

Strathfield South High School

2019 Annual Report



8252

Introduction

The Annual Report for 2019 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.

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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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Head Teacher Literacy and Numeracy position created and role defined

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

All faculties using data effectively to personalise literacy and numeracy learning approaches

Value-added growth from Year 7 to Year 9 NAPLAN (specifically in Reading and Writing, and Numeracy as a whole)

Increase in literacy and numeracy results from Year 7 to Year 8 via ACER Progressive Achievement Testing

Overall summary of progress

The position of Head Teacher, Literacy and Numeracy was created to provide executive-level oversight of this Strategic Direction. In 2019, the Head Teacher led executive in the process of overseeing and supporting students with Minimum Standards and also collaborated with our local primary school on a joint project to further develop the skills of Stage 3 and 4 Mathematics teachers in Working Mathematically.

The Head Teacher Literacy and Numeracy continued to work closely with the Head Teacher Secondary Studies and Head Teacher Teaching and Learning to lead staff and Executive to continue developing Literacy and Numeracy in Middle School, embedding consistency of teaching and assessment strategies.

Progress towards achieving improvement measures

Process 1: Students: Further engagement in project-based learning activities into Stage 5. Ongoing literacy and numeracy growth beyond the Middle School

Evaluation	Funds Expended (Resources)
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. Overseeing and supporting students with minimum standard testing.	\$26,000

Process 2: Staff: Revising Stage 5 and 6 programs to ensure inclusion of formative and summative assessment and explicit literacy and numeracy development as a pedagogical flow-on from Middle School strategies

Evaluation	Funds Expended (Resources)
For 2019, Executive planning between Head Teacher Literacy and Numeracy, Head Teacher Secondary Studies and Head Teacher Teaching and Learning to continue further develop middle school pedagogy and extend it into stage 5. PAT testing for all new students enrolling into the school from years 7–10.	\$5000

Progress towards achieving improvement measures

Provision of targeted support in Stage 4 and Stage 5 classes. Stage 4 data sheets, shared across faculties through Middle School professional learning sessions, inform differentiation in the classroom

Process 3: Leaders: Provide opportunities, time and resources to facilitate the ongoing development of student achievement in literacy and numeracy, including the exploration of improved learning structures in Stage 5

Evaluation	Funds Expended (Resources)
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. 30% of students in PAT Numeracy showed growth from lower bands with 15% showing growth in excess of 10 percentile points.	\$75000 in teacher and learning support

Next Steps

In 2020, there will be a continuation of collaboration between the Head Teacher Literacy and Numeracy, Head Teacher Secondary Studies and Head Teacher Teaching and Learning. The focus will be on the development of whole school numeracy and writing interventions and the consolidation of current Stage 4 reading strategies, extending them into Stage 5.

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.

Improvement Measures

All faculties using School Excellence Framework and student data to evaluate practice

Staff actively involved in, and learning from, the implementation of Instructional Rounds to enhance reflectivity and improve practice

All staff receiving targeted professional learning to better support the needs of students with Autism

All Faculties to have programs that are relevant and reflect current research in effective pedagogy

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 and 10 cohort.

Faculty analysis of internal and external data informs our understanding of student needs on an individual 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 and Stage 4.

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

Progress towards achieving improvement measures

Process 1: Students: Gaining the skills to evaluate their own learning and to provide commentary to staff for future program development and revision

Evaluation	Funds Expended (Resources)
Measured through the PDP process by HeadTeachers who present evidence at progress meetings. Ongoing RAP analysis and tracking informs class placement, mobility and adjustments to learning with oversight by the Learning Support Team. Ongoing professional learning sessions with the Middle School team on analysing data and making adjustments to teaching and learning.	N/A

Process 2: Staff: Engaging in reflective, cross-faculty practices through Instructional Rounds and other measures

Evaluation	Funds Expended (Resources)
Two QTR groups established with first rounds conducted in terms 3 and 4. Whole staff professional learning on QTR coding and the Quality Teaching Framework.	\$4000 for staff release

Process 3: Leaders: Providing access to staff to gain skills in reflective practice such as data analysis, inter-school site visits, collegial networks and professional learning

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Professional Learning and individual student profiles presented through whole–staff meetings.</p> <p>Student Learning Support Officers have all engaged with online professional learning to better equip them to support students in–class and during break times.</p> <p>Professional learning focusing on NCCD and personalised learning, ensuring SSHS processes are in line with mandatory processes.</p> <p>Ongoing professional learning on feedback and formative assessment, accounted for through the PDP process by Head Teachers using programs as evidence.</p> <p>Professional learning on formative assessment, specifically leading to adjustments to current lesson sequences and programs.</p> <p>Review of whole–cohort assessment schedule for Middle School.</p>	N/A

Next Steps

2020 will see the expansion of Quality Teaching Rounds from 8 staff to 16, led by Executive trained in the process. Ongoing utilisation of skilled staff from within the school in the presentation of professional learning.

Investigation of current research and implementation of models for analysing and working with individual student data.

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.

Improvement Measures

Establishment and use of a Facebook page and a Smart Phone app to communicate with families

Creation of Deputy Principal Support position to facilitate greater liaison with community and oversight of achievement of outcomes

Creation of a Future–focused learning space for STEAM/Middle school

Establishment of an Advanced Learning class in Middle School

Overall summary of progress

In 2019, we broadened our professional profile and impacted students and staff through our successful collaboration with our educational network. Participation in the Learning Advisory Board, developing design thinking and co–designing skills allowed us to strengthen student engagement in Middle School and the Support Unit.

We launched the school Instagram page, leading to an increase in community connections to the school. The school website was revamped to provide a clear and accessible platform for our community to access current information.

