

Strathfield Girls High School

2019 Annual Report



8169

Introduction

The Annual Report for 2019 is provided to the community of Strathfield Girls High School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

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

I am proud of the academic achievements of our students in 2019, and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. In the past year:

- 54% of students in Year 7 achieved in the top two bands in NAPLAN Numeracy
- 42% of students in Year 7 achieved results in the Top Two bands in Reading
- 98% of students in Year 7 achieved above the National Minimum Standard (NMS) in NAPLAN Numeracy
- 48% of students in Year 9 achieved in the top two bands in NAPLAN numeracy
- 31% of students in Year 9 achieved in the top two bands in NAPLAN reading
- 98% of students in Year 9 achieved above the National Minimum Standard (NMS) in NAPLAN Numeracy
- 88% of students in Year 9 achieved above the National Minimum Standard (NMS) in NAPLAN Reading

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

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

Angela Lyriss

Principal

School background

School vision statement

SCHOOL PURPOSE

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

SCHOOL VALUES

- Striving for excellence in academic, cultural, creative and sporting pursuits.
- Developing skills for life-long learning.
- Promoting a sense of self-worth, resilience, integrity and respect for self and others.
- Promoting a sense of leadership to achieve one's personal best.
- Empowering students to be self-reliant, confident, responsible, successful citizens and future-focused leaders.
- Providing a nurturing, safe and inclusive school environment which embraces diversity and fosters co-operation.
- Strengthening the partnerships between students, staff, parents and the local and global community.

School context

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

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

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

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



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning

Purpose

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

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

Improvement Measures

Increase the percentage of students demonstrating expected growth in NAPLAN – literacy and numeracy.

Internal and external data indicates an increase in expected achievement in the HSC.

Improved transition processes to enable every student to experience success.

Progress towards achieving improvement measures

Process 1: Curriculum

Teaching and Learning Programs

- Align with NESA and DoE mandatory requirements and monitor longitudinally to ensure continued challenge and maximum learning of all students. (2018)
- Describe and monitor the development of literacy and numeracy strategies and skills to enable students to meet the requirements outlined in the HSC Minimum Standards.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All faculties engaged in ongoing monitoring and refinement of Stage 6 programs.• Programs were aligned with the NESA and DoE mandatory requirements and monitored longitudinally to ensure continued challenge and opportunity for students to maximise their learning outcomes.• Staff analysis of HSC and NAPLAN results allowed further refinement of programs to support effectiveness of engagement in the learning process.• Student individual needs were identified and tracked by classroom teachers, Head Teachers, Deputy Principals and Principal.• All units of work reflected differentiation and intervention strategies to accommodate the learning needs of all students.	<p>The school provided additional time for staff to meet, discuss and plan for the further refinement of teaching programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$47000.00)• Low level adjustment for disability (\$20000.00)

Process 2: Assessment

Whole School Monitoring of Student Learning

- Consistent assessment of student learning outcomes through a range of formative and summative practices captures reliable information about learning. (2018)
- Analyse data to identify student needs and monitor the learning and progression of individual students and cohorts.
- Strengthen school-wide practices and processes to prepare students for success in the world of work.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Head Teachers led the evaluation of assessment practices within their faculties across all years.• Class Teachers analysed assessment data to identify the learning progression of individual students and cohorts against syllabus outcomes.• Class Teachers analysed assessment data to determine engagement in the learning process and achievement of syllabus outcomes.• Head Teachers analysed faculty assessment data and student progress was tracked and monitored by all staff and executive.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$14000.00)• Low level adjustment for disability (\$9000.00)

Strategic Direction 2

Teaching

Purpose

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

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

Improvement Measures

Assessment data will reflect quality teaching programs and differentiation to cater for all students.

Tracking data maintains student performance and progress and informs future direction.

Teachers demonstrate personal growth in the Professional Standards identified in their PDPs.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

Feedback

- Review and refine school-wide processes and practices to ensure smooth transition at all stages and prepare them for the world of work. (2018)
- Consistent teacher judgement in assessment and reporting of student learning outcomes through explicit rubrics, guidelines and feedback, ensuring all students have a clear understanding of how to improve and how to maintain high standards of work.
- Develop PLPs for students with additional learning needs, in line with *Every School Every Student*.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evaluated school-wide transition processes and practices improving partnerships with the wider community.• All staff have developed quality assessment and reporting practices, focusing on innovative and reflective classroom practice ensuring that all students have a clear understanding of how to improve their results and how to maintain high standards of work.• SGHS has developed strong links with the wider community, and other educational institutions, to ensure students transition to further studies is seamless and a positive experience.• PLP's are created and maintained for all identified students.• Student surveys indicated an improvement in assessment and reporting practices with a focus on feedback to enhance student learning and growth.• The school implemented successfully student tracking data in Years 7 – 12 across all subjects. The staff were able to monitor and identify student learning needs and adjust and implement intervention strategies to support achievement in the learning process.• The diagnosis of whole school support utilising specialist staff was implemented based on student data, and this resulted in improvement of learning outcomes.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Process 2: Data Skills and Use

Data Analysis

- Collect and analyse quality, valid and reliable data to gain insights into student learning. (2018)
- Consistent teacher judgement and analysis of data determines future teaching directions and classroom practice to monitor and assess student progress and achievement.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- The whole school approach to tracking student performance has led to consistent practices in monitoring achievement and progress, and planning for the future.
- The School Data Tracking Team collates assessment and wellbeing data of every student and class teachers use this data, as well as the internal class data of their students, to track, monitor and plan for the success of every student.
- Strategies to support students are returned to the Tracking Team who then monitors improvement and shares strategies and ideas with all teachers, on how best to support the learning needs of particular students.
- This comprehensive data is used to inform decisions such as subject choices, current patterns of study and transition into the world of work.

Funding Sources:

- Low level adjustment for disability (\$42000.00)

Process 3: Professional Standards

Accreditation

- Teachers identify areas of professional growth linked to the Professional Standards to include as part of their PDP goals. (2018)
- HTs monitor, discuss and track PDP goals with their faculty staff.

Evaluation

- All staff engage in the Performance and Development cycle within the timeline and expectations of the school.
- Classroom teacher PDP goals are collated and monitored by the Head Teachers and overseen by the Principal.
- A budget is allocated for each member of staff to access professional learning in line with identified goals.
- Classroom observations ensure that the Australian Professional Standards, quality pedagogical practice and student engagement are monitored alongside the achievement of personal PDP goals.

Funds Expended (Resources)

Funding Sources:

- Professional Learning (\$77000.00)



Strategic Direction 3

Leading

Purpose

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

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

Improvement Measures

Increase in staff instructional leaders with a clear indication of in-school expertise being utilised for whole school professional development.

The local and wider community regularly attend school events and provide valuable feedback.

DP/HT meetings demonstrate faculty understanding and implementation of the School Excellence Framework and the School Plan.

Progress towards achieving improvement measures

Process 1: Educational Leadership

Instructional Leadership

- Professional learning is emphasised to manage and build the leadership capacity of staff. (2018)
- Leadership is distributed to build a culture of effective leadership skills and attributes.

Evaluation	Funds Expended (Resources)
<p>The school has:</p> <ul style="list-style-type: none">• Encouraged a culture of building effective leadership skills to ensure continuous improvement in teaching and learning.• Allocated a professional learning budget to each teacher, with the expectation that professional learning experiences align with school priorities, the Australian Teaching Standards and/or some aspect of educational reform.• Maintained Leadership Teams, with a cross-curricular focus.• Leadership Teams are managed by the Executive, but all members have opportunities to provide in-house expertise at Staff Meetings, School Development Days, Executive Meetings and at Faculty Meetings.• Initiated Head Teacher/Deputy Principal meetings with clear intentions of the Deputy Principal being an instructional leader of the Head Teacher. A fortnightly agenda is distributed each term and an hour meeting addressing the criteria is conducted every fortnight.• Facilitated the Deputy Principal attending faculty meetings, engaging in discussions with members of the faculty and providing assistance and instruction to inform whole school processes and practices, as well as individual faculty requirements.	<p>Funding Sources:</p> <ul style="list-style-type: none">• School funded (\$60000.00)

Process 2: Educational Leadership

Community Engagement

- Sustain and enhance opportunities for student leadership using positive role models in the local and global community. (2018)
- Regular collaborative practices to engage the local and wider community in school practices.
- Staff, student and parent feedback is regularly used to inform school improvement decisions.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The school employed a Community Liaison Officer who has successfully implemented the following programs:

- **Years 7 – 12 mentor interviews** were conducted throughout the year that focussed on supporting students in achieving their current and future goals. The students were given the opportunity to reflect on their progress and discuss individualised support required to further enhance their progress in the learning continuum.
- **Beautiful Minds** was a program that originated after the mentor interviews in response to student voice. This program allowed the girls to explore their own identity and provided them with relevant strategies to deal with issues in this modern digital age. The feedback was extremely positive highlighting that the girls valued the opportunity for them to interact in a safe environment and further explore issues that impact on their lives.
- **Girls in Property** program raised awareness and encouraged greater female participation in the property industry. The students were introduced to various career options and were introduced to positive role models from the industry who supported them to gain a greater understanding of the property industry. The students developed their leadership and communication skills and refined their presentation skills. **The school was the 2019 winner.**
- **Confidance** involved 330 students in Years 7 and 8 participating in a weekly lesson for a Term that focussed on building student confidence, team work, collaboration, communication and connection. All students performed and showcased their confidence and their ability to work effectively as part of a team. All students stated that the program had helped them develop their confidence and contributed to a smooth transition to high school.
- **LAB** a student led design initiative that facilitated collaborative, creative and critical thinking to solve a problem that students identified. Students participated in community projects and one example was the creation of a mural for Chalmer's Road.
- **Z Club – ZONTA** a new leadership initiative for Years 10 and 11 that allowed students to make a significant contribution to the wider community. The girls participated in the ZONTA International Conference and had the opportunity to listen to guest speakers from all over the world including International President Susanne Von Bassewitz and our own Ex-Governor General, Dame Quentin Bryce. The Zonta Conference was one of the greatest experiences per the Strathfield Girls Z Club as it provided students with a broad range of community projects to support women through service and advocacy.
- **STEM** A collaborative approach has been taken to establish STEM and STEAM in partnership with the University of Sydney. The continuation of STEM as an elective in Year 9 and the commencement of the Year 10 elective class will allow the students to further develop their creative and technological skills.

Funding Sources:

- Principal's Support (\$56000.00)

Process 3: School Planning, Implementation and Reporting

School Plan

- Regular discussion, monitoring and evaluation of school milestones. (2018)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • All staff have been active participants in the development of the School Plan. • All staff have a thorough understanding of the School Plan and Milestones. • Every 5 weeks at faculty, executive and staff meetings, open discussions occur to monitor progress and achievement according to the School Milestones. • Head Teachers report on faculty achievements and progress. 	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 042.00) 	<ul style="list-style-type: none"> 100% of ATSI students have current PLP's (Personal Learning Plans) which have been negotiated with parents and students. All staff have an understanding of the Aboriginal Education Policy and are implementing strategies to engage ATSI students.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$517 324.00) 	<ul style="list-style-type: none"> EAL/D specialist teachers work collaboratively to develop and incorporate resources and strategies into their programs to address the identified cultural and language needs of the EAL/D students at the school. The school was allocated a staffing entitlement of 4.0 EAL/D teachers.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$156 729.00) School funded (\$85 000.00) 	<ul style="list-style-type: none"> The Learning and Engagement Team meets fortnightly to monitor and assess identified students and determine the appropriate learning and support adjustments to be implemented across KLAs. The Learning and Support Teacher (LaST) has led whole school professional learning on pedagogy and research on students with additional learning needs. An additional Teacher was employed to support students with identified literacy and numeracy learning needs and this position was funded by the school.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$67 403.00) 	<ul style="list-style-type: none"> Tutorial models, such as daily access to Homework Help, are also used to increase the level of student engagement in Years 7–12, especially for students from financially disadvantaged families. Students have access to subject teachers five days a week to support them in achieving their learning potential. There has been a significant increase of students attending the Homework Help sessions in the library.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	1149	1127	1074	1027

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.2	97.7	96.4	96.8
8	96.4	96.6	95.6	94.5
9	95.5	96.4	96.1	95
10	96	95	94.7	94.8
11	96.1	95.6	94.6	95
12	95.7	95.8	95.8	94.3
All Years	96.1	96.1	95.5	95.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	1	0
TAFE entry	0	0	3
University Entry	0	0	85
Other	0	0	12
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

18.54% of Year 12 students at Strathfield Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.8% of all Year 12 students at Strathfield Girls High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	49.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	4.4
School Counsellor	1
School Administration and Support Staff	12.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	361,031
Revenue	12,507,279
Appropriation	10,969,492
Sale of Goods and Services	83,345
Grants and contributions	1,301,619
Investment income	7,124
Other revenue	145,699
Expenses	-12,655,760
Employee related	-10,345,060
Operating expenses	-2,310,700
Surplus / deficit for the year	-148,481

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	36,780
Equity Total	745,497
Equity - Aboriginal	4,042
Equity - Socio-economic	67,403
Equity - Language	517,324
Equity - Disability	156,729
Base Total	9,293,852
Base - Per Capita	251,955
Base - Location	0
Base - Other	9,041,897
Other Total	467,399
Grand Total	10,543,528

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.

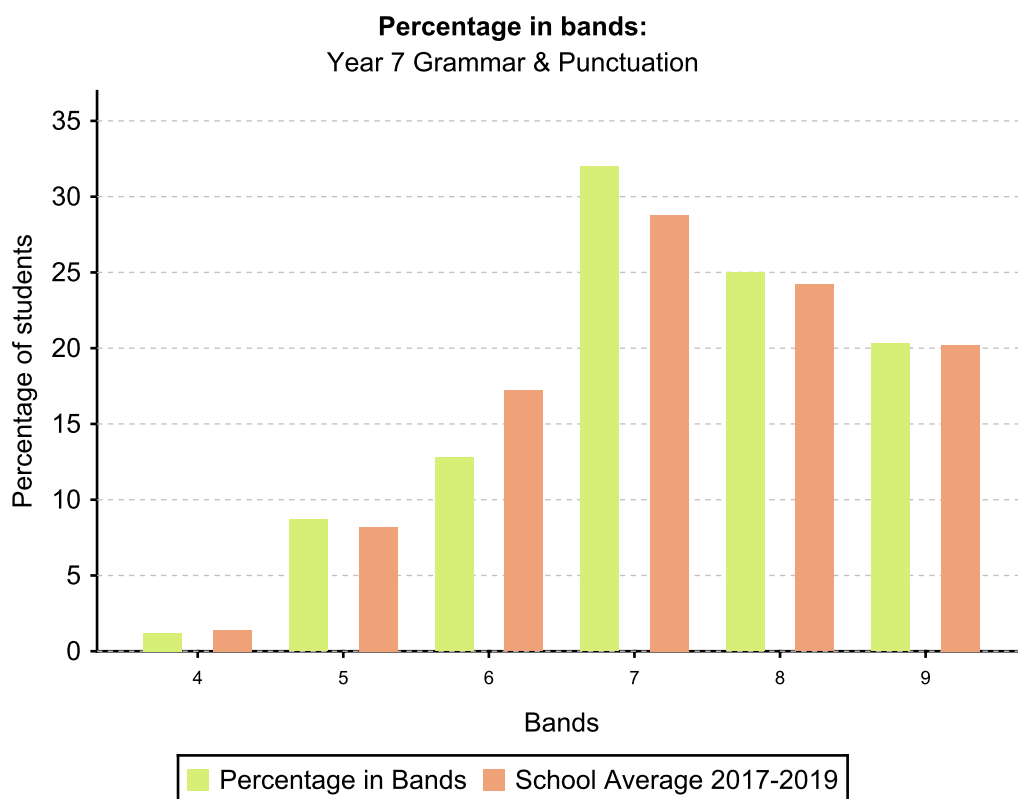


School performance - NAPLAN

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

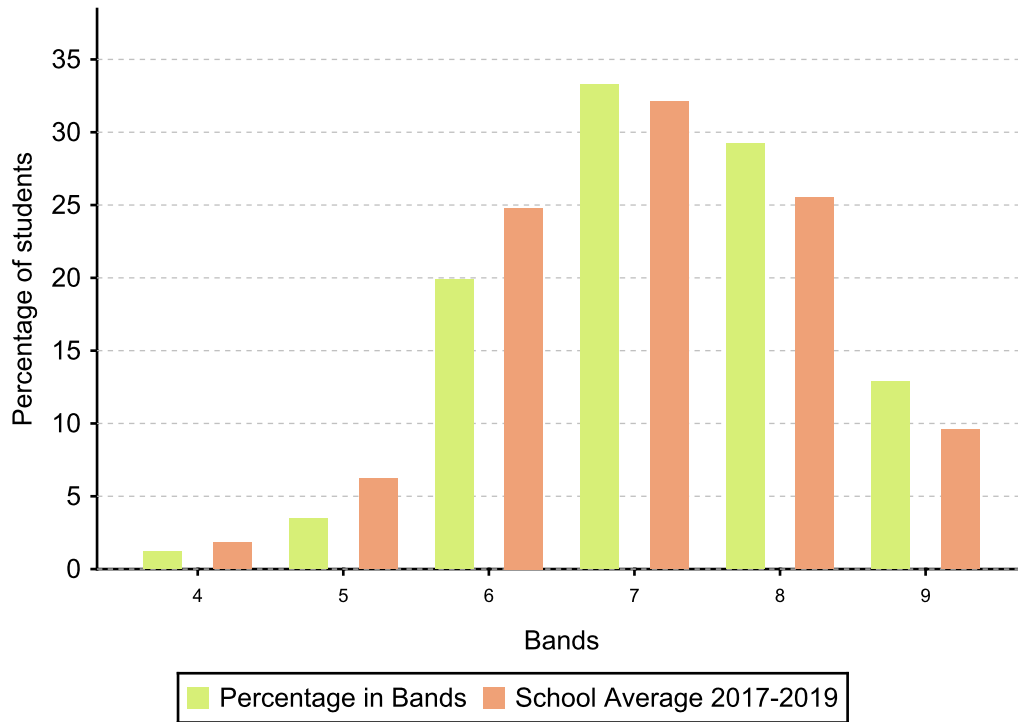
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



