

# 2021 Annual Report

## Strathfield Girls High School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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I am proud that we, at Strathfield Girls High School, have maintained our high expectations and educational standards in the challenging world of COVID 19. Our well-established, caring and friendly environment fostered by a professional body of committed staff who provide stimulating learning opportunities and a strong focus on quality teaching, guaranteed the continuity of learning during the extended remote learning periods. This also ensured that students were engaged, and attendance and learning were consistently tracked and monitored. In addition to teachers, our School Administration Team contacted each student and their parents every 5 weeks to monitor well-being and gain feedback about the progress of their learning.

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.

As Relieving Principal, I can confidently state that our students were well-supported despite the challenges of COVID 19, and that the school community did not lose sight of our school priorities and targets as we all worked earnestly towards maintaining our high standards. This is also evident in our School Excellence Policy External Validation submission where we excelled as a school in the domains of Teaching, Learning and Leading. I would like to thank all teachers, non-teaching staff and our committed and supportive parents for making Strathfield Girls High School a sought after learning institution.

I have no doubt that we will continue to deliver progressive pedagogy and promote goal setting to empower every student to work to their potential.

Sandhya Maharaj

Relieving Principal

Angela Lyriss

Principal

## School vision

Strathfield Girls High School community is to be recognised as a caring and innovative environment where students are empowered to dream, believe, inspire and achieve their personal best.

## 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 93 staff members. Staff are experienced, innovative and committed to excellence, nurturing individual strengths while supporting student learning and wellbeing. Our teachers demonstrate personal responsibility for improving their teaching practice and shared responsibility for the provision of high quality educational outcomes for each and every student.

Through our Situational Analysis, priority areas for school improvement have been identified as increasing the proportion of students accessing the highest levels of performance in:

- reading, writing and numeracy in the junior school; and
- Higher School Certificate.

All staff collaborate across faculties to share curriculum knowledge, data feedback and other information about student progress and achievement to inform the development of evidence-based programs that meet the learning needs of all students. Explicit teaching is the main focus that will be used in the school reflecting current evidenced-based research. Teachers will routinely and explicitly review student data to ensure continuous improvement in the learning process. All members of the school community have been consulted in preparation of this Strategic Improvement Plan.

Staff and students are encouraged to recognise that they are all leaders in their own right. There is a strong focus on leadership capabilities and emphasis on working towards further developing the skills necessary to ensure personal growth and a culture of high expectations.

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 who 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 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 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	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling



## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise the achievement of a diverse range of students through authentically interactive learning opportunities, embedding a system of values and a culture of high expectations to meet the changing needs and the demands of the global community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective teaching practice
- Curriculum and Assessment
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$22,000.00

: \$22,000.00

**Low level adjustment for disability:** \$66,080.00

**Integration funding support:** \$22,000.00

**English language proficiency:** \$38,800.00

**Aboriginal background:** \$2,805.00

### Summary of progress

The school consolidated whole-school processes to ensure consistency of teaching practices, including the focus on Literacy and Numeracy initiatives (LaNi). This focus on explicit teaching effectively strengthened successful teaching and learning practices across all faculties. Teacher capacity to deliver the Literacy and Numeracy initiatives in 2021 was enhanced with targeted professional development by The Learning and Engagement LaNi Team. Teachers were provided with exemplars and models to support the implementation of initiatives including ALARM and LaNi, and feedback was given to faculties to refine their processes and teaching practices. Staff collaborated across the school to analyse student data from external sources and internal whole-school tracking data to inform and refine programming and assessment, as well as teaching practice. Teacher capacity to use student data for improved practice was supported by targeted professional learning. Moving forward, the school will continue with its focus on explicit teaching, especially with the aim of consolidating literacy and numeracy skills in Years 7 to 10. Monitoring, tracking and analysing data, and using this data to drive improvement will remain at the forefront of all school planning.

