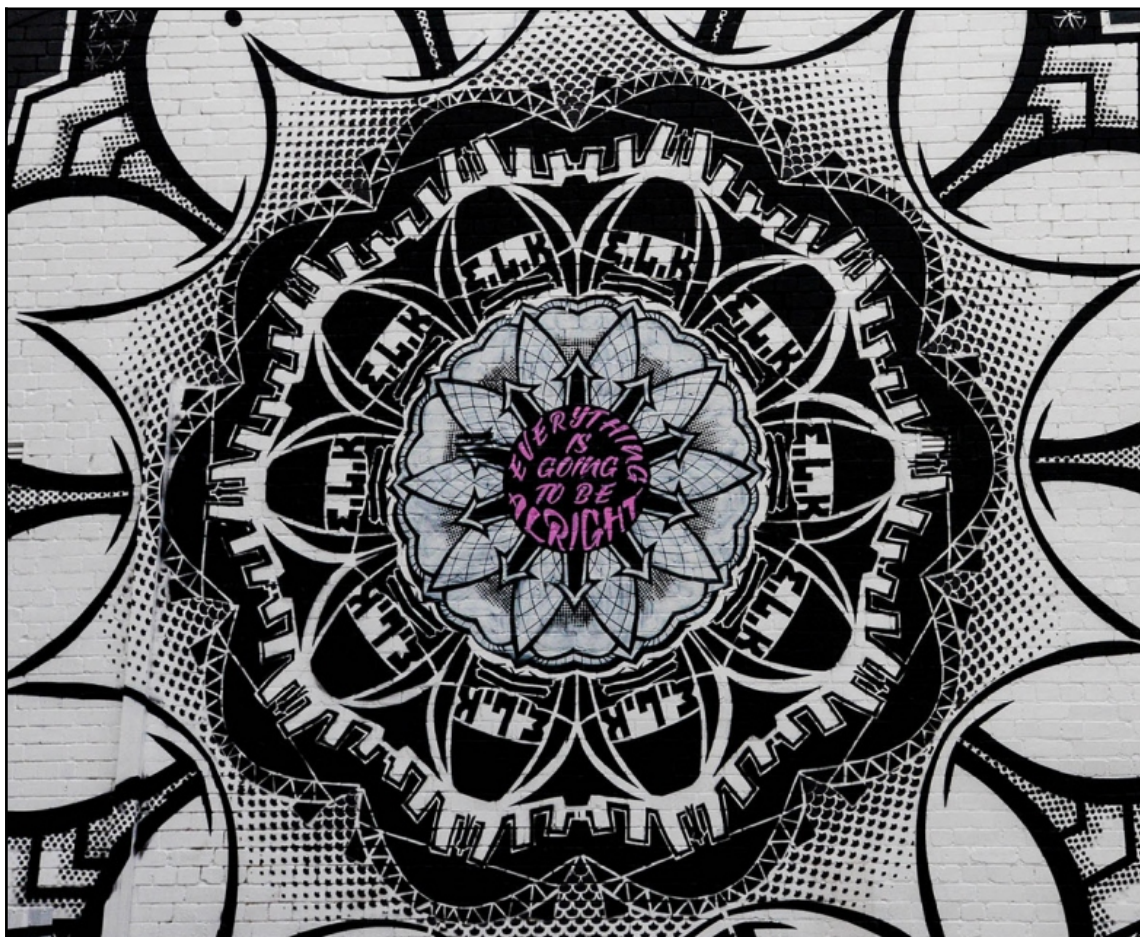


Sydney Distance Education High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Sydney Distance Education High School

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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 2019, our maximum enrolment was 1431 students with a fulltime equivalent student number of 718. We were entitled to 145.1 teachers with 21.18 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Connected Teaching and Learning

Purpose

To increase real time teaching opportunities.

Improvement Measures

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.

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.

Progress towards achieving improvement measures

Process 1: • Enhance communication and connections among students, teachers, parents and supervisors to improve student engagement and achievement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Web lessons Term 1 to Week 4 Term 4: all faculties have participated in web lessons: CAPA 168 (2018 – 65); Middle School 207 (2018 – 159); Learning and Support 3; TAS 67 (2018 – 118); English 62 (2018 – 32); History 68 (2018 – 16); Social Sciences 92 (2018 – 56); Mathematics 180 (2018 – 112); Science 121 (2018–136); PDHPE 298 (2018 – 241) and VET 11 (2018 – 7). The total of 1,277 lessons compares to 942 lessons in 2018 (460 in 2017), a 36% improvement (2018–2019). There were 4,422 student attendances for 2019 web lessons (2018 – 2,483) an improvement of 78% with the average number of students for each lesson being 3.5 (2018 – 2.6) an improvement of 35%. There was an increase in teachers conducting web lessons from 69% (2018) to 86% (2019).• Field Service Visits Terms 1–4: 860 Field Service Visits to students or groups of students at their homes or at their home centre or school, or at the learning hubs compared to 716 in 2018, an improvement of 20%. This involved 904 trips by individual teachers, because as in many cases two teachers travelled together to work with groups of students, compared to 761 in 2018, an improvement of 19% (2018–2019).• NAPLAN Writing: 22 out of 45 home students achieved Band 8 or higher, compared to 13 out of 36 home students in 2018 an increase from 36% to 49% of students (2018–2019).	School Staffing Entitlement – Teachers

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.

