

Strathfield Girls High School

Annual Report



2016



8169

Introduction

The Annual Report for 2016 is provided to the community of **Strathfield Girls 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. The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading.

Angela Lyris

Principal

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Message from the Principal

Strathfield Girls High School creates a caring and friendly environment fostered by a professional body of committed staff who provide stimulating learning opportunities. There is a strong focus on quality teaching and learning amidst an expectation of individual excellence and the achievement of personal best. Achievement, commitment and improvement are rewarded.

I am proud of the academic achievements of our students in 2016, and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

In the past year:

- 42% of students in Year 7, and 40% of Year 9 students achieved the top two bands in NAPLAN reading and numeracy;
- 72% of Year 12 students achieved at least two Band 5 or 6 results (the top 2 bands) in the HSC;
- 99% of Year 7 students achieved above National Minimum Standards (NMS) in NAPLAN reading and numeracy;
- 98% of Year 9 students achieved above National Minimum Standards (NMS) in NAPLAN reading and numeracy;
- 93% of Year 10 students in 2014 completed Year 12 two years later;
- 85% of students stated, in the Tell Them From Me Survey, that they have positive relationships with other students who they can trust and who encourage them to make positive choices; and
- 99% of students indicated, in the Tell Them From Me Survey, that they had positive behaviours at school.

All parties in our school community hold high expectations and aspirations for our students, and are working together to build student confidence to succeed in life. We provide a learning environment that allows every student to thrive as an individual and achieve her personal best.

At Strathfield Girls High School we strive for excellence in everything that we do.

Angela Lyris

Principal

School background

School vision statement

SCHOOL PURPOSE

Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best.

SCHOOL VALUES

- Striving for excellence in academic, cultural, creative and sporting pursuits.
- Developing skills for life-long learning.
- Promoting a sense of self-worth, resilience, integrity and respect for self and others.
- Promoting a sense of leadership to achieve one's personal best.
- Empowering students to be self-reliant, confident, responsible, successful citizens and future-focused leaders.
- Providing a nurturing, safe and inclusive school environment which embraces diversity and fosters co-operation.
- Strengthening the partnerships between students, staff, parents and the local and global community.

School context

Strathfield Girls High School (SGHS), was established as a single sex comprehensive high school for girls in 1953 and designated a languages high school in 1990. Fifty six different cultural groups are represented in the school community, and cultural diversity is valued and celebrated.

The school has approximately 1100 students and 90 staff members. Staff are experienced, innovative and committed to excellence, nurturing individual strengths while supporting student learning and wellbeing.

Strathfield Girls High School offers a well-balanced, holistic curriculum with a wide range of academic, sporting, creative, performing and co-curricular experiences, including volunteering and leadership opportunities. The school's motto "*Vitae Lampada Tradite*" (Pass on the Torch of Life), highlights our commitment to quality teaching and authentic learning for life beyond school.

Strathfield Girls High School is often held up as a centre of excellence for progressive pedagogy and academic success. The school embraces and values strong community support which enhances our school culture of high personal expectations. Our emphasis on values prepares responsible and caring young women who make a significant contribution to our society.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

The School Excellence Framework (SEF) supports all NSW public schools in their pursuit of school excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

In 2016, our school was externally validated using the elements of the School Excellence Framework.

LEARNING CULTURE

In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.

*The school's on-balance judgement for this element is: **Excelling***

WELLBEING

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

*The school's on-balance judgement for this element is: **Excelling***

CURRICULUM & LEARNING

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

*The school's on-balance judgement for this element is: **Excelling***

ASSESSMENT & REPORTING

In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

*The school's on-balance judgement for this element is: **Excelling***

STUDENT PERFORMANCE MEASURES

In schools that excel, students consistently perform at high levels on external and internal school performance measures.

*The school's on-balance judgement for this element is: **Excelling***

EFFECTIVE CLASSROOM PRACTICE

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

*The school's on-balance judgement for this element is: **Sustaining and Growing***

DATA SKILLS AND USE

In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.

*The school's on-balance judgement for this element is: **Sustaining and Growing***

COLLABORATIVE PRACTICE

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

*The school's on-balance judgement for this element is: **Sustaining and Growing***

LEARNING AND DEVELOPMENT

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

*The school's on–balance judgement for this element is: **Excelling***

PROFESSIONAL STANDARDS

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

*The school's on–balance judgement for this element is: **Sustaining and Growing***

LEADERSHIP

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

*The school's on–balance judgement for this element is: **Excelling***

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

*The school's on–balance judgement for this element is: **Sustaining and Growing***

SCHOOL RESOURCES

In schools that excel, resources are strategically used to achieve improved student outcomes.

*The school's on–balance judgement for this element is: **Excelling***

MANAGEMENT PRACTICES AND PROCESSES

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

*The school's on–balance judgement for this element is: **Excelling***

Strategic Direction 1

Quality Teaching

Purpose

To create a highly professional, accountable and dynamic team, focused on a culture of continual improvement informed by data, evidence and evaluation. This will embed quality teaching aimed at personalising learning, making a significant impact on the individual progress of every student.

Engaging in regular dialogue and professional learning to inform planning and practice will empower all staff to improve performance. This will ensure innovation and a culture of high expectations which is crucial to improving learning outcomes for all students.

Overall summary of progress

In 2016, the school had planned to review all KLA Stage 5 programs and refine them to align with NESA Syllabi and the Australian Curriculum. Programs were evaluated and refined to embed elements of the Quality Teaching Framework, explicit Literacy, Numeracy and ICT strategies, and strategies used to address students with additional needs. Programs are differentiated to ensure every student experiences success.

There was also a focus on Employment Related Skills, which were built into programs to highlight our aim of preparing students for the working world. The Vitae Lampada (Wellbeing) and Careers programs were reviewed and strengthened to ensure more explicit targeting of future-focused goals and achievement.

Students are experiencing success and are fully engaged in their learning.

