Strathfield Girls High School

Annual Report

2017

8169

Introduction

The Annual Report for **2017** is provided to the community of **Strathfield Girls High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding

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Message from the Principal

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

I am proud of the academic achievements of our students in 2017, and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

In the past year:

- 55% of students in Year 7 achieved in the top two bands in NAPLAN numeracy;
- 99% of Year 7 students achieved above National Minimum Standards (NMS) in NAPLAN reading and numeracy;
- 56% of students in Year 9 achieved in the top two bands in NAPLAN numeracy;
- 100% of Year 9 students achieved above National Minimum Standards (NMS) in NAPLAN numeracy;
- 97% of Year 9 students achieved above National Minimum Standards (NMS) in NAPLAN reading;
- 67% of Year 12 students achieved at least two 5 or 6 band results (the top 2 bands) in the HSC;
- 87% of students stated, in the Tell Them From Me Survey, that they have positive relationships with other students who they can trust and who encourage them to make positive choices; and
- 99% of students indicated, in the Tell Them From Me Survey, that they had positive behaviours at school.

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

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

Angela Lyris

Principal

School background

School vision statement

SCHOOL PURPOSE

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

SCHOOL VALUES

- Striving for excellence in academic, cultural, creative and sporting pursuits.

- Developing skills for life–long learning.

- Promoting a sense of self–worth, resilience, integrity and respect for self and others.

- Promoting a sense of leadership to achieve one's personal best.

- Empowering students to be self–reliant, confident, responsible, successful citizens and future–focused leaders.

- Providing a nurturing, safe and inclusive school environment which embraces diversity and fosters co–operation.

- Strengthening the partnerships between students, staff, parents and the local and global community.

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING

LEARNING CULTURE

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

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

WELLBEING

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

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

CURRICULUM & LEARNING

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

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

ASSESSMENT & REPORTING

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

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

STUDENT PERFORMANCE MEASURES

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

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

TEACHING

EFFECTIVE CLASSROOM PRACTICE

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

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

DATA SKILLS AND USE

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

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

COLLABORATIVE PRACTICE

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

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

LEARNING AND DEVELOPMENT

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

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

PROFESSIONAL STANDARDS

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

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

LEADING

LEADERSHIP

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

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

SCHOOL PLANNING, IMPLEMENTATIONAND REPORTING

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

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

SCHOOL RESOURCES

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

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

MANAGEMENT PRACTICES AND PROCESSES

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

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

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

Strategic Direction 1

Quality Teaching

Purpose

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

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

Overall summary of progress

In 2017, the school had planned to review all KLA Stage 5 programs and refine them to align with NESA Syllabi and the Australian Curriculum. Programs were evaluated and refined to embed elements of the Quality Teaching Framework, explicit Literacy, Numeracy and ICT strategies, and strategies used to address students with additional needs. Programs are differentiated to ensure every student experiences success. Stage 5 programs requiring changes as per new syllabi, were worked on collaboratively by faculty teams who reviewed and updated them accordingly.

There was a continued focus on Employment Related Skills, mapped within programs to highlight our aim of preparing students for the working world. The Vitae Lampada (Wellbeing) and Careers programs were evaluated and strengthened to ensure more explicit targeting of future–focused goals and achievement.

As evident in internal and external data, students are experiencing success and are fully engaged in their learning.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In 2017, teaching programs will reflect best practice within the Quality Teaching Framework and NESA requirements, and include differentiation to meet the needs of all students. • 2017 –Stage 5 Programs	$61,212	All Stage 5 teaching programs have been reviewed and revised to: • embed Quality Teaching elements; and • ensure full alignment with NESA syllabi, reflecting the new Australian Curriculum, as well as the changes to the new Stage 5 syllabi requirements and guidelines. In addition, strategies in programs have been included to respond to the differentiated needs of all students – both gifted and talented, and those requiring additional support. Release time was provided for faculty collaboration to either refine, or review and develop new Stage 5 programs. Subsequently, programs were checked by the Deputy Principals, and feedback was provided to Head Teachers.
Student surveys (including *Tell Them from Me)* will indicate an increase in effective learning time, relevance and rigour in classroom practice.	N/A	Student survey data used to report on this improvement measure includes external survey data (Tell Them From Me), and school–based data (Years 7 –10 Surveys; Year 12 Exit Survey). The internal survey data indicates: • an average of 72% of Year 12 students indicated that their teachers were enthusiastic and interested in their learning and 67% of students in Years 7 to 10 indicated that their teachers always encourage

