

# Strathfield South High School

## Annual Report



2016



8252

## Introduction

The Annual Report for 2016 is provided to the community of Strathfield South 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.

Simon Paterson

Principal

### School contact details

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### Message from the Principal

2016 was a year of significant growth for Strathfield South High School. In particular, the implementation of our Middle School began with Year 7 students entering into a curriculum model which more effectively supported their literacy and numeracy development in an environment designed to overcome the challenges of moving from primary into high school. The results were impressive, with over 75% of Year 7 students exceeding expected literacy and numeracy growth when tested in Term 4 when compared to their Term 1 results.

The year saw continued progress towards the achievement of our Strategic Directions, and the effective work of our Self-Evaluation team in exploring, scrutinising and reporting on our faculties' processes and achievements in supporting our students.

The year began with the appointment of a new Deputy Principal, Mr Steven Holz, whose speciality is in staff development and learning. Mr Holz immediately began restructuring staff professional learning to more closely align development sessions with the Strategic Directions and with a particular focus on staff and data identified areas of need.

The other Deputy Principal, Mrs Maria Leiva, focused her attention on internal processes and policies, including Work Health Safety, uniform and attendance. The work of both Deputy Principals has had a noticeably positive impact on the school's overall culture.

The school has continued to engage strongly with the wellbeing of our students through innovative and effective support programs and 2016 saw the introduction of a mentoring program through the Department of Education's Wellbeing Framework funding.

We also continued to work closely with our community, and Family Fair Day and Iftar were highlights of the year, with Iftar being attended by over 450 community members.

At Strathfield South High School we are proud of the achievements detailed in this report, and thank our community for sharing the learning journey with us.

Simon Paterson

Principal

April 2017

## School background

### School vision statement

At Strathfield South High School – Many Cultures, Common Values, One School – we foster a learning environment which promotes student wellbeing in order to build resilient young people who are ready to participate in the wider community and have the ability to realise their potential. By setting high expectations and employing innovative and differentiated curriculum structures, we aspire to support our students in their learning journey at school and beyond. All learning is based on the establishment of positive, professional relationships where trust is strongly encouraged between students and staff as the cornerstone of all achievement. Student Wellbeing and support is at the heart of everything we do, as we firmly believe that in order to serve our students as learners we must first develop their confidence as people.

### School context

A slice of modern Australia, the students of Strathfield South High School come from all corners of the world, including:

33% from the Middle East

12% from Central Asia, particularly Afghanistan, Pakistan and Iran

11% from East Asia

10% from South East Asia

The remaining 33% come from the Americas, the Pacific Islands, Europe and Africa. We have over 60 community languages and all of the world's major religions are represented in our dynamic and diverse school community. The school makes a point of celebrating all major cultural and religious festivals throughout the year to build an environment of understanding and acceptance between races and faiths. In addition to the more than 9 out of every 10 students who come from language backgrounds other than English, a very significant percentage of our community lives with the effects of socio-economic disadvantage. A notable proportion of our students came to this country as refugees.

## 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.

In 2016 we made significant progress in a number of elements across the domains of the School Excellence Framework. This progress has seen the school move to 'excelling' in Learning Culture, Professional Standards and Leadership. These improvements in practice have occurred as a result of nurturing productive partnerships with universities and feeder schools, the implementation of evidence-based teaching strategies (such as the Middle School and project based learning) and engagement with our parent community, local media and business organisations.

There was also a shift from 'delivering' to 'sustaining and growing' in Data Skills and Use, which was made possible through professional learning at Staff Development Days and Team Meetings, the integration of data use to inform Middle School practice and targeted opportunities for RAP data analysis.

The next steps to be pursued involve the extension of the Middle School to a staged model, further use of project based learning, the introduction of STEM and ongoing professional learning opportunities, focusing on continual improvement in classroom practice to improve student outcomes.

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

For more information about the School Excellence

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

## Strategic Direction 1

Strengthening the Literacy and Numeracy skills of our students

### Purpose

As a consequence of a variety of factors including very high NESB and low socio-economic populations, 80% of Year 7 students arrive with literacy and numeracy skills below National Benchmarks. As Literacy and Numeracy skills form the foundation of all further learning, we identify this as a priority area of need.

### Overall summary of progress

2016 saw the introduction of the Middle School for the Year 7 cohort. This involved students being placed in classes according to learning strengths and needs as determined by Progressive Achievement Testing in literacy and numeracy and information provided by primary schools. All students also were ranked on their accomplishment in an extended writing response.

Progressive Achievement Testing was administered in Terms 1 and 4, and it was very pleasing and encouraging to note that 75% of students achieved higher than expected growth.

All students in Years 7 and 8 were plotted against the Literacy and Numeracy Continuum and information and teaching resources were provided to their teachers to make them aware of student needs and strategies to address these needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The creation and implementation of a Middle School structure and pedagogy	Middle School implemented for Year 7 in classes based on student needs. Literacy and Numeracy subjects were taught by common teachers to consolidate student skills acquisition.	\$15,000
Student literacy and numeracy data will indicate a growth in the percentage of students at or above National Benchmarks in Year 9	This achievement measure is still in progress, however the PAT results in Year 7 would indicate a very strong positive impact on students literacy and numeracy development due to the Middle School structure. It is anticipated that 2018 NAPLAN results will indicate significant growth.	\$4,000
'Tell them from Me' survey, exit surveys and other measurement tools indicate increasing levels of positive student Wellbeing and corresponding engagement with school life	Tell Them from Me indicated 81% of students expressed a sense of belonging in the school, which is higher than state norms. There was an increase in the percentage of students who indicated a positive relationship with teachers. 76% of all students expressed that they value school.	n/a

### Next Steps

In 2017, the Middle school will expand to include Year 7 and Year 8 students in hybrid classes for literacy and numeracy determined by their PAT performance.

Students will continue to be plotted against the Literacy and Numeracy Continuum, so that in years to come comprehensive knowledge of student ability and attainment will be available to all of their teachers.

## Strategic Direction 2

The consolidation of High Quality Teaching practices

### Purpose

Quality Teaching impacts directly upon students' learning experience. This must be driven by leadership which embraces change and innovation through the expression of vision and values. The embedding of Quality Teaching and Leadership practices is critical to the success of all students in reaching their potential.

### Overall summary of progress

In Term 4 of 2016, Project-Based Learning initiatives were introduced to Year 7 students with a view that this model of learning would be expanded throughout Middle School and into Stage 5 in the future. Staff undertook professional learning in Project-Based Learning to facilitate their ability to support students in their learning achievement through projects. Middle school teachers met weekly as a group to evaluate student achievement and to share approaches and strategies to more effectively support student learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An Internal School Review Team and related processes will cyclically review faculties against high quality pedagogical practice	In 2016, the Internal School review process continued with a particular focus on numeracy teaching. Additionally, faculties that had previous been reviewed were revisited to ascertain the degree to which recommendations from the 2015 reviews had been implemented. This indicated that advice from previous reviews were evidenced as being implemented.	\$30,000 for the creation of Head Teacher positions for Teaching and Learning and Secondary Studies
Student literacy and numeracy data will indicate a growth in the percentage of students at or above National Benchmarks in Year 9	This achievement measure is still in progress, however the PAT results in Year 7 would indicate a very strong positive impact on students literacy and numeracy development due to the Middle School structure. It is anticipated that 2018 NAPLAN results will indicate significant growth.	\$2,000
Data-driven student profiles are reflected in quality programming, and teaching and learning	Student data profiles, particularly for Stage 4, were issued to all staff and used as a foundation for teaching and learning. NAPLAN diagnostic data was used to inform Stage 5 teaching and learning and RAP data was used in the school's Stage 6 compressed curriculum to identify areas of concern for Year 12 students based on their previous year's HSC results.	\$4,000

### Next Steps

In 2017, Project-Based Learning activities will be linked to curriculum areas to consolidate the achievement of learning outcomes and facilitate the implementation of enquiry learning as embedded in new syllabus documents.

## Strategic Direction 3

### Enhancing and promoting community engagement

#### Purpose

Given the complexity of our student population, learning and engagement will be enhanced through the provision of opportunities gained by engaging with parents and the wider community including businesses, education providers, sporting and cultural groups. Increased interaction with the school will also empower our community towards stronger engagement in the future.

#### Overall summary of progress

The Parents and Citizens group continues to meet on a monthly basis, providing a forum for community members to gain information and provide feedback to the school.

Data regarding use of the school's website indicates a strong increase in its usage and feedback from parents – both current and prospective – has been positive in terms of the website's accessibility and ease of navigation.

In 2016 the school opened a Twitter account, which now has over 100 followers and has introduced the school and its achievements to a wide, international audience.

Throughout 2016, the school worked with representatives of the Department of Education's Communications Directorate to gauge and analyse public perceptions of the school through a variety of focus groups and surveys. These indicated a strong community awareness that the school has undergone significant positive change in recent years and that strategies and programs put in place by the school to support student learning and wellbeing are recognised and valued by its community.

The school continued to work with community groups, especially through Strathfield Council in 2016. A particular achievement of the year was the design, creation and completion of a 200 metre mural on public display as a joint venture between Strathfield Council, Sydney Water and the Australian Catholic University.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An innovative and accessible community-focused school website provides an effective communication platform.	The school website saw considerable increase in usage during 2016, with a 10-fold increase in individual 'hits.' The school also established a Twitter account to highlight achievements, which quickly gained over 100 followers in its first few months.	n/a
Communication of accessible information to parents and community through Plain-English practices in our assessment and reporting	Plain-English assessment and reporting was implemented in all Key Learning Areas following extensive revision and review by staff. Feedback from parents indicated that they felt that they had a greater understanding of student progress based on provision of more accessible parent documents.	n/a
School and Community-based networks and organisations are built on and enhanced, promoting student learning and wellbeing	The school undertook a major community partnership with Sydney Water, Strathfield Council and the Australian Catholic University to design and create a 200-metre mural on a community fence line which was a regular target of graffiti.	This was made possible through funding from Sydney Water with release time for supervising staff provided by the school at a cost of \$2,000.

#### Next Steps

The school will continue to explore other social media avenues to promote its activities in 2017. Other opportunities to bring parents and community into the school such as community meetings each term will also be trialled to assess interest.

The school newsletter will be issued on a much more regular basis from 2017, moving from the extensive magazine-style document that was issued three or four times per year to a more succinct informative publication issued eight to ten times per year.