The school also engaged with monitoring and refining practices and processes outlined in the Attendance Policy. Attendance monitoring processes and individualised intervention strategies will continue to be a focus.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teaching programs in Years 7-10 will be refined to align with NESA requirements and the School Excellence Framework, and will include explicit literacy and numeracy strategies to improve student learning outcomes.	<p>Teaching programs in Years 7-10 were evaluated and refined, ensuring an alignment to NESA syllabuses and the School Excellence Framework.</p> <p>Programs were also coded to highlight explicit literacy and numeracy strategies to improve student learning outcomes.</p> <p>Analysis of both external and internal data as a whole school and faculty practice, allowed for the reflection and refinement of teaching programs to support student learning and outcomes targeting specific areas identified for further improvement.</p> <p>All teachers engaged in the monitoring and tracking of student progress facilitating discussion in stages and faculties to develop intervention strategies for identified students.</p>

Teaching programs in Years 7-10 will be refined to align with NESA requirements and the School Excellence Framework, and will include explicit literacy and numeracy strategies to improve student learning outcomes.	<p>Learning achievements and student outcomes, as well as feedback, are discussed by faculties. Teachers ensure that learning activities were differentiated to cater for all students and promote student engagement in learning. Units of work and assessment tasks were regularly evaluated and refined to meet student needs.</p> <p>The explicit teaching of literacy and numeracy skills, and ongoing practice of data analysis and evaluation of tasks and marking scales, became standard practice across the school in 2021.</p>
<b>Reading:</b> Uplift of 3% of students achieving the top two bands in NAPLAN numeracy from baseline.	<p>Current data indicates that there has been an improvement in the number of students achieving the top 2 bands in NAPLAN Reading.</p> <p>In 2019 (no data for 2020 as the result of COVID restrictions), 31% of students achieved in the top 2 bands and in 2021, there was an increase of 8%, with 40% of students achieving in the top 2 bands.</p> <p>Reading comprehension skills will continue to be a focus embedded in classroom practice across Key learning Areas.</p>
<b>Numeracy:</b> Uplift of 3% of students achieving in the top two bands in NAPLAN numeracy from baseline.	<p>The school is working towards improving the number of students achieving in the top 2 bands in NAPLAN Numeracy. In 2021, only 43% of students achieved in the top 2 bands in Year 9 Numeracy.</p> <p>Numeracy will continue to be a focus embedded in classroom practice. during Mathematics lessons, and through appropriate units of work across other Key Learning Areas.</p>
<p><b>NAPLAN Expected Growth:</b></p> <p><b>Reading:</b> Uplift of 1% of students achieving expected growth in NAPLAN reading from baseline</p> <p><b>Numeracy:</b> Uplift of 1% of students achieving expected growth in NAPLAN numeracy from baseline</p>	<p>In Year 7 NAPLAN Reading, 70% of students achieved at or above expected growth, compared to 55% at similar schools and 47% at state level.</p> <p>In Year 9 NAPLAN Reading, 70% of students achieved at or above expected growth, an increase of 2% from 68 % in Year 7 NAPLAN Reading in 2019 with the same cohort of students.</p> <p>In Year 7 NAPLAN Numeracy, 78% of students achieved at or above expected growth in Numeracy, compared to 73% at similar schools and 63% at state level.</p> <p>In Year 9 NAPLAN Numeracy, only 55% of students achieved at or above expected growth. The school did not meet the expected growth target of an uplift of 1% of students achieving at or above expected growth.</p> <p>Literacy and numeracy skill development will remain a focus in all Key learning Areas.</p>
<b>Attendance:</b> Uplift of 1.8% of students attending greater than 90% of the time.	<p>The Department of Education student attendance target of greater than 90% attendance was not achieved, however the locally targeted increase in students attending greater than 90% of the time was achieved. School attendance monitoring processes will continue to be a focus to improve student attendance rates which impacts on their learning.</p>



## Strategic Direction 2: Effective Classroom Practice

### Purpose

To create a highly professional, accountable and dynamic team, focused on a culture of continual improvement informed by data, evidence and evaluation, to embed quality teaching aimed at personalising learning and making a significant impact on the individual progress of every student.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Effective teaching practice

