

Strathfield South High School

Annual Report



2017



8252

Introduction

The Annual Report for **2017** 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

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Message from the Principal

2017 was a year of steady and solid growth for Strathfield South High School, as we sustained strong academic and social achievements for our students.

The Middle School operated for the first time as a fully staged model, with Year 7 and 8 students placed in classes designed to support their skills acquisition through personalised learning approaches, project-based activities and small class sizes. Pre- and post-testing of students' literacy and numeracy demonstrated considerable, above-expected growth for approximately 75% of the Middle School cohort.

The school continued to benefit from extensive Wellbeing initiatives designed to provide the social and emotional support students need to maximise their learning potential. Strategies included the provision of a full-time mentoring program for students in need, and accessing outside agencies to help students understand the risks and rewards that can be found in the world beyond the school gates.

The school worked extensively with the Department of Education's Communications Directorate to better understand our community's needs with regard to communication between the school and home, and implementing recommendations of this process will form a strong focus in our next three-year plan.

Our Support Unit continued to grow with an additional two classes for students with Autism being established, and one more class scheduled to open in 2018. This will bring the total Support classes to nine (4 hearing Support and 5 Autism) providing outstanding educational and social opportunities to students with disabilities.

Highlights of the year included our Iftar dinner, with over four hundred community members attending, another very well-attended Family Fair Day, and a Middle School parent afternoon – all of which provided wonderful opportunities for the community and school to come together. It was also with great pride that our students took out Second Place in the National Solar Car Racing Finals in Adelaide.

At Strathfield South High School we are proud of the personalised, student-centred approach we base all of our achievements on, and the contents of this report serve as a testament to our numerous successes. The opportunities that we are able to bring to our students are a strong testament to the vision, dedication and application of the amazing teaching and student support staff of the school, and they are due much credit for this.

I commend this report and its contents to you as a representation of our focus and our successes in 2017.

Simon Paterson

Principal

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.

There were some changes in definition relating to certain Elements of the School Excellence Framework between the 2016 Self Assessment and the one undertaken for the 2017 school year. This led to some changes in our assessment between the two evaluation periods.

A team of five staff comprising a Deputy Principal, Head Teacher Teaching and Learning, and classroom teachers from mainstream and the support unit scrutinised our performance in achieving our stated goals against the School Excellence Framework and determined that the school is:

Sustaining and growing:

- Learning Culture
- Wellbeing
- Curriculum
- Assessment
- Reporting
- Student Performance Measures
- Effective Classroom Practice
- Data Skills and Use
- Professional Standards
- Learning and Development
- Educational Leadership

Excelling:

- School Planning, Implementation and Reporting
- School Resources
- Management Practices and processes

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. The results of this evaluation were in–line with the school's expectations and lead effectively into the strategic directions for the next three years.

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

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

The implementation of the Middle School over the period 2015–2017 saw a very strong foundation laid upon which literacy and numeracy growth for all of our students could build upon. Further to the establishment of the Middle School was the introduction on PAT testing as a pre- and post-test strategy to enable the school to measure student growth and need on a much more regular basis than is provided by NAPLAN. PAT testing indicates that approximately 75% of students in the Middle School are showing better than expected growth and achievement in literacy and numeracy, a fact that reinforces the effectiveness of the strategy. Tell Them From Me data indicates that the school's wellbeing focused approach to learning is effective, with our students measuring their personal satisfaction with school well above state averages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The creation and implementation of a Middle School structure and pedagogy	\$45,000	In 2017 the Middle School became a fully-staged model with Year 7 and 8 students grouped in literacy and numeracy classes. Additional Student Learning Support Officer hours were allocated to provide additional learning support in classes, which were kept to a maximum of twenty students.
Student literacy and numeracy data will indicate a growth in the percentage of students at or above National Benchmarks in Year 9	\$30,000	In 2017, approximately 70% of Middle School students showed above-expected growth in literacy and numeracy. From 2018, when the first Middle School group enters Year 9, this growth will be able to be tracked into Stage 5.
'Tell them from Me' survey, exit surveys and other measurement tools indicate increasing levels of positive student Wellbeing and corresponding engagement with school life	n/a	Tell Them From Me data showed increases in all areas of student engagement, and that our students measure their happiness and levels of optimism above state average at 82% and 79%

Next Steps

The Middle School will continue to be a strong focus in the next three-year school plan, and tracking will be undertaken to measure the impact of literacy and numeracy gains. Strong literacy and numeracy development will remain a cornerstone of the school's focus in coming years, and the new school plan will see a designated Executive position being internally created to oversee literacy and numeracy achievement.



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

The Internal School Review team, lead by the Head Teacher Teaching and Learning, has become a strong feature of the school, and five faculties have undergone evaluation since the team's inception, leading to a culture where accountability and feedback are not seen as being intimidating. The Learning Support team has invested considerable efforts in developing and using student learning profiles and various data sources to better inform our understanding of our students' learning needs on an individual and group basis. Although students continue to arrive at the school below National Benchmarks in literacy and numeracy, PAT testing and writing samples indicate a much faster development of skills than was evident before the Middle School was created.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An Internal School Review Team and related processes will cyclically review faculties against high quality pedagogical practice	\$32,000	The position of Head Teacher Teaching and Learning continued to lead internal reviews of faculties to explore pedagogical practices and make recommendations. A follow-up visit is made to each faculty twelve months after their review to assess the effectiveness of the implementation of Review recommendations.
Student literacy and numeracy data will indicate a growth in the percentage of students at or above National Benchmarks in Year 9	\$30,000	In 2017, approximately 70% of Middle School students showed above-expected growth in literacy and numeracy. Although significant numbers of students remain below national benchmarks, the gains being made in terms of value-added data from Year 7 to Year 9 place the school in the Excelling category.
Data-driven student profiles are reflected in quality programming, and teaching and learning	\$10,000	The Middle School structure has facilitated the creation of individual learning approaches for all students in Years 7 and 8. The Learning Support Team provides data to all faculties, with examples of work, to inform faculty planning and programming and ensure that learning is relevant and personalised.

Next Steps

The 2018–2020 school plan will continue to focus on staff professional learning with an aim to embed a culture of reflective practice across the school through the implementation of Instructional Rounds and the universal use of student feedback surveys. Further professional learning on individualisation of learning and differentiation will also be a focus over the next three years.



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 school worked extensively with the Department of Education's Communications Directorate to assess the community's perceptions of the school and seek input on how to more effectively communicate with parents. It was very pleasing to note a very strong perception in the community about significant improvements in the school culture over the past five or six years. Attendance at major school events such as Family Fair Day and Iftar saw significant growth, with large numbers of community attending, and there was a noted increase in parental attendance at Parent/Teacher meetings. The school's website became a much more effective tool of communication with the community and broader society, and the school became an active user of Twitter. Despite ongoing difficulties in being able to get local print media to run promotional stories due to demographic issues relating to the school's geographical location, we were successful in gaining positive media attention thanks to the efforts of a small school promotions team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An innovative and accessible community-focused school website provides an effective communication platform.	\$5,000	This figure incorporates not only website improvement but also promotional materials published in local media to highlight the achievements of the school. Year 7 enrolment projections for 2018 reflect a significantly heightened interest in the school from the local community.
Communication of accessible information to parents and community through Plain-English practices in our assessment and reporting	n/a	All reports and assessments now contain plain-English information. This has been extended to all communication from the school to the community.
School and Community-based networks and organisations are built on and enhanced, promoting student learning and wellbeing	\$41,000	<p>A full-time teacher mentor is employed to work with Indigenous students and those who experience cultural isolation or difficulty engaging with Australian society and values.</p> <p>Adult English-language classes for parents and community members began in 2017 with a group of twelve learners.</p> <p>The school continues to engage with organisations such as The Helmsman Project, Rotary and local government and business entities to develop the leadership potential of our students.</p>

Next Steps

In the 2018–2020 plan, this Strategic Direction will be projected to incorporate greater use of technology to connect with community members and parents. We will continue to try and engage with local media and utilise this to further promote the school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,915	Part of the funding is used to pay for a teacher to mentor Aboriginal students and the remainder is accessed to help students access agencies and learning opportunities to broaden their experiences and help them to understand and appreciate their Aboriginality.
English language proficiency	\$182,833 – staffing \$26,999 – flexible funding	The school has 1.4 English as a Second Language teachers who work with discrete groups and in mainstream classes to assist students with their language acquisition. Flexible finds are used to employ staff additional to our entitlement to expand this level of support.
Low level adjustment for disability	\$192,990 – staffing \$66,485 – flexible funding	The staffing component provides additional Student Learning Support Officer support to students with Hearing Impairment and Autism. Other finds are used to provide learning and socialisation opportunities to students from the Support Unit such as travel training, interpersonal development and speech pathology.
Quality Teaching, Successful Students (QTSS)	This is a primary–school initiative which does not run at Strathfield South High School.	This is a primary–school initiative which does not run at Strathfield South High School.
Socio–economic background	\$274,855 – staffing \$514,378 – flexible funding	The provision of extra teachers allows the school to run smaller classes and additional Student Learning Support Officers are employed to provide in–class learning support to students in need. Funds are also allocated to assist with the employment of a teacher–mentor to assist the social development of students, a Transition Officer to work with senior students and to subsidise learning and social experiences to broaden the students' potential.
Support for beginning teachers	\$13,378	Funds are used to provide class release for beginning teachers so they can work on accreditation, meet with mentors, observe teaching practice inside and outside of the school, and attend conferences and professional learning.
Targeted student support for refugees and new arrivals	\$7,732 – Refugee Student Support	Funds are used to assist students from refugee backgrounds to access excursions, learning resources and to bring in guest speakers to assist them with their transition into learning and Australian society.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	396	392	377	333
Girls	246	217	222	205

The school's population has fluctuated over the past decade due to changing socio-economic demographics impacting on the affordability of rental housing in the local area, with many families – especially those of Pacific Islander background – moving further west. Despite this, projected enrolments for 2018 are showing a pleasing increase in student numbers.

The Support Unit has continued to grow, with two new Autism classes opening in 2017, and another new class slated to open in 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.8	89.7	90.1	90.1
8	90.1	88.3	85.7	88.1
9	89.6	88.3	85.3	87.4
10	87.8	84.7	86.1	79.2
11	89.5	84.2	82.5	88.7
12	82.1	85.3	86.2	84.7
All Years	88.4	86.3	85.8	86.1
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

Student attendance is a key focus for the Wellbeing team at Strathfield South High School. The team works closely with the Home School Liaison Officer and other external agencies to address attendance concerns with parents and to devise strategies to maintain student

attendance.

The attendance policy outlines the role that members of the Wellbeing Team and Deputy Principals play in supporting students with attendance concerns. Year Advisers provide ongoing pastoral care for students and maintain regular contact with parents when necessary.