Further opportunities to engage in community service will be sought in 2017, following the completion of the 'Water Is Life' mural project.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	A teacher–mentor was employed to provide support to Aboriginal students. Students also received access to the AIME program and their fees for participation were covered by Aboriginal background loading.	\$6,231 was provided through RAM and used to support the initiatives listed beside. Additional support was provided through RAM Equity funding.
<b>English language proficiency</b>	Students with identified English language proficiency support needs received in–class support from qualified staff throughout the year and also worked in groups with students with similar needs under the guidance of trained teachers.	\$180,913 was provided through RAM, inclusive of \$163,233 in staff salaries and \$17,697 in flexible funding which was used to employ additional staff to support these students. Additional support was provided through RAM Equity funding.
<b>Low level adjustment for disability</b>	Additional Student Learning Support Officers are employed to provide in–class support to students with identified learning needs and to support students from the Support Unit in mainstream classes.	\$257,482 was provided in RAM funding, inclusive of \$193,840 in staff salaries and \$63,642 in additional Student Learning Support Officer engagement.
<b>Quality Teaching, Successful Students (QTSS)</b>	This program was not run at Strathfield South High School	No funds were received for this program.
<b>Socio–economic background</b>	The school employed additional staff to assist with student learning support and career and university transition, ran a breakfast club and homework centre, assisted with uniform and excursion costs	A total of \$501,546 was provided through RAM funding, inclusive of \$276,130 in staffing. The remaining \$225,416 flexible funding was utilised as listed in the Impact section.
<b>Support for beginning teachers</b>	All beginning teachers were released for a whole day every three weeks to undertake planning, observations, visits and professional learning. Additionally, their mentors also received regular release to work with the beginning teachers and assist their transition into their careers.	\$30,836 was received to support new and beginning teachers.
<b>Targeted student support for refugees and new arrivals</b>	The school created a position for a Refugee Coordinator to provide ongoing support for new arrivals. These students were placed in classes to provide extra support for their English language and social development.	\$7,596 was received to support refugee and new arrival students. Additional support was provided through RAM Equity funding.





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	424	396	392	377
Girls	253	246	217	222

The school's enrolment profile fluctuates along with the enrolments at local feeder primary schools. In 2016 the school began working with a Department of Education team to increase enrolments from Strathfield South Public and Enfield Public schools, as these are local to our Strathfield South High School but we do not traditionally gain many students from these settings.

Growth continues to be noted in Year 10, as students transfer into Strathfield South High School to avail themselves of our compressed curriculum model in Years 11 and 12.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.6	92.8	89.7	90.1
8	94.9	90.1	88.3	85.7
9	92.6	89.6	88.3	85.3
10	93.6	87.8	84.7	86.1
11	91.6	89.5	84.2	82.5
12	92	82.1	85.3	86.2
All Years	93.1	88.4	86.3	85.8
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

Student attendance remains a focus of our attention, and the school works closely with parents and the Home School Liaison Officer to address concerns.

Students whose attendance falls are placed on programs of improvement and parental engagement and assistance is sought through phone contact and fact-to-face meetings.

The Head Teacher Administration monitors student attendance and this work is supported by Year Advisers, the Wellbeing Team and Deputy Principals.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	5.3
Employment	2.3	10	4
TAFE entry	0	7.1	18.6
University Entry	0	0	65
Other	0.7	5.1	6.6
Unknown	0	4	15

Students of Strathfield South are broadening their horizons this year, and we have had a wider choice across the tertiary institutions. Over half the students contacted have chosen a course to study which will culminate with them graduating with a degree. Again, Western Sydney University is the most popular with 48 placements (including pathways), six to UTS, five to Macquarie University, 3 to UNSW Australia, one to University of Sydney and ACU. We also saw students branching out and taking offers from universities further afield, students are now attending Wollongong University, Deakin University, Vic., and James Cook University, Townsville, Qld. Again we were successful in a candidate gaining a place in the Young Achievers Early Entry to Notre Dame University's Nursing Degree, while individual students are choosing specialist areas at AMI and SIE in Music and Game Programming.

Areas of interest being pursued at university for 2017 are extremely broad and varied as can be seen in the list that follows, Medicine, Engineering, Surveying, Biotechnology, Business, Industrial Design, Visual Communication, Sports Management, Information Technology, Law, Psychology, Science, Commerce, Teaching, Social Work, Science and Podiatry.

While the students who are attending TAFE and College to gain Certificate IV and Diplomas are also seeking a broad and varied choice of career pathways, from Counselling, Banking, Beauty Therapy, OH&S Training, Plumbing and Electrical Apprenticeships, Child Care, Construction Management, Surveying, Community Studies and Marketing.

Two interesting careers that students are following post school are the Australian Defence Forces and the other is aiming to be a professional AFL player.

## Year 12 students undertaking vocational or trade training

In 2016, Strathfield South High School had 82 students undertake Vocational Education and Training (VET) courses. 81 students undertook Certificate II level training at school while one student completed Retail Services Certificate III. This represents 36% of our senior cohort engaging with VET training courses.

The school has continued to offer a broad range of VET options and in 2016 offered three industry frameworks including Hospitality (Kitchen Operations), Business Services and Retail Services. The completion rate for all frameworks was 73%, meaning of all students who successfully completed the course, 73% were awarded industry TAFE qualification while the remainder were awarded statements of attainment for the competencies they were able to achieve.

Strathfield South High School offered all frameworks for the 2017 cohort, with 47 students indicating they wished to undertake training in Hospitality.

## Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, only two students did not attain an HSC or equivalent, and this was due to non-serious attempts in their HSC English examinations. All other eligible students who completed Year 12 received an HSC. It should be noted that two students from the Support Unit gained Life Skills HSC qualifications in 2016.

The school's compressed curriculum model has had a significant positive impact on increasing the percentage of students who leave school with an HSC. Students who are experiencing difficulties or who look like not attaining their HSC are transitioned into TAFE, work or other forms of training with the assistance of the school's Transition Officer (an additional staff member funded through Resource Allocation Management funds) and the Careers Adviser.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	32.9
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	14.88
Other Positions	8.8

\*Full Time Equivalent

Staffing in 2016 remained stable, although additional positions were created to provide extra support for students through the use of Resource Allocation Model funds. This included additional Learning and Support staff and an additional Head Teacher with responsibility for Teaching and Learning.

No staff member identified as being Aboriginal or Torres Strait Islander in 2016.

### 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	25

### Professional learning and teacher accreditation

Strathfield South High School staff engaged in a range of professional learning activities throughout 2016, with a particular focus on Formative Assessment practices. These sessions were led by experienced staff with recognised expertise. Sessions varied throughout the year and involved staff working in faculty and cross-faculty teams to discuss research, share experiences, and develop resources.

The school also established a relationship with Dr Andrew Fuller, a world recognised expert in adolescent psychiatry. Dr Fuller led staff through interactive sessions on "the Learning Brain" as well as student

engagement. We look forward to further developing our learning partnership with Dr Fuller with additional sessions in 2017.

Staff also engaged in a range of professional learning on Professional Development Plans, effective engagement of students, and student wellbeing relating to the school's context.

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

### Financial information

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

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>515 728.00</b>
Global funds	574 500.00
Tied funds	658 412.00
School & community sources	301 205.00
Interest	13 859.00
Trust receipts	133 962.00
Canteen	0.00
<b>Total income</b>	<b>2 197 666.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	106 479.00
Excursions	46 352.00
Extracurricular dissections	31 338.00
Library	11 639.00
Training & development	46 686.00
Tied funds	568 711.00
Short term relief	225 889.00
Administration & office	207 948.00
School-operated canteen	0.00
Utilities	85 341.00
Maintenance	147 772.00
Trust accounts	134 450.00
Capital programs	0.00
<b>Total expenditure</b>	<b>1 612 605.00</b>
<b>Balance carried forward</b>	<b>585 061.00</b>

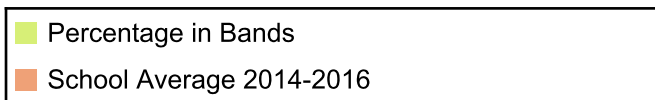
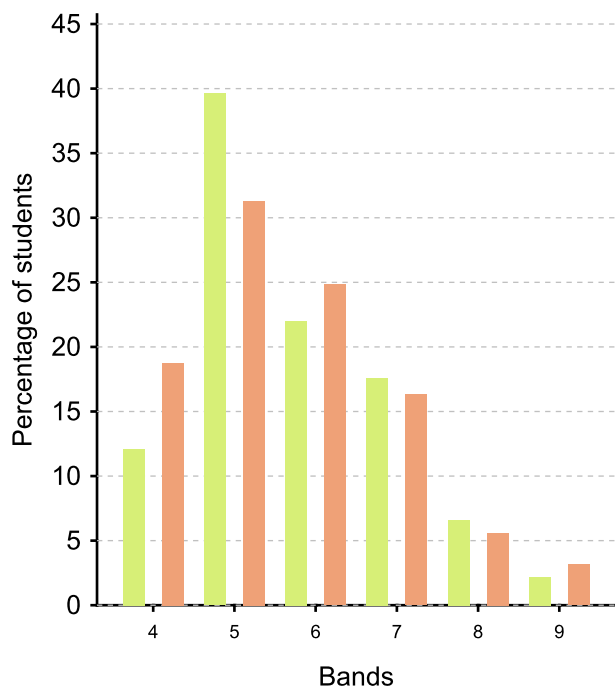
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

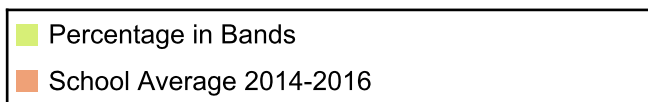
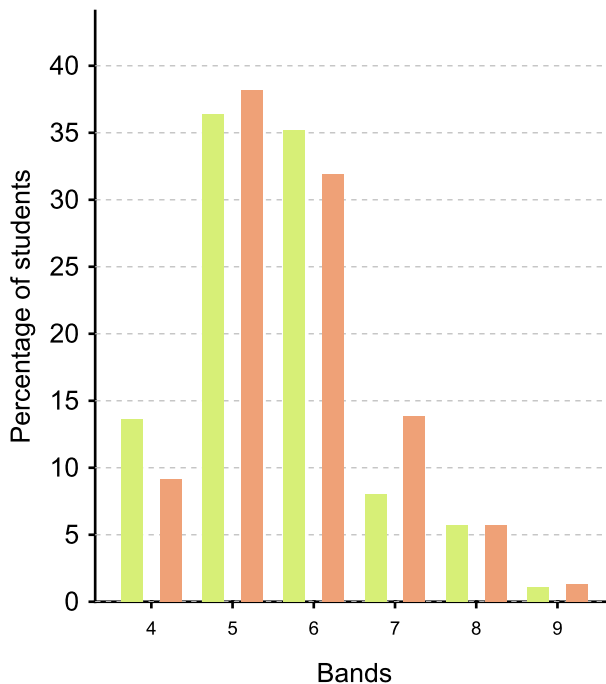
## NAPLAN

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.