### Resources allocated to this strategic direction

**Professional learning:** \$85,694.46

**School support allocation (principal support):** \$51,270.00

**Socio-economic background:** \$65,000.00

### Summary of progress

Whole-school systems and an integrated approach to quality teaching, curriculum planning, delivery and assessment strengthened the focus on a culture of continuous improvement informed by data, evidence and evaluation. All staff were committed to identifying, understanding and implementing explicit teaching methods and engaged with established school-wide evaluative processes. The school leadership team refined analysis proformas and this, together with targetted professional learning at both staff and faculty meetings, resulted in the effective use of data to evaluate teaching practice, better cater for all students and monitor academic achievement across courses. Peer feedback and ongoing evaluation of processes to refine teaching practice, enabled genuine reflection by teachers in regards to student performance weaknesses, and measures to improve these areas. As the impact of COVID, peer collaboration and sharing of teaching practice and the level of reflection to ensure that all teachers were engaged effectively in the professional development of their own practice, was challenging. Programs will continue to be refined and explicit teaching practice tailored for individual needs will remain a future focus.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Stronger whole-school systems and procedures in establishing staff PL with a focus on high quality evidence-based teaching practice and explicit teaching of Stage 6 curriculum.	Consistent whole-school systems and procedures, together with explicit professional learning, equip teachers to cater for student learning needs to support improvement in HSC performance across all courses. Teachers analyse HSC data effectively to identify focus areas and deliver the Stage 6 curriculum through effective teaching practices to ensure all students can achieve and improve.
Current practices in data skills and use are reviewed to enable refinement and consistency across all faculties.	Teachers engaged in professional learning at a whole-school and faculty level to access and analyse RAP and SCOUT data to inform teaching and learning practices. Analysis proformas and processes were refined by the school leadership team to ensure consistency of practice across the school. Faculties will continue to effectively use data to refine their teaching practice, plan their lessons and monitor levels of academic achievement in Stage 6 courses.
<b>Attendance:</b> <ul style="list-style-type: none"><li>• Uplift of 1.8% of students attending greater than 90% of the time.</li></ul>	The Department of Education student attendance target of greater than 90% attendance was not achieved, however the locally targeted increase in students attending greater than 90% of the time was achieved. School attendance monitoring processes will continue to be a focus to improve student attendance rates which impacts on their learning.

## Strategic Direction 3: Expertise and Innovation

### Purpose

Focus on engagement through innovative classroom practice, staff will personalise education and foster intrinsic motivation for all students to develop critical thinking and resilience to equip every student for tertiary education, the world of work and ethical citizenship.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Staff leadership
- Student leadership
- Community partnerships

### Resources allocated to this strategic direction

### Summary of progress

Drawing on the high expectations culture of the school, the leadership team established a professional learning community, focused on continuous improvement of teaching and learning. Even with an extended period of COVID remote learning during the academic year, the school was recognised as excellent and responsive by its community, because it used established COVID-safe plans and school systems to maintain a culture of high expectations in both staff and students.

Teachers engaged in professional learning and collaborative sharing of their expertise in implementing evidenced-based pedagogy in line with the CESE What Works Best modules, as well as online learning platforms and the best ways to engage students at a challenging time.

The 'personal branding' *Markd* leadership program was undertaken by many staff members across the school. This initiative not only strengthened leadership skills, but also facilitated the creation of a combined school vision which motivated staff to consider undertaking more leadership roles within the school and the Department of Education.

Teachers also demonstrated leadership skills and initiative in meeting the demands of maintaining the continuity of learning for all students by implementing tailored support. With the successful implementation of whole-school and faculty-based feedback, student voice became a critical aspect across the school as a check-in point for staff.

Student wellbeing remained at the forefront of our practice with various programs supporting our students to develop their leadership skills and become global citizens. The SRC continued to have a strong sense of purpose within the school community and actively contributed to the whole school promotion of student wellbeing. Student evaluation and feedback resulted in many of the leadership initiatives and community partnerships which have been implemented or strengthened this year. Students have been empowered to lead in various initiatives across the school and to provide guidance and support to their peers through various whole-school and community-based opportunities.

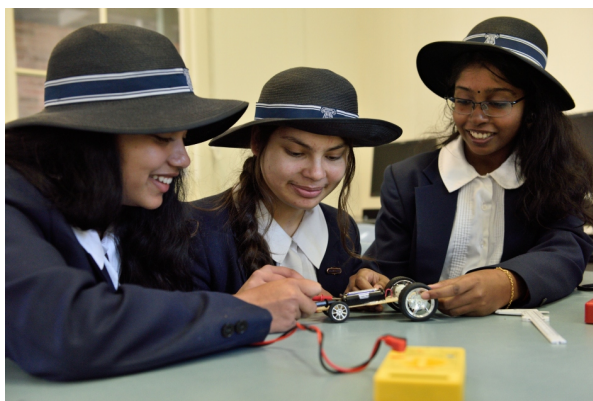
Strathfield Girls is committed to developing and maintaining strong community and business partnerships, and this will remain a focus moving forward.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers recognise that they are leaders of learning and 25% of staff take on additional leadership roles at school.	Teachers were encouraged to take on a variety of leadership roles across the school through the EOI process. In 2021, new faculty second-in-charge Head Teachers, two SRC Co-ordinators, a Parent Evening Co-ordinator, presenters of professional learning at both staff, cross-school committees and faculty level, were appointed to develop their leadership skills. Staff also engaged in various in-faculty leadership roles.

Leadership opportunities are provided to empower staff to explore personal branding as future leaders.	Teachers participated in the <i>Markd</i> Leadership program, facilitated by external providers. Participants were given the opportunity to collaborate and share their experiences to explore their personal branding and reflect on their leadership practice, with the view of developing a vision of whole-school brand.
All staff successfully implement What Works Best High Expectations and Explicit Teaching practices in their classrooms.	Teachers engaged with the professional learning activities of the High Expectations module of the What Works Best pedagogy. Their knowledge and understanding of the module was evident in their classroom practice. They also had the opportunity to collaborate across faculties to share examples of their practice. Owing to COVID restrictions, professional learning on the module on Explicit Teaching practice was postponed to 2022.
Leadership and skills development for Stage 4 students are reviewed and implemented across the school Vitae Lampada (Wellbeing program).	<i>Vitae Lampada</i> programs were evaluated and refined to include topics relevant to the current cohort. Students have participated in various leadership programs to develop their skills through <i>Vitae Lampada</i> lessons, such as <i>Love Bites</i> , <i>Resourceful Adolescent Program</i> and <i>Burn to Learn</i> . Also, annual student surveys in Years 7 -12 facilitated further evaluation, refinement and future directions of the <i>Vitae Lampada</i> program.
School practices reflect that student evaluations and feedback are collated across faculties to inform future directions.	As per school practices, faculties actively collate and review student feedback and evaluations in order to refine programs, teaching practice. Annual survey results are discussed by the school leadership team and areas which need to be addressed are included in future direction planning.
Existing community partnerships are strengthened and new partnerships are established.	<p>As a school community, our school has worked closely with a broad range of community groups to strengthen partnerships across a range of areas including sport, creative arts and community leadership. In 2021, a new initiative enabled partnerships through Sporting School grants and this allowed students to be engaged with various codes of sport each term as external experts ran coaching and skill session workshops.</p> <p>Staff and students were empowered to develop and maintain connections with valuable stakeholders in order to enrich student experiences and support our community as a whole.</p>





Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$22,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Strathfield Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students being supported with their individual learning needs within classrooms, as well as teachers being able to work with the SLSO to meet the individual skill development of students. SLSO support was particularly valuable during the COVID remote learning period, with small group online lessons and telephone calls to assist students individually.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will continue to employ an SLSO to support both students with specific needs and their teachers.</p>
<p>Socio-economic background</p> <p>\$87,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Strathfield Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Library after-hours Homework Help program implementation.</li> <li>• professional development of staff through faculty meetings to analyse student data to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increased number of Years 7 to 12 students accessing the school library for Homework Help, where subject teachers can be accessed for support. This builds confidence in students who were unable to afford external tutors. a referral system through the Learning and Engagement Team enabled students requiring additional assistance to be supported. class teachers have more confidence in accessing and analysing data for improved teaching practice in supporting students in their classes. families being financially supported with student assistance has allowed students to feel included by being able to access events, courses and activities equally with their peers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will continue to support students with extended library hours and financial assistance to ensure equity of opportunities for all our students. data skills and use will continue to be a focus in professional learning planning for 2022.</p>

<p>Aboriginal background</p> <p>\$2,805.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Strathfield Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support classroom literacy and numeracy skill development of Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> support and engagement of Aboriginal students in class lesson activities</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to employ an SLSO to support the learning needs of Aboriginal students.</p>
<p>English language proficiency</p> <p>\$38,800.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Strathfield Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• EAL/D specialist teachers worked 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.</li> <li>• Additional staff were employed to support the implementation of the new literacy and numeracy initiative, LaNi in Years 7-10.</li> </ul> <p>The funding source was school funds (6100), budgeted in 2021, to supplement the equity loading.</p> <ul style="list-style-type: none"> <li>• A cross-faculty writing team was established to support the implementation of the writing program in Years 7 to 10 and to assist in data collection.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased support of students from Language Backgrounds Other Than English, in the development of their language skills. student confidence developed through the use of appropriate resources and specialist intervention. improved staff confidence as the result of targeted support and professional development from faculty representatives on the writing team, improved quality of literacy, writing lessons to students in Years 7 to 10., thus strengthening student literacy skills. quality evidence of practice showcased by packages of lesson plans, student work samples and analyses and tracking of related data. evidence of the success of the establishment of the writing team, with the additional staffing,</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of the effective strategy of literacy, writing skill development steered by the cross-faculty writing team. strengthening the established model of support to staff to enable the delivery of targeted lessons to improve student literacy skill development. maintaining our EAL/D mode of delivery and support of students from Language Backgrounds Other Than English and increasing professional</p>