Improvement Measures

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.

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.

Increased school based student wellbeing professional learning events.

- 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.

Progress towards achieving improvement measures

- Process 1:**
- Wellbeing team leads professional learning for teachers and coordinated support discussions to support complex and individual student wellbeing needs in consultation with students, supervisors and parents/carers, as well as the implementation of strategies to promote and encourage student participation in the student wellbeing programs at the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Terms 1–4: 120 coordinated support meetings. This compares to 105 coordinated support meetings during 2018 (and 34 in 2017), a 14% increase (2018–2019).• Terms 1–4: 91 'meet and greets'. This compares to 138 in 2018 (and none in 2017), a 34% decrease (2018–2019).• Terms 1–4: 245 students participated in student wellbeing programs: Orientation Day (35), Big Day In (78), Harmony Day (20), Diversity Day (15), Coffee Club (22), School Camp (18), Gold Award Picnic (24), Make-up Workshops (26), Reptile Park Excursion (7). This compares to 225 in 2018, a 9% increase (2018–2019).• Terms 1–4: 13 student wellbeing professional learning events including School Development Days (child protection update SDD Term 1, 4 whole school wellbeing workshops SDD Term 2), Staff Meetings (8). This compares to 15 in Terms 1–4 in 2018, a 13% decrease (2018–2019).	School Staffing Entitlement – Teachers

Strategic Direction 3

Inspiring Leadership

Purpose

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

Improvement Measures

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.

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.

Progress towards achieving improvement measures

- Process 1:**
- Implement system for measuring value added student attendance including comparison of attendance for 12 months before enrolment with attendance for 12 months following enrolment, as reflected in students' completion of work, and implement new Expressions of Interest (EOI) process for executive positions.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• For each new enrolment during Terms 1–4 2018 each student's attendance for the previous 12 months was recorded so a comparison could be made between attendance in a face to face school and attendance in distance education for the following 12 months. Outcomes for value added attendance included that 83% of the 191 students enrolled continuously for the previous 12 months had increased attendance, with an average of 44% value added attendance in distance education measured by the regular return of work in each course.• The number of teachers in relieving and acting positions has remained reasonably consistent (2015–26; 2016–23; 2017–23; 2018–26; 2019–22).	School Staffing Entitlement <ul style="list-style-type: none">– Teachers– Support Staff

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>RAM funding: \$63,945 (Brought forward from 2018, \$32,730, Funding 2019: \$31,215)</p> <ul style="list-style-type: none"> – Aboriginal Education Coordinator – Tutoring – Resources 	<ul style="list-style-type: none"> • Personalised Learning Pathways (PLPs) reviewed and updated in the context of Aboriginal students both enrolling and leaving the school: 46 (23 in 2018). • Students tutored: 8 (6 in 2018). • Learning hub attendance, Years 7–10, by individual Aboriginal students, based on total number of Aboriginal students enrolled at end of Term 3 (11 out of 25), compared to 12 out of 37 in 2018, an increase from 32% to 44% of students (2018–2019). • Student engagement: Work completed – Sets return (weeks of work) for Terms 1–3 <ul style="list-style-type: none"> – Stage 4: 30% (71% in 2018) – Stage 5: 33% (51% in 2018) – Stage 6: 74% (85% in 2018) <p>The student engagement for Stages 4, 5 & 6 (Years 7–12) decreased from 65% to 46% (2018–2019).</p>
<p>Low level adjustment for disability</p>	<p>RAM funding: \$88,941</p> <ul style="list-style-type: none"> – Staffing: \$53,358 – Flexible Funding: \$35,583 <p>School Staffing Entitlement</p> <ul style="list-style-type: none"> – Teachers (Learning Support Faculty includes 1 Head Teacher and 6.7 FTE Learning and Support Teachers) 	<ul style="list-style-type: none"> • 975 Flexible Learning Project days used across faculties to differentiate curriculum for students including 200 days for the Learning and Support and elearning Team to write and adjust learning materials for students with intellectual disabilities, 475 days to support faculties and the elearning Team develop Stage 4 online courses and 300 days to support curriculum development across Stage 5 and Stage 6. • Learning and Support staff <ul style="list-style-type: none"> – undertook 173 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 49 home students with their HSC Disability Provisions applications – developed 160 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 level – undertook the Nationally Consistent Collection of Data on School Students with Disability (NCCD) identifying 437 students at SDEHS as having a disability under the NCCD.
<p>Socio-economic background</p>	<p>RAM funding: \$104,446 (Brought forward from 2018: \$10,946, Funding</p>	<p>1. Learning Hubs</p> <ul style="list-style-type: none"> • Field Service Visits to off-site learning