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Student surveys (including *Tell Them from Me)* will indicate an increase in effective learning time, relevance and rigour in classroom practice.		them to perform at their best; • an average of 65% of students in Years 7 to 10, rated their learning experiences as good or very good; • an average of 60% of students in Years 7 to 10 indicated that they worked in a quality teaching and learning classroom environment; and • an average of 71% of Year 12 students, and 54% of students in Years 7 to 10 believed teacher feedback and follow–up helped them to progress in their learning. The Tell Them From Me data indicates: • an average of 73% (compared to the NSW average of 63%) of students stated that important concepts were taught well, class time was used effectively and evaluations supported class objectives; • an average of 64% (compared to the NSW average of 58%) reported consistent relevance of classroom instructions that also applied to their everyday lives; and • 65% of students (compared to the NSW average of 57%) indicated that they find or found classroom instruction well organised, with a purpose, and included immediate and appropriate feedback. Students indicated that these strategies supported their learning.

Next Steps

In 2018, via the new School Plan, Strategic Direction 1 – Teaching will focus on Effective Classroom Practice and Data Skills and Use to ensure that:

- all staff are engaged in the continual evaluation and refinement of teaching programs, with specific implementation of effective evidence–based classroom practice to improve student performance; and
- there is a renewed focus on data skills and use to enable teachers to interpret data and track student performance and progression.

Both of these strategies will be built into the school system of regular monitoring of quality teaching practices.

Strategic Direction 2

Quality Learning

Purpose

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

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

Overall summary of progress

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

All staff have developed quality assessment and reporting practices, focussing on innovative and reflective classroom practice. Student and parent surveys indicate that there have been improvements in whole school assessment and reporting processes and practices.

