

2020 Annual Report

Strathfield Girls High School



8169

Introduction

The Annual Report for 2020 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.

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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 2020, and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

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

Angela Lyrus

Principal

Message from the school community

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.



School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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">• Stage 6 remained a priority and programs reflected ongoing adjustments and refinement to engage, challenge and improve student learning.• Faculties focused on improvements in student outcomes and attainment.• All programs aligned with the NESA and DoE mandatory requirements, and were reviewed and monitored to ensure continued improvements in student learning outcomes.• Staff at whole school and faculty level conducted analysis of HSC and NAPLAN results. This allowed for reflection and refinement of programs to support student learning and outcomes targeting specific areas identified for further improvement.• The learning achievements and outcomes were monitored and tracked by faculties and classroom teachers to ensure appropriate intervention was given to students.• The monitoring and tracking of student progress is a school wide responsibility where all teachers engage in discussion in stages and faculties to develop intervention strategies for identified students.• Faculties develop units of work that reflect Co Design and Visible Learning strategies to improve engagement and student outcomes.• Students and teachers work shoulder to shoulder in developing clear learning outcomes that related to syllabuses.• Learning intentions are clearly visible in classrooms.	<p>The school provided additional time for staff to meet, discuss and plan for the further refinement of teaching programs.</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
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Progress towards achieving improvement measures

Evaluation	(Resources)
<ul style="list-style-type: none"> • There was the ongoing impact of COVID 19 in regards to student learning, consistency and outcomes. Students were supported by all teachers communicating through online platforms such as Google Classroom and MS Teams. Video conferencing, uploading of recourse material and feedback became the priority for classroom and Head teachers. Monitoring of student learning and assessment was adjusted and thoroughly implemented across all years. • Ongoing evaluation of assessment practices were conducted by teachers and Head Teachers within their faculties, across all years to identify and target specific improvements. • Student surveys were conducted at the conclusion of each unit of work to ascertain feedback and reflection on their own learning and attainment. • Teachers analysed assessment data to identify the learning progression of individual students and cohorts against syllabus outcomes. • Faculties identified and targeted specific students and areas for improvements in literacy and numeracy. • Assessment data was tracked and monitored by all class teachers and executive staff to inform future planning and adjustments to programs and assessments. • Students are able to identify areas for improvements through ongoing individual effective feedback. • All students participate in personal interviews and reflections- where they can identify their strengths and areas for development, ensuring students can make informed decisions regarding their learning and future goals. <p>2020 Homework help program with targeted teaching staff and the Learning & Engagement Team continued to monitor and support improvements in student learning and outcomes.</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.

Overall summary of progress

In 2020, the challenge of supporting both individual student achievement and whole school improvement during the COVID 19 context, resulted in a renewed focus on effective teaching practice, effective use of data skills and tracking of students attainment and wellbeing during the teaching and learning process.

The Leadership Team were efficient in establishing effective processes to support effective teaching and ensure the transition to remote learning and then, return to school had the least possible impact on students.

Staff embraced the established processes for effective pedagogical practice and data tracking, as evident in the comprehensive faculty data analysis and informed future directions for programming to cater for every student to experience success in the academic year.

All staff engaged in the Performance and Development cycle, and guided by their supervisors, the School Excellence Framework and the Australian Professional Standards, engaged in professional learning to ensure that the excellent standards were maintained at Strathfield Girls High School.

2020 was a challenging, yet successful year for teaching and learning as demonstrated in the success of our students evident in both internal and external data.

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">• School-wide processes and practices were implemented to support the school community to function efficiently in a COVID 19 context.• All staff were equipped with a Surface Pro laptop to maintain high standards of work and enable effective and innovative classroom practice necessary in a remote learning setting.• Collaborative and collegial professional learning, together with targeted online learning opportunities, facilitated an unbroken continuation of teaching and learning activities via Google Classroom and Microsoft Team.	<ul style="list-style-type: none">• Socio-economic background (\$70000.00)

Progress towards achieving improvement measures

- SGHS maintained strong links with the wider community to ensure students' transition to remote learning was a seamless and positive experience.
- PLP's were reviewed and maintained for all identified students.
- The school successfully maintained student tracking data in Years 7 - 12 across all subjects. Regular telephone consultations with students and their parents allowed staff to monitor and identify student learning needs and adjust and implement intervention strategies to support achievement in the learning process. This support was strengthened on return to school.
- The identification of whole school support utilizing student data resulted in the successful monitoring of learning outcomes to ensure that every student could demonstrate some progress in a challenging year.

