

2021 Annual Report

Strathfield South High School



8252

Introduction

The Annual Report for 2021 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 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.

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Message from the principal

Strathfield South High School is characteristic of our local community with students coming from a diverse range of backgrounds, religions and home languages. The school is privileged to have a vibrant Support Unit that caters for young people with Autism and hearing impairment. We take great pride in our harmonious, peaceful, accepting environment where all voices are heard and valued.

The teaching staff at our school is a mixture of experienced, talented teachers and beginning teachers who are dedicated to ensuring each student achieves the best possible outcome in all aspects of their educational journey. To support this, the school offers broad academic, sporting and extra-curricular activities which provide every student with the opportunity to find their path through to completion of their education.

Strathfield South High School takes pride in developing the whole student by addressing individual learning needs, ensuring they are known, valued and cared for, and through exceptional wellbeing programs which enhance interpersonal skills to prepare our students for leading roles in the society of the future.

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 have a large Support unit comprised of 8 Autism and 4 Hearing Support classes. 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 68 teaching staff and 17 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*. From our *Situational Analysis* we found that beyond the State-wide targets on *Student growth and attainment*, the high level areas to prioritise were *Curriculum* and *Data skills and use*. We followed a deliberate process for community, staff and student consultation to ensure that our Strategic Directions 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Delivering |
| 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 | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

We aim to use evidence-based teaching practices to challenge our students to build their knowledge and skills and guide them to become self-motivated learners. In this way we can ensure that every student, every teacher and every leader demonstrates growth every year.

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.

- Explicit teaching
- Assessment

Resources allocated to this strategic direction

Professional learning: \$19,800.00

Beginning teacher support: \$3,000.00

Refugee Student Support: \$10,000.00

Socio-economic background: \$727,628.70

Integration funding support: \$279,823.00

Aboriginal background: \$9,104.69

English language proficiency: \$246,660.00

Summary of progress

In Term 4, 2020 we established a literacy and numeracy team to take carriage of the development of literacy and numeracy skills both within and beyond the classroom. The team developed strategies that were built on the successful interventions developed in literacy that saw the school already meeting the lower bound target.

This included:

- Each faculty was assigned a specific Numeracy focus area and provided a numeracy leader to support with resourcing, activity development, and feedback.
- The development of numeracy and literacy lesson starters (alternated across the week).
- Capturing and sharing numeracy and literacy data to staff to support the tracking of student progress. These are to be aligned to Plan 2 from 2022 onwards.
- Explicit support for students to attain their HSC Minimum Standards.
- Numeracy partnership with Strathfield South Public School in reciprocal teaching and shared resourcing.

In addition, the school invested both staffing and financial resources by providing all teaching staff and all Executive staff one and two concessional periods respectively to facilitate the effective resourcing of Numeracy interventions. To further support our Stage 5 students we introduced a skilled learning course that enabled the school to support our students with explicit HSC Minimum Standards support (as well as other key areas).

Furthermore, the literacy interventions and professional learning provided supported the progress towards achieving the respective school targets in improving student reading and staff confidence implementing effective literacy strategies in classrooms.

Unfortunately, once we moved to online learning these interventions were replaced with a focus on student engagement with online learning. Our SLSO and Learning Support staff (including COVID ILSP staff) continued to provide explicit support for those students both on LaST caseload and those identified as benefiting from additional support across Stages 4 and 5.

Observations

- 100% of Year 12 2021 successfully met HSC Minimum Standards
- 99% of Year 12 2022 have successfully met HSC Minimum Standards
- 99% Of Year 11 2022 successfully met HSC Minimum Standards
- Previous negative trends in numeracy achievement (in NAPLAN) has been arrested with positive trend in achievement placing the school at a level similar to 2017. Significant achievement following year on year of Negative trend data (past 5 years).
- Stage 5 Skilled learning course continuing in 2022
- Numeracy partnership with SSPS to be consolidated and expanded to other local primary schools

- Concessional periods removed for 2022 timetable

Whilst there have been some improvements, there is still work to be done to meet our minimum bound in Numeracy and to meeting our targets for top 3 HSC Bands.