Stage 5 teaching programs have been enhanced by embedding the Quality Teaching elements, ensuring alignment with the current NESA syllabi. These programs respond more effectively to a full range of student needs and abilities, through the inclusion of differentiated practices and strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will have personal future – focussed learning goals, aimed at equipping them for the world after school.	$26,475	In 2017, 100% of students developed their personal future learning goals which identified their aims for attainment throughout the year. During 2017, Year Advisers have conducted student forums each term to monitor progress against individual learning goals of each student. They reflected aims for individual achievement across areas in curriculum, social, physical, spiritual health and wellbeing. The school has continued to monitor the Homework Help program to support students in meeting their individual learning goals.This program was staffed by qualified teachers and student mentors, who were able to concentrate on meeting areas of greater student need. This program included one–to–one tuition and group seminars.
Student surveys will indicate an improvement in assessment and reporting practices, with the focus on feedback to enhance student learning and growth.	$10,000	Individual student surveys, including *Tell Them From Me* and Faculty PMIs, were collated throughout 2017 on assessments and reporting practices. The Leadership Team, Instructional Rounds, based its Problem of Practice on reviewing literacy and numeracy across the curriculum, which was identified as a priority and reflected in the School Plan. As part of this Problem of Practice, all faculties were surveyed and mapped with priorities. All findings were presented at a staff meeting, and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student surveys will indicate an improvement in assessment and reporting practices, with the focus on feedback to enhance student learning and growth.		clearly identified the stages faculties were in respect to delivering and embedding literacy and numeracy strategies across the curriculum. This also led to faculty programs identifying these strategies and processes for implementation. Faculties have continued to complete PMIs after each unit of work, which has enabled immediate attention and feedback to be provided to all students. The requirement of benchmarking, as well as corporate marking, in all areas was addressed and mapped. This has led to improved student outcomes and identifying areas of focus. KLA's have engaged in team building, and professional learning in identifying students strength and areas needing additional support in their learning. Student tracking in all Years, across all subjects, identified student learning needs. Whole–school support of targeted students was implemented. Through Tell Them From Me data, 78% of students indicated that they have tried to succeed in their learning.
Timetabled student wellbeing programs refined to reflect the results of feedback received, and becoming more responsive to student needs.	$54,667	The Schools Wellbeing program, Vitae Lampada continues to be a vital component in the whole–school implementation of the wellbeing framework. Through timetabled lessons and units of work in Years 7–12, teachers are able to address the wellbeing of all students, including their learning, social, physical, emotional and engagement requirements to build connectedness in all areas of their schooling. Positive psychology strategies and growth mindset philosophies are fostered for all students to reach their full potential. Ongoing student mentoring is provided through their Year Advisers, Year 12 mentoring program, counsellor support, Homework Help and also additional classes provided by KLA's after school and in the holidays. This dedication by staff to support all students has led to continued positive relationships being fostered and nurtured. In 2017, the Vitae Lampada continuum was led by the Wellbeing and Learning and Engagement Team, addressing the needs of all students. Readiness, Respect and Responsibility themes are embedded in all content presented, as the foundations for learning success. Teachers deliver focus areas that encourage student engagement and social/emotional support strategies. The team reviews and reflects on student evaluation survey, using feedback to adjust programs accordingly. High Resolves, which is an immersive learning experience and program, empowers students. We deliver this in Stage 4 and 5, focussing on teaching students to be respectful and responsible global citizens. Students engage in research and formulate targets looking at areas of need, both locally and globally. They gain valuable leadership and communication skills through teamwork and reflection.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Timetabled student wellbeing programs refined to reflect the results of feedback received, and becoming more responsive to student needs.		***Tell Them From Me* data indicates:** 85% of students agreed that they had a positive attitude towards Vitae Lampada this year. Overall, the results were very positive with over 75% of students agreeing/strongly agreeing that the material dealt with in the Vitae Lampada lesson had been useful and lessons met their expectations. An average of 87% of students (compared to the NSW Average of 78%) stated that they had someone at school that consistently provided encouragement and to whom they could turn to for advice.

Next Steps

In 2018, the new School Plan 2018–2020 will ensure Strategic Direction 2 is successfully implemented:

- students will continue to have personal future–focused learning goals, aimed at equipping them for the world after school;
- 1Scope Initiative will be run in conjunction with Burwood Girls High School and Macquarie University to enhance iSTEM concepts with Year 9 students; and
- Positive Education concepts will be introduced within the Vitae Lampada program.