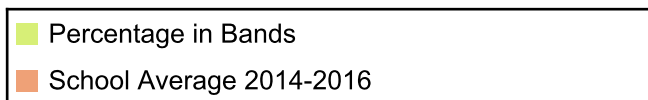
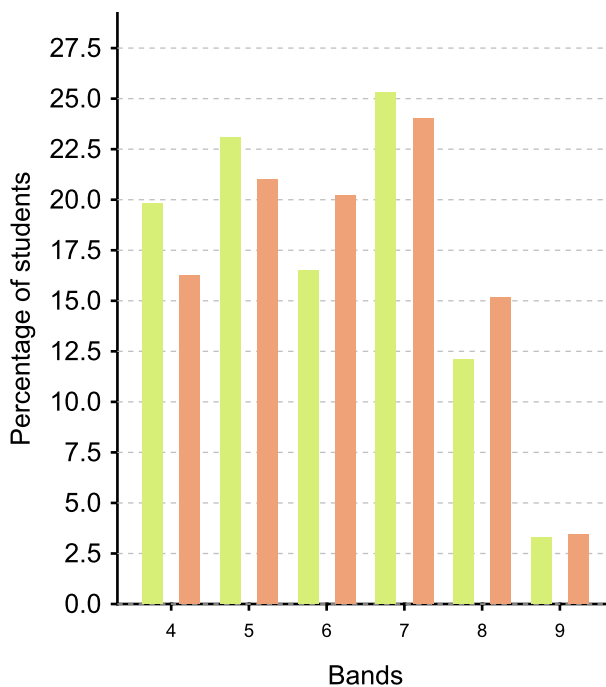
**Percentage in bands:**  
Year 7 Grammar & Punctuation



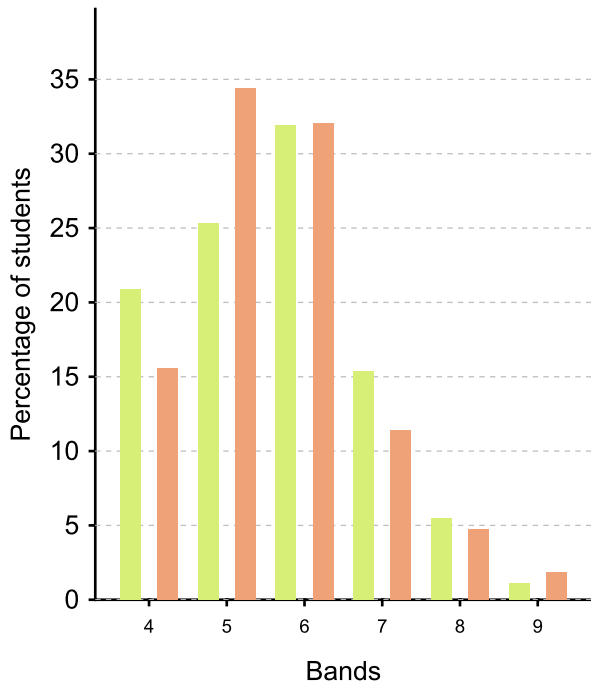
**Percentage in bands:**  
Year 7 Reading



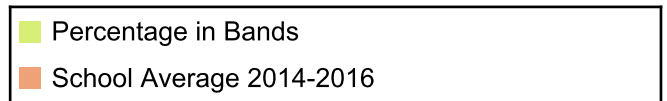
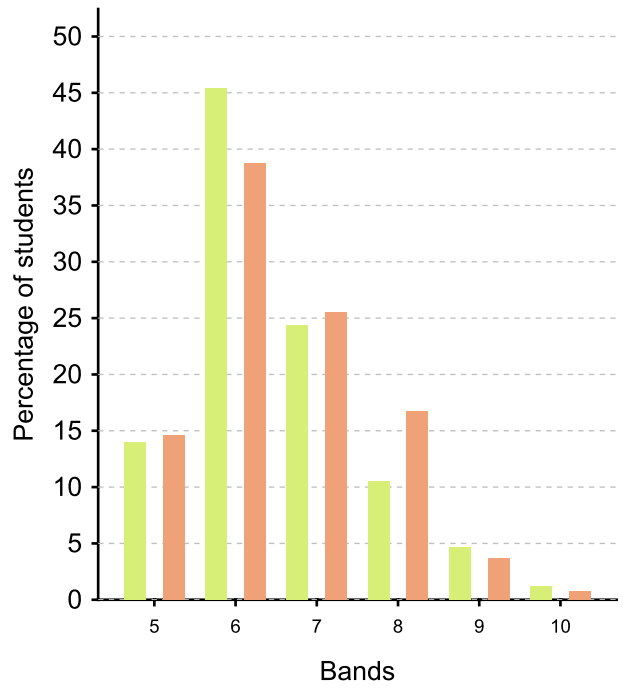
**Percentage in bands:**  
Year 7 Spelling



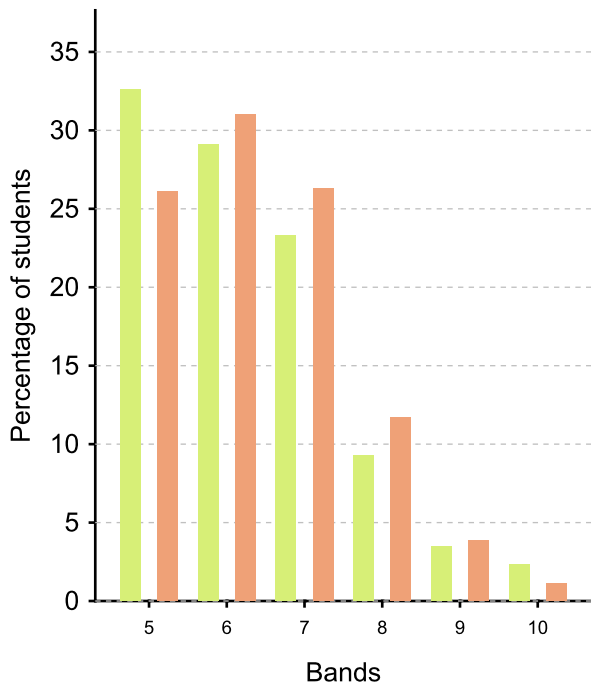
**Percentage in bands:**  
Year 7 Writing



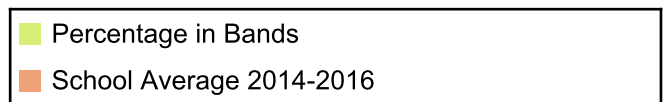
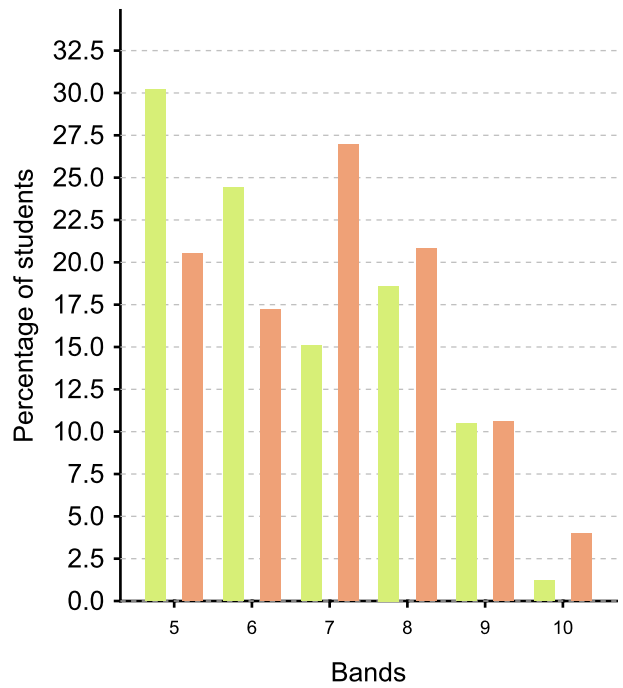
**Percentage in bands:**  
Year 9 Reading



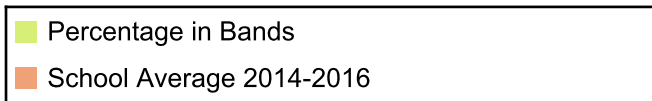
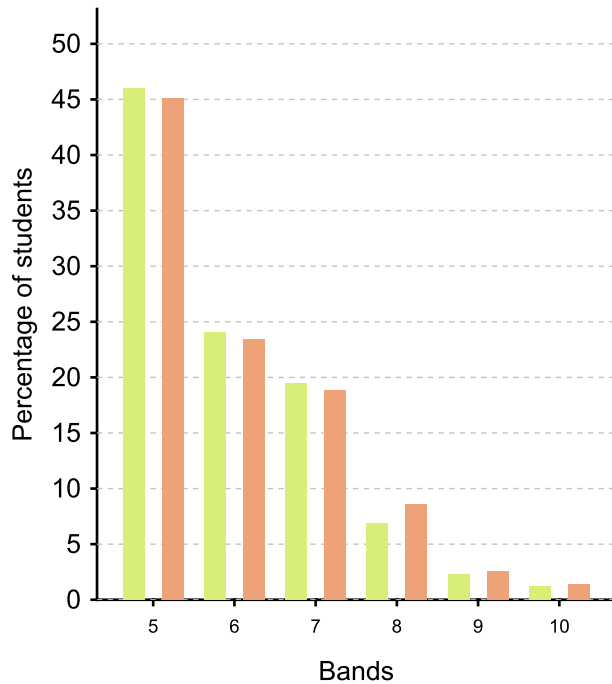
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Writing

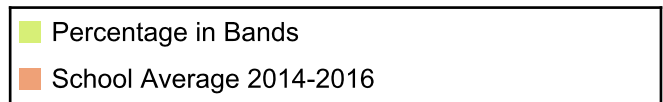
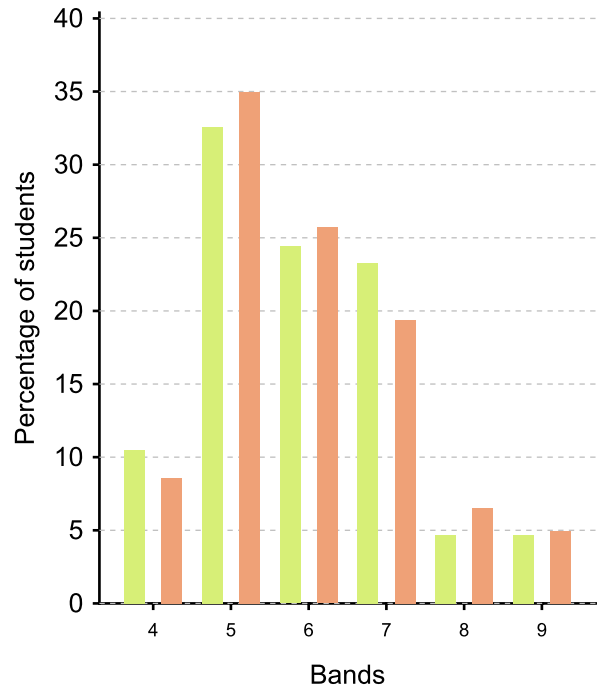


The trend data for Reading in 2016 remained steady from 2015 but there was a decrease in students achieving at or above the state average for scaled growth score.