Progress towards achieving improvement measures

Process 1: Students: Students aware of, and presenting a consistent positive image of the school in the community

Evaluation	Funds Expended (Resources)
Class established and populated through testing and data analysis. Internal and external accelerated learning opportunities, across all KLA's including STEM, sourced and accessed for students. Connections made with the State Library leading to the involvement of selected students in a State–wide writing project, to be published by the Library.	\$104,000 for additional staffing

Process 2: Staff: Using communication technologies effectively to inform parents of student achievements and concerns

Evaluation	Funds Expended (Resources)
Instagram was introduced in 2019.	\$2,000

Process 3: Leaders: Continue to generate a positive profile of the school in the wider community through increased community involvement and engagement of local media

Evaluation	Funds Expended (Resources)
Deputy Principal Support and the new Head Teacher–Support position created to support staff in teaching and learning and wellbeing and discipline. Both positions have resulted in improving the efficiency of the Support Unit. Future–focused learning space for STEAM/Middle School– one in TAS and	\$73,000

Progress towards achieving improvement measures

the other in Science – furnished and in full use throughout 2019.	
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Next Steps

In 2020, we aim to extend and embed co–design processes, including a funded action research project to be led by the Deputy Principal and Head Teacher of the Support Unit. Planning to be undertaken for the refurbishment of the VET room as a flexible learning space.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Staffing \$170,746 Flexible funding \$42,388	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 \$192,089 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 \$288,788 Flexible funding \$659,298	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 \$59,766	<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 \$10,171	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			
	2016	2017	2018	2019
Boys	377	333	365	377
Girls	222	205	237	241

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.1	90.1	90.8	89.7
8	85.7	88.1	85.8	89.2
9	85.3	87.4	85.1	82.9
10	86.1	79.2	80	82.4
11	82.5	88.7	86	88
12	86.2	84.7	89.1	89.1
All Years	85.8	86.1	86.2	86.6
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	0.7	4	0
Employment	6	3	11
TAFE entry	6	4	14
University Entry	N/A	N/A	51
Other	0	0	13
Unknown	0	1	11

The leading choice again for our graduating students was Western Sydney University with a total of 16 enrolments which includes the continuing and successful "True Reward" offers. Again we had a broad spectrum of enrolments in a variety of universities. Macquarie University scoring the highest with 8 students being accepted, this was partially during to the 'Leaders and Achievers Early Entry Scheme'.

The remainder of the cohort were spread fairly evenly across the Sydney based universities, with 3 to University of Sydney, 2 to UTS and ACU and a single applicant to UNSW. The leading choice again was Western Sydney University with a total of 16 enrolments which includes the continuing and successful "True Reward" offers.

As well as Strathfield South High had a number of students choosing to study out of the state of NSW, one to Australian National University, La Trobe and University of South Australia respectively. Students elected to study in the more popular traditional areas of Engineering, Nursing, Primary Teaching, Medical Science, Construction Management and Business (commerce and economics), new fields were also explored with 2 students electing to study Speech and Hearing Therapy while another two students chose very specific areas of Biodiversity and Conservation and Applied Data Analytics.

The return to studying at NSW TAFE was also popular again this year with students wanting to focus on a more specialised professional pathway with apprenticeships in Plumbing, Diploma in Fashion and Building Design being the most popular. While students also enrolled in speciality courses at Tertiary Colleges in areas of Sports Science and Mechanical Engineering.

Again we had a number of students who continued onto upgrading their Certificate III in Health Services (HSC course) with NSW Nursing Training Organisation to train towards achieving a Diploma in Nursing (training and working at the same time) to become an enrolled nursing or continue training at university to graduate as an registered nurse.

Year 12 students undertaking vocational or trade training

32.40% of Year 12 students at Strathfield South High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.1% of all Year 12 students at Strathfield South 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)	9
Classroom Teacher(s)	44.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	18.88
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	1,383,038
Revenue	10,808,415
Appropriation	10,520,103
Sale of Goods and Services	72,786
Grants and contributions	94,444
Investment income	5,597
Other revenue	115,484
Expenses	-11,186,535
Employee related	-9,887,247
Operating expenses	-1,299,288
Surplus / deficit for the year	-378,120

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	2,291,746
Equity Total	1,478,188
Equity - Aboriginal	14,417
Equity - Socio-economic	948,077
Equity - Language	213,134
Equity - Disability	302,561
Base Total	5,997,807
Base - Per Capita	153,158
Base - Location	0
Base - Other	5,844,649
Other Total	441,608
Grand Total	10,209,350

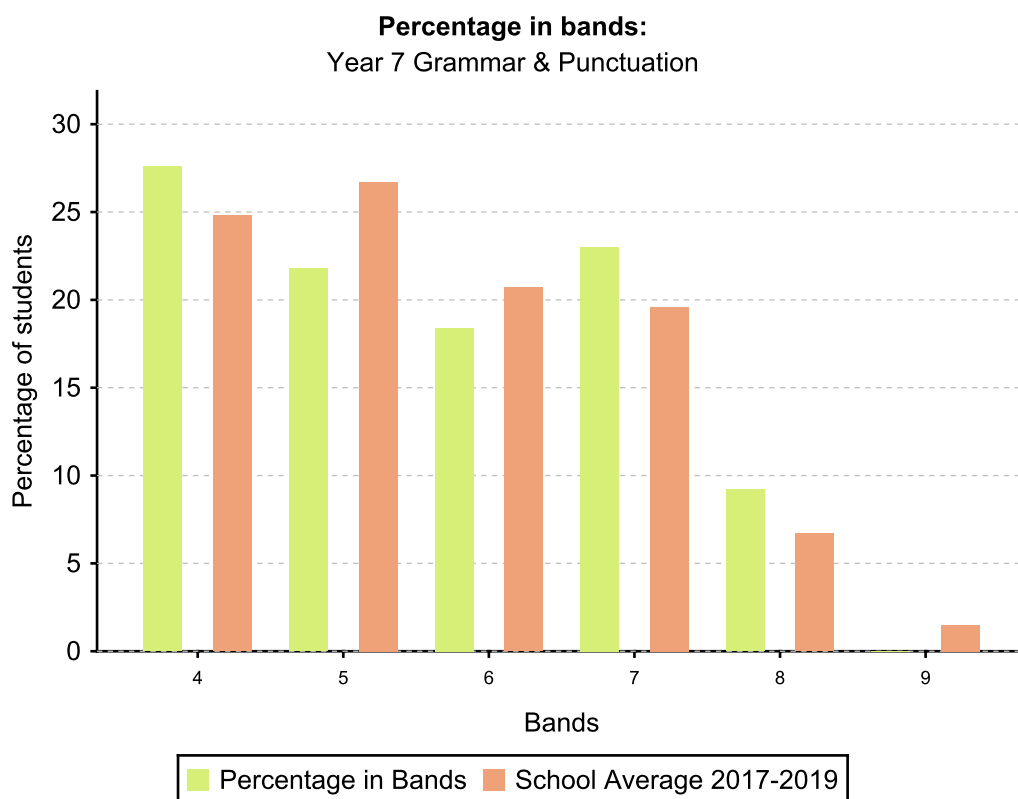
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

