2022 Annual Report

Strathfield Girls High School

8169

Introduction

The Annual Report for 2022 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.

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Message from the principal

Strathfield Girls High School is a dynamic learning community that has at its core, a strong sense of belonging, strengths-based leadership, and the pursuit of excellence in every aspect of school life. Staff, students and parent-partners work collaboratively to ensure that our students have access to rich learning and extra-curricular offerings in a caring and nurturing environment.

The vibrant and positive learning culture at our school in 2022 enabled students to emerge empowered and resilient individuals, equipped with confidence, courage, and life effectiveness skills to contribute positively as citizens of the 21st century.

In 2022, we maintained our whole-school focus on innovative teaching practices, wraparound wellbeing initiatives and the achievement of personal best through our core values framed around respect, responsibility and readiness.

As an all-inclusive thriving learning community with strong collaborative leadership, diverse curriculum and unique opportunities, our school has continued to demonstrate excellence and our ongoing commitment to personal growth.

Mechel Pikoulas

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. 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	2022 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: $73,027.00
Aboriginal background: $3,610.00
English language proficiency: $10,474.00
Student support officer (SSO): $96,058.00
Low level adjustment for disability: $64,547.00
Integration funding support: $35,295.00

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 2022 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. The focus of the twilight professional learning sessions was the explicit teaching of reading strategies, writing learning intentions and corresponding success criteria.

An evaluation of the LaNi initiative will assist in refining school practices and processes.

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. Moving forward, the school will continue with its focus on explicit teaching mapped to programming and assessment.

The school also engaged with monitoring and consolidating 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
NAPLAN Top 2 Bands **Reading:** • Uplift of 4.8% of students achieving top 2 bands in NAPLAN reading from baseline.	Internal data indicates that there has been an improvement in student performance in Literacy Reading students achieving the top 2 bands in NAPLAN Reading. In 2022, 29.17% of students achieved in the top 2 bands. Reading comprehension skills will continue to be a focus embedded in classroom practice across Key learning Areas.
Numeracy: • Uplift of 2.6% of students achieving top 2 bands in NAPLAN numeracy from	The school is working towards improving the number of students achieving in the top 2 bands in NAPLAN Numeracy. In 2022, 44% of students achieved in the top 2 bands in Year 9 Numeracy, an increase by 1% from

baseline.	2021. 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.
An uplift of students attending greater than 2021 levels.	The locally targeted increase in students attending greater than 90% of the time was achieved in 2022. School attendance monitoring processes will continue to be a focus to improve student attendance rates which impacts on their learning.
NAPLAN Expected Growth: **Reading:** Uplift of 1.4% of students achieving expected growth in NAPLAN reading from baseline.	Student growth could not be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020 there is insufficient data to calculate student growth scores for 2022.
NAPLAN Expected Growth: **Numeracy:** Uplift of 1.9% of students achieving expected growth in NAPLAN numeracy from baseline.	Student growth could not be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020 there is insufficient data to calculate student growth scores for 2022.

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
- Assessment

Resources allocated to this strategic direction

Low level adjustment for disability: $66,024.00

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 evaluative practices.

All staff were committed to implementing explicit teaching methods and engaged with established school-wide evaluative processes. The school-wide analysis proformas together with targeted 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. Peer collaboration and sharing of pedagogy and reflection to ensure professional development of teachers strengthened teaching and learning practices across the school.

Programs will continue to be refined and new programs will be developed in line with curriculum reform. Explicit teaching practice tailored for individual needs will remain a future focus, together with assessment renovation and feedback.

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
HSC Attainment Uplift of 2.5% of students achieving top 2 bands in HSC course results from baseline. Tracking of internal and external student data indicates student growth and value added data to students from NAPLAN Year 9 to the HSC.	In 2022, 55% of Year 12 students achieved in the Top 2 Bands in the HSC compared to 52% of students in 2021. Whole school tracking, which begins with the Year 9 NAPLAN analysis, provides the basis for monitoring the HSC and student performance across their courses. Bi-annual course-based HSC band predictions and ongoing individual student interviews about performance are included in whole-school practices. Intervention strategies are implemented by class teachers where the data indicates under-performance and extension strategies are used to boost students into the upper bands. 66/858 (7.8%) of students in NAPLAN 9 Bands 6 to 10 achieved 65% and below in an HSC course. 19 (3.2%) and 24 (4.1%) of students who attained a Band 6 and Band 7 respectively, in NAPLAN 9 Reading and Numeracy, achieved 65% or lower in an HSC course. This indicates student growth and value-added to students from NAPLAN Year 9 to the HSC.