<p>Socio-economic background</p>	<p>2019: \$93,500)</p> <p>School Staffing Entitlement</p> <ul style="list-style-type: none"> – Teachers – Learning Hub Staffing: 2.8 FTE teachers – Support Staff <p>Learning hubs total: \$41,500</p> <p>Curriculum differentiation total: \$62,946</p>	<p>hubs by staff (Terms 1–3, 2019)</p> <ul style="list-style-type: none"> – Ingleburn: 37 (33 in 2018) – Tuggerah: 28 (6 in 2018) – Woy Woy: 11 (7 in 2018) – Glenbrook: 39 (32 in 2018) – Miranda: 14 (8 in 2018) <p>– Total: 129. This compares to the 2018 total of 86, a 50% increase.</p> <ul style="list-style-type: none"> • Faculty Workshop Days – off-site learning hubs (Terms 1–3, 2019) – Ingleburn: 9 (7 in 2018) – Tuggerah: 10 (4 in 2018) – Woy Woy: 4 (4 in 2018) – Glenbrook: 7 (7 in 2018) – Miranda: 8 (4 in 2018) <p>– Total: 38. This compares to the 2018 total of 26, a 46% increase.</p> <ul style="list-style-type: none"> • Student Attendance <p>Student attendance measured for Woy Woy, Tuggerah, Ingleburn, Glenbrook, Miranda and SDEHS from the start of Term 1 2019 to the end of Term 3 2019.</p> <ul style="list-style-type: none"> – Ingleburn: number of visits 354 (368 in 2018), number of individual students visiting 65 (61 in 2018) – Woy Woy: number of visits 155 (112 in 2018), number of individual students visiting 33 (18 in 2018) – Tuggerah: number of visits 294 (203 in 2018), number of individual students visiting 66 (33 in 2018) – Glenbrook: number of visits 440 (278 in 2018), number of individual students visiting 82 (46 in 2018) – Miranda: number of visits 176 (182 in 2018), number of individual students visiting 38 (24 in 2018) – SDEHS: number of visits 721 (556 in 2018), number of individual students visiting 188 (57 in 2018) <ul style="list-style-type: none"> • Totals: all learning hubs <p>In 2019 (Terms 1–3), there were 2140 student visits to learning hubs, a 16% increase from the 1845 visits in 2018 (906 visits in 2017).</p>
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<p>Socio-economic background</p>	<p>RAM funding: \$104,446 (Brought forward from 2018: \$10,946, Funding 2019: \$93,500)</p> <p>School Staffing Entitlement</p> <ul style="list-style-type: none"> – Teachers – Learning Hub Staffing: 2.8 FTE teachers – Support Staff <p>Learning hubs total: \$41,500</p> <p>Curriculum differentiation total: \$62,946</p>	<p>In 2019 (Terms 1–3), 472 out of 575 home students attended the learning hubs. This compares to 206 out of 504 home students attending the learning hubs in 2018 (Terms 1–3), an increase from 44% to 82% of students (2018–2019).</p> <p>2. Curriculum differentiation</p> <ul style="list-style-type: none"> • Desktop publishing support for differentiated learning materials provided.
<p>Support for beginning teachers</p>	<p>Beginning Teacher funds: \$28,260</p>	<ul style="list-style-type: none"> • Induction program completed with ongoing supervision and support. <ul style="list-style-type: none"> – 2 teachers – 9 induction program sessions • Beginning teachers supported to complete accreditation processes <ul style="list-style-type: none"> – 2 teachers

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	182	170	178	205
Girls	286	259	252	297

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 230 other schools. During 2019, our maximum enrolment was 1431 students with a fulltime equivalent student number of 718. We were entitled to 145.1 teachers with 21.18 support staff and employed more than 200 fulltime and part time staff.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	16	23	10
Employment	14	10	14
TAFE entry	58	48	25
University Entry	0	2	38
Other	8	10	8
Unknown	4	7	5

Year 12 students undertaking vocational or trade training

10.09% of Year 12 students at Sydney Distance Education High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2019, 44 home students completed the HSC. A proportion of students were on a pathways program with a view to completing the HSC in 2020.