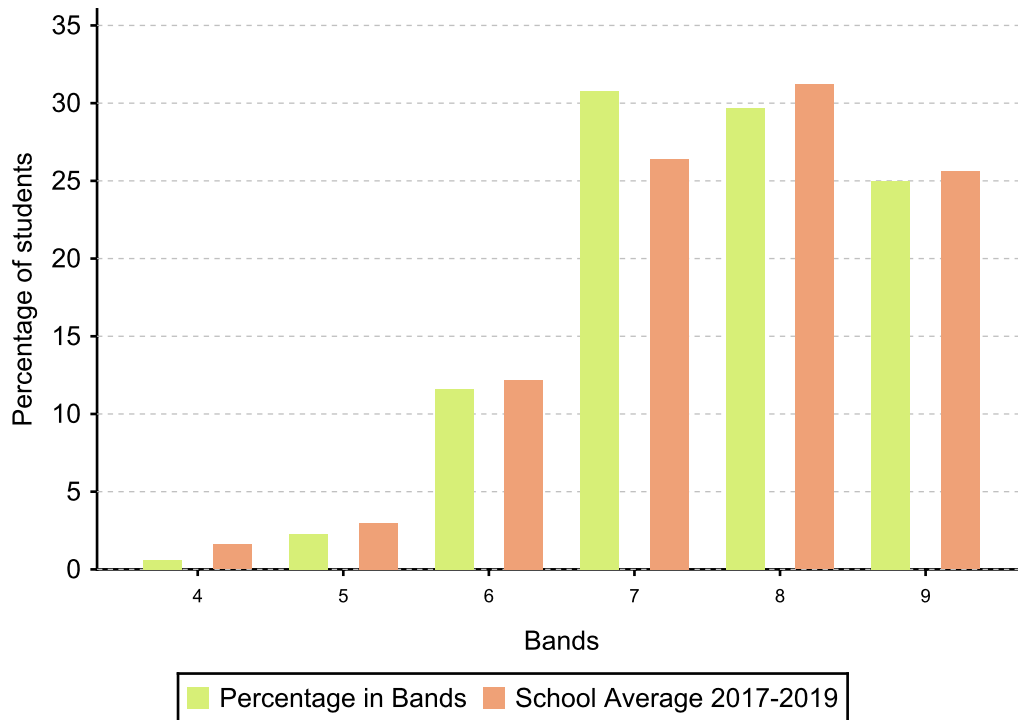
Band	4	5	6	7	8	9
Percentage of students	1.2	8.7	12.8	32.0	25.0	20.3
School avg 2017-2019	1.4	8.2	17.2	28.8	24.2	20.2

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	1.2	3.5	19.9	33.3	29.2	12.9
School avg 2017-2019	1.8	6.2	24.8	32.1	25.5	9.6

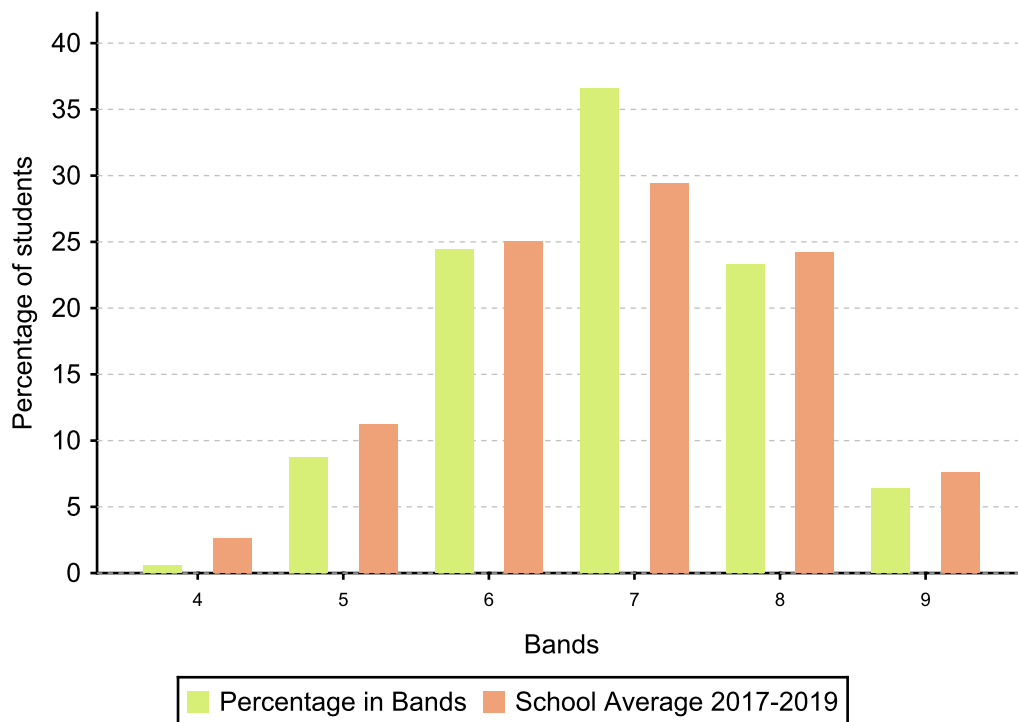
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	0.6	2.3	11.6	30.8	29.7	25.0
School avg 2017-2019	1.6	3	12.2	26.4	31.2	25.6

Percentage in bands:

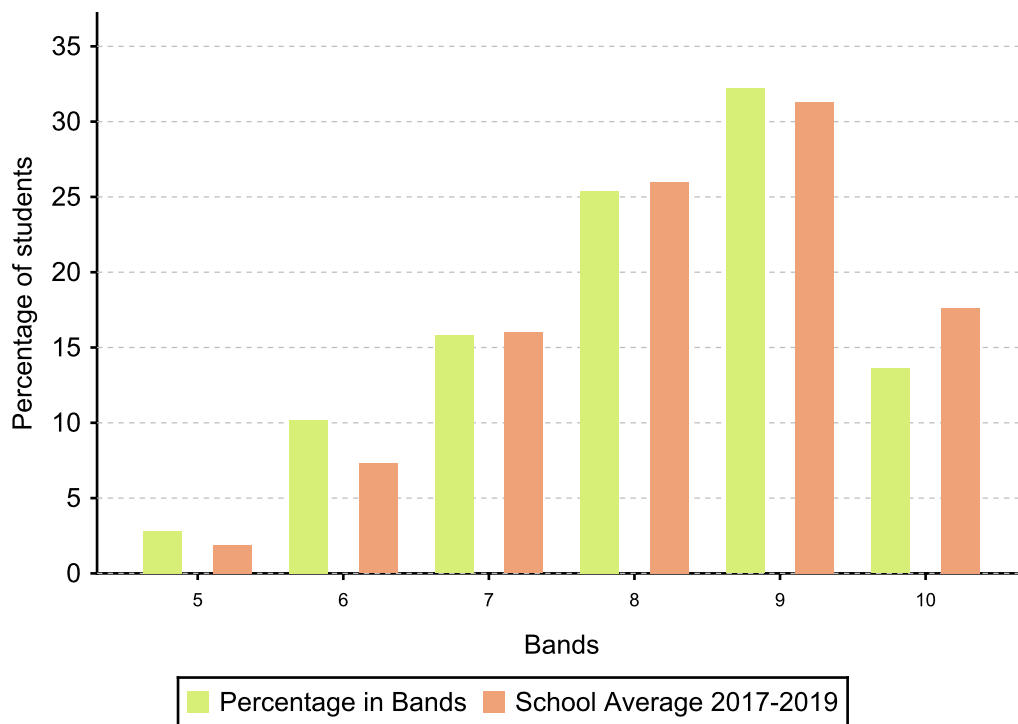
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	0.6	8.7	24.4	36.6	23.3	6.4
School avg 2017-2019	2.6	11.2	25	29.4	24.2	7.6

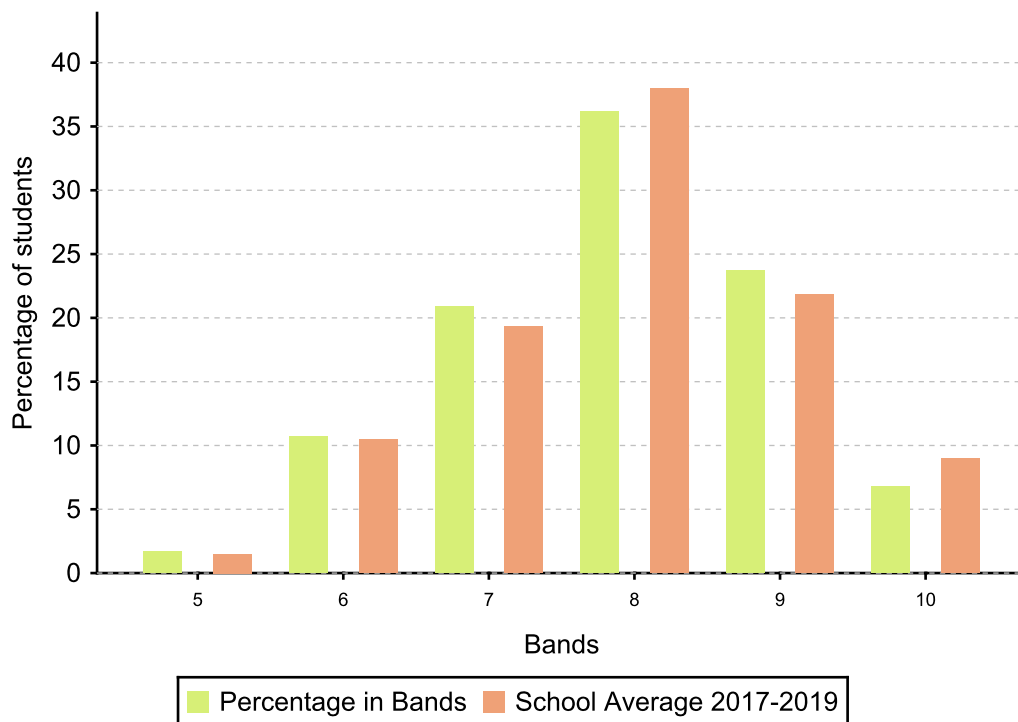
Percentage in bands:

Year 9 Grammar & Punctuation



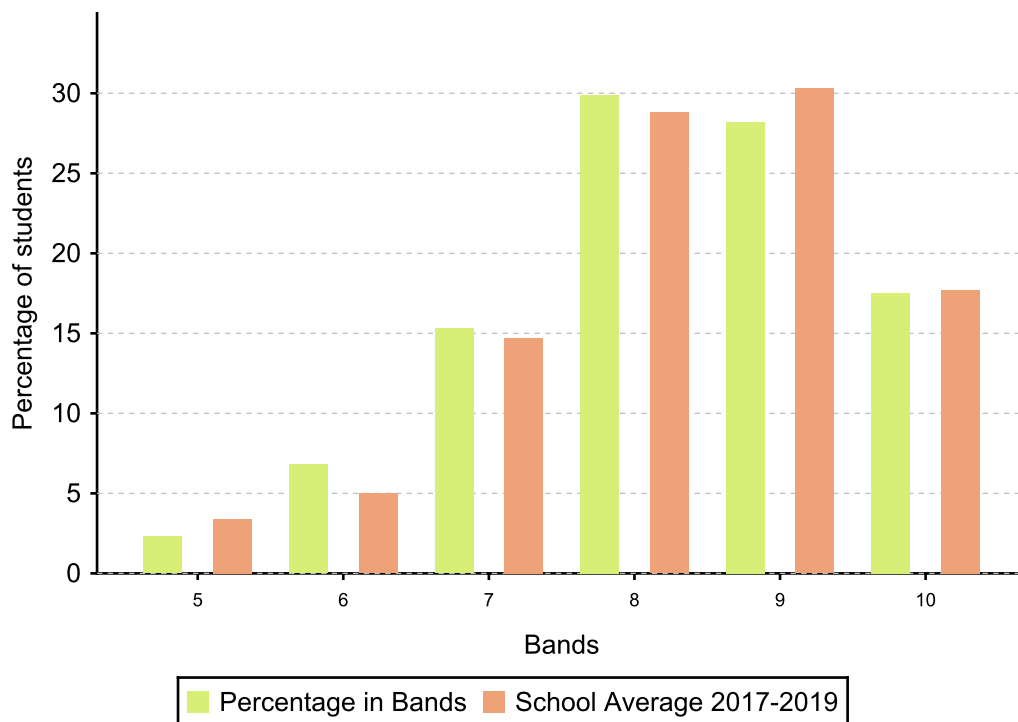
Band	5	6	7	8	9	10
Percentage of students	2.8	10.2	15.8	25.4	32.2	13.6
School avg 2017-2019	1.9	7.3	16	26	31.3	17.6