Strategic Direction 3

Quality Leadership

Purpose

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

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

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

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

Overall summary of progress

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

Students are empowered to embrace leadership opportunities, as they build their capacity to contribute and participate as responsible citizens, within the school and the wider community. Student leadership has also been fostered through strong support for awards such as the 2017 Minister's and Secretary's Awards for Excellence, 2017 NSW Training Awards and the ZONTA Young Women in Public Affairs Award. Further leadership initiatives, such as Australian Business Week,1Scope, and Jesmond Aged Care (volunteer program) have been introduced, enhancing students' capacity and students' motivation to succeed as leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Well–planned staff professional learning program embedded as part of school life and culture, with professional learning addressing school priorities.	$54,740	Against a background of school–wide encouragement of staff to attend advertised professional learning courses, the school has: • allocated a professional learning budget to each teacher, with the expectation that professional learning experiences align with school priorities, or some aspect of educational reform; • maintained Leadership Teams, with a budget, in which all staff were involved, and which focused on key priority areas in line with the school plan; • continued Instructional Rounds and identified the Problem of Practice as being literacy and numeracy in classroom practice. Professional learning surveys and class visits were made, as well as recommendations to embed the Problem of Practice in classroom practices; and • employed in–house experts to deliver scheduled professional learning items at all executive, staff and faculty meetings, as well as at School Development Days, in which presentations were made by all staff.
Increasing numbers of staff seeking or achieving higher levels of accreditation.	$44,553	Teachers seeking accreditation have benefited from regular scheduled meetings, under the guidance of a whole school coordinator. The emphasis, within the school, on leadership has focused on professional learning, together with the increase in leadership opportunities. These initiatives have led to an increase staff seeking and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing numbers of staff seeking or achieving higher levels of accreditation.		achieving accreditation. Professional Learning in writing Maintenance Reports was also delivered.
Increased number of staff seeking internal and external leadership opportunities.	N/A	There has been an estimated 30% increase in staff seeking internal and external leadership positions. Contributing to this increase have been: • the designation of second–in–charge positions within all faculties; • regular meetings for all Head Teachers with the Deputy Principals, to enhance the leadership capacity and achievement of priority areas in the school plan; and • the implementation of an aspiring Deputy Principal mentoring program, to provide opportunities for Head Teachers to shadow a Deputy Principal in building their capacity as leaders. In 2017, one Head Teacher was promoted to Deputy Principal, two Relieving Head Teachers were promoted to the position of Head Teacher, one Class Teacher was promoted to Head Teacher and a temporary teacher attained permanency at Strathfield Girls High. Our SAM also attained a temporary Business Manager position at our school, promoting a SAO member of staff to SAM.

Next Steps

In 2018, the following will be implemented, to ensure the success of Strategic Direction 3:

- continuation of professional learning opportunities and faculty sharing, with ongoing presentations being made at School Development Days, Executive, Staff and Faculty meetings;the introduction of additional leadership programs and opportunities, with external groups: for example, Years 10 and 11 participating in the 'z–club', an auxiliary of the ZONTA organisation; and
- the collaboration with 1SCOPE, Macquarie University and another local high school to promote the philosophies of STEM within our school community and the provision of Professional Development to cater for the needs of all teachers. This includes peer mentoring and coaching, assistance in addressing the Teaching Standards as specified by NESA; and the new Instructional Rounds Problem of Practice was identified as being innovative teaching practice within the classroom.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2,538	100% of ATSI students have a current PLP that has been negotiated with parents and students. All staff have an understanding of the Aboriginal Education Policy and are implementing strategies to engage ATSI students.
English language proficiency	$54,707	Subject teachers and EAL/D specialist teachers work collaboratively to develop and incorporate resources and strategies into their programs to address the identified cultural and language needs of the EAL/D students at the school.
Low level adjustment for disability	$53,510	The Learning and Engagement Team meets fortnightly to monitor and assess identified students and determine the appropriate learning and support adjustments to be implemented across KLAs. The Learning and Support Teacher (LaST) has led whole school professional learning on pedagogy and research on students with additional learning needs.
Socio–economic background	$73,453	Tutorial models, such as daily access to Homework Help, are also used to increase the level of student engagement in Years 7–12, especially for students from financially disadvantaged families. Students have access to subject teachers five days a week to support them in achieving their learning potential. There has been a significant increase of students attending the Homework Help sessions in the library.
Support for beginning teachers	$44,553	The Beginning Teachers were provided opportunities to attend professional learning programs as a means of building their capacity in all areas of their professional growth.

Student information

Student enrolment profile

Students	Enrolments			
	2014	**2015**	**2016**	**2017**
Boys	0	0	0	0
Girls	1151	1161	1149	1127

Student Attendance

The school implements an explicit and published policy on student attendance, which is communicated to staff, students and members of the community.