Attendance - Years 11 and 12 Uplift of 5% of students attending greater than 90% of the time.	After remote learning during COVID, student attendance has suffered owing to precautions taken by parents and carers. School attendance monitoring processes will continue to be a focus to improve student attendance rates which impacts learning.
Comprehensive and ongoing whole-school staff PL with a focus on refinement of high quality, current pedagogical evidence based practice and explicit teaching of Stage 6 curriculum.	Teachers engaged in professional learning at a whole-school and faculty level to access and analyse data to inform effective HSC teaching and learning practices and strategies. Faculties will continue to efficiently use data to refine their teaching practice, design rich assessment tasks accompanied by timely and authentic feedback, plan effective lessons and monitor levels of academic achievement in Stage 6 courses.

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

Professional learning: $88,168.00
Beginning teacher support: $76,000.00

Summary of progress

Building on the high expectations culture of the school, the strong professional learning community focused on continuous improvement of teaching and learning. Teachers demonstrated leadership skills and initiative in meeting the demands of maintaining the continuity of learning for all 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, researching the best ways to engage students to ensure every student makes measurable learning progress.

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 voice was harnessed through faculty-based leadership opportunities for students to further develop their leadership skills and drive innovation. Student evaluation and feedback resulted in the re-establishment of many of the leadership initiatives and community partnerships which have been strengthened this year.

Staff and 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
All staff successfully implement **What Works Best** module: Effective Classroom Practice to Inform practices in their classrooms.	Teachers engaged with the professional learning activities of the Explicit Teaching practice module of the What Works Best pedagogy. Their knowledge and understanding of the module was evident in their classroom practice, showcased through classroom observations. They also had the opportunity to collaborate across faculties to share examples of their practice.

Professional learning included the writing of explicit learning intentions and effective success criteria, as well as the implementation of teaching literacy reading strategies to improve student reading comprehension. |

Leadership opportunities empower staff to use their personal brand to enhance their capabilities as future leaders.	Unfortunately, the *Markd* Leadership program, facilitated by external providers, was unable to continue in 2022.
	Staff was encouraged to explore their personal brand and reflect on their leadership practice, with the view of enhancing their leadership capabilities within the vision of the whole-school brand.
Teachers recognise that they are leaders of learning and 50% 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 2022, faculty second-in-charge Head Teachers continued, 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 and skills development for Stage 5 students are reviewed and implemented across the school through Vitae Lampada (Wellbeing program).	*Vitae Lampada* 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 *Vitae Lampada* lessons, such as *Love Bites*, *Resourceful Adolescent Program* and *Burn to Learn*.
	Also, annual student surveys in Years 7-12 facilitated further evaluation, refinement and future directions of the *Vitae Lampada* program.
School practices reflect that student evaluations and feedback are collated across faculties to inform future directions.	As per school practices, faculties actively collated and reviewed student feedback and evaluations in order to refine programs, assessment and feedback and teaching practice.
	Annual survey results were discussed by the school leadership team and areas which needed to be addressed were included in future direction planning.
Ongoing school initiatives indicate community engagement and staff and student connection with local and global issues.	As a school community, our school worked closely with a broad range of community groups to strengthen partnerships across a range of areas including sport, creative arts and community leadership.
	Partnerships through Sporting School grants allowed students to be engaged with various codes of sport each term as external experts ran coaching and skill session workshops.
	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.