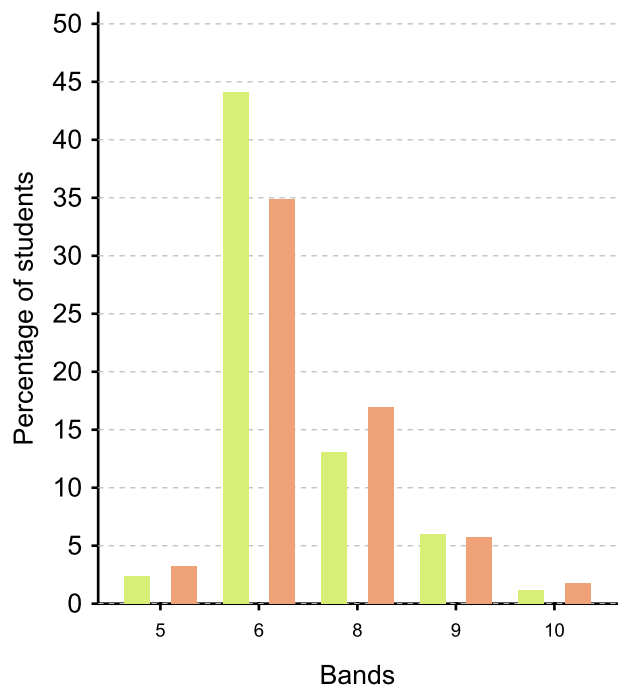
There was no comparative growth data published for 2016 NAPLAN in Writing but Strathfield South High School saw a small increase in the Trend Data (490.1 in 2015 increased to 498.4 in 2016). In both Numeracy and Reading Year 9 students who had achieved in the lower and middle bands in Year 7 saw very significant (some of the largest/most significant) growth.

The 2016 NAPLAN data showed positive growth for Year 9 students who participated in the Quicksmart program in 2014. 53% of student who were part of Quicksmart Literacy in 2014 exceeded student average growth in their reading. Reading and spelling also displayed a higher average scaled score growth compared to other schools in the state.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



The 2016 NAPLAN data shows a consolidation of the significant student growth in Numeracy 2015. An impressive 68.6% of Year 9 students equalled or exceeded expected growth. The average scaled score growth at Strathfield South High School was 55.9% which represents a 6.5% increase from 2015 and is 15.2% higher than the State average. Of those 68.6%

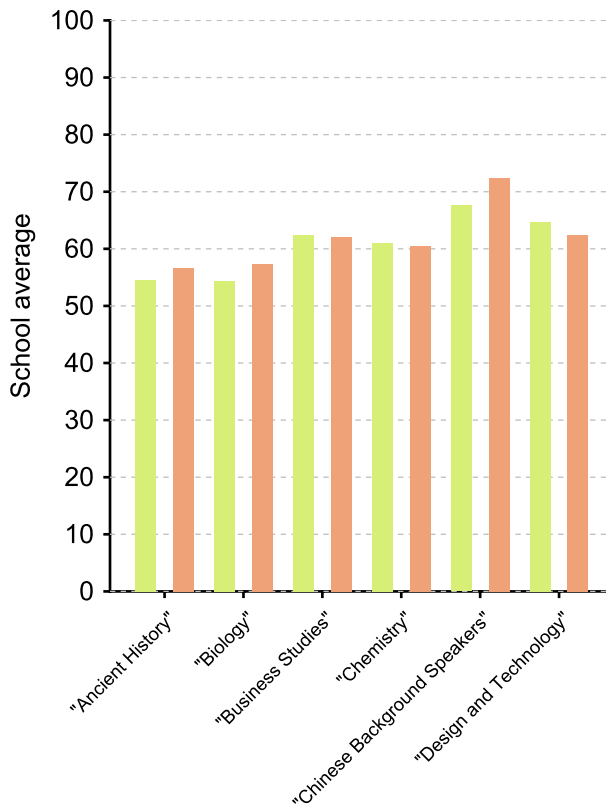
students at Strathfield South High School who exceeded average growth, 14% saw an increase of over 90 in their scaled score.

2016 NAPLAN Numeracy also showed a growth with 79% of Quicksmart students exceeding both their expected and school average growth in NAPLAN. Once again the Quicksmart numeracy students showed higher average scaled growth compared to state.

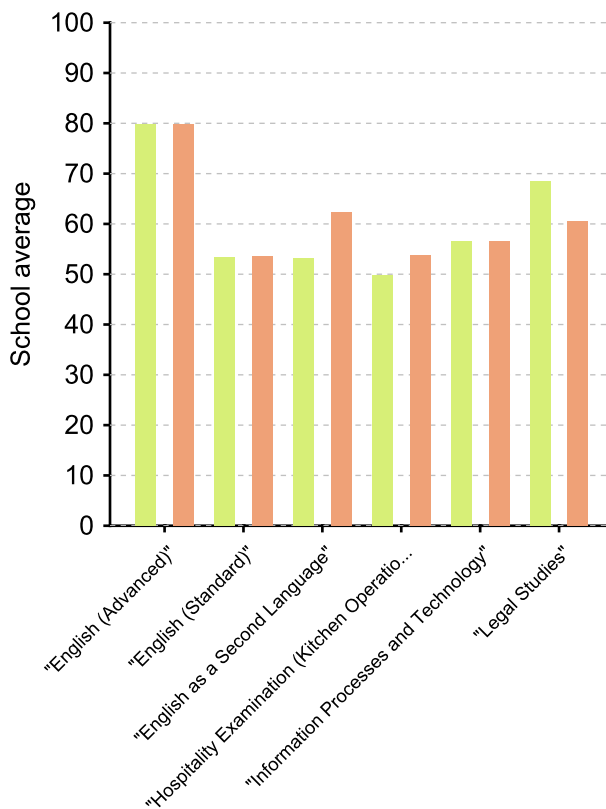


### Higher School Certificate (HSC)

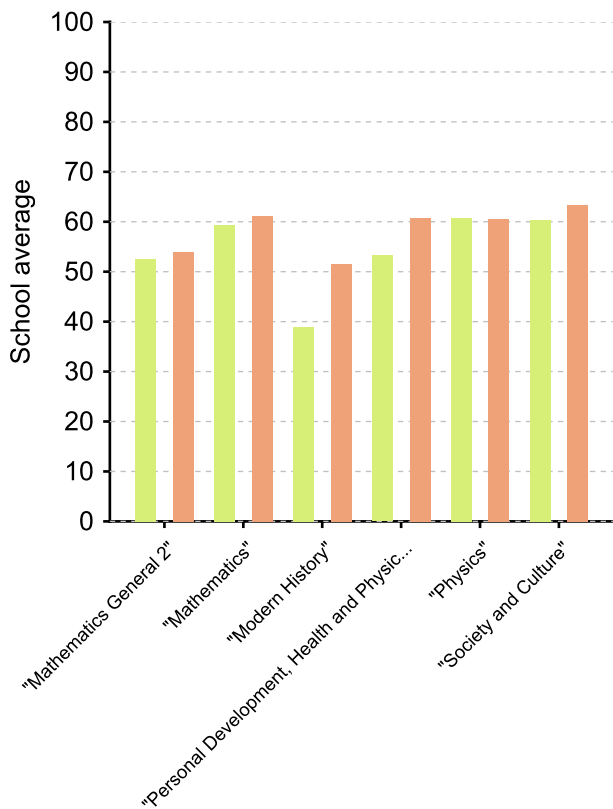
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



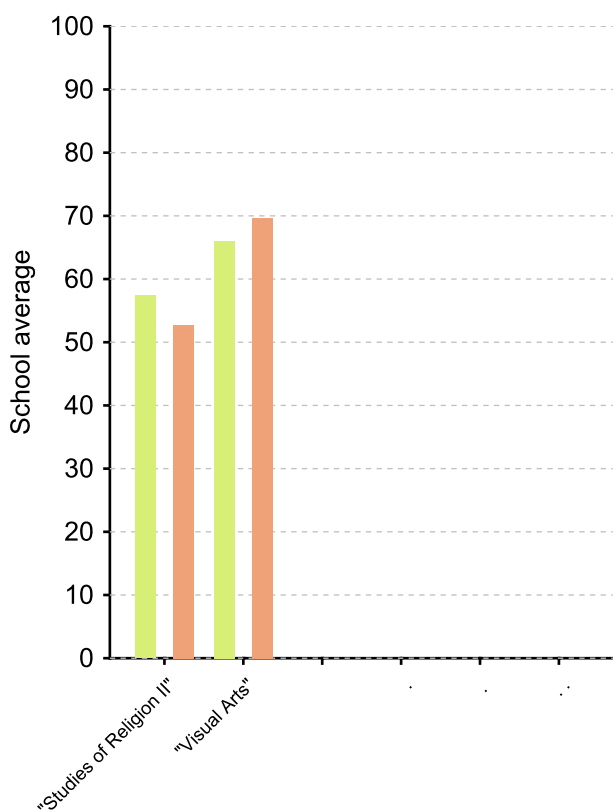
■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



Legend: School 2016 (Green), School Average 2014-2016 (Orange)



Legend: School 2016 (Green), School Average 2014-2016 (Orange)

### ANCIENT HISTORY

Percentage in Bands: 12.5% of students scored in the top two bands compared to 23.3% of all New South Wales Department of Education students studying Ancient History. 45.9% of Strathfield South High School students scored in the middle two bands compared to 52.1% of all New South Wales Department of Education students. 41.7% of Strathfield South High

School students scored in the bottom two bands compared to 24.7% of all New South Wales Department of Education students. The mean scaled score of 54.6% was below the scaled mean of 68.2% for all New South Wales Department of Education students. Trend Data: The average scaled score has increased slightly from 54.3% in 2015 to 54.6% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Ancient History students has increased from 9.7% in 2012 to 13.6% in 2016. SSWS Graph Analysis: The Ancient History cohort for 2016 performed significantly below parity with New South Wales Department of Education performance (-0.93). When compared with other courses in the school, however, the Ancient History students performed slightly worse than other subject areas (-0.06). Scatter Plot Analysis: The value added data for Ancient History showed a decline of -6.64 compared to year 9 NAPLAN performance.

### BIOLOGY

Percentages in bands: 2.4% of Strathfield South High School students scored in band 6, compared to 8% of all New South Wales Department of Education students studying Biology. The number of students scoring in band 5 was 14.3% compared to 22.8% of all New South Wales Department of Education students. 28.5% of Strathfield South High School students scored in the middle two bands compared to 55.3% of all New South Wales Department of Education students. 54.7% of Strathfield South High School students scored in the bottom two bands in compared to 13.9% of all New South Wales Department of Education. In summary, the number of Strathfield South High School students achieving band 5 and 6 was higher in 2016 than in 2015.

Trend data: The average scaled score has decreased from 60.8 in 2016 to 54.4 in 2015. The gap between the New South Wales Department of Education average scaled score and that of Biology students at Strathfield South High School has increased from 8.7 in 2015 to 17.7 in 2016.

SSWS Graph Analysis: The Biology cohort for 2016 performed below parity with New South Wales Department of Education performance (-1.42). When compared with other courses in the school, the Biology students performed slightly above parity to other subject areas (0.12).

Scatter plot analysis: The value added data for Biology showed a decline of -5.01 compared to year 9 NAPLAN performance but this data is based on an incomplete data set due to the recent enrolment of many students.

### BUSINESS STUDIES

Percentage in Bands: 8.3% of Strathfield South High School students scored in the top two bands compared to 26.2% of all New South Wales Department of Education students studying Business Studies. 47.8% of Strathfield South High School students scored in the



middle two bands compared to 53.8% of all New South Wales Department of Education students. 40.9% of Strathfield South High School students scored in the bottom two bands compared to 20% of all New South Wales Department of Education students. The mean scaled score of 62.4% was below the scaled mean of 70.3% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 56.6% in 2015 to 62.4% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Business Studies students has increased from 4.9% in 2012 to 7.9% in 2016.