The Performance and Development Framework processes indicate that teachers are focused on their professional learning goals which align with the Australian Professional Standards and the School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In 2016, teaching programs will reflect best practice within the Quality Teaching Framework and NESA requirements, and include differentiation to meet the needs of all students. <ul style="list-style-type: none">• 2016 –Stage 5 Programs	All Stage 5 teaching programs have been reviewed and revised to embed: <ul style="list-style-type: none">• Quality Teaching elements; and• full alignment with NESA syllabi, reflecting the new Australian Curriculum. In addition, strategies in programs have been included to respond to the differentiated needs of all students – both gifted and talented, and those requiring additional support. Release time was provided for faculties to complete the required reviews and program development. Subsequently, programs were checked by the Deputy Principals, and feedback was provided to Head Teachers.	\$61,212.00
Student surveys (including <i>Tell Them from Me</i>) will indicate an increase in effective learning time, relevance and rigour in classroom practice.	Student survey data used to report on this improvement measure includes external survey data (Tell Them From Me), and school-based data (Year 12 Exit Survey). The HSC data indicates: <ul style="list-style-type: none">• an average of 71% (compared to the NSW Average of 66%) of students stated that their learning time was effective and important concepts were taught well, class time was used effectively and homework and evaluations supported class intentions (Tell Them From Me);• an average of 94% of Year 12 students indicated	N/A

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student surveys (including <i>Tell Them from Me</i>) will indicate an increase in effective learning time, relevance and rigour in classroom practice.	<p>that the quality of their classroom learning experiences were very effective;</p> <ul style="list-style-type: none"> • an average of 79% of Year 12 students indicated that they had opportunities to achieve their personal best at the school; • an average of 68% of Year 12 students indicated that their teachers were enthusiastic and interested in their learning; and • an average of 29% of Year 12 students believed teacher feedback and follow up, helped them to achieve their learning. <p>The Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • an average of 62% (compared to the NSW Average of 59%) reported consistent relevance of classroom instructions that also applied to their everyday lives; and • 63% of students indicated that they find classroom instruction well organised with a purpose and included immediate and appropriate feedback. Students indicated that these strategies supported their learning. 	

Next Steps

In 2017, to ensure Strategic Direction 1 is successfully implemented:

- all staff will be engaged in the evaluation and refinement of Stage 6 programs, with specific implementation of the new HSC syllabi in English, Science and History.; and
- there will be a renewed focus on teaching pedagogy and classroom practice with professional learning for school executive and teachers, using "*Unpacking What Works Best: Evidence-based practices*" to help improve NSW student performance (CESE). This will be built into the school system of regular monitoring of quality teaching practices.



Strategic Direction 2

Quality Learning

Purpose

To maximise the achievement of a diverse range of students through authentic interactive learning opportunities, and embedding a system of values and a culture of success to meet the changing needs and the demands of the global community.

Focussing on innovative and reflective classroom practice, staff will personalise education and foster intrinsic motivation for all students to develop critical thinking and resilience to equip every student for tertiary education, the world of work and ethical citizenship.

Overall summary of progress

At Strathfield Girls High School students have reflected on their learning goals and received support and guidance in working towards achieving them. In doing so, they have been supported by a timetabled Wellbeing Program, *Vitae Lampada*, which has targeted their needs at differing stages in their schooling.

All staff have developed quality assessment and reporting practices, focussing on innovative and reflective classroom practice. Student and parent surveys indicate that there have been improvements in whole school assessment and reporting processes and practices. Stage 5 teaching programs have been enhanced by embedding the Quality Teaching elements, ensuring alignment with the current NESA syllabi. These programs respond more effectively to a full range of student needs and abilities, through the inclusion of differentiated practices and strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students will have personal future – focussed learning goals, aimed at equipping them for the world after school.	100% of students had, in 2016, personal future learning goals. Year Advisers have conducted student workshops each term to monitor progress against individual learning goals of each student. The school initiated a Homework Help program to support students in meeting their individual learning goals. This program was staffed by qualified teachers, who were able to concentrate on meeting areas of greater student need. This program included one-to-one tuition and group seminars.	\$26,457.00
Student surveys will indicate an improvement in assessment and reporting practices, with the focus on feedback to enhance student learning and growth.	Student surveys, including Tell Them From Me and Faculty PMIs, were conducted throughout 2016 on assessments and reporting practices. The Leadership Team, Instructional Rounds, based its Problem of Practice on feedback, which was identified as a priority and reflected in the School Plan. As part of this Problem of Practice all students were surveyed and their responses were collated. Findings were provided at a staff meeting and clearly identified an improvement in the delivery of feedback, as well as an increase in the amount of feedback being provided through classroom practice. The mandatory requirement of completing PMIs after each unit of work enabled immediate attention and feedback to be provided to all students. The requirement of benchmarking, as well as corporate	\$10,000.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student surveys will indicate an improvement in assessment and reporting practices, with the focus on feedback to enhance student learning and growth.	<p>marking, in all areas was addressed.</p> <p>Student tracking in all years, across all subjects, identified student learning needs. The diagnosis of whole-school support was implemented.</p> <p>Through Tell Them From Me data, 73% of students indicated that they have tried to succeed in their learning.</p>	
Timetabled student wellbeing programs refined to reflect the results of feedback received, and becoming more responsive to student needs.	<p>The <i>Vitae Lampada</i> Wellbeing Program was timetabled and implemented in Years 7–12. Programs were devised to address the wellbeing of all students, including their learning, social, emotional and engagement requirements.</p> <p>In 2016, the program was based on our behavioural code of <i>Readiness, Responsibility and Respect</i>, as well as elements incorporating study skills, community involvement, maintenance of focus and development of a work–life balance.</p> <p>An average of 76% of students (compared to the NSW Average of 26%) stated that they had someone at school who consistently provided encouragement and to whom they could turn to for advice.</p> <p>Overall, the results were very positive with over 70% of students agreeing/strongly agreeing that the material dealt with in the course had been useful and had met their expectations.</p> <p>78% of students agreed that they had a positive attitude towards <i>Vitae Lampada</i> this year.</p>	\$54,667.00

Next Steps

In 2017, to ensure Strategic Direction 2 is successfully implemented:

- students will continue to have personal future-focused learning goals, aimed at equipping them for the world after school;
- *1Scope Initiative* will be introduced to establish connections with the wider community, to build greater resilience in our students and develop entrepreneurial skills with Years 10, 11 and 12; and
- a format and structure will be developed so that students in Years 7 and 8 can create presentations to showcase and celebrate their learning experiences at the end of the year.

Strategic Direction 3

Quality Leadership

Purpose

To ensure school processes and practices are established to inspire and build professional excellence based on teaching and leadership standards.

Commitment to promoting systems leadership and building a community of leaders across the school.

Promoting a workplace professional learning culture that supports and recognises every teacher as a leader.

Students are empowered to embrace leadership opportunities to build their capacity to contribute effectively as citizens of the 21st century.

Overall summary of progress

Staff leadership has become a major focus at the school as a result of a concerted professional learning focus in this area. The provision of a range of leadership opportunities, and the expectation that every teacher assumes a leadership role within the school has increased staff capacity for personal growth and excellence.