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

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

Student attendance profile

School				
Year	**2014**	**2015**	**2016**	**2017**
7	97.5	97	97.2	97.7
8	97.7	95.5	96.4	96.6
9	96.6	96.6	95.5	96.4
10	96.1	95.9	96	95
11	95.6	94.8	96.1	95.6
12	95.7	94.5	95.7	95.8
All Years	96.5	95.6	96.1	96.1
State DoE				
Year	**2014**	**2015**	**2016**	**2017**
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school implements an explicit and published policy on student attendance, which is communicated to staff, students and members of the community.

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

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0.5
TAFE entry	0	0	4.6
University Entry	0	0	88.1
Other	1.7	4.1	0.9
Unknown	2.2	11	5.9

Year 12 students undertaking vocational or trade training

In 2017, 8.7% of Year 12 students undertook vocational courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 100% of Year 12 students obtained a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	55.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	11

Professional learning and teacher accreditation

Professional Development has played a significant role at Strathfield Girls High School in building leadership and teaching capacity. All teachers have positively embraced this initiative and have actively participated in leading internal and external professional development. This in turn has had a positive effect on student learning outcomes, as well as having facilitated best teaching practice.

Findings and Conclusions

The five designated School Development Days (SDD) promoted a collaborative and collegial culture amongst staff. Staff felt confident to partake in professional dialogue, showcase work and share their experiences and expertise. The five SDDs focused on areas identified in the School Plan and Milestones, School Excellence Framework, External Validation and Leadership Teams, as well as cross–curriculum Development Days on developing individual educational plans, the use of data analysis, identifying student needs through the process of tracking, Technology in the Classroom, and monitoring the Higher School Certificate. Emphasis was placed on The Bump It Up Strategy, Unpacking What Works Best and in developing Faculty and School Dignity and Respect Charters.

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

Seventy– nine staff (teaching and non–teaching) took advantage of Professional Learning funding provided through the DoE. The annual Teacher Professional Learning funds of approximately $77 159 provided the bulk of the source of funding for Professional Learning for the year. The main areas of Professional Learning concentrated on curriculum, quality teaching, welfare and professional growth.

Through ongoing evaluation and reflection of Professional Learning via surveys and course evaluations, it is clearly evident that the majority of staff believe in the importance of up–skilling in their core business of teaching and learning. Teachers have developed skills in preparing and engaging students for 21st Century classroom.

Through continual collaboration and the ability to work closely with members of other faculties via Leadership Teams, staff have recognised the relevance of cross curriculum education and the importance of students making connections in their learning. This in turn has enhanced student learning outcomes.

Executive Professional Learning was benchmarked through weekly presentations at Executive meetings. Initial presentations required Executive to showcase an area of their faculty with other Executive members and to research and present one of the following Educational Reforms, including:

- Leadership & Teacher Quality
- Great Teaching Inspired Learning
- Teacher Award Initiatives
- Bump It Up Strategy
- Quality Teaching, Successful Students

- LMBR
- Excellence in School Administration
- Aboriginal Education and Communities
- Wellbeing Framework
- Every Student, Every School
- Rural and Remote Schools
- Business Intelligence

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

Future Directions and Recommendations

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

- Providing teachers with ongoing opportunities to enhance their professional growth through recommended professional readings. This will allow a sense of ownership of personal growth and achievement. The encouragement of professional dialogue and the sharing of resources and ideas will be highlighted at Faculty, Staff and Executive meetings, as well as at School Development Days.
- Use of 'in–house' expertise, as well as external consultants in the facilitation of Professional Development. Our LaST and EAL/D teachers, Head Teachers and theschool counsellors have the background knowledge and expertise to provide explicit training and development in their individual Key Learning Areas.
- Utilising Instructional Rounds feedback to develop more effective classroom practices, as well as seeing an increase in cross–curriculum integration; teachers working within other faculties in the development and sharing of ideas, programs and assessments; emphasis on promoting the connections that exist in various Key Learning Areas that will improve teaching and learning in year groups, stages,or for particular student groups.
- The provision of Professional Development that is more relevant and applicable tothe needs of all teachers. This includes relevant modules from MyPL.
- Greater provision of leadership opportunities for all teachers to work beyond their classrooms to contribute to broader school programs.

