2020 Annual Report

Strathfield South High School

8252

Introduction

The Annual Report for 2020 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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Message from the principal

2020 was a year of significant challenge for everyone due to the emergence of the COVID pandemic. At Strathfield South High School the staff worked tirelessly to meet the ever-changing educational and social landscape to ensure the on-going provision of effective learning for all students.

Whilst the pandemic meant that we were not able to offer the raft of opportunities that we otherwise would such as university and community programs, competitive sport, performing arts, our community celebrations and even family participation in our Year 12 Graduation, we were able to provide additional learning support for students during the time spent in a distance learning context.

The resilience shown by the entire Strathfield South High School community ensured that every student was still able to improve throughout the year. We had outstanding HSC results once again with our Dux achieving an ATAR of 98.70 which given the disruptions and uncertainty throughout the year, this was a fantastic achievement.

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

School vision

At Strathfield South High School we pursue excellence and equity through a commitment to every student meeting and exceeding their potential. In setting high expectations of and for students and staff, and employing innovative and differentiated curriculum structures, we aspire for our students to embrace their learning journey at school and beyond. Our hope is for every student to flourish. We aim to be recognised for our focus on continued improvement in collaboration with our aspirational community.

School context

We are an inclusive and proud comprehensive public high school with a Support Unit which has 12 classes, located in Sydney's inner west. Our school community reflects modern Australia with students coming from all corners of the world. The school population of approximately 660 has grown by 10% over the past 4 years. Our school community is culturally and linguistically diverse with 80% of students from a non-English speaking background and in addition we have a number of International students who elect to attend Strathfield South High School to take advantage of the learning opportunities available. We celebrate and champion diversity and work collaboratively with our community to ensure all students develop a deep understanding and empathy for the cultural backgrounds of themselves and others.

The school's staffing entitlement of approximately 70 teaching staff and 20 non-teaching staff. The school employs additional *School Learning and Support Officers, School Administrative and Support staff, Learning and Support teachers, EAL/D teachers* as well as a Head Teacher Teaching and Learning and a Deputy Principal *Support Unit* from school funds. 30% of teaching staff are in their first four years of teaching. Our professional and enthusiastic staff are committed to providing all students with access to authentic learning experiences.

Educating today's learners, who are tomorrow's leaders, is a responsibility that we take seriously and which underpins our high expectations culture and school values of *Respect* and *Responsibility*. We work collegially to effectively meet the needs and expectations of our learning community and reflect best practice.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

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

In 2020 the position of Head Teacher Literacy and Numeracy was put on hold due to staff changes, the change of role for Head Teacher Secondary Studies and the creation of a Literacy and Numeracy team.

Stage 4 and Stage 5 flow-on link has not been holistically met due to staff changes but there are clear faculties that have successfully embedded processes and practices that target skill transference.

Advanced learning class has been created in Middle School and in Stage 5 however, a whole school approach to Gifted and Talented educational strategies has yet to be developed as we await the release of the updated *High Potential and Gifted policy* in 2021.

Improvement measures in reading have been met (at a lower bound), numeracy has not seen improvement. In Term 4 a substantive Head Teacher Mathematics was appointed with a focus on whole-school Numeracy.

In Term 4 the Literacy and Numeracy team, comprising the Head Teachers of English, Mathematics, Secondary Studies and Teaching and Learning worked with the Senior Executive to establish processes and implement strategies in all faculties to embed and deliver literacy and numeracy consistently across the school with targeted areas assigned to specific faculties.

Extension of the *Working Mathematically* collaboration with local primary school was not possible due to the impact of COVID. This will restart once COVID restrictions are lifted. **NB.** this program has restarted with the staff of Strathfield South Public School as of week 4 Term 1 2021.

Head Teacher Secondary Studies coordinated Literacy and Numeracy one to one online support with educationally at-risk students during COVID lockdown period which continued with face to face intervention upon students' return to school.

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)
Whilst PBL took place the initial scope and sequence was limited due to the impact of COVID. Ongoing oversight of PAT testing, development of learning plans and faculty support. Coordination of Professional Learning relating to Literacy and	$26,000

Progress towards achieving improvement measures	
Numeracy development based on an audit of student skills from 2019 NAPLAN and other data sources. The need for more effective processes to oversee and support students with minimum standard testing was identified and processes were defined ready for implementation Term 1 2021.	