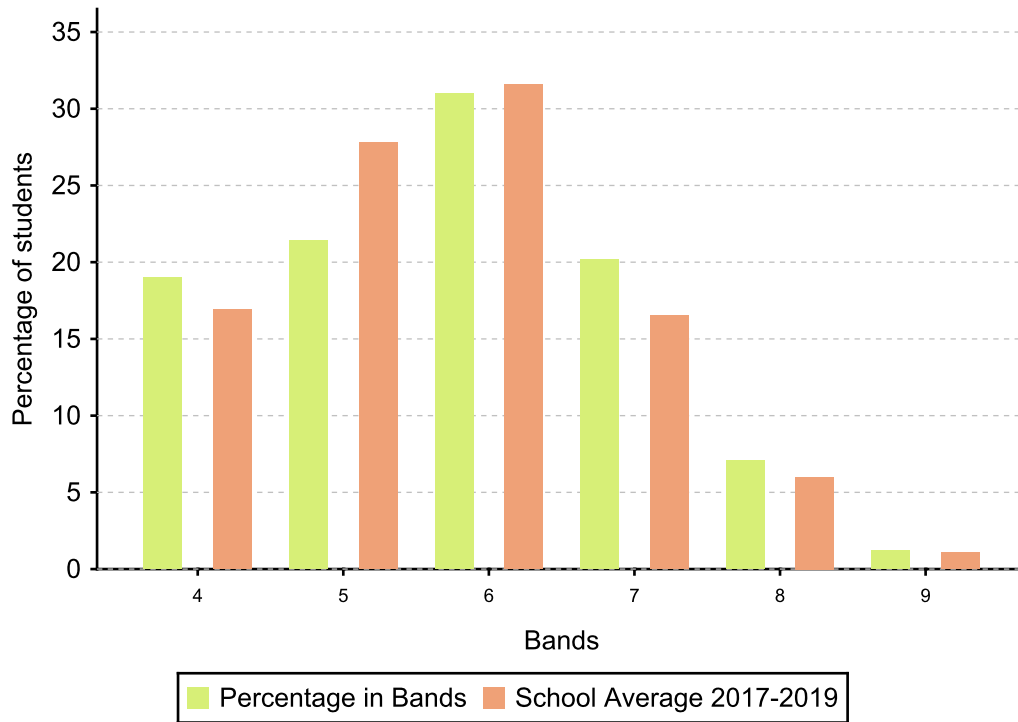
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



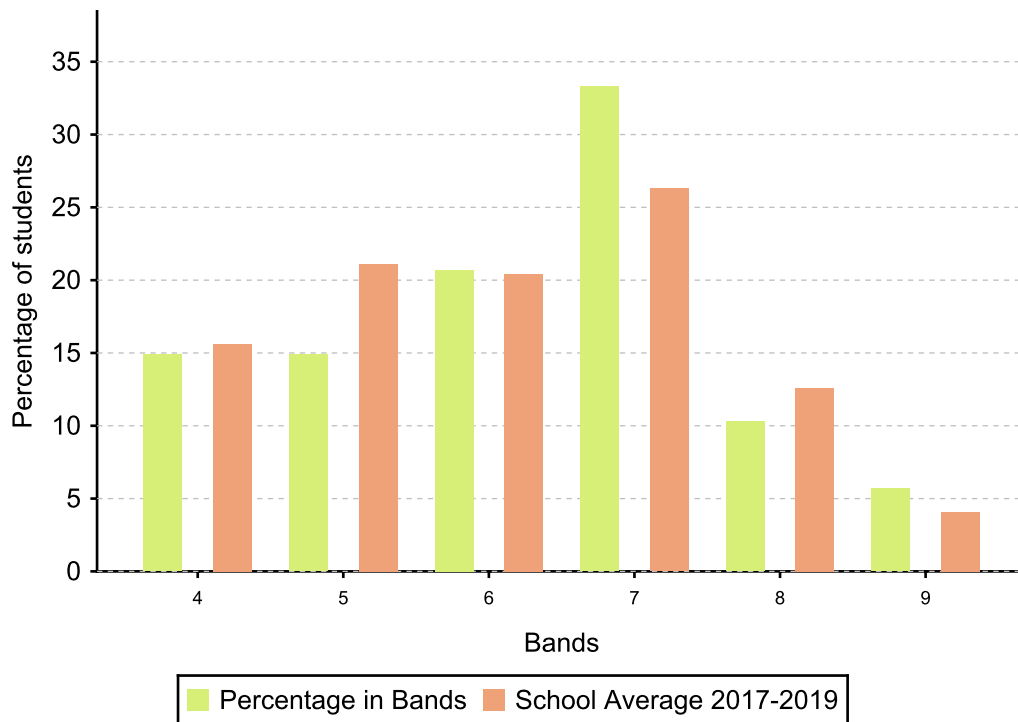
Band	4	5	6	7	8	9
Percentage of students	27.6	21.8	18.4	23.0	9.2	0.0
School avg 2017-2019	24.8	26.7	20.7	19.6	6.7	1.5