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 |
|--|---|
| <ul style="list-style-type: none"> • The percentage of students achieving in the top two bands for NAPLAN in Year 9 Reading meets or exceeds the system negotiated lower bound target of 9%. • 2019=9.7% Upper bound 14% requiring an uplift of 2% for 2021 | <p>The percentage of students who achieved the top two bands in NAPLAN reading was 7.8%, indicating progress toward the lower-bound target.</p> |
| <ul style="list-style-type: none"> • The percentage of students achieving in the top two bands for NAPLAN Numeracy moves towards the system negotiated lower bound target of 12.9%. • 2019=3.2%. Lower bound 12.9% requiring an uplift of 5% for 2021 | <p>The percentage of students achieving expected growth in numeracy increased by 4% to 7%, indicating progress towards the system-negotiated target.</p> |
| <ul style="list-style-type: none"> • The percentage of students achieving in the top three bands for HSC course moves towards the system negotiated target of 38.8% • 2020=25.91%. Lower bound 38.8% requiring an uplift of 7% for 2021. | <p>The percentage of students achieving in the top three bands for the HSC decreased to 23.6% indicating progress yet to be seen toward the lower bound target.</p> |
| <ul style="list-style-type: none"> • The percentage of students achieving expected growth for NAPLAN Reading meets or exceeds the system negotiated target of 60.4%. • 2019=62.07% Upper bound 65.4% requiring an uplift of 2% for 2021 | <p>The percentage of students achieving expected growth in reading decreased to 40.3% indicating progress yet to be seen toward the lower bound target.</p> |
| <ul style="list-style-type: none"> • The percentage of students achieving expected growth for NAPLAN Numeracy moves towards the system negotiated target of 67.6%. • 2019=54.5% Lower bound 67.6% requiring an uplift of 5% in 2021 | <p>The percentage of students achieving expected growth in numeracy decreased by 1.3% to 53.2%, indicating progress yet to be seen toward the lower bound system-negotiated target.</p> |
| <ul style="list-style-type: none"> • Identify students who are <i>high risk educationally</i> that require immediate intervention to move towards meeting Stage appropriate standards in literacy and numeracy. These students are engaged in school-based intervention programs (<i>Quicksmart, Macq-Lit</i>). Tracking their progress through school-based system and PLAN2 at twice termly intervals. • Identify students who are <i>at risk educationally</i> that require intervention to meet Stage appropriate standards in literacy and numeracy. These students are engaged in school-based intervention programs through COVID ILSP. Tracking their progress through | <p>Students were successfully identified, provided with support, and tracked throughout the year.</p> <p>The percentage of Year 10 students involved in Stage 5 interventions decreased in alignment with the increase in students attaining Minimum Standards; however, the number of Year 9 students involved in Stage 5 interventions increased to compensate for the disruption to learning caused by online learning the last few years.</p> |

school-based system and PLAN2 at twice termly intervals.

- Decrease in the % of students involved in the interventions in Stage 5.

Strategic Direction 2: Curriculum

Purpose

Our purpose is to champion learning excellence and responsiveness to meet the needs of all students through a consistent approach to quality teaching, curriculum planning, delivery and assessment.

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.

- Differentiation and personalised learning
- High Expectations
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$17,040.00

Summary of progress

Differentiation and personalised learning

Staff were supported by their Head Teachers, through ongoing professional learning within faculties, to successfully embed *LISC* in their programs. High staff engagement with working with *LISC* in their classrooms had led to increased student awareness of what they are expected to know, understand and do in each lesson and across units of work. In 2022 staff will continue to work to develop the ability of students to articulate success criteria for them to demonstrate progress in their learning.

Differentiation of curriculum delivery has progressed; however, *LaST* staff changes left us with no trained staff to support this delivery, which has had an impact on the ongoing planning and provision for 2022. Staff who were in those roles worked closely with the teachers of targeted classes to both differentiate work and develop the skills and confidence of those teachers to meet the needs of identified students.

Observations

With a stable *LaST* established in 2022, they will work with each *KLA* to develop the skills and capacity of all staff.

High Expectations

- The impact of *COVID* led to planned professional learning on *HPGE* being postponed. This will be rescheduled to Term 1, 2022.
- *High Expectations audit* conducted by our PSL in 2021. The data and findings can be found in the attachment in *Implementation and Progress monitoring* tab for Strategic Direction 2.
- Principal-led discussions with Executive discussions of school climate, reflecting on an overall decline in student engagement and behaviour during the first half of Term 4, 2021, has led to a change in the work around *High Expectations* for 2022.

Observations

The establishment of *Standard Expectations* for classrooms, embedded from day 1 Term 1 2022, will form the foundation of progress towards establishing our contextualised *High Expectations*.