Students are empowered to embrace leadership opportunities, as they build their capacity to contribute and participate as responsible citizens, within the school and the wider community. Student leadership has also been fostered through strong support for awards, such as the ZONTA Young Women in Public Affairs Award and 'Director for a Day' Award. Further leadership initiatives, such as Australian Business Week, USB Young Leadership Academy, 1Scope, and Jesmond Aged Care (volunteer program) have been introduced, enhancing students' capacity and students' motivation to succeed as leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Well-planned staff professional learning program embedded as part of school life and culture, with professional learning addressing school priorities.	Against a background of school-wide encouragement of staff to attend advertised professional learning courses, the school has: <ul style="list-style-type: none">• allocated a professional learning budget to each teacher, with the expectation that professional learning experiences align with school priorities, or some aspect of educational reform;• maintained Leadership Teams, with a budget, in which all staff were involved, and which focused on key priority areas in line with the school plan;• continued Instructional Rounds and identified the Problem of Practice as being feedback. Professional learning surveys and class visits were made as well as recommendations to improve on classroom practices; and• employed in-house experts to deliver scheduled professional learning items at all executive, staff and faculty meetings, as well as at School Development Days, in which presentations were made by all staff in turn.	\$54,740.00
Increasing numbers of staff seeking or achieving higher levels of accreditation.	Teachers seeking accreditation have benefited from regular scheduled meetings, under the guidance of a whole school coordinator. The emphasis, within the school, on leadership has focused on professional learning, together with the increase in leadership opportunities. These initiatives have led to an increase in staff seeking	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing numbers of staff seeking or achieving higher levels of accreditation.	and achieving accreditation.	
Increased number of staff seeking internal and external leadership opportunities.	<p>There has been an estimated 20% increase in staff seeking internal and external leadership positions.</p> <p>Contributing to this increase have been:</p> <ul style="list-style-type: none"> • the designation of second-in-charge positions within all faculties; • regular meetings for all Head Teachers with the Deputy Principals, to enhance the leadership capacity and achievement of priority areas in the school plan; and • the implementation of an aspiring Deputy Principal mentoring program, to provide opportunities for Head Teachers to shadow a Deputy Principal in building their capacity as leaders. <p>In 2016, one Head Teacher was promoted to the position of Deputy Principal and a temporary teacher attained permanency in a local high school.</p>	

Next Steps

In 2017, the following will be implemented, to ensure the success of Strategic Direction 3:

- continuation of professional learning opportunities and faculty sharing, with ongoing presentations being made at School Development Days, Executive, Staff and Faculty meetings;
- the introduction of additional leadership programs and opportunities, with external groups; for example, Years 10 and 11 participating in the 'z-club', an auxiliary of the ZONTA organisation; application of the 1Scope program in building the wellbeing and entrepreneurial skills of all students and the provision of Professional Development to cater for the needs of all teachers. This includes peer mentoring and coaching, assistance in addressing the Teaching standards as specified by NESA; and
- the new Instructional Rounds Problem of Practice was identified as being explicit teaching of Literacy and/or Numeracy skills.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	100% of ATSI students have a current PLP that has been negotiated with parents and students. All staff have an understanding of the Aboriginal Education Policy and are implementing strategies to engage ATSI students.	\$434.96
English language proficiency	Subject teachers and EAL/D specialist teachers work collaboratively to develop and incorporate resources and strategies into their programs to address the identified cultural and language needs of the EAL/D students at the school.	\$61,212.52
Low level adjustment for disability	The Learning and Engagement Team meets fortnightly to monitor and assess identified students and determine the appropriate learning and support adjustments to be implemented across KLAs. The Learning and Support Teacher (LaST) has led whole school professional learning on pedagogy and research on students with additional learning needs.	\$54,320.46
Socio-economic background	Tutorial models, such as daily access to Homework Help, are also used to increase the level of student engagement in Years 7–12, especially for students from financially disadvantaged families. There has been a significant increase of students attending the Homework Help sessions in the library.	\$54,667.00
Support for beginning teachers	The Beginning Teachers were provided opportunities to attend professional learning programs as a means of building their capacity in all areas of their professional growth.	\$80,267.34



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	1157	1152	1161	1150

Student attendance profile

School				
Year	2013	2014	2015	2016
7	98.5	97.5	97	97.2
8	97.2	97.7	95.5	96.4
9	95.8	96.6	96.6	95.5
10	95.1	96.1	95.9	96
11	95.1	95.6	94.8	96.1
12	94.4	95.7	94.5	95.7
All Years	95.9	96.5	95.6	96.1
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 implements an explicit and published policy on student attendance, which is communicated to staff, students and members of the community.

The school community recognises the critical link between high attendance levels and student achievement. The School Learning and Engagement Team, led by the Head Teacher, has refined strategies to improve student attendance and punctuality.

We have high expectations and encourage all staff and students to work in partnership to facilitate high attendance levels.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2.5
Employment	0.4	0	0.5
TAFE entry	0.4	0	5
University Entry	0.4	0	86
Other	5.3	2.7	2.5
Unknown	1.7	5.4	3.5

Year 12 students undertaking vocational or trade training

In 2016, 21% of Year 12 students undertook vocational courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 100% of Year 12 students obtained a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

*Full Time Equivalent

The school's Indigenous workforce represents 1% of our school's staffing population.

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	14

Professional learning and teacher accreditation

Professional Learning 2016

Background

Professional Development has played a significant role at Strathfield Girls High School in building leadership and teaching capacity, with clear indications that professional development strategies have had a positive effect on student learning outcomes and have facilitated best teaching practice.

Findings and Conclusions

The five designated School Development Days (SDD) developed a more collaborative and collegial culture amongst staff, where they feel confident to partake in professional dialogue, showcase work and share experiences and expertise. These five days focused on areas identified in the School Plan and Milestones, School Excellence Framework, External Validation, Leadership Teams, as well as cross-curriculum Development Days on developing individual educational plans, students and the use of data analysis, identifying student needs through the process of tracking, Disability Standards and learning adjustments, Technology in the Classroom, and monitoring the Higher School Certificate.

The focus on Leadership Teams, and the building of 'in-house' experts has successfully enabled staff to gain a greater understanding in catering for the specific needs of all students in regards to Writing, Reading, Numeracy, G&T, EAL/D, Technology and Instructional Rounds. The development of a differentiated curriculum, quality assessments that require high order thinking and rich tasks have successfully been embedded in all faculty programs. Integrated sessions during SDD and Staff meetings have provided staff with a clear insight of the differences and similarities that exist in various facets of pedagogical programs, faculties and in the overall school environment. Regular professional learning at Executive, Staff and Faculty meetings has greatly enhanced all staff in all areas of Teaching & Learning.

Eighty staff (teaching and non-teaching) took advantage of Professional Learning funding provided through the DoE. The annual Teacher Professional Learning funds of approximately \$54,740 provided the

bulk of the source of funding for Professional Learning for the year. The main areas of Professional Learning concentrated on curriculum, quality teaching, welfare and professional growth.

Through ongoing evaluation and reflection of Professional Learning via surveys and course evaluations, it is clearly evident that the majority of staff believe that teaching and learning is the core business of schools. Through Professional Development the staff have gained greater confidence in catering for all students including Gifted and Talented. Teacher confidence and competence in creating rich tasks, quality assessments and in increasing student engagement has greatly improved. Teachers are more likely to take risks and employ various teaching practices to make their lessons more engaging and applicable for 21st Century learners.