Percentage in bands:
Year 9 Reading



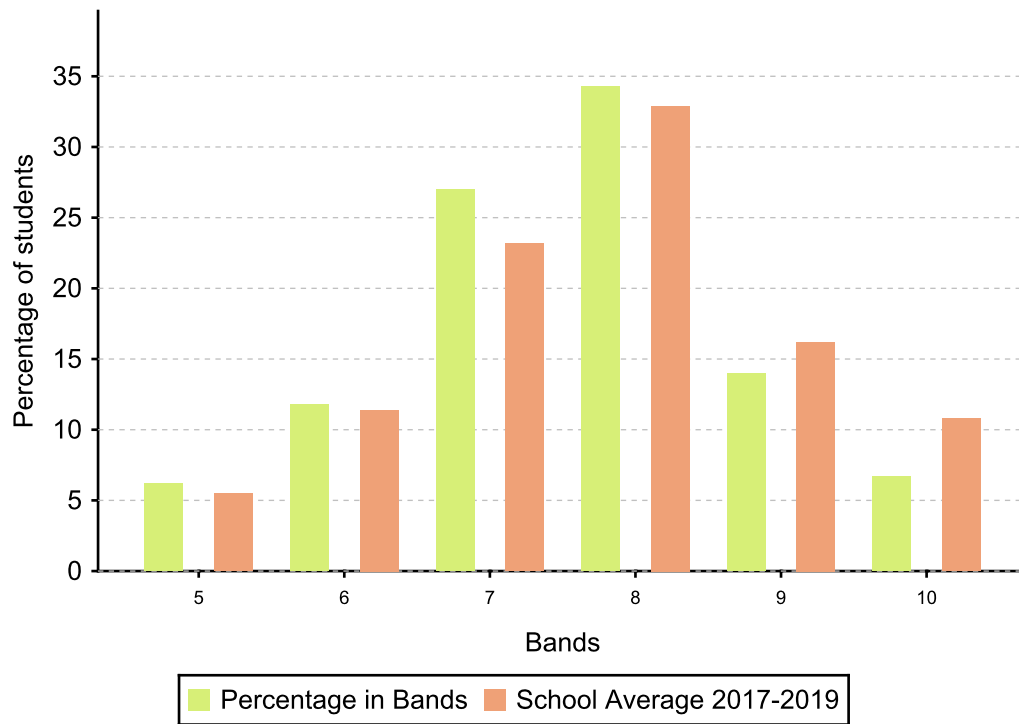
Band	5	6	7	8	9	10
Percentage of students	1.7	10.7	20.9	36.2	23.7	6.8
School avg 2017-2019	1.5	10.5	19.3	38	21.8	9

Percentage in bands:
Year 9 Spelling



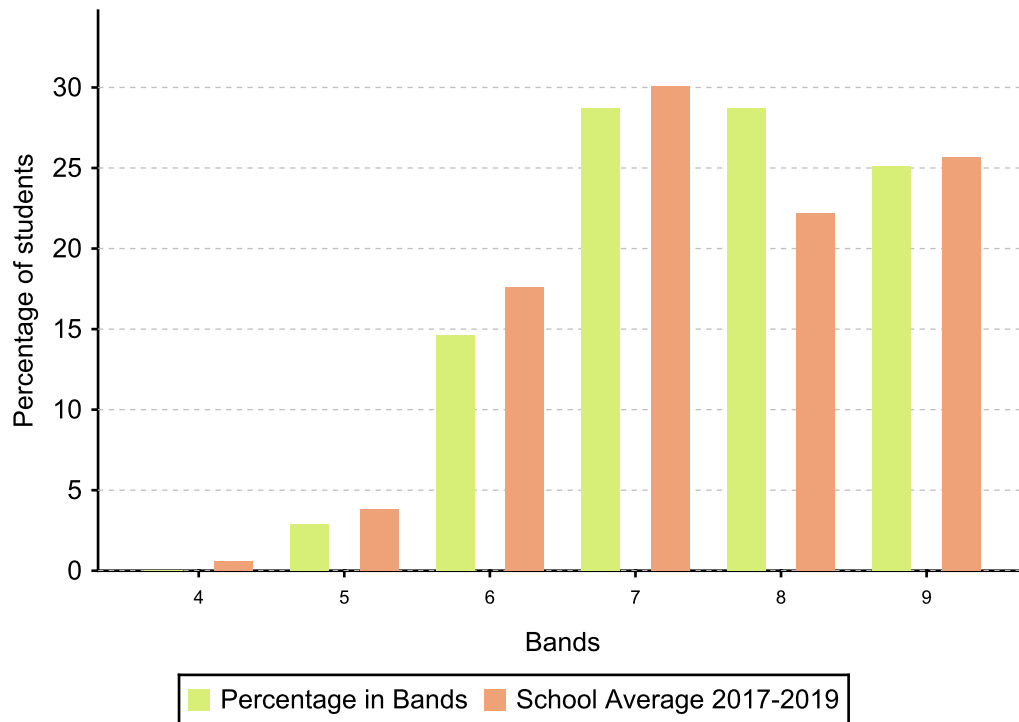
Band	5	6	7	8	9	10
Percentage of students	2.3	6.8	15.3	29.9	28.2	17.5
School avg 2017-2019	3.4	5	14.7	28.8	30.3	17.7