English language proficiency \$38,800.00	development of all staff in their teaching practices.
Low level adjustment for disability \$66,080.00	<p>Low level adjustment for disability equity loading provides support for students at Strathfield Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role in a whole school setting</li> <li>• support for students in the development of Personalised Learning Plans/Profiles and the application for HSC Disability Provisions</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the implementation of effective intervention strategies to support parents and students to set appropriate learning goals. improved collaboration among teachers to effectively implement classroom strategies and make adjustments to cater for individual learning needs of students. better targeted support of students by employing an SLSO to work with groups within the classroom setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> more professional development of staff in making appropriate adjustments for students with learning needs to ensure consistency of practice across the school.</p>
COVID ILSP \$84,000.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing/releasing staff to coordinate the program</li> <li>• development of resources and planning of small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - focussing on inferential reading and scaffolds in writing as well as areas for improvement identified in NAPLAN data analysis.</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> a coordinated whole school focus on literacy and numeracy skill development in Years 7 to 10 increased confidence in staff to explicitly teach literacy and numeracy skills, using a standardised marking criteria. an improvement in student literacy and numeracy skills evidenced by data collated from work samples and student attainment in faculty literacy and numeracy tasks.</p>

COVID ILSP

\$84,000.00

**After evaluation, the next steps to support our students with this funding will be:**

an increased focus on numeracy in the Mathematics Faculty with consistent numeracy programs taught parallel to the Mathematics program in each stage.



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	1074	1027	1068	1080

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	96.4	96.8	94.4	97
8	95.6	94.5	94.5	95.5
9	96.1	95	94.1	95.1
10	94.7	94.8	91.8	94.3
11	94.6	95	91.9	93.2
12	95.8	94.3	94.1	94.1
All Years	95.5	95.1	93.4	94.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability



with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	1	0
TAFE entry	0	1.7	5
University Entry	0	0	87
Other	0	0	0
Unknown	0	0	8

In the uncertainty of a COVID restrictions year with extended periods of remote learning, over 50% of Year 12 students gained early entrance into university and tertiary institutions. Although the school HSC performance was lower than previous years, 87 % of students reported entry to tertiary studies at university. There was a larger number of unknown post school destinations in 2021 and TAFE did not respond to our request for entries into their institutions.

Trend data indicated that in 2021, the spread of choice of university was better, whereas previously two universities had attracted the most number of applicants. Furthermore, the range of degrees selected was wider with fewer of our students selecting or gaining entry into combined degrees than in 2020.

More students elected to gain university entry through pathway courses.

### Year 12 students undertaking vocational or trade training

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22.34% of Year 12 students at Strathfield Girls High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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98.9% of all Year 12 students at Strathfield Girls High School expected to complete Year 12 in 2021 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)	52.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	5.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

The School Development Days and Induction programs for staff new to the school promoted a collaborative and collegial culture. Staff felt confident to participate in professional dialogue, showcase work and share their experiences and expertise. The School Development Days focused on areas identified in the school Strategic Improvement Plan and Strategic Directions, School Excellence Framework, and the needs of supporting teaching and learning in the COVID 19 context, as well as cross-curriculum professional development on empowering students through Sport at Strathfield Girls High School, effective classroom practice through annotation and analysis of evidence and data, and identifying student needs through the process of tracking performance.

Emphasis was placed on ensuring that staff had the skills and support to deliver quality teaching to support both individual student achievement and whole school improvement, through Literacy and Numeracy programs and the School Excellence in Action.

In 2021, a new Professional Learning model was introduced in line with the new departmental policy. Regular Professional Learning sessions have been scheduled during our regular meeting times to support teachers to implement, evaluate and share What Works Best principles of evidence-informed practices in their classroom.

Teachers are assigned to cross-faculty leadership teams that engage in discussion and implementation to improved educational practice. In-school experts are used to support effective implementation of data use and analysis, to inform teaching and learning. The expertise of staff is valued and celebrated as staff are encouraged to participate in professional learning to support the School Strategic Improvement Plan and further develop teachers' performance and development goals. Teachers are confident in their own expertise and are willing to share and collaborate with their peers within the school community to improve student learning outcomes.

Teacher accreditation and maintenance of accreditation processes were maintained. In 2022, the new staff induction program will be reviewed and implemented to include areas that reflect the changes of school procedures and practices.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	716,721
<b>Revenue</b>	12,867,506
Appropriation	11,912,305
Sale of Goods and Services	72,394
Grants and contributions	763,635
Investment income	1,258
Other revenue	117,914
<b>Expenses</b>	-12,951,432
Employee related	-10,833,588
Operating expenses	-2,117,845
<b>Surplus / deficit for the year</b>	-83,926
<b>Closing Balance</b>	632,794

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.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	35,295
<b>Equity Total</b>	900,078
Equity - Aboriginal	2,806
Equity - Socio-economic	75,308
Equity - Language	666,245
Equity - Disability	155,719
<b>Base Total</b>	10,096,076
Base - Per Capita	263,379
Base - Location	0
Base - Other	9,832,698
<b>Other Total</b>	485,993
<b>Grand Total</b>	11,517,442

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](https://myschool.edu.au) to access the school data.

In 2021, the National Assessment Program (or NAPLAN) proceeded and Year 7 and 9 students completed their tests.

Results were as follows:

### Year 7

41.49% achieved in Reading in the top 2 bands

50.50% achieved in Numeracy in the top 2 bands

9.10% achieved in Writing in the top 2 bands

### Year 9

39.89% achieved in Reading in the top 2 bands

43.02% achieved in Numeracy in the top 2 bands

26.60% achieved in Writing in the top 2 bands

### Reading

In 2021 39.89% of Year 9 students achieved in the Top 2 Bands in NAPLAN for Reading compared to 30.51% of students in 2019.

### Numeracy

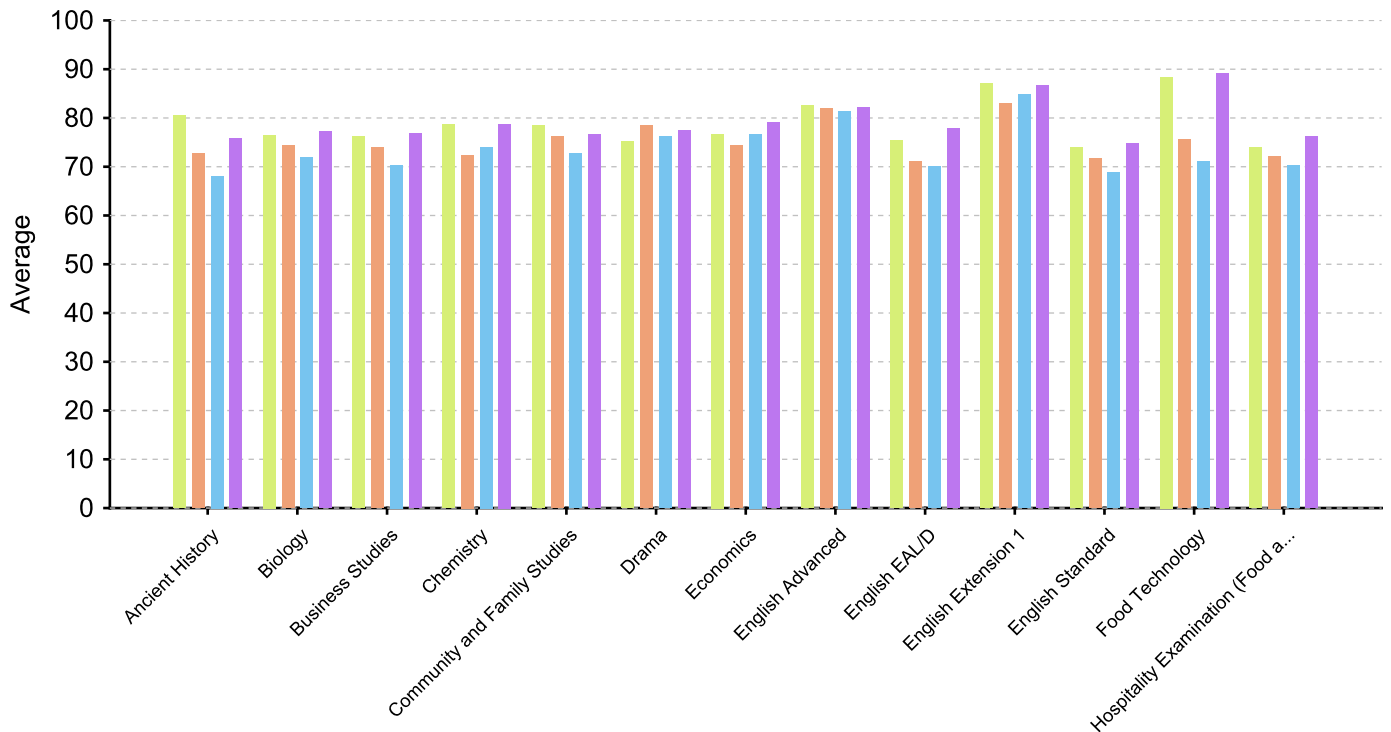
In 2021, 43.02% of Year 9 students achieved in the Top 2 Bands in NAPLAN for Numeracy compared to 42.37% of students in 2019.



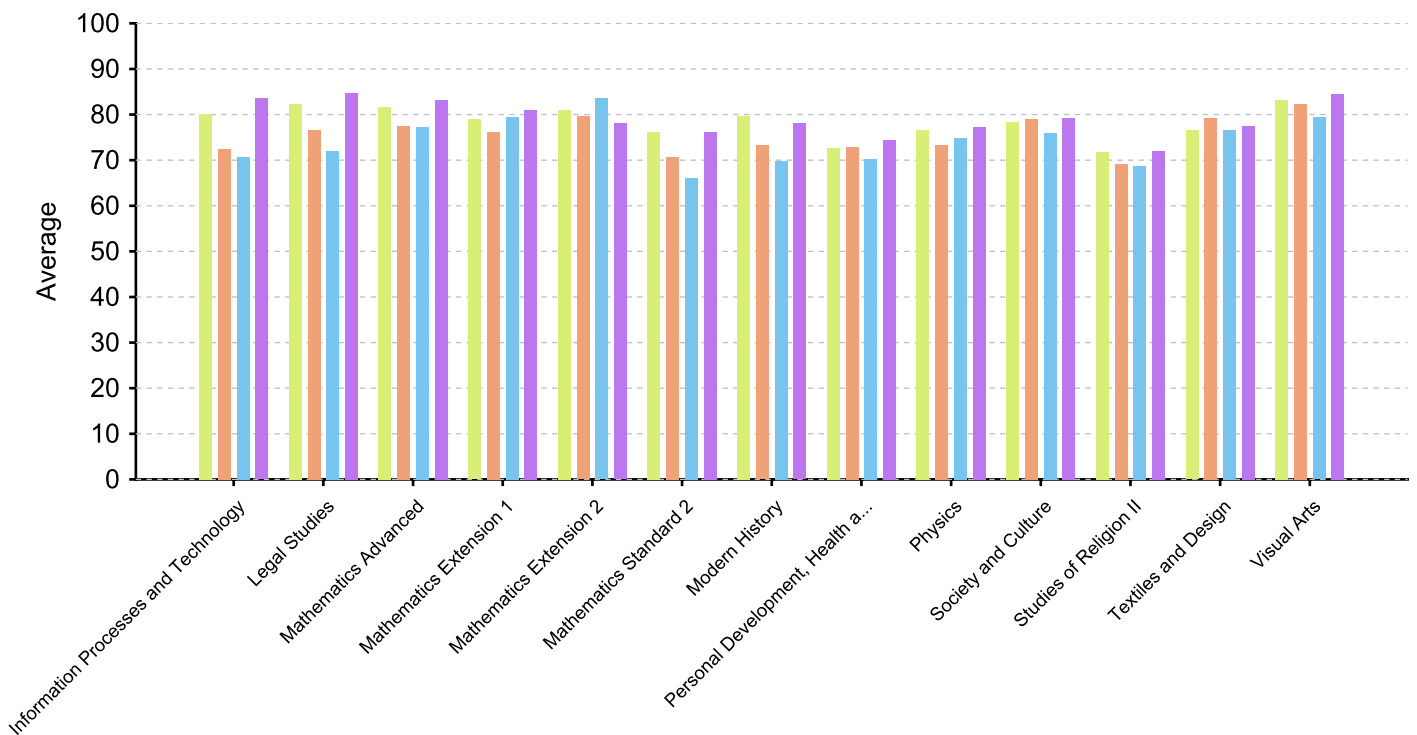
## School performance - HSC

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 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	80.5	72.8	68.1	75.8
Biology	76.5	74.3	71.9	77.2
Business Studies	76.2	74.0	70.4	76.9
Chemistry	78.6	72.4	74.1	78.8
Community and Family Studies	78.4	76.1	72.7	76.6
Drama	75.1	78.5	76.1	77.5
Economics	76.7	74.4	76.7	79.0
English Advanced	82.6	81.9	81.4	82.2
English EAL/D	75.4	71.1	70.0	77.8
English Extension 1	87.0	82.9	84.8	86.7
English Standard	73.9	71.6	68.8	74.8
Food Technology	88.4	75.6	71.0	89.1
Hospitality Examination (Food and Beverage)	73.9	72.2	70.3	76.3
Information Processes and Technology	80.1	72.5	70.8	83.5
Legal Studies	82.3	76.5	72.0	84.7
Mathematics Advanced	81.7	77.5	77.4	83.2
Mathematics Extension 1	78.9	76.2	79.5	80.9
Mathematics Extension 2	81.0	79.6	83.5	78.0
Mathematics Standard 2	76.1	70.8	66.1	76.1
Modern History	79.6	73.2	69.7	78.1
Personal Development, Health and Physical Education	72.7	72.9	70.3	74.4
Physics	76.7	73.3	74.8	77.2
Society and Culture	78.4	79.1	76.0	79.2
Studies of Religion II	71.8	69.1	68.8	72.0
Textiles and Design	76.5	79.2	76.6	77.5
Visual Arts	83.2	82.4	79.4	84.5

## 2021 HSC

### HSC Top 2 Bands

In 2021 52% of Year 12 students achieved in the Top 2 Bands in the HSC compared to 58% of students in 2020. The school target for 2021 was 60-65% of students to achieve in the Top 2 Bands.

This data indicates that the school is still working towards its target and this will be a focus for all faculties in Year 12 in the Strategic Improvement Plan.

### HSC Top 3 Bands

In 2021, 88% of Year 12 students achieved in the Top 3 Bands in the HSC compared to 89% of students in 2020. The school target for 2021 was 91-95% of students to achieve in the Top 3 Bands.

This data indicates that the school is still working towards its target and this will be a focus for all faculties in Year 12 in the Strategic Improvement Plan.

Every staff member was involved in a thorough analysis of their HSC data and identified further recommendations for faculty planning.

