Strathfield Girls High School

Annual Report

2018

8169

Introduction

The Annual Report for **2018** is provided to the community of Strathfield Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding. The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading.

Message from the Principal

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

I am proud of the academic achievements of our students in 2018, and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. In the past year:

- 35% of students in Year 7 achieved in the top two bands in NAPLAN Numeracy.
- 60% of students in Year 7 achieved results in the Top Two bands in Reading and Numeracy
- 92% of student in Year 7 achieved above the National Minimum Standard (NMS) in NAPLAN Numeracy
- 48% of students in Year 9 achieved in the top two bands in NAPLAN numeracy
- 37% of students in Year 9 achieved in the top two bands in NAPLAN reading
- 96% of students in Year 9 achieved above the National Minimum Standard (NMS) in NAPLAN Numeracy
- 92% of students in Year 9 achieved above the National Minimum Standard (NMS) in NAPLAN Reading

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

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

Angela Lyris

Principal

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School background

School vision statement

SCHOOL PURPOSE

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

SCHOOL VALUES

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

- Developing skills for life–long learning.

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

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

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

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

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

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

In 2018, our school was internally validated using the elements of the School Excellence Framework.

LEARNING CULTURE

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

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

WELLBEING

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

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

CURRICULUM & LEARNING

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

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

ASSESSMENT & REPORTING

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

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

STUDENT PERFORMANCE MEASURES

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

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

EFFECTIVE CLASSROOM PRACTICE

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

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

DATA SKILLS AND USE

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

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

COLLABORATIVE PRACTICE

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

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

LEARNING AND DEVELOPMENT

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

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

PROFESSIONAL STANDARDS

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

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

LEADERSHIP

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

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

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

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

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

SCHOOL RESOURCES

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

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

MANAGEMENT PRACTICES AND PROCESSES

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

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

Strategic Direction 1

Learning

Purpose

To maximise the achievement of a diverse range of students through an environment that nurtures, guides, inspires and empowers them to achieve their learning potential.

To create dynamic teaching and learning programs that reflect effective feedback practices and continuous tracking of student progress and achievement.

Overall summary of progress

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

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

Stage 4 teaching programs have been enhanced by embedding the Quality Teaching elements, ensuring alignment with the current NESA syllabi. These programs respond more effectively to a full range of student needs and abilities, through the inclusion of differentiated practices and strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in NAPLAN – literacy and numeracy.	$120,000	The school's results in the top two bands in Reading and Numeracy are as follows: • Year 9 students in the top two bands in Reading has increased by 13%, due to the strong whole school focus in 2018 to improve the literacy & numeracy skills of our students; • Online Literacy & Numeracy initiatives, eLAN, for Years 7–8 have supported student engagement and improved learning outcomes; • Year 9 Literacy and Numeracy initiatives allowed students to be tracked and monitored on a fortnightly basis to further develop their Literacy and Numeracy skills; • All Literacy and Numeracy programs were tracked and monitored by teaching staff on a fortnightly basis and intervention strategies were implemented; • 35% students in Year 7 achieved in the top two bands in NAPLAN Numeracy; • 92% of Year 7 students achieved above the National Minimum Standard (NMS) in NAPLAN Numeracy; • 48% of students in Year 9 achieved in the top two bands in NAPLAN numeracy; • 37% of students in Year 9 achieved in the top two bands in NAPLAN reading; • 96% of Year 9 achieved above the National Minimum Standard (NMS) in NAPLAN Numeracy; • 92% of Year 9 achieved above the National Minimum Standard (NMS) in NAPLAN reading; • Homework Help, with specialist teachers to support students needing additional literacy and numeracy support, resulted in students showing

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Increase the percentage of students demonstrating expected growth in NAPLAN – literacy and numeracy.		significant gains in their learning. • Tracking student performance was a school priority and the school tracking project complimented SENTRAL data; • The ALARM Matrix was implemented across all faculties to assist and improve writing across the school; • Students identified through Tracking Data as needing additional support were provided with individual or small group tutorial sessions that focused on specific areas of need; and • Staff reflection on teaching practice and class data resulted in greater intervention and support for particular students.
Internal and external data indicates an increase in expected achievement in the HSC.		• School Tracking Data was a school priority. • HSC Analysis is conducted by every faculty at the beginning of the year to reflect on student achievements and to inform future planning. • Head Teachers and teachers lead the analysis. This data is presented at staff meetings, highlighting achievements and areas for future focus for the following year. • SMART data analysis assists in mapping students to indicate value–added and learning growth. • HSC 2017–2018 Executive reflection results in whole school planning for the following year.
Improved transition processes to enable every student to experience success.		**Transition Year 6 into 7 Program** • The SGHS Student Leadership and Community Engagement Team focused on developing and improving partnerships with our feeder primary schools in building a dynamic transition program in 2018. This transition program enabled Stage 3 students to experience learning in a high school setting, which gave an insight into SGHS and the facilities the school offers. • All faculties across the school participated in delivering this program and the lessons were authentic learning experiences. • Year 6 students gained knowledge and familiarity with SGHS processes and subject content, which assisted them in transition from primary to secondary setting. **Year 7 Transition into High School** • All Year 7 students in Term 1 participate in the Transition Program. This program assistsed students in building connectedness and relationships with their peers and Peer Support leaders. • Year 7 students gained a positive experience in belonging to the school, and Year 7 "SGHS has Talent" Peer Support activity gave students, in all groups, the opportunity to showcase their talents and skills in performance. This program enabled them to choreograph and deliver a creative item that was then performed in front of the student body. • By implementing this program, students developed, designed and collaborated across stages to create their dance/ talent item. Students were engaged in rehearsal and excited when they