Percentage in bands:
Year 7 Reading



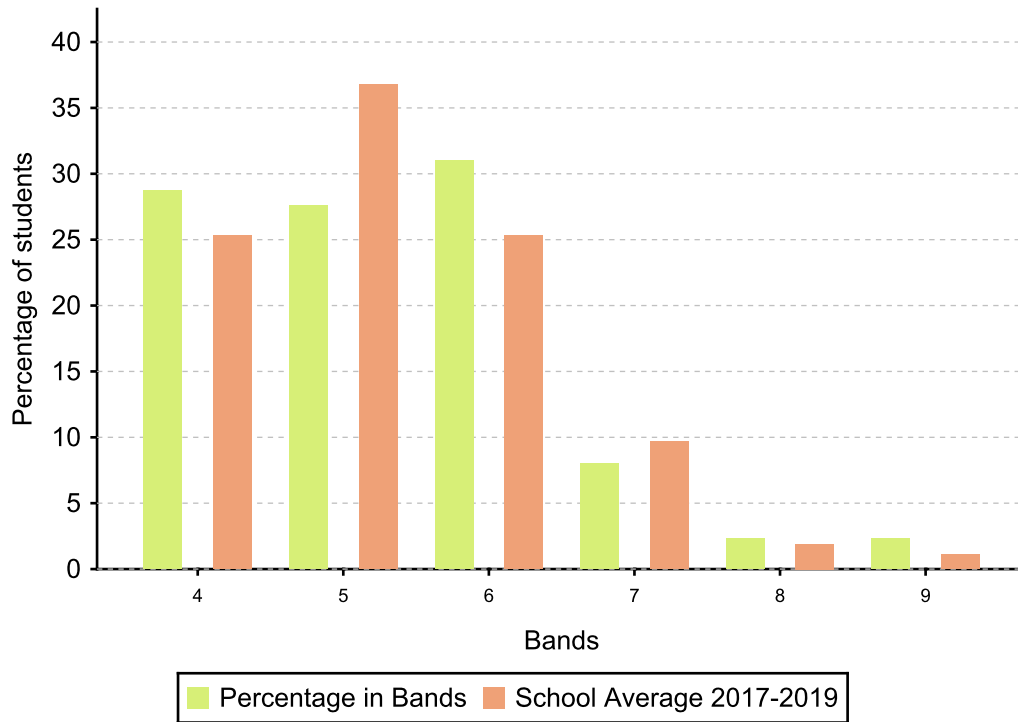
Band	4	5	6	7	8	9
Percentage of students	19.0	21.4	31.0	20.2	7.1	1.2
School avg 2017-2019	16.9	27.8	31.6	16.5	6	1.1

Percentage in bands:
Year 7 Spelling



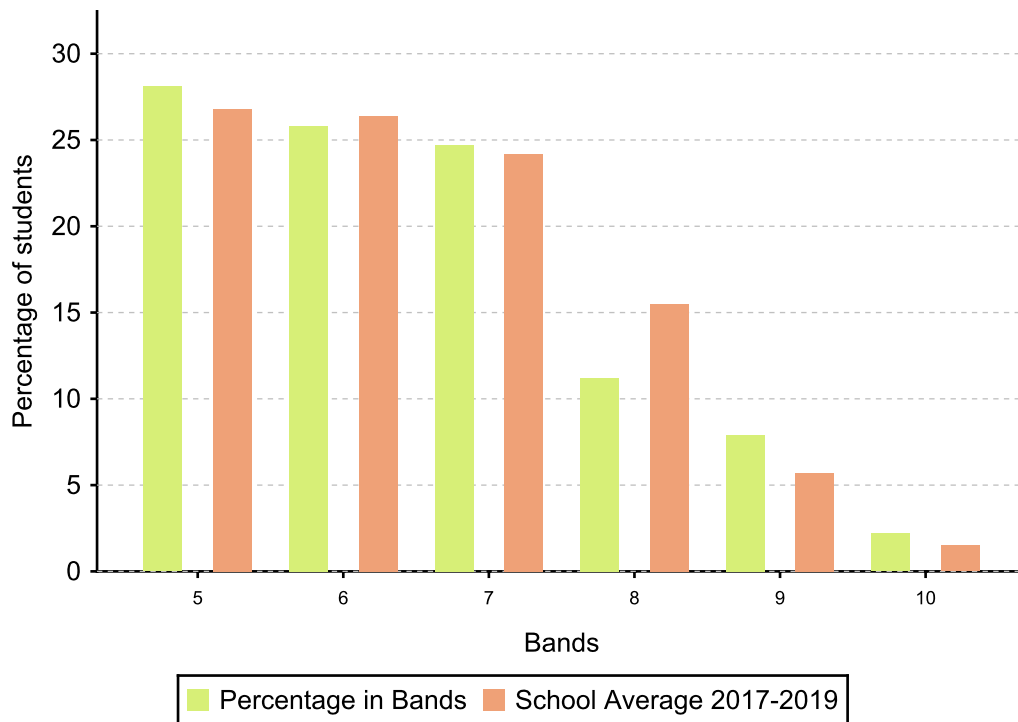
Band	4	5	6	7	8	9
Percentage of students	14.9	14.9	20.7	33.3	10.3	5.7
School avg 2017-2019	15.6	21.1	20.4	26.3	12.6	4.1

