

2022 Annual Report

Strathfield South High School



8252

Introduction

The Annual Report for 2022 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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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 of 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 582 students is culturally and linguistically diverse, with 80% of students from a non-English speaking background. 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 is approximately 64 teaching staff and over 20 non-teaching staff. The school employs additional *School Learning and Support Officers*, *School Administrative and Support staff*, *Learning and Support teachers*, *EAL/D teachers* as well as a *Head Teacher Teaching and Learning*, a *Head Teacher Wellbeing*, a *Head Teacher Mentoring* and five second-in-charge Head Teachers from school funds. Approximately 20% of teaching staff are Early Career Teachers in their first two 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 culture of high expectations and the 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 Leadership* and *Inclusive Practice*. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

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 through High Expectations
- Data Informed practice

Resources allocated to this strategic direction

Professional learning: \$8,800.00

Refugee Student Support: \$4,000.00

Summary of progress

The VALIANT program was implemented in Term 3. A VALIANT coordinator role was established with the HT HISE leading the program. All KLAs were provided time and resources to embed explicit vocabulary and numeracy into teaching units. HTs were provided PL through on-line platforms and engaged in collaborative analysis of Quigley's "Closing the Vocabulary Gap" book. This book underpinned most of the literacy work undertaken in the KLAs. HT were given the autonomy around which explicit strategies would best suit their KLA and where to embed them for the most impact. Executive and staff meeting time was dedicated to demonstrations of how explicit teaching was being used in each KLA with the staff meetings of Week 3 and 4, Term 4 being dedicated to demonstrating the status of the program in each faculty. While the school has not meet any of the system negotiated targets yet, the VALIANT program is set up in a sustainable way that should see impact towards these targets by the end of 2024.

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
Uplift of 1.2% of students achieving in the top two bands for NAPLAN in Year 9 Reading to meet the lower bound.	In 2021 we had 8% of students in band 9. In 2022 we have 6% in the top 2 bands however, with 5% in Band 9 and 1% in Band 10. There was an overall decrease of 3% of students in the top 2 bands 2022 NAPLAN data indicates 8% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed toward the target baseline by 1.2%
<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%.• 2021=40.3% Upper bound 65.4% requiring an uplift of 20.1% for 2022	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift of 9.7% of students achieving in	2022 NAPLAN data indicates 3% of students are in the top two skill bands

<p>the top two bands for NAPLAN in Year 9 Numeracy to meet the lower bound'.</p>	<p>for numeracy indicating the school did not achieve the system negotiated target, however progressed toward the target baseline by 3% .</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%. • 2021=49.4% Lower bound 67.6% requiring an uplift of 18% in 2022 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Uplift of 12.9% of students achieving in the top three bands for HSC courses</p>	<p>A decreased percentage of students achieved in the top three bands of the Higher School Certificate overall. indicating the school did not meet the system negotiated target.</p>

Strategic Direction 2: Curriculum and Leadership

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.

- Broad Curriculum and Assessment
- Building Capacity through Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$216,160.00

Professional learning: \$25,660.00

English language proficiency: \$49,041.00

Summary of progress

The School Strategic Plan was refined during Term 3 of 2022 to reflect changes undertaken by a new Principal.

A semi-compressed curriculum has been implemented which will take two years to complete the roll over. During 2023, Year 12 will complete the compressed curriculum they started in 2022. Students beginning Stage 6 studies in 2023 will undertake the new semi-compressed curriculum for their entire Higher School Certificate experience. Impact of this initiative will not be apparent until Higher School Certificate results have been released in 2024. Stage 4 has been separated into Year 7 and 8 classes for 2023. Students will now undertake a traditional model. This has increased student numbers in classes.

An expression of interest process was conducted where members of each faculty were provided the opportunity to write a brief resume to support their application as a second in charge. Interviews were conducted with all applicants, the principal and members of the executive team. Successful candidates were appointed as second in charge and their role statement was negotiated with their Head Teacher based on the needs of the faculty.

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
A semi-compressed model for Stage 6 has been adopted and implemented. English and one other subject to be taught across Years 11 and 12 in a traditional model. Two subjects in year 11 and two subjects in Year 12 are to be taught in a compressed model. Students will undertake two HSC subject examinations in Year 11 and four HSC subject examinations in Year 12.	The timetable and planning for the rollover to the semi-compressed curriculum has been completed. In Week 6 of 2023, the school will move to a complete semi-compressed curriculum. Impact on student outcomes will not be available until the release of HSC data in 2024..
Stage 4 classes have been collapsed and moved to traditional Year 7 and Year 8 model. All programs and units and work in all KLAs have been separated to reflect the traditional model.	Stage 4 has been separated into distinct Year 7 and Year 8 groups. Curriculum has been re-designed to meet syllabus needs in each faculty Impact on student outcomes will be measured against Year 9 2023 NAPLAN results..

<p>A school wide evaluation of assessment has been conducted. The focus of the evaluation is to refine formative and summative assessment types to allow teachers to gather rich evidence that will inform adjustments to teaching and learning programs.</p> <p>Staff have undertaken professional learning on how to best deliver individualized feedback in thier context.</p>	<p>Progress on this measure has started with a review of the Senior Assessment and N Warning process during late 2022.</p>
<p>The school has dedicated resources to building the capacity of middle leaders and Faculty experts who work collaboratively as part of a professional learning community.</p> <p>HTs deliver professional learning on instructional leadership, staff management and resonant leadership styles to build the capacity of middle leaders.</p> <p>HTs identify faculty experts who deliver professional learning on discipline literacy, vocabulary and writing skills.</p>	<p>Middle leaders have been identified through an expression of interest process and individual role statements negotiated with Head Teachers.</p> <p>Preparation work for a middle leaders program has begun and will be rolled out in 2023.</p> <p>All faculty Head Teachers have identified faculty experts who have collaborated across faculties to implement the separation of Stage 4, focus on writing in Stage 5 and implementation of semi-compressed curriculum into Stage 6.</p>

Purpose

Our purpose is to ensure high expectations and inclusion of the full diversity of learners to ensure engagement in curriculum, participation and enrollment. The systematic utilisation of school-wide data will identify and inform interventions 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.

- High Expectations through Student Engagement
- Differentiation and personalised learning

Resources allocated to this strategic direction

Student support officer (SSO): \$96,058.00

Socio-economic background: \$560,696.00

Integration funding support: \$217,516.00

Professional learning: \$4,653.00

Aboriginal background: \$1,030.00

Low level adjustment for disability: \$23,870.00

Summary of progress

Data and evidence to inform teaching and learning practices has been a focus for Semester 2, 2022. All staff have undertaken professional learning on what evidence is needed to establish effective data sets to guide adjustments and modifications to teaching programs that will best support students. The school will continue to review and adjust teaching and learning programs based on ongoing formative and summative assessment, faculty based tracking systems.

Vocabulary, Literacy and Numeracy Team (VALIANT) was formed in 2022. Each Head Teacher was given a reduction of one class in their teaching load which was covered by a temporary teacher engaged on a long term contract. Head Teachers were able to decide who received the reduction and how the temporary teacher was deployed in their faculty. Head Teachers undertook tailored professional learning to support their needs in explicit vocabulary teaching which was then used to modify teaching units in Stage 4. Progress was shared with all staff during whole staff meeting throughout the year.

Systems of support put in place to assist with student attendance patterns has been very successful and these systems will be continued into 2023. The school will seek to establish a correlation between improved attendance and improved student outcomes for those students whose attendance has increased.

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 Faculty management plans have explicit processes and practices for data collection, sharing and analysis. Teachers make data informed decisions on programming, pedagogy and assessment to drive student	Staff have been trained in how to use data and evidence sets to inform practice. The VALIANT program has drawn on these sets to inform the shaping of teaching and learning programs with a focus on vocabulary, writing and number.. This change in practice commenced in Semester 2 of 2022 and there is no evidence of impact on student learning as yet. Faculty plans have been modified to reflect changes to the Strategic Improvement Plan in semester 2 of 2022.. The focus of faculty plans will be implementing and monitoring VALIANT progress based on student assessment, NAPLAN and HSC. Impact on student outcomes will become apparent in 2023.

improvement	
Uplift of 7% of students attending school greater than 90% of the time.	This target has been met. Attendance rates for students attending greