

Strathfield South High School

Annual Report



2018



8252

Introduction

The Annual Report for **2018** 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

2018 was a year of significant growth for Strathfield South High School, culminating in outstanding Higher School Certificate results which saw the school rise 89 places in the state rankings and the gaining of our highest-ever ATAR of 99.95.

These achievements stem from a series of reforms designed to refocus the school on learning support and student wellbeing that have been taking place over a number of years, and are a credit to talented staff and hard working students.

Throughout this period of reform and change, the school has been extremely fortunate to have the support of an engaged and involved parent community, as well as the expertise of personnel from the Department of Education, universities, employer and community groups, and number of non-government organisations that we regularly bring in to enrich the learning experiences of students.

Social highlights of our year, such as Family Fair Day and Iftar, reinforce our community-focused approach and desire to involve parents and families as an integral part of our school culture.

It is my privilege to lead this amazing school and its professional, committed staff in the service of our wonderful students and their families.

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 learning support are 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.

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.

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:

Delivering:

- Student Performance Measures;
- Effective Classroom Practice.

Sustaining and growing:

- Learning Culture;
- Wellbeing;
- Curriculum;
- Assessment;
- Reporting;
- Data Skills and Use;
- Professional Standards;

- Learning and Development;
- School Planning, Implementation and Reporting;
- Management Practices and processes.

Excelling:

- Educational Leadership;
- School Resources.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Develop and enhance Literacy and Numeracy Achievement

Purpose

The 2015–2017 School Plan saw significant developments in literacy and numeracy achievement due to the establishment of our Middle School. The 2018–2020 Plan seeks to enhance and develop students' skills acquisition to redress deficits and lay a strong foundation for continued growth.

Overall summary of progress

The position of Head teacher, Literacy and Numeracy was created to provide executive–level oversight of this Strategic Direction. Unfortunately, due to unforeseen circumstances, the person appointed to this role took on leadership of a faculty during 2018, which resulted in less time than anticipated being spent in the role. This situation has been rectified for 2019.

The focus on faculty–based data analysis continued with internal and external professional learning taking place so that staff gained confidence and competence in using existing analytical tools to identify trends. Progress was overseen by a Deputy Principal and members of the Learning Support Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Head Teacher Literacy and Numeracy position created and role defined	\$26,000	Position established and line management negotiated over Student Learning and Support Officers and additional Learning Support Teaching staff. Ongoing oversight of PAT testing, development of learning plans and faculty support. Coordination of professional Learning relating to Literacy and Numeracy development and NAPLAN analysis to whole staff.
A clearly identifiable 'flow-on' link between Middle School and Stage 5 measured through Tell Them From Me student engagement and ACER Progressive Achievement Testing	n/a	This section of the School Plan will be a focus primarily for 2019, but data sheets were created for all Year 9 students in 2018 as a benchmark for future measurement.
All faculties using data effectively to personalise literacy and numeracy learning approaches	\$5,000	Data analysis training was undertaken by all Head teachers, and disseminated to staff through faculty and whole–staff meetings. Personnel from other schools were sourced to provide in–house professional learning to specific faculties where there was an identified higher–level need. Head Teachers fed back progress through PDP meetings, providing evidence of achievement.
Value–added growth from Year 7 to Year 9 NAPLAN (specifically in Reading and Writing, and Numeracy as a whole)	n/a	This will be a focus for 2019 when Middle School students are able to be measured accurately.
Increase in literacy and numeracy results from Year 7 to Year 8 via ACER Progressive Achievement Testing	\$75,000 in teacher and learning support	Students were tested in Term 1 and Term 4 to assess reading and numeracy skills. More than 75% of students in Year 7 showed significant growth over the four terms. Approximately 15% showed growth in excess of 10 percentile points.

Next Steps

In 2019, there will be ongoing participation with feeder primary schools in a numeracy development program focused on facilitating a continuum of pedagogy across stages 3 and 4. This involves co-designing pedagogical approaches according to the learning and syllabus needs across campuses under the guidance of a team from School Services.

The school will focus on the development of a writing program tailoring to specific identified needs of our students, as informed by our NAPLAN data analysis.



Strategic Direction 2

Consolidation of High Quality, Reflective Teaching & Learning Practice

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, and reinforced through teaching practice which reviews and assesses its own effectiveness.

Overall summary of progress

Longitudinal data, tracking the progress of our students and the impact of Middle School, is being collected through the extension of PAT –literacy and numeracy testing into our year 9 cohort.

Faculty analysis of internal and external data informs our understanding of student needs on an individual and group basis.

Continued development of collegial partnerships with feeder schools, with a focus on improving reflective practice and developing a seamless progression in pedagogy from stage 3 to stage 4.

Sharing of practice and pedagogy in cross faculty contexts through the presentation of a diverse range of professional learning (PL, SOLES, Google classroom, differentiation, data analysis) by skilled staff from within the school and participation in regular cross faculty teams.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All faculties using School Excellence Framework and student data to evaluate practice	n/a	Measured through the PDP process by Head Teachers who present evidence at progress meetings. Ongoing RAP analysis and tracking informs class placement, mobility and adjustments to learning with oversight by Learning Support Team.
Staff actively involved in, and learning from, the implementation of Instructional Rounds to enhance reflectivity and improve practice	\$3000 for staff professional learning	Introduction to all staff in Term 4 through small–group round robin activities. Further investigation of models of practice and school visits to support expansion in 2019.
All staff receiving targeted professional learning to better support the needs of students with Autism	n/a	Professional Learning and individual student profiles presented through whole–staff meetings. Overview professional learning on features and needs of students with Autism throughout the year. Student Learning Support Officers have all engaged with online professional learning to better equip them to support students in–class and during break times.
All Faculties to have programs that are relevant and reflect current research in effective pedagogy	n/a	Ongoing professional learning on feedback and formative assessment, accounted for through the PDP process by Head Teachers using programs as evidence.

Next Steps

2019 will see the Implementation of a pilot program for Quality Teaching Rounds involving eight staff led by Executive trained in the process.

Continued investigation of current research and implemented models for extended writing to facilitate the development of a specialised program that meets the needs of students at the school.



Strategic Direction 3

Expand and enhance connections to the school community

Purpose

Following extensive consultation in the period 2016–2017, it was determined that our community was highly receptive to more contact with the school, especially through social media and mobile platforms. In 2018–2020 we will implement new communications strategies and educate our community in their use of these to become more strongly engaged with the school.

Overall summary of progress

In 2018 we broadened our professional profile and impacted students and staff through our successful collaboration with local primary schools and educational network including our leading role in the collaborative Numeracy Project with Strathfield South Public School, and providing Numeracy Advisers to develop an Action Research Project and share best practice across Stages 3 and 4. We undertook collaboration with Chalmers Road School to facilitate Arts and Dance projects, which will continue into 2019. Participating in the Network Youth Advisory and Empowerment Council to develop Design Thinking consultation and Implementation of planning processes that strengthened student voice, with students co–designing learning opportunities in the Middle school.

We continue to see an increase in participation with Parent teacher afternoons and we had over 200 families attend our Rewards and Values ceremonies. There was an increase in the number of families and community members attending our major school events; Family Fair Day and Iftar, with over 500 attending the latter. We introduced SkoolBag as an additional online communication tool to support the sharing of information with parents, and this is consolidating the impact that our website and twitter page are having on increasing parental and community connections to the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establishment and use of a Facebook page and a Smart Phone app to communicate with families	\$2,000	A Smart Phone app was selected and introduced following consultation with community and was being used to communicate information. Although Facebook was investigated as a potential platform, it was decided that Instagram would be more appropriate for the school and community to engage with. This will be introduced in 2019.
Creation of Deputy Principal Support position to facilitate greater liaison with community and oversight of achievement of outcomes	\$23,000	Position created with full release from classes to support staff in teaching and learning and wellbeing and discipline. Staff surveys determined that the position was absolutely invaluable in improving the efficiency of the Support Unit.
Creation of a Future–focused learning space for STEAM/Middle school	\$50,000	Two spaces identified and developed following school visits and professional learning for the Executive through the Futures Learning team – one in TAS and the other in Science with completion of redevelopment slated for Term 1, 2019.
Establishment of an Advanced Learning class in Middle School	\$104,000 for additional staffing	Class established and populated through testing and data analysis. Internal and external accelerated learning opportunities sourced and accessed for students. Additional project–based learning opportunities on an in–class basis programmed.

Next Steps

We will continue to pursue positive coverage in local media outlets and look at additional on–line and social media platforms to enhance family and community access of the school.

We are planning on broadening our English Conversation classes to Arabic speaking parents and take parents/caregivers meetings, as outreach, to Auburn Centre for Community for our Dari speaking community. Extend our partnership work with AIME and build relationships with Kinchela Boys Home and other services to support Aboriginal and Torres Strait Islander Communities. Our mentor teacher will develop partnerships with external providers to create a network or support and specific programs of intervention for our Pasifika students.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Staffing \$145,758 Flexible funding \$45, 048	Flexible funding was combined with other funds to employ additional staff who provided extra in-class support for students who are still developing their proficiency in English.
Low level adjustment for disability	Staffing \$187,403 Flexible Funding \$89, 267	Flexible funding was utilised to support students with disabilities in mainstream classes through the provision of additional Student Learning Support Officers who have training in peg feeding and tracheotomy management.
Socio-economic background	Staffing \$325,853 Flexible funding \$471,344	Flexible funding was expended primarily on additional teaching staff to support student literacy and numeracy needs as extra Learning and Support Teachers who could both work in-class and with individuals or small groups of identified students who require high levels of remedial support.
Support for beginning teachers	Funding \$86,880	<p>These funds were used to support beginning teachers by providing regular release time for them and their mentors, as well as paying conference and professional learning fees and other career-development expenses.</p> <p>All beginning teachers were released for one day every three weeks to allow them to shadow more experienced teachers, meet with mentors, visit other schools and observe lessons, assessment creation, marking sessions and to learn more about student behaviour management.</p>
Targeted student support for refugees and new arrivals	Funding \$5,967	These funds were used to provide access to educational opportunities such as excursions and to assist with the provision of necessary learning equipment for targeted students.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	392	377	333	365
Girls	217	222	205	237

School enrolments typically fluctuate due to a high percentage of families renting in the local areas. The Middle School initiative saw a strong increase in Year 7 enrolments in 2018, which is very pleasing.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.7	90.1	90.1	90.8
8	88.3	85.7	88.1	85.8
9	88.3	85.3	87.4	85.1
10	84.7	86.1	79.2	80
11	84.2	82.5	88.7	86
12	85.3	86.2	84.7	89.1
All Years	86.3	85.8	86.1	86.2
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

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

MIDDLE SCHOOL

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.

COMPRESSED CURRICULUM

The school has run a successful compressed curriculum model for Years 11 and 12 since 2013.

Under this structure, students study three subjects at Preliminary and Higher School certificate level in one twelve-month period. Once they have completed these three subjects, and sat for final Higher School certificate examinations in them, students return to school and start another twelve-month period with three new subjects.

The impact of this model of study on student retention and achievement has been significant, with over 85% of students who finish Year 10 going on to complete a full Higher School certificate. Parents and students also report a reduction in stress and anxiety when students are studying only three subjects at a time.

Under this model, the school has been consistently assessed as "excelling" in student value-adding by the

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	5
Employment	4	2	11
TAFE entry	8	6	12
University Entry	0	0	51
Other	1	2	16
Unknown	4	5	5

This year at Strathfield South High there was a wider distribution of students across the university placements with 9 students enrolling at the University of New South Wales, 7 to University of Technology Sydney and 5 to Macquarie University, very different from previous years. Then we have the more individual selection of two students going to the University of Sydney, one to Wollongong University and one to the Australian Catholic University. This was followed by the usual local cohort of 16 students selecting Western Sydney University which including direct offers through the 'True Rewards Program'.

Thirteen students this year were fortunate to gain scholarships to support them at university, eight from the University of New South Wales, two from University of Sydney and one from University of Western Sydney and Wollongong University respectively. Courses undertaken by the student's across the various universities are Diagnostic Radiography, Social Work, Interior Design, Nutritional and Dietetic Medicine, Arts and Liberal Sciences, Psychology, Computer Science and Media, and Nursing which has proved very popular with this years' graduates as well as the more traditional choices of Medical Science, Construction Management, Business and Engineering.

Students are realising the potential of New South Wales TAFE as a strong tertiary training organisation with the following areas being taken up or explored this year, such as an electrical apprenticeship, Community Service Diploma leading to Counselling, Drafting, Teacher's Aid Certificate, and Digital and Interactive Games. A few others elected to attend private colleges to gain Diplomas and Degrees in areas such Fashion Design, Photo Imaging, and Audio Engineering and Sound Production.

For a variation on a career pathway 3 students who received a Certificate III for the Higher School Certificate in Nursing are now continuing their training with New South Wales Health undertaking a Diploma in Nursing while another student is pursuing his interests as a professional in Footballer in Japan.

Year 12 students undertaking vocational or trade training

Year 12 students understanding vocational or trade training

In 2018, Strathfield South High School had authority to run 3 Vocational Education and Training (VET) frameworks; Business Services, Hospitality – kitchen Operations and Retail Services. Throughout the year, 48 students undertook VET qualification, 41 internally and 7 via external agencies. The 41 who undertook training in Hospitality were divided into two Hospitality classes. The achievements of these students are reported elsewhere in this document.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 41 students enrolled in vocational education courses in 2018, 39 undertook the HSC examination in order to have Hospitality used as one of the subjects eligible to calculate the student's Australian Tertiary Admissions Ranking. Of the 48 students who undertook VET framework training, 80% received a record of attainment for the competencies completed, with 20% obtaining the full qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	17.88
Other Positions	1

*Full Time Equivalent

In 2018, no staff member identified as being of Aboriginal or Torres Strait background.

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	50

Professional learning and teacher accreditation

Strathfield South High School staff engaged in a range of Professional Learning throughout 2018. During Staff Development days and staff meetings, all staff worked through mandatory training in areas such as *Child Protection, the New South Wales Department of Education's Code of Conduct, and Emergency care.*

As in recent years, staff participated in four twilight staff development sessions that included a focus on *project-based learning, effective programming, practical differentiation, technology in the classroom, behaviour management, Quality teaching rounds and effective mentoring.* Where possible we utilise the expertise of staff from Strathfield South High School to deliver effective professional learning.

We continued our professional relationship with a range of schools with Strathfield South High School staff

delivery professional learning to staff from schools in our local region and throughout the state. Strathfield South High School staff participated in a range of external professional learning from subject specific content, to beginning teacher support, as well courses focused on effective pedagogy.

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

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	899,595
Revenue	10,403,813
Appropriation	10,054,097
Sale of Goods and Services	96,112
Grants and Contributions	193,387
Gain and Loss	0
Other Revenue	56,356
Investment Income	3,860
Expenses	-9,920,370
Recurrent Expenses	-9,920,370
Employee Related	-8,884,298
Operating Expenses	-1,036,072
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	483,443
Balance Carried Forward	1,383,038

Strathfield South High School followed rigorous financial practices and governance structures which met Departmental and legislative requirements in administering funds across the school in 2018. Financial management is overseen by the Principal with the assistance of the School Administration Manager and a Finance Committee.

In 2018, funds were rolled over to facilitate the installation of solar panels and air conditioning for classrooms, as well as the purchase of future-focused furnishings and resources in 2019, in keeping with the

school plan. Significant funds were also invested in the employment of above-establishment staff to provide specialised support for student literacy and numeracy development, and to provide additional support for students from non-English speaking backgrounds.

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	5,923,112
Base Per Capita	110,928
Base Location	0
Other Base	5,812,183
Equity Total	1,276,422
Equity Aboriginal	11,749
Equity Socio economic	797,197
Equity Language	190,806
Equity Disability	276,671
Targeted Total	2,016,178
Other Total	159,152
Grand Total	9,374,864

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

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 ACER 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 10 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 testing in 2018 for the first middle school cohort, as they transitioned into Stage 5, showed a significant increase in the median percentile score; from 118 to 125. For Numeracy the growth is also pleasing, with a growth in the median percentile score of 3 percentile places in one year; 2017–2018. Current year 9 students demonstrated very strong growth with the top 5% of the cohort showing a growth of 8.5 in the literacy scaled score over a period of one year; 2017–2018. The growth in numeracy was exceptional; the top 5% of the cohort grew by 10.1 scaled points and the median scaled score grew by 11.3 over the one year period 2017–2018. Our current year 8 cohort saw significant growth in literacy and numeracy; literacy showing the top 5% of the cohort growing by 6 scaled points and the median score for the whole cohort growing 2.1 scaled points in their first year at high school. Numeracy for the same cohort during the same time period was even more pleasing with the top 5 % of the cohort showing growth of 8.1 scaled points and the median score also showing a growth of 8 scaled points in the one year.

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. An analysis of our students' performance is detailed below the following graphs.

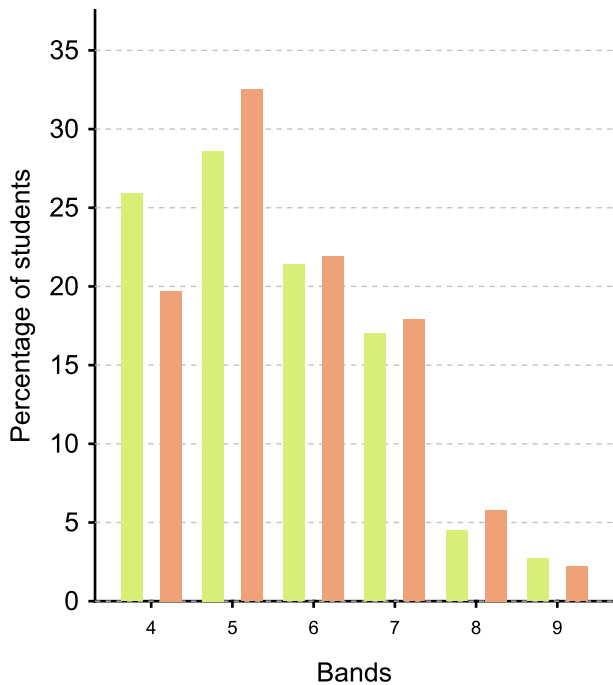
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

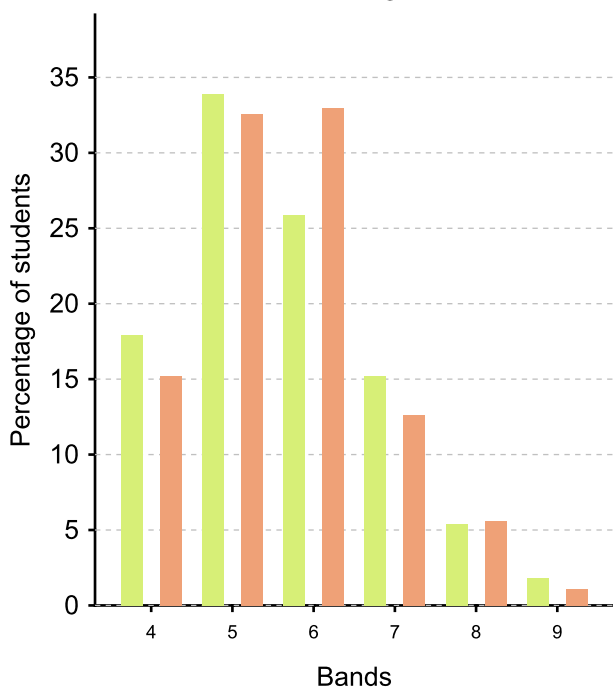
Year 7 results for 2018 showed an overall 3% increase in band 7 and 2% increase in band 9 in Grammar and Punctuation and Reading. Numeracy also showed a slight increase, 1% growth in Band 9. Year 9 students in 2018 showed the school slightly exceeded the average scaled growth for Grammar and punctuation

(+7.6) with an increase of 2% Band 8 and 3% in Band 9, Reading (+0.1) and Spelling (+3.7). The continuation of growth continued for our year 9 cohort with the top two bands remaining steady for Grammar and Punctuation and Reading which had a slight increase of 2.5%. However, from 2017 there was a slight decrease in students achieving in the top two bands in Writing and Spelling.