**Percentage in bands:
Year 7 Writing**



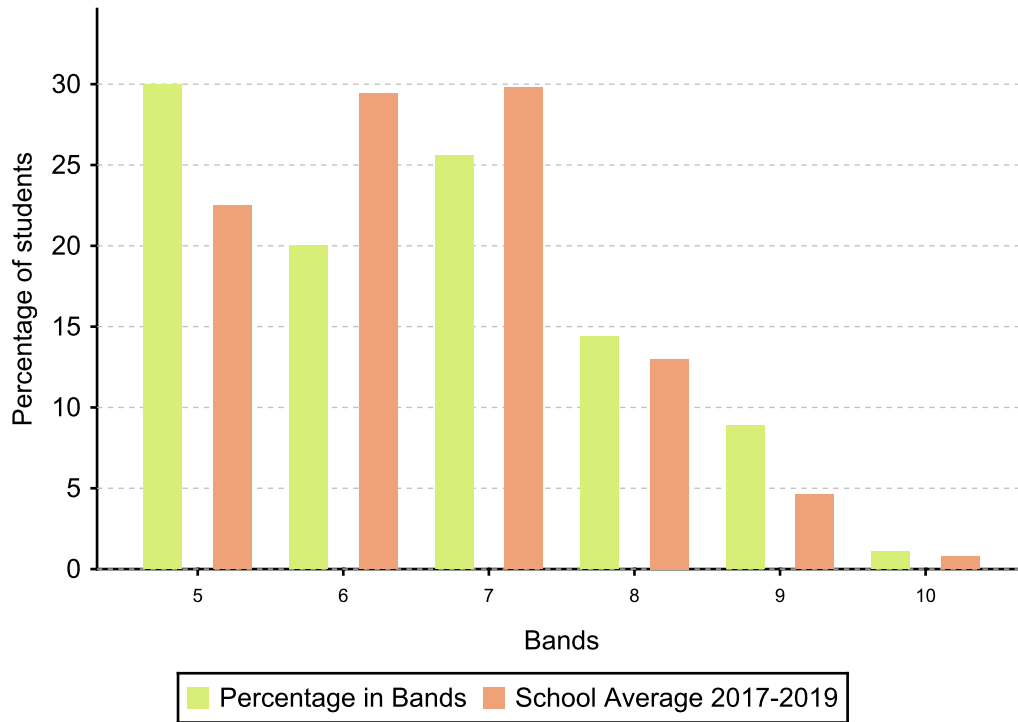
Band	4	5	6	7	8	9
Percentage of students	28.7	27.6	31.0	8.0	2.3	2.3
School avg 2017-2019	25.3	36.8	25.3	9.7	1.9	1.1

**Percentage in bands:
Year 9 Grammar & Punctuation**



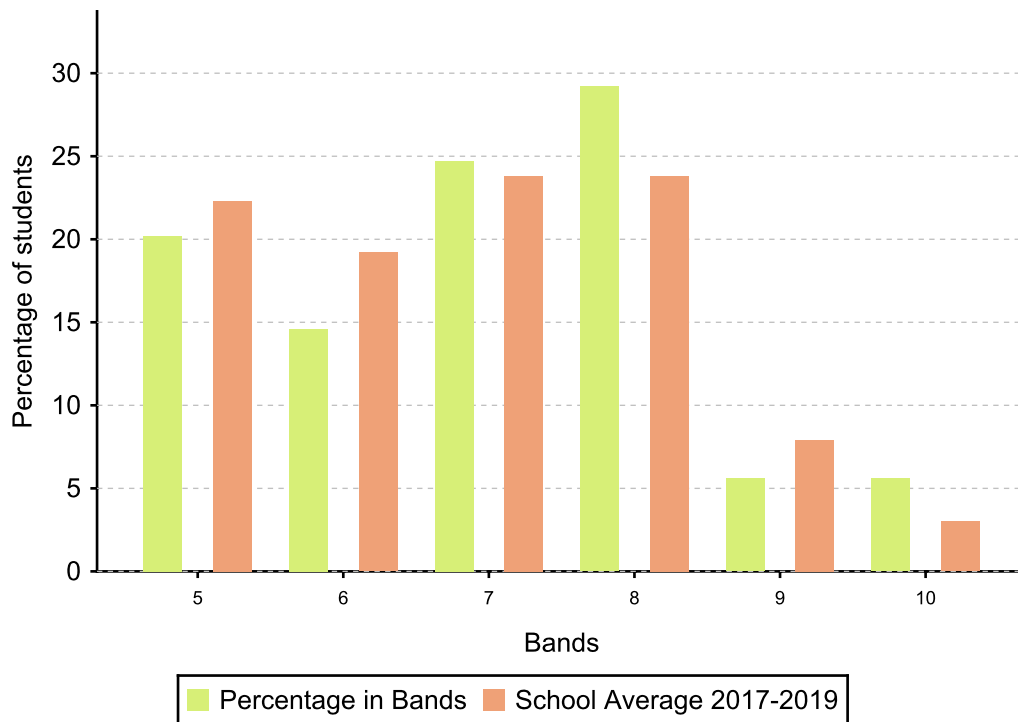
Band	5	6	7	8	9	10
Percentage of students	28.1	25.8	24.7	11.2	7.9	2.2
School avg 2017-2019	26.8	26.4	24.2	15.5	5.7	1.5

Percentage in bands:
Year 9 Reading



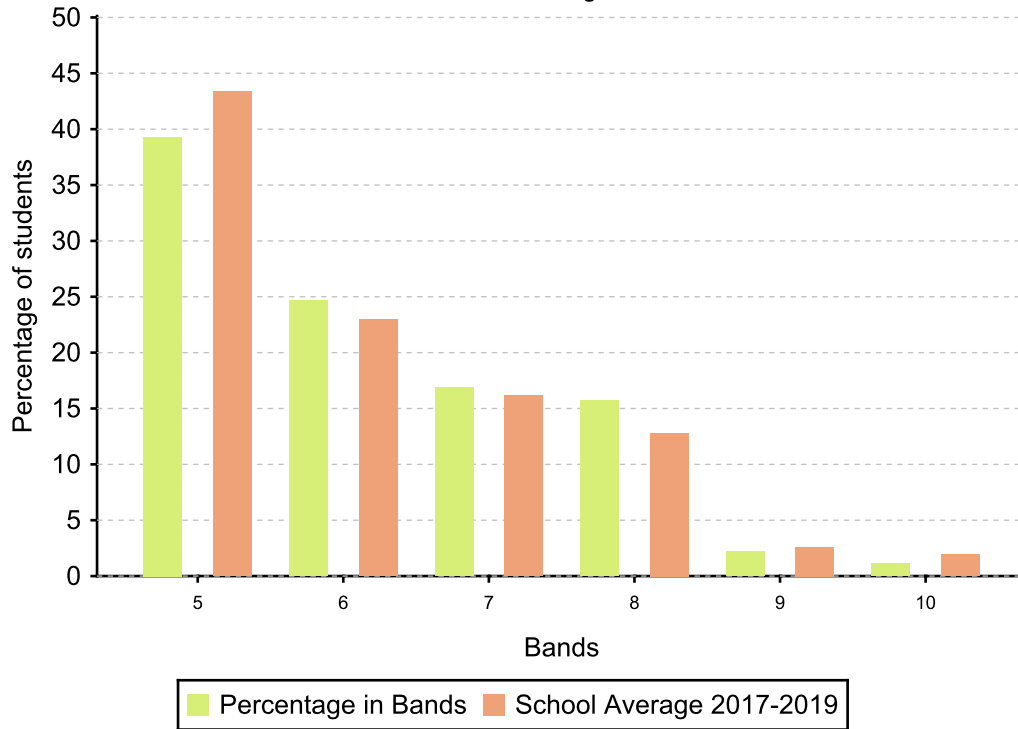
Band	5	6	7	8	9	10
Percentage of students	30.0	20.0	25.6	14.4	8.9	1.1
School avg 2017-2019	22.5	29.4	29.8	13	4.6	0.8

Percentage in bands:
Year 9 Spelling



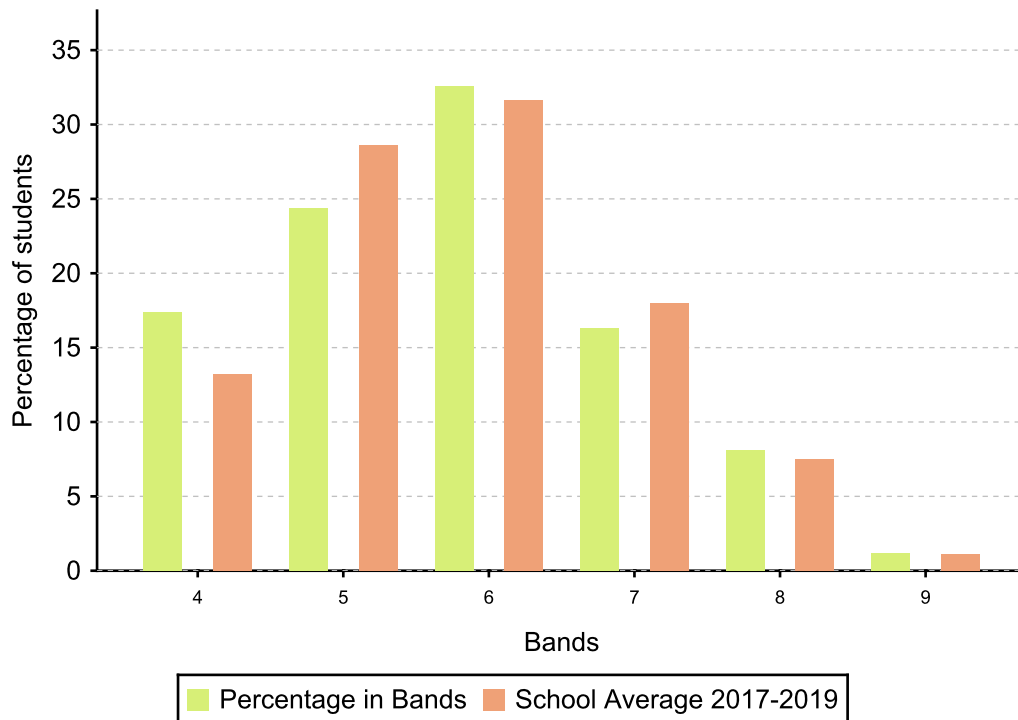
Band	5	6	7	8	9	10
Percentage of students	20.2	14.6	24.7	29.2	5.6	5.6
School avg 2017-2019	22.3	19.2	23.8	23.8	7.9	3

Percentage in bands:
Year 9 Writing



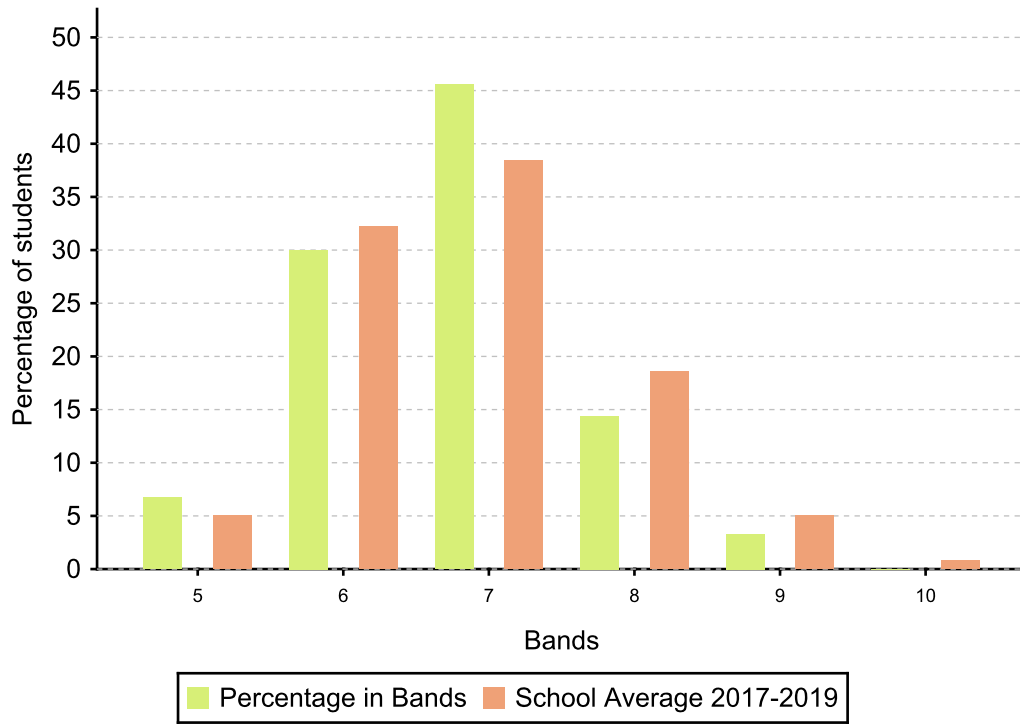
Band	5	6	7	8	9	10
Percentage of students	39.3	24.7	16.9	15.7	2.2	1.1
School avg 2017-2019	43.4	23	16.2	12.8	2.6	1.9