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 and learning programs | Document analysis of learning programs indicates that the programs in all |

| | |
|---|---|
| <p>describe what all students are expected to know, understand and do.</p> <p>Differentiation of curriculum delivery within classrooms happens for students with particular identified needs.</p> | <p>faculties, across Stages 4-5, include LISC, with some faculties also including them in their Stage 6 programs. Observation indicates that 90% of teachers are working with students in the application of these learning intentions and success criteria in the classroom.</p> <p>Differentiation of curriculum delivery continues to progress; however, LaST staff changes leaving us with no trained staff has had an impact. LaS staff have been assigned to targeted classes, working closely with teachers to differentiate work to meet the needs of students. Document analysis indicates that adjustments are being made to accommodate individual student needs for all students with PLPs.</p> |
| <p>Development of a school-based definition and shared understanding of High Expectations. Teachers work with their students to develop High Expectations of their learning and on-going achievement.</p> | <p>78% of the 406 students who responded to the 2021 TTFM survey report positive outcomes on the Expectations for Success measure of classroom context. This refers to the extent to which teachers value academic achievement and hold high expectations of all students.</p> <p>From 66 respondents to the 2021 TTFM Teacher survey there was a score of 7.8 (State norm 8.0) for Learning Culture, one of the eight drivers of student learning and a score of 7.5 (State norm 7.5) for Challenging and Visible goals, one of the four dimensions of classroom and school practices.</p> |
| <p>Growth from the 2020 results in the percentage of students in the three measures of Intellectual Engagement in the TTFM survey</p> | <p>2020 353 students participated in TTFM survey.</p> <p>2021 406 students participated in TTFM survey.</p> <p>This year there was a 10% decrease in the number of students who say they are interested and motivated (2 % below State norm - always previously significantly over).</p> <p>There was a 6% decrease in the number of students who say they make an effort (3 % below State norm - previously over).</p> <p>There was a 1% increase in students who say they are intellectually challenged (still significantly below State norm).</p> <p>The majority of our students live in one of the 12 LGAs of concern and have had to abide by the most restrictive lockdown orders in NSW, which has brought considerable stress in their homes and in their wide community. These students have also had to deal with the financial stresses that their families have experienced. Not having had the same access to their teachers due to remote learning. and, for many, not having and individual quiet work space at home has had a significant impact.</p> |

Purpose

Our purpose is to ensure the systematic utilisation of school-wide data to identify and inform student achievement and progress, and quality teaching practices.

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 informed practice
- Student Engagement

Resources allocated to this strategic direction

Summary of progress

Data informed practice

Due to staff changes at Senior Executive and Executive levels, coupled with the need to prioritise preparations for online learning, the *Data informed practice* plans were placed on hold.

Observations

Preliminary discussions were undertaken during Term 4 to identify specific areas of focus for *Data informed practice* which ought to make the process more robust.

Strengthening Attendance strategies

Implementation of the following strategies from Term 1 2021:

1. >90% attendance BBQ
2. Daily Senior Exec morning sweep of local fast food and petrol station at 8.30am
3. Late students attend detention in Hall at recess
4. SASS staff making phone calls home for students late

These were ceased during the year as a consequence of the school being in an LGA of concern and ultimately moving into lockdown and online learning.

During online learning:

1. Introduction of rating system for attendance and engagement

- 3 for attending scheduled Zoom lessons and engaging with set work
- 2 for attending scheduled Zoom lessons and engaging with some work
- 1 for attending minimal scheduled Zoom lessons and/or engaging minimally engagement with work
- 0 for not attending scheduled Zoom lessons, not engaging with work

2. Members of the SASS and *Wellbeing* teams called all parents weekly to update on individual student progress: attendance and engagement. New strategies trialed during online learning will inform the future directions of the attendance policy.

3. During Term 4, the *Wellbeing team* met to review current practices against the *Wellbeing framework* to revise current practices. Goals were established around '*A Sense of Belonging, An Inclusive Environment, Partnerships and Data.*' This will be presented to all staff during *SDD 1 2022*.

Observations

There is no substantive longitudinal data for our interventions from Term 1 due to the impact of *COVID* restrictions and the school being in an *LGA* of concern. That is not to say the interventions were not having an impact for some of our students, certainly our first, and only >90% attendance BBQ, had many students state their intention to improve attendance so they could participate next time!

The morning sweeps and late detentions saw a significant decrease in the initial weeks; however, this plateaued and

regressed over time.