SSWS Graph Analysis: The Business Studies cohort for 2016 performed below parity with New South Wales Department of Education performance (-0.61). When compared with other courses in the school, however, the Business Studies students performed slightly better than other subject areas (+0.18).

Scatter Plot Analysis: The value added data for Business Studies showed an increase of 2.09 compared to year 9 NAPLAN performance.

#### CHEMISTRY:

Percentages in bands: 5.0% of Strathfield South High School students achieved a band 6 compared to 10.4% of all New South Wales Department of Education students studying Chemistry. The number of students achieving band 5 was 10.0% compared to 29.8% of all New South Wales Department of Education students. 50% of Strathfield South High School students scored in the middle two bands compared to 52% of all New South Wales Department of Education students. 35% of Strathfield South High School students scored in the bottom two bands compared to 7.7% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved bands 3 and 4 in Chemistry was slightly below all New South Wales Department of Education students, as well as state-wide results.

Trend data: The average scaled score has remained stable at 61 in 2016 compared to 60.2 in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Chemistry students has decreased from 15.3 to 14.1.

SSWS Graph Analysis: The Chemistry cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.15). When compared with other courses in the school, however, the Chemistry students performed slightly below other subject areas (-0.01).

Scatter plot analysis: The value added data for Chemistry showed a significant growth of +6.06 compared to Year 9 NAPLAN performance.

#### CHINESE BACKGROUND SPEAKERS

Percentage in Bands: 16.7% of Strathfield South High

School students scored in the top two bands compared to 63.6% of all New South Wales Department of Education students studying Chinese Background Speakers. 58.3% of Strathfield South High School students scored in the middle two bands compared to 35.6% of all New South Wales Department of Education students studying Chinese Background Speakers. 25% of Strathfield South High School students scored in the bottom two bands compared to 0.8% of all New South Wales Department of Education students studying Chinese Background Speakers. The mean scaled score of 67.6% was below the scaled mean of 81.5% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 77.3% in 2014 to 67.6% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Visual Arts students has increased from 5.5% in 2014 to 13.9% in 2016.

SSWS Graph Analysis: The cohort for 2016 performed below parity with New South Wales Department of Education performance (-1.91). When compared with other courses in the school, the Visual Arts students scored slightly higher than in other subject areas (-0.29).

Scatter Plot Analysis: The value added data for Visual Arts showed a decline of -0.49% compared to Year 9 NAPLAN performance but this data is based on a data set of 4/12 students, due to the enrolment of students who did not sit NAPLAN in Year 9.

#### CHINESE BEGINNERS

Percentage in Bands: 33% of Strathfield South High School students scored in the middle two bands compared to 25% of all New South Wales Department of Education students studying Chinese Beginners. 66.7% of Strathfield South High School students scored in the bottom two bands compared to 28.6% of all New South Wales Department of Education students studying Chinese Beginners. The mean scaled score of 58% was below the scaled mean of 71.6% for all New South Wales Department of Education students.

Trend Data: As Chinese Beginners was a new course in 2016, trend data could not be determined. SSWS Graph Analysis: The Chinese Beginners cohort for 2016 only contained two students and, as a result, an

SSWS Graph Analysis could not be completed.

Scatter Plot Analysis: The value added data for Chinese Beginners in 2016 showed an increase of 11.31 compared to the Year 9 NAPLAN performance.

#### DRAMA

Percentage in Bands: 71.4% of Strathfield South High School students achieved the middle bands compared to 66.4% of all New South Wales Department of Education students studying Drama. 28.6% of Strathfield South High School students achieved the bottom two bands compared to 3.5% of all New South

Wales Department of Education students studying Drama. The mean scaled score of 58.4% was below the scaled mean of 75.5% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased decreased from 60.9% in 2014 to 58.4% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Drama students has increased from 14.9% in 2014 to 17.1% in 2016.

SSWS Graph Analysis: As a result of having only 7 students completing the Drama course in 2016, the SSWS Graph Analysis could not be completed. The Drama cohort for 2015 performed below parity with New South Wales Department of Education performance (-1.08). When compared with other courses in the school, however, the Drama students performed better than in other subject areas (+0.27).

Scatter Plot Analysis: The value added data for Drama showed a decline of -9.23 compared to Year 9 NAPLAN performance but this data is based on a data set, 3/7 students, due to the enrolment of students who did not sit NAPLAN in Year 9.

#### ENGLISH ADVANCED

Percentages in bands: 0% of Strathfield South High School students scored in band 6, compared to 14.6% of all New South Wales Department of Education students studying Advanced English. The number of students scoring in band 5 was 60% compared to 42.3% of all New South Wales Department of Education students. 40% of Strathfield South High School students scored in the middle two bands compared to 41.5% of all New South Wales Department of Education students. 0% of Strathfield South High School students scored in the bottom two bands in compared to 1.6% of all New South Wales Department of Education. In summary, the number of Strathfield South High School students achieving band 5 and 6 was 20% higher in 2016 than in 2015.

Trend data: The average scaled Strathfield South High School score has increased from to 75.7 in 2015 to 79.9 in 2016. The average scaled score for the state has remained relatively stable at 80.1 in 2016 compared to 80.2 in 2015. The gap between the New South Wales Department of Education average scaled score and that of Advanced English students at Strathfield South High School has decreased from -4.5 in 2015 to -0.2 in 2016.

SSWS Graph Analysis: The Advanced English cohort for 2016 performed close to parity with New South Wales Department of Education performance (-0.02). When compared with other courses in the school, the Advanced English students performed slightly above parity to other subject areas (0.17).

Scatter plot analysis: The value added data for Advanced English showed an overall increase of 7.02 compared to year 9 NAPLAN performance. The data reveals that those students who scored a Band 6 in Year Nine NAPLAN did not value add whilst those who

had scored above a Band 6 in NAPLAN did value add by the HSC.

#### ENGLISH STANDARD

Percentages in bands: 0% of Strathfield South High School students achieved a band 6 compared to 0.6% of all New South Wales Department of Education students studying Standard English. The number of students achieving band 5 was 1.3% compared to 8.6% of all New South Wales Department of Education students. 42.6% of Strathfield South High School students scored in the middle two bands compared to 73.1% of all New South Wales Department of Education students. 56% of Strathfield South High School students scored in the bottom two bands compared to 17.8% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved band 5 increased compared to 2015. The middle bands 3 and 4 increased and the % of Strathfield South High School students in the bottom two bands decreased compared to 2015 data.

Trend data: The average scaled score for Strathfield South High School has increased to 53.4 in 2016 compared to 52.6 in 2015. The average scaled score for the state has increased to 66.9 in 2016 compared to 65.7 in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Standard English students has remained relatively stable at -13.1 in 2015 to -13.5 on 2016.

SSWS Graph Analysis: The Standard English cohort for 2016 performed significantly below parity with New South Wales Department of Education performance (-1.31). When compared with other courses in the school, however, the Standard English students performed slightly below other subject areas (-0.01).

Scatter plot analysis: The value added data for Standard English showed a significant decline of -7.62 compared to Year 9 NAPLAN performance. The data reveals that most students who had scored Band 5 to Band 10 in NAPLAN did value add by the HSC.

#### ENGLISH AS A SECOND LANGUAGE

Percentages in bands: 5% Strathfield South High School students scored a band 6 compared to 4.1% of all New South Wales Department of Education students. 0% Strathfield South High School students scored a band 5 compared to 20.7% of all New South Wales Department of Education students. 30% of Strathfield South High School students scored in the middle two bands compared to 57.9% of all New South Wales Department of Education students. 65% of Strathfield South High School students scored in the bottom two bands compared to 17.3% of all New South Wales Department of Education students. In summary, 2016 HSC data is not as evenly spread across the band results as the 2015 cohort data.

Trend data: The average scaled Strathfield South High School score has decreased from to 67.2 in 2015 to 53.1 in 2016. The average scaled score for the state

has decreased slightly from 70.3 in 2015 to 69.8 in 2016. The gap between the New South Wales Department of Education average scaled score and that of ESL students at Strathfield South High School has increased from -3.1 in 2015 to -16.7 in 2016.

SSWS Graph Analysis: The ESL cohort for 2016 performed significantly below parity with New South Wales Department of Education performance (-1.15). However, when compared with other courses in the school our Physics students performed slightly below parity (-0.09).

Scatter Plot Analysis: The value added data for ESL showed a significant decline of -19.63 compared to Year 9 NAPLAN performance. The data reveals that those students who scored a Band 6 or Band 7 in Year Nine NAPLAN did not value add whilst those who had scored above a Band 8 in NAPLAN did value add by the HSC.

## LEGAL STUDIES

Percentage in Bands: 13.6% of Strathfield South High School students scored in the top two bands compared to 33.6% of all New South Wales Department of Education students studying Legal Studies. 44% of Strathfield South High School students scored in the middle two bands compared to 49.2% of all New South Wales Department of Education students. 52% of Strathfield South High School students scored in the bottom two bands compared to 22.7% of all New South Wales Department of Education students. The mean scaled score of 68.4% was below the scaled mean of 72% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 57.6% in 2015 to 68.4% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Legal Studies students has decreased from 4.5% in 2012 to 3.6% in 2016.

SSWS Graph Analysis: The Legal Studies cohort for 2016 performed significantly below parity with New South Wales Department of Education performance (-0.26). When compared with other courses in the school, however, the Legal Studies students performed slightly better than other subject areas (+0.14).

Scatter Plot Analysis: The value added data for Legal Studies showed an increase of 7.35 compared to year 9 NAPLAN performance.

## MATHEMATICS GENERAL

Percentages in bands: 44.5% of Strathfield South High School General Students were placed in the top 4 bands compared to 82.8% of the state. This is an improved comparison with the previous year where 31.7% of Strathfield South High School students were placed in the top 4 bands. There was also an improved outcome in the bottom 2 bands where 56% of 2016 Strathfield South High School students were placed compared to 68.1% in the previous year. In summary, many students with a lower ability continue to attempt

General Mathematics with a view to developing their mathematical skills to pursue further technical education and careers.

Trend Data: The 2016 trend data shows a significant downward change from 57.6% in 2015 to 52.5%. (State 2016 - 64.8%)

SSWS Graph: The 2016 General Maths students were below parity when compared to state performances (-0.80) and were roughly comparable with the performances of other subjects offered by the school (-0.02).

Scatter Plot Analysis: the value added data for General Mathematics displayed an overall negative growth of -5.58. It is worth noting that this negative growth is indicative for the 11 students (out of 44) who sat for the Year 9 NAPLAN test. The remaining students were not present at the test.

## MATHEMATICS

Percentages in bands: 29.4% of Strathfield South High School Mathematics Students were placed in the top 3 bands compared to 71.6% of the state. These results are down on the previous year when 36.5% of Strathfield South High School students (state 77.6%) achieved a band 4 or better. Of great concern are the 47% of the students who achieved bands 1 and 2. These are primarily the students who could not cope with the course and would not or could not drop this subject.

Trend Data: The 2016 trend data shows a negative growth from 71.7% in 2015 to 59.4% (State 2016 - 76.7%).