Students whose attendance falls below the legal requirement of 85% are referred to the Head Teacher Administration and Head Teacher Secondary Studies for further intervention. This can include: counselling sessions, mentoring, referrals to the Learning and Support Team, and attendance contracts. Furthermore, the Head Teacher Administration involves the Home School Liaison Officer and the Deputy Principals to work on ways to improve attendance through parental engagement and providing more assistance when it is required.

Structure of classes

One of the Middle School's fundamental features is found in its innovative class structure, borrowing from the most effective practices in primary and secondary schools.

Students in Years 7 and 8 are staged in groups of no more than 20, which facilitates personalised, targeted teaching and learning strategies in literacy and numeracy. Added to this, students have a home room and the teachers come to them, and each class has one teacher for literacy subjects and one teacher for numeracy subjects – significantly reducing the number of interruptions to their day, and enabling the establishment of strong learning partnerships between teachers and students.

Survey data from students, teachers and parents indicates a very high satisfaction rate with the structure, and this is supported by anecdotal wellbeing evidence from Year Advisers.

When not in their staged literacy and numeracy classes, students revert to their year cohorts to access specialised learning in Technology, Physical Education, Languages and Creative and Performing Arts.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1
Employment	0	4.2	3
TAFE entry	7	12.7	19
University Entry	0	0	58
Other	0	0	2
Unknown	4	0.1	17

Of the graduating cohort of 83 students in 2017, Western Sydney University was the most popular destination for students from Strathfield South High with 27 placements. University of Technology Sydney this year increased its intake to 8 placements, with 3 to Macquarie University and University of New South Wales, 4 to the Australian Catholic University, 2 to Notre Dame University and 1 to Adelaide. This year a number of students gained direct entry to Western Sydney University with early offers under their new 'True Rewards Program' and 'SRS' early offers based on their motivation to achieve long term goals throughout senior school.

Student course choices at university this year are again varied and different from previous years, with students choosing areas such as Vision Science, Creative Writing, Health Science, with a number of students interested in Criminology and Criminal Justice, Construction Management, Nursing, Business and Accounting as well as Primary Teaching. It should be noted that the choice of course has a partial influence over which university a student selects depending if it is offered or not at that university.

A strong career pathway this year was NSW TAFE, students gaining plumbing and electrical apprenticeships, as well as one student pursuing Animal Care. A few elected to attend private colleges to gain Diplomas and Degrees in areas such as Legal Services and Sports Management.

Other pursuits this year have been one student following her interesting as a professional in Netball, and another serving his country in applying for the Australian Defence Forces in the Army.

Year 12 students undertaking vocational or trade training

In 2017, Strathfield South High School had authority to run five Vocational Education and Training (VET) frameworks; Business Services, Construction, Hospitality – Kitchen Operations, Retail Services and Sports Coaching. Throughout the year, 47 students undertook VET qualification, 43 internally and 4 via

external agencies. The 43 internal students who undertook training in Hospitality training were divided into two classes.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 43 students enrolled in vocational education courses in 2017, 40 undertook the HSC examination in order to have Hospitality used as one of the subjects eligible to calculate the students Australian Tertiary Admissions Ranking. Of the 47 students who undertook VET framework training, all received a record of attainment for the competencies completed, with 32 obtaining the full TAFE qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	40.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	16.48
Other Positions	1

*Full Time Equivalent

The school enjoys a balance of experienced and beginning teachers, with some staff having taught at the school for twenty years and others being in their first three years of service.

Overall, staff size has remained stable and staff leaving through retirement or transfer and promotion are replaced through the Departmental recruitment system.

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	40

Professional learning and teacher accreditation

Strathfield South High School staff engaged in a range of Professional Learning opportunities throughout 2017. During Staff Development days and staff meetings, all staff worked through mandatory training in areas such as Child Protection, the Departmental Code of Conduct, and Emergency care.

As in recent years, staff participated in four twilight staff development sessions that included a focus on effective pedagogy, learning how students learn, and effective team building.

We continued our relationship with Dr Andrew Fuller, a world recognised expert in adolescent psychiatry, who led staff through interactive sessions on Neuroscience and learning, which complemented our focus on how students learn.

Where possible we utilise the expertise of staff from the school to deliver effective professional learning and in 2017 there was a focus was on Project-Based Learning in the Middle School, and faculties were given time to develop effective strategies for the implementation of PBL activities which were then shared across the school.

We also consolidated our work from 2016 on Formative Assessment, and the use and interpretation of data to inform effective pedagogy.

All staff actively participated in the Performance Development Plan process with professional learning opportunities provided to support staff internally and externally to develop their capacity to be more effective practitioners.

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.

The school continued to benefit from significant funds to support students from low socio-economic backgrounds, and a large proportion of these funds was utilised to provide additional teacher and learning support staffing.

As the school rolled over into the SAP finance system in July of 2017, a cautious and conservative approach to spending was adopted to ensure that no over-expenditure occurred during the transition while still allowing for all student-centred needs to be catered for. This resulted in a higher than normal residual amount being carried forward at the end of the year, but these moneys will be allocated to major strategies to enhance the learning environment in 2018, such as the provision of air conditioning and improvements to play areas and the oval.

In 2017, voluntary school contributions remained a very small source of income for the school.

Receipts	\$
Balance brought forward	585,060
Global funds	450,751
Tied funds	535,244
School & community sources	135,603
Interest	7,769
Trust receipts	17,679
Canteen	0
Total Receipts	1,147,045
Payments	
Teaching & learning	
Key Learning Areas	94,200
Excursions	20,766
Extracurricular dissections	7,346
Library	5,886
Training & Development	24,618
Tied Funds Payments	384,512
Short Term Relief	120,012
Administration & Office	205,998
Canteen Payments	0
Utilities	59,480
Maintenance	35,291
Trust Payments	24,119
Capital Programs	13,800
Total Payments	996,029
Balance carried forward	736,075

	2017 Actual (\$)
Opening Balance	0
Revenue	1,559,862
Appropriation	1,420,839
Sale of Goods and Services	68,696
Grants and Contributions	69,875
Gain and Loss	0
Other Revenue	0
Investment Income	452
Expenses	-660,267
Recurrent Expenses	-660,267
Employee Related	-337,321
Operating Expenses	-322,946
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	899,595
Balance Carried Forward	899,595

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.

School finances are managed by a committee which meets on a regular basis to oversee income and expenditure. At these meetings, the School Overview Report is tabled and discussed so that committee members are fully aware of the school's financial situation. The budget is then adjusted accordingly, where necessary.

As part of Strategic Directions, the school employed a Transition Officer two days per week to support students in Years 11 and 12 to make the transition to tertiary education and work. A Head Teacher Teaching and Learning position was also funded by the school to oversee and coordinate staff professional learning in accordance with the School Plan. Funds were used to employ a full-time mentor to work with Indigenous students and also with those who experience difficulty in engaging positively with others.

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	5,669,021
Base Per Capita	96,870
Base Location	0
Other Base	5,572,150
Equity Total	1,271,456
Equity Aboriginal	12,915
Equity Socio economic	789,233
Equity Language	209,832
Equity Disability	259,476
Targeted Total	1,727,169
Other Total	153,800
Grand Total	8,821,446

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

School-based assessment

Data and Personalisation of Learning

Since 2016 we have been gathering valuable data about our students' literacy and numeracy levels to facilitate a truly personalised learning experience. During Orientation Day in December, Year 6 students who will be transitioning to Strathfield South High School Middle School the following January partake in an engaging diagnostic, independent writing activity. Their writing is then mapped to the writing literacy continuum clusters and thus begins the process of understanding our students' current learning levels.

We combine this with online Australian College of Educational Research Progressive Assessment Tests (PAT) in Reading and Numeracy, completed during transition week. The results of all these diagnostic tools are mapped onto a tracking sheet which is then shared, through google suite tools, with all middle school teachers. This allows us to facilitate a smooth transition to high school and support all teachers with the development of appropriate, engaging personalised

learning material from the beginning of the academic year.

In addition we post-test during term 4 to track growth in numeracy and literacy and ensure that we can both track progress and intervene to work towards all students growing and thriving in their learning and wellbeing. Our current year 9 have been tracked since 2016 and 75% of students showed better than anticipated growth in Literacy and Numeracy during their first year at Strathfield South High School. Literacy PAT testing at the end of middle school demonstrated a growth in scaled score of 18.7 for those in 95th percentile, 2.9 for those in 75th percentile and 4.2 growth for those in the 5th percentile. For Numeracy the growth is also pleasing, with the 95th percentile growing by 3, the 75th percentile by 5.3 and the 5th percentile by 5 scaled points. Current year 8 students demonstrated consistent growth in Literacy and Numeracy, with an impressive growth of 4.8 for the top 95th percentile, 3.1 for the 75th percentile and 3.1 for the 5th percentile. The median score for year 8 students in Literacy grew by 4 scaled points over 12 months.

English Faculty Review

Each year, the school's Internal Review Team reviews faculty areas to ensure consistency of quality across the school. In 2017, in keeping with the school's major focus on improving Literacy education, a major review of processes and practices in the English faculty was undertaken. This also coincided with a new Head Teacher taking on the leadership of the faculty, and the timing of the review was designed in part to inform her of areas of strength and need in the faculty.

Major findings of the process were:

A sense of strengthened cohesiveness and collaboration within the faculty following a change in leadership.

Successful implementation of team teaching strategies which has allowed teachers to support each other in improving practice and better meeting the learning needs of students. The processes and templates used will be shared with other faculties at the recommendation of the Internal Review Team.

Improved organisation and processes around programming, assessment and marking is evident, with recognition of need to continue to work towards providing consistent, timely, quality feedback to students.

Ongoing evaluation and revision of current programs, embedding literacy, numeracy and differentiated tasks will allow for improved student outcomes.

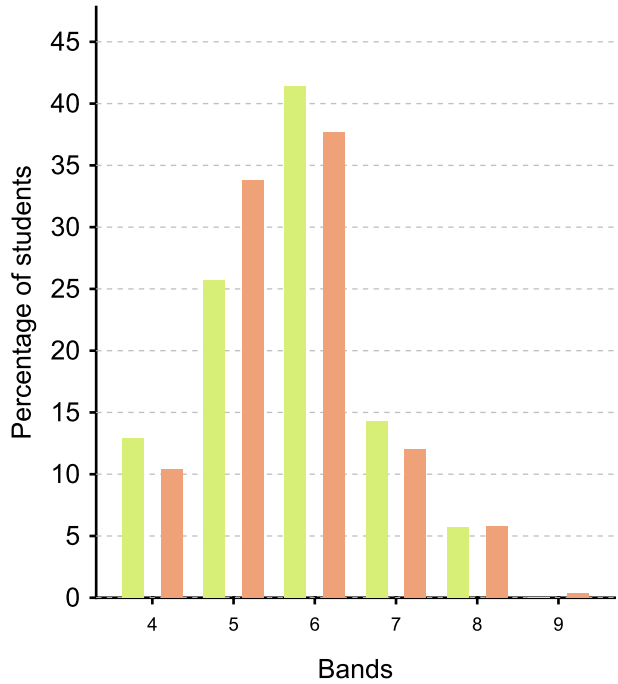
NAPLAN

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.