Percentage in bands:
Year 9 Writing



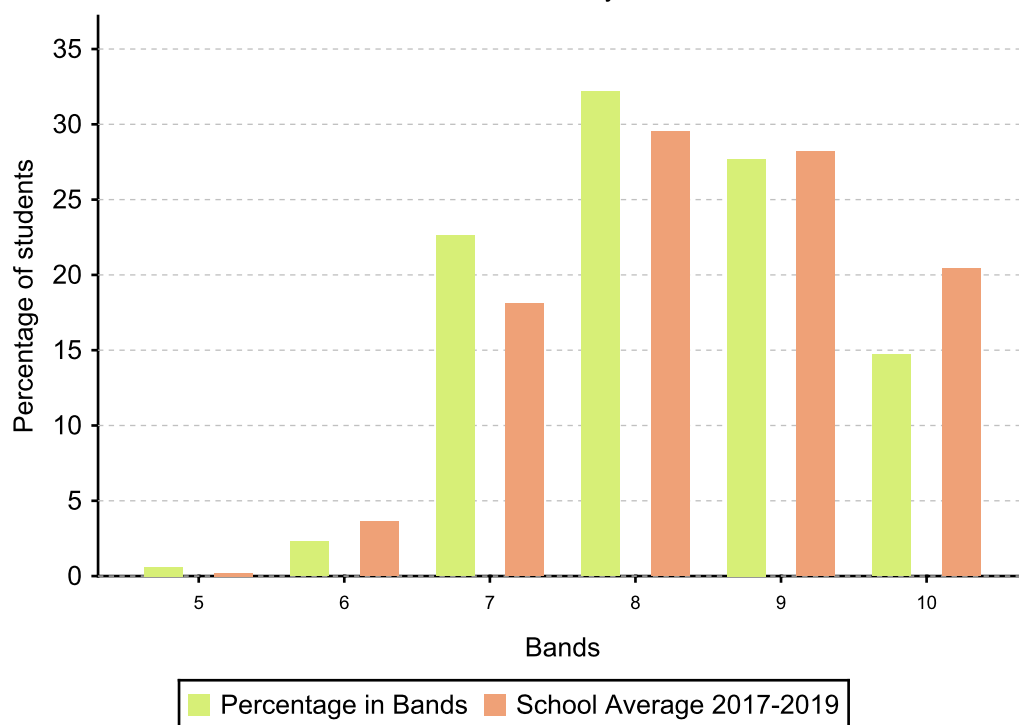
Band	5	6	7	8	9	10
Percentage of students	6.2	11.8	27.0	34.3	14.0	6.7
School avg 2017-2019	5.5	11.4	23.2	32.9	16.2	10.8

Percentage in bands:
Year 7 Numeracy

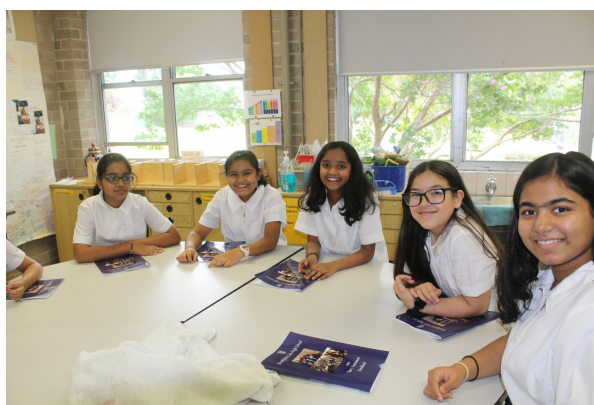


Band	4	5	6	7	8	9
Percentage of students	0.0	2.9	14.6	28.7	28.7	25.1
School avg 2017-2019	0.6	3.8	17.6	30.1	22.2	25.7

Percentage in bands:
Year 9 Numeracy



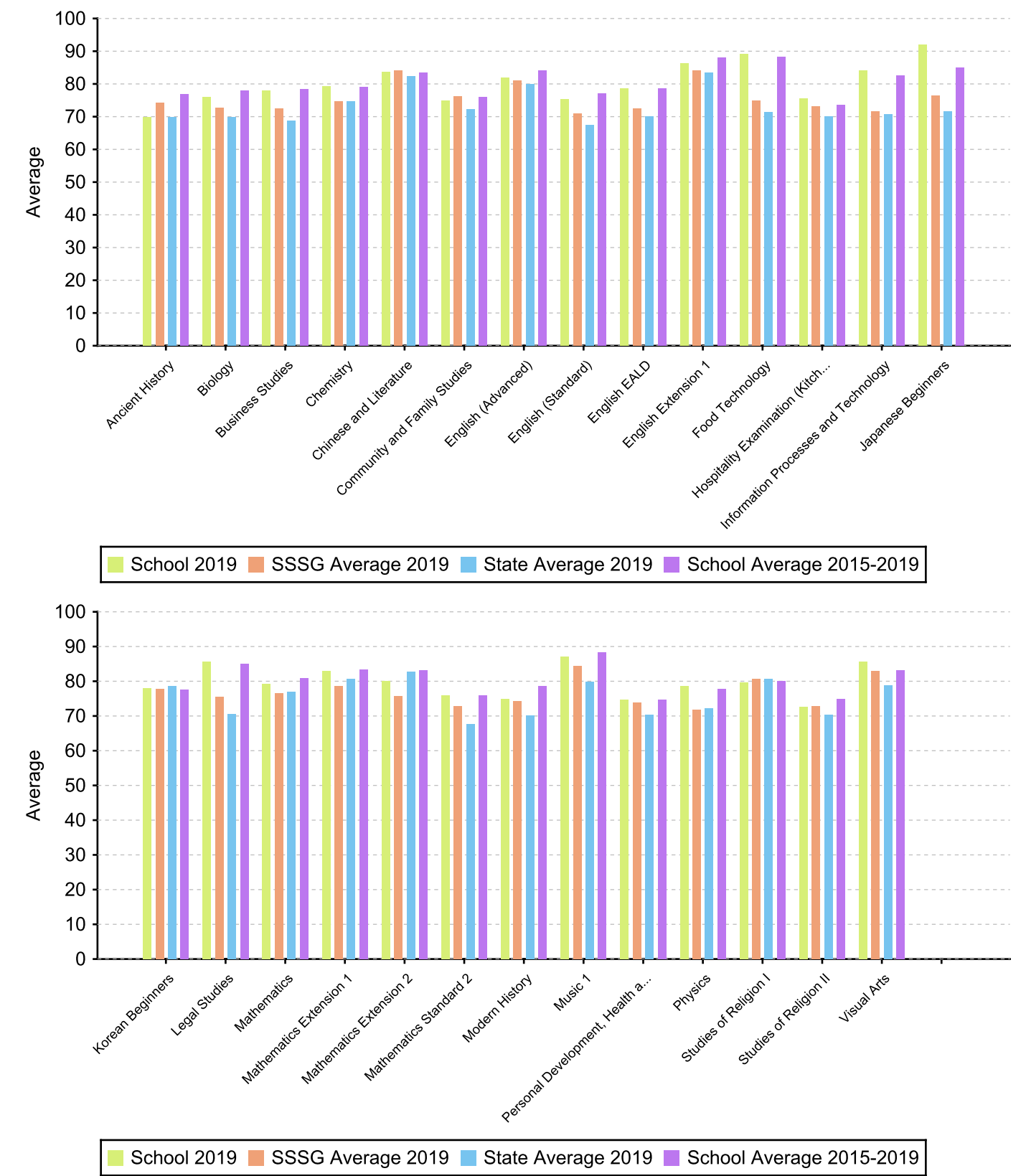
Band	5	6	7	8	9	10
Percentage of students	0.6	2.3	22.6	32.2	27.7	14.7
School avg 2017-2019	0.2	3.6	18.1	29.5	28.2	20.4