SSWS Graph: The 2016 Mathematics students were largely below parity when compared to state performances -1.13 (-1.67 in 2015) and were moderately improved with the performances of other subjects offered by the school (+0.13).

Scatter Plot Analysis: It is not possible to reliably report on the valued added data as only 2 students out of 17 sat the Year 9 NAPLAN test.

## MATHEMATICS EXTENSION 1

Percentages in bands: 33.3% of Strathfield South High School Mathematics Extension 1 students were placed in the top 2 (E4 and E3) bands compared to 79.9% of the state. These results show a disappointing comparison on the previous year when 87.5% of Strathfield South High School students achieved a band E4 or E3. Also 33.3% of the students achieved band E2. These were primarily the students who continued with the course to obtain recognition for attempting this more demanding subject for the purposes of tertiary education. One student received a band E1.

Trend Data: The 2016 trend data shows a negative growth from 76.9% in 2015 to 67.3% (State 2016 - 81%).

SSWS Graph: The data for 2016 Extension 1 students is not available.

Scatter Plot Analysis: the value added data for Mathematics Extension 1 displayed an overall positive growth of 0.4 with one student displaying a positive growth of 17.6.

## MATHEMATICS EXTENSION 2

Percentages in bands: 50% of Strathfield South High School Mathematics Extension 2 Students were placed in the top 2 (E4 and E3) bands compared to 85.6% of the state. No student received a band E1.

Trend Data: The 2016 trend data shows negative growth from 74.2% in 2015 to 71% (State 2016 – 81.8%).

SSWS Graph: The data for 2016 Extension 2 students is not available.

Scatter Plot Analysis: the value added data for Mathematics Extension 2 displayed positive growth of 3.16. (Only one student in this course attempted the Year 9 NAPLAN test.)

## MODERN HISTORY

Percentage in Bands: No students scored in the top two bands compared to 32.7% of all New South Wales Department of Education students studying Modern History. 13.4% of Strathfield South High School students scored in the middle two bands compared to 48.9% of all New South Wales Department of Education students. 86.7% of Strathfield South High School students scored in the bottom two bands compared to 19.9% of all New South Wales Department of Education students. The mean scaled score of 38.9% was below the scaled mean of 71.3% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 56.9% in 2015 to 38.9% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Modern History students has increased from 0.6% in 2012 to 32.4% in 2016.

SSWS Graph Analysis: The Modern History cohort for 2016 performed significantly below parity with New South Wales Department of Education performance (-2.20). When compared with other courses in the school, however, the Modern History students performed slightly worse than other subject areas (-0.13).

Scatter Plot Analysis: The value added data for Modern History showed no data, indicating that none of the cohort sat for the year 9 NAPLAN examination.

## MUSIC 1

Percentage in Bands: 60% of Strathfield South High School students scored in the middle bands compared to 44% of all New South Wales Department of

Education students studying Music. 40% of Strathfield South High School students scored in the bottom two bands compared to 2.7% of all New South Wales Department of Education students studying Music. The mean scaled score of 61.6% was below the scaled mean of 79.2% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 74.4% in 2012 to 61.6% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Music students has increased from 4.2% in 2012 to 17.6% in 2016.

SSWS Graph Analysis: As a result of having only 5 students completing the Music 1 course in 2016, the SSWS Graph Analysis could not be completed. The Music cohort for 2015 performed below parity with New South Wales Department of Education performance (-1.68). When compared with other courses in the school, the Music students performed slightly worse than in other subject areas (-0.19).

Scatter Plot Analysis: The value added data for Music showed a decline of -12.25 compared to Year 9 NAPLAN performance but this data is based on a data set, of 2/5 students, due to the enrolment of students who did not sit NAPLAN in Year 9.

## PDHPE

Percentages in Bands: 9.5% of Strathfield South High School PDHPE students scored in Band 5 compared to 18.6% state-wide. 38.1% of Strathfield South High School students scored in band 3 compared to 23.8% state-wide. 19% of Strathfield South High School students scored in band 2 compared to 13.9% state-wide. 33.3% of Strathfield South High School students scored in band 1 as opposed to 9.9% state-wide.

Trend Data: Statistics show consistent results in PDHPE in years prior to 2016. In 2012 the average was 65.9, 63.1 in 2013, 65.5 in 2014, 63.6 in 2015, and 53.2 in 2016. The gap between the state-wide average scaled score and that of Strathfield South High School PDHPE students has lengthened from -4.6 in 2012 to -15.9 in 2016.

SSWS Graph: The PDHPE Cohort for 2014 performed below state-wide average at -1.03. When compared to other subjects in the school, the PDHPE students performed slightly below at -0.04.

Scatter Plot Analysis: The value added data for PDHPE displayed a retraction of -0.81%.

## PHYSICS

Percentages in bands: 6.7% Strathfield South High School students scored a band 6 compared to 9.3% of all New South Wales Department of Education students. 6.7% Strathfield South High School students scored a band 5 compared to 20.7% of all New South Wales Department of Education students. 53.3% of Strathfield South High School students scored in the

Wales Department of Education students. 33.4% of Strathfield South High School students scored in the bottom two bands compared to 15.3% of all New South Wales Department of Education students.

Trend data: The average scaled score for Strathfield South High School has been increased from 56.5 in 2015 to 60.8 in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Physics students has decreased from 15.6 in 2015 to 11.2.

SSWS Graph Analysis: The Physics cohort for 2015 performed below parity with New South Wales Department of Education performance (-0.79). However, when compared with other courses in the school our Physics students performed just above parity (0.14).

Scatter Plot Analysis: The value added data for Physics showed an improvement of +1.77 compared to Year 9 NAPLAN performance. However, this data is based on a small set of data due to the recent enrolment of many students.

## SOCIETY AND CULTURE

Percentage in Bands: 11.1% of Strathfield South High School students scored in the top two bands compared to 44.1% of all New South Wales Department of Education students studying Society & Culture. 61.4% of Strathfield South High School students scored in the middle two bands compared to 49.1% of all New South Wales Department of Education students. 38.9% of Strathfield South High School students scored in the bottom two bands compared to 6.8% of all New South Wales Department of Education students. The mean scaled score of 61.4% was below the scaled mean of 67.8% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 61.4% in 2015 to 60.4% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Society & Culture students has decreased from 19% in 2012 to 16.5% in 2016.

SSWS Graph Analysis: The Society & Culture cohort for 2016 performed significantly below parity with New South Wales Department of Education performance (-1.44). When compared with other courses in the school, however, the Society & Culture students performed slightly better than other subject areas (+0.10).

Scatter Plot Analysis: The value added data for Society & Culture showed a decline of -16.21 compared to year 9 NAPLAN performance, however, only 2 students of the 18 cohort sat that examination in Year 9.

## STUDIES OF RELIGION

Percentage in Bands: 11.8% of students scored in the top two bands compared to 27.7% of all New South Wales Department of Education students studying Studies of Religion. 41.2% of Strathfield South High

School students scored in the middle two bands compared to 49.6% of all New South Wales Department of Education students. 47% of Strathfield South High School students scored in the bottom two bands compared to 22.7% of all New South Wales Department of Education students. The mean scaled score of 57.4% was below the scaled mean of 68.8% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 44.9% in 2015 to 57.4% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Studies of Religion students has decreased from 13.9% in 2014 to 11.4% in 2016.

SSWS Graph Analysis: The Studies of Religion cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-0.79%). When compared with other courses in the school, however, the Studies of Religion students performed marginally worse than other subject areas (-0.09%).

Scatter Plot Analysis: The value added data for Studies of Religion showed a decline of -2.59% compared to year 9 NAPLAN performance.

## VISUAL ARTS

Percentage in Bands: 17.6% of Strathfield South High School students scored in the top two bands compared to 42.8% of all New South Wales Department of Education students studying Visual Arts. 47% of Strathfield South High School students scored in the middle two bands compared to 54.1% of all New South Wales Department of Education students studying Visual Arts. 35.3% of Strathfield South High School students scored in the bottom two bands compared to 3% of all New South Wales Department of Education students studying Visual Arts. The mean scaled score of 66% was below the scaled mean of 77.5% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 82% in 2012 to 66% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Visual Arts students has increased from 4.3% in 2012 to 11.5% in 2016.

SSWS Graph Analysis: The Visual Arts cohort for 2016 performed below parity with New South Wales Department of Education performance (-1.29). When compared with other courses in the school, the Visual Arts students scored slightly lower than in other subject areas (-0.02).

Scatter Plot Analysis: The value added data for Visual Arts showed a decline of -9.93 compared to Year 9 NAPLAN performance but this data is based on a data set of 8 of 17 students, due to the enrolment of students who did not sit NAPLAN in Year 9.

## VET BUSINESS SERVICES EXAMINATION

Percentage in Bands: No students scored in the top two bands compared to 22.4% of all New South Wales Department of Education students studying Business Studies. 44.4% of Strathfield South High School students scored in the middle two bands compared to 59.6% of all New South Wales Department of Education students. 55.5% of Strathfield South High School students scored in the bottom two bands compared to 18.1% of all New South Wales Department of Education students. The mean scaled score of 53.1% was below the scaled mean of 69.4% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 62.1% in 2013 to 53.1% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Business Services has increased from 8.4% in 2012 to 16.3% in 2016.

SSWS Graph Analysis: The Business Services cohort for 2016 numbered 9 in total. This analysis showed no data, indicating that none of the cohort sat for the year 9 NAPLAN examination.

Scatter Plot Analysis: The value added data for Business Services showed no data, indicating that none of the cohort sat for the year 9 NAPLAN examination.

#### VET RETAIL SERVICES EXAMINATION

Percentage in Bands: No students scored in the top two bands compared to 19.2% of all New South Wales Department of Education students studying Business Studies. 55.5% of Strathfield South High School students scored in the middle two bands compared to 72.3% of all New South Wales Department of Education students. 44.4% of Strathfield South High School students scored in the bottom two bands compared to 8.5% of all New South Wales Department of Education students. The mean scaled score of 53.1% was below the scaled mean of 69.4% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 65.2% in 2012 to 55.4% in 2016. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Business Services has increased from 6.3% in 2012 to 16.3% in 2016.

SSWS Graph Analysis: The Retail Services cohort for 2016 numbered 9 in total. This analysis showed no data, indicating that none of the cohort sat for the year 9 NAPLAN examination.

Scatter Plot Analysis: : The value added data for the Retail Services cohort showed an increase of 0.74 compared to year 9 NAPLAN performance. Note only 3 students sat for this examination from the cohort of 9.

## Parent/caregiver, student, teacher satisfaction

The school once again employed the Tell Them From Me Survey to gauge staff and student responses, while parent opinions were sought during specific, targeted, meeting times throughout the year. This also involved the school working with the Department's Communications Office to run parent focus groups within the school and at our local feeder primary schools. Parents overwhelmingly acknowledged the positive changes at the school as evidenced by greatly improved uniform, student behaviour and focus on learning. Year 7 enrolments in 2016 were significantly higher than previous years, reflecting community confidence.

Staff indicated that school leadership was having a positive impact with 88% agreeing that school leaders are leading improvement and change, and creating a culture of support. Students indicated a strong sense of connection to the school and to their learning. Students commented that they see the school as providing them with strong opportunities, especially for tertiary entrance.