The students who were enrolled in a vocational course attained a Statement of Attainment that indicated they were working towards or had achieved a full Certificate II or Certificate 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)	130.8
Learning and Support Teacher(s)	0.5
School Administration and Support Staff	21.18

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	2,293,225
Revenue	19,814,482
Appropriation	19,475,324
Sale of Goods and Services	164,083
Grants and contributions	145,395
Investment income	17,109
Other revenue	12,571
Expenses	-19,156,695
Employee related	-18,051,350
Operating expenses	-1,105,345
Surplus / deficit for the year	657,787

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	214,395
Equity - Aboriginal	31,215
Equity - Socio-economic	93,500
Equity - Language	738
Equity - Disability	88,941
Base Total	926,015
Base - Per Capita	118,492
Base - Location	0
Base - Other	807,522
Other Total	16,601,435
Grand Total	17,741,845

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.

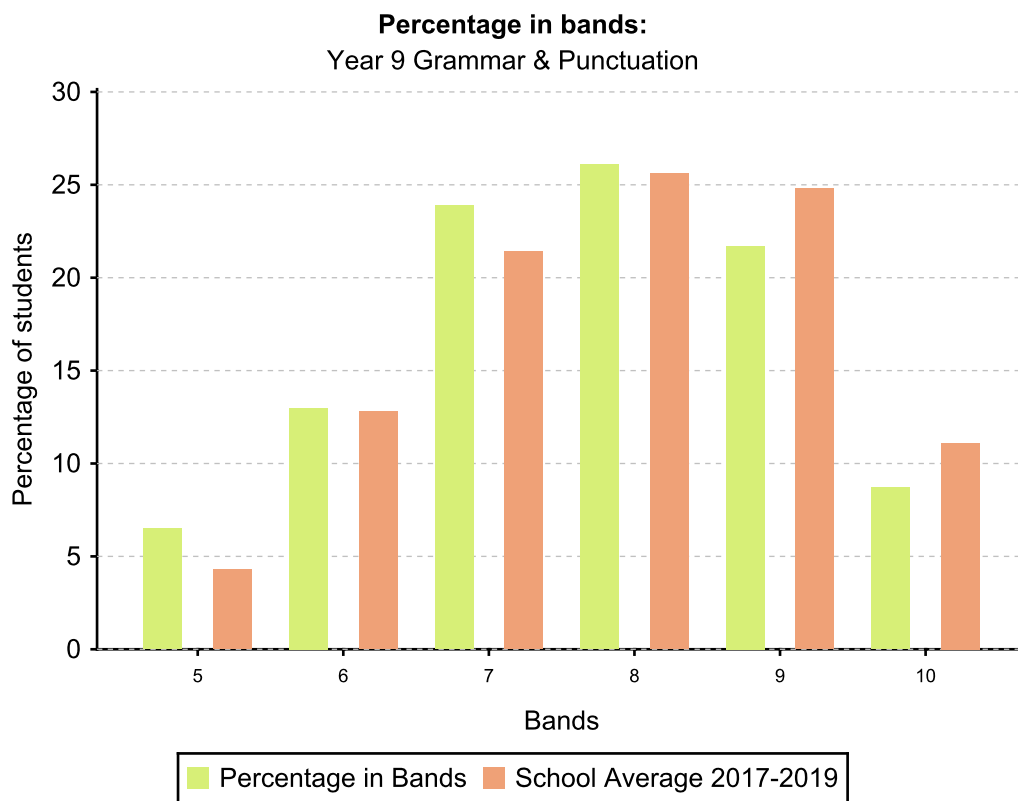
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

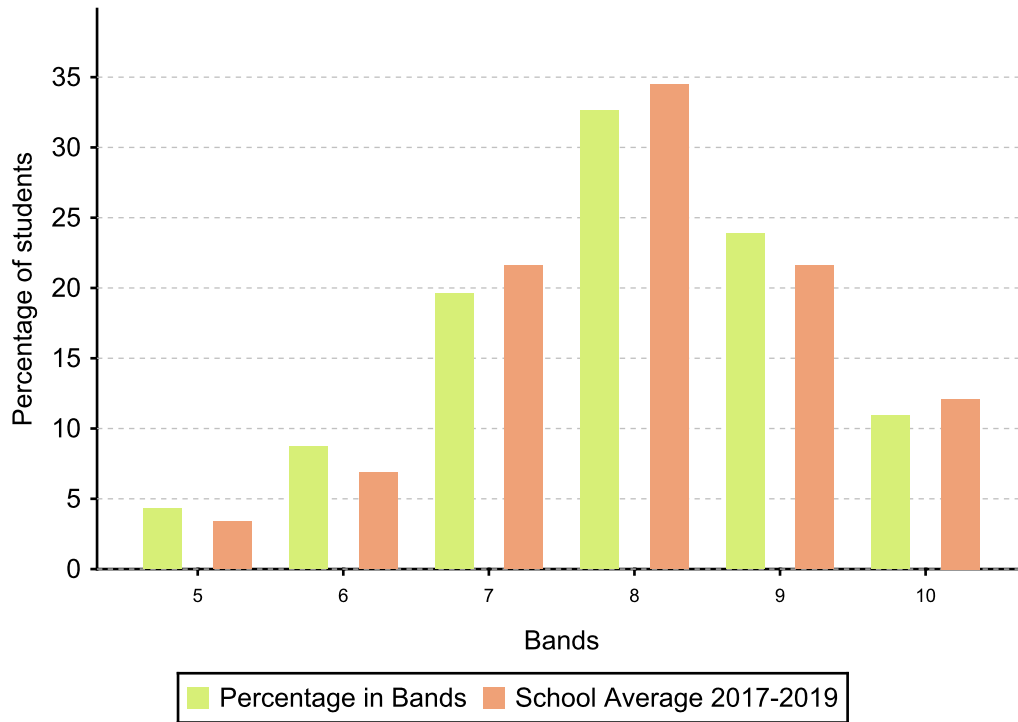
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