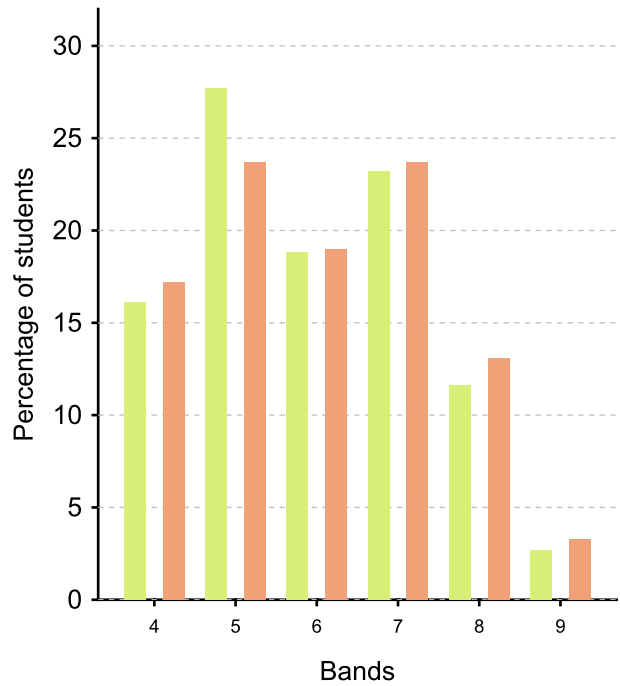
Percentage in bands:
Year 7 Grammar & Punctuation



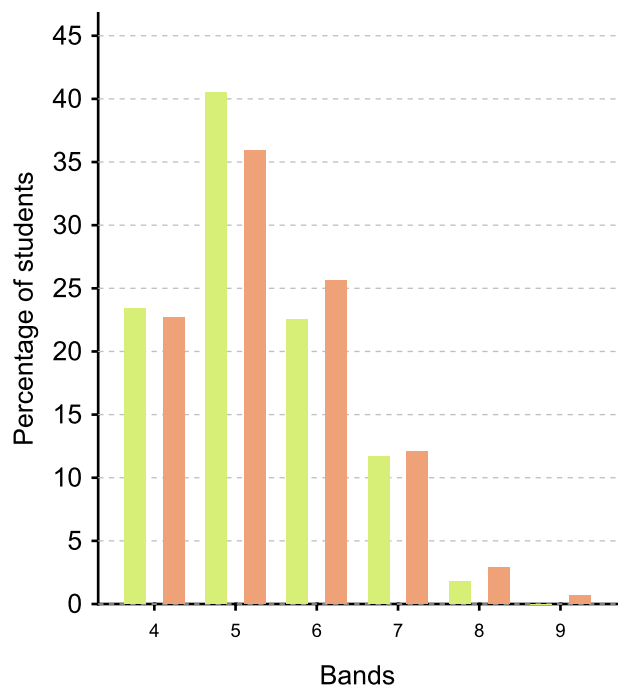
Percentage in bands:
Year 7 Reading



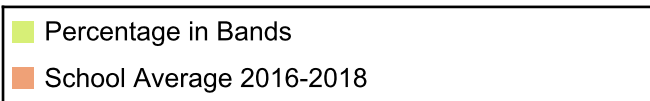
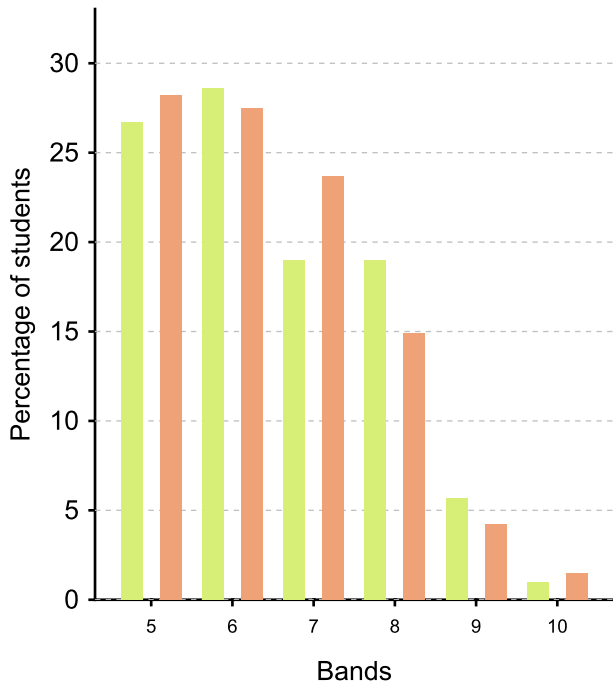
Percentage in bands:
Year 7 Spelling



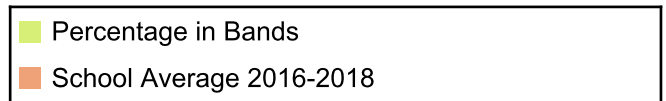
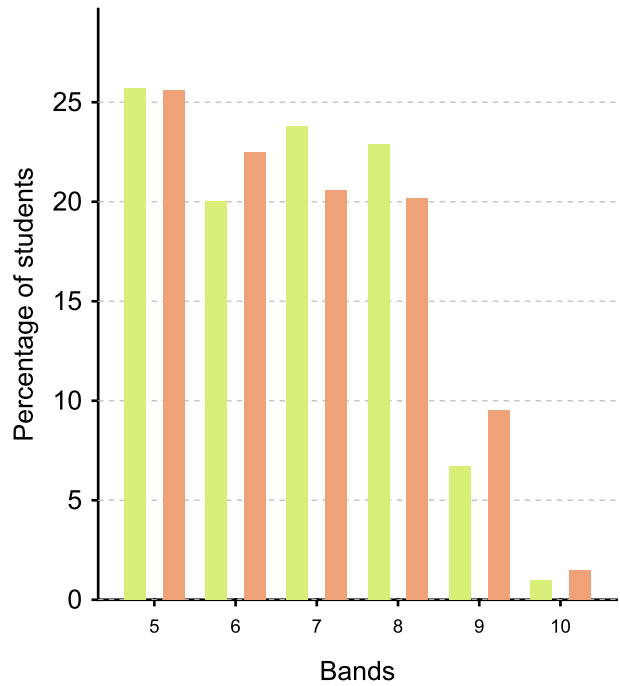
Percentage in bands:
Year 7 Writing



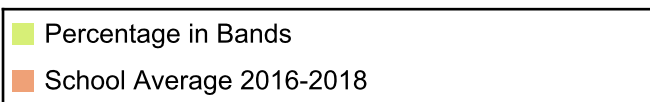
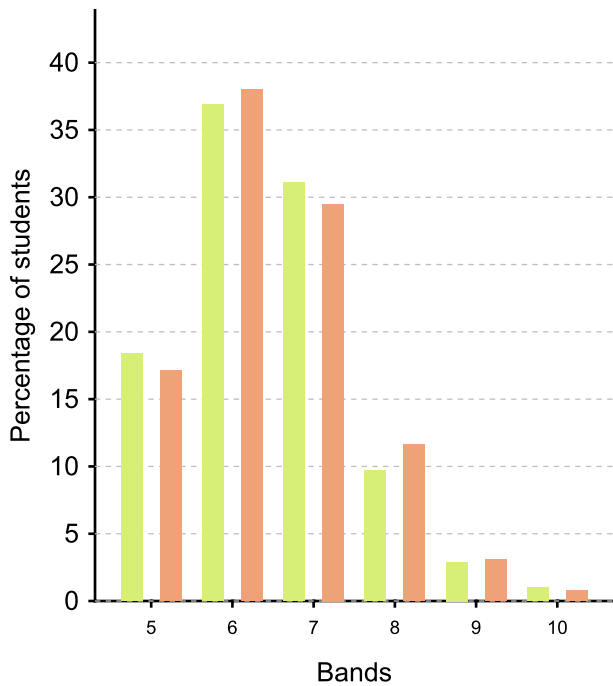
Percentage in bands:
Year 9 Grammar & Punctuation



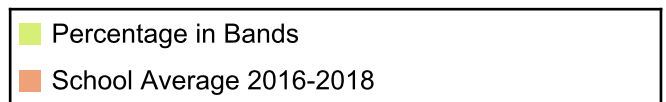
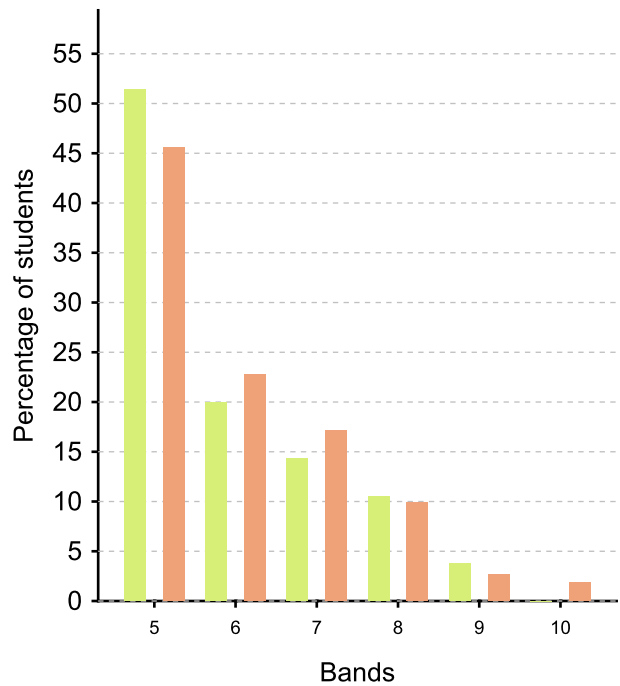
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

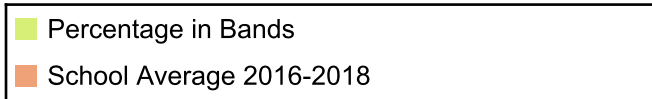
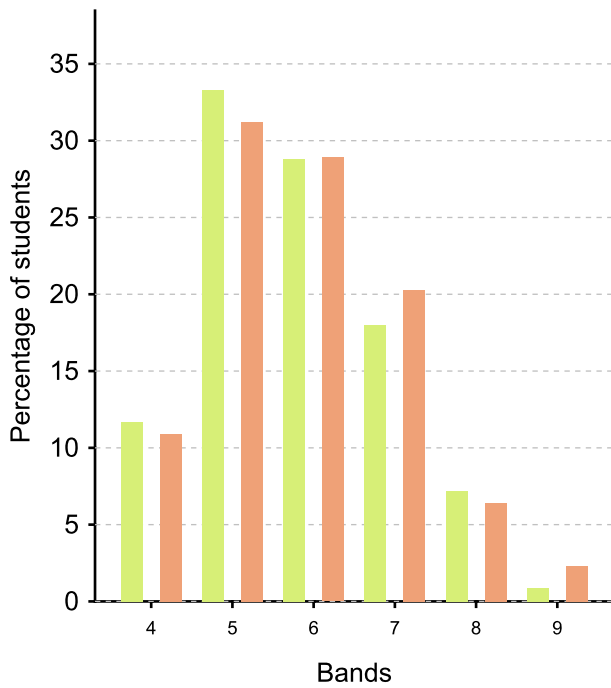