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Improved transition processes to enable every student to experience success.		were able to work together creatively. All groups had creative autonomy. • Student feedback was overwhelmingly positive and friendship and mentoring relationships were formed. • The additional transition component of the program was extremely successful and feedback from all parties supported this. **Careers Transition** • SGHS has developed strong links with the wider community, and other educational institutions, to ensure students transition to further studies is seamless and a positive experience. • The career program at SGHS allows every student in Years 9,10 and 11 to receive individualised guidance and support to fulfil their career aspirations. The timetabled lesson explores various career pathways and supports students for readiness for work. **Crossroads Program** • The Crossroads program supports Year 11 students transitioning to the demands of Stage 6. The program assists students to develop high expectation and readiness for learning. • The Crossroads program enhances students' ability to think critically and creatively, and make decisions that promote the health, safety and wellbeing of self and others. The crossroads program enables students to: • Plan, develop and evaluate strategies for supporting the health, safety and wellbeing of self and others; • Clarify and act on a personal set of positive values, beliefs and attitudes; • Communicate and interact effectively with others; • Respond positively in challenging and changing situations; • Display commitment to promoting respect, inclusion and social justice for self and others; and • Know how and where to ask for help and support. **Vitae Lampada Program– Years 7–12** • The Vitae Lampada program offers every student the opportunity to connect with their Year Adviser to enable every student to be known, valued and cared for. Every year group has a specific focus and the Year Adviser supports students to develop their own learning goals. • The focus in Year 11 and Year 12 is students' overall wellbeing, and enhancing learning behaviours through study skills. This school–developed program is facilitated by dedicated staff who actively engage in discussion and mentoring with targeting the students.

Next Steps

In 2019, the following will be implemented to ensure the success of Strategic Direction 1:

- The introduction of a whole school initiative to support student confidence in the learning process.
- The introduction of LAB (Learning Advisory Board) to empower students in co–designing the pastoral care program.
- The employment of a Community Engagement Officer to support further enhancing the partnerships with the wider community to facilitate student engagement, student voice and resilience.

Strategic Direction 2

Teaching

Purpose

Focussing on innovative and reflective classroom practice that equips every student for tertiary education, the world of work and ethical citizenship.

To develop a highly professional, accountable and dynamic teaching team, focused on a culture of continual improvement informed by data, evidence and evaluation.

Overall summary of progress

In 2018, there was a renewed focus on effective teaching practice, especially through improved data skills and use to drive an improvement in individual student achievement. The Data Tracking Team was very effective in implementing a whole school focus on specific measures targeted at students identified for either extension or additional support needs. Staff embraced the established processes for data tracking, as evident in the comprehensive faculty data analysis and informed future directions for programming and pedagogical practice.

All staff engaged in the Performance and Development cycle, and guided by their supervisors, the School Plan and the Australian Professional Standards, engaged in professional learning to ensure that goals and targets were successfully met.

2018 was a successful year for teaching and learning as evident in our outstanding HSC results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Assessment data will reflect quality teaching programs and differentiation to cater for all students.	$180,000	• Strategies to renew the focus on data and support the continual evaluation and refinement of teaching programs were effected to engage staff with the implementation of this target. Programs demonstrated evidence of ongoing refinement to cater for individual students needs. • Assessment data was monitored by the Deputy Principals at Head Teacher Meetings, where there were discussions of analysed data, evidence of student achievement and improved outcomes for all students. • Evidence of teacher analysis of class data, program evaluation and faculty reflection on practices, as well as future directions, were also tabled at these meetings.
Tracking data maintains student performance and progress and informs future direction.		• The whole school approach to tracking student performance has led to consistent practices in monitoring achievement and progress, and planning for the future. • The School Data–Tracking Team collates assessment and wellbeing data of every student and class teachers use this data, as well as the internal class data of their students, to track, monitor and plan for the success of every student. • Strategies to support students are returned to the Tracking Team who then monitors improvement and shares strategies and ideas with all teachers, on how best to support the learning needs of particular students. • This comprehensive data is used to inform decisions such as subject choices, current patterns of study and transition into the world of work.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers demonstrate personal growth in the Professional Standards identified in their PDPs.		• All staff engage in the Performance and Development cycle within the timeline and expectations of the school. • Classroom teacher PDP goals are collated and monitored by the Head Teachers and overseen by the Faculty Deputy Principal. • A budget is allocated for each member of staff to access professional learning in line with identified goals. • Classroom observations ensure that the Australian Professional Standards, quality pedagogical practice and student engagement are monitored alongside the achievement of personal PDP goals. • Feedback sessions are an essential part of this process, thus ensuring teacher development and early intervention if necessary.

Next Steps

In 2019, the focus on data skills and use to inform teaching practice, will continue to ensure:

- All staff are engaged in the continual analysis of class, cohort, internal and external data, and using evidence–based practice to cater for all students through continually refined teaching programs.
- All staff will work collaboratively to established consistent processes and procedures in programming, assessment, and reporting and registration.

All staff will continue to align their PDP goals to the Australian Professional Standards and School Plan targets.

Strategic Direction 3

Leading

Purpose

To further develop a professional learning community which embraces continuous improvement of teaching and learning practices.

To ensure school processes are recognised by the community as best practice through embedding a culture of high expectations and catering for a range of opportunities that allow students to grow into confident, creative and resilient global citizens.