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)
<ul style="list-style-type: none">• The School Data Tracking Team successfully maintained student progress and wellbeing tracking data in Years 7 - 12 across all subjects. Class teachers used this data to track, monitor and plan for the success of every student.• Regular telephone consultations with students and their parents allowed staff to monitor and identify student learning needs and adjust and implement intervention strategies to support achievement in the learning process. This support was strengthened on return to school.• The diagnosis of whole school support utilizing student data resulted in the successful monitoring of learning outcomes to ensure that every student could demonstrate some progress in a challenging year.	<ul style="list-style-type: none">• Low level adjustment for disability (\$37000.00)

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	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff engaged in the Performance and Development cycle within the timeline and expectations of the school.• Classroom teacher PDP goals were collated and monitored by the Head Teachers and overseen by the Principal.• A budget was allocated for each member of staff to access professional learning in line with identified goals and staff engaged in targeted online learning.• All Head Teachers and Deputy Principals had access to online learning platforms and monitoring of teaching was ongoing during remote learning.• On return to school, classroom observations resumed to ensure that the Australian Professional Standards quality pedagogical practice and student engagement were monitored alongside the achievement of personal PDP goals.	<ul style="list-style-type: none">• Professional Learning (\$80000.00)

Next Steps

Effective Classroom Practice, using **What Works Best**, as well as Data Skills and Use will remain a focus in the new School Improvement Plan.

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.

Overall summary of progress

Strategic Direction 3 focused on Instructional Leadership, Community Engagement and School Planning, Implementation and Reporting.

2020 was a challenging but successful year for the Strathfield Girls High School community which, in a COVID 19 context, demonstrated high expectations of learning progress and achievement for all students, and was committed to the pursuit of excellence.

The leadership goals across the school were refined to align with school priorities and the need to support quality teaching and learning, and whole school improvement.

Regular teacher presentations at faculty and staff forums ensured that practices were shared and all staff members were upskilled. Teacher experts were valued and recognised by colleagues as great mentors in supporting collaborative practice.

Effective communication and partnerships in learning with parents and students meant that students were motivated to deliver their best, and continually improve.

The School Plan was consistently implemented and evaluated every 5 weeks against the School Milestones and the School Excellence Framework.

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)
<ul style="list-style-type: none">• The school has encouraged a culture of building effective leadership skills to ensure continuous improvement in teaching and learning.• School-wide processes and practices were refined and implemented to support the school community to operate effectively and improve in a COVID 19 context. An online learning policy was developed which served as an online teaching and learning protocol, and provided guidance. A budget was strategically allocated to equip every staff member with touchscreen laptop	<ul style="list-style-type: none">• School funded (\$60000.00)

Progress towards achieving improvement measures

computers, with stylus pens. This ensured teachers had the equipment they needed to deliver high-quality online lessons.

- Professional Learning has been consistently refined and monitored to reflect teacher aspirations and best practice in teaching and learning. The school has invested in a quality professional learning agenda that builds the leadership skills of staff and students to enhance the learning opportunities for all stakeholders.
- The school drew on staff collective expertise to build capacity across the entire staff, and upskill teachers.
- Regular meetings between Head Teachers and their aligned Deputy Principal were maintained, with clear expectations that Deputy Principals should act as instructional leaders for Head Teachers. Deputy Principals also attended Faculty Meetings, had open discussions with members of the faculty and provided assistance and instruction in regard to whole school processes and practices, as well as individual faculty requirements.
- The school was selected to be interviewed by CESE regarding the effectiveness of our remote teaching and learning strategies for the COVID 19 context. The result was a very positive publication, Learning From Home, which showcased the practices of our school.
- An innovative professional development initiative was established, facilitated by Markd Global, a corporate group. The initiative aimed to professionally develop staff and students, with a focus on positive and authentic leadership, drawing on their personal branding (ie, values and goals). All members of the Executive Team, interested classroom teachers and School Administrative Support Staff members, and student leaders who expressed interest, had the opportunity to participate in the program. Evaluations were very positive and the program will be a focus in 2021.
- The Agile Leadership program continued in 2020, adopting Simon Breakspear's Agile Leadership approach in harnessing in-house expertise to upskill colleagues across the KLA's. The focus for 2020 was Differentiation in the Classroom.
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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)
<ul style="list-style-type: none"> • The school provided students and parents with as much information and certainty as possible, to overcome students' and parents' concerns about the impact of the unprecedented disruption on student learning and achievement. • An online learning policy was developed that clearly communicated all aspects of the Learning From Home approach, including guidelines for accessing online learning, student expectations, teacher availability, accessing extra support, assessment tasks and accessing the latest information. • Regular Parents and Citizens Association (P&C) meetings were maintained, despite the impact of COVID 19. The school supported and encouraged the P&C to have the meetings via ZOOM, where needed. • Community engagement was greatly promoted at the school. The use of our school's website, Instagram, Facebook, and Twitter, as well as personal invitations, have greatly strengthened the communication with the community and increased the school's profile. During the remote learning period, regular telephone communication and consultations with students and their families also proved to be effective in identifying student learning needs, and planning and implementing intervention strategies to support our students and their families. • A new platform for regular school newsletter publications, through MS SharePoint SWAY, was introduced. The innovation made the newsletter 	<ul style="list-style-type: none"> • Principal's Support (\$53000.00)