Teacher Accreditation

In 2017 Strathfield Girls High had three temporary Teachers seeking Accreditation at level of Proficiency who received, as part of the Great Teaching, Inspired Learning Blueprint for Action reform, a total funding of $6,725.00 each. Six permanent teachers also received their second year of funding.

As part of this incentive the three Teachers seeking Accreditation at Proficiency level were released from face to face teaching so they could plan, observe classroom practice and be mentored by a more experienced staff member. The mentors were also provided the opportunity to be released from their

classes to observe them and to provide them with constructive feedback.

These three teachers also used this time to collect evidence in preparation for their accreditation. This time also provided them opportunities to observe staff members from other Key Learning Areas and to identify connections made across the curriculum. The teachers were also provided with mentoring in writing their Accreditation Report in line with DoE requirements.

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

They were also provided with opportunities to attend professional learning programs as a means of building their capacity in all areas of their professional growth.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs to 30 November 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2017 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.

Receipts	$
Balance brought forward	**230,977**
Global funds	578,008
Tied funds	282,591
School & community sources	1,170,270
Interest	10,550
Trust receipts	57,793
Canteen	0
Total Receipts	2,099,212
Payments	
Teaching & learning	
Key Learning Areas	348,601
Excursions	170,706
Extracurricular dissections	348,894
Library	3,643
Training & Development	68,235
Tied Funds Payments	207,019
Short Term Relief	89,448
Administration & Office	375,544
Canteen Payments	0
Utilities	83,690
Maintenance	183,218
Trust Payments	55,017
Capital Programs	43,127
Total Payments	1,977,142
Balance carried forward	**353,048**

	2017 **Actual** ($)
Opening Balance	0
Revenue	1,544,545
Appropriation	925,563
Sale of Goods and Services	164,575
Grants and Contributions	453,762
Gain and Loss	0
Other Revenue	0
Investment Income	646
Expenses	-1,167,159
Recurrent Expenses	-1,167,159
Employee Related	-406,829
Operating Expenses	-760,330
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	377,386
Balance Carried Forward	377,386

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Strathfield Girls High School has a Budget Committee that manages whole school financial policy requirements. The committee meets on a regular basis throughout the year to monitor school finances. Committee decisions are tabled at Executive and P&C meetings.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	9,614,979
Base Per Capita	175,628
Base Location	0
Other Base	9,439,351
Equity Total	834,281
Equity Aboriginal	2,538
Equity Socio economic	73,453
Equity Language	603,206
Equity Disability	155,084
Targeted Total	11,841
Other Total	155,447
Grand Total	10,616,549

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 7and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7);
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

Year 7 Literacy

- 38.2% of Year 7 students achieved Band 8 or 9 in **Reading** compared to 30.6% of students in NSW Department of Education schools.
- 1.2% of Year 7 students received a Band 4 in **Reading** (below National Minimum Standard in comparison to the 5.2% of students in NSW Department of Education schools.
- 39.4% of Year 7 students achieved Band 8 or 9 in **Writing** compared to 21.3% of students in NSW Department of Education schools.
- 3.6% of Year 7 students received a Band 4 in **Writing** (below National Minimum Standard in comparison to the 8.7% of students in NSW Department of Education schools.
- 67.8% of Year 7 students achieved Band 8 or 9 in **Spelling** compared to 41.3% of students in NSW Department of Education schools.
- 1.8% of Year 7 students received a Band 4 in **Spelling** (below National Minimum Standard in comparison to the 4.7 % of students in NSW Department of Education schools.
- 50.9% of Year 7 students achieved Band 8 or 9 in **Grammar & Punctuation** compared to 30% of students in NSW Department of Education schools.
- 0.6% of Year 7 students received a Band 4 in **Grammar & Punctuation** (below National Minimum Standard in comparison to the 7.8% of students in NSW Department of Education schools.