Through continual collaboration and the ability to work closely with members of other faculties via Leadership Teams, staff have recognised the relevance of a cross-curriculum education and the importance of students making connections in their learning. This in turn has enhanced student learning outcomes. Executive Professional Learning was also continued via Executive meetings. All Executive were required to showcase an area of their faculty with other Executive members and to research and present one of the following Educational Reforms including:

- Leadership & Teacher Quality
- Great Teaching Inspired Learning
- Teacher Award Initiatives
- Bump It Up Strategy
- Quality Teaching, Successful Students
- LMBR
- Excellence in School Administration
- Aboriginal Education and Communities
- Wellbeing Framework
- Every Student, Every School
- Rural and Remote Schools
- Business Intelligence

School Support Staff (SLSOs, SASS and SAM) were also encouraged to participate in Professional Learning activities.

Future Directions and Recommendations for 2017

Future directions and recommendations based on teacher feedback and evaluation of programs include:

- Providing teachers with ongoing opportunities to enhance their professional growth through recommended professional readings. This will allow a sense of ownership and gratification of personal growth and achievement. The encouragement of professional dialogue and the sharing of resources and ideas will be highlighted at Faculty, Staff and Executive meetings, as well as at School Development Days.
- Use of 'in-house' expertise, as well as, external consultants in the facilitation of Professional Development. Our LaST and EAL/D teachers, Head Teachers and the school counsellors have the background knowledge and expertise to provide explicit training and development in their

individual Key Learning Areas.

- Utilising Instructional Rounds feedback to develop more effective classroom practices, as well as seeing an increase in cross-curriculum integration. Teachers working within other faculties in the development and sharing of ideas, programs and assessments. Emphasis in promoting the connections that exist in various Key Learning Areas that will improve teaching and learning in year groups, stages, or for particular student groups.
- The provision of Professional Development that is more relevant and applicable to the needs of all teachers. This includes relevant modules from MyPL.
- Greater provision of leadership opportunities for all teachers to work beyond their classrooms to contribute to broader school programs.

Teacher Accreditation 2016

In 2016 Strathfield Girls High had six permanent Teachers seeking Accreditation at Proficient who received, as part of the Great Teaching, Inspired Learning Blueprint for Action reform, a total funding of \$13 377.89 each for their first year of permanent teaching.

As part of this incentive the six Teachers seeking Accreditation at Proficient were released four days per term from face to face teaching where they could plan, observe classroom practice and be mentored by a more experienced staff member. The mentors were also provided the opportunity to be released from their classes to observe the Teachers seeking Accreditation at Proficient and to provide them with constructive feedback.

The six Teachers seeking Accreditation at Proficient also used this time to collect evidence in preparation for their accreditation. This time also provided them opportunities to observe staff members from other Key Learning Areas and to identify connections made across the curriculum.

Peer mentoring and ongoing feedback were a high priority, as was the understanding of school structures and practices. The Teachers seeking Accreditation at Proficient were required to attend a one hour meeting per fortnight, chaired by a member of the Executive, where they were introduced and mentored on the various processes of the school, including report writing, parent teacher evenings, school and DoE policies and procedures such as Great Teaching, Inspired Learning Blueprint for Action, Code of Conduct and the Australian Professional Standards for Teachers.

The Teachers seeking Accreditation at Proficient were also provided opportunities to attend professional learning programs as a means of building their capacity in all areas of their professional growth.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	280 270.95
Global funds	819 577.90
Tied funds	538 633.46
School & community sources	1 546 964.56
Interest	9 533.67
Trust receipts	101 593.87
Canteen	0.00
Total income	3 296 574.41
Expenditure	
Teaching & learning	
Key learning areas	608 021.56
Excursions	211 878.65
Extracurricular dissections	436 825.68
Library	13 234.62
Training & development	130 200.88
Tied funds	608 694.81
Short term relief	106 806.66
Administration & office	484 735.57
School-operated canteen	0.00
Utilities	128 019.16
Maintenance	172 502.60
Trust accounts	127 994.00
Capital programs	36 683.00
Total expenditure	3 065 597.19
Balance carried forward	230 977.22

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 Literacy

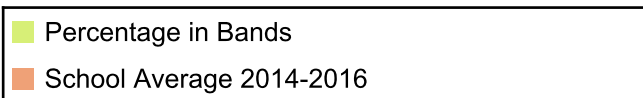
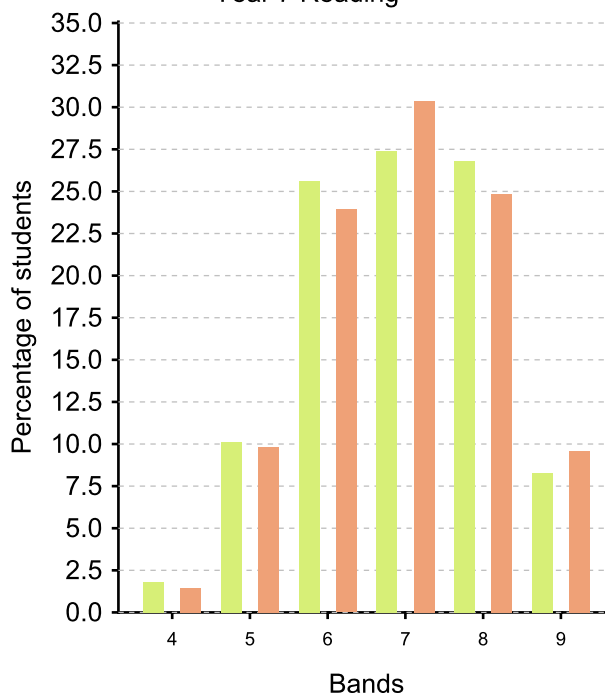
- 35% of Year 7 students achieved Band 8 or 9 in **Reading** compared to 26% of students in NSW Department of Education schools.
- 1.8% of Year 7 students received a Band 4 in **Reading** (below National Minimum Standard) in comparison to 6.8% of students in NSW Department of Education schools
- 22.7% of Year 7 students achieved Band 8 or 9 in **Writing** compared to 15.3% of students in NSW Department of Education schools.
- 2.4% of Year 7 students received a Band 4 in **Writing** (below National Minimum Standard) in comparison to 11.2% of students in NSW Department of Education schools.
- 58.9% of Year 7 students achieved Band 8 or 9 in **Spelling** compared to 31.3% of students in NSW Department of Education schools.
- 1.8% of Year 7 students received a Band 4 in **Spelling** (below National Minimum Standard) in comparison to 7.5% of students in NSW Department of Education schools.