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	69.8	74.2	69.9	76.8
Biology	76.0	72.8	69.9	77.9
Business Studies	78.0	72.4	68.6	78.5
Chemistry	79.3	74.6	74.7	79.1
Chinese and Literature	83.6	84.1	82.3	83.4
Community and Family Studies	74.8	76.1	72.2	75.9
English (Advanced)	81.8	81.0	80.0	84.1
English (Standard)	75.4	70.9	67.3	77.0
English EALD	78.6	72.4	70.0	78.6
English Extension 1	86.3	84.2	83.4	88.0
Food Technology	89.1	74.8	71.4	88.2
Hospitality Examination (Kitchen Operations and Cookery)	75.5	73.1	70.0	73.6
Information Processes and Technology	84.1	71.5	70.8	82.6
Japanese Beginners	91.9	76.4	71.6	85.0
Korean Beginners	78.1	77.8	78.6	77.6
Legal Studies	85.6	75.5	70.6	85.0
Mathematics	79.2	76.6	76.9	80.8
Mathematics Extension 1	82.9	78.6	80.6	83.4
Mathematics Extension 2	80.0	75.8	82.7	83.2
Mathematics Standard 2	75.9	72.9	67.7	75.9
Modern History	75.0	74.3	70.2	78.6
Music 1	87.1	84.4	79.9	88.4
Personal Development, Health and Physical Education	74.7	73.8	70.5	74.7
Physics	78.6	71.8	72.1	77.7
Studies of Religion I	79.6	80.7	80.8	80.1
Studies of Religion II	72.6	72.8	70.4	75.0
Visual Arts	85.6	83.0	78.8	83.1

Our Year 12 students supported by their teachers excelled in the HSC in 2019. Congratulations to all our students, their families and their teachers for achieving such outstanding results.

- The school continues to be ranked **in the top 100 schools**
- **10th Comprehensive High School in the state**
- 89% of courses achieved higher than the state average
- Food Technology 14.8 above state average
- Japanese Beginners 18.8 above state average
- Legal Studies 11.6 above state average
- IPT 11.4 above state average
- 29 students were high achievers, receiving 90% or above in their courses.
- 35 students received a Macquarie University early offer.

- **Phuong Khanh Nguyen – Dux**
- Da Eun Choi placed **1st in the state** in Japanese Beginners.
- Digana Satheesh, Year 11, placed **1st in the state** in HSC Tamil Continuers.
- Wonjeong Yoo – third in Japanese Beginners.
- Hannah Lee – fourth in Japanese Beginners.
- Kimaya Gadre – third in Japanese Extension.
- All Rounders were:
- Kimberley Cooney
- Salma Lakehal
- Yi Shi
- 4 students' artwork was selected for Art Express

100% of students achieved in the Top 2 Bands in the following courses:

- History Extension
- Japanese Beginners
- Japanese Continuers
- Japanese Extension
- Korean in Context
- Music
- Food Technology

Strathfield Girls High School has produced outstanding results for a comprehensive high school whose main criteria for entry is that students must live in the area on enrolment. We congratulate our teachers, students and families for these truly impressive achievements, which reflect student and staff commitment, and parental support in encouraging academic excellence.



Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

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

- over 96% of parents attended the Years 7–12 parent–teacher reporting evenings;
 - 100% of Year 12 parents who attended, indicated that the teachers had identified their daughter's strengths and areas for improvement in the reports;
 - 100% of Year 7 parents indicated that the transition program was extremely successful ; and
 - staff evaluations indicated appreciation of the professional learning experiences through faculty meetings, staff meetings, School Development Days, as well as external professional learning opportunities.
-
- 91% of students displayed a positive attitude to schooling and planned to pursue post–secondary education;
 - 72% of students indicated a positive sense of belonging compared to 66% NSW Government Norm;
 - 98% of students displayed positive behaviours at school compared to 87% NSW Government Norm;
 - 82% of students in Year 7 indicated a positive attitude to homework compared to 67% NSW Government Norm; and
 - 60% of Year 12 students indicated intellectual engagement, and interesting, enjoyable and relevant learning experiences compare to 44% NSW Government Norm.

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

The data revealed that:

- 97% of Year 12 students noted the high the quality of the classrooms, library, administration staff and playground at SGHS;
- 95 % students identified feedback from teachers as most vital in helping them to continually improve; and
- 96% of students noted that they were ready to enter the workforce.

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



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Strathfield Girls High School reflects the multiculturalism of Australia, with the diversity of cultural backgrounds bringing great strength to the school.

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

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

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

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

Other aspects of the program include:

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