Year 9 Literacy

- 23.9% of Year 9 students achieved Band 9 or 10in **Reading** compared to 24.7% of students in NSW Department of Education schools.
- 3.1% of Year 9 students received a Band 5 in **Reading** (below National Minimum standard)in comparison to 5.6 % of students in NSW Department of Education schools.
- 29.4% of Year 9 students achieved Band 9 or 10 in **Writing** compared to 18% of students in NSW Department of Education schools.
- 3.7% of Year 9 students received a Band 5 in **Writing** (below National Minimum standard)in comparison to 16.1% of students in NSW Department of Education schools.

- 52.% of Year 9 students achieved Band 9 or 10 in **Spelling** compared to 31.1% of students in NSW Department of Education schools.
- 4.3% of Year 9 students received a Band 5 in **Spelling** (below National Minimum standard)in comparison to 6.2% of students in NSW Department of Education schools.
- 43.6% of Year 9 students achieved Band 9 or 10 in **Grammar & Punctuation** compared to 24.8% of students in NSW Department of Education schools.
- 2.5% of Year 9 students received a Band 5 in **Grammar & Punctuation** (below National Minimum standard) in comparison to 8.5% of students in NSW Departmentof Education schools.

Percentage in Bands:
Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	1.2	5.5	24.9	30.3	29.1	9.1
School avg 2015-2017	1.2	7.8	23.7	31.1	26.7	9.6

Percentage in Bands:
Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	1.8	3.6	6.1	20.6	34.6	33.3
School avg 2015-2017	1.2	5.8	10.1	20.8	34.6	27.6

Percentage in Bands:
Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	3.6	7.3	20.6	29.1	27.3	12.1
School avg 2015-2017	2.7	9.7	25.2	29.4	24.1	8.9

Percentage in Bands:
Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	3.1	11.7	16.0	45.4	17.8	6.1
School avg 2015-2017	3.3	11.9	24.1	32.8	20.3	7.7

Percentage in Bands:
Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	4.3	6.1	19.0	17.8	30.7	22.1
School avg 2015-2017	3.4	6.3	17.3	25.6	29.3	18.1

Percentage in Bands:
Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	3.7	11.0	21.5	34.4	15.3	14.1
School avg 2015-2017	4.7	16.0	25.3	31.6	11.9	10.6

Year 7 Numeracy

- 54.5% of Year 7 students achieved Band 8 or 9 in **Numeracy** compared to 34.9% of students in NSW Department of Education schools.
- 0.6% of Year 7 students received a Band 4 in **Numeracy** (below National Minimum Standard in comparison to the 2.4% of students in NSW Department of Education schools.

Year 9 Numeracy

- 55.9% of Year 9 students achieved Band 9 or 10 in **Numeracy** compared to 29.8% of students in NSW Department of Education schools.
- 0.0% of Year 9 students received a Band 5 in **Numeracy** (below National Minimum standard) in comparison to 1.0% of students in NSW Department of Education schools.

Percentage in Bands:
Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.6	3.0	10.3	31.5	21.2	33.3
School avg 2015-2017	0.4	4.6	13.6	31.1	24.7	25.6

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

Improving Aboriginal educationaloutcomes for students in the top two NAPLAN bands included:

- completion of e–homework on cohort writing tasks;
- explicit teaching activities to enhance reading and writing skills;
- participation in the Premiers Reading Challenge;
- targeted small work group work to extend understanding of literacy and numeracy concepts; and
- use of word–webs to build word recognition and spelling skills.

Higher School Certificate (HSC)

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

Our Year 12 students, supported by their teachers, excelled in the HSC in 2017. Congratulations to all our students, their families and their teachers for achieving such outstanding results.