Year 9 Literacy

- 25.9% of Year 9 students achieved Band 9 or 10 in **Reading** compared to 20.9% of students in NSW Department of Education schools.
- 3.7% of Year 9 students received a Band 5 in **Reading** (below National Minimum Standard) in comparison to 7.9% of students in NSW Department of Education schools
- 16.1% of Year 9 students achieved Band 9 or 10 in **Writing** compared to 10.2% of students in NSW Department of Education schools.
- 3.7% of Year 9 students received a Band 5 in **Writing** (below National Minimum Standard) in comparison to 21.8% of students in NSW Department of Education schools.
- 44.4% of Year 9 students achieved Band 9 or 10 in **Spelling** compared to 23% of students in NSW Department of Education schools.
- 2.5% of Year 9 students received a Band 5 in **Spelling** (below National Minimum Standard) in comparison to 11.6% of students in NSW Department of Education schools.

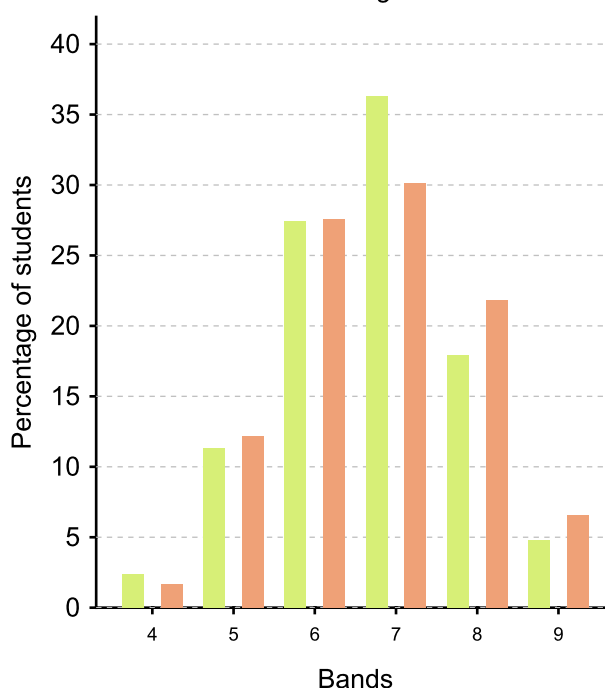
Percentage in bands:

Year 7 Reading

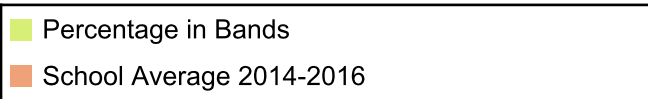
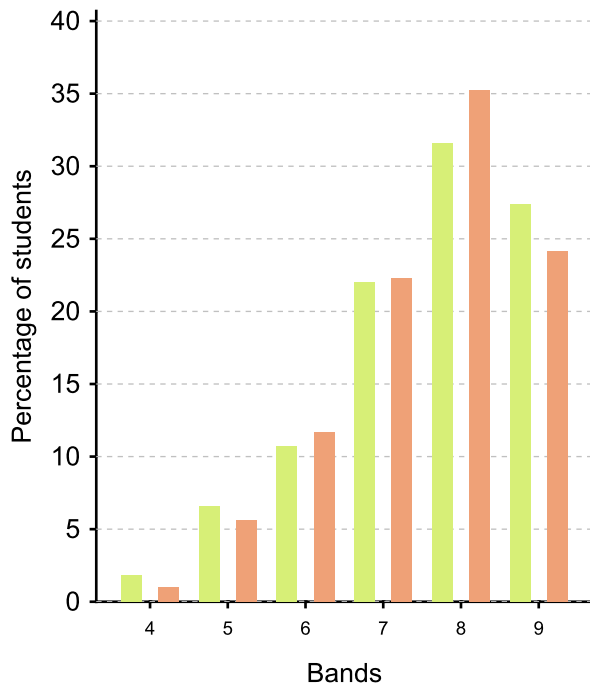


Percentage in bands:

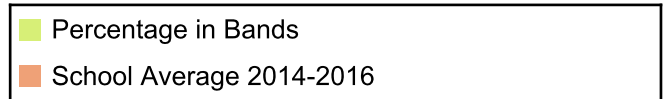
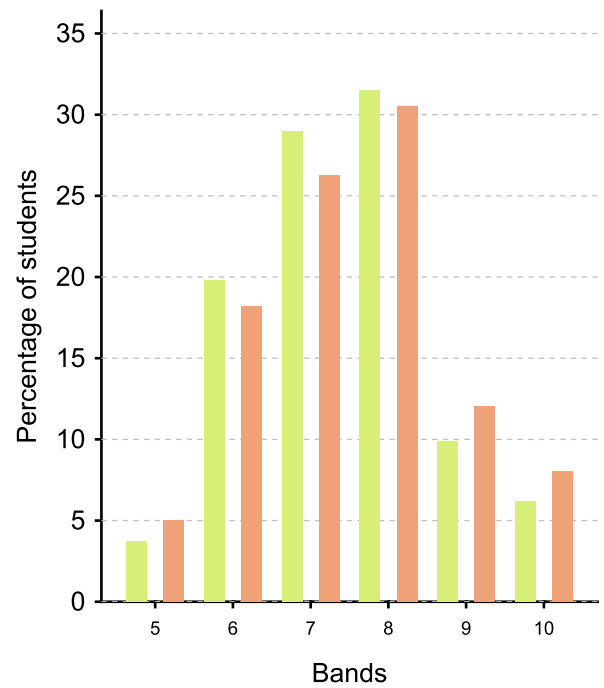
Year 7 Writing



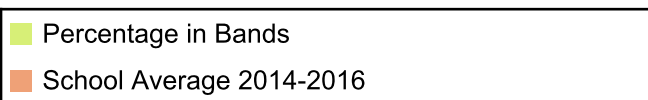
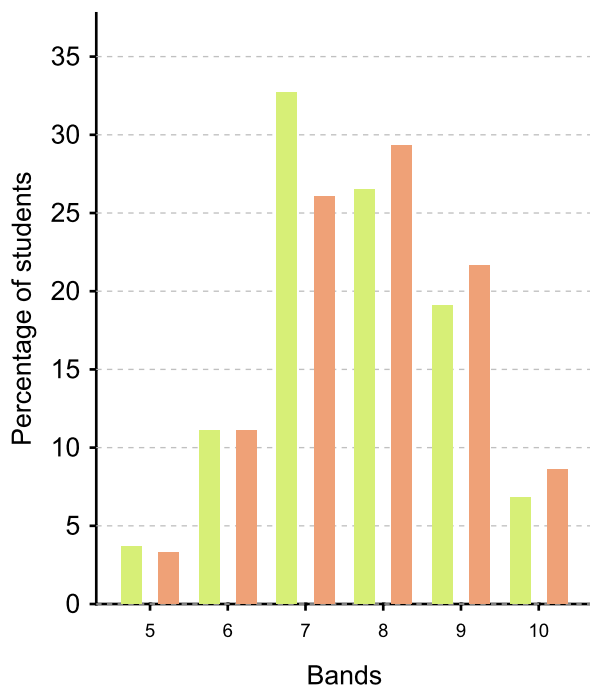
Percentage in bands:
Year 7 Spelling