Funding sources	Impact achieved this year
Integration funding support $35,295.00	Integration funding support (IFS) allocations support eligible students at Strathfield Girls High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Curriculum and Assessment **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** The Numeracy Program has been strengthened and targeted students have shown improvement of skills and confidence in their numeracy skill development. Student performance and results in the courses offered by the CAPA faculty have indicated that the additional teacher literacy support has been effective. **After evaluation, the next steps to support our students will be:** Re-brand and revise how literacy skill development will be offered by the school for greater impact on measurable student outcomes. Numeracy will be incorporated into Mathematics lessons and taught by the faculty teachers using the programs that have been developed.
Socio-economic background $73,027.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective teaching practice **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through [program] to support student learning • employment of additional staff to support Homework Help program implementation. **The allocation of this funding has resulted in the following impact:** The number of students accessing the library Homework Help initiative have increased thus allowing more access to tuition and support for all students. Professional development of staff in data skills and analysis has strengthened the ability of teachers to analyse and respond to their class and faculty assessment data. **After evaluation, the next steps to support our students will be:** The continuation of the library Homework Help initiative to support all students. The consolidation and enhancement of school-wide practices of analysing and responding to performance data to ensure student growth and development.
Aboriginal background $3,610.00	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 background $3,610.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective teaching practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** Through the PLP process and individualised SLSO support, our Aboriginal students have been supported in their literacy and numeracy skill development across the curriculum. **After evaluation, the next steps to support our students will be:** Continue to support learning through individual tuition and intensive support of an SLSO.
English language proficiency $10,474.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Strathfield Girls High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective teaching practice **Overview of activities partially or fully funded with this equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing intensive support for students identified in beginning and emerging phase **The allocation of this funding has resulted in the following impact:** The additional support of EAL/D students, including Homework Help after school and small group withdrawal to support the development of literacy skills, impacted on improved language proficiency resulted as well as, increased confidence in students at the emerging phase. Students demonstrated improvement in their Check in and HSC Minimum Standard tests. **After evaluation, the next steps to support our students will be:** Intensive support of language proficiency will continue to be a focus in 2023.
Low level adjustment for disability $130,571.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Curriculum and Assessment • Effective teaching practice **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

Low level adjustment for disability $130,571.00	• 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 **The allocation of this funding has resulted in the following impact:** The learning was differentiated to support all students to develop essential skills across the curriculum. Data tracking and monitoring facilitated student s being identified for more intensive support.. PLPs also allowed classroom teachers to better cater for a diverse range of learning styles and abilities. **After evaluation, the next steps to support our students will be:** The school will continue to support teachers in meeting the challenges of making adjustments to accommodate students with diverse learning needs.
Professional learning $88,168.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Strathfield Girls High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Staff leadership **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher PL based on interest and the PDP process was undertaken by teachers. **The allocation of this funding has resulted in the following impact:** The specialist teacher, together with a writing team, focussed on upskilling teachers and offering individual support to faculties in explicitly teaching, modelling and tracking the development of writing skills. Whole school staff PL sessions, based on explicit teaching pedagogy, explicit learning intentions and success criteria, received positive feedback. Elected PL and peer sharing of PL resulted an improvement within and beyond faculties and contributed to teacher professional development across the school. **After evaluation, the next steps to support our students will be:** Explicit teaching using learning intentions, success criteria and evaluating assessment practices to ensure that checkpoints are enabling success, will continue to be a focus in 2023. Professional dialogue and sharing of pedagogy and teaching practice will be embedded in whole school practices.
COVID ILSP $101,775.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing intensive small group tuition for identified students who were struggling with numeracy skill development. • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** The employment of 2 additional teachers to support numeracy skill and

COVID ILSP $101,775.00	program development resulted in Numeracy Programs being developed and delivered by Maths teachers across Stages 4 and 5. The explicit teaching of numeracy skills at the beginning of Maths lessons has been effective as demonstrated by tracking and monitoring of student performance in these skills.. **After evaluation, the next steps to support our students will be:** Numeracy skills will continue to be taught explicitly by Maths teachers of Stages 4 and 5. In 2023, the COVID ILSP funding will continue to be used to enhance literacy and numeracy skills in the junior school.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Strathfield Girls High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective teaching practice **Overview of activities partially or fully funded with this Staffing - Other funding include:** • engaging the SSO in developing and delivering small group proactive programs targeting specific wellbeing needs of various cohorts. • engaging the SSO as a mediator or triage person to assist the school psychologist/ counsellor in meeting the wellbeing challenges of a large girls school. **The allocation of this funding has resulted in the following impact:** Students were well supported by the SSO and Year Advisors before counsellor intervention was possible or necessary. Students felt very comfortable to engage with the SSO and this lead to improved support of our students. **After evaluation, the next steps to support our students will be:** SSO support will continue at our school to ensure that the wellbeing needs of all students can be addressed.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	0	0	0	0
Girls	1027	1068	1080	1037

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	96.8	94.4	97.0	92.2
8	94.5	94.5	95.5	91.8
9	95.0	94.1	95.1	91.1
10	94.8	91.8	94.3	90.5
11	95.0	91.9	93.2	89.4
12	94.3	94.1	94.1	90.2
All Years	95.1	93.4	94.9	90.9
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	2
TAFE entry	0	3	4
University Entry	0		87
Other	0	0	3
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

17.88% of Year 12 students at Strathfield Girls High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.5% of all Year 12 students at Strathfield Girls High School expected to complete Year 12 in 2022 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)	48.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	13.17
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Development Framework for Principals, Executive and Teachers in NSW Public Schools and the Performance

Management and Development Policy. This contributed to whole-school improvement, including ongoing student progress and achievement.