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)
Senior Executive undertook an evaluation of the school's assessment policy to meet the learning and assessment requirements due to COVID. This led to alterations to assessment schedules, the nature of assessment and the frequency of tasks and an increase in formative practices. All HTs reported keeping COVID changes to more formative/portfolio approaches. PDHPE and English have extended formative practices into Stage 6 Preliminary. There was a shift to formative approaches and more connection with pedagogical approaches in Middle School and Stage 5. Provision of targeted support in Stage 4 and Stage 5 classes. Stage 4 data sheets shared through Middle School Professional Learning sessions to inform differentiation in the classroom.	$5000

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 testing in Term 1 and Term 4 to assess reading and numeracy skills using the Progressive Achievement Testing (PAT). For year 7, more than 41% of students showed growth in reading and 47% showed growth in numeracy. For year 8, more than 47% of students showed growth in reading and 36% growth in numeracy. In Term 4 staff embedded and delivered Learning Intentions and Success Criteria in Middle School and Year 9. Wide Reading, with a focus on Super 6 comprehension strategies, extended from Stage 4 into all Year 9 English classes.	$340000 in teacher and learning support (including additional *SLSO, LaST, EAL/D* staff)

Next Steps

In 2021, there will be a continuation of collaboration between the Head Teacher Secondary Studies, Head Teacher Teaching & Learning and the Literacy and Numeracy team. The focus will be on the development of whole school Numeracy interventions and the consolidation of current Stage 4 and Stage 5 Reading strategies.

The Head Teacher Teaching & Learning will establish a team to develop a whole-school Writing initiative that focuses upon general capabilities in Stage 4 moving to subject specific focus in Stage 5 and 6.

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 continued use of PAT - literacy and numeracy testing into our year 9 and 10 cohort, with the addition of *Check-in* assessment data.

Analysis of internal data and external data informs our understanding of student needs on an individual basis. Continued development of collegial partnerships with feeder schools, was unable to proceed due to the impact of COVID.

Sharing of effective processes and pedagogy through the presentation of a diverse range of professional learning (Formative Assessment, Online pedagogy, LISC, Learning Modes, What Works Best, Supporting the needs of students with Autism) by skilled staff from within the school.

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 Head Teachers who present evidence at progress meetings. Ongoing RAP analysis and tracking of internal and external data sources informs class placement and mobility in collaboration with Head Teachers overseen by the Learning Support Team. Ongoing professional learning sessions with the Middle School team on analysing data and making adjustments to teaching and learning. Student Voice Audit focus groups conducted across all stages.	$11000 for teacher release

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

Evaluation	Funds Expended (Resources)
Due to COVID the continued implementation of Instructional Rounds was deferred. Implementation of cross-faculty Project Based Learning in Stage 4.	N/A

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Professional Learning and Individual student profile presented through whole-staff meetings All SLSOs engaged with online professional learning. Professional learning focusing on NCCD and personalised learning, ensuring SSHS processes are in line with mandatory processes. Ongoing professional learning on feedback and formative strategies, through executive conference and faculty meetings, leading to adjustments to current lesson sequences and programs. Professional Learning on LISC leading to adjustments to current lesson sequences and programs in Stage 4.	$15000 on teacher release

Next Steps

2021 will see the re-launch of Quality Teaching Rounds and Senior Executive engaging in Instructional Leadership classroom visits.

Ongoing professional learning for the Executive team further developing their skills as Educational Leaders.

Individual whole-faculty HSC reflection sessions to review and assess current teaching practice with the view of changing and enhancing quality teaching, processes and structures.

Embedding LISC in learning sequences and programs in Stage 5.

Change of systems to share across all faculties the Longitudinal data, tracking the progress of students.

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

Over the course of this improvement cycle we have succeeded in meeting the improvement measures pertaining to technology and school-created roles. Due to financial constraints and other school priority needs we were unable finalise our STEAM hub but work is continuing to ensure we can meet this improvement measure in the future.