Progress towards achieving improvement measures

more accessible, as parents could open it on any device. The link to the SWAY school newsletter is also emailed to parents, thus making information readily available for the school community. The newsletter is published every week, and reflects school and faculty achievements.

- The school was approached by NSW Education Standards Authority (NESA) to participate in a media conference with The Sydney Morning Herald (SMH), the Australian Broadcasting Corporation (ABC) and Network 10, where our HSC students and Head Teacher English were interviewed about the start of the HSC, and the challenges and impact of studying through COVID 19. The SMH journalists were very impressed with our students and followed up with an interview with the School Captain, as well as capturing moments at the School Formal.

- Years 7 to 12 mentor interviews were conducted throughout the year with a Community Liaison Officer employed by the school, and focussing on supporting students in achieving their current and future goals. The students were given the opportunity to reflect on their progress, voice their opinions, and discuss individualised support required to further enhance their learning progress.

- The Strathfield Girls High School ZONTA Z Club continued to provide an opportunity for Years 10 and 11 students to make a significant contribution to the wider community. It provided students with a broad range of community projects to support women through service and advocacy.

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 were active participants in the development of the School Plan and had a thorough understanding of the School Plan and Milestones.• A professional learning budget was allocated to each teacher, with the expectation that professional learning experiences align with the goals set in their Performance and Development Plan cycle. This reflected school priorities, the Australian Professional Standards for Teachers, and the School Excellence Framework.• Scheduled meetings were conducted between every Head Teacher and their aligned Deputy Principal, with a set agenda. Through these regular meetings Head Teachers provided evidence related to their faculty monitoring processes, and their progress on monitoring and evaluating the school milestones against the School Plan and the School Excellence Framework.• Open discussions and progress in regard to the School Plan and School Milestones regularly occurred at Executive, Staff and Faculty Meetings. This enabled all staff to contribute to the understanding and implementation of the School Excellence Framework. The evidence provided by the staff formed part of the meetings Head Teachers had with their Deputy Principals.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3032.00 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$3 032.00) 	<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	\$47,049.00 Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$47 049.00) 	<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	\$66,025.00 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$66 025.00) 	<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	\$70,321.00 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$70 321.00) 	<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			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	1127	1074	1027	1068

Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.7	96.4	96.8	94.4
8	96.6	95.6	94.5	94.5
9	96.4	96.1	95	94.1
10	95	94.7	94.8	91.8
11	95.6	94.6	95	91.9
12	95.8	95.8	94.3	94.1
All Years	96.1	95.5	95.1	93.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	2
TAFE entry	0	0	5
University Entry	0	0	90
Other	0	0	1
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

20.00% of Year 12 students at Strathfield Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Strathfield Girls High School expected to complete Year 12 in 2020 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)	50.8
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	12.57
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The six designated student-free School Development Days (SDD) and induction programs for staff new to our school and/or system promoted a collaborative and collegial culture amongst staff. This included an additional SDD at the start of Term 2 to assist school leaders, teachers and support staff in better understanding the whole school responsibility as part of DoE's response to COVID 19.

Staff felt confident to partake in professional dialogue, showcase work and share their experiences and expertise. The six SDDs focused on areas identified in the School Plan and Milestones, School Excellence Framework, and the needs of supporting teaching and learning in the COVID 19 context, as well as cross-curriculum professional development on Best Start, ALARM, technology in the classroom, the use of data analysis, identifying student needs through the process of tracking, and monitoring the Higher School Certificate. Emphasis was placed on ensuring that staff had the skills and equipment to deliver quality teaching to support both individual student achievement and whole school improvement during COVID, through Literacy and Numeracy programs and the School Excellence in Action.