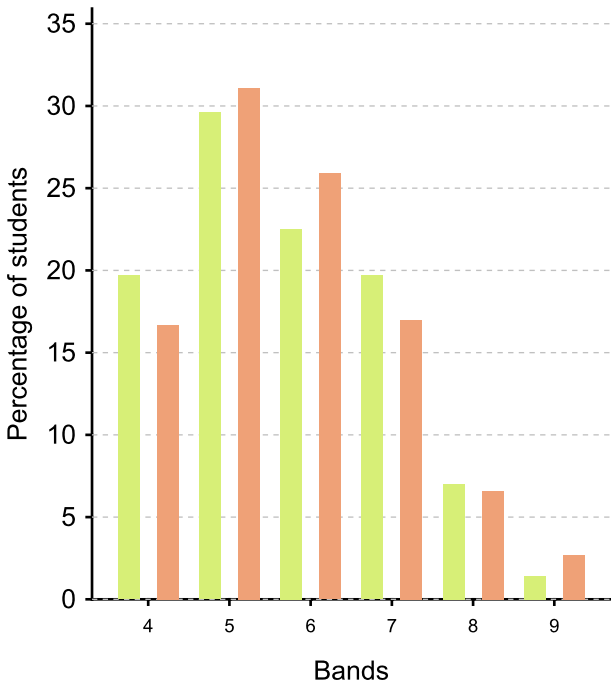
In both reading and writing, data remained steady in lower bands but saw an increase in band 10 (reading increased from 10.5% to 15.5% and writing increased from 1% to 5.6% from 2016 to 2017). However, from 2016 there was a slight decrease in students achieving at or above the top two bands.

Year 7 results showed a growth in their average compared to 2016 results in the areas of writing, spelling, grammar and punctuation and numeracy. Growth was also seen in the area of spelling with data showing growth in the top 2 bands.

**Percentage in bands:
Year 7 Reading**



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



Legend for Year 7 Reading chart:

- Percentage in Bands (Light Green)
- School Average 2015-2017 (Orange)

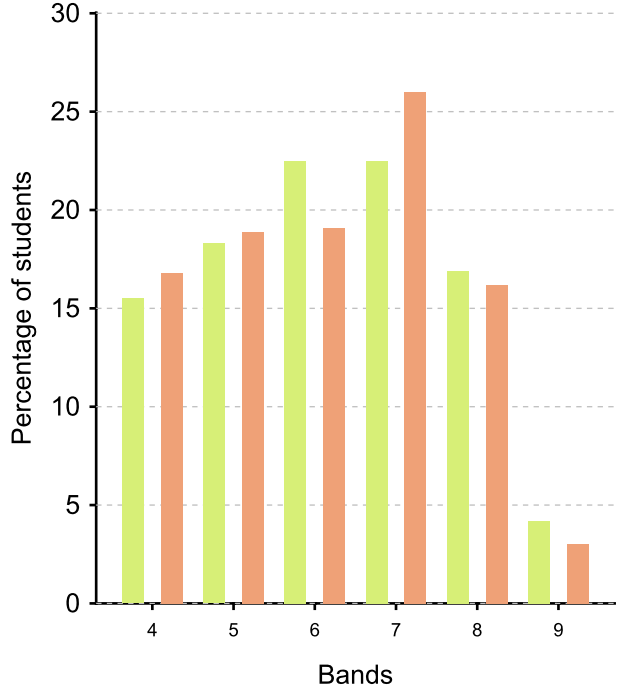
Band	4	5	6	7	8	9
Percentage of students	12.9	25.7	41.4	14.3	5.7	0.0
School avg 2015-2017	10.4	33.8	37.7	12.0	5.8	0.4

Legend for Year 7 Grammar & Punctuation chart:

- Percentage in Bands (Light Green)
- School Average 2015-2017 (Orange)

Band	4	5	6	7	8	9
Percentage of students	19.7	29.6	22.5	19.7	7.0	1.4
School avg 2015-2017	16.7	31.1	25.9	17.0	6.6	2.7

**Percentage in bands:
Year 7 Spelling**

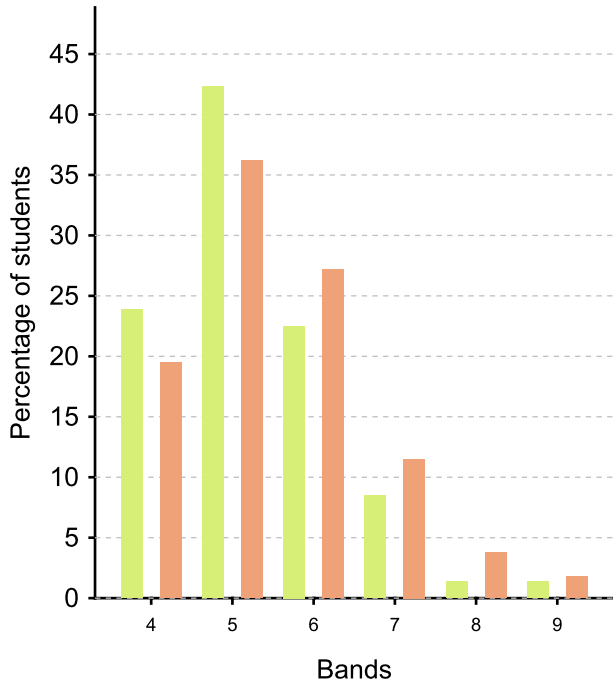


Legend for Year 7 Spelling chart:

- Percentage in Bands (Light Green)
- School Average 2015-2017 (Orange)

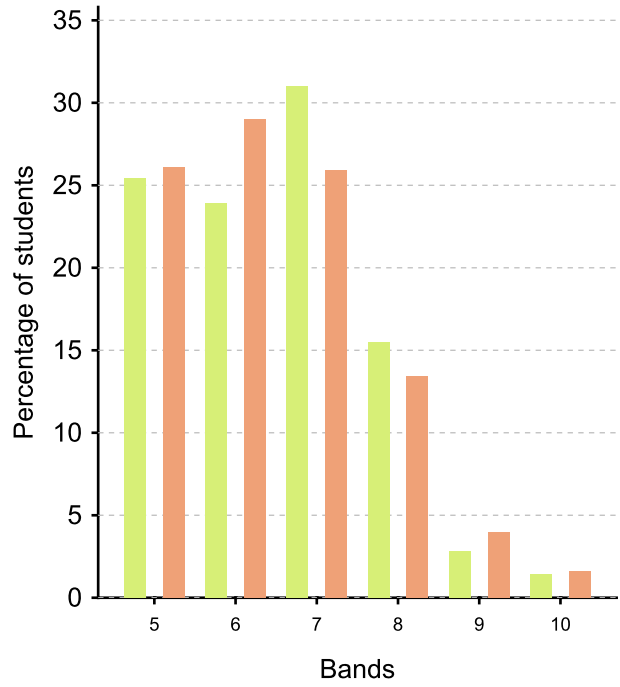
Band	4	5	6	7	8	9
Percentage of students	15.5	18.3	22.5	22.5	16.9	4.2
School avg 2015-2017	16.8	18.9	19.1	26.0	16.2	3.0

Percentage in bands:
Year 7 Writing



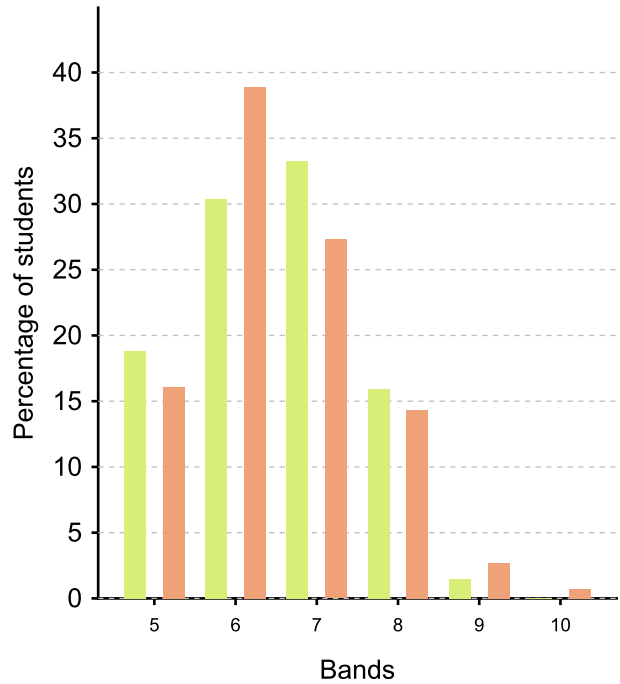
Band	4	5	6	7	8	9
Percentage of students	23.9	42.3	22.5	8.5	1.4	1.4
School avg 2015-2017	19.5	36.2	27.2	11.5	3.8	1.8

Percentage in bands:
Year 9 Grammar & Punctuation



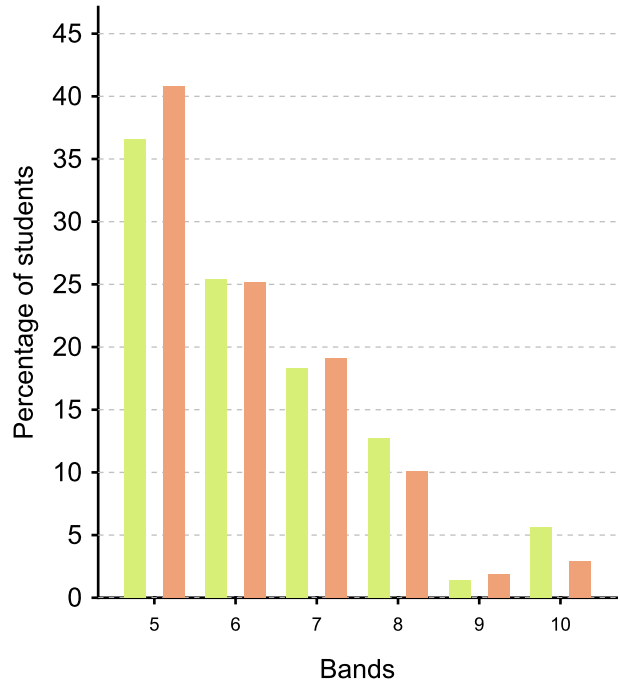
Band	5	6	7	8	9	10
Percentage of students	25.4	23.9	31.0	15.5	2.8	1.4
School avg 2015-2017	26.1	29.0	25.9	13.4	4.0	1.6

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	18.8	30.4	33.3	15.9	1.5	0.0
School avg 2015-2017	16.1	38.9	27.3	14.3	2.7	0.7