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)
Ongoing work with the advanced learning class in Middle School continued from 2019. New students progressed into this class in 2020 and a new pairing of teachers oversaw programming and teaching responsibilities. During learning from home throughout COVID 19 interruptions the students engaged well with online learning activities. With the exception of a History excursion to the University of Sydney in term 1, the usual enrichment excursions were not able to go ahead. In class, students completed the normal curriculum and were extended further by doing enrichment tasks. Students also benefited from a range of new furniture that allowed for flexible seating options and assisted in creating collaborative spaces within the classroom.	N/A

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

Evaluation	Funds Expended (Resources)
The school *Instagram* was started in July 2019, and has steadily grown to over 600 followers, including students, family, and the wider community. The response has been positive from the community, with high engagement numbers on each post, as well as a number of parents and carers contacting the account to say they appreciate the use of the service. The account operates like a "live newsletter", with updates about events around the school, reminders for school programs like homework centre and breakfast club.	N/A

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

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The Deputy Principal Support continued to oversee the growing Support Unit and contribute to the whole school senior executive. In 2020 an additional support class was established as well as an 8th class which will commence in 2021. The increase in size created new staffing positions and the need for additional structures and systems within the unit. A new multi-tiered approach to support positive behaviour across the Support Unit. This consisted of professional learning for staff, the introduction of an evidence based program called Zones of Regulation, the explicit teaching of social skills, structured break time activities and targeted programs for individual students. This program had a significant impact in supporting positive behaviour and ensuring that students were ready to learn.	$170000 for additional staffing

Next Steps

The school is formulating systems and measures to better identify high performance and gifted students through testing and identification programs. Professional Learning will be provided to staff in strategies to support students in the advanced learning program.

The future plan for the school *instagram* involve continued maintenance of the account, as well as a broader push to get more areas of the school involved in the content published. Encouraging more staff to be involved in the creation of content (taking photos, creating graphics) in an effort to more broadly represent the activities within the school. This will then feed into other promotional areas like the school newsletter, as well as the SSHS website news and gallery sections, to communicate our successes with the community.

The Deputy Principal Support will continue to provide instructional leadership for staff across the Support Unit and for mainstream teachers and SLSOs. The role will include the consolidation of the new positive behaviour approach, expand project based learning across the support classes and seek new evidence based pedagogical approaches that support student needs. The role will continue to engage the wider school community through the establishment of community based learning and vocational opportunities for students from the Support Unit.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Staffing $240,645 Flexible funding $44,114	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. Due to COVID and the remote learning associated, we deployed our casual SLSO staff to support the learning of students. The focus was on Literacy and Numeracy strategies which were developed from the Quicksmart and Thinksmart programs.
Low level adjustment for disability	Staffing $196,891 Flexible Funding $107494	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 $295,989 Flexible Funding $758,571	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. Due to COVID and the remote learning associated, we deployed our casual SLSO and teaching staff to support the learning of students. The focus was on Literacy and Numeracy strategies which were developed from the Quicksmart and Thinksmart programs..
Support for beginning teachers	Funding $43,443	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. 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.
Targeted student support for refugees and new arrivals	Funding $16,268	These funds were used to provide access to educational opportunities such as excursions (pre COVID) and to assist with the provision of necessary learning equipment for targeted students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	333	365	377	404
Girls	205	237	241	246

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	90.1	90.8	89.7	89.4
8	88.1	85.8	89.2	88
9	87.4	85.1	82.9	89.2
10	79.2	80	82.4	84
11	88.7	86	88	81.7
12	84.7	89.1	89.1	85.4
All Years	86.1	86.2	86.6	86
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	0.9
Employment	2.2	4.3	9.5
TAFE entry	3.6	6.1	24.7
University Entry	N/A	N/A	51.4
Other	3.6	1.7	2.8
Unknown	3.6	1.7	13.3

It was a very different year for Year 12 offers to university in 2021 with more students moving away from Western Sydney University and choosing Macquarie University as their first preference. Both universities are fairly competitive with their early entry programs, WSU's *HSC True Rewards* which has been a great success for our students progressing onto university in the subjects they are strongest in and the *Leaders and Achievers Early Entry Scheme* offered by Macquarie University which allows for students who diversify their time into activities such as leadership and volunteering as well as academic success.

The spread of student enrolments across the Sydney based universities are as follows, with 5 to the University of Sydney, 4 to UNSW, 15 to Macquarie Uni, 3 to ACU and 28 to Western Sydney University which includes college offers.

This year we also had a number of students receive scholarships from the UNSW *AAA scholarship* for dux and 4 students gaining the *E12 scholarship* at University of Sydney, to a number of students taking up *Equity Scholarships* across the four major universities.

Areas of study are slightly more diverse from previous years with students electing to study in Gaming and Simulation, Media and Communication, Visual Communication, Information Technology, Social Working, Criminology, Health Sciences and Psychology. In addition we had a number of students electing to study Engineering (Civil and Software), Primary and Secondary Teaching, Medical Science and Business.

Studying at *NSW TAFE* showed a remarkable increase in the Year 12 cohort with students undertaking Diplomas in Nursing, Business, Construction Management, Real Estate as well as studying and working in plumbing, electrical, air conditioning and panel beating apprenticeships.

Also continuing in 2020 to 2021 are the students transitioning from the *Certificate III* in Health Services (HSC course) with NSW Nursing Training Organisation enrolling into the Diploma in Nursing (training and working at the same time) to become an enrolled nursing or continue training at university to graduate as a registered nurse.

The number of students going straight to employment has dropped by nearly 50% this year as more students are opting to continue their education at a Tertiary level.

Year 12 students undertaking vocational or trade training

23.53% of Year 12 students at Strathfield South High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

81.8% of all Year 12 students at Strathfield South 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)	8
Classroom Teacher(s)	49.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	21.28
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.

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	1,004,918
Revenue	11,792,539
Appropriation	11,542,576
Sale of Goods and Services	33,700
Grants and contributions	108,307
Investment income	1,698
Other revenue	106,258
Expenses	-12,168,479
Employee related	-10,775,875
Operating expenses	-1,392,604
Surplus / deficit for the year	-375,940
Closing Balance	628,978

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	195,540
Equity Total	1,655,843
Equity - Aboriginal	12,140
Equity - Socio-economic	1,054,560
Equity - Language	284,759
Equity - Disability	304,385
Base Total	9,122,036
Base - Per Capita	164,351
Base - Location	0
Base - Other	8,957,685
Other Total	441,909
Grand Total	11,415,328

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.

