stages 4, 5 and 6, particularly for the new Stage 6 Life Skills syllabuses introduced in 2018 and for students working at Stages 1 and 2 – undertook the Nationally Consistent Collection of Data on School Students with Disability (NCCD) identifying 379 students at SDEHS as having a disability under the NCCD.
Socio–economic background	RAM funding: $95,788 School Staffing Entitlement – Teachers – Support Staff	1. Learning Hubs • Field Service Visits to off–site learning hubs by staff (Terms 1–3, 2018)– Ingleburn: 33– Tuggerah: 6– Woy Woy: 7– Glenbrook: 32– Miranda: 8– Total:86 This compares to the 2017 total of 81, a 6% increase. • Faculty Workshop Days – off–site learning hubs (Terms 1–3, 2018)– Ingleburn: 7– Tuggerah: 4– Woy Woy: 4– Glenbrook: 7– Miranda: 4– Total: 26. This compares to the 2017 total of 24, a 8% increase. • Student attendance measured as a baseline for Woy Woy, Tuggerah, Ingleburn, Glenbrook, Miranda and SDEHS from the start of Term 1 2018 to the end of Term 3 2018.– Ingleburn: number of visits 368, number of individual students visiting 61– Woy Woy: number of visits 112, number of individual students visiting 18– Tuggerah: number of visits 203, number of individual

Socio–economic background	RAM funding: $95,788 School Staffing Entitlement – Teachers – Support Staff	students visiting 33– Glenbrook: number of visits 278, number of individual students visiting 46– Miranda: number of visits 182, number of individual students visiting 24– SDEHS: number of visits 556, number of individual students visiting 57 • Totals: all learning hubs. In 2018, there were 1845 student visits to learning hubs, a 104% increase from the 906 visits in 2017. In 2018, 266 individual students attended the learning hubs, a 29% increase from the 206 individual students attending in 2017. This equates to 28% of total Home Student enrolments in September 2018 (756). 2. Curriculum differentiation • Desktop publishing support for differentiated learning materials provided. 3. Student assistance • Students supported with elective fees and excursions costs. 4. Deputy Principal support • Students supported with additional DP.
Support for beginning teachers	Beginning Teacher funds: $13,786	• Teachers provided with ongoing supervision and support. • Teachers participated in induction program. • Teachers gained accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	221	182	170	178
Girls	303	286	259	252

This enrolment profile is based on Department census data which reflects the number of home students ie students actually enrolled with Sydney Distance Education High School. The enrolment profile does not include curriculum access students eg single course students who we teach in over 200 other schools. During 2018, our maximum enrolment was 1387 students with a fulltime equivalent student number of 658. We were entitled to over 135 teachers with 20 support staff and employed more than 200 fulltime and part time staff.

Management of non-attendance

State attendance data does not contain information about students of Sydney Distance Education High School because of the nature of distance education. Attendance and non–attendance (that is, insufficient engagement in distance education) at this school are monitored in a number of ways, including records of student engagement in learning activities, student reviews, and regular contact between students and subject teachers including roll call. This contact also gives teachers regular opportunities to address any issues relating to a student's engagement in coursework. Weekly return of schoolwork is a requirement for enrolment in distance education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	22	27	12
Employment	19	12	20
TAFE entry	32	38	18
University Entry	0	0	40
Other	15	10	6
Unknown	12	13	4

Year 12 students undertaking vocational or trade training

A total of 46 home students completed the Higher School Certificate in 2018: 24% of these students were undertaking vocational or trade training with the view to continuing the courses at TAFE and 42% of these students continued on to study at a TAFE college or a private provider.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 46 home students completed the HSC. A proportion of students were on a pathways program with a view to completing the HSC in 2019.

The students who were enrolled in a vocational course attained a Statement of Attainment towards/or a full Certificate II or III in their chosen area..

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	25
Classroom Teacher(s)	114.3
Learning and Support Teacher(s)	0.5
School Administration and Support Staff	21.13

*Full Time Equivalent

Two Deputy Principals are funded from the school's annual staffing entitlement. In addition, a third Deputy Principal is funded by the school as an Above Centrally Identified Position.

Approximately 2.9 per cent of staff at Sydney Distance Education High School identify as Aboriginal. This includes members of both teaching and support staff.

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	26

Professional learning and teacher accreditation

In 2018 professional learning programs and events were provided for almost 200 fulltime, part time permanent and temporary teachers as well as all school administrative and support staff. Staff applied for 542 professional learning events including workshops, forums, webinars, online courses and conferences. These events were all linked to the *School Plan*.