Overall summary of progress

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

Students are empowered to embrace leadership opportunities, as they build their capacity to contribute and participate as responsible citizens within the school and the wider community. Student leadership has also been fostered through strong support for awards such as the 2018 Minister's and Secretary's Awards for Excellence, 2018 NSW Training Awards and the ZONTA Young Women in Public Affairs Award. Further leadership initiatives, such as Australian Business Week, Z–Club, and UBS Young Women in Leadership, have been introduced, enhancing students' capacity and students' motivation to succeed as leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in staff instructional leaders with a clear indication of in–school expertise being utilised for whole school professional development.	$95,000	Instructional leadership has openly increased against a background of school–wide encouragement to manage and build the leadership capacity of staff. Leadership is distributed to build a culture of effective leadership skills and attributes. The school has: • allocated a professional learning budget to each teacher, with the expectation that professional learning experiences align with school priorities, the Australian Teaching Standards and/or some aspect of educational reform; • maintained Leadership Teams, with a cross–curricular focus. Leadership Teams are managed by the Executive, but all members have opportunities to provide in–house expertise at Staff Meetings, School Development Days, Executive Meetings and at Faculty Meetings; and • developed Head Teacher/Deputy Principal meetings with clear intentions of the Deputy Principal being an instructional leader of the Head Teacher. A fortnightly agenda is distributed each term and an hour meeting addressing the criteria is conducted every fortnight. The Deputy Principal also attends Faculty meetings, has open discussions with members of the faculty and provides assistance and instruction in regard to whole school processes and practices, as well as individual faculty requirements.
The local and wider community regularly attend school events and provide valuable feedback.		Community engagement has been greatly promoted at the school. The use of our school's website, Facebook, Twitter, as well as personal invitations, have greatly increased the school's

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The local and wider community regularly attend school events and provide valuable feedback.		profile, especially for whole school events such as: • Multicultural Day. • Creative Arts Body of Work opening night. • Musicale. • Dance Night. • Piano Night. • International Students Evening. • Year 8 & 10 Subject Selection Expos. • Parent information evenings, such as Year 10 Subject Selection and the Year 11 Parent Seminar.
DP/HT meetings demonstrate faculty understanding and implementation of the School Excellence Framework and the School Plan.		Scheduled fortnightly meetings, with a set agenda, are conducted between every Head Teacher and their aligned Deputy Principal. At these meetings discussion is documented in regard to: • Faculty Plan and Faculty Milestones • HSC Monitoring • Faculty Programs • Faculty concerns • Student concerns Through these regular meetings Head Teachers provide evidence in regard to their faculty monitoring processes, and their progress on monitoring and evaluating the school milestones against the School Excellence Framework. The DP/HT meetings facilitate a positive rapport between the Head Teacher and Deputy Principal, highlighting ongoing support and a regular point of contact when in need. The Deputy Principals have an open door policy, which enables Head Teachers to visit or seek the Deputy Principal outside their scheduled meeting time. Every five weeks the Executive provide feedback in regard to our progress as a school, and complete the School Milestones as a collective team. Open discussions and progress in regard to the School Plan and School Milestones regularly occur at Executive, Staff and Faculty meetings. This enables all staff to contribute to the understanding and implementation of the SEF. All staff regularly contribute triangulated evidence towards identify where they are at within the three domains of the SEF. This evidence forms part of the meetings Head Teachers have with their Deputy Principals.

Next Steps

In 2019, the following will be implemented, to ensure the success of Strategic Direction 3:

- continuation of professional learning opportunities and faculty sharing, with ongoing presentations being made at School Development Days, Executive, Staff and Faculty meetings;the introduction of additional leadership programs and opportunities, with external groups: for example, Years 10 and 11 participating in the 'z–club', an auxiliary of the ZONTA organisation; and
- the collaboration and partnership with the University of Sydney in promoting the philosophies of STEM and STEAM within our school community; the continuation of STEM as an elective in Year 9 and the commencement of a Year 10 STEM Elective class; the commencement of STEM in Year 9 as a Gifted & Talented initiative with the enrichment class.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$3, 938	100% of ATSI students have current PLP's (Personal Learning Plans) which have been negotiated with parents and students. All staff have an understanding of the Aboriginal Education Policy and are implementing strategies to engage ATSI students.
English language proficiency	$62,468	Subject teachers and EAL/D specialist teachers work collaboratively to develop and incorporate resources and strategies into their programs to address the identified cultural and language needs of the EAL/D students at the school.
Low level adjustment for disability	$71,356	The Learning and Engagement Team meets fortnightly to monitor and assess identified students and determine the appropriate learning and support adjustments to be implemented across KLAs. The Learning and Support Teacher (LaST) has led whole school professional learning on pedagogy and research on students with additional learning needs.
Socio–economic background	$68,037	Tutorial models, such as daily access to Homework Help, are also used to increase the level of student engagement in Years 7–12, especially for students from financially disadvantaged families. Students have access to subject teachers five days a week to support them in achieving their learning potential. There has been a significant increase of students attending the Homework Help sessions in the library.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	1161	1149	1127	1074

Student Attendance

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

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

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

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97	97.2	97.7	96.4
8	95.5	96.4	96.6	95.6
9	96.6	95.5	96.4	96.1
10	95.9	96	95	94.7
11	94.8	96.1	95.6	94.6
12	94.5	95.7	95.8	95.8
All Years	95.6	96.1	96.1	95.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school implements an explicit and published policy

on student attendance, which is communicated to staff, students and members of the community.

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

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0.6	0.6	0
TAFE entry	0	0.6	3
University Entry	0	0	89
Other	0	0	0
Unknown	0	0	8

Year 12 students undertaking vocational or trade training

In 2018, 24% of Year 12 students undertook vocational courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 100% of Year 12 students were awarded a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	51.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	12.57
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	13

Professional learning and teacher accreditation

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

Findings and Conclusions

The five designated School Development Days (SDD) promoted a collaborative and collegial culture amongst staff. Staff felt confident to partake in professional dialogue, showcase work and share their experiences and expertise. The five SDDs focused on areas identified in the School Plan and Milestones, School

Excellence Framework, and Leadership Teams, as well as cross–curriculum Development Days on developing individual educational plans, the use of data analysis, identifying student needs through the process of tracking, Technology in the Classroom, and monitoring the Higher School Certificate. Emphasis was placed on the EAL/DLearning Progression Scales, Project Based Learning, STEM and STEAM, and the Great Teaching Inspired Learning Reform.