Percentage in bands:
Year 9 Writing

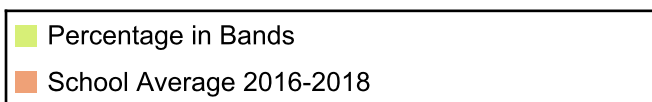
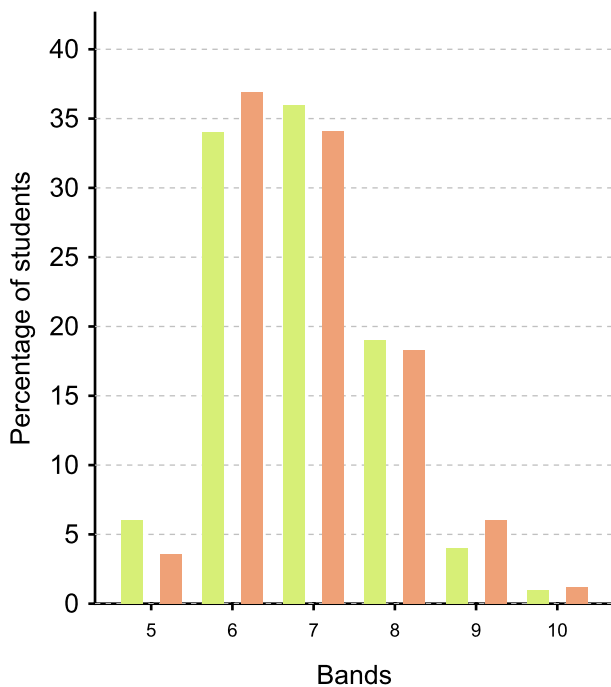


Numeracy data showed a 1% increase for Band 8 and 9 although there was a slight decrease (8.2) in school performance score. Year 9 students in 2018 slightly exceeded the average growth for Numeracy. 2018 showed steady results in numeracy for bands 8, 9 and 10 with the school average similar to SSSG.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



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

In 2018, five students of Indigenous heritage completed NAPLAN, two in Year 9 and three in Year 7. Although

these students did not achieve in the two highest bands, all showed pleasing growth as detailed below.

Year 9 Student 1 (Female):

Reading: 42.3

Writing: 5.8

Numeracy: 79.6

Grammar and Punctuation: 60.5

Spelling: 0.8 (although little growth she was equal with the school average scaled score)

Year 9 Student 2 (Female):

Reading: 0.1

Writing: 57.8

Numeracy: 118.6

Grammar and punctuation: 8.4

Spelling: 26.7

Year 7 Student 1 (Female):

Reading: 27 (10.2 above school average)

Writing: (no growth as she did not complete it in year 5 but she is 10.2 above school average)

Numeracy: (no growth as she not complete it in year 5 – 81 below school average)

Grammar and punctuation: 2.8

Spelling: 14.1

Year 7 Student 2 (Male):

Reading: 140

Writing: 44

Numeracy: 72.1

Grammar and punctuation: 36

Spelling: 15.1

Year 7 Student 3 (Male):

Reading: 55.5

Writing: 42.8

Numeracy: 242.9

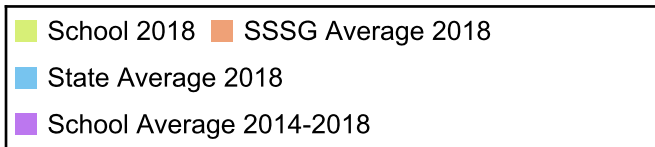
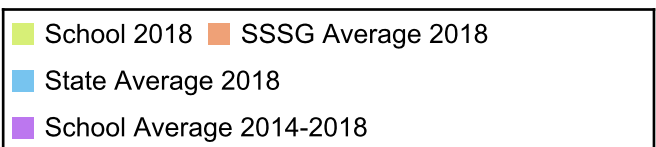
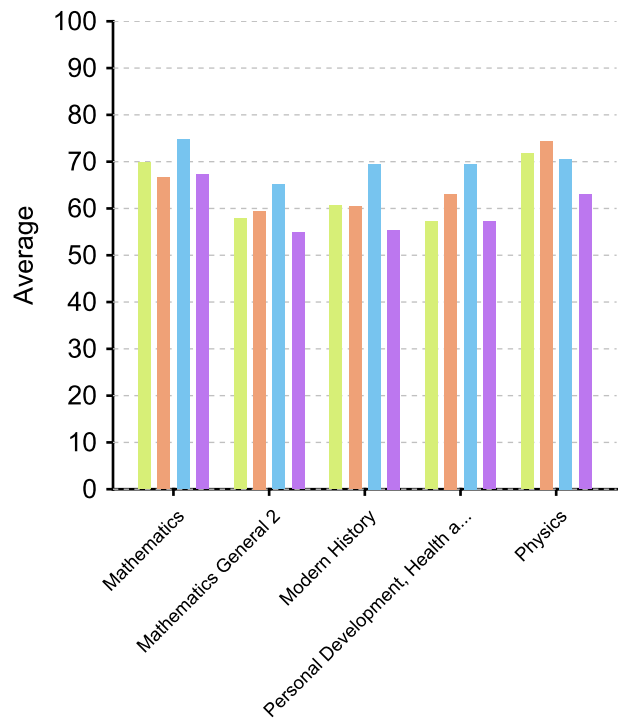
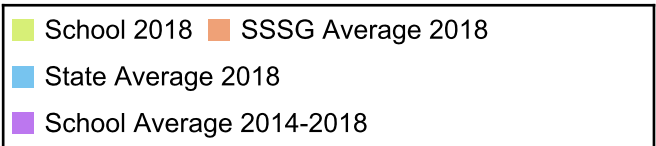
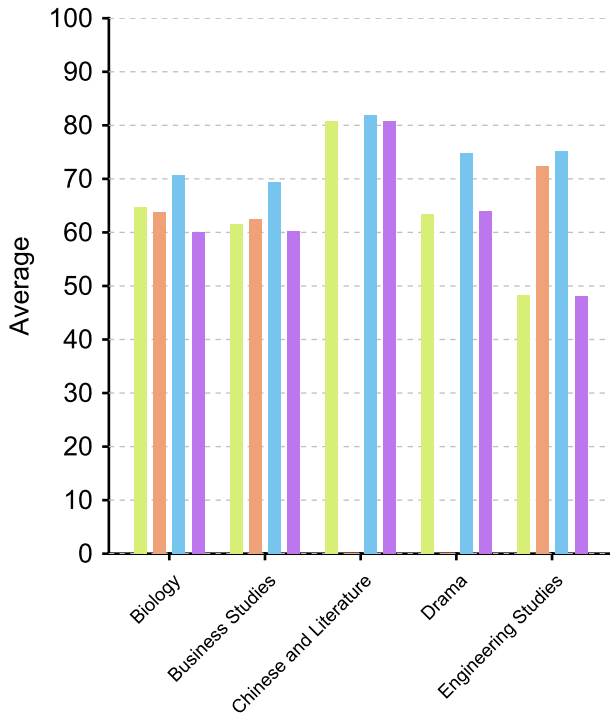
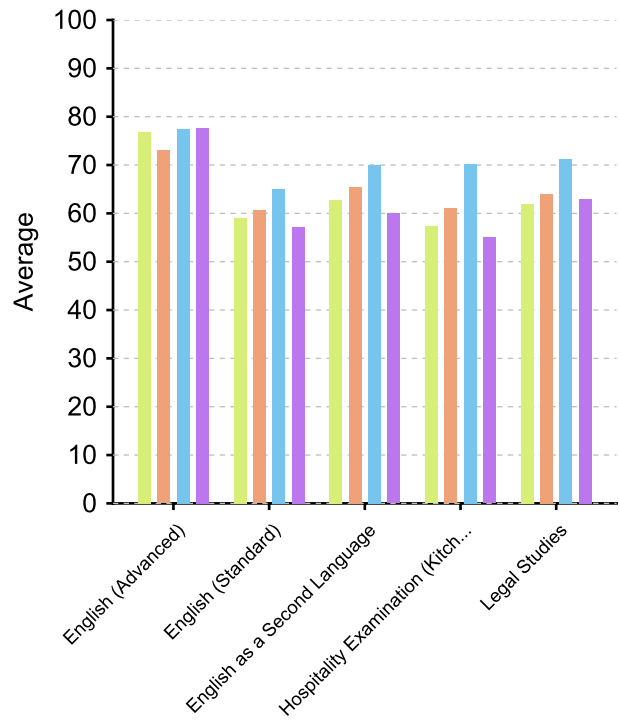
Grammar and punctuation: 79.2

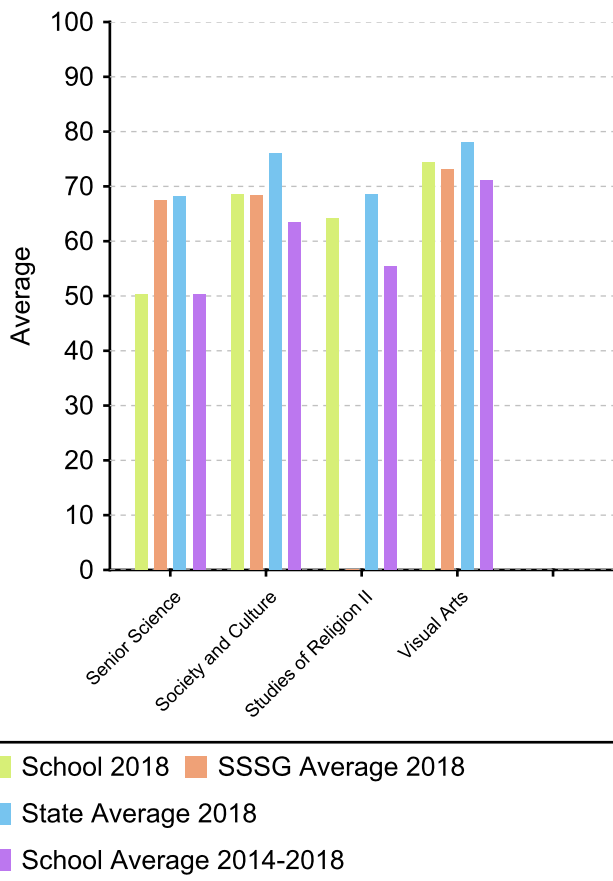
Spelling: 56



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). A detailed analysis of our school's performance is presented below the graphs.