## Policy requirements

### Aboriginal education

Indigenous students were supported in their learning and wellbeing through the development of Personalised Learning Pathways, individual tutoring for senior students, links with university pathways initiatives and continued partnership with the AIME program from Western Sydney University.

AIME provides a structured educational program for Indigenous students and involves a diversity of interventions including individual mentoring, yarn circles, curriculum tutor support, university excursions, post-school transition with career support and the development of links with community groups and other indigenous high school students.

Throughout the year AIME mentors supported the students and staff with the development of a successful NAIDOC celebration. Our Indigenous students participated in a range of excursions and activities that gave them the opportunity to develop a better understanding of their culture and to further develop community links and friendships. Included in the NAIDOC celebrations was an Art workshop where the school and Indigenous community leaders from the Art Gallery of NSW worked together with indigenous students and their non-indigenous friends to develop cultural artwork which culminated into a beautiful display during NAIDOC assembly and Family Fair Day.

At the conclusion of the year, Brooke McDonnell was selected as an AIME ambassador and this is a credit to her extremely hard work and leadership both at school and in the AIME community. This has given Brooke the opportunity to be a leader and a role model within the Indigenous community. Included in her role as the AIME ambassador will be mentoring and supporting younger Indigenous students both at school and at AIME, assisting the AIME staff to plan and participate in exciting school events, being involved in a cultural immersion excursion and having the opportunity to do work experience at the Western Sydney AIME offices.



### Multicultural and anti-racism education

As a vibrant, highly multicultural school environment, the school continued in 2016 to focus strongly on celebrating and educating through our diversity. Some highlights include:

#### IFTAR

The 2016 Iftar celebration, held during Ramadan, was another hugely successful community event, drawing over 450 parents, students, teachers, former students and community members. The wonderful food was prepared by a dedicated team of teachers, students, parents and community members and we were joined by Waifa Zaim, The President of the Muslim Women's Association, our Education Director Kathy Powzun, and Betty Harper Principal of Bankstown Girls High School. The call to prayer was performed by Ibrahim Win and was a moving way to begin the celebratory feast and allow us to come together as a community and be a part of an annual Islamic tradition.

#### FAMILY FAIR DAY

Our school continued its tradition of celebrating the cultural diversity and talents of our school community with another vibrant and successful Family Fair Day. In addition to the wonderful array of world foods enjoyed by students, community members and teachers alike, 2016 saw the development of more cultural performances. The community were entertained by our talented student Afghan dancers, Pacific Islander dancers, Lebanese drumming, contemporary dance and a DJ finale. Many students attended wearing their cultural dress and enjoyed a variety of funfair activities including inflatable slides, bungee jumping and Sumo wrestling suits. Many teachers displayed their talents with fortune telling, interactive Science experiments, calligraphy, sari tying, Henna tattoos and face painting.

Family Fair day also saw vital support services and community groups represented, including Head Space, TAFE, Auburn Youth Centre, Lebanese Muslim Women's Association and Metro Migrant Resource Centre as well as the Police and Fire and Rescue Service. We were pleased to welcome two Education Directors, Cathy Powzun and Paul Hughes, who joined the school community for this significant celebration of our diverse and vibrant multicultural school.

#### REFUGEE PROGRAM

Approximately 10% of Strathfield South High School's student cohort has had refugee or refugee-like experiences. These students and their families come from Afghanistan, Burma, Sri Lanka, Iraq, Syria, and Palestine and the Occupied Territories.

The Strathfield South refugee program assists these students in multiple ways including wellbeing, broadening experience, and developing knowledge of alternate pathways. The program uses targeted funding provided through the Learning and Leadership Portfolio to assist full participation in school life. In 2016, a significant proportion of the funding allowed refugee students to participate in grade sports and excursions. Also, the discrete funding assisted selected students with school fees for elective subjects and supplied them with uniforms.

As well as fostering participation in the full gamut of school life, the refugee program targets engagement with school and the broader society. This focus is largely executed through our partnership with

STARTTS, and the outreach program, Auburn Parents Evening. STARTTS runs Sporting Linx for nine weeks in every term, and our involvement in this youth engagement program allows the school to refer students to their holiday camps as well as other STARTTS services. Auburn Parents Evenings and fortnightly phone calls made by the Dari-speaking Community Liaison Officer allow the Dari speaking parents to increase their involvement with their child's education and become more familiar with Australian educational expectations and Australian culture. Strathfield South High School's refugee program also develops post-school pathways. Other initiatives organised by the Refugee program include Dare to be Sensible, a legal rights and responsibility program run in conjunction with Ashfield Metro Assist, successful nomination of 7 students for Friends of Zainab awards, and the inclusion of cultural demonstrations at the annual Family Fair Day.

## Other school programs

### BREAKFAST CLUB

Our Breakfast Club remains an important and popular element of Wellbeing provision in the school. Through collaborating with the Technology and Applied Sciences Faculty and staff volunteers, we continued to provide a nutritious breakfast every day of the week, free of charge. A range of food is offered including cheese toasties, fruit, cereal, yogurt and juice, and is enjoyed by approximately 15 students a day.

### CAREERS

The Careers profile is continually expanding at Strathfield South High School as both new and existing programs continue to play a significant role in student transition. Careers staff provide students with skills, resources, guidance and opportunities to explore their education and future career options. 2016 proved to be another action-packed year.

#### University Programs

The University of New South Wales: the ASPIRE program has once again been pivotal in providing our students with a range of opportunities and avenues for exploration for Years 8, 9 and 10. ASPIRE is an outreach program that works with school students from low socio-economic status backgrounds in schools across Sydney and regional New South Wales to increase students' educational aspirations and help them access a university education.

University of Technology Sydney: The 'Big Day In' is a technology careers conference with a difference as it is organised, run and hosted by students for students. Our students were privileged with the opportunity to work closely with companies such as Microsoft, CSIRO, Google, IBM, Westpac, HP & WiseTech.

Western Sydney University: Western Sydney U-Day – Once a term, our students are given the opportunity to speak to current University students and academic staff and experience the range of courses available at

Western Sydney University through interactive workshops and presentations. They also learn about potential scholarship opportunities, The Academy, pathway programs and further opportunities to pursue their academic aspirations.

TAFE New South Wales (TVET): TVET is TAFE-delivered vocational education and training (TVET) courses which allow school students to gain workplace skills and experience to get a head-start on their career at no cost while still being enrolled in school. In 2016 the school had 8 successful graduates and 2017 will provide even more opportunity for this number to grow as student interest continues to rise.

I-Manifest: This is a not-for-profit organisation that provides pathways for young people to pursue a real, sustainable career in the creative industries. In 2016, 35 students participated in one of the following programs (Biennale, Mercedes Benz Fashion Week and VIVID) where they worked hands-on with industry professionals to create and present projects in their respective fields of interest to the general public.

Careers Expos: Students attended both the Jobs and Skills Expo and the Western Sydney Careers Expo which provided them with an opportunity to obtain information about employment, future study options, scholarship opportunities, work trends and participate in relevant workshops with reference to their subject of choice or career interest.

Employability Skills Workshops: Students from Years 9–12 participated in an Employability Skills Workshop where they were able to work on their personal resume, gain a tax file number, participate in mock interviews, complete a white card and subscribe to relevant career assessment websites such as jobJump & MyFuture.

2016 was a highly successful year in the area of Careers, the school is proud to announce that we are continually moving forward and the possibilities and options for our students in 2017 will continue to provide new avenues for student exploration in the world of work and education. New Careers Initiatives commencing in 2017 include:

1Scope: 2017 will mark the first year that Strathfield South students will be participating in the 1scope Program. 1Scope is a platform that allows students unparalleled access to all the opportunities and experiences available at major companies, top universities and a range of desirable employment centres. With the right character, knowledge and skills, students will collaborate, learn and grow together as they embrace new challenges.

State Emergency Services (SES): 20 students will engage in an intense 10 week program where they will work closely with the New South Wales State Emergency Service staff. This will provide students with the skills and knowledge that will build resilience and equip them with life skills for future endeavours. The program also has a major focus on developing leadership, teamwork and communications skills for young people.



Youth & Legal Services Program: 45 Students will be working very closely with the staff at Marrickville Legal Centre over 3 terms, with the purpose of exploring legal education for students in Years 9–12. The program will allow students to learn essential information regarding their rights and responsibilities under the law and where they can go for assistance if they need it.

## ENVIRONMENTAL PROGRAM

The Environmental Program is one which focuses on the following areas:

1. **Greenhouse Project:** After the initial building of the greenhouse, students grew vegetables and herbs. These crops were given to some staff members as well as being used by the hospitality team within the school. We have picked all the plants and began a new process of growing seedlings in the new season to sell within the school, our community and our wider local community.
2. **Beautification of the school and local community:** Teams work together to keep the school clean and hygienic for the school community. These teams will ensure our school promotes a wider focus on the environment as a whole, rather than with a selected few students.
3. **Respect and Responsibility:** Another focus area is the students learning to respect the environment and be responsible for the roles they are given as part of the program. For example, maintenance of greenhouse (Watering, cropping, planting etc.) With our initial building phase completed, we encourage students come on board to ensure our school remains clean, hygienic and environmentally friendly. Our plans will continue to work with our local schools and neighbouring community.

## GIRLS' PROGRAMS

Programs and initiatives for female students at Strathfield South High School in 2016 began at Bankstown Sports Club with the Zonta Club Sydney West International Women's Day Breakfast. Two of our students, one female and one male, received awards for both Citizenship and Standing against violence against women respectively. Students from Years 7–12 also attended the Strathfield Council International Women's Day Brunch where they gave a presentation addressing the year's theme of "pledge for parity."

Throughout the year a number of programs continued with Years 7 and 8 partaking in the Fresh Ed nutrition program, and Years 9 and 10 undertaking the Impressions of Me program. Select students from Years 7–12 participated in the University of Technology Sydney Engineering Workshop in which they discussed the career opportunities for women in the Engineering industry.

In 2016 our relationship with local police and the Police Citizens Youth Club developed, as a group of female students took part in the Healthy Minds Program run by Auburn PCYC. This program saw students participate in workshops, activities and discussions that

encouraged positive engagement in the community and developed affirming relationships among peers and community partners.

Fundraising for both Breast Cancer Foundation and White Ribbon Initiative took place in Term 4 at the staff Breast Cancer Luncheon in October and the White Ribbon Day event in November. Both were highly successful events. Strathfield South High School's White Ribbon activities will expand and continue in 2017.

## HOMEWORK CENTRE

The Homework Centre is a core component of Strathfield South High School's commitment to quality teaching and learning. It runs on Monday and Thursday afternoons and is extremely well attended, with up to 50 students participating each afternoon.