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	17.4	24.4	32.6	16.3	8.1	1.2
School avg 2017-2019	13.2	28.6	31.6	18	7.5	1.1

Percentage in bands:
Year 9 Numeracy

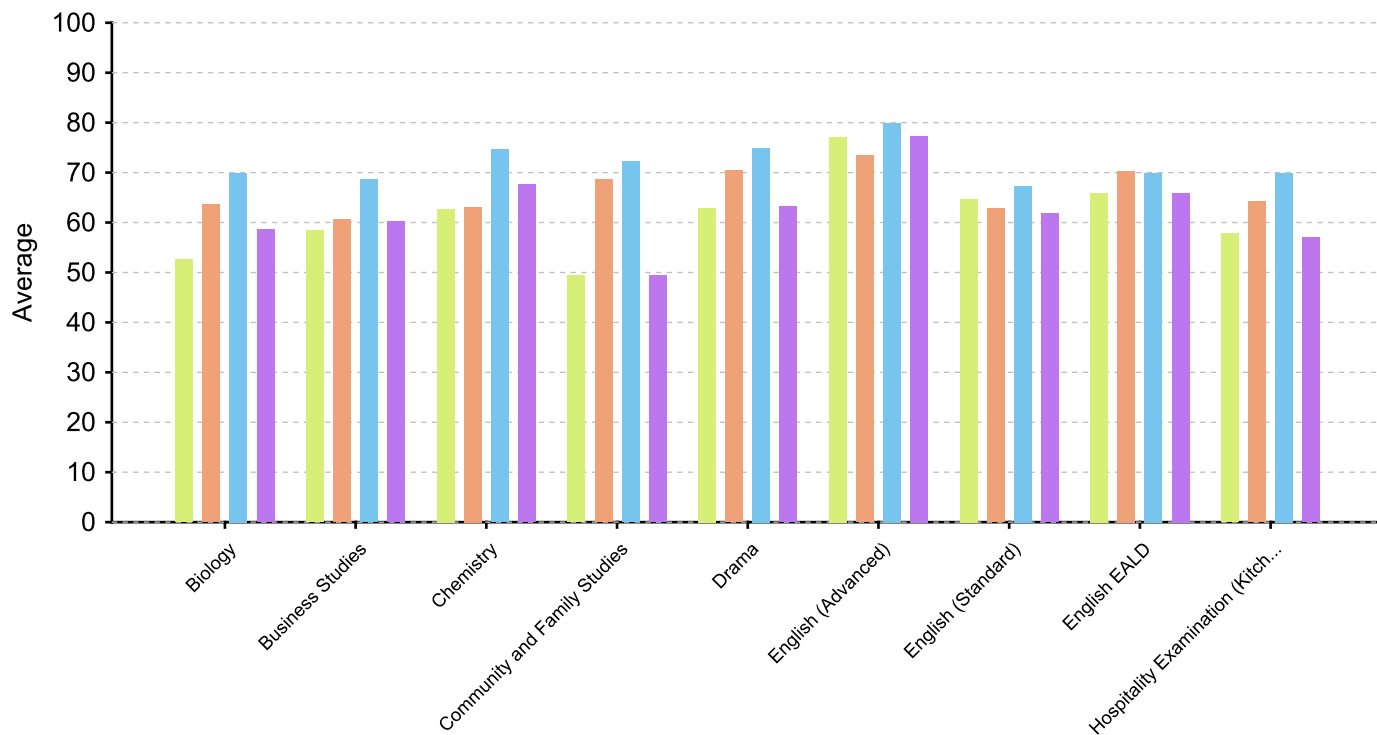


Band	5	6	7	8	9	10
Percentage of students	6.7	30.0	45.6	14.4	3.3	0.0
School avg 2017-2019	5	32.2	38.4	18.6	5	0.8