Percentage in Bands: 28.6% of Strathfield South High School students scored in the top bands compared to 54.2% of all New South Wales Department of Education students studying Music 1. 42.9% of Strathfield South High School scored in the middle bands compared to 43.6% of all New South Wales Department of Education Music 1 students. 28.5% of Strathfield South High School students scored in the bottom two bands compared to 2.2% of all New South Wales Department of Education students studying Music 1. The mean scaled score of 68.6% was below the scaled mean of 76.4% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 59.2% in 2017 to 68.6% in 2018. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Music 1 students has decreased from 20.7% in 2017 to 9.4% in 2018.

SSWS Graph Analysis: The Music 1 cohort for 2018 performed below parity with New South Wales Department of Education performance (-1.07). When compared with other courses in the school, the Music students performed lower than in other subject areas (-1.07).

Student-Level NAPLAN 9 Reading & Numeracy vs Higher School Certificate: The value added data for Music 1 showed that overall, students increased their performance in reading and numeracy for the 2018 Higher School Certificate compared to Year 9 NAPLAN performance. This data is based on the reliability of the scores from 7 students.

Music 2

Percentage in Bands: Two Strathfield South High School students completed the Higher School Certificate Music 2 course in 2018 and both students scored in the middle bands compared to 9.4% of all New South Wales Department of Education students studying Music 2. The mean scaled score of 74% was below the scaled mean of 87.1% for all New South Wales Department of Education students.

Trend Data: The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Music 2 students is 13.1% in 2018. Data is unavailable for previous years as this was a new course introduced for 2018 at Strathfield South High School.

SSWS Graph Analysis: The Music 2 cohort for 2018 performed below parity with New South Wales Department of Education performance (-2.24). When compared with other courses in the school, the Music students performed lower than in other subject areas (-10.34).

Student-Level NAPLAN 9 Reading & Numeracy vs Higher School Certificate: The value added data for Music 2 showed that overall, students increased their performance in reading and numeracy for the 2018 Higher School Certificate compared to Year 9 NAPLAN

CREATIVE AND PERFORMING ARTS

Drama

Percentage in Bands: 68.4% of Strathfield South High School students achieved the middle bands compared to 67.6% of all New South Wales Department of Education students studying Drama. 31.6% 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 63.5% was below the scaled mean of 74.8% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 63.1% in 2017 to 63.5% in 2018. 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 12.5% in 2017 to 9.8% in 2018.

SSWS Graph Analysis: The Drama cohort for 2018 performed below parity with New South Wales Department of Education performance (-1.20). When compared with other courses in the school, the Drama students also performed below parity with other subject areas (-0.17).

Student-Level NAPLAN 9 Reading & Numeracy vs Higher School Certificate: The value added data for Drama showed that overall, Drama students either maintained or increased their performance in reading and numeracy for the 2018 Higher School Certificate compared to Year 9 NAPLAN performance. This data is based on the reliability of the scores from 19 students.

Music 1

performance. This data is based on the reliability of the scores from 2 students.

Visual Arts

Percentage in Bands: 15% of Strathfield South High School students scored in the top two bands compared to 42.8% of all New South Wales Department of Education students studying Visual Arts. 84% of Strathfield South High School students scored in the middle two bands compared to 56.2% of all New South Wales Department of Education students studying Visual Arts. Only 1% of Strathfield South High School students scored in the bottom two bands. The mean scaled score of 74.3% was below the scaled mean of 78.3% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 73.4% in 2017 to 74.3% in 2018. 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 4.8% in 2017 to 4% in 2018.

SSWS Graph Analysis: The Visual Arts cohort for 2018 performed below parity with New South Wales Department of Education performance (-0.50). When compared with other courses in the school, the Visual Arts students scored slightly lower than in other subject areas (-0.08).

Student-Level NAPLAN 9 Reading & Numeracy vs Higher School Certificate: : The value added data for Visual Arts showed that overall, students increased their performance in reading and numeracy for the 2018 Higher School Certificate compared to Year 9 NAPLAN performance. This data is based on the reliability of the scores from 13 students.

ENGLISH

Advanced English

Percentages in bands: 0% of Strathfield South High School students scored in band 6, compared to 12.3% of all New South Wales Department of Education students studying Advanced English. The percentage of students scoring in band 5 at Strathfield South High School was 50% compared to 45.9% across the state for all New South Wales Department of Education students. 50% of Strathfield South High School students scored in the middle two bands compared to 39.8% of all New South Wales Department of Education students. No students scored in the bottom two bands in 2018 and this demonstrates a significant improvement from 2017 when 28.6% of Strathfield South High School students scored in the bottom two bands. In 2018, 1.9% of all New South Wales Department of Education students scored in the bottom two bands for Advanced English. In summary, the number of Strathfield South High School students achieving band 5 has increased since 2017, when it was almost at par with the state average, to the 2018 Higher School Certificate where the Strathfield South High School percentage of band 5 is 4.1% above the state average for Advanced English.

Trend data: The Advanced English course had a cohort of 14 students. The maximum Higher School Certificate mark was 87. The minimum Higher School Certificate mark was 64. The average Advanced English mark for 2018 was 76.93, which is lower than the State average of 80.09 but higher than the Statistically Similar School Group (SSSG) at 72.20. The gap between the New South Wales Department of Education average Higher School Certificate score and that of Advanced English students at Strathfield South High School is -3.16 for 2018.

School vs State – Within School Analysis: The Advanced English cohort for 2018 performed moderately close to parity with New South Wales Department of Education performance at -0.6, with 0 being parity. When compared with other courses in the school, the Advanced English students performed above other subject areas at 0.50. The maximum score that is available is a score of 2.

Student-level NAPLAN 9 Reading and Numeracy vs the Higher School Certificate: The value added data for Advanced English reveals that all Advanced English Students for the 2018 Higher School Certificate performed better than expected in the Higher School Certificate compared to their NAPLAN Yr9 average score.

Standard English

Percentages in bands: 0% of Strathfield South High School students achieved a band 6 compared to 0.5% of all New South Wales DEC students studying Standard English. The number of students achieving band 5 at Strathfield South High School was 1.7% compared to 10% of all New South Wales Department of Education students achieving a Band 5. 48.3% of Strathfield South High School students scored in the middle two bands compared to 68.1% of all New South Wales Department of Education students. 50% of Strathfield South High School students scored in the bottom two bands compared to 21.3% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved band 5 decreased compared to 2017. The middle bands 3 and 4 decreased and the percentage of Strathfield South High School students in the bottom two bands increased compared to 2017.

Trend data: The Standard English course had a cohort of 58 students. The maximum Higher School Certificate mark was 86. The minimum Higher School Certificate mark was 10. The average Standard English mark for 2018 was 59.07, which is lower than the State average of 66.65. It is also slightly lower than the Statistically Similar School Group (SSSG) at 60.24. The gap between the New South Wales Department of Education average Higher School Certificate score and that of Standard English students at Strathfield South High School is -7.58 for 2018.

School vs State – Within School Analysis: The Standard English cohort for 2018 performed moderately close to parity with New South Wales Department of Education performance with a score of -0.69, where

achieving a score of zero is parity. When compared with other courses in the school the Standard English students performed slightly above other subject areas at 0.18. The maximum score that is available is a score of 2.

Student-level NAPLAN 9 Reading and Numeracy vs the Higher School Certificate: The value added data for Standard English reveals that all Standard English Students for the 2018 Higher School Certificate performed as expected in the Higher School Certificate compared to their NAPLAN Yr9 average score.

English as an Additional Language or Dialect (EAL/D)

Percentages in bands: 4.5% of Strathfield South High School students scored a band 6 compared to 2.2% of all New South Wales Department of Education students. 0% of Strathfield South High School students scored a band 5 compared to 20.7% of all New South Wales Department of Education students. 63.6% of Strathfield South High School students scored in the middle two bands compared to 60% of all New South Wales Department of Education students. 31.8% of Strathfield South High School students scored in the bottom two bands compared to 17.1% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved band 6 increased compared to 2017. The percentage of students scoring in the bottom two bands decreased and the percentage of students scoring in the middle bands increased.

Trend data: The EAL/D course had a cohort of 22 students. The maximum Higher School Certificate mark was 91. The minimum Higher School Certificate mark was 45. The average EAL/D mark for 2018 was 62.73, which is lower than the State average of 70.8. It is also slightly lower than the Statistically Similar School Group (SSSG) at 65.74. The gap between the New South Wales Department of Education average Higher School Certificate score and that of EAL/D students at Strathfield South High School is -7.35 for 2018.

School vs State – Within School Analysis: The EAL/D cohort for 2018 performed below parity with New South Wales Department of Education performance at -0.61. When compared with other courses in the school our EAL/D students performed below parity at -0.26. Parity is a score of zero. The lowest score available is -2 and the maximum score that is available is a score of 2.

Student-level NAPLAN 9 Reading and Numeracy vs the Higher School Certificate: The value added data for EAL/D presents very little data, due to the parameters of the course, at about 10% of the cohort. The students represented by the data, performed as expected in the Higher School Certificate compared to their NAPLAN Yr9 average score.

HUMAN SOCIETY AND ITS ENVIRONMENT

Business Studies

Percentage in Bands: 9.4% of Strathfield South High School students scored in the top two bands compared

to 28.6% of all New South Wales Department of Education students studying Business Studies. 43.8% of Strathfield South High School students scored in the middle two bands compared to 51.6% of all New South Wales Department of Education students. 46.9% of Strathfield South High School students scored in the bottom two bands compared to 19.8% of all New South Wales Department of Education students. The average of school score scaled score of 61.63% was below the average of State Score of 70.70% for all New South Wales Department of Education students.

Trend Data: The average Higher School Certificate scaled score has decreased slightly from 62.80% in 2017 to 61.63% in 2018. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Business Studies students has increased from 4.05% in 2014 to 9.07% in 2018.

SSWS Graph Analysis: The Business Studies cohort for 2018 performed moderately below parity with New South Wales Department of Education performance of (-0.70) or 9 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 1 mark below. When compared with other courses in the school, the Business Studies students achieved similar results in other subject areas (0.00).