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

Seventy– two staff (teaching and non–teaching) took advantage of Professional Learning funding provided through the DoE. The annual Teacher Professional Learning, funds of approximately $75,000 provided the bulk of the source of funding for Professional Learning for the year. The main areas of Professional Learning concentrated on curriculum, quality teaching, welfare and professional growth.

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

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

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

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

- Every Student, Every School
- Rural and Remote Schools
- Business Intelligence

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

Future Directions and Recommendations

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

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

Teacher Accreditation

In 2018 Strathfield Girls High had three temporary teachers seeking Accreditation at level of Proficiency who received, as part of the Great Teaching, Inspired Learning Blueprint for Action reform, total funding of $13,786.00 each. There were no permanent teachers who received funding for teacher accreditation.

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

These three teachers also used this time to collect evidence in preparation for their accreditation. This time also provided them opportunities to observe staff

members from other Key Learning Areas and to identify connections made across the curriculum. The teachers were also provided with mentoring in writing their Accreditation Report in line with DoE requirements.

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	377,386
Revenue	12,513,536
Appropriation	10,994,307
Sale of Goods and Services	102,177
Grants and Contributions	1,292,736
Gain and Loss	0
Other Revenue	115,499
Investment Income	8,818
Expenses	-12,529,891
Recurrent Expenses	-12,529,891
Employee Related	-10,605,569
Operating Expenses	-1,924,323
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-16,355
Balance Carried Forward	361,031

Strathfield Girls High School follows financial practices

and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Ensures appropriate application of existing resources to identified areas of need, including school buildings and grounds.
- Has a strategic focus on planning and managing financial resources to align with the school plan, which in turn will focus on the use of financial resources on improving student learning outcomes.
- Maintains appropriate records in accordance with Audit requirements.
- Throughout 2018, all funds were expended in equity funding. Specifically, the school supported our students by providing resources in the key areas of: Aboriginal Education, Students of Socio–Economic Background, English Proficiency and Disability Provisions. These funds were mapped against the School Plan. Governance of this expenditure included the School Planning and Finance Committee.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	9,442,954
Base Per Capita	217,927
Base Location	0
Other Base	9,225,027
Equity Total	851,299
Equity Aboriginal	3,938
Equity Socio economic	68,037
Equity Language	624,678
Equity Disability	154,646
Targeted Total	36,049
Other Total	159,144
Grand Total	10,489,446