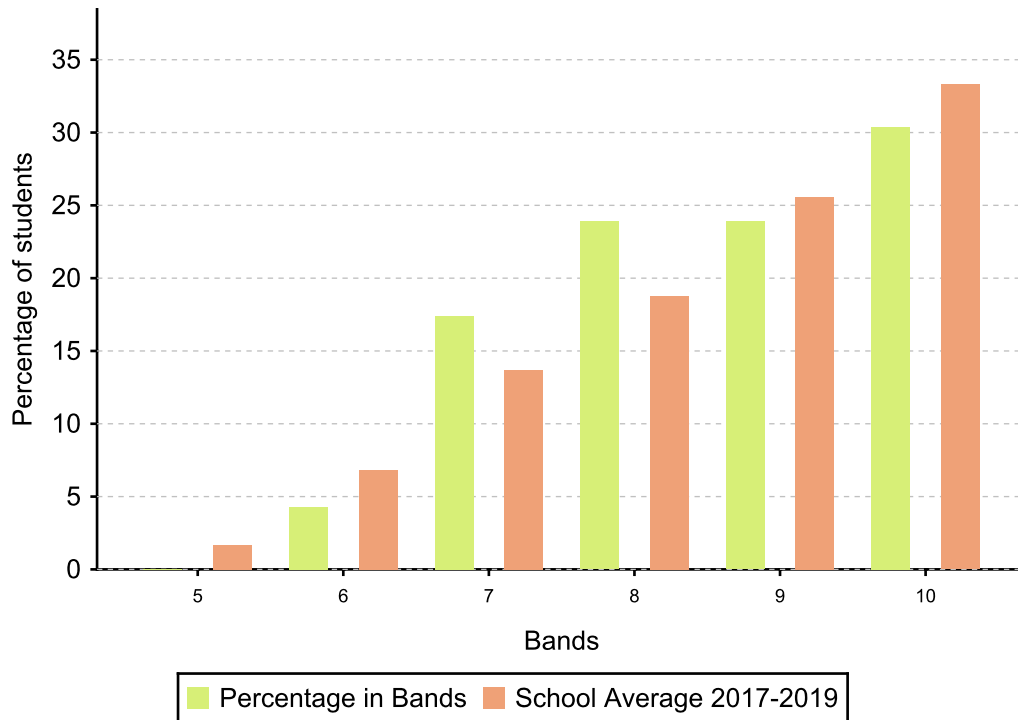
Band	5	6	7	8	9	10
Percentage of students	6.5	13.0	23.9	26.1	21.7	8.7
School avg 2017-2019	4.3	12.8	21.4	25.6	24.8	11.1