Economics

Percentage in Bands: 22.2% of Strathfield South High School students scored in the top two bands compared to 42.2% of all New South Wales Department of Education students studying Economics. 44.4% of Strathfield South High School students scored in the middle two bands compared to 47.6% 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 10.3% of all New South Wales Department of Education students. The average of school score scaled score of 61.56% was below the average of State Score of 75.27% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased slightly from 61.63% in 2014 to 61.56% in 2018. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Economics students has increased slightly from 13.68% in 2014 to 13.71% in 2018.

SSWS Graph Analysis: The Economics cohort for 2018 performed moderately below parity with New South Wales Department of Education performance of (-1.10) or 13 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 1 mark higher. When compared with other courses in the school, the Economics students achieved moderately worse results in other subject areas (-0.31).

Legal Studies

Percentage in Bands: 4.5% of Strathfield South High School students scored in the top two bands compared

to 35.5% of all New South Wales Department of Education students studying Legal Studies. 54.6% of Strathfield South High School students scored in the middle two bands compared to 43.5% of all New South Wales Department of Education students. 40.9% of Strathfield South High School students scored in the bottom two bands compared to 21% of all New South Wales Department of Education students. The average of school score scaled score of 62.00% was below the average of State Score of 72.24% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 66.00% in 2017 to 62.00% in 2018. 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 12.79% in 2014 to 10.24% in 2018.

SSWS Graph Analysis: The Legal Studies cohort for 2018 performed moderately below parity with New South Wales Department of Education performance (-0.70) or 10 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 1 mark below. When compared with other courses in the school, however, the Legal Studies students performed slightly better than other subject areas (+0.06).

Modern History

Percentage in Bands: 19.0% of students scored in the top two bands compared to 31.8% of all New South Wales Department of Education students studying Modern History. 38.1% of Strathfield South High School students scored in the middle two bands compared to 45.8% of all New South Wales Department of Education students. 42.8% of Strathfield South High School students scored in the bottom two bands compared to 22.3% of all New South Wales Department of Education students. The average of school score scaled score of 60.57% was below the average of State Score of 70.54% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 65.21% in 2017 to 60.57% in 2018. 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 13.3% in 2014 to 9.97% in 2018.

SSWS Graph Analysis: The Modern History cohort for 2018 performed moderately below parity with New South Wales Department of Education performance (-0.64), or 10 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 1 mark higher. When compared with other courses in the school, however, the Modern History students performed marginally better than other subject areas (+0.02).

Society & Culture

Percentage in Bands: 25% of Strathfield South High School students scored in the top two bands compared

to 44.3% of all New South Wales Department of Education students studying Society & Culture. 40% of Strathfield South High School students scored in the middle two bands compared to 47.2% of all New South Wales Department of Education students. 35% of Strathfield South High School students scored in the bottom two bands compared to 23.4% of all New South Wales Department of Education students. The average of school score scaled score of 68.60% was below the average of State Score of 76.36% for all New South Wales Department of Education students.

Trend Data: The average scaled score has decreased from 74.86% in 2017 to 68.60% in 2018. 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 slightly from 7.95% in 2014 to 7.76% in 2018.

SSWS Graph Analysis: The cohort for 2018 performed moderately below parity with New South Wales Department of Education performance (-0.64), or 7 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 2 marks higher. When compared with other courses in the school, however, the v students performed slightly worse than in other subject areas (-0.05).

Studies of Religion

Percentage in Bands: 31.6% of Strathfield South High School students scored in the top two bands compared to 25.6% of all New South Wales Department of Education students studying Studies of Religion. 31.6% of Strathfield South High School students scored in the middle two bands compared to 51.2% of all New South Wales Department of Education students. 36.9% of Strathfield South High School students scored in the bottom two bands compared to 23.2% of all New South Wales Department of Education students. The average of school score scaled score of 64.21% was below the average of State Score of 68.68% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased from 54.69% in 2017 to 64.21% in 2018. 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 13.92% in 2014 to 4.47% in 2018.

SSWS Graph Analysis: The Studies of Religion cohort for 2018 performed moderately below parity with New South Wales Department of Education performance (-0.31), or 5 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 10 marks higher. When compared with other courses in the school, however, the v students performed moderately better than in other subject areas (+0.19).

LANGUAGES OTHER THAN ENGLISH

Chinese Beginners

Percentage in Bands: Two Strathfield South High School students completed the Higher School Certificate Chinese Beginners course in 2018 and both students scored in the middle bands compared to 38.4% of all New South Wales Department of Education students studying Chinese Beginners. The mean scaled score of 76% was below the scaled mean of 80.1% for all New South Wales Department of Education students.

Trend Data: The average scaled score has increased significantly from 58% in 2016 to 76% in 2018. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Chinese Beginners students has decreased from 14.9% in 2016 to 4.1% in 2018.

SSWS Graph Analysis: The Chinese Beginners cohort for 2018 performed below parity with New South Wales Department of Education performance (-0.31). When compared with other courses in the school, the Chinese Beginners students performed lower than in other subject areas (-0.67).

Student-Level NAPLAN 9 Reading & Numeracy vs Higher School Certificate: The value added data for Chinese Beginners showed that overall, students increased their performance in reading and numeracy for the 2018 Higher School Certificate compared to Year 9 NAPLAN performance. This data is based on the reliability of the scores from 2 students.

Chinese Continuers

Percentage in Bands: 66.7% of Strathfield South High School students scored in the top two bands compared to 84% of all New South Wales Department of Education students studying Chinese Continuers. 33.3% of Strathfield South High School students scored in the middle two bands compared to 16% of all New South Wales Department of Education students studying Chinese Continuers. The mean scaled score of 84.3% was below the scaled mean of 86.6% for all New South Wales Department of Education students.

Trend Data: The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Chinese Continuers students in 2018 is 1.8%. Data is unavailable for previous years as this was a new course introduced at Strathfield South High School in 2018.

SSWS Graph Analysis: The Chinese Continuers cohort for 2018 performed below parity with New South Wales Department of Education performance (-0.31). When compared with other courses in the school, the Chinese Continuers students performed better than in other subject areas (1.04).

Student-Level NAPLAN 9 Reading & Numeracy vs Higher School Certificate: Data for student performance in reading and numeracy for the 2018 Higher School Certificate compared to Year 9 NAPLAN performance is unavailable for the Chinese Continuers students.

Chinese & Literature

Percentage in Bands: 60% of Strathfield South High School students scored in the top two bands compared to 68.8% of all New South Wales Department of Education students studying Chinese & Literature. 40% of Strathfield South High School students scored in the middle two bands compared to 30.9% of all New South Wales Department of Education students studying Chinese & Literature. The mean scaled score of 80.7% was below the scaled mean of 82.3% for all New South Wales Department of Education students.

Trend Data: The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Chinese & Literature students in 2018 is 1.6%. This is a decrease of 12.5% from 2016, when the course was previously called Chinese Background Speakers.

SSWS Graph Analysis: The Chinese & Literature cohort for 2018 performed below parity with New South Wales Department of Education performance (-0.25). When compared with other courses in the school, the Chinese Continuers students performed better than in other subject areas (0.84).

Student-Level NAPLAN 9 Reading & Numeracy vs Higher School Certificate: Data for student performance in reading and numeracy for the 2018 Higher School Certificate compared to Year 9 NAPLAN performance is unavailable for the Chinese & Literature students.

MATHEMATICS

Mathematics General 2

Percentage in Bands: 10% of Strathfield South High School students scored in the top two bands compared to 17.6% of all New South Wales Department of Education students studying Mathematics General 2. 40% of Strathfield South High School students scored in the middle two bands compared to 53.7% of all New South Wales Department of Education students. 50% of Strathfield South High School students scored in the bottom two bands compared to 28.3% of all New South Wales Department of Education students.

Trend Data: The average of school course mark of 56.33% was below the average of state course mark of 66.77% for all New South Wales Department of Education students. However, our school performed marginally better than SSSG. School average course mark has increased from 55.13% in 2017 to 56.33% in 2018. The gap between the New South Wales Department of Education average course mark and that of Strathfield South High School Mathematics General 2 students has decreased from 13.45% in 2017 to 8.57% in 2018.

SSWS Graph Analysis: The Mathematics General 2 students in 2018 performed moderately below parity with New South Wales Department of Education performance of -0.63 or 8 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed

on average 1 mark below. When compared with other courses in the school, the Mathematics General 2 students achieved marginally below results than other subject areas (-0.11).

Scatter Plot Analysis: 45% of the students improved on their NAPLAN performance in the Higher School Certificate. 40% of the students maintained performance across NAPLAN and Higher School Certificate. 15% of the students perform better in NAPLAN than was reflected in their Higher School Certificate performance.

Mathematics

Percentage in Bands: 33.3% of Strathfield South High School students scored in the top two bands compared to 48.6% of all New South Wales Department of Education students studying Mathematics. 44.5% of Strathfield South High School students scored in the middle two bands compared to 41.7% of all New South Wales Department of Education students. 22.2% of Strathfield South High School students scored in the bottom two bands compared to 9.7% of all New South Wales Department of Education students.

Trend Data: The average of school course mark of 71.30% was below the average of state course mark of 80.60% for all New South Wales Department of Education students. However, our school performed better than SSSG by 6.0%. The average course mark has decreased slightly from 75.10% in 2017 to 71.67% in 2018. The gap between the New South Wales Department of Education average course mark and that of Strathfield South High School Mathematics students has increased slightly from 5.88% in 2017 to 8.98% in 2018.

SSWS Graph Analysis: The Mathematics cohort for 2018 performed moderately below parity with New South Wales Department of Education performance of -0.56 or 7 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 2 mark higher. When compared with other courses in the school, Mathematics students achieved marginally better results than other subjects (+0.11).

Scatter Plot Analysis: 80% of the students improved on their NAPLAN performance in the Higher School Certificate. 20% of the students performed better in NAPLAN than was reflected in their Higher School Certificate.

Mathematics Extension 1

The number of students in this course was only 9, which makes the data unreliable for comparison.

Percentage in Bands: 67% of Strathfield South High School students scored in the top two bands (E3 & E4) compared to 79.4% of all New South Wales Department of Education students studying Mathematics Extension 1. 33.3% of Strathfield South High School students scored in the bottom two bands (E1 and E2) compared to 20.6% of all New South Wales Department of Education students.