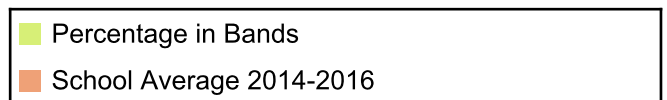
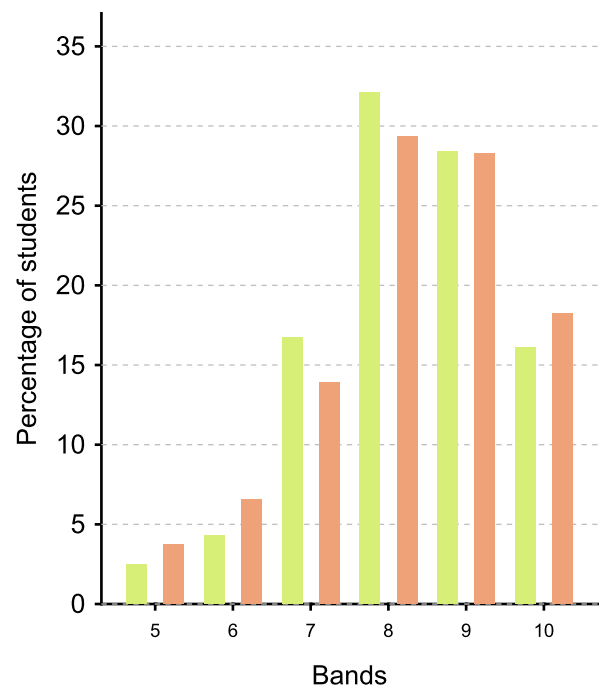
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



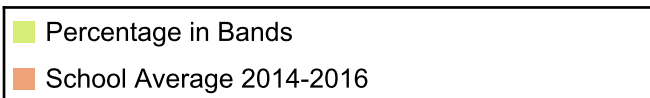
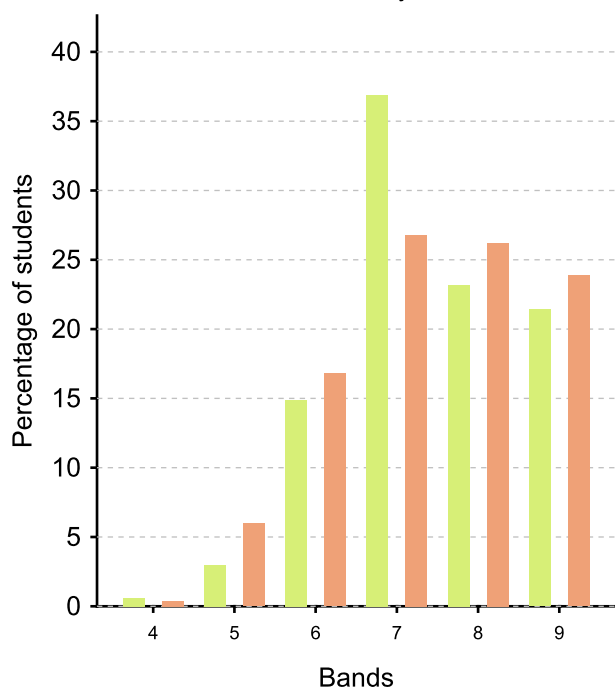
Year 7 Numeracy

- 44.6% of Year 7 students achieved Band 8 or 9 in **Numeracy** compared to 27.1% of students in NSW Department of Education schools.
- 0.6% of Year 7 students received a Band 4 in **Numeracy** (below National Minimum Standard) in comparison to 4.4% of students in NSW Department of Education schools

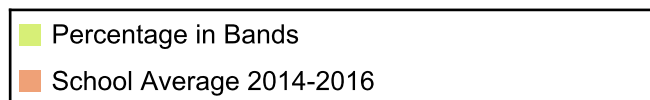
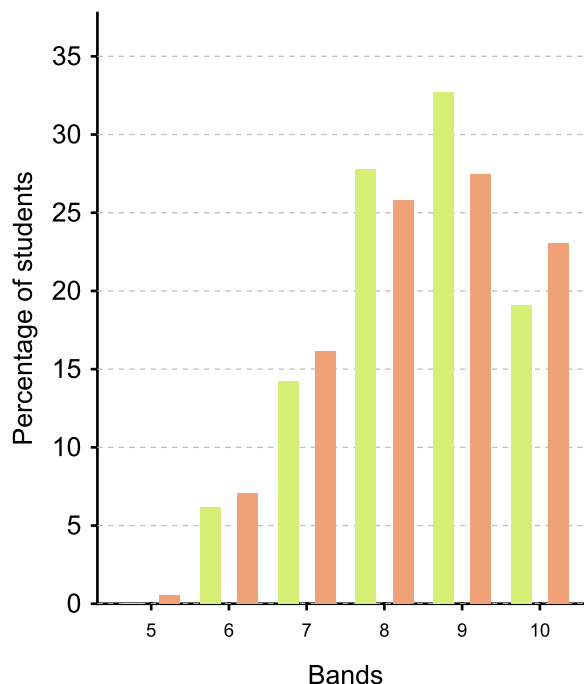
Year 9 Numeracy

- 51.8% of Year 9 students achieved Band 9 or 10 in **Numeracy** compared to 23.1% of students in NSW Department of Education schools.
- 0% of Year 9 students received a Band 5 in **Numeracy** (below National Minimum Standard) in comparison to 3.4% of students in NSW Department of Education schools.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Electronic Literacy and Numeracy (eLAN) Program 2016

The Electronic Literacy and Numeracy Stage 4 Moodle program was developed and implemented in 2016 to provide for the early identification and support of students at risk of not achieving the minimum standards of Literacy and Numeracy. Tasks are mapped to the Australian Core Skills Framework (ACSF) level 3 that are part of the national agreed standards of Literacy and Numeracy.

In addition, the program generates a positive, critical and confident approach to online skill-based activities where students are self-regulated and self-directed towards learning. Students receive immediate feedback through the Moodle program and because their results are placed on the school profile data base, teacher analysis allows the tracking of student progress.

In conjunction with the eLAN program, a writing task is completed each term related to the electronic quizzes and modules of target faculties. Data from the program is analysed each term and students are offered support in small groups on areas identified as requiring development. Teachers across the school have access to this data and are provided with recommendations based on comprehensive data analysis to understand and implement effective evidence-based teaching methods and strategies.



Higher School Certificate (HSC)

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

Our Year 12 students, supported by their teachers, excelled in the HSC in 2016. Congratulations to all our students, their families and their teachers for achieving such outstanding results.

One hundred and ninety-eight students attempted 40 HSC subjects and achieved examination means above the State examination mean in 34 out of 40 courses, which is 85% of courses.