Percentage in bands:
Year 9 Reading



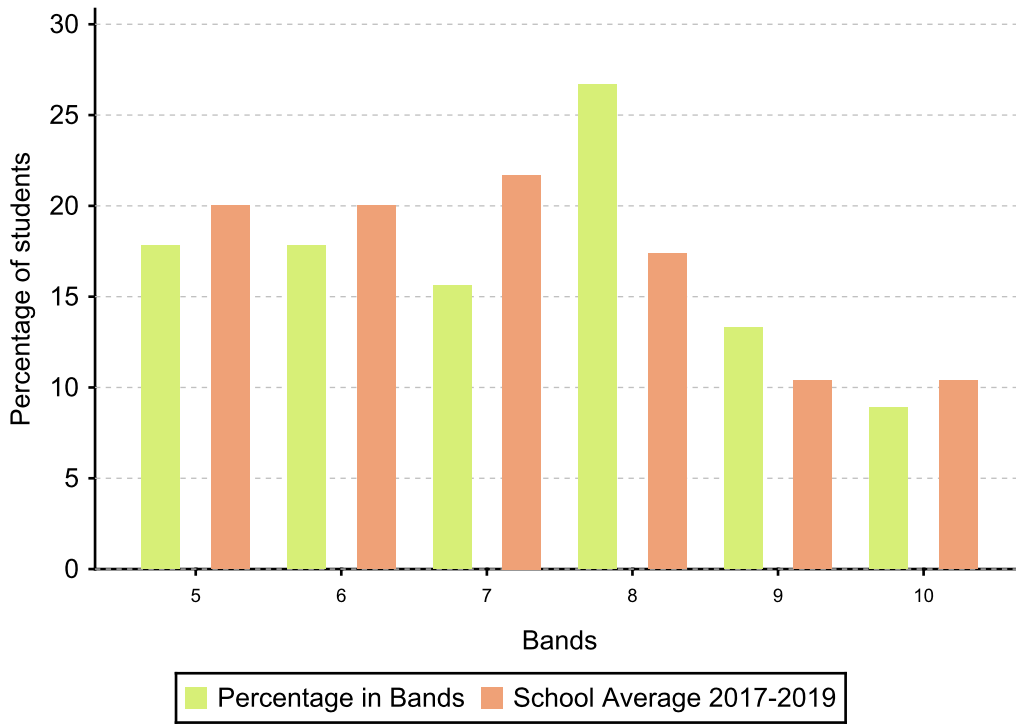
Band	5	6	7	8	9	10
Percentage of students	4.3	8.7	19.6	32.6	23.9	10.9
School avg 2017-2019	3.4	6.9	21.6	34.5	21.6	12.1

Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	0.0	4.3	17.4	23.9	23.9	30.4
School avg 2017-2019	1.7	6.8	13.7	18.8	25.6	33.3

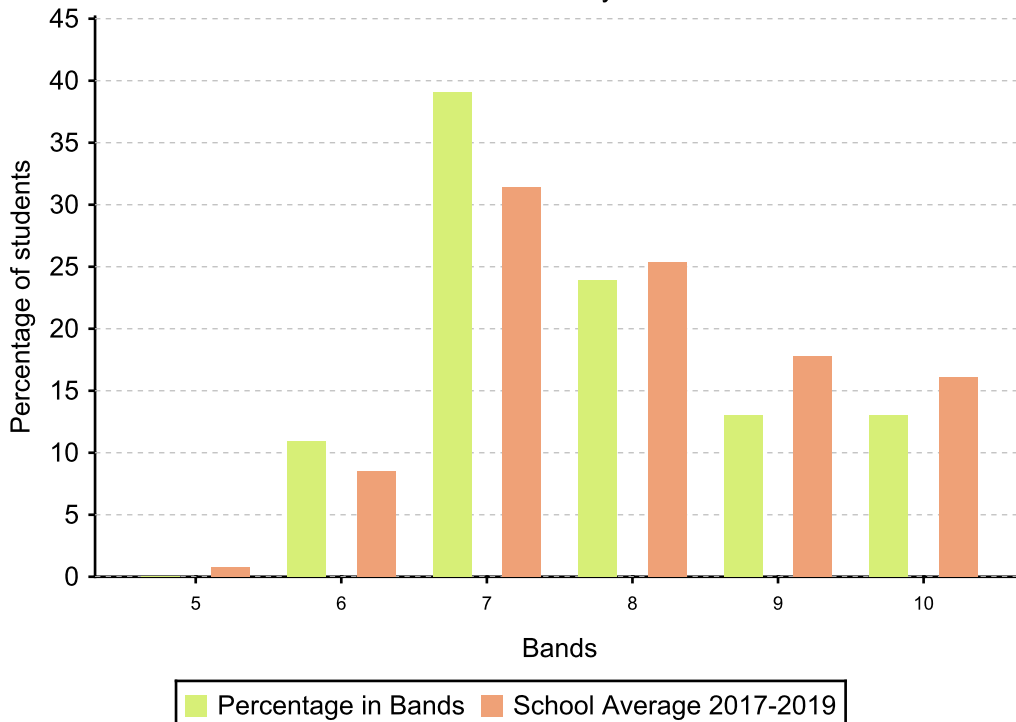
Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	17.8	17.8	15.6	26.7	13.3	8.9
School avg 2017-2019	20	20	21.7	17.4	10.4	10.4

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	10.9	39.1	23.9	13.0	13.0
School avg 2017-2019	0.8	8.5	31.4	25.4	17.8	16.1

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.