School Development Days continued the successful theme of smaller cross faculty workshops. This enabled professional dialogue and greater collaboration across the school community. Workshops were linked to a common theme and the School Plan. Term 2 had a strong student welfare focus, Term 3 teaching and learning and Term 4 student connection and literacy. The first and last school development days each year provide time for faculties to review the current year and prepare for the next. Whole school e–safety training was delivered through a series of webinars, and onsite professional learning was provided for all executive on incident management training.

The Professional Learning Spotlight is a dynamic, visually engaging hub for professional learning resources and events specific to our school's unique context. The site is continually updated with professional learning opportunities, professional articles, research and educational resources. The site is public and can be found at

https://spark.adobe.com/page/99AaXPNTPAqEz/

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	1,258,775
Revenue	18,634,245
Appropriation	18,361,129
Sale of Goods and Services	198,173
Grants and Contributions	55,901
Gain and Loss	0
Other Revenue	0
Investment Income	19,042
Expenses	-17,599,796
Recurrent Expenses	-17,599,796
Employee Related	-16,783,949
Operating Expenses	-815,847
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,034,450
Balance Carried Forward	2,293,225

The principal leads financial management processes with ongoing consultation and monitoring throughout each year. This includes consideration of faculty and team budget requests with senior executive and the school administration manager, and advice received from the head teacher teaching and learning (technology systems and support) and the school's properties manager. Head teachers and program leaders regularly monitor their budget expenditure and the principal and school administration manager monitor and review income and expenditure on a weekly basis. Expenditure using accumulated funds for 2019 will include a range of properties projects (eg painting, carpeting, electrical upgrade) and funding of a range of higher duties costs for staff working in additional executive positions. Accumulated funds will also be used to support teachers develop online courses for Year 7 and Year 8, and for expanded elearning and learning and support teams.

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	1,240,942
Base Per Capita	146,961
Base Location	0
Other Base	1,093,981
Equity Total	217,049
Equity Aboriginal	33,855
Equity Socio economic	95,788
Equity Language	0
Equity Disability	87,406
Targeted Total	0
Other Total	16,857,965
Grand Total	18,315,956

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

In addition, in accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in Reading and Numeracy.

At our school in 2018, 67% of students performed in the top 2 bands in Reading and 58% in Numeracy.

Another reporting requirement from the State priorities: *Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students (ten or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two NAPLAN bands. Our school had fewer than 10 Aboriginal students complete each of the Year 7 and Year 9 NAPLAN tests in 2018.

Higher School Certificate (HSC)

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

Subject	School 2018	SSSG	State	School Average 2014-2018
Aboriginal Studies	75.3	72.9	70.2	72.8
Ancient History	65.1	72.4	69.5	65.9
Biology	70.2	72.5	70.7	70.6
Business Studies	68.8	71.4	69.3	72.1
Chemistry	62.2	72.5	71.8	66.2
Community and Family Studies	70.0	72.7	69.9	70.6
Earth and Environmental Science	71.2	73.9	72.3	70.3
Economics	64.8	71.1	74.7	71.3
Engineering Studies	67.4	77.1	75.3	72.3
English (Advanced)	71.3	79.6	77.5	75.9
English (Standard)	64.4	68.6	65.0	66.5
Food Technology	75.8	73.1	70.7	73.7
Legal Studies	67.6	74.2	71.2	71.8
Mathematics	68.5	75.4	74.8	72.5
Mathematics General 2	68.7	68.4	65.1	71.3
Modern History	66.6	72.7	69.5	69.4
Personal Development, Health and Physical Education	70.6	71.2	69.5	70.6
Physics	65.7	69.5	70.6	68.7
Senior Science	70.4	71.1	68.2	72.0
Society and Culture	73.8	77.4	76.1	76.8
Studies of Religion II	69.6	71.5	68.5	73.3
Textiles and Design	82.7	74.5	74.9	81.9
Visual Arts	78.7	79.6	78.0	79.7

The information in the table is provided by the Department of Education. It includes public school students enrolled at Sydney Distance Education High School as fulltime, pathways or single course students. It does not include 125 non–government school students who study an HSC single course at this school and so is not an accurate reflection of results for all of our HSC students.

Our school's HSC results included outstanding individual successes, and a number of students received excellent Australian Tertiary Admission Ranks (ATARs), which have resulted in successful university admissions. Congratulations to the two students placed in the top ten in the state in their courses.

- Claire Bryan–Ellis 6th in Studies of Religion II
- Risini Gamage 5th in Biology

Congratulations to the Sydney Distance Education High School students who achieved a result in the highest band (Band 6 or Band E4) for one or more courses on the NSW Education Standards Authority (NESA) Distinguished Achievers List. There were 53 students who achieved the highest band, in 22 courses. This number includes students enrolled at this school (1) and single course students in both public and non–government schools (52).