The Homework Centre runs throughout the school year and is a particularly useful resource for students who don't have access to Internet or computing facilities outside of school. The Centre is staffed by a group of volunteer teachers who are assisted by the school's participation in two university tutoring programs: Western Sydney University's Refugee Action Support (RAS) program, and University of Technology HSC Tutoring Scheme. Two RAS tutors were present in the Homework Centre for 12 weeks of each semester. Their invaluable assistance to student learning was supplemented by five University of Technology HSC tutors in the fields of Mathematics, English, Society and Culture, Legal Studies, Chemistry, Physics and Biology, who were in the Homework Centre for six weeks each in Terms 2 and 3. An added benefit of participating in the University of Technology HSC Scheme was that the school received free places to their holiday HSC preparation schools as well as professional development opportunities for staff.

In conjunction with the universities, our partnership with the Lebanese Muslim Association (LMA) led to a generous provision of with two tutors, food and water for our students each Thursday afternoon during Terms 3 and 4. Students involved in these tutorial programs were experientially submerged in far more than the academic: they have been invaluable to students' social development, re-energising them with confidence to succeed in their HSC and pursue their aspirational goals such as attending university. The school's partnerships with these two university tutorial schemes will continue in 2017.

## LIBRARY AND LEARNING CENTRE

The Library and Learning Centre saw some significant changes during 2016. The collection was expanded by the purchase of over 400 new items, the majority of which are fiction titles to support our Middle School Wide Reading program with books chosen to specifically meet the interests and learning needs of the students in our school. Circulation increased by almost 50%, showing that the students engaged with the new collection and significantly extended their reading opportunities.

The Library and Learning Centre is utilised every day by teachers from all Key Learning Areas as a space for collaborative learning, wide reading, ICT access and research activities. The purchase of new mobile fiction shelves has made the collection more visible and accessible for students. In addition, the construction of a discreet team meeting room and study space at the back of the library has created more flexible 21st century learning spaces.

The library is open three mornings before school, at 8AM, and every recess, for quiet study or reading and each lunch time as a social space and is very popular with students in every one of these sessions.

## LINKAGES PROGRAM

The Linkages Program worked in with nine feeder primary schools in 2016. They were: Chullora Public, Banksia Road Public, Greenacre Public, Hampden Park Public, Enfield Public, Strathfield South Public, Homebush Public, Homebush West Public, Marie Bashir Public.

The Linkages Program ran a range of activities with these schools through a variety of programs such as:– Linkages/Transition Programs (Sport/Dance/KLA Lessons); New South Wales Multicultural Ambassador Perks (AFL Games visits/Use of GWS Giants Facilities); Community of Schools Carnivals (Sports Coaching with Senior/Elective Students); Middle School (Teaching & Learning Collaboration); The Numeracy Skills Framework (5 focus areas within the Numeracy Skills Framework); and Maths Transition Project (developing a project that promotes pedagogical practices based on a positive learning environment to facilitate successful transition across Stage 3 and Stage 4.)

The Linkages Program is a great way for our school to showcase the many positive things happening within our school and gives our students opportunities to engage with the community. Feedback and evaluations from the participating primary schools has been highly encouraging, and the program is regarded as worthwhile and strongly positive by all schools.

## QUICKSMART

The Quicksmart program, a University of New England intervention program, provides extra literacy and numeracy support to Year 7 students who experience difficulty. In 2016, the program involved 24 students in total: sixteen literacy students and eight numeracy students. All students started at the level one level. At the end of the program ten students graduated at level three and six students at level two. Quicksmart numeracy had two students who graduated early which allowed an additional two students to be added to the program.

2016 NAPLAN data showed positive growth for Year 9 students who participated in the Quicksmart program in 2014. 53% of student who were part of Quicksmart Literacy in 2014 exceeded student average growth in their reading. Reading and spelling also displayed a higher average scaled score growth compared to other

schools in the state. 2016 NAPLAN Numeracy also showed a growth with 79% of Quicksmart students exceeding both their expected and school average growth in NAPLAN. Once again the Quicksmart numeracy students showed higher average scaled growth compared to state.

## SPORT

Carnivals: 2016 was a fun-filled year from the very beginning. It started off with a splash at the pools with our annual swimming carnival at Enfield Aquatic Centre with approximately 200 students attending. The students enjoyed the variety of activities offered as it was tailored to the demographics of the school. Various novelty events and 25m swimming races with floaty devices were offered to allow students to get involved and have a go, and this increased the number of participants in the races by 50%. The Athletics carnival and Cross country carnival were held on the school premises in 2016 to allow for maximum participation from students. Our three-year aim for Strathfield South High School is to increase the culture of carnivals amongst the students, and by holding them at school for the next two years it is hoped that in 2018 Strathfield will have the ability to reintroduce the Athletics carnival to students to be held outside the school premises. Holding the carnivals at school allowed a significant number of students to be involved. Both carnivals were held in Term 2 and a significant number of students placed into zone and achieving successful times placing first, second or third in various events.

Recreational Sport: Recreational Sport provides the students the choice of participating in a variety of sports of their choice to provide extra opportunities to expand their interests, skills and abilities. From Term 4 2016 all students were involved in a physical activity sport as part of the Department of Education Sport policy, to ensure that students are involved in an accumulated 60 minutes of Physical activity of sport per week. In line with this, this it was decided that in 2017 students will have different sports offered in different seasons, some coinciding with grade sport off-seasons to allow students to develop skills before trying out for that particular sport in the following season. Students in 2016 were offered a variety of sports including new sports such as table tennis, bike riding, in-school gym, dodge ball and handball. This increased student participation rates and also ensured that students were receiving their accumulated daily physical activity. New sports which will be offered in the upcoming year will be Yoga and Pilates which will work hand-in-hand with dance to further increase the participation rates of girls in the school.

Grade Sport & Knockout Teams: At Strathfield South High School we encourage students to take part in competitive sporting opportunities and ensure the school values of respect and responsibility are instilled on the sporting field. Grade Sport at Strathfield South High School provides students with a broad range of opportunities such as developing team work and communication skills, building a sense of belonging and school morale and enjoying a competitive environment amongst the Bankstown Zone. From 2015, there has been a significant increase in participation rates in 2016

Grade Sport with 18% more students participating in 2016. Students were offered a variety of sports including Oz Tag, Touch Football, Soccer, Mixed Netball and Volleyball. The introduction of Dodgeball to the Grade Sport calendar in Season 3 proved to be a huge success with a number of teams entering the competition from around the Zone. During the 3 seasons Strathfield South High School were successful in winning 3 competitions: Senior Girls Basketball, Senior Girls Soccer & Junior Boys Dodgeball. All students competed with great sportsmanship with a number of teams making it to Grand Final matches but being unlucky on the day. 2017 is set to be another big year for Grade Sport with 8 teams already entered into competitions for Season 1 comprising of six OzTag teams and two Soccer teams. Strathfield South High School entered multiple Knockout teams in 2016. Sports we participated in during 2016 were Basketball, Cricket, Rugby League, Soccer, Tennis, Touch Football, Volleyball, Netball, Lawn Bowls and Table Tennis. A number of teams progressed successfully through the early rounds of competition with the Futsal team coached by Paris Hadji, making the semi-final match.

Enrichment Sports Program: 2016 saw the Enrichment Sports Program at Strathfield South High School grow and enhance its affiliations with external organisations. The Program is now linked with the Sydney Swans, the GWS Giants, the National Rugby League (NRL), Football New South Wales, Sydney Thunder Cricket, Cricket New South Wales, Touch New South Wales and OZTAG Australia. Students have the opportunity to partake in Programs run by these organisations and get real life experiences in playing, coaching and event management. It has also been extremely pleasing to see our Enrichment Sports Program students displaying excellent leadership and mentoring skills in all areas of Strathfield South High school community. The program prides itself on making students into better people and better athletes by giving them extra opportunities outside of the normal curriculum.

#### STEM (Science Technology Engineering Mathematics)

In 2016 we were successful in our application to become a part of the STEM Action Schools Mentoring Program. Partnered with Canobolas Technology High School in Orange, our school attended a workshop showcasing how STEM could be embedded in the school structures (timetable and workspaces). Our teachers participated in some STEM activities focused on problem solving and building team work.

We are currently programming for STEM at Strathfield South High School. Our Middle school will be trialling our STEM programs once a fortnight with specialist teachers. We are looking to align our STEM programs with the units of work being taught each term in HSIE, Science, TAS and Maths.

Two dry laboratories are in the process of being refurbished 'thinker space' furniture and technology, to engage students in a collaborative environment and provide quick access to resources.

#### STUDENT WELLBEING

2016 saw the consolidation of the new Wellbeing Team structure developed the previous year. Learning and Support, Wellbeing and pastoral personnel, careers and Rewards and Values staff make up a collaborative Wellbeing team which meets weekly. The team structure has facilitated a strong focus on professional dialogue, collaborative planning and high levels of effective communication to further improve the strategic planning and interventions for Wellbeing at Strathfield South High School.

A new initiative in 2016 was an individual and group Personal Best Mentoring program to support students in Stages 4 and 5 to develop strong and respectful relationships and engage with their learning. This program was so successful that it has been extended into 2016 and 30% more students being able to access the support than in the previous year.

The school Positive Behaviour for Learning (PBL) has been renamed Rewards and Values (RAV) program which has embedded the school values of Respect and Responsibility. A cascading system that recognises and rewards student achievement and engagement in all areas of their school experience saw over 1000 positive letters sent to parents and care givers, morning tea celebrations with parents and caregivers for students who reached Gold award level and culminated in the awarding of 21 Principal's Medals, the highest possible award, at a formal assembly.

We continue to extend our partnerships with community stakeholders to enrich the student experience and support them in developing a strong sense of belonging to the school and wider community. Partnering with organisations including the Helmsman Project, Auburn Youth Centre, PCYC, Metro Migrant Resource Centre, NRL and Ashfield HeadSpace has facilitated students participating in Social Justice Programs, Healthy relationships programs, In League and Harmony, Dare to be Sensible, Helmsman coaching and mentoring and Digital Awareness programs. In addition we have strong and active links with university widening participation programs with four universities; University of Technology with the Sky High, Western Sydney University with Fast Forward, University of Sydney with Compass and UNSW with the Aspire program.

#### SUPPORT

In 2016 the students from the Hearing Support Unit participated in a wide range of mainstream academic and extracurricular activities across the school. There were 30 students with varying degrees of hearing loss and support needs who participated in both small discrete classes and mainstream integration. During the year, the Support Unit began to build capacity in the use of AUSLAN. Several staff members undertook introductory courses, and a Student Learning Support Officer who is proficient in AUSLAN was employed and Year 8 students were taught basic AUSLAN as a part of their Languages Other Than English program.

The Support Unit continued its partnership with the University of Sydney Speech Pathology Program and 24 students received individualised speech pathology

programs in the first semester.

Year 12 Hearing Support students achieved some excellent academic results in the HSC with one student gaining early entry into Notre Dame University.

2016 saw the commencement of a new Autism support class at Strathfield South High School. The students continue to access individualised programs designed to meet their learning needs. At the end of the year, many of the current students transitioned to senior subjects and greater mainstream integration. The school's environmental and gardening program continued to be run by the Autism support classes. A range of herbs and seasonal vegetables were grown, harvested and sold by students throughout the year. Plans are in place to expand the program in 2017 to include aquaponics.

In term 4, it was decided that 2 additional Autism support classes would be established in 2017. The remainder of the year involved extensive transition planning for the new students and the creation of new classrooms and learning spaces.