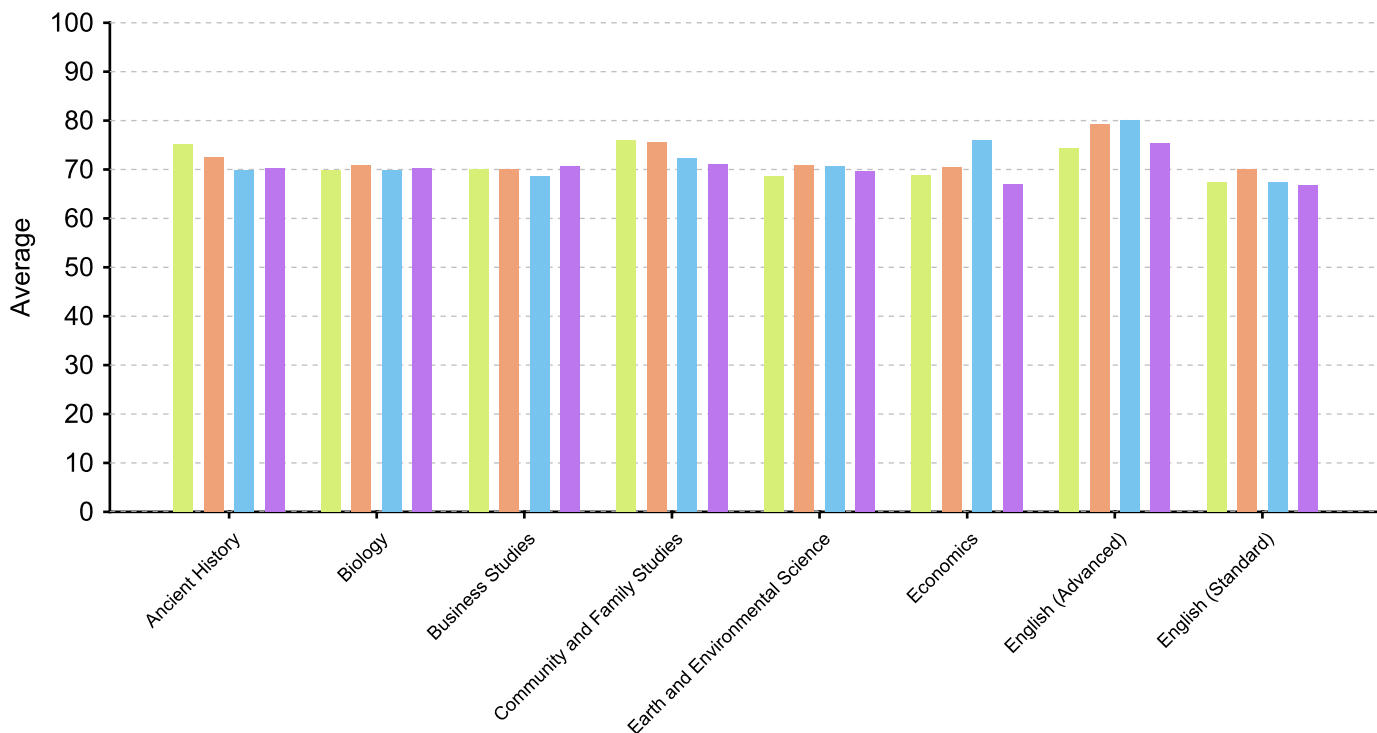
At our school in 2019, 35% of students performed in the top 2 bands in Reading and 31% in Numeracy.

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 2019.