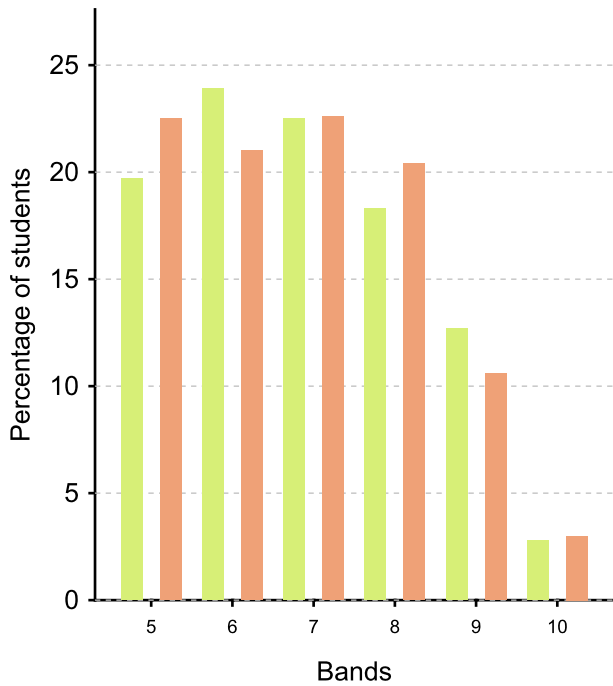
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	36.6	25.4	18.3	12.7	1.4	5.6
School avg 2015-2017	40.8	25.2	19.1	10.1	1.9	2.9

Percentage in bands:
Year 9 Spelling

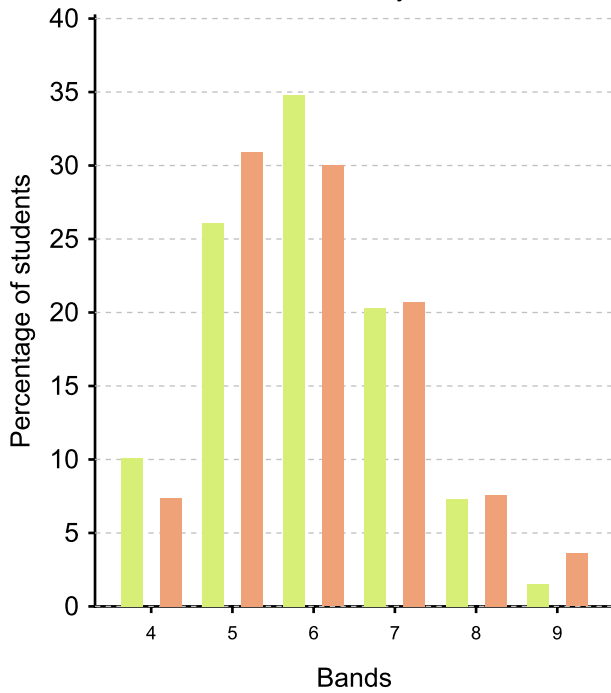


Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	19.7	23.9	22.5	18.3	12.7	2.8
School avg 2015-2017	22.5	21.0	22.6	20.4	10.6	3.0

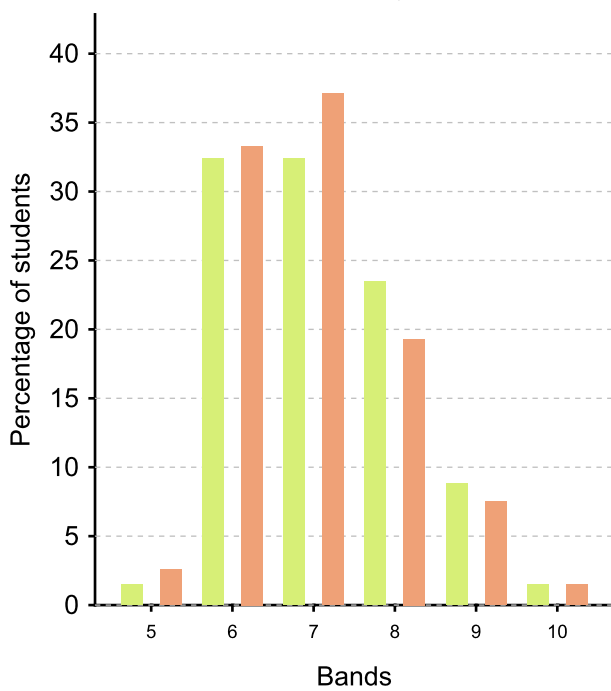
Numeracy data showed scaled growth of 46.9 compared to the state with 52.4. Year 9 students showed growth in 2017 NAPLAN numeracy from 2016 with 547.2 increased to 560.4. For numeracy, year 9 students showed an increase in band 9 students compared to 2016 Strathfield South High School students.

**Percentage in bands:
Year 7 Numeracy**



Band	4	5	6	7	8	9
Percentage of students	10.1	26.1	34.8	20.3	7.3	1.5
School avg 2015-2017	7.4	30.9	30.0	20.7	7.6	3.6

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	1.5	32.4	32.4	23.5	8.8	1.5
School avg 2015-2017	2.6	33.3	37.1	19.3	7.5	1.5

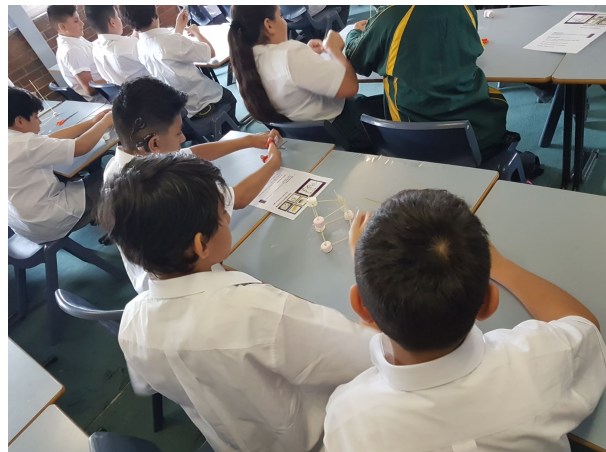
The My School website provides detailed information and data for national literacy and numeracy testing.

Go to <http://www.myschool.edu.au> to access the school's data.

The Quicksmart program, a University of New England intervention program, provides extra literacy and numeracy support to Year 7 students who experience difficulty. The program has been running at Strathfield South High School since 2008. Students who received Quicksmart intervention in year 7 in 2017 were involved in the program for 30 weeks.

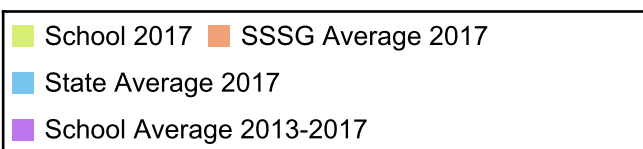
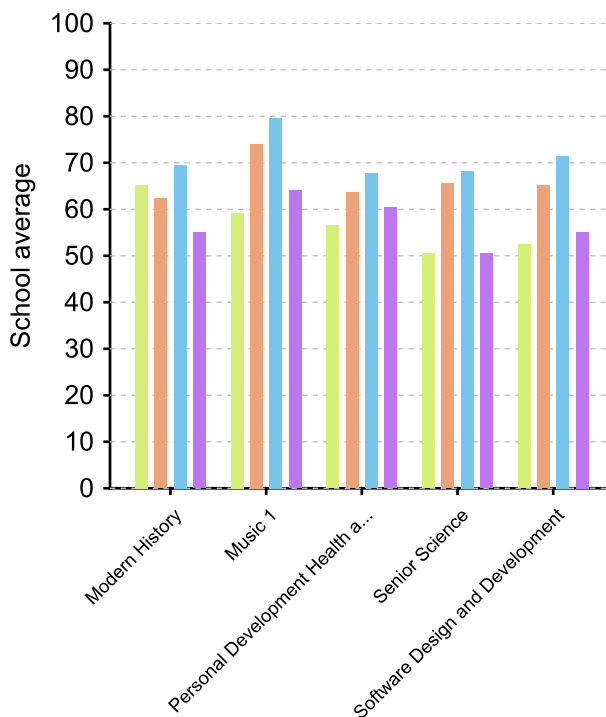
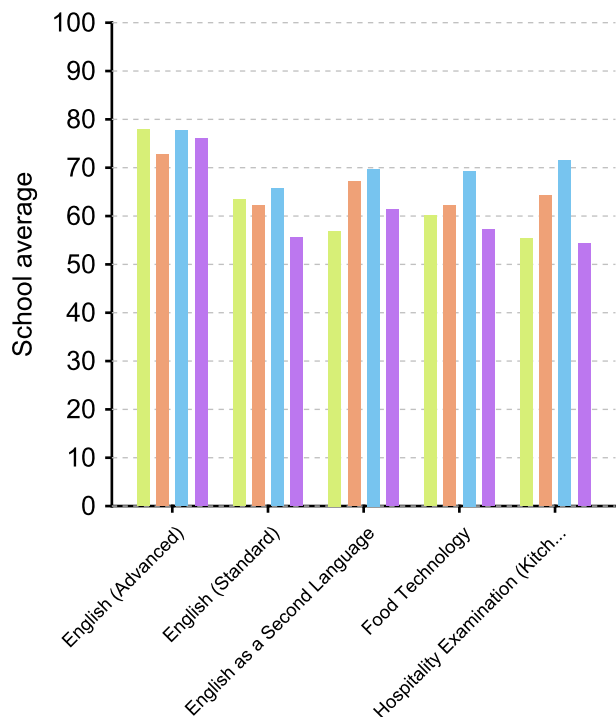
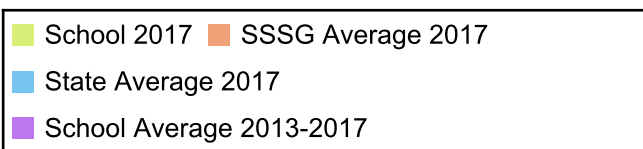
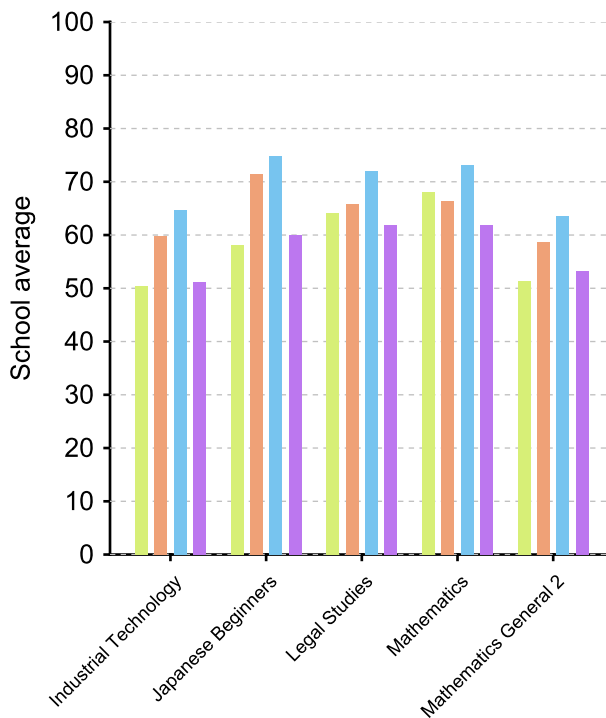
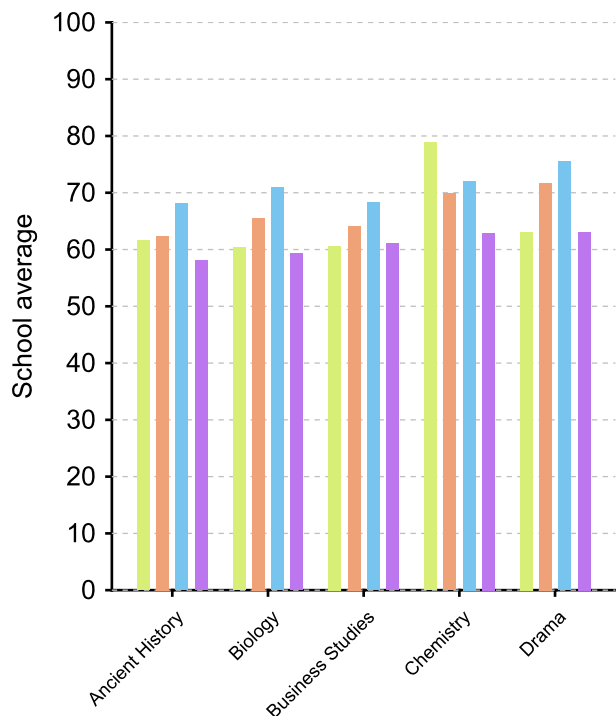
In 2017, the program involved twenty six students in total; 12 literacy students and fourteen numeracy students. All students involved in the program were individually assessed and started the program at their individual need. The 2017 NAPLAN data showed positive growth for year 9 students who participated in the Quicksmart program in 2015. 71% of Quicksmart numeracy students exceed both their expected growth and school average growth.