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 have knowledge and understanding of the data sources available, how to access them and are able to use these to draw conclusions to inform their practice and improve student learning | Teachers have an awareness of the data sources available and are beginning to use these to draw conclusions to inform their practice and improve student learning. |
| To increase the percentage of students attending school above 90% from 50.81% in 2019 towards our lower bound target of 57.6% our uplift required is 4% in 2021 | The number of students attending greater than 90% of the time or more has decreased by 11.28% since 2019. The majority of our students live in one of the 12 LGAs of concern and have had to abide by the most restrictive lockdown orders in NSW, which has brought considerable stress in their homes and in their wider community. |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Refugee Student Support</p> <p>\$10,000.00</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: Each targeted student has demonstrated improvement in their basic literacy and/or numeracy skills as demonstrated through internal and external assessment, including all eligible students meeting HSC Minimum Standards.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 NAPLAN data needs to be analysed to see success of intervention with the 2021 Quicksmart and Multilit students.</p> |
| <p>Integration funding support</p> <p>\$279,823.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Strathfield South High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: During both face-to-face teaching and COVID-imposed online learning, SLSOs and LaSTs provided individualised one on one support to targeted students across the school. LaSTs continued to monitor and consolidate student growth and individual learning goal achievement through individualised student and parent meetings/conferences, and direct interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: PLP goals to be tracked throughout the year with evidence. Continue targeted support for equity students. Continue to improve student literacy and numeracy through targeted intervention.</p> |
| <p>Socio-economic background</p> <p>\$1,042,128.70</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Strathfield South High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> |

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|--|---|
| <p>Socio-economic background</p> <p>\$1,042,128.70</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment • Explicit teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Individualised support was provided for students with high-level learning and wellbeing needs through the employment of additional staff and roles. The development of core literacy and numeracy resources across the school. Staff period allocation resulted in numeracy activities being embedded in lessons and existing programs, with NAPLAN data indicating an uplift of 4% in students attaining the top two bands in Numeracy from 2019. Key learning space projects have been utilised to improve student access, including the offering of Agriculture as an elective across the school.</p> <p>As a consequence of COVID restrictions, not all funds were able to be used as planned.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students requiring individualised support to continue to receive assistance. Continue to provide access to funds for high-needs and at-risk students. For Numeracy, the element Measurement and Geometry was identified as an area requiring improvement from our students in top bands, as well as mid & lower bands with their level of skill requirement. As a result of this database, Numeracy across the school will have a special interest in this element in 2022. Key learning space projects to be finalised to provide student flexibility of choice and access.</p> |
| <p>Aboriginal background</p> <p>\$9,104.69</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Strathfield South 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>Personalised learning plans developed for students communicated and collaborated with staff; student engagement in indigenous education programs; and individualised support with curriculum, attendance, and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To evaluate personalised learning plans and continue to monitor and</p> |

| | |
|---|---|
| <p>Aboriginal background</p> <p>\$9,104.69</p> | <p>maintain student growth and progress towards learning goals and achievements.</p> |
| <p>English language proficiency</p> <p>\$246,660.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Strathfield South High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Increased support of students from EAL/D backgrounds both in class and in small group, withdrawal lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: To establish further upskilling of staff in differentiating for the needs of students from EAL/D backgrounds, and continuing to provide support for students identified in the beginning and emerging phases of the EAL/D progressions.</p> |
| <p>Low level adjustment for disability</p> <p>\$309,305.96</p> | <p>Low level adjustment for disability equity loading provides support for students at Strathfield South High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Students with disabilities in both the Support Unit and in Mainstream provided with personalised SLSO and teacher support, both in class and through withdrawal periods.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide personalised in class and withdrawal support for students with disabilities.</p> |
| <p>Flexible Funding for Wellbeing Services</p> <p>\$28,752.01</p> | <p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Strathfield South High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p> |

| | |
|---|---|
| <p>Flexible Funding for Wellbeing Services</p> <p>\$28,752.01</p> | <p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school <p>The allocation of this funding has resulted in: Personalised intervention for at-risk students via the teacher mentor program. Students engaged in the program were continued to be closely monitored and supported during online learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the teacher-mentor program and with the return to face-to-face learning, expand the program to include more external providers and interventions.</p> |
| <p>COVID ILSP</p> <p>\$439,057.47</p> | <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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Students were identified for the COVID ISLP program using a range of external and internal testing data and provided with in-class support, individual literacy and numeracy support to reach milestones/targets, including a strong focus on developing students core skills to attain the Minimum Standards. 99% of Year 10, Year 11, and 100% of Year 12 2021 cohort successfully passed all Minimum Standards tests.</p> <p>After evaluation, the next steps to support our students with this funding will be: All students across the school to continue to be supported in their literacy and numeracy growth in achieving their Minimum Standards. Assess student growth from 2022 NAPLAN and internal testing data.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 365 | 377 | 404 | 375 |
| Girls | 237 | 241 | 246 | 255 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 90.8 | 89.7 | 89.4 | 89.3 |
| 8 | 85.8 | 89.2 | 88 | 85.9 |
| 9 | 85.1 | 82.9 | 89.2 | 84.6 |
| 10 | 80 | 82.4 | 84 | 81.7 |
| 11 | 86 | 88 | 81.7 | 80.1 |
| 12 | 89.1 | 89.1 | 85.4 | 83.6 |
| All Years | 86.2 | 86.6 | 86 | 84 |
| 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