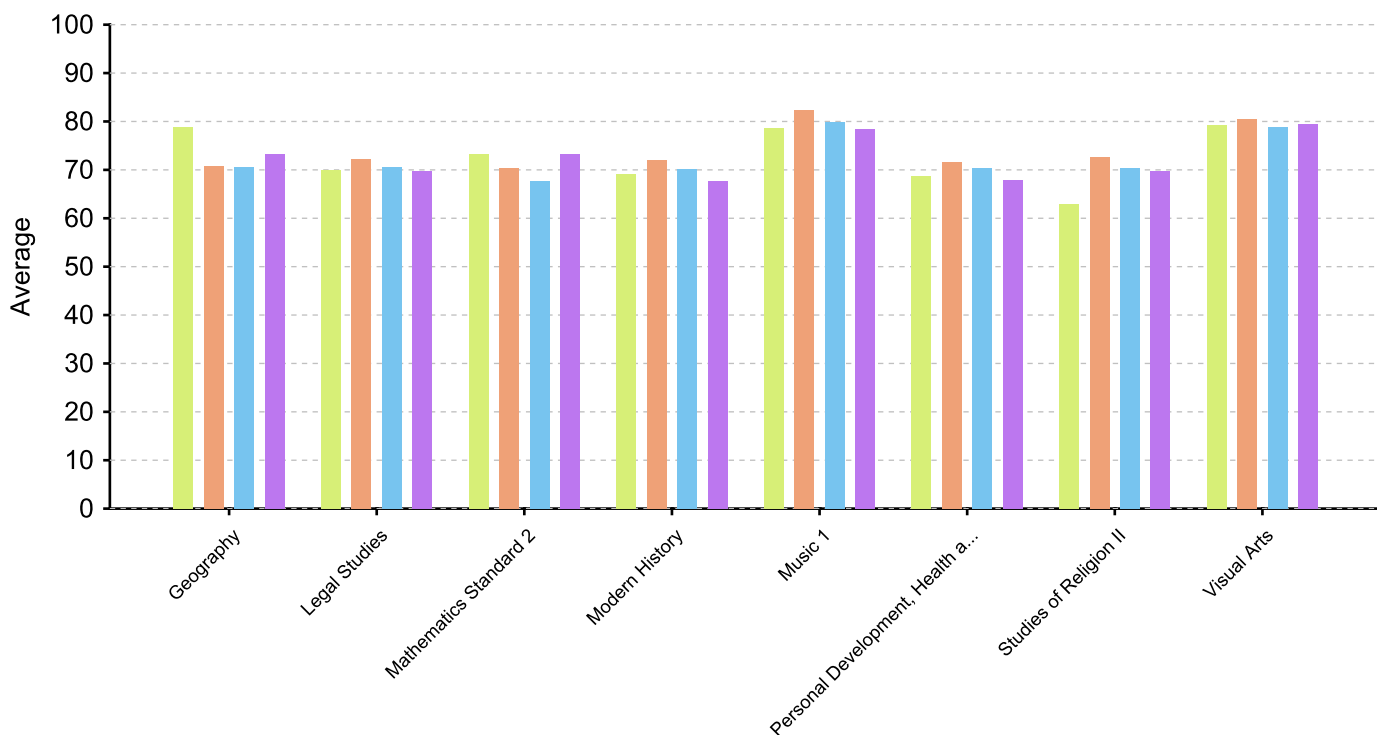
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	75.1	72.5	69.9	70.3
Biology	69.9	70.9	69.9	70.2
Business Studies	70.1	70.1	68.6	70.7
Community and Family Studies	75.9	75.5	72.2	71.1
Earth and Environmental Science	68.6	70.8	70.6	69.6
Economics	68.8	70.5	75.9	66.9
English (Advanced)	74.3	79.3	80.0	75.4
English (Standard)	67.4	69.9	67.3	66.7
Geography	78.8	70.8	70.6	73.2
Legal Studies	69.9	72.1	70.6	69.8
Mathematics Standard 2	73.3	70.5	67.7	73.3
Modern History	69.2	71.9	70.2	67.7
Music 1	78.6	82.3	79.9	78.4
Personal Development, Health and Physical Education	68.8	71.6	70.5	67.8
Studies of Religion II	62.9	72.6	70.4	69.6
Visual Arts	79.3	80.6	78.8	79.5

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 student placed in the top ten in the state in his course:

- Dominic Grimshaw – 2nd in Ancient History

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 39 results in the highest band, in 13 courses. This number includes results for students enrolled at this school (7) and single course students in both public and non-government schools (32).

The table shows 16 courses with 10 public school students or more, out of the 40 courses we taught for 367 students. These graphs include students enrolled at this school and single course students in both public and non-government schools. We were particularly pleased that there were 164 (31%) Band 5 and Band 6 results awarded to our students for the 2019 HSC.

Parent/caregiver, student, teacher satisfaction

In 2019, the school received a significant amount of correspondence reflecting a high degree of student and parent appreciation as reflected by some of the following comments from supervisors, carers and parents.

Thank you for allowing me to even attend camp. It's not the norm to have "mum at camp" and previously (prior to SDEHS) my daughter was simply excluded from these events. However, your school and staff continue to amaze me with the level of acceptance for all of your students. I cannot explain what it means to be on the receiving end of such exemplary educators who go above and beyond to ensure the needs of each and every student and their families is met to the best of your ability.

Your support makes the world of difference to my son and his overall outlook on school. He has told me how much he truly appreciates your help and that it takes an enormous weight off his shoulders knowing you are there to help. The kindness and support you have shown him has given him greater confidence and positivity.

May I thank you for the wonderful support and nurturing your school has provided for my daughter. I'm sure that in no small part this has given her the confidence to proceed to TAFE.

My family and I are not able to convey our gratitude in words to thank you for giving me the opportunity to work at a pace in which I felt comfortable. Thank you for constantly supporting me throughout the year.

Staff satisfaction is also high as reflected in a number of online evaluation surveys during 2019. 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

SDEHS continued to encourage all Aboriginal home enrolled young people to achieve their full learning potential. In 2019 there were 46 Aboriginal students enrolled.

- 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 development 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 developed 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 2019, 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.

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*.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