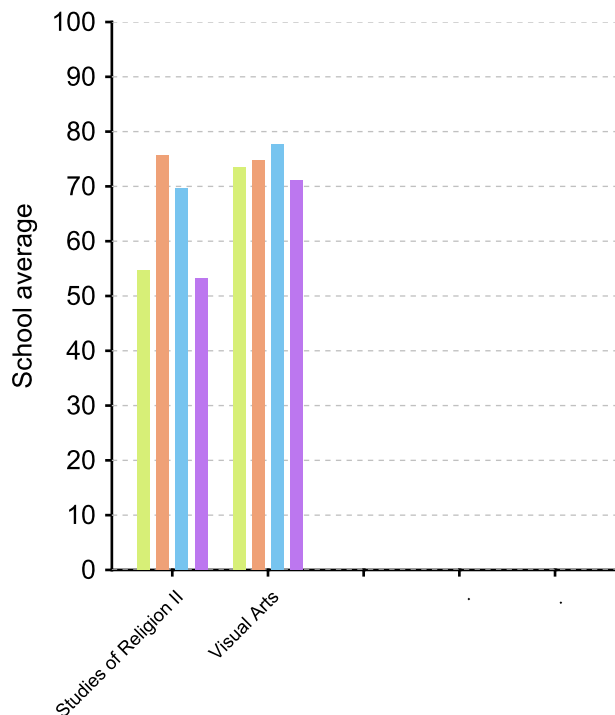
For literacy, 2015 Quicksmart literacy students showed positive growth with 63% of students exceeding their growth in spelling and 45% exceeding their expected growth in grammar and punctuation. Grammar and Punctuation and spelling also displayed a higher average scaled score growth compared to other schools in the 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).





Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	61.6	62.4	68.1	58.1
Biology	60.3	65.6	70.9	59.3
Business Studies	60.6	64.2	68.2	61.1
Chemistry	78.9	69.9	72.1	62.9
Drama	63.1	71.7	75.5	63.1
English (Advanced)	77.9	72.8	77.6	76.1
English (Standard)	63.4	62.2	65.6	55.7
English as a Second Language	56.9	67.1	69.7	61.3
Food Technology	60.1	62.2	69.3	57.1
Hospitality Examination (Kitchen Operations and Cookery)	55.4	64.3	71.5	54.3
Industrial Technology	50.5	59.9	64.8	51.2
Japanese Beginners	58.2	71.5	74.9	60.1
Legal Studies	64.1	65.9	72.1	61.8

Mathematics	68.0	66.4	73.2	61.9
Mathematics General 2	51.4	58.7	63.6	53.3
Modern History	65.2	62.4	69.6	55.0
Music 1	59.2	74.1	79.7	64.1
Personal Development Health and Physical Education	56.5	63.6	67.7	60.4
Senior Science	50.5	65.5	68.3	50.5
Software Design and Development	52.4	65.1	71.5	55.1
Studies of Religion II	54.7	75.6	69.6	53.2
Visual Arts	73.4	74.8	77.7	71.0

Ancient History

Percentage in Bands: 13.3% of Strathfield South High School students scored in the top two bands compared to 28.1% of all New South Wales Department of Education students studying Ancient History. 47.9% of Strathfield South High School students scored in the middle two bands compared to 45.5% of all New South Wales Department of Education students. 33.3% of Strathfield South High School students scored in the bottom two bands compared to 25.5% of all New South Wales Department of Education students. The mean scaled score of 61.6% was below the scaled mean of 68.7% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 54.6% in 2016 to 61.6% in 2017. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Ancient History students has decreased from 10.4% in 2013 to 7.1% in 2017.

SSWS Graph Analysis: The Ancient History cohort for 2017 performed moderately below parity with New South Wales Department of Education performance (-0.44). When compared with other courses in the school, however, the Ancient History students performed slightly better than other subject areas (+0.11).

Scatter Plot Analysis: The value added data for Ancient History showed a decline of -9.55 compared to year 9 NAPLAN performance, however, only 2 out of 15 students were able to be compared. Biology Percentages in bands: 4.8% of Strathfield South High School students scored in band 6, compared to 10.4% of all New South Wales Department of Education students studying

Biology

Percentages in bands: 4.8% of Strathfield South High School students scored in band 6, compared to 10.4% of all New South Wales Department of Education students studying Biology. The number of students scoring in band 5 was 16.7% compared to 23.8% of all New South Wales Department of Education students. 28.6% of Strathfield South High School students scored in the middle two bands compared to 49.3% 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 16.4% 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 2017 than in 2016.

Trend data: The average scaled score has increased from 54.4 in 2016 to 60.3 in 2017. The gap between the New South Wales Department of Education average scaled score and that of Biology students at Strathfield South High School has decreased from 17.7 in 2016 to 12.3 in 2017.

SSWS Graph Analysis: The Biology cohort for 2016 performed below parity with New South Wales Department of Education performance (-0.88). When compared with other courses in the school, the Biology students performed slightly above parity to other subject areas (0.05).

Scatter plot analysis: The value added data for Biology showed a decline of -8.85 compared to Year 9 NAPLAN performance but this data is based on an incomplete data set due to the number of students who did not sit the Year 9 NAPLAN test.

Business Studies

Percentage in Bands: 15.6% of Strathfield South High School students scored in the top two bands compared to 27.5% of all New South Wales Department of Education students studying Business Studies. 40.6% of Strathfield South High School students scored in the middle two bands compared to 52.3% of all New South Wales Department of Education students. 43.8% 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 60.6% was below the scaled mean of 69.9% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased slightly from 62.4% in 2016 to 60.6% in 2017. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Business Studies students has decreased from 12.8% in 2013 to 9.3% in 2017.

SSWS Graph Analysis: The Business Studies cohort for 2017 performed below parity with New South Wales Department of Education performance (-0.65). When compared with other courses in the school, the Business Studies students performed slightly worse than other subject areas (-0.05).

Scatter Plot Analysis: The value added data for

Business Studies showed a decrease of -4.67 compared to year 9 NAPLAN performance, however, only 12 out of 32 students were able to be compared.

Chemistry

Percentages in bands: 10.0% of Strathfield South High School students achieved a band 6 compared to 10.7% of all New South Wales Department of Education students studying Chemistry. The number of students achieving band 5 was 40.0% compared to 30.3% of all New South Wales Department of Education students. 40% of Strathfield South High School students scored in the middle two bands compared to 46.1% of all New South Wales Department of Education students. 10% of Strathfield South High School students scored in the bottom two bands compared to 10.8% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved band 6 was slightly below New South Wales Department of Education while students achieving band 5 was above New South Wales Department of Education.

Trend data: The average scaled score has remained stable at 78.9 in 2017 compared to 61 in 2016. School average scaled score was above stage average by 4.2.

SSWS Graph Analysis: The Chemistry cohort for 2017 performed slightly above parity with New South Wales Department of Education performance (0.35) and within school subject areas.

Scatter plot analysis: The value added data for Chemistry showed a significant growth of 11.61 compared to Year 9 NAPLAN performance.

Drama

Percentage in Bands: 57.1% of Strathfield South High School students achieved the middle bands compared to 65.6% of all New South Wales Department of Education students studying Drama. 42.9% of Strathfield South High School students achieved the bottom two bands compared to 4.1% of all New South Wales Department of Education students studying Drama. The mean scaled score of 63.1% was below the scaled mean of 75.3% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 58.4% in 2016 to 63.1% in 2017. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Drama students has decreased from 17.1% in 2016 to 12.2% in 2017.

SSWS Graph Analysis: The Drama cohort for 2017 performed below parity with New South Wales Department of Education performance (-1.34). When compared with other courses in the school, the Drama students also performed below parity with other subject areas (-0.24).

Scatter Plot Analysis: The value added data for Drama showed a decline of -12.07 compared to Year 9 NAPLAN performance but this data is based on a data

set, 10/21 students, due to the enrolment of students who did not sit NAPLAN in Year 9.

Engineering Studies

Percentage in Bands: 44.4% of Strathfield South High School students scored in the middle two bands compared with 52.8% of all New South Wales DEC students. 55.5% of Strathfield South High School students scored in the lower two bands compared with 13% of all New South Wales DEC students.

Scatterplot Analysis: The value added data for Industrial Technology showed that 100% of the students whose data was available showed a decrease compared to their year 9 NAPLAN performance.