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

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 9 NAPLAN

- Reading: 37% SGHS students in top 2 bands (State: 21%)
- Writing: 31% SGHS students in top 2 bands (State: 12%)
- Grammar & Punctuation: 56% SGHS students in top 2 bands (State: 20%)
- Spelling: 46% SGHS students in top 2 bands (State: 24%)
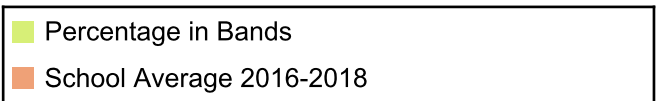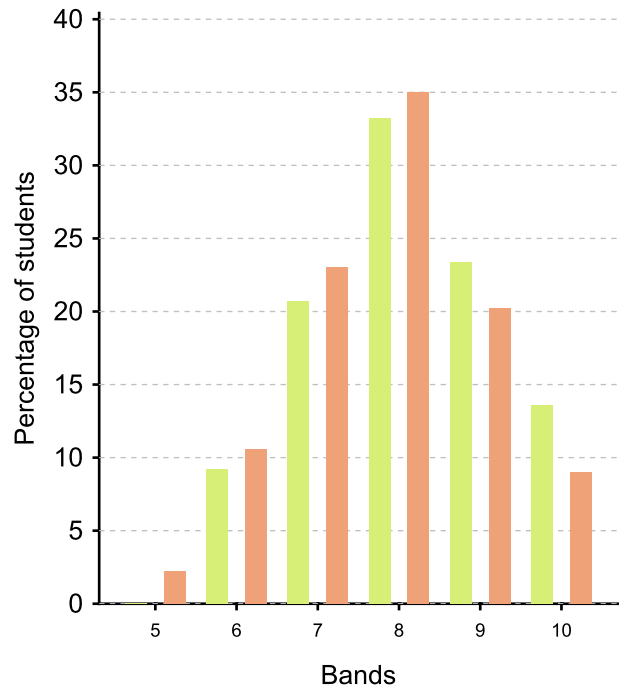
Percentage in bands:
Year 7 Reading
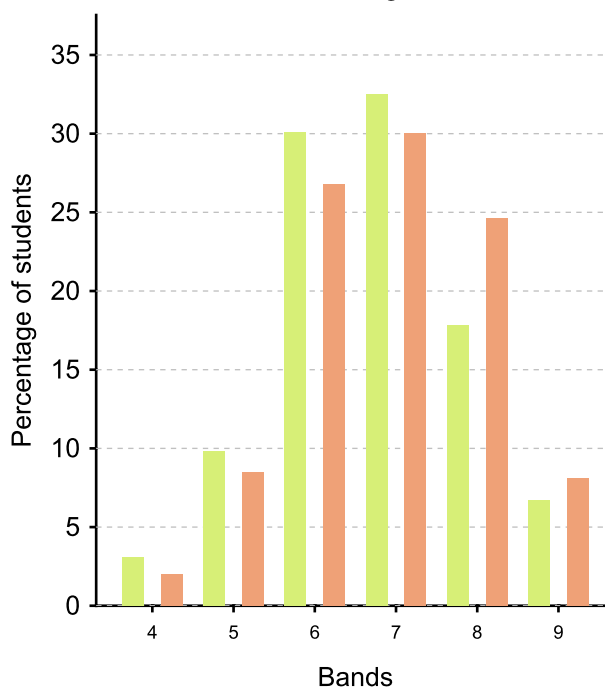
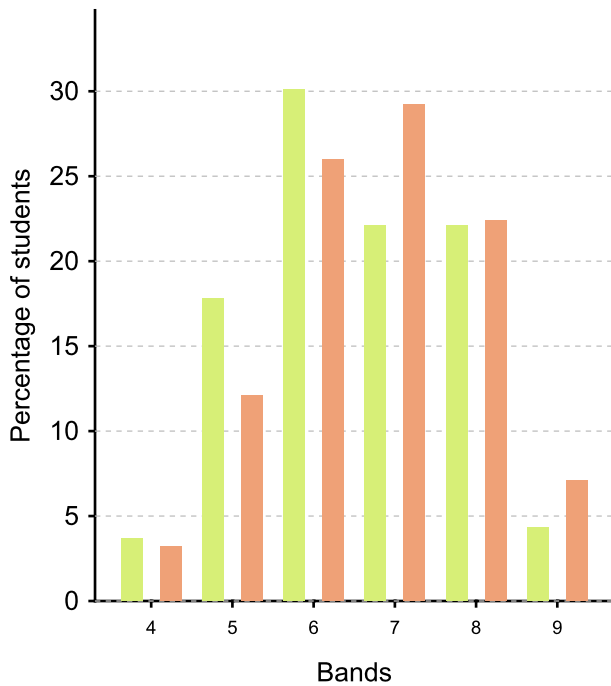
- Percentage in Bands
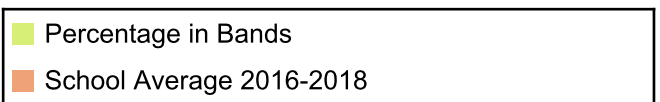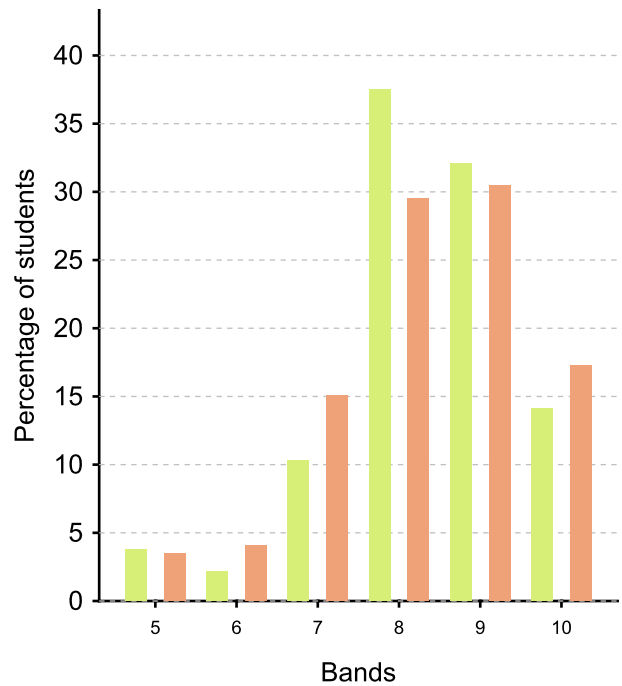- School Average 2016-2018

Percentage in bands:
Year 7 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018
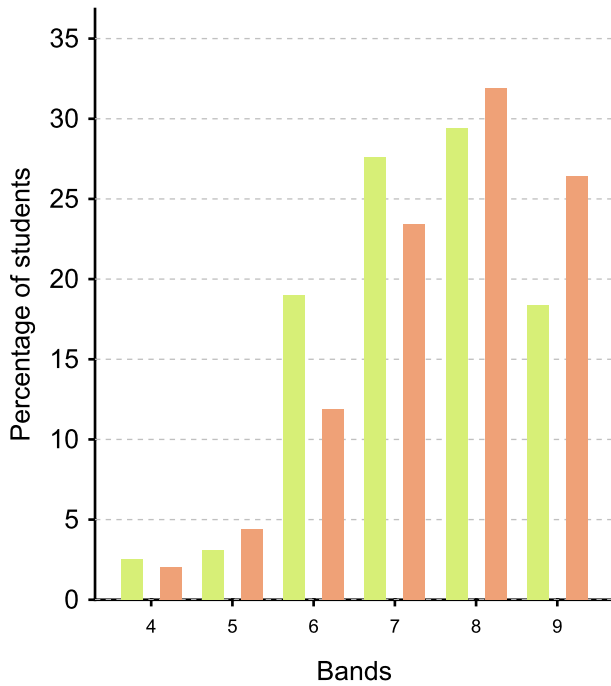
Percentage in bands:
Year 9 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 7 Writing

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 9 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands: Year 9 Writing
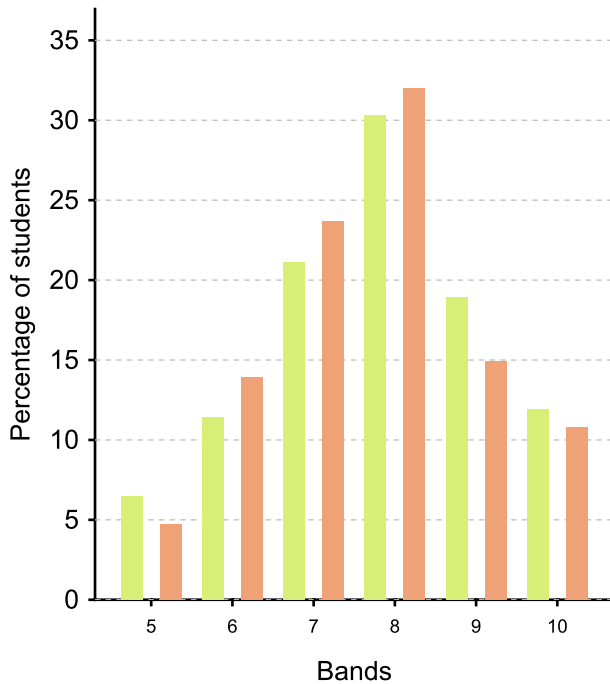
Legend:
- Percentage in Bands
- School Average 2016-2018

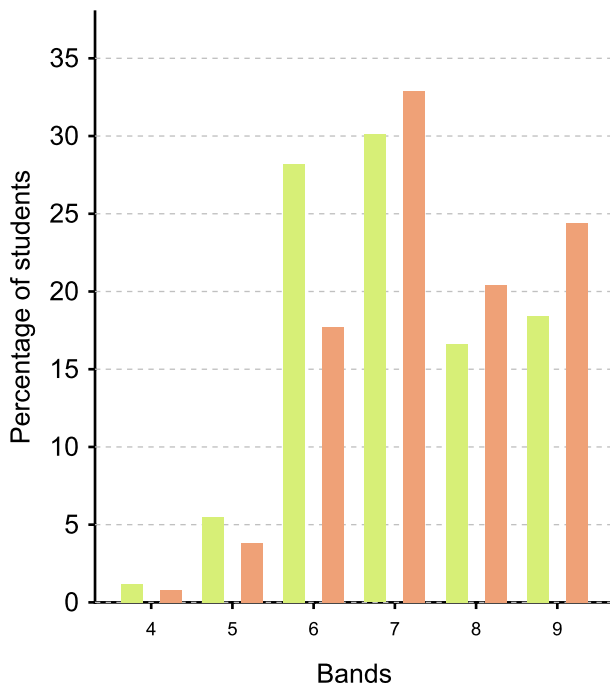Numeracy: 48% SGHS students in top 2 bands (State: 26%)

Percentage in bands: Year 9 Numeracy
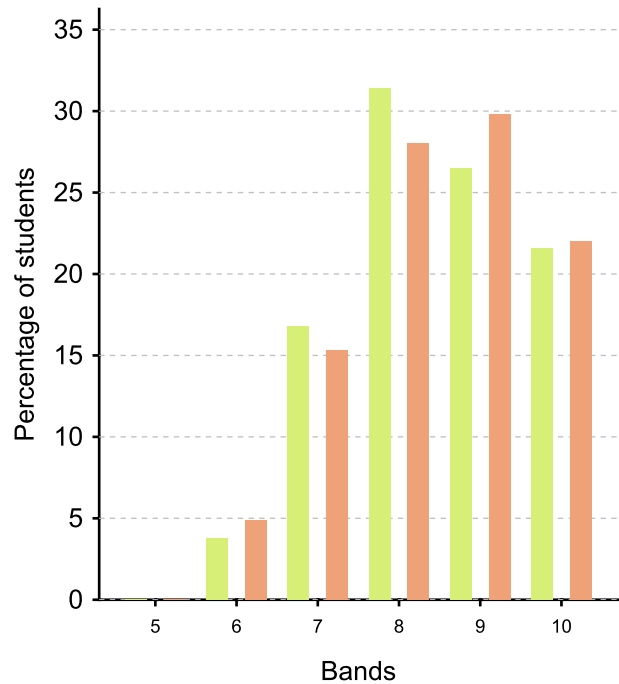
Legend:
- Percentage in Bands
- School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

Strategies to address the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* included:

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

Percentage in bands: Year 7 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

Higher School Certificate (HSC)

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

Our Year 12 students, supported by their teachers, excelled in the HSC in 2018. Congratulations to all our students, their families and their teachers for achieving such outstanding results.

Two hundred and five students attempted 41 HSC subjects and achieved examination means above the State examination mean in 34 out of 41 courses, which is 83% of courses.