Head Teachers analysed faculty data and planned faculty directions for 2021. The school provided additional tuition and support for students who required further intervention to facilitate their continuous improvement in the learning process.

It is also important to note that over 60% of our HSC students received offers of early entrance into tertiary institutions across NSW and in other states.



## Parent/caregiver, student, teacher satisfaction

The 2021 ***Tell Them From Me*** survey data indicated the following:

- 87% of students agreed that they have positive relations at the school.
- 72% of students felt that they have a positive sense of belonging.
- 71% of students indicated that they participated in school sports and clubs.

In 2021, 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.
- 79% of students in Year 7 indicated a positive sense of belonging and felt accepted and valued by their peers and teacher;
- 92% of students in Year 7 and Year 11 indicated positive relationships with their peers;
- 100% of students in Year 7 and Year 12 indicated positive experiences at school; and
- 73% of Year 7 students indicated intellectual engagement, and interesting, enjoyable and relevant learning experiences.
- 95% of parents valued the support of the students and their families during the COVID 19 remote learning period.
- 87% of students indicated that they had made good progress in achieving their academic goals and only 5 % voiced that COVID 19 had impacted on their motivation to achieve their goals, acknowledging that remote online learning had been difficult.
- 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.
- Staff evaluations indicated appreciation of the professional learning experiences through faculty meetings, staff meetings, School Development Days, as well as external professional learning opportunities.

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:

- 99% of students affirmed that they have experienced positive behaviour at the school.
- 97% of students rated their overall experience at Strathfield Girls High School as excellent.
- 96% of students rated the quality of teaching and learning as excellent and identified feedback as most vital in helping them to continually improve.





# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