The table shows 23 courses with 10 public school students or more, out of the 40 courses we taught for 402 students.

We were particularly pleased that there were 173 (30%) Band 5 and Band 6 results awarded for the 2018 HSC.

Parent/caregiver, student, teacher satisfaction

In 2018, the school received a significant amount of correspondence reflecting a high degree of student and parent appreciation as summarised by some of the following comments.

When I first arrived at SDEHS, I didn't believe in myself. However, supportive teachers taught me to never give up and that anything is achievable. Thank you to all the teachers at SDEHS.

School can be a fun, safe and uplifting place where you are loved and valued. I have also learnt that I am capable of so much more academically than I previously thought.

Please also accept my sincere thanks for the help and support your school gave our daughter. It was a great comfort to me as a parent that she wasn't left behind. My daughter's older sister also attended SDEHS and is now about to start her third year at university after achieving an ATAR of over 90. Because of the study skills she honed working through distance at your school she sometimes allows herself the flexibility of not attending a face to face lecture in often crowded lecture rooms, and is able to successfully work on her own through published notes and recordings.

I can happily walk up to any teacher and have a conversation without worrying about their judgement.

One of our former students visited a learning hub to say thank you. He told us he would be forever grateful for us believing in him, as he had never felt that at his other schools and with most teachers. He said he felt like the hub changed his life and he wouldn't be where he is now if we didn't help him turn that corner. He said if he could pass something like that on to others he would be happy.

Thank you for teaching us at every hub, it's just been awesome spending time with all you guys. You've made my life change forever.

School helps around problems and the students feel very supported by their teachers who come and work with them in the learning hubs.

Go to as many learning hubs as you can. They changed my life and they can change yours for the better. The teachers that run them are some of the nicest and most caring teachers I have ever met. They go out of their way to help you.

Sydney Distance Education High School is a great school. Listen and talk to your teachers. Do your work and enjoy your time at SDEHS.

Staff satisfaction is also high as reflected in a number of online evaluation surveys during 2018. These surveys consistently reflect a very high level of staff pride in the achievement of school priorities and with professional learning opportunities.

Policy requirements

Aboriginal education

In 2018, SDEHS continued to encourage all Aboriginal home enrolled young people to achieve their full learning potential. Enrolments varied from 33 to 38 Aboriginal students.

- The school's senior leadership team actively monitored and evaluated the implementation of the Aboriginal Education Policy and the spending of RAM funding on Aboriginal students.
- The collection of Personalised Learning Pathways (PLPs) was made a priority. The Aboriginal Student Coordinator and transition staff contacted Aboriginal students and their supervisors to complete PLPs in consultation and to discuss goal setting, learning and study strategies. Learning Hub and Learning Support staff also discussed and collected PLPs from Aboriginal students.
- The Aboriginal Student Coordinator continued to develop and update PLPs on the school database and communicate this information to staff.
- An increase in the number of Aboriginal Students attending learning hubs occurred again this year. Students gained confidence to form new friendships and make good academic progress, evidenced by increased work submission rates.
- The Aboriginal Student Coordinator regularly contacted teachers to discuss academic and wellbeing strategies for their Aboriginal students and worked with external support professionals to provide wellbeing guidance and support to make sound academic decisions.
- The school encouraged Aboriginal students to take responsibility for their ongoing learning.
- Aboriginal student assessment data, as well as engagement data based on work submission rates, were regularly used school–wide to identify student achievement and progress. These achievements along with learning hub attendance were acknowledged with Certificates of Achievement and Merit.

In 2018, the school received Resource Allocation Model (RAM) Equity Loading funding to provide individual tutoring for Aboriginal students. There was a high correlation between those receiving tutoring and an increase in the submission rate of work.

Professional learning opportunities were provided for teachers and Aboriginal student tutors to increase knowledge and understanding of histories, cultures and experiences of First Nation Peoples.

Aboriginal conferences and programs attended this year included *Leadership in Aboriginal Education Conference*, *Leadership in Aboriginal Contexts* and the *Distance Education Symposium*.

Our RAM funding has been critical for our Aboriginal students and has provided learning materials, conferencing, home visits and mentoring support and the regular publication of an Aboriginal Student Newsletter *Deadly Headlines*.

Multicultural and anti-racism education

Sydney Distance Education High School students are encouraged to understand and appreciate the similarities and differences that contribute to the richness of our diverse community. The school has students and staff from a wide variety of cultural and religious backgrounds. Students communicate in web lessons where they can engage and discuss issues freely and equitably in supervised conditions. At learning hubs and on study days students interact in an atmosphere of inclusion and understanding. A number of events throughout the year foster awareness of social justice issues and the importance of global citizenship.