Trend Data: The average of school course mark of 76.40% was below the average of state course mark of 83.73% for all New South Wales Department of Education students. However, our school performed better than SSSG by 14%. The average course mark of our school has decreased from 79.00% in 2017 to 76.40% in 2018. The gap between the New South Wales Department of Education average course mark and that of Strathfield South High School Mathematic Extension 1 students has slightly increased from 6.97% in 2017 to 7.39% in 2018.

SSWS Graph Analysis: 2018 Mathematics Extension 1 students performed moderately below parity with New South Wales Department of Education performance of -0.36 or 5 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 17 mark above. When compared with other courses in the school, Mathematics Extension 1 students performed moderately better than other subjects (+0.40).

Scatter Plot Analysis: All students in Mathematics Extension 1 in 2018 improved on their NAPLAN performance in the Higher School Certificate.

Mathematics Extension 2

The number of students in this course was only 6, which makes the data unreliable for comparison.

Percentage in Bands: 50.0% of the students scored in the top two bands (E3 & E4) compared to 86.3% of all New South Wales Department of Education students studying Mathematics Extension 2. 50.0% of Strathfield South High School students scored in bands (E1 & E2) compared to 13.7% of all New South Wales Department of Education students.

Trend Data: The average course mark of school of 65.5% was below the average course mark of the state of 85.5% for all New South Wales Department of Education students. However, our school performed better than SSSG by 14%. The average course mark of our school has decreased from 73.00% in 2016 to 65.5% in 2018. The gap between the New South Wales Department of Education average course mark and that of Strathfield South High School Mathematics Extension 2 students has increased from 12.10% in 2016 to 19.79 % in 2018.

SSWS Graph Analysis: The Mathematics Extension 2 students for 2018 performed largely below parity with New South Wales Department of Education performance of -1.86 or 5 marks below the course average for the state. When compared to Statistically Similar School Group (SSSG), the students performed on average 4 mark higher. When compared with other courses in the school, however, the Extension 2 students performed moderately better than other subject areas (+0.38).

Scatter Plot Analysis: 80% of the students improved on their NAPLAN performance in the Higher School Certificate, while 20% of the students maintained performance across NAPLAN and Higher School

PDHPE

Percentages in Bands: 23.5% of Strathfield South High School students scored in band 3 compared to 25.21% statewide. 70.5% of Strathfield South High School students scored in band 2 compared to 10.08% statewide. 5.88% of Strathfield South High School students scored in band 1 as opposed to 3.52% statewide.

Trend Data: Whilst the average has steadily dropped from 63.1 in 2013, there has been a gradual improvement in 2017 and 2018 at 57

SSWS Graph: The PDHPE Cohort for 2018 performed below statewide average at -0.98 . When compared to other subjects in the school, the PDHPE students performed slightly below at -0.13 .

Scatter Plot Analysis: The value added data for PDHPE showed that overall PDHPE students maintained their performance in literacy and numeracy for the 2018 Higher School Certificate compared to Year 9 NAPLAN performance. This was based on data from a cohort of 17 students. 

SCIENCE

Biology

Percentages in bands: 9.67% of Strathfield South High School students scored in band 6, compared to 8.69% of all New South Wales Department of Education students studying Biology. The number of students scoring in band 5 was 9.67% compared to 28.18% of all New South Wales Department of Education students. 41.92% of Strathfield South High School students scored in the middle two bands compared to 52.53% of all New South Wales Department of Education students. 38.7% of Strathfield South High School students scored in the bottom two bands compared to 10.05% of all New South Wales Department of Education. In summary, the number of Strathfield South High School students achieving band 6 was higher in 2018 than in 2017.

Trend data: The average scaled score has increased from to 60.3 in 2016 to 65 in 2018. 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 12.3 in 2017 to 8 in 2018.

SSWS Graph Analysis: The Biology cohort for 2018 performed below parity with New South Wales Department of Education performance (-0.66). When compared with other courses in the school, the Biology students performed slightly above parity to other subject areas (0.08).

Scatter plot analysis: The graph indicates that more than half of the students enrolled in Biology performed better than expected in the Higher School Certificate compared to their NAPLAN 9 average score.

Chemistry

Percentages in bands: The number of students achieving band 5 was 44.4% compared to 32.89% of all New South Wales Department of Education students. 33.33% of Strathfield South High School students scored in the middle two bands compared to 46.5% of all New South Wales Department of Education students. 22.22% of Strathfield South High School students scored in the bottom two bands compared to 11.02% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved band 5 was slightly higher than New South Wales Department of Education.

Trend data: The average scaled score has decreased from 78.9 in 2017 compared to 66 in 2018. School average scaled score was below state average by 8.

SSWS Graph Analysis: The Chemistry cohort for 2018 performed slightly below parity with New South Wales Department of Education performance (-0.66) and within school subject areas (-0.30).

Scatter plot analysis: The graph indicates that all but one student enrolled in Chemistry performed better than expected in the Higher School Certificate compared to their NAPLAN 9 average score.

Physics

Percentages in bands: 13.33% of Strathfield South High School students scored in band 6, compared to 9.53% of all New South Wales Department of Education students studying Physics. The number of students scoring in band 5 was 20% compared to 24.26% 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 52.95% of all New South Wales Department of Education students. 19.99% of Strathfield South High School students scored in the bottom two bands compared to 12.91% 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 2018 than in 2017. Trend data: The average scaled score for Strathfield South High School has increased from 48.3 in 2017 to 72 in 2018. The gap between Strathfield South High School and state differs by 1 point. SSWS Graph Analysis: The Physics cohort for 2018 performed just below parity with New South Wales Department of Education performance (-0.06) and within school subjects (-0.09). Scatter Plot Analysis: The graph indicates that all students enrolled in Physics performed better than expected in the Higher School Certificate compared to their NAPLAN 9 average score.

Senior Science

Percentages in bands: The number of students achieving band 3 was 33.33% compared to 25.63% of all New South Wales Department of Education students. 66.66% of Strathfield South High School students scored in the bottom two bands compared to 11.63% 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.

Trend data: The school average scaled score was 50 compared to 69 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 (-1.39) and within school subject areas (-0.69).

Scatter plot analysis: The graph indicates that approximately half of the students enrolled in Senior Science performed better than expected in the Higher School Certificate compared to their NAPLAN 9 average score.

TECHNOLOGY AND APPLIED STUDIES

In 2018 the TAS Faculty offered 3 subject, Food Technology, Engineering Studies and Hospitality Examination

Engineering Studies

Percentage in Bands: 18.2% of Strathfield South High School students scored in the middle two bands compared with 53.7% of all New South Wales DEC students. 81.9% of Strathfield South High School students scored in the lower two bands compared with 10.9% of all New South Wales DEC students.

The Engineering Studies cohort for 2018 scored 48.18 compared to the state score of 74.36.

Data from RAP Z-Score analysis shows that the 2018 cohort (-2.35) performed below the 2017 cohort (1.47) and the 2014 cohorts (-1.20).

Food Technology

Percentage in Bands: 0% of Strathfield South High School students scored in the top two bands compared with 25% of all New South Wales DEC students. 50% of Strathfield South High School students scored in the middle two bands compared with 54% of all New South Wales DEC students. 50% of Strathfield South High School students scored in the lower two bands compared with 56% of all New South Wales DEC students.

The Food Technology cohort for 2018 scored 58.50 compared to the state score of 70.61

Data from RAP Z-Score analysis shows that the 2018 cohort (-1.14) performed below the 2017 cohort (0.69) but was similar to the 2015 (-0.94) and 2014 cohorts (-0.99).

Hospitality Examination (Kitchen Operations and Cookery)

Percentage in Bands: 15.4% of Strathfield South High School students scored in the top two bands compared

with 22.6% of all New South Wales DEC students. 22.8% of Strathfield South High School students scored in the middle two bands compared with 55% of all New South Wales DEC students. 61.6 of Strathfield South High School students scored in the lower two bands compared with 20.8% of all New South Wales DEC students.

The Hospitality Examination (Kitchen Operations and Cookery) cohort for 2018 scored 57.33 compared to the state score of 70.2

Data from RAP Z-Score analysis shows that the 2018 cohort (-1.48) performed above but similarly to the 2017 cohort (-1.50) but above the 2016 (-1.70) and 2015 cohorts (-1.99).

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Each year, the school participates in the Tell Them From Me Survey of students, teachers and parents. In 2018, 349 students participated in the survey, along with approximately 70% of staff, although there was a decrease in parent participation when compared to previous years.

Findings of the survey include:

- 77% of students believe that schooling is useful in their everyday lives and will have a strong bearing on their future, an increase of 7% on the previous year and 5% above state norm.
- An increase of 10% in the sense of belonging that students have in their school, with 66% expressing that they are actively involved in the life of the school through supportive relationships with teachers and friends, extra-curricular activities and sport.
- The number of students who are intellectually engaged, finding learning interesting, enjoyable and stimulating has increased by 6% and sits 13% above the state norm.
- Students, across all year groups, feel teachers are responsive to their needs and that they encourage independence, with a democratic approach, demonstrated in the increase to 1 data point above state norm.



further develop community links and friendships. This year we consolidated and extended our 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 Aboriginal history, Art workshops and Goal setting.

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.

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 across Western Sydney. With the assistance of AIME staff and mentors, the school was able to further develop and expand a successful NAIDOC celebration. This year the Indigenous students took on leadership roles and successfully led our middle school cohort through various cultural activities, including Art and Drama workshops and traditional Indigenous games and Dance. 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.

This year, Cassidy McDonnell was once again selected as an AIME ambassador for Strathfield South High School whilst also receiving a 'Too Deadly' award which is a higher accolade within the AIME program. 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.

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



Multicultural and anti-racism education

Family Fair Day

Our annual multicultural celebration, Family Fair Day, aligned with Harmony Day celebrations and took place on March 14. A bucking bronco was added to the usual funfair activities and interactive stalls including Sari draping, Henna tattooing, petting zoo, face painting, boomerang decoration, code breaking and fortune telling. Our vital services, police and fire fighters, joined the community celebration and gave students and families insight into the equipment that is on-board their cars and fire trucks. As ever, our hospitality team and other staff, produced a fantastic array of diverse world foods which the whole school community, families and distinguished guests feasted on.

IFTAR 2018

As is our tradition, during our annual Iftar celebration we welcomed over 550 parents, students, teachers, former students and community members into the school hall for sunset. Community members joined us to break their fast with delicious food prepared by staff, students and family members. Several members of community groups and representatives of other local schools and Directorates joined us to share the celebration. The call to prayer was performed by a senior student, Ibrahim Annous, and was a wonderful way to begin the celebratory feast and allow us to come together as a community and share an annual Islamic tradition.