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 | 3.5 | 2.9 |
| Employment | 2.2 | 1.75 | 7.6 |
| TAFE entry | 2.2 | 5.2 | 15.2 |
| University Entry | N/A | N/A | 66.7 |
| Other | 1.5 | 3.5 | 1.9 |
| Unknown | 0 | | |

Although it has been a difficult two years of struggling with COVID lockdowns for our students, overall they had a successful transition from school to university and TAFE courses. This is due to universities now aiming to get an overall view of student learning through their Preliminary and HSC course results. With all the major universities now participating in early entry programs accessing students' Preliminary course grades, students can additionally put forward the skill sets they have developed through working, leadership roles, commitment to their communities and volunteering by submitting a written application as well.

The trend to diversify away from Western Sydney University and choosing universities that meet their specific needs continued. This year we have students receiving offers from all the major universities in the Sydney metropolitan area. The range are as follows: University of Sydney, UNSW, ACU, Notre Dame University, Macquarie Uni, UTS, and Western Sydney University.

A special mention should be made to those students that participated in the two year UTS entry program, all of whom successfully received an offer to UTS for 2022.

Students again are broadening their reach in career choices, with some newer areas of study not previously pursued being: Accountancy, Cognitive and Brain Science, Applied Sciences, Sports and Exercise Science, Screen, Media and Production, and Construction Management.

Other more popular areas chosen were: Information Technology, Social Working, Nursing, Criminology, Health Sciences Engineering, Primary and Secondary Teaching, Medical Science, and Business.

Studying at NSW TAFE is also continuing to be a good career option for the Year 12 cohort with students undertaking Diplomas in Dental Technician, Nursing, Business and Real Estate as well as studying and working in plumbing, electrical, air conditioning, and glass apprenticeships.

Also continuing in 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) or continuing training at university to graduate as a registered nurse.

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

Year 12 students undertaking vocational or trade training

20.56% of Year 12 students at Strathfield South High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at Strathfield South 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) | 9 |
| Classroom Teacher(s) | 49 |
| Learning and Support Teacher(s) | 1.8 |
| Teacher Librarian | 1 |
| Teacher ESL | 2.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 17.28 |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| 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.

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 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 628,978 |
| Revenue | 12,744,193 |
| Appropriation | 12,604,822 |
| Sale of Goods and Services | 27,321 |
| Grants and contributions | 72,864 |
| Investment income | 530 |
| Other revenue | 38,656 |
| Expenses | -12,243,823 |
| Employee related | -11,319,818 |
| Operating expenses | -924,006 |
| Surplus / deficit for the year | 500,370 |
| Closing Balance | 1,129,348 |

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.

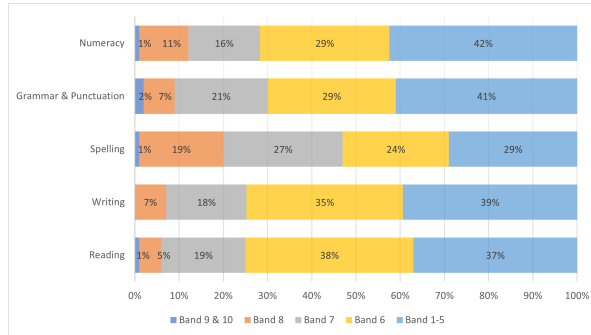
| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 289,948 |
| Equity Total | 1,746,268 |
| Equity - Aboriginal | 9,105 |
| Equity - Socio-economic | 1,139,776 |
| Equity - Language | 288,081 |
| Equity - Disability | 309,306 |
| Base Total | 9,073,794 |
| Base - Per Capita | 177,408 |
| Base - Location | 0 |
| Base - Other | 8,896,386 |
| Other Total | 517,448 |
| Grand Total | 11,627,459 |

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.