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.
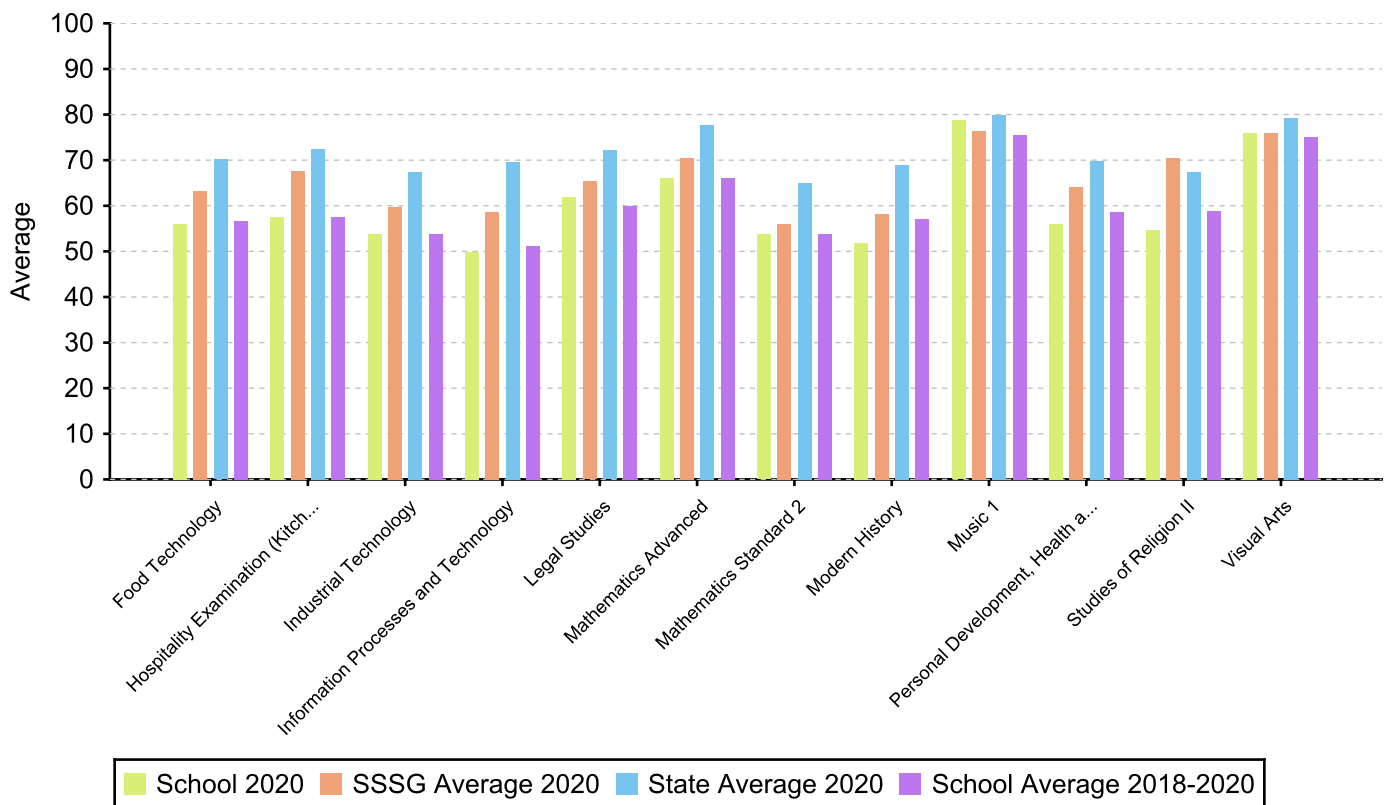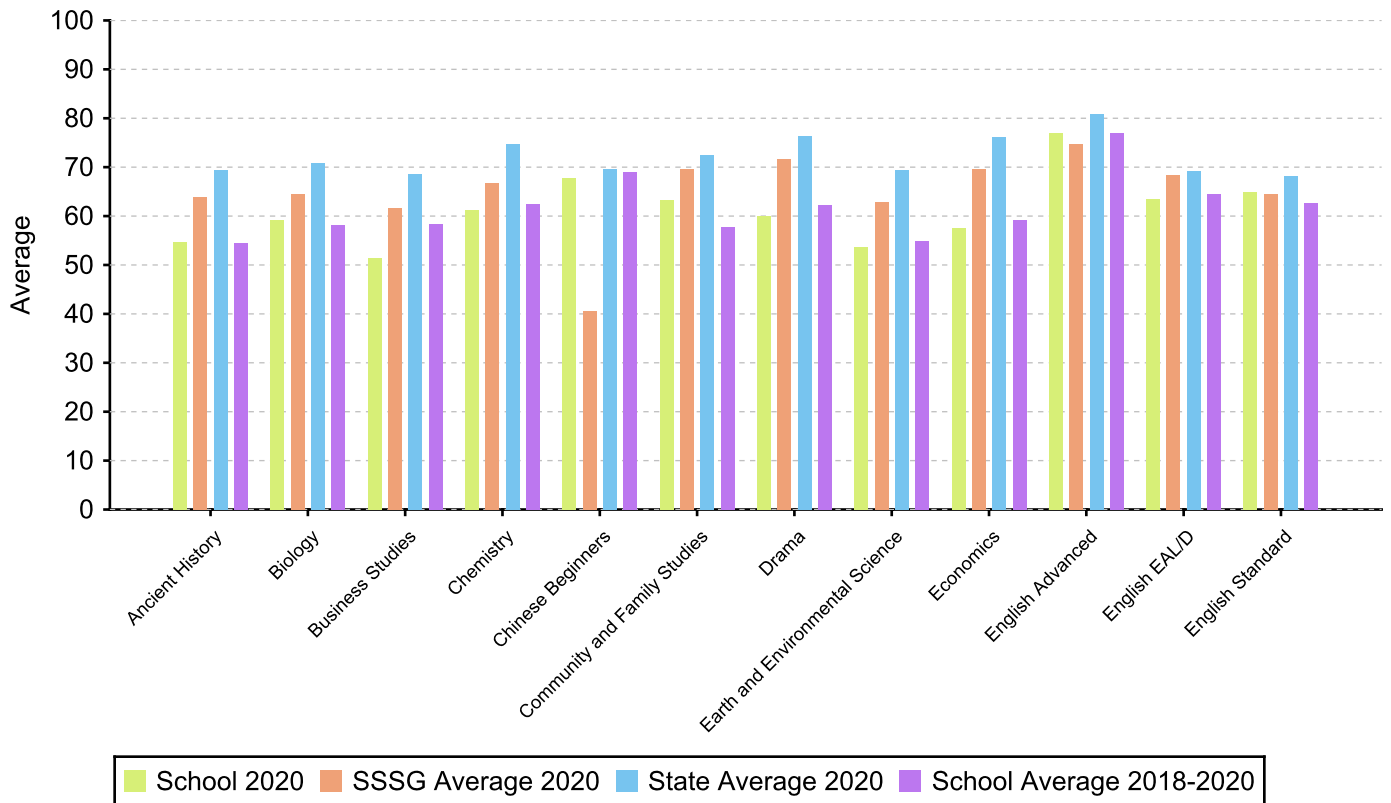
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	54.6	63.9	69.4	54.6
Biology	59.1	64.5	70.8	58.2
Business Studies	51.4	61.7	68.6	58.4
Chemistry	61.2	66.7	74.8	62.6
Chinese Beginners	67.7	40.6	69.6	69.0
Community and Family Studies	63.3	69.6	72.4	57.7
Drama	60.1	71.6	76.4	62.3
Earth and Environmental Science	53.6	62.8	69.5	54.9
Economics	57.5	69.5	76.1	59.1
English Advanced	77.0	74.8	80.8	77.0
English EAL/D	63.4	68.3	69.3	64.5
English Standard	65.0	64.6	68.1	62.8
Food Technology	56.0	63.2	70.2	56.7
Hospitality Examination (Kitchen Operations and Cookery)	57.5	67.6	72.5	57.6
Industrial Technology	53.8	59.7	67.5	53.8
Information Processes and Technology	49.8	58.6	69.6	51.2
Legal Studies	61.9	65.3	72.1	59.9
Mathematics Advanced	66.1	70.5	77.7	66.1
Mathematics Standard 2	53.7	56.1	64.9	53.9
Modern History	51.9	58.3	68.9	57.1
Music 1	78.7	76.5	79.8	75.6
Personal Development, Health and Physical Education	56.0	64.2	69.9	58.7
Studies of Religion II	54.6	70.5	67.5	58.8
Visual Arts	75.9	76.0	79.2	75.0