Strathfield Girls High School students achieved **one hundred and sixty-nine** Band 6s and four hundred and eighty-three Band 5s across all courses. This is clearly indicative of all the effort and dedication of staff and students.

HSC Course Summary %

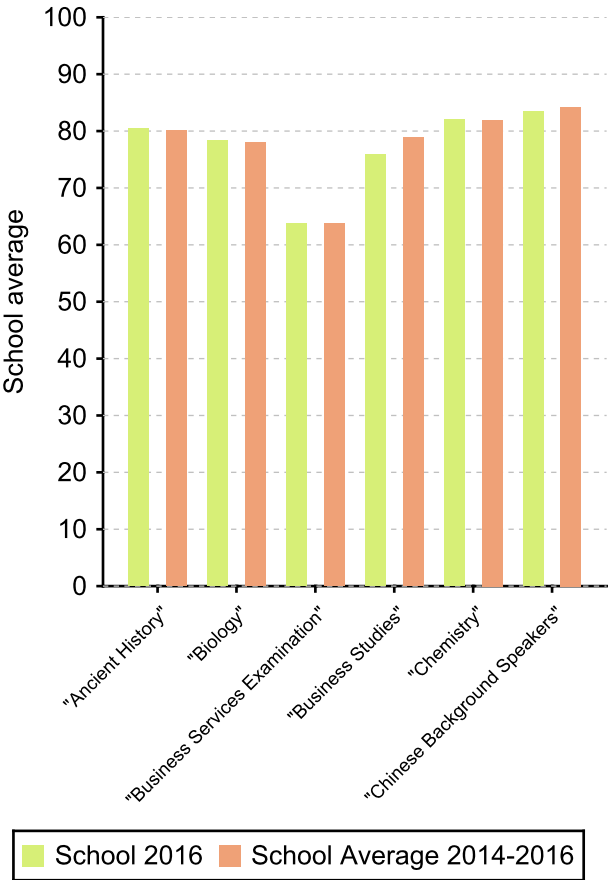
- The school's mean in **Chemistry** was **81.5** in comparison to the State mean of **75.6**.
- The school's mean in **Chinese BS** was **83.1** in comparison to the State mean of **81.4**.
- The school's mean in **English (Advanced)** was **85.5** in comparison to the State mean of **80.7**.
- The school's mean in **Food Technology** was **83.3** in comparison to the State mean of **71.5**.
- The school's mean in **Information Processes & Technology** was **82.3** in comparison to the State mean of **71.4**.
- The school's mean in **Legal Studies** was **85** in comparison to the State mean of **75**.
- The school's mean in **Mathematics General 2** was **74.8** in comparison to the State mean of **68.5**.
- The school's mean in **Mathematics** was **80.5** in comparison to the State mean of **77.8**.
- The school's mean in **Mathematics Extension**

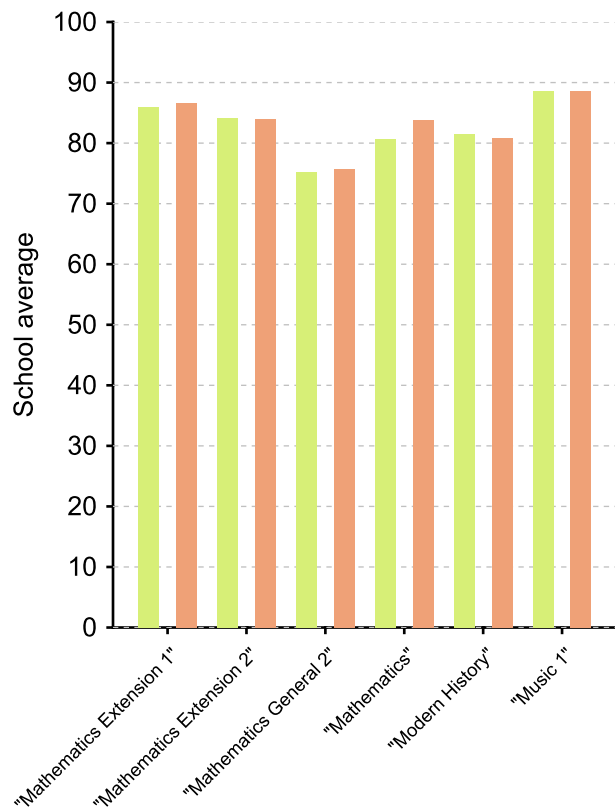
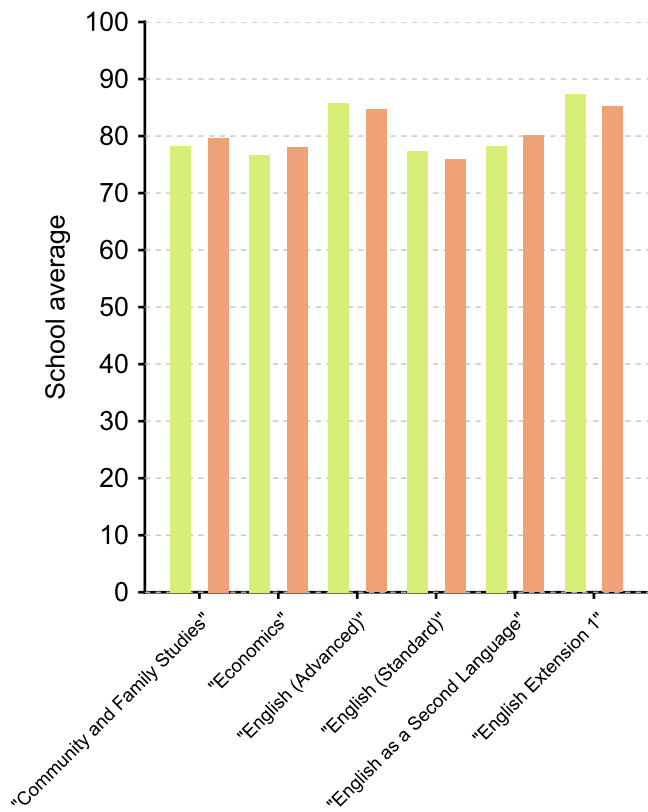
1 was **85.5** in comparison to the State mean of **79.7**.

- The school's mean in **Modern History** was **81.4** in comparison to the State mean of **74.5**.
- The school's mean in **Music** was **88.1** in comparison to the mean of **80.9**.
- The school's mean in **Personal Development, Health and Physical Education** was **74.2** in comparison to the mean of **72.1**.
- The school's mean in **Studies of Religion II** was **82** in comparison to the mean of **75.6**.
- The school's mean in **Visual Arts** was **84** in comparison to the State mean of **79.6**.