English Advanced

Percentages in bands: 0% of Strathfield South High School students scored in band 6, compared to 15.2% of all New South Wales Department of Education students studying Advanced English. The number of students scoring in band 5 was 47% compared to 48.4% of all New South Wales Department of Education students. 53% of Strathfield South High School students scored in the middle two bands compared to 34.8% of all New South Wales Department of Education students. 0% of Strathfield South High School students scored in the bottom two bands in 2017 compared to 1.4% of all New South Wales Department of Education. In summary, the number of Strathfield South High School students achieving band 5 was almost at par with the state average.

Trend data: The average scaled Strathfield South High School score had increased from 75.7 in 2015 to 79.9 in 2016 and has returned to a mid-way mark of 77.7 in 2017. The average scaled score for the state has remained relatively stable at 80–81 through 2015–2017. 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 shifted from a difference of –4.5 in 2015 to –0.2 in 2016 back to a mid-way point of –3.3 for 2017.

SSWS Graph Analysis: The Advanced English cohort for 2017 performed moderately close to parity with New South Wales Department of Education performance at –0.28, with 0 being parity. When compared with other courses in the school, the Advanced English students performed slightly below parity to other subject areas at (–0.08).

Scatter plot analysis: Reflecting data for a number of students that equals half of the cohort. The value added data for Advanced English showed an overall decrease of –2.43 compared to year 9 NAPLAN performance. The data reveals that most students who scored above a Band 6 in NAPLAN did value add by the HSC but that some students with lower than Band 6 in NAPLAN at Yr9 did not value add significantly.

English Standard

Percentages in bands: 0% of Strathfield South High School students achieved a band 6 compared to 0.85% of all New South Wales DEC students studying Standard English. The number of students achieving band 5 at Strathfield South High School was 11.36% an increase of ten times on 2016's 1.3%. For 2017 15.06% of all New South Wales Department of Education students achieved a Band 5. 56.8% of Strathfield South High School students scored in the middle two bands compared to 69.83% of all New South Wales Department of Education students. 32.7% of Strathfield South High School students scored in the bottom two bands compared to 13.56% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved band 5 increased tenfold compared to 2016. The middle bands 3 and 4 increased and the % of Strathfield South High School students in the bottom two bands decreased compared to 2016 data.

Trend data: The average scaled score for Strathfield South High School has increased to 62.53 in 2017 compared to 53.4 in 2016. The average scaled score for the state has increased to 69.19 in 2017 compared to 66.9 in 2016. 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 but has improved in 2017 to –6.66.

SSWS Graph Analysis: The Standard English cohort for 2017 performed closed to parity with New South Wales Department of Education performance (–0.57). When compared with other courses in the school the Standard English students performed slightly above other subject areas (0.11).

Scatter plot analysis: The value added data for Standard English showed a significant increase of 0.48 compared to Year 9 NAPLAN performance. The data reveals that most students who had scored Band 6 to Band 8 in NAPLAN did value add by the HSC.

English as a Second Language

Percentages in bands: 0% of Strathfield South High School students scored a band 6 compared to 5.22% of all New South Wales Department of Education students. 0% of Strathfield South High School students scored a band 5 compared to 20.03% of all New South Wales Department of Education students. 46.66% of Strathfield South High School students scored in the middle two bands compared to 56.53% of all New South Wales Department of Education students. 53.3% 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.

Trend data: The average scaled Strathfield South High School score has increased from 53.1 in 2016 to 57.71 in 2017. The average scaled score for the state has remained relatively static at 69.72. The gap between the New South Wales Department of Education average scaled score and that of ESL students at Strathfield South High School has improved from –16.7 in 2016 to –12.01 in 2017.

SSWS Graph Analysis: The ESL cohort for 2017 performed below parity with New South Wales Department of Education performance (−0.86). When compared with other courses in the school our ESL students performed below parity (−0.15).

Scatter Plot Analysis: The value added data for ESL showed an increase of 1.88 compared to Year 9 NAPLAN performance. However, the data reveals that the number of students where the comparison is available is one and therefore not statistically significant.

English Extension One

Percentages in bands: The English Extension One course had a cohort of two students for 2017. Both students achieved a band E3, where the highest Band possible is E4. For the New South Wales Department of Education 29.9% of students achieved a band E4 and 63.35% of students, including Strathfield South High School students, achieved a band E3.

Trend data: The average scaled score for Strathfield South High School was 39.05 out of a possible 50. The average scaled score for the state in 2017 was 41.26. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Standard English students is −2.21. The course had not run in 2015, 2016 at Strathfield South High School.

Scatter plot analysis: The value added data for English Extension One showed an average increase of 1.77 compared to Year 9 NAPLAN performance. The data may not have strong validity because the number of students in the analysis is two and gains by one student cancel out losses by another.

English Extension Two

Percentages in bands: The English Extension Two course had a cohort of two students for 2017. Both students achieved a band E2, where the highest Band possible is E4. For the New South Wales Department of Education 77.4% of students achieved a band E4 or band E3. 21.9% of students, including the Strathfield South High School students, achieved a band E2.

Trend data: The average scaled score for Strathfield South High School was 29.90 out of a possible 50. The average scaled score for the state in 2017 was 38.68. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Standard English students is −8.78. The course had not run in 2015, 2016 at Strathfield South High School.

Scatter plot analysis: The value added data for English Extension Two showed an average decrease of −12.09 compared to Year 9 NAPLAN performance.

Food Technology

Percentage in Bands: 18.8% of Strathfield South High School students scored in the top two bands compared

with 32.5% of all New South Wales DEC students. 43.8% of Strathfield South High School students scored in the middle two bands compared with 50.3% of all New South Wales DEC students. 37.6% of Strathfield South High School students scored in the lower two bands compared with 24.9% of all New South Wales DEC students.

SSWS Graph analysis: The Food Technology cohort for 2014 performed similar to similar school groups (−0.68%).

Scatterplot analysis: The value added data for Food Technology showed a decline (−3.25%) compared to Year 9 NAPLAN performance but an increase (1.66) in combined band 8

Hospitality Examination (Kitchen Operations and Cookery)

Percentage in Bands: 6.9% of Strathfield South High School students scored in the top two bands compared with 27.8% of all New South Wales DEC students. 41.3% of Strathfield South High School students scored in the middle two bands compared with 54.6% of all New South Wales DEC students. 51.7% of Strathfield South High School students scored in the lower two bands compared with 17.6% of all New South Wales DEC students.

SSWS Graph analysis: The Hospitality cohort for 2017 performed slightly lower (−1.18) than similar school groups. Trend Data: The average scaled score (55.4) has risen sharply from 2016 (49.8) and is y below the state average (70.7). The gap between similar school groups and Strathfield South High School Hospitality students has decreased from 19.5 in 2016 to 15.3 in 2017 where similar school groups have remained stable.

Scatterplot analysis: The value added data for Hospitality showed that 57% of the students whose data was available showed a slight decrease (6.71) compared to their year 9 NAPLAN performance.

Industrial Technology

Percentage in Bands: 0.0% of Strathfield South High School students scored in the top two bands compared with 16.3% of all New South Wales DEC students. 37.5% of Strathfield South High School students scored in the middle two bands compared with 51.3% of all New South Wales DEC students. 67.5% of Strathfield South High School students scored in the lower two bands compared with 32.4% of all New South Wales DEC students.

SSWS Graph analysis: The Industrial Technology cohort for 2014 performed slightly below parity with similar school groups (−0.99%).

Scatterplot analysis: The value added data for Industrial Technology showed that 42% of the students whose data was available showed a significant increase compared to their year 9 NAPLAN performance.

Japanese Beginners

Percentage in Bands: 38.5% of Strathfield South High School students scored in the middle two bands compared to 43.1% of all New South Wales Department of Education students studying Japanese Beginners. 61.6% of Strathfield South High School students scored in the bottom two bands compared to 19.3% of all New South Wales Department of Education students studying Japanese Beginners. The mean scaled score of 58.2% was below the scaled mean of 72.8% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 59.9% in 2015 to 58.2% in 2017. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Japanese Beginners students has increased from 12.6% in 2015 to 14.6% in 2017.

SSWS Graph Analysis: The Japanese Beginners cohort of 2017 performed below parity with New South Wales Department of Education performance (-0.88). When compared with other courses in the school, the Japanese Beginners students scored better than in other subject areas (0.12).

Scatter Plot Analysis: The value added data for Japanese Beginners in 2017 showed an increase of 1.99 compared to the Year 9 NAPLAN performance.

Legal Studies

Percentage in Bands: 9.1% of Strathfield South High School students scored in the top two bands compared to 35.8% of all New South Wales Department of Education students studying Legal Studies. 68.2% of Strathfield South High School students scored in the middle two bands compared to 50.6% of all New South Wales Department of Education students. 22.7% of Strathfield South High School students scored in the bottom two bands compared to 13.6% of all New South Wales Department of Education students. The mean scaled score of 64.1% was below the scaled mean of 73.3% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 68.4% in 2016 to 64.1% in 2017. 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 9.6% in 2013 to 9.2% in 2017.

SSWS Graph Analysis: The Legal Studies cohort for 2017 performed significantly below parity with New South Wales Department of Education performance (-0.66). When compared with other courses in the school, however, the Legal Studies students performed slightly worse than other subject areas (+0.09).

Scatter Plot Analysis: The value added data for Legal Studies showed a decrease of - 5.13 compared to year 9 NAPLAN performance, however, only 14 out of 22 students were able to be compared.

Mathematics General 2

Percentages in bands: 31.3% of Strathfield South High School General Students were placed in the top 4 bands compared to 64.7% of the state. This does not compare favourably with the previous year where 44.5% of Strathfield South High School students were placed in the top 4 bands. There was also a downward trend in the bottom 2 bands where 68.7% of 2017 Strathfield South High School students were placed compared to 63.6% 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 2017 trend data shows little change from 52.5% in 2016 to 51.4%. (State 2016 – 64.8%)

SSWS Graph: The 2017 Mathematics General 2 students were below parity when compared to state performances (-0.89) and were less comparable with the performances of other subjects offered by the school (-0.22).

Scatter Plot Analysis: the value added data for General Mathematics displayed an overall negative growth of -5.60. It is worth noting that this negative growth is indicative for the 3 students (out of 32) who sat for the Year 9 NAPLAN test. The remaining students were not present at the test.

Mathematics

Percentages in bands: 52.7% of Strathfield South High School Mathematics Students were placed in the top 3 bands compared to 70.7% of the state. These results are a significant improvement on the previous year when 29.4% of Strathfield South High School students (state 71.7%) achieved a band 4 or better. Of great concern are the 31.6% 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 2017 trend data shows a positive growth from 59.4% in 2016 to 68.0% (State 2017 – 76.8%).

SSWS Graph: The 2017 Mathematics students were below parity when compared to state performances -0.56 (-1.13 in 2016) and were moderately improved compared to the performances of other subjects offered by the school (+0.15).

Scatter Plot Analysis: It is not possible to reliably report on the valued added data as only 1 student out of 19 sat the Year 9 NAPLAN test.