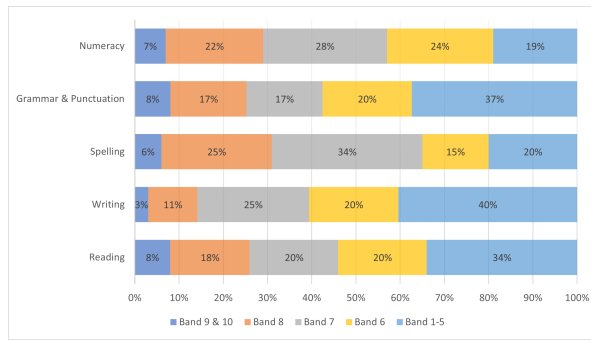
School performance - NAPLAN

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.



2021 Year 7 NAPLAN Data

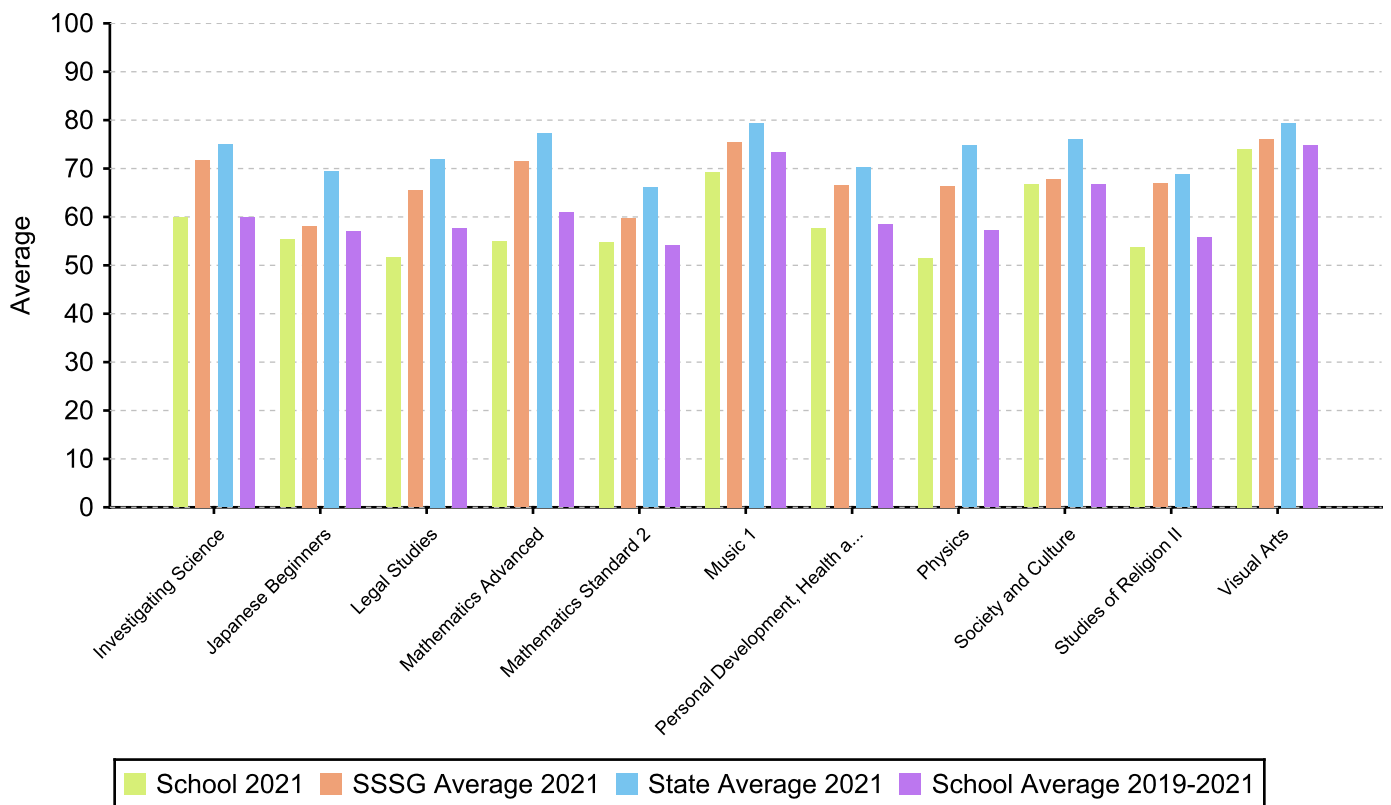
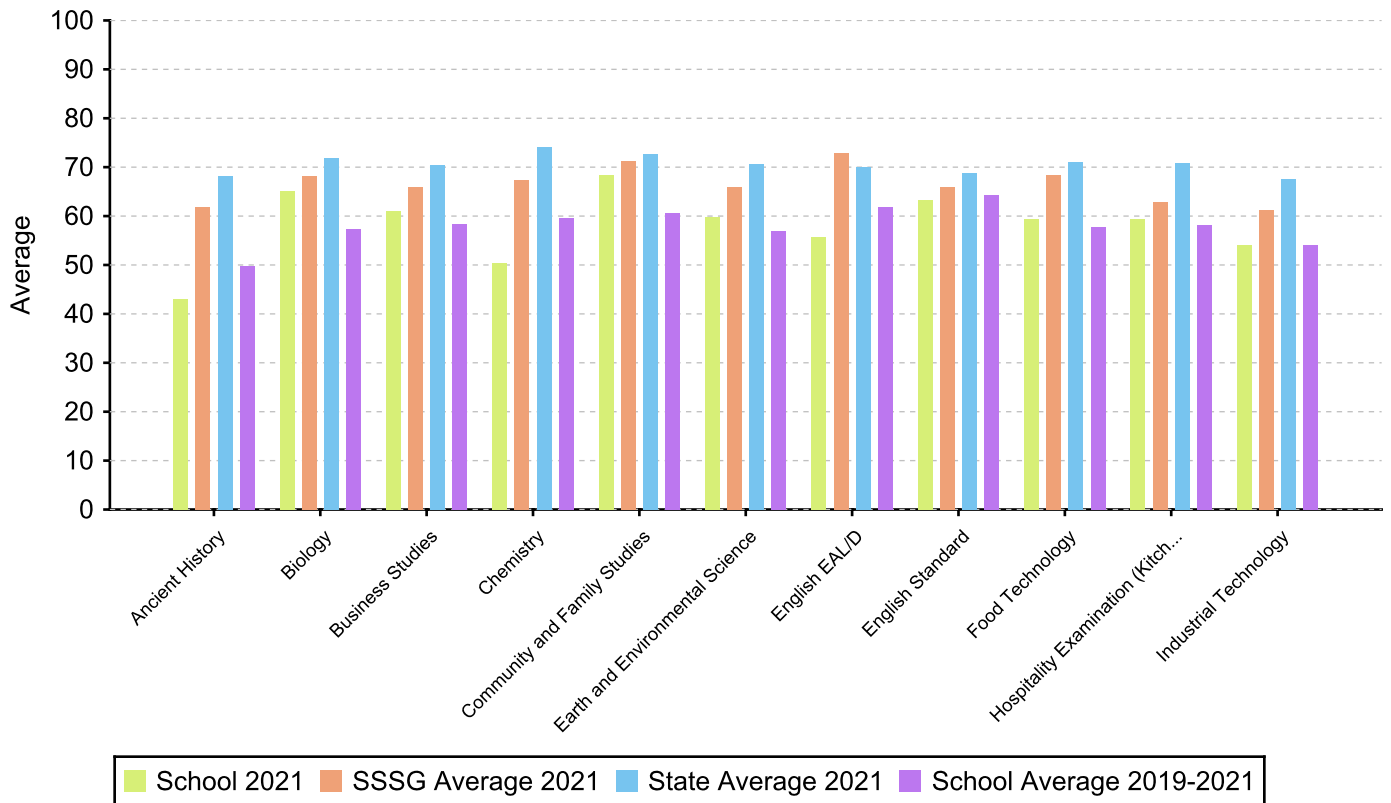