In 2021, a new Professional Learning model will be implemented in line with the new DoE policy. Regular Professional Learning sessions have been established during faculty meeting times to support teachers to implement What Works Best principles of evidence-based practices in their classroom. All staff will be assigned to a cross-faculty leadership team that will engage in discussion and implementation to improved educational practice. In-school experts will be used to support effective implementation of data use and analysis, to inform teaching and learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	212,550
Revenue	12,342,785
Appropriation	11,035,032
Sale of Goods and Services	86,348
Grants and contributions	1,021,053
Investment income	1,181
Other revenue	199,170
Expenses	-11,838,615
Employee related	-9,659,899
Operating expenses	-2,178,716
Surplus / deficit for the year	504,170
Closing Balance	716,721

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.

	2020 Approved SBA (\$)
Targeted Total	22,047
Equity Total	689,593
Equity - Aboriginal	3,032
Equity - Socio-economic	70,321
Equity - Language	462,709
Equity - Disability	153,532
Base Total	9,763,297
Base - Per Capita	246,950
Base - Location	0
Base - Other	9,516,347
Other Total	409,929
Grand Total	10,884,867

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.

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

I am proud of the academic achievements of our student in 2020, 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:

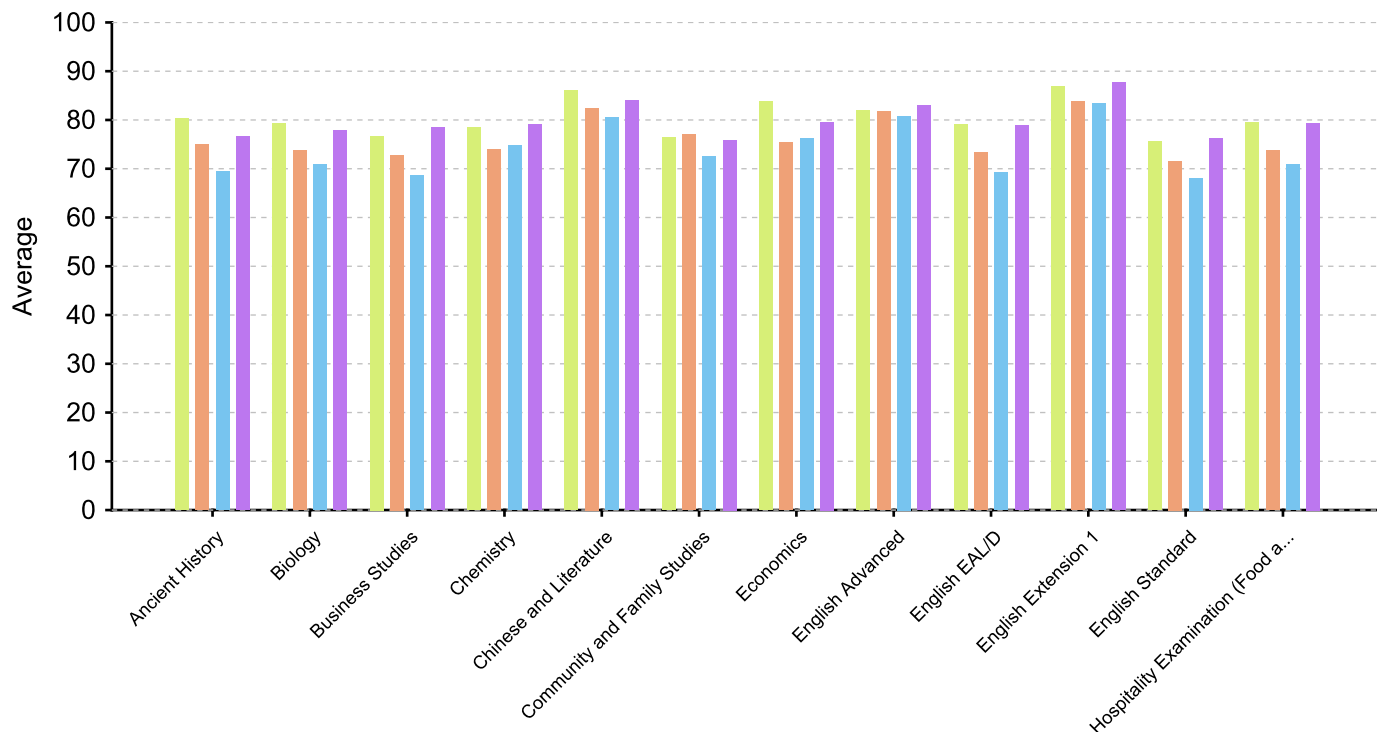
- **82% of the 170 students in Year 7 achieved the correct response in Best Start Year 7(BSY7) Reading**
- 89 % of students in the cohort achieved the correct response in the area of Processes in Reading
- 80% of students in the cohort achieved the correct response in the area of Comprehension in Reading
- 79% of students in the cohort achieved the correct response in the area of Vocabulary in Reading
- **81% of the 170 students in Year 7 achieved the correct response in Best Start Year 7(BSY7) Numeracy**
- 82% of students in the cohort achieved the correct response in the area of Number Sense and Algebra in Numeracy
- 75 % of students in the cohort achieved the correct response in the area of Measurement and Geometry in Numeracy
- **64% of the 172 students in Year 9 achieved the correct response in Check In Reading**
- 67% of students in the cohort achieved the correct response in the area of Processes in Reading
- 64% of students in the cohort achieved the correct response in the area of Comprehension in Reading
- 61% of students in the cohort achieved the correct response in the area of Vocabulary in Reading
- **66% of the 172 students in Year 9 achieved the correct response in Check In Numeracy**
- 67% of students in the cohort achieved the correct response in the area of Statistics and Probability in Numeracy
- 67% of students in the cohort achieved the correct response in the area of Number Sense and Algebra in Numeracy
- 63% of students in the cohort achieved the correct response in the area of Measurement and Geometry in Numeracy