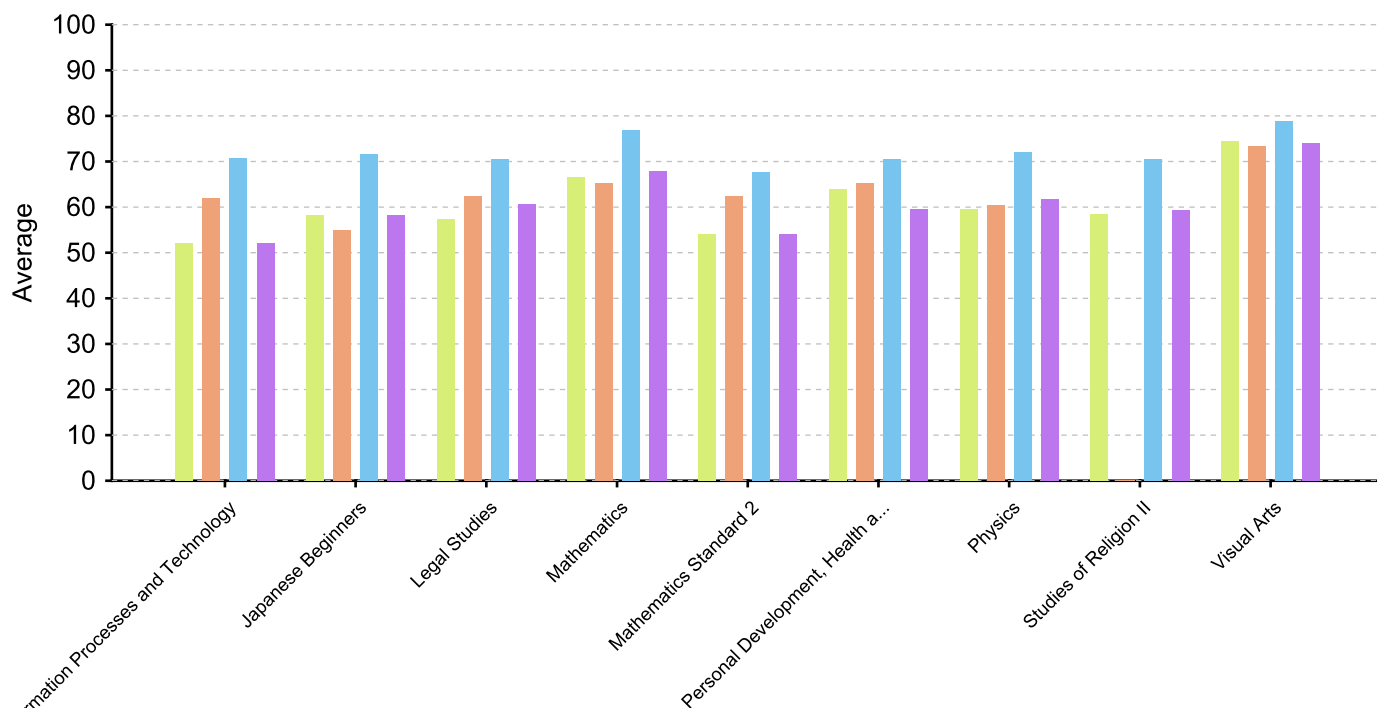
School performance - HSC

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.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	52.6	63.6	69.9	58.7
Business Studies	58.4	60.7	68.6	60.2
Chemistry	62.7	63.1	74.7	67.6
Community and Family Studies	49.4	68.7	72.2	49.4
Drama	62.9	70.5	75.0	63.2
English (Advanced)	77.1	73.4	80.0	77.3
English (Standard)	64.7	62.9	67.3	61.8
English EALD	65.9	70.4	70.0	65.9
Hospitality Examination (Kitchen Operations and Cookery)	57.8	64.2	70.0	57.1
Information Processes and Technology	52.1	62.0	70.8	52.1
Japanese Beginners	58.3	54.9	71.6	58.2
Legal Studies	57.3	62.4	70.6	60.7
Mathematics	66.5	65.3	76.9	67.9
Mathematics Standard 2	54.0	62.3	67.7	54.0
Personal Development, Health and Physical Education	63.9	65.3	70.5	59.5
Physics	59.5	60.4	72.1	61.7
Studies of Religion II	58.4	0.0	70.4	59.2
Visual Arts	74.5	73.4	78.8	74.0

Parent/caregiver, student, teacher satisfaction

Each year, the school participates in the Tell Them From Me Survey of students, teachers and parents. In 2019, 339 students participated in the survey.

Findings of the survey include:

- 79% of students believe that schooling is useful in their everyday lives and will have a strong bearing on their future, an increase of 2% on the previous year and 7% above state norm.
- Our students have a strong sense of belonging 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 sits 12% above the state norm, overall and 20% above the state norm for our Year 8 students, reflective of the impact of our Middle School approach.
- Students across all year groups continue to feel that teachers are responsive to their needs and that they encourage independence, with a democratic approach
- Students find classroom instruction is well-organised, has a clear purpose and is relevant to their everyday lives with important concepts being taught well, as demonstrated in results for these factors sitting consistently above state norm.

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.

Other School Programs (optional)

Hearing Support Classes

In 2019, students from the Hearing Support Unit participated in a wide range of mainstream academic and extracurricular activities across the school. There were 32 students with varying degrees of hearing loss who participated in both small discrete classes and in mainstream integration.

Again 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. The school now has 5 staff members with varying levels of Auslan proficiency.

4 students represented the school at the NSW 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.

2019 saw a large cohort of 12 stage 6 students sitting the HSC. Graduating students were linked with a range of post school programs and TAFE courses.

Autism Support Classes

2019 saw the commencement of a new Autism support class at Strathfield South High School. This brings the total number of Autism Support Classes to 6, 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.

With the support of a community grant the school was able to construct a sensory garden area adjacent to the Autism support classrooms. This space has a variety of seating options, path ways and native plants. Students use this space

during break times and as an outdoor learning space.

The students continue to access individualised programs designed to meet their learning, communication and social needs. During the year stage 4 and 5 classes participated in an extensive water safety and swimming program at a local pool. 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.

2 students from the Autism Support Unit graduated year 12. Both are now engaged in tertiary studies and post school employment programs.

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 for all classes other than our Accelerated Learning class, which is capped at 30. This facilitates personalised, targeted teaching and learning strategies in literacy and numeracy to meet the broad range of needs presented by our students. Added to this, students have a home room and the teachers come to them. Each class has one teacher for Mathematics and Science and one teacher for English and Geography/History – significantly reducing the number of interruptions to their day, and enabling the establishment of strong learning and wellbeing 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.

Students also access specialised learning in Technology, Physical Education, Languages and Creative and Performing Arts in their Staged classes, reverting to their year cohorts to participate in wellbeing initiatives.