SGHS High Achievers

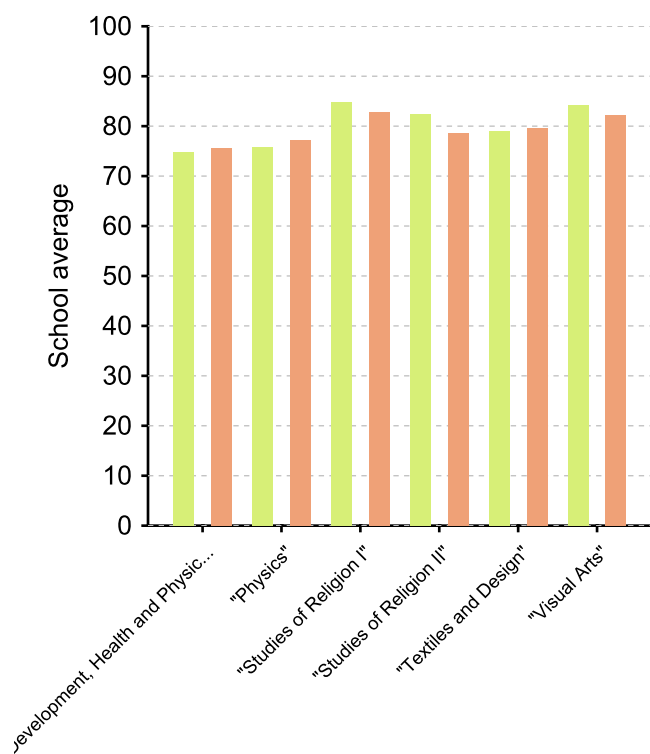
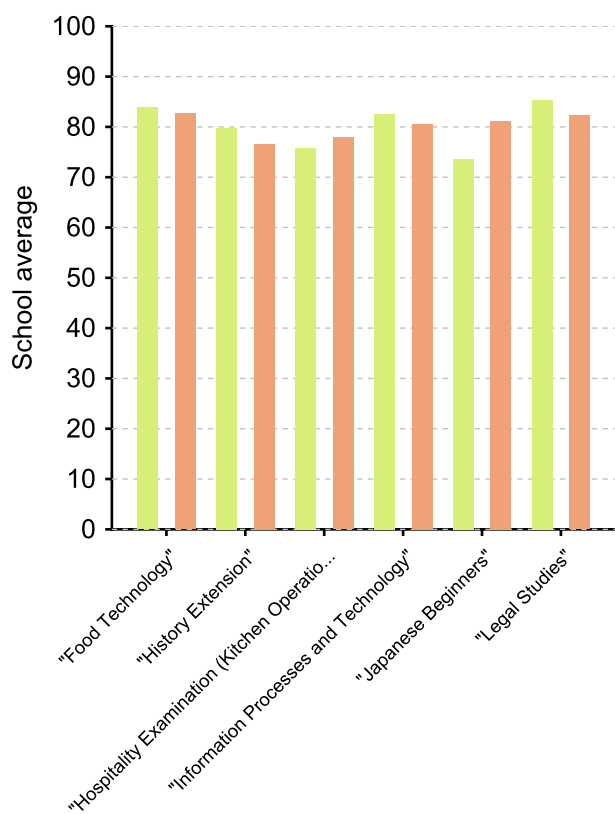
Strathfield Girls High School has produced outstanding results for a comprehensive high school whose main criterion for entry is that students must live in the area on enrolment. We congratulate our teachers, students and families for these truly impressive achievements, which reflect student and staff commitment, and parental support in encouraging academic excellence. **Bridey Lea**, the recipient of the **School Dux** award, achieved outstanding results for her HSC. This included **First Place for History Extension** in the **State** of New South Wales.





■ School 2016
 ■ School Average 2014-2016

■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

■ School 2016
 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

- 99% of students displayed a positive attitude to schooling;
- 76% of students indicated that they have someone at the school who consistently provides encouragement and to whom they can turn to for advice; and
- the school community values being invited to school events such as Open Day, Leadership Ceremonies and Parent Evenings.

Year 12 students completed an exit survey and evaluation of the school. Their responses indicated that they are appreciative of the assistance given to them by their teachers, who go out of their way to assist them to reach their academic potential.

The data revealed that:

- 95% of Year 12 students noted the high the quality of the classrooms, library, administration staff and playground at SGHS; and
- students identified feedback from teachers as most vital in helping them to continually improve.

Overwhelmingly, the level of satisfaction of students was very high, represented by a large percentage of positive responses.

- over 93% of parents attended the Years 7–12 parent–teacher reporting evenings;
- 100% of Year 12 parents indicated that the teachers had identified their daughter's strengths in the reports;
- 100% of Year 7 parents at the Mid Year Parent Teacher Evening indicated that the interviews addressed their daughter's strengths and areas of improvement; and
- staff members also feel that their needs have been met through professional learning opportunities through the year, at faculty and staff meetings and on School Development Days.

Data from surveys of parents, staff and students is used to review and develop relevant policies and procedures at SGHS when developing future directions and school priorities.

Policy requirements

Aboriginal education

The Aboriginal Education Policy has been addressed by the school in 2016 and Aboriginal perspectives are effectively incorporated into the school curriculum, resulting in enhanced student awareness of Aboriginal culture, history and issues.

Examples of initiatives include:

- recognising and celebrating national Aborigines and Torres Strait Islanders Week;
- refining, implementing and evaluating effective teaching and learning programs with Aboriginal content; for example, incorporating 8 ways of learning, a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques in conjunction with Quality Teaching practices; and
- implementing welfare initiatives, culturally appropriate and challenging teaching curricula and assessment programs for our Aboriginal students.

Multicultural and anti-racism education

The Multicultural Education Policy in Schools has been a focus in 2016. The school reflects the multiculturalism of Australia, with the diversity of cultural backgrounds bringing great strength to the school.

The school actively pursues social harmony and celebrates differences, and these are reflected in all aspects of school life, with multicultural perspectives in all Key Learning Areas.

We have implemented alternative approaches to EAL/D program organisation in order to provide effective and supportive assistance to our students.

Successful programs that develop student skills in resolving such issues include Vitae Lampada classes, peer mediation, peer support training and our Anti-Bullying Policy. In addition, the contact details for our Anti-Racism Contact Officer are displayed around the school.

We facilitate contact with parents and caregivers of LBOTE students by providing interpreters to assist communication for parent–teacher interviews and other interactions with the school.

Other aspects of the program include:

- an enjoyable and valuable assembly that celebrated International Harmony Day during which students presented talks and performed items, including songs that promoted the value of cultural diversity, acceptance and harmony;
- providing forums for students to showcase their diverse talents and cultural backgrounds, such as musical performances, art and fashion exhibitions, the dance and drama festival and our Multicultural Day, which coincided with Education Week;
- as part of the Stage 6 EAL/D curriculum, a book of the personal stories of senior students who have recently arrived in Australia was published; and
- successful overseas school visits to SGHS enhanced student appreciation of other cultures.