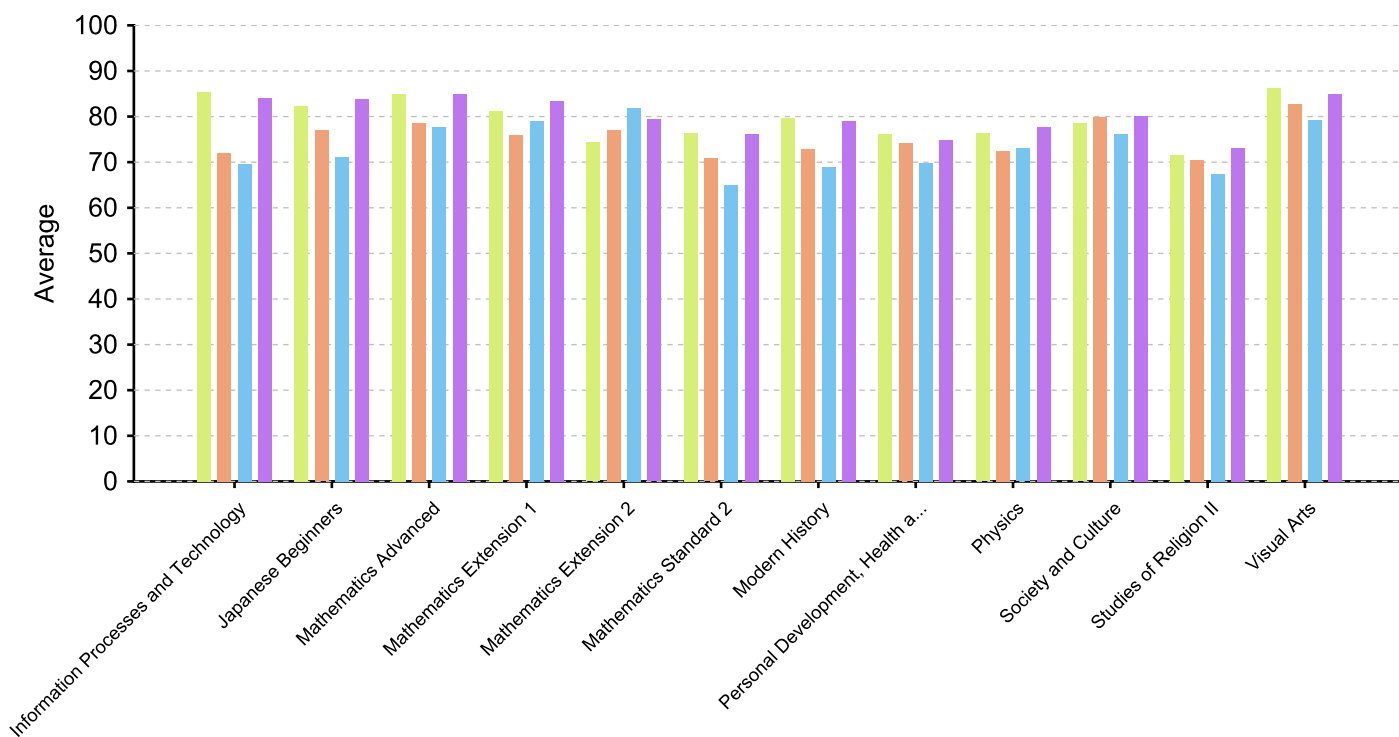
School performance - HSC

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.



■ School 2020
 ■ SSSG Average 2020
 ■ State Average 2020
 ■ School Average 2018-2020



■ School 2020
 ■ SSSG Average 2020
 ■ State Average 2020
 ■ School Average 2018-2020

Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	80.3	75.0	69.4	76.6
Biology	79.2	73.7	70.8	77.8
Business Studies	76.7	72.8	68.6	78.4
Chemistry	78.5	73.9	74.8	79.1
Chinese and Literature	86.1	82.5	80.5	84.1
Community and Family Studies	76.4	77.0	72.4	75.9
Economics	83.8	75.4	76.1	79.6
English Advanced	82.0	81.7	80.8	83.0
English EAL/D	79.1	73.3	69.3	78.8
English Extension 1	86.9	83.9	83.4	87.8
English Standard	75.5	71.6	68.1	76.3
Hospitality Examination (Food and Beverage)	79.4	73.8	70.8	79.4
Information Processes and Technology	85.3	71.9	69.6	84.0
Japanese Beginners	82.4	77.0	71.2	83.8
Mathematics Advanced	85.0	78.6	77.7	85.0
Mathematics Extension 1	81.3	75.9	79.1	83.4
Mathematics Extension 2	74.3	77.1	81.8	79.4
Mathematics Standard 2	76.4	70.8	64.9	76.2
Modern History	79.6	72.8	68.9	79.1
Personal Development, Health and Physical Education	76.1	74.1	69.9	74.9
Physics	76.3	72.4	73.0	77.8
Society and Culture	78.5	79.9	76.2	80.0
Studies of Religion II	71.5	70.5	67.5	73.2
Visual Arts	86.2	82.7	79.2	85.0

Our Year 12 students, supported by their teachers successfully completed the HSC despite the challenges of COVID 19 in 2020. Congratulations to all our students, their families and their teachers for their achievements.

The school continues to achieve well in the HSC.

- **12th Comprehensive High School in the state**
- 79% of courses offered at our school achieved higher than the state average
- Food Technology **17.38 above** state average
- IPT **14.17 above** state average
- Legal Studies **11.54 above** state average
- Japanese Beginners **10.25 above** state average
- **61 students were distinguished achievers**, receiving 90% or above in one or more of their courses.
- **Over 30% of students received university early offers.**
- **Annabel Knight - Dux** received an **ATAR of 99.85**
- Annabel Knight placed **1st in the state** in IPT.
- **4 students'** artwork was selected for Art Express
- **100% of our students achieved the HSC.**

Strathfield Girls High School congratulates our teachers, students and families for these outstanding results.

Parent/caregiver, student, teacher satisfaction

The 2020 ***Tell Them From Me*** survey data indicated the following:

- 64% of students agreed that their learning continued during the COVID 19 remote learning experience, 55% still felt connected to the school and 74% indicated that they felt prepared for their learning from home.
- 57% of staff indicated that staff morale at the school was high, 78% stated that strategic direction was communicated effectively by the senior leadership and 79% indicated that school leaders were effective in leading improvement and change.

In 2020, the school sought the opinions of parents, students and teachers through internal surveys.

Their responses are presented are presented below:

Overwhelmingly, the level of satisfaction of students and parents was very high, despite the challenges of a COVID 19 year.

- 100% of parents and students indicated that the Year 7 transition program was extremely successful.
- 95% of parents valued the support of the students and their families during the COVID 19 remote learning period.
- Parents indicated that they valued the academic rigour, discipline and wellbeing focus of the school and voiced that these areas should remain a focus in future planning.
- Parents rated the school communication systems as excellent and especially valued the weekly digital newsletter.

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

The data revealed that:

- 97% of students rated their overall experience at Strathfield Girls High School as excellent.
- 96% of students rated the quality of teaching and learning and feedback received as excellent

Student surveys indicated that:

- 85% of students indicated that they had made good progress in achieving their academic goals and only 4 % voiced that COVID 19 had impacted on their motivation to achieve their goals, acknowledging that remote online learning had been difficult.



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.