All teachers, leaders and non-school-based teaching staff participated in professional learning to fulfill their requirements when gaining or maintaining accreditation at the relevant career stage. Highly effective professional learning, aligned to system, school and individual priorities, supported the achievement of the School's Strategic Directions and vision. Professional learning including for SASS and other non-teaching staff, and professional learning for teachers and school leaders (including mandatory training), is underpinned by four principles for building an individual's capability. These are:

Professional learning is driven by the needs of the role - Professional learning is directly relevant to the daily work requirements of staff and enables them to develop capabilities and skills to facilitate effective processes and systems in schools.

Leadership teams enable professional learning - The Principal and leaders provide a shared vision for all staff to develop and/or enhance existing capabilities that can have a significant impact on a team and/or school.

Staff are supported to apply professional learning in practice - The Principal and leaders provide support to help staff apply professional learning directly to work tasks to address the challenges faced in the everyday functions of the role.

The outcomes of professional learning are evaluated - Staff evaluate how professional learning has contributed to their individual growth and the impact on their work, including their overall capability to contribute to their team or school.

The School Development Days, Induction Programs, Staff Meetings and Twilight Sessions focused on various Professional Development opportunities such as HSC Monitoring, HSC Analysis, HSC Strategy, Revised School Assessment Policy, School Improvement Planning and IPM Writing workshops as well as collaborative Literacy and Numeracy LaNi task writing.

Regular Professional Learning Sessions were scheduled through out the year to support teachers to implement, evaluate and share What Works Best principles of evidenced-informed practices in relation to Explicit Teaching. Teachers were assigned to cross-faculty leadership teams that engaged in collaborative discussion and implementation of educational practice, to improve not only their practice but also student learning outcomes.

Explicit Teaching Rounds Team was established to focus on school-wide rather than individual improvement on developing common understandings of effective teaching and learning. The aim was to observe the critical practice of explicit teaching within KLAs and to allow teachers to reflect in a collegial discussion their explicit teaching strategies to enable learner success. It focused on the Department of education What Works Best-Explicit Teaching definition where the teacher decides the Learning Intentions criteria, Intentions are made clear to the students, the teachers evaluates student understanding and retelling students what they have been told and closure.

The introduction to Collaborative Professionalism based on Andy Hargreaves' *Ten Tenets of Collaborative Professionalism* at the Leadership Conference enabled teachers to reflect on how their leadership directly impacts and drives excellence at our school. Reflection on our Instructional Leadership practices enabled teachers to enhance staff performance and student achievement. The "Leading Teams that Thrive" workshop presented by Dan Haesler encouraged participants to explore how their leadership impacts their staff and students. The focus areas included- What is the most important element of a high performing team? and What role do individuals (and specifically leaders) play in developing this element by being mindful and deliberate in how they 'show up'?

Focus on Academic Mastery through Subject Specific Writing at the conference enabled faculty groups to reflect on key skills required by students for academic mastery in the HSC and to backward map the pedagogy that will enable a shift from Stage 4 to Stage 6.

The Lake Mungo Connection to Country Leadership Program was introduced and the staff leadership team who visited Lake Mungo presented their findings and initial ideas in planning for the co-design and implementation of the Connection to Country Leadership program for students. This ongoing authentic connection to country experience from a cross faculty leadership group encourages engaging teaching and learning programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students and cultures through collaborative relationships with community representatives and our whole school community.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	632,794
Revenue	13,269,432
Appropriation	11,920,357
Sale of Goods and Services	80,793
Grants and contributions	1,126,108
Investment income	15,711
Other revenue	126,463
Expenses	-12,887,773
Employee related	-10,897,928
Operating expenses	-1,989,844
Surplus / deficit for the year	381,659
Closing Balance	1,014,454

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	13,017
Equity Total	933,122
Equity - Aboriginal	3,610
Equity - Socio-economic	73,027
Equity - Language	700,000
Equity - Disability	156,484
Base Total	9,815,074
Base - Per Capita	272,995
Base - Location	0
Base - Other	9,542,079
Other Total	599,916
Grand Total	11,361,129

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.