Mathematics Extension 1

Percentages in bands: 75% of Strathfield South High School Mathematics Extension 1 students were placed in the top 2 (E4 and E3) bands compared to 82.1% of the state. These results show a significantly improved comparison on the previous year when 33.3% of Strathfield South High School students achieved a band E4 or E3. Also 25% of the students achieved band

E2. These were primarily the students who continued with the course to obtain recognition for attempting this more demanding course for the purposes of tertiary education. No student received a band E1.

Trend Data: The 2017 trend data shows significant growth from 67.3% in 2016 to 78.8% (State 2017 – 82.6%).

SSWS Graph: The data for 2017 Extension 1 students is not available.

Scatter Plot Analysis: the value added data for Mathematics Extension 1 displayed an overall positive growth of 2.86.

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 84.9% of the state. No student received a band E1.

Trend Data: The 2017 trend data shows negative growth from 71% in 2016 to 62.5% (State 2017 – 82.5%).

Modern History

Percentage in Bands: 14.3% of students scored in the top two bands compared to 29.8% of all New South Wales Department of Education students studying Modern History. 55.8% 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. 34.3% of Strathfield South High School students scored in the bottom two bands compared to 21% of all New South Wales Department of Education students. The mean scaled score of 65.2% was below the scaled mean of 70.4% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 38.9.2% in 2016 to 65.2% in 2017. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Modern History students has decreased from 13.9% in 2013 to 5.2 % in 2017.

SSWS Graph Analysis: The Modern History cohort for 2017 performed moderately below parity with New South Wales Department of Education performance (-0.34). When compared with other courses in the school, however, the Modern History students performed moderately better than other subject areas (+0.27).

Scatter Plot Analysis: The value added data for Modern History showed an increase of 5.13 compared to year 9 NAPLAN examination, however, only 8 out of 14 students were able to be compared.

History Extension

One student completed History Extension and thus no meaningful analysis can be made in terms of performance in bands. The mean scaled score of

64.0% was below the scaled mean of 76.4% for all New South Wales Department of Education students.

Trend Data: Given that this was the first time that History Extension has been offered, no trend data is available.

Scatter Plot Analysis: The value added data for the Extension History cohort showed a decrease of -11.5 compared to year 9 NAPLAN performance.

Music 1

Percentage in Bands: 41.7% of Strathfield South High School students scored in the middle bands compared to 41.5% of all New South Wales Department of Education students studying Music. 58.3% of Strathfield South High School students scored in the bottom two bands compared to 1.9% of all New South Wales Department of Education students studying Music. The mean scaled score of 59.2% was below the scaled mean of 79.9% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 76.7% in 2013 to 59.2% in 2017. 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 2% in 2013 to 20.7% in 2017.

SSWS Graph Analysis: The Music cohort for 2015 performed below parity with New South Wales Department of Education performance (-2.22). When compared with other courses in the school, the Music students performed slightly lower than in other subject areas (-0.49).

Scatter Plot Analysis: The value added data for Music showed a decline of -20.00 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.

Personal Development, Health and Physical Education

Percentages in Bands: 7.7% of Strathfield South High School PDHPE students scored in Band 4 compared to 26.5% statewide. 46.2% of Strathfield South High School students scored in band 3 compared to 23.7% statewide. 30.8% of Strathfield South High School students scored in band 2 compared to 15.6% statewide. 15.4% of Strathfield South High School students scored in band 1 as opposed to 10.3% statewide.

Trend Data: Statistics show consistent results in PDHPE in previous years till 2017. In 2013 the average was 63.1, Increased to 65.5 in 2014, Decreased to 63.6 in 2015, Decreased to 53.2 in 2016 and Increased to 56.5 in 2017. The gap between the statewide average scaled score and that of Strathfield South High School PDHPE students has lengthened from -5.7 in 2013 to -11.8 in 2017.

SSWS Graph: The PDHPE Cohort for 2017 performed

below statewide average at -0.07 . When compared to other subjects in the school, the PDHPE students performed slightly below at -0.08 .

Scatter Plot Analysis: The value added data for PDHPE displayed a retraction of -6.37% .

Physics

Percentages in bands: 12.5% Strathfield South High School students scored a band 3 compared to 22% of all New South Wales Department of Education students. 87.5% of Strathfield South High School students scored in the bottom two bands compared to 14.8% of all New South Wales Department of Education students.

Trend data: The average scaled score for Strathfield South High School has been decreased from 60.8 in 2015 to 48.3 in 2016.

SSWS Graph Analysis: The Physics cohort for 2017 performed below parity with New South Wales Department of Education performance and within school subjects.

Scatter Plot Analysis: The value added data for Physics showed a decline of 14.07 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.

Senior Science

The 2017 Senior Science cohort was the first to cohort to complete this HSC course, therefore comparison with previous years was not available. Percentages in bands: 6.5% of Strathfield South High School students achieved a band 4 compared to 31.5% of all New South Wales Department of Education students studying Senior Science. The number of students achieving band 3 was 16.1% compared to 10.2% of all New South Wales Department of Education students. 58% of Strathfield South High School students scored in the bottom two bands compared to 19.1% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved band 3 was slightly above New South Wales Department of Education, while the percentage of students achieving in the bottom 2 bands was significantly above New South Wales Department of Education.

Trend data: The school average scaled score was 50.5 compared to 68.4 for New South Wales Department of Education.

SSWS Graph Analysis: The Senior Science cohort for 2017 performed slightly below parity with New South Wales Department of Education performance (-1.28) and within school subject areas (-0.27).

Scatter plot analysis: The value added data for Senior Science showed a decline of -6.43 compared to Year 9 NAPLAN performance.

Society & Culture

Percentage in Bands: 42.9.1% of Strathfield South High School students scored in the top two bands compared to 44.6% of all New South Wales Department of Education students studying Society & Culture. 42.9% of Strathfield South High School students scored in the middle two bands compared to 47.0% of all New South Wales Department of Education students. 14.3% of Strathfield South High School students scored in the bottom two bands compared to 8.4% 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 increased from 60.4% in 2016 to 74.9% in 2017. 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 12.6% in 2013 to 1.7% in 2017.

SSWS Graph Analysis: There was no data to show given the small size of the candidature.

Scatter Plot Analysis: The value added data for Society & Culture showed an increase of 1.78 compared to year 9 NAPLAN performance, however, only 4 students of the 7 cohort sat that examination in Year 9.

Software Design and Development

Percentage in Bands: 9.1% of Strathfield South High School students scored in the top two bands compared with 32% of all New South Wales DEC students. 36.4% of Strathfield South High School students scored in the middle two bands compared with 52% of all New South Wales DEC students. 54.6% of Strathfield South High School students scored in the lower two bands compared with 16% of all New South Wales DEC students.

SSWS Graph analysis: The Software Design and Development cohort for 2017 performed slightly below similar school groups (-1.4%).

Scatterplot analysis: The value added data for Software Design and Development showed that 100% of the students whose data was available showed a significant increase compared to their year 9 NAPLAN performance but this data is based on a very small data set due to the recent enrolment of many students.

Studies of Religion

Percentage in Bands: No students scored in the top two bands compared to 27.7% of all New South Wales Department of Education students studying Studies of Religion. 50.1% of Strathfield South High School students scored in the middle two bands compared to 50.8% of all New South Wales Department of Education students. 50% of Strathfield South High School students scored in the bottom two bands compared to 21.6% of all New South Wales Department of Education students. The mean scaled score of 54.7% was below the scaled mean of 69.7% for all New South Wales Department of Education

students.

Trend Data: The average scaled score has decreased from 57.4% in 2016 to 54.7% in 2017. 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 increased from 13.9% in 2014 to 15% in 2017.

SSWS Graph Analysis: The Studies of Religion cohort for 2017 performed significantly below parity with New South Wales Department of Education performance (-1.06). When compared with other courses in the school, however, the Studies of Religion students performed moderately better than other subject areas (+ 0.26).

Scatter Plot Analysis: The value added data for Studies of Religion showed a decline of - 3.34 compared to year 9 NAPLAN performance, however, only 7 students of the 16 cohort sat that examination in Year 9.

Visual Arts

Percentage in Bands: 31.3% of Strathfield South High School students scored in the top two bands compared to 43.7% of all New South Wales Department of Education students studying Visual Arts. 50.1% of Strathfield South High School students scored in the middle two bands compared to 54.7% of all New South Wales Department of Education students studying Visual Arts. 18.8% of Strathfield South High School students scored in the bottom two bands compared to 1.6% of all New South Wales Department of Education students studying Visual Arts. The mean scaled score of 73.4% was below the scaled mean of 78.2% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 66% in 2016 to 73.4% in 2017. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Visual Arts students has decreased from 11.6% in 2016 to 4.8% in 2017.

SSWS Graph Analysis: The Visual Arts cohort for 2017 performed below parity with New South Wales Department of Education performance (-0.58). When compared with other courses in the school, the Visual Arts students scored slightly better than in other subject areas (0.01).

Scatter Plot Analysis: The value added data for Visual Arts showed a decline of -2.85 compared to Year 9 NAPLAN performance but this data is based on a data set of 9/16 students, due to the enrolment of students who did not sit NAPLAN in Year 9.

Parent/caregiver, student, teacher satisfaction

Each year, the school participates in the Tell Them From Me survey of students, teachers and parents. In 2017, 256 students participated in the survey, along with approximately 80% of staff and an increased number of parents when compared to previous years.

Findings of the survey included:

- An increased percentage of students (more than state mean) see the instruction they are receiving in the classroom as relevant to their everyday lives.
- The school continues to develop the strong relationships between students and teachers, with an increased percentage of students reporting that they feel teachers are responsive to their needs, encouraging independence with a democratic approach.
- Results show that students are, overall, both happy and optimistic. (82 & 79 % – above state mean). This level of engagement demonstrates a sense of belonging to the school and, hence, increases their academic motivation.
- An increased proportion (7% increase to 53%) of students report that they find learning interesting, enjoyable and relevant.
- Of significant interest is that approximately 80% of student, across all year groups, indicated that they prefer not to use digital technology when working to complete group work, handing in school work or communicating with teachers. Conversely, 77% see technology skills as important or very important to their future job or career plans. This data indicates a need for the school to implement approaches to assist students in developing skills and confidence in using digital technologies.
- 70 % of students plan to pursue a post-secondary education (university)



Policy requirements

Aboriginal education

Indigenous students were supported in their learning and wellbeing through the development of Personalised Learning Pathways, Individual and group mentoring, links with university pathways initiatives across a range of universities and continued partnership with the AIME program from Western Sydney University.

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. This year we formed a link with 'Walanga Muru' at Macquarie University where our students participated in an In-school engagement program that aims to improve educational aspirations, cultural knowledge and resiliency skills among Aboriginal and/or Torres Strait Islander students. The students were able to connect with their culture by engaging in lesson topics such as Pride in my identity, Dealing with Racism and Traditional Games.

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. With the assistance of AIME staff and mentors, the school was able to further develop and expand a successful NAIDOC celebration. Included in the NAIDOC celebrations was a fusion of Art, Sport and Dance where Indigenous students took on leadership roles and led our middle school cohort through the various cultural activities. At the conclusion of our NAIDOC celebrations, our indigenous students were able to assemble some creative ideas and displays which were further showcased at our annual Family Fair Day.

At the conclusion of the year, an Indigenous Year 10 was selected as an AIME ambassador and this is a credit to her hard work and leadership within her indigenous cohort both at school and in the AIME community. Included in her role as the AIME ambassador will be mentoring and supporting younger indigenous students both at school and at AIME, connecting with AIME staff to plan 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

Multiculturalism is a defining feature of Strathfield South High School, with students coming from more than 50 different countries of origin, representing over 60 different languages groups and all of the world's major religions.

It is a strong commitment of the school to promote understanding between all groups so that society can be inclusive and harmonious. To this end, the school celebrates Lunar New Year, Easter, Iftar, Diwali and Christmas as major celebrations throughout the year. On each occasion, a student from the relevant cultural background explains to the whole school about the significance of the event and everyone receives food associated with the particular celebration.

The 2017 Iftar dinner saw almost 450 community members in attendance, and was a huge success with the crowd who enjoyed a wide variety of Middle Eastern foods. The other multicultural highlight of 2017 was our annual Family Fair Day where all of the school's cultures and ethnicities were celebrated along with a crowd of hundreds of family and community members who came along for the day.

The school began working with two external groups in 2017 to support our efforts in promoting multicultural education. The High Resolves program ran with Years 7 and 8 and proved to be such an extremely effective strategy in teaching students how to celebrate cultural differences that it will become a regular feature of the school calendar. We also began a partnership with Together for Humanity to promote intercultural understanding as a component of our White Ribbon advocacy each year. This very fruitful partnership will also continue into the future.

Family Fair Day

Thursday May 4th saw our annual multicultural celebration; Family Fair Day. Staff spent the morning preparing food, setting up interactive stalls including Sari draping, Henna tattooing, face painting, boomerang decoration, guess the staff baby photo, code breaking, fortune telling and interactive Science experiments. Once again, hundreds of family and community members attended the school to visit the stalls, have fun on the inflatable activities and share our wonderful multicultural feast prepared by staff, students and parents/caregivers. The police and fire fighters attended with their vehicles and equipment and inspired

the students with their generous facilitation of a hands on experience and community groups and higher education organisations joined us and shared the opportunities available for our students and families. Alongside all these celebrations many students wore traditional clothes and we were entertained by student cultural dances and an inspiring Haka.

Iftar

Our annual Iftar celebration is ever growing and we welcomed over 500 parents, students, teachers, former students and community members. Community members joined us to break their fast with delicious food prepared by staff, students and family members. We were especially pleased to welcome Rabbi Zalman from Together for Humanity and representatives from the Lebanese Women's Society and Educational Services. As is our tradition, the call to prayer was performed by a senior student and was a wonderful way to begin the celebratory feast and allow us to come together as a community and be a part of an annual Islamic tradition.

Other school programs

Support Unit

Hearing Support Classes

In 2017 the students from the Hearing Support Unit participated in a wide range of mainstream academic and extracurricular activities across the school. There were 27 students with varying degrees of hearing loss and support needs who participated in both small discrete classes and mainstream integration. This year the Support Unit continued to build its capacity in the use of Auslan. Two new staff members were appointed with Auslan experience and several undertook introductory courses. The Support Unit continued its partnership with the University of Sydney Speech Pathology Program and 24 students received individualised speech pathology programs in semesters 1 and 2. Year 12 hearing support students achieved some excellent academic results in the HSC with one student gaining entry into Nursing at Notre Dame University. Towards the end of 2017 staff commenced an extensive transition program for 11 incoming Year 6 students.

Autism Support Classes

2017 saw the establishment of two new Autism support class at Strathfield South High School. These new classes were established in demountable buildings in a quieter area of the school designed to better accommodate students' sensory needs. The school was successful in gaining a \$20 000 Community Grant to create a sensory garden in this new space, and this area will continue to be developed throughout 2018. The students continue to access individualised programs designed to meet their learning, communication and social needs. 2017 saw some of our students begin HSC qualifications in subjects including Music, Biology Software Design and

Development, Mathematics and Visual Arts. 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.

Student Wellbeing

During 2017 the Wellbeing Team continued to function as an effective collaboration of Year Advisors, Anti Racism Coordinator, Girls' Advisor, Learning and Support, Careers, Refugee, Mentoring, Counselling and Rewards and Values Staff. Structures for accountability and tracking were embedded using collaborative Google Suite tools and an additional SASS member of staff employed to support teaching staff monitoring lateness and attendance.

Partnerships with community stakeholders continue to flourish and enrich the student experience, supporting them developing a strong sense of belonging to the school and wider community. Partnering with organisations including Helmsman, Auburn Youth Centre, PCYC, High Resolves and Together for Humanity 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 Sydney with the Sky High, Western Sydney University with Fast Forward, University of Sydney with Compass and University of New South Wales with the Aspire program.

White Ribbon focus on Middle School

Our White Ribbon Team collaborated with Stage 4 year advisors and the Anti Racism Coordinator to create a suite of lesson plans and activities for our year 7 students during their transition to our high school. The material was a great introduction for our newest members of the school community to the values of gender equality and respectful relationships which are at the core of our wellbeing vision and who we are as a community of learners. In addition, High Resolves delivered Social Justice immersive learning experiences for all Stage 4 students. Our Personal Best Mentoring program to support students developing resilience and strong and respectful relationships has been extended to include Stage 4 students.

Library and Learning Centre

The Library and Learning Centre continued to develop and an ever growing number of students utilise the spaces and the resources on offer. With the growing wide reading program in Middle school and engaged student learning in Stages 5 and 6 circulation figures for fiction and non-fiction continued to rise. 2017 saw a 32% rise in fiction and a 35% increase in non-fiction borrowing rates which is a reflection of the hard work of staff and students to continue to raise the levels of supported and independent study and reading. The Library and Learning Centre continued to be utilised

every day by teachers from all Key Learning Areas as a space for collaborative learning, wide reading, digital literacy and research activities.

Every recess approximately 45 students accessed the space, resources and staff of the library for assignment and study purposes and that number increases significantly during exam and assessment periods. Lunchtimes saw between 50–60 students using the space every day for study but also relaxation, card games, access to computers and printing facilities.

Linkages Program

The Linkages Program involved nine feeder primary schools working with Strathfield South High School staff and students in 2017. Participating schools were: Chullora Public, Banksia Road Public, Greenacre Public, Hampden Park Public, Enfield Public, Strathfield South Public, Homebush Public, Homebush West Public, and Marie Bashir Public..

The Linkages Program ran a range of activities with these schools such as sport, dance and creative lessons, as well as participating in Community of Schools Carnivals where sports coaching was provided to primary students by Senior and elective secondary students.

Evaluation of linkages strategies was overwhelmingly positive, will all primary partners enthusiastic about remaining with the program in future years.

Sports

Enrichment Sports Program

2017 saw the Enrichment Sports Program at Strathfield South High School continue its affiliations with external organisations. The Program linked with the Greater Western Sydney Giants, the National Rugby League, Sydney Thunder Cricket and the Australian Catholic University. Students had the opportunity to partake in programs run by these organisations and gain authentic experiences in playing and coaching.

It has been pleasing to see our students display excellent leadership and mentoring skills in all areas of the community. The program prides itself on making students into better people and better athletes by giving them extra opportunities outside of the normal curriculum.

Grade Sport & Knockout Teams

At Strathfield South High School we encourage students to take part in competitive sporting opportunities. Grade Sport provides students with a broad range of opportunities such as developing team, building a sense of belonging and enjoying a competitive environment between schools in the Bankstown Zone. Students were offered a variety of sports including Oz Tag, Touch Football, Soccer, Mixed Netball, Volleyball and Dodgeball in the Grade Sport calendar. During the year Strathfield South High School was successful in winning three competitions and made

numerous Grand Final appearances. 2018 is set to be another big year for Grade Sport with 8 teams already entered into competitions for the upcoming year.

Strathfield South High School entered multiple Knockout teams in 2017 Basketball, Cricket, Table Tennis Rugby League, Netball, Soccer, Tennis, Touch Football and Volleyball.

Carnivals

The 2017 Swimming Carnival was hosted at Enfield Aquatic Centre with approximately 190 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. This increased the number of participants in the races. The Athletics and Cross Country Carnivals were held on the school premises in 2017 to allow for maximum participation and increase in numbers. Holding the carnivals at school allowed a significant number of students to be involved and achieve their maximum capacity. Both carnivals were held in Term Two and a significant number of students placed into Zone, achieving successful times placing first, second or third in various events.

Recreational Sport

Recreational Sport provided the students with choice of participating in a variety of sports of their choice. Students in 2017 were offered a variety of sports including Soccer, Badminton, Tennis, Gym, Dodge Ball, Handball, Oztag and Handball. In 2018, we will be changing to Traditional Sport were sport will be run in year groups.

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. The Careers portfolio provides students with skills, resources, guidance and opportunities to explore their education and future career options. 2017 proved to be another action packed year, as the list below highlights some of the significant Careers Initiatives continuing to circulate through the Strathfield South community.

External Programs

Western Sydney University: The Fast Forward Program is a partnership between Western Sydney University and our school, which helps students to see the value of continuing their education through to year 12 and beyond. Aims of the Fast Forward program include:

- To increase Western Sydney school students' engagement in learning and the completion of year 12
- To develop students' confidence, knowledge, skills and educational attainment
- To enhance Western Sydney students' awareness of post school education opportunities
- To promote the benefits of lifelong learning and

life opportunities to students and their families

- To improve the participation of Western Sydney students in higher education.

University of New South Wales: ASPIRE 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.

forward and the possibilities and options for our students in 2018 will continue to provide new avenues for student exploration in the world of work and education.

University of Technology Sydney:

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

State and Emergency Services:

Twenty students engaged in an intense 10-week program where they worked closely with the NSW State and Emergency Service staff, providing them 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 communication skills for young people.

Youth & Legal Services Program:

Forty five students worked very closely with the staff at Marrickville Legal Centre over three 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.

TAFE NSW:

TVET is TAFE-delivered vocational education and training (TVET) courses that allows school students to gain workplace skills and experience to get a head-start on their career while still being enrolled in school, all for no cost to the student. In 2017 the school had 4 successful graduates and 6 continuing year 11 students moving on to their final year of study. 2018 will provide even more opportunity for this number to grow as student interest continues to rise.

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. As 2017 caps off a highly successful year in the area of Careers, the school is proud to announce that we are continually moving