2021 Year 9 NAPLAN Data

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 2021 | SSSG | State | School Average 2019-2021 |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 43.1 | 61.8 | 68.1 | 49.7 |
| Biology | 65.1 | 68.1 | 71.9 | 57.3 |
| Business Studies | 61.0 | 65.9 | 70.4 | 58.5 |
| Chemistry | 50.3 | 67.3 | 74.1 | 59.5 |
| Community and Family Studies | 68.3 | 71.3 | 72.7 | 60.6 |
| Earth and Environmental Science | 59.8 | 66.0 | 70.6 | 57.0 |
| English EAL/D | 55.7 | 72.8 | 70.0 | 61.8 |
| English Standard | 63.2 | 65.8 | 68.8 | 64.3 |
| Food Technology | 59.4 | 68.4 | 71.0 | 57.7 |
| Hospitality Examination (Kitchen Operations and Cookery) | 59.3 | 62.9 | 70.8 | 58.1 |
| Industrial Technology | 54.1 | 61.2 | 67.7 | 54.0 |
| Investigating Science | 59.9 | 71.7 | 74.9 | 59.9 |
| Japanese Beginners | 55.3 | 58.1 | 69.5 | 57.2 |
| Legal Studies | 51.6 | 65.5 | 72.0 | 57.7 |
| Mathematics Advanced | 54.9 | 71.5 | 77.4 | 60.9 |
| Mathematics Standard 2 | 54.8 | 59.8 | 66.1 | 54.1 |
| Music 1 | 69.3 | 75.4 | 79.4 | 73.4 |
| Personal Development, Health and Physical Education | 57.7 | 66.6 | 70.3 | 58.6 |
| Physics | 51.5 | 66.4 | 74.8 | 57.2 |
| Society and Culture | 66.7 | 67.8 | 76.0 | 66.7 |
| Studies of Religion II | 53.7 | 66.9 | 68.8 | 55.8 |
| Visual Arts | 74.1 | 76.1 | 79.4 | 74.9 |

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:

- 406 students responded to the survey, an increase of 15% over 2020
- 47 parents responded to the Parent Survey and 66 teachers responded to the Teacher Survey.
- 66% of parent respondents are satisfied with the general communication from the school.
- Parents felt that the school supports learning and positive behaviour, scoring 6.9 and 7 on the Likert scale (although these results are below state norms).
- Teachers indicated that they present challenging and visible learning goals, planned learning opportunities, quality feedback, and support to overcome obstacles for students. The results for our school were on par with the overall state norms.
- Levels of student engagement declined from Year 7 to Year 12 on seven of the ten measures used to assess student engagement. The most pronounced decline was in the extent to which students valued school in outcomes. Given that our school community experienced an extended lockdown period, with the harshest of limitations imposed, such a decline was not entirely unexpected. However, the decline in engagement was not evident in positive classroom behaviours, which improved from Year 7 to Year 12.
- The number of students who were intellectually engaged, finding learning interesting, enjoyable, and relevant, remained above the state norm by 5% overall and 15% on average for Stage 6 students.
- 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 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

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.

Other School Programs (optional)

Hearing Support Classes

In 2021, students from the Hearing Support Unit participated in a wide range of mainstream academic and extracurricular activities across the school. There were 36 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 some of the usual services and events that are significant for the hearing support class students. Unfortunately, the 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. Staff held morning check-ins and lunchtime assistance for students.

Auslan interpreting and sign support for continued over zoom. 2021 saw 5 Year 12 students sit the HSC examinations and graduate. 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

2021 saw the commencement of another new Autism support class at the school. This brings the total number of Autism Support Classes to 8, and saw the appointment of 2 new staff members to the growing Support Unit faculty. 1 student from the Autism Support Unit graduated Year 12. This student was supported to transition to post-school programs and is returning for work experience as an SLSO at SSSHS in 2022.

In 2021 we built on our strong relationship with Assistance Dogs Australia (ADA). Our fully trained ADA Dog 'Lo' has undertaken a number of support programs. She has assisted students across both in support and mainstream classes. Data shows that when Lo is in the classroom students are more self-regulated and better able to engage in their learning. Lo has supported with reading, writing, transition, emotional regulation, and self-care programs.

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 Lo, the Support Dog, and staff-led online Zoom excursions using Google Expeditions. There was an online wellbeing platform which hosted a virtual playground where students across classes could interact with each other and their classrooms. Overall, our students engaged well with online learning and made the most of the online platforms.

Middle School Classes

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, enabling smoother transition of high school and the establishment of strong learning and wellbeing partnerships between teachers and students.

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.

Homework Centre

The Homework Centre is a core component of Strathfield South High School's commitment to quality teaching and learning. It runs on Monday and Thursday afternoons in the school library throughout the school year and is staffed by a group of volunteer teachers who help students with their homework, assignments and study. It is a particularly useful resource for students who require access to Internet or computing facilities outside of school hours. Up to 20 students attend regularly, participating in every session, with other students coming occasionally when they need additional support. Students also have access to university mentors as part of the school's participation in university tutoring programs. A partnership with UTS through the U@Uni Academy program provide individual support and tutoring for students in specific subject areas like Business Studies, Physics, Society & Culture, English Standard and Earth and Environmental Science.