In 2022, Years 7 and 9 students completed their National Assessments (NAPLAN), in Literacy and Numeracy.

Results were as follows:

Year 7

37.9% achieved in the top 2 bands in Reading

8% achieved in the top 2 bands in Writing.

46.4% achieved in the top 2 bands in Numeracy.

Year 9

29.1% achieved in the top 2 bands in Reading

29% achieved in the top 2 bands in Writing.

44% achieved in the top 2 bands in Numeracy.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
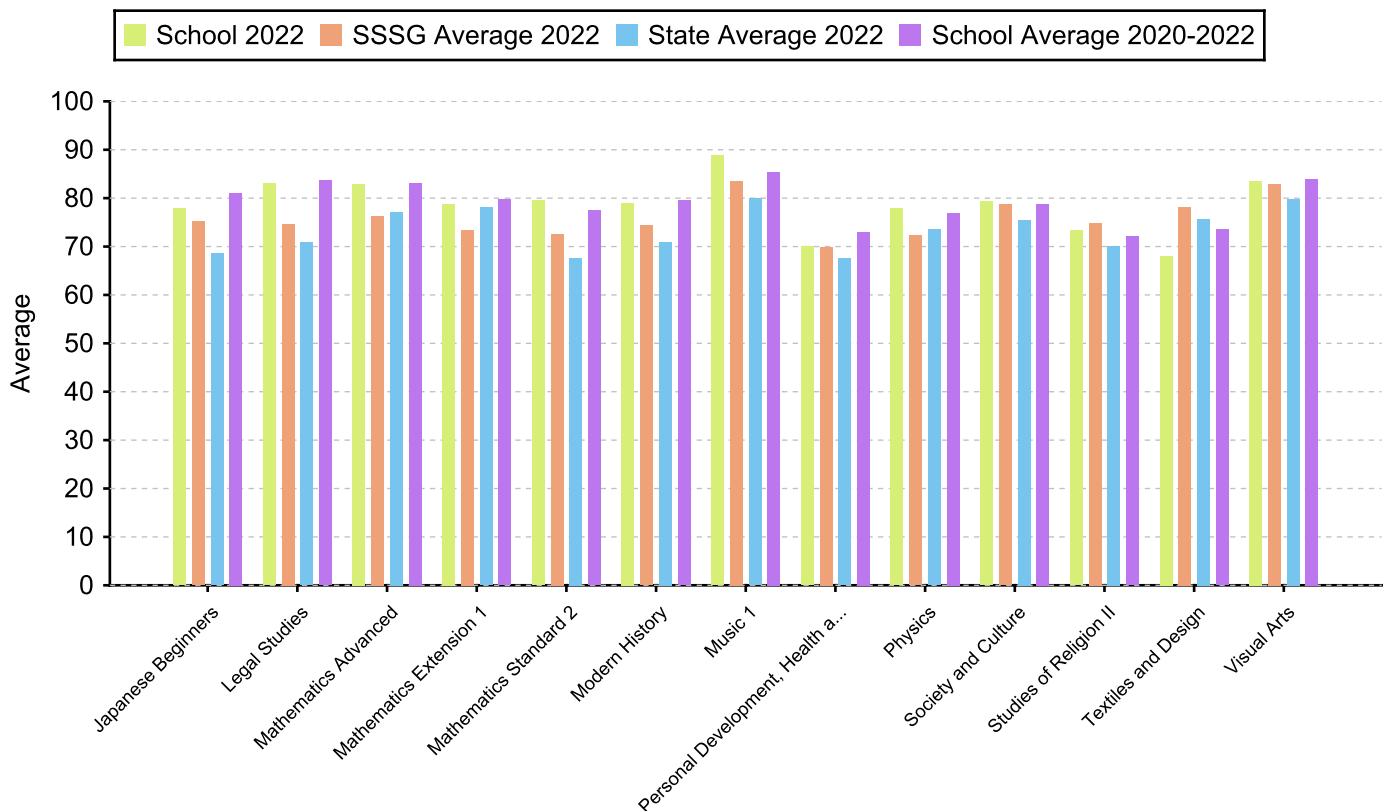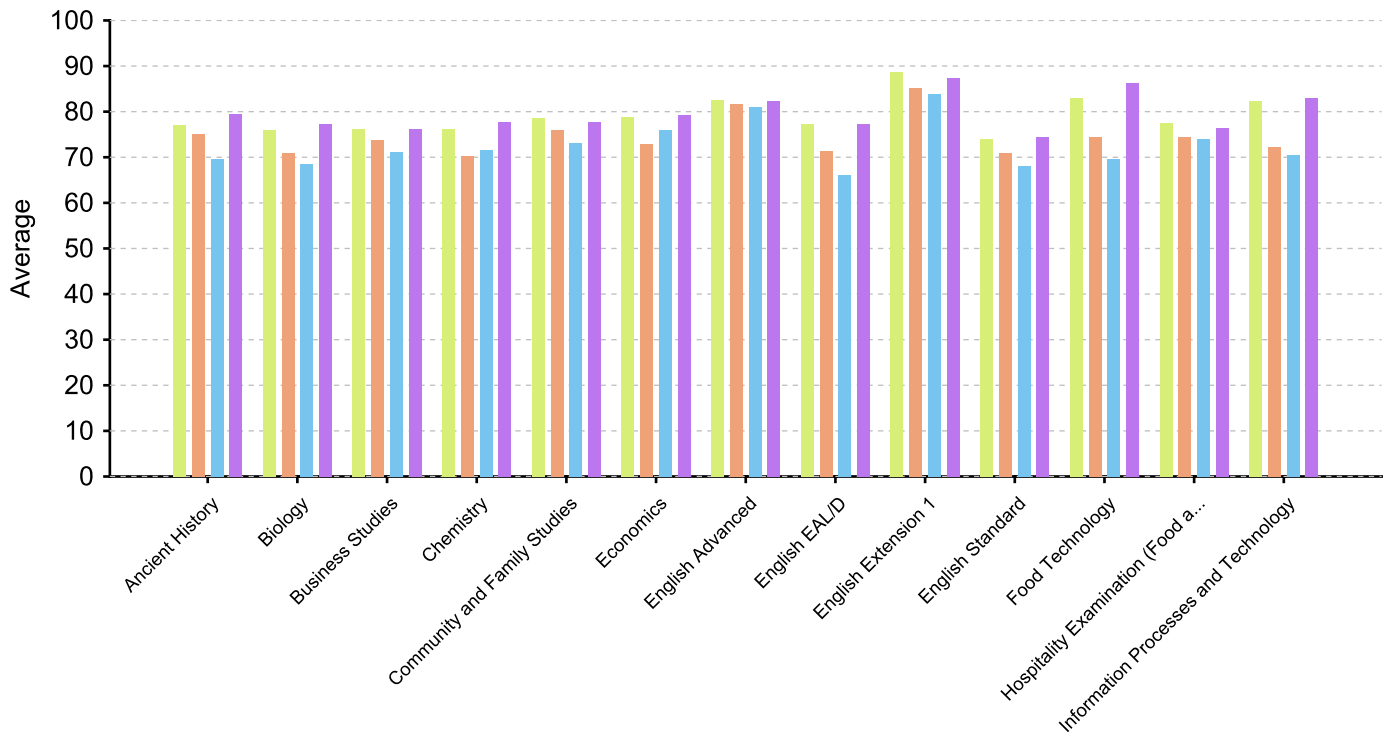
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	77.1	75.1	69.6	79.4
Biology	75.9	70.9	68.5	77.2
Business Studies	76.1	73.7	71.2	76.3
Chemistry	76.2	70.2	71.7	77.8
Community and Family Studies	78.7	75.9	73.2	77.8
Economics	78.9	72.9	76.0	79.4
English Advanced	82.6	81.8	81.0	82.4
English EAL/D	77.2	71.4	66.1	77.3
English Extension 1	88.6	85.1	83.9	87.5
English Standard	74.1	70.9	68.1	74.4
Food Technology	83.0	74.5	69.7	86.4
Hospitality Examination (Food and Beverage)	77.6	74.4	74.0	76.5
Information Processes and Technology	82.3	72.3	70.5	83.0
Japanese Beginners	77.9	75.2	68.5	81.1
Legal Studies	83.0	74.6	70.8	83.7
Mathematics Advanced	82.9	76.3	77.1	83.1
Mathematics Extension 1	78.8	73.4	78.0	79.8
Mathematics Standard 2	79.5	72.5	67.6	77.4
Modern History	79.0	74.3	70.9	79.5
Music 1	88.8	83.6	79.9	85.4
Personal Development, Health and Physical Education	70.0	69.9	67.5	72.9
Physics	77.9	72.3	73.5	77.0
Society and Culture	79.3	78.7	75.5	78.8
Studies of Religion II	73.3	74.9	70.1	72.0
Textiles and Design	68.0	78.2	75.7	73.6
Visual Arts	83.5	82.9	79.8	84.0

In 2022, 169 students completed the HSC in 858 courses. The success rate was 15% and the school ranked 107th in the state, an uplift of 105 places, and was the 9th comprehensive high school in NSW. 16% of our HSC students received ATARS over 90 and the 2022 Dux achieved an ATAR of 99.35.

83% of Year 12 students achieved in the top 2 bands in the HSC and 83% of students achieved in the top 3 bands in the HSC. The data indicates that the school is still working towards its targets and this will remain a focus for 2023.

Every HSC teacher engaged in a thorough analysis of their class data and identified recommendations for faculty planning and implementation. Faculty Head Teachers analysed faculty data and teacher data to determine faculty directions for 2023. To facilitate continuous improvement in the learning process, the school provided additional support for students who required intervention.

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

Parent/caregiver, student, teacher satisfaction

The 2022, *Tell Them From Me* student survey data indicated the following:

- 98 % of students agreed that they experience positive behaviour at the school.
- 84 % of students agreed that they have positive relations at the school.
- 85 % of students indicated that they participated in school sports and clubs.
- 70% reported positive teacher-student relations.
- 70% agreed that the learning climate was positive and 71% reported high expectations for success.
- 94% of students indicated that they expected to complete Year 12 while 87% were aspiring to go to university.

The 2022, *Tell Them From Me* parent survey data indicated the following:

- 84% of parents indicated that the school is a culturally safe place all students.
- 78% of parents reported being satisfied with the general communication from the school.
- 81% of parents would recommend the school to parents of primary school students.
- 70% of parents indicated that school reports provide them with information on how to best support my child in their learning.
- 95% of parents indicated that they expect their child to complete the HSC successfully.

In 2022, the school sought the opinions of parents, students and teachers through internal surveys. The level of satisfaction of students and parents was high:

Their responses are presented below:

- 100% of parents and students indicated that the Year 7 transition program was extremely successful.
- 85% of students in Year 7 felt a positive sense of belonging and felt accepted and valued by their peers and teachers.
- 85% of Year 7 students indicated intellectual engagement, and interesting, enjoyable and relevant learning experiences.
- 98% of parents of Year 12 students and 99% of Year 11 students reported receiving excellent information from teachers in regards to their daughter's progress, strengths and areas for improvement.
- An average of 95% of parents of students in the junior school reported receiving excellent information from teachers in regards to their daughter's progress, strengths and areas for improvement.

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:

- 87% of students affirmed that they have experienced positive behaviour at the school.
- 94% of students rated their overall experience at Strathfield Girls High School as excellent.
- 90% of students highly rated the quality of teaching and learning.

Comments included:

- *Good teaching methods and very determined for us to succeed.*
- *In senior years, I think that teachers and students feel much more comfortable around each other and makes it easier to ask questions and get feedback.*
- *The teachers' overall enthusiasm is great; their support for us is immense.*

Exit survey data revealed that:

- 85% of students highly rated the student support networks and ability to resolve matters.

Some comments were:

- *The loving community we created as a year group, and the routine that we have built cannot be replaced.*
- *The sense of community found with my year and teachers was strong*

Comments in regards to what was the best thing students had learnt at our school, comments included:

- *prepared me with good communication skills and skills to work as a team*
- *Learned the significant value of healthy relationships*
- *I have learnt to be resilient and believe in myself and my abilities over what others think of me.*
- *Helped me find passion and provided me with social skills*
- *High school has also taught me that while it is important to be independent, it is also okay to seek support.*
- *Throughout the years at SGHS, I've been able to participate in numerous activities that assisted me to gain leadership skills as well as social skills.*

Staff evaluations indicated appreciation of the professional learning experiences through faculty meetings, staff meetings, School Development Days, as well as external professional learning opportunities. Staff Wellbeing initiatives were also appreciated.

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.