Other school programs

SUPPORT UNIT

Hearing Support Classes

In 2018, students from the Hearing Support Unit participated in a wide range of mainstream academic and extracurricular activities across the school. There were 26 students with varying degrees of hearing loss who participated in both small discrete classes and in mainstream integration. This year the Support Unit has continued to nurture a growing culture of Auslan use and is better able to cater to the needs of our diverse learning community. Earlier in the year we had 2 students represent the school at the New South Wales Lions Deaf Camp at Point Wolstoncroft. Students from the Hearing Support Unit continued their school wide contribution through representation on the School Representative Council. 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 Higher School Certificate with one student gaining entry into Engineering at University. Towards the end of 2018 staff commenced an extensive transition program for the 9 new students commencing in 2019.

Autism Support Classes

2018 saw the commencement of a new Autism support class at Strathfield South High School. This brings the total number of Autism Support Classes to 5, and saw the appointment of 2 new staff members to the growing Support Unit faculty. This new class was established in a demountable building in a quieter area of the school designed to better accommodate students' sensory needs. The students continue to access individualised programs designed to meet their learning, communication and social needs. The junior classes participated in a STEM robotics program and classes began a range of computer coding tasks in lessons. Our students participated in meaningful community based learning opportunities through trips to local facilities. Throughout the year students engaged in workplace learning programs and targeted work experience in some local businesses. At the end of 2018 the Autism Support Unit had its first student elected as a school prefect.

2018 saw some of our students continue Higher School Certificate qualifications in subjects including Music, English, Mathematics and Chinese. Five students from the Autism Support Classes graduated from Year 12, transitioning to TAFE courses, employment and range of supported programs.

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. 2018 proved to be another highly successful year, as the list below

highlights some of the significant Careers Initiatives continuing to circulate through the Strathfield South community.

The careers service is staffed by a qualified Careers Counsellor and Transition Adviser. Students are encouraged to book appointments to discuss their individual careers plan and other course and career related issues. Students receive targeted support in relation to subject selection and tertiary applications, including anything from scholarship applications to Education Access Schemes and the School Recommendation Scheme. Parents are also welcome to make an appointment to speak to the careers counsellor about issues relating to students.

University of Sydney: Widening Participation and Outreach (WPO) enables our students from traditionally underrepresented backgrounds to access higher education options with a distinct link to the Australian Curriculum and the New South Wales Key Learning Areas.. This includes students from:

- Low socioeconomic status (SES) backgrounds
- Rural and regional areas
- Aboriginal and Torres Strait Islander backgrounds

To achieve this aim, students are able to engage in a range of pre-tertiary outreach programs that aim to equip these students with the skills, confidence and motivation they will need to succeed in their future studies.

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
- 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 7, 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.

TAFE New South Wales: 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 2018 the school had 7 successful graduates and 7 continuing year 11 students moving on to their final year of study. 2019 will provide even more opportunity

for this number to grow as student interest continues to rise.

Careers Presentations: Throughout the year, both the Careers and Transition team provided a range of opportunities for our students to explore and gain the necessary information regarding a list of different external agencies ranging from Universities to specified employers. This year our students were able to engage in presentations from The Australian Catholic University, The University of Technology Sydney, University of Sydney, Australian Careers Business College, Apprenticeship Support Australia, HIA and Masters Builders.

Work Experience: In 2018, 19 students were successful participants within the work experience program. Some students were able to gain part-time employment, whilst others explored the career opportunities within their individualised placement. The program is available upon student/parent request as we aim to provide an opportunity for all students to experience the world of work, understand employer expectations and build their employability skills.

Further opportunities

Green Light Day: 16 students attended the Transport and Logistics day hosted by Transport for New South Wales in Petersham. It is a New South Wales-based industry and government awareness activity aimed at highlighting careers in the transport and logistics industry while encouraging secondary students to consider their potential career options.

Barista Course: 10 Students were successful in gaining a nationally recognised statement of attainment in:

- SITXFSA001 Use hygienic practices for food safety (Pre-requisite unit for SITHFAB005)
- SITHFAB005 Prepare and serve espresso coffee

This two day intensive practical course gave students the necessary skills and knowledge required to use personal hygiene practices to prevent contamination of food and extract and serve espresso coffee beverages using commercial espresso machines and grinders.

White Card: 24 students across years 9–12 were successful in completing their White Card training. Students have two options per year, in Terms 2 and 4 to complete the course, which is mandatory for anyone who works, or wants to work, in the construction industry. A White Card is evidence that you have completed a General Construction Induction course.

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 and subscribe to relevant career assessment websites such as JobJump & MyFuture.

Goodstart Early Learning Centre: The Childcare Program endeavours to give students a hands-on interactive experience in the area of Community Services. 21 student participants in 2018 gained an

insight into the industry, as they engaged with children aged 0–5 years, on a fortnightly basis and facilitated a range of programs specifically suited to the stage of the children assigned to them each term. The program provides an opportunity to work cohesively with qualified personnel, on all areas related to community care and support. In 2019 the school aims to continue moving forward and maintaining our well respected image within the Bankstown Community as we strive to provide our prospective students with further opportunity to explore their personal careers interest within the Community Service Industry.

Strathfield South High School provides an all-inclusive approach to individualised careers education. Career development is about encouraging our students to discover their interests and personal strengths, while we provide them with every opportunity possible to allow them to develop and gain the necessary skills and information to venture out into the ever-changing world of work. As 2018 caps off a highly successful year in the area of Careers, the school is proud to announce that we are continually moving forward and the possibilities and options for our students in 2019 will continue to provide new avenues for student exploration. 

LIBRARY AND LEARNING CENTRE

The Library and Learning Centre is the hub of the school and continued to be used by an ever growing number of staff and students. With the growing wide reading program and project based learning in Middle school now extending to Stage 5 the circulation figures for fiction and non-fiction continued to rise. The two year period of 2016–2018 saw a rise of 46% in overall borrowing rates which is a further reflection of the hard work of staff and students as we 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 40 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.

QUICKSMART

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 2016 were involved in the program for 30 weeks.

In 2018, the program involved twenty four students in total; sixteen literacy students and eight numeracy students. All students involved in the program were individually assessed and started the program at their individual need. The 2018 NAPLAN data showed

positive growth for year 9 students who participated in the Quicksmart program in 2016. 60% of Quicksmart numeracy students exceed expected growth..

For literacy, 2018 Quicksmart literacy students showed positive growth with 50% of students exceeding their growth in grammar and punctuation and 40% of students exceeding their growth in spelling and reading. 20% of students also exceeded their expected growth in writing.

SPORT

External Sports Program

2018 saw the continuation of opportunities for our students at Strathfield South High School with its affiliations with external organisations. The program linked with Sydney FC, Western Sydney Wolves, AFL, NRL, and Rugby Union. Students had the opportunity and were selected to partake in programs run by these external organisations to gain authentic experience in playing and coaching. With a emphasis in 2018 to boost self-confidence and develop experience for our female students, selected and willing female students were given the opportunity to be involved and develop their skills confidently with these external agencies. It has been pleasing to see our students display excellent leadership and mentoring skills in all areas of the community. The affiliation with external agencies provided assistance in building and developing our student's confidence in a safe and supportive environment. The programs helped in developing each student into 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, Soccer and Basketball in the Grade Sport calendar. During the year Strathfield South High School was successful making numerous grand final appearances, with our senior girls Oz Tag team who have played together for up to four years won the female Oz tag for the zone and in the Oz Tag Gala day competition. Knockout teams were played throughout the year. Students were given the opportunity to express their sporting talent in a range of knockout team and Gala day events in sports such as Basketball, Soccer, Oz Tag, Rugby League, AFL, Netball and Touch football. Student interest and talent will see a continuation of these opportunities into 2019.

Carnivals

The 2017 Swimming Carnival was hosted at Enfield Aquatic Centre with approximately 200 students attending. The students enjoyed the opportunity of being involved and participating in a carnival that involved a competitive and recreational perspective.

For the competitive students success was shown with a number of students representing the school at the Bankstown Zone carnival where one student furthered their swimming ability into the Regional competition. The various novelty events at the school swimming carnival provided a structured recreational side to water confidence. 25m novelty event increased participation and allowed students to interact and be involved in the day. 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 the Athletics and Cross Country carnivals achieved a significant number of students furthering the ability into the zone competition. With participation levels increasing over the years due to our school based athletics carnival, 2019 will allow students to return to an athletics carnival to be held at an athletics track.

Traditional Sport

Traditional Sport in 2018 was redesigned to give a more structured approach to the previous recreational sport for our year 7 to 10 students. Students were provided with a 3 season structure for the year and participated in a variety of sports including Soccer, Oz Tag, Cricket, Dodgeball, Basketball, Touch Football and Futsal. Year 9 and 10 were given the opportunity to use community facilities at Strathfield Park to participate in their weekly sport. The artificial turf field at Strathfield Park increased student participation as for some students it was their only time to experience playing on a variety of different sporting fields.

WELLBEING

2018 was another very productive year for the Wellbeing Team at Strathfield South High school. The collaboration of Year Advisers, ARCO, Girl's Advisor, Learning and Support, Careers, International, Refugee, Mentoring, Counselling and Rewards and Values Staff continued to provide integrated whole school, year group and individual student support to build a thriving school community and enhance student wellbeing. We introduced additional team building days for each year group and students enjoyed a variety of activities from an invigorating treetops experience to indoor rock climbing. The Girls' Advisers introduced our female students and teachers to morning boxercise classes, fitness sessions and an inspiring goal setting initiative with a hugely successful female AFL player and motivational speaker. In response to the changing online world our young people inhabit, we provided increased digital citizenship and cyber safety sessions, including the Federal Police, 'So you think you know it all' program. Students also enjoyed our two annual celebratory whole school excursions; The Easter Show and Wet N' Wild.

We continued our long standing partnerships with community stakeholders including Helmsman, Auburn Youth Centre, PCYC, High Resolves and Together for Humanity. As well as High Resolves social justice programs, our students participated in the Videos for

Change competition and we had a middle school excursion to see the powerful Refugee and Asylum seeker dramatic production, 'Suit Case stories'. Together for Humanity facilitated an innovative program for year 8 and 9 students which aimed to build a deep understanding and celebration of diverse faiths and communities. In addition we consolidated our strong and active links with university widening participation programs with four universities; UTS 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.