Strathfield Girls High School students earned one hundred and thirty–four Band 6s and four hundred and eighteen Band 5s across all courses. This is clearly indicative of all the effort and dedication of staff and students.Strathfield Girls High School has produced outstanding results for a comprehensive high school whose main criterion for entry is that students must live in the area on enrolment. We congratulate our teachers, students and families for these truly impressive achievements, which reflect student and staff commitment, and parental support in encouraging academic excellence.Congratulations to all students who were placed on the High Achievers list.
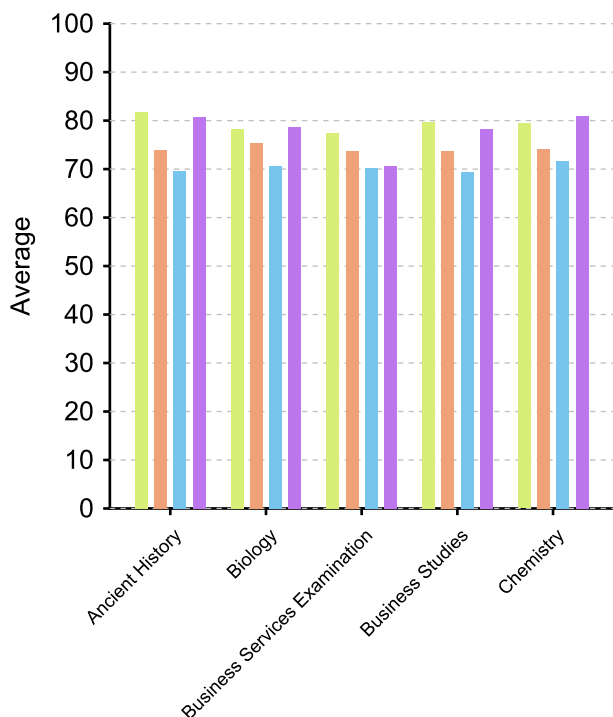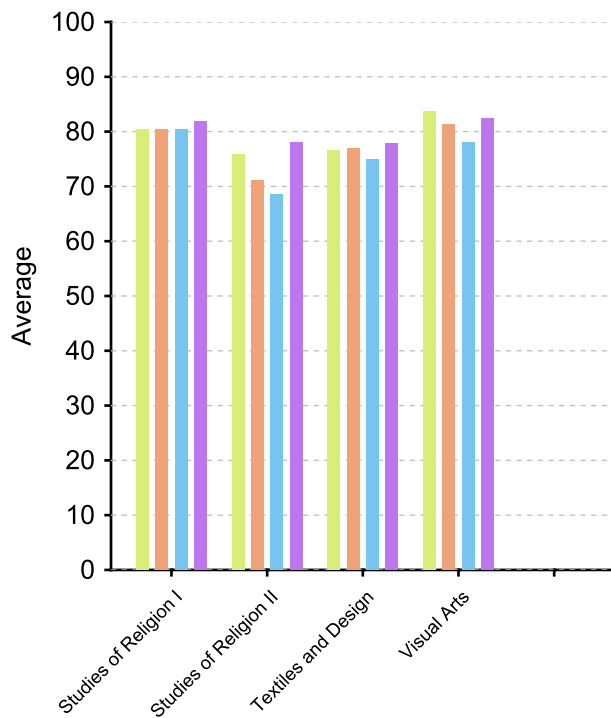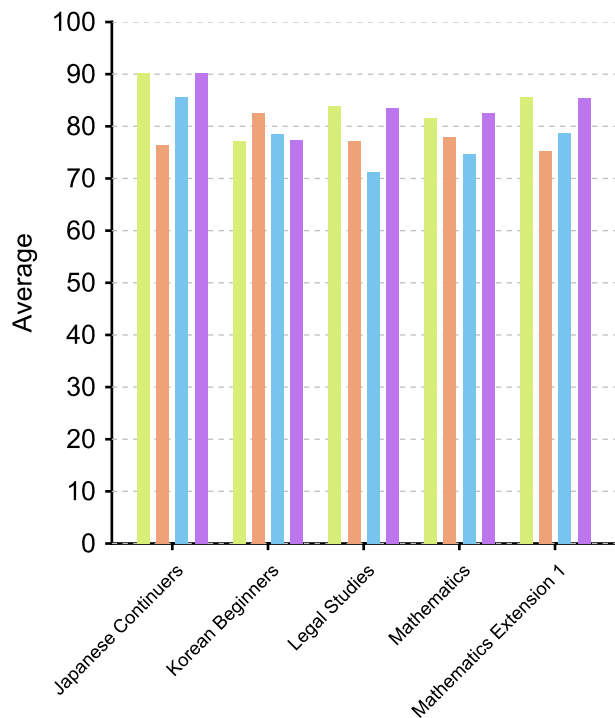

Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend:
- School 2018
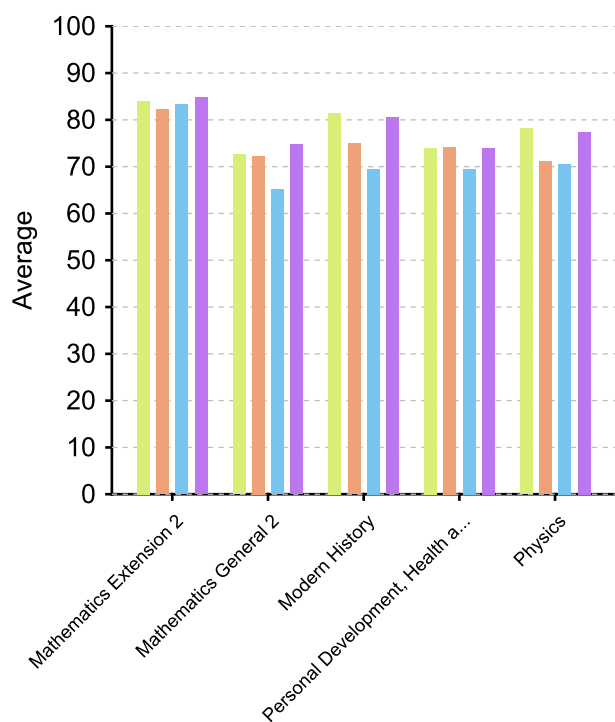- SSSG Average 2018
- State Average 2018
- School Average 2014-2018
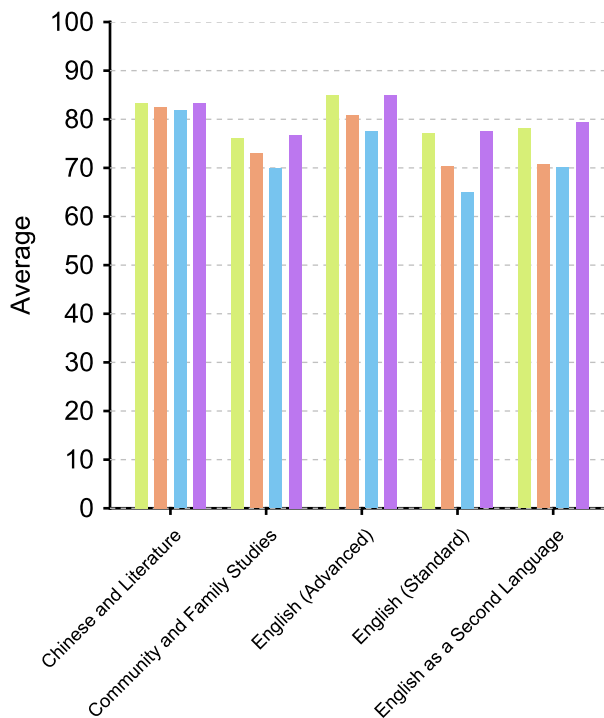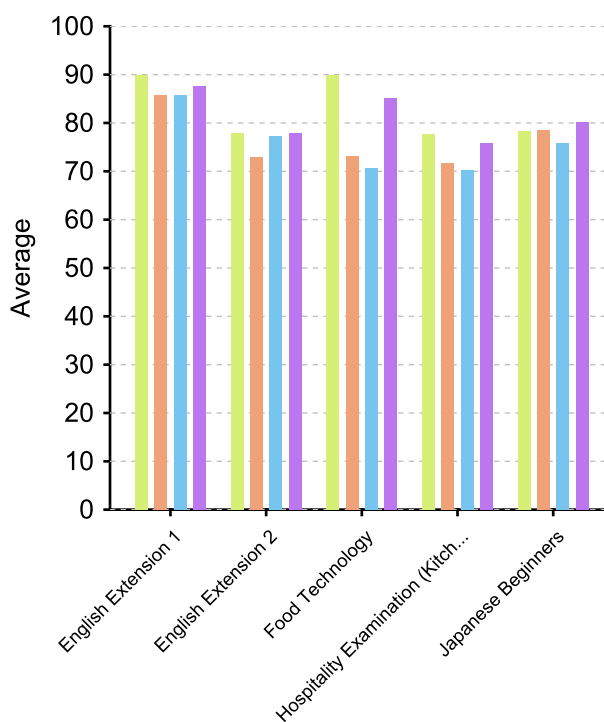
Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	81.7	73.9	69.5	80.8
Biology	78.3	75.4	70.7	78.6
Business Services Examination	77.4	73.8	70.1	70.6
Business Studies	79.8	73.8	69.3	78.2
Chemistry	79.4	74.1	71.8	80.9
Chinese and Literature	83.3	82.5	81.8	83.3
Community and Family Studies	76.2	72.9	69.9	76.8
English (Advanced)	85.0	80.9	77.5	85.0
English (Standard)	77.2	70.4	65.0	77.4
English as a Second Language	78.1	70.7	70.1	79.4
English Extension 1	89.9	85.7	85.8	87.6
English Extension 2	77.8	73.0	77.4	77.8
Food Technology	89.8	73.2	70.7	85.0

Hospitality Examination (Kitchen Operations and Cookery)	77.7	71.7	70.3	75.7
Japanese Beginners	78.2	78.6	75.8	80.2
Japanese Continuers	90.2	76.3	85.6	90.2
Korean Beginners	77.1	82.6	78.4	77.4
Legal Studies	83.9	77.3	71.2	83.6
Mathematics	81.5	77.9	74.8	82.6
Mathematics Extension 1	85.7	75.2	78.7	85.3
Mathematics Extension 2	84.0	82.2	83.3	84.8
Mathematics General 2	72.6	72.3	65.1	74.7
Modern History	81.5	75.0	69.5	80.6
Personal Development, Health and Physical Education	74.0	74.2	69.5	74.0
Physics	78.2	71.2	70.6	77.4
Studies of Religion I	80.4	80.5	80.3	81.9
Studies of Religion II	75.9	71.2	68.5	78.0
Textiles and Design	76.5	76.9	74.9	77.9
Visual Arts	83.6	81.3	78.0	82.5

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

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

- over 95% of parents attended the Years 7–12 parent–teacher reporting evenings;
- 100% of Year 12 parents who attended, indicated that the teachers had identified their daughter's strengths in the reports;
- 95% of Year 7 parents at the Mid Year Parent Teacher Evening indicated that the interviews

addressed their daughter's strengths and areas for improvement; and
- staff evaluations indicated appreciation of the professional learning experiences through faculty meetings, staff meetings, School Development Days, as well as external professional learning opportunities.

- 90% of students displayed a positive attitude to schooling and planned to pursue post–secondary education;
- 79% of students in Year 7 indicated a positive sense of belonging and felt accepted and valued by their peers and teacher;
- 92% of students in Year 7 and Year 11 indicated positive relationships with their peers;
- 100% of students in Year 7 and Year 12 indicated positive experiences at school; and
- 73% of Year 7 students indicated intellectual engagement, and interesting, enjoyable and relevant learning experiences.

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

The data revealed that:

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

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

Policy requirements

Aboriginal education

The Aboriginal Education Policy has been addressed by the school in 2018 and Aboriginal perspectives are effectively incorporated into the school curriculum, resulting in enhanced student awareness of Aboriginal culture, history and issues.

Examples of initiatives include:

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

Multicultural and anti-racism education

The Multicultural Education Policy in Schools has been a focus in 2018. The school reflects the multiculturalism of Australia, with the diversity of cultural backgrounds bringing great strength to the school.

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

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

Successful programs that develop student skills in resolving such issues include Vitae Lampada classes,

peer mediation, peer support training and our Anti–Bullying Policy. In addition, the contact details for our Anti–Racism Contact Officer are displayed around the school.

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

Other aspects of the program include:

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