Parent/caregiver, student, teacher satisfaction

Each year, the school participates in the Tell Them From Me Survey of students, teachers and parents. In 2020, 353 students participated in the survey.

Findings of the survey include:

- 73% of students believe that schooling is useful in their everyday lives and will have a strong bearing on their future. .
- Our students have a strong sense of belonging in their school, with 64% 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 11% above the state norm overall and 18% on average for Stage 6 students, reflecting an impact of the compressed curriculum.
- 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 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 2020, students from the Hearing Support Unit participated in a wide range of mainstream academic and extracurricular activities across the school. There were 34 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. We also enrolled 2 new students whose first language is Auslan. These students are supported by SLSOs who act as interpreters during lessons and in whole school events.

COVID-19 had a significant impact on the some of the usual services and events that are significant for the hearing support class students. Unfortunately NSW Lions Deaf Camp at Point Wolstoncroft didn't go ahead and our usual Speech Therapy Program in partnership with the University of Sydney Speech Therapy faculty could not proceed. Students from the Hearing Support Unit continued their learning from home during these periods of remote learning through a range of platforms and online lessons. This included Auslan interpretation and sign support for students over zoom.

2020 saw our largest ever cohort of Year 12 sit the HSC examinations with a total of 9 students from the Hearing Support Unit graduating. These students were linked with a range of post school programs and TAFE courses as well as several students who received early entry offers to university.

Autism Support Classes

2020 saw the commencement of another new Autism support class at the school. This brings the total number of Autism Support Classes to 7, 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. 2 students from the Autism Support Unit graduated year 12. Both of these students were supported in transitioning to post school programs and further studies.

In 2020 a strong relationship was established with Assistance Dogs Australia (ADA) and Strathfield South High School became the first school to undertake the initial stages of training for an ADA puppy. Throughout the year our puppy 'Onyx', became an integral part of the Support Unit program. Towards the end of the year, Onyx returned to ADA for his final year of training before going on to become a fully trained ADA Support Dog. In September, our Support Unit was granted a fully trained ADA Dog 'Lo' who will be with the school for her working life. Lo quickly became an invaluable team member and assists in reading programs, social skills groups, communication programs, visual arts , PDHPE and in assisting with the de-escalation of students.

Throughout the year the Support Unit partnered with 2 local SSPs, Chalmers Rd School and Lucas Garden's in a Disability Innovation Project called Impact 4 All. Expert staff from across the schools delivered a range of targeted professional learning to teachers across the Strathfield network. The impact of this program led to improved confidence levels for staff members in supporting students with complex needs and developed new professional networks.

COVID-19 impacted many of the programs across the Support Unit. Most of the usual community based learning opportunities were unable to proceed. During remote learning our students engaged with many online programs including; the use of subject specific online platforms, morning and afternoon zoom meetings, online cooking activities, daily zoom activities with Onyx the Support Dog and staff led online zoom excursions using google expeditions. Overall our students engaged well with online learning and made the most of the online platforms..

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 as well as TTFM data.

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.