One hundred and ninety–eight students attempted 41 HSC subjects and achieved examination means above the State examination mean in 30 out of 41 courses, which is 73% of courses.

Strathfield Girls High School students achieved **131 Band 6s** and **419 Band 5s** across all standard courses. In the Extension courses there were **30 Band E4s and 64 Band E3s.** This is clearly indicative of all the effort and dedication of staff and students.

Other courses not represented on the following table include:

- English Extension 2
- Entertainment Industry
- Japanese Continuers
- Japanese Extension 1
- Society and Culture
- Studies of Religion I
- Textiles and Design

These highly valued courses were not represented due to small cohorts (less than 10 students). All of these courses had a school average that was above the state average.

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	80.2	74.3	68.1	79.4
Biology	79.0	75.2	70.9	78.6
Business Studies	77.8	73.7	68.2	78.5
Chemistry	78.7	73.6	72.1	80.9
Chinese and Literature	83.4	83.6	81.8	83.4
Community and Family Studies	76.6	75.2	70.7	78.7
Economics	81.1	73.4	73.6	78.7
English (Advanced)	85.1	81.9	77.6	84.3
English (Standard)	78.1	72.1	65.6	75.9
English as a Second Language	79.7	71.5	69.7	79.1
English Extension 1	87.9	81.3	84.0	84.8
Food Technology	85.1	74.2	69.3	83.7
History Extension	76.1	76.4	81.7	76.5
Hospitality Examination (Kitchen Operations and Cookery)	69.5	74.7	71.5	75.1
Information Processes and Technology	82.0	72.6	69.4	81.1
Japanese Beginners	85.2	79.2	74.9	82.3
Korean Beginners	77.7	80.3	80.9	77.7
Korean in Context	83.7	0.0	86.0	83.7
Legal Studies	85.2	77.3	72.1	82.9
Mathematics	81.6	77.4	73.2	82.4
Mathematics Extension 1	81.7	78.9	81.0	84.2
Mathematics Extension 2	84.4	80.2	83.1	84.0
Mathematics General 2	74.1	71.0	63.6	75.3
Modern History	78.1	74.7	69.6	80.1
Music 1	90.9	83.7	79.7	86.5
Personal Development Health and Physical Education	76.0	73.2	67.7	75.6
Physics	76.5	72.4	70.4	76.1
Senior Science	75.2	73.2	68.3	76.9
Studies of Religion II	76.3	74.2	69.6	77.4
Visual Arts	80.0	82.2	77.7	81.6

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This occurred in 2017.

Their responses are presented below:

- 90% of students displayed a positive attitude to schooling and planned to pursue post–secondary education; and
- 74% of students indicated a positive sense of belonging and felt accepted and valued by their peers and teachers.

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

The data revealed that:

- 72% of Year 12 noted that the quality of teaching produced learning in the top bands of performance; and
- students identified feedback from teachers as being necessary for improvement.

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

- Over 90% of parents attended the Year 7–12 reporting evenings;
- 100%of Year 12 parents indicated that the teachers had identified their daughter's strengths in the reports;
- 100% of Year 7 parents at the Mid Year Parent Teacher Evening indicated that the interviews addressed their daughter's strengths and areas of improvement; and
- staff evaluations indicated appreciation for the professional learning experiences through faculty meetings, staff meetings and School Development Days, as well as external professional learning opportunities.

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

Policy requirements

Aboriginal education

The Aboriginal Education Policy has been addressed by the school in 2017 and Aboriginal perspectives are effectively incorporated into the school curriculum, resulting in enhanced student awareness of Aboriginal culture, history and issues.

Examples of initiatives include:

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

Multicultural and anti-racism education

The Multicultural Education Policy in Schools has been a focus in 2017. The school reflects the multiculturalism of Australia, with the diversity of cultural backgrounds bringing great strength to the school.

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

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

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

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

Other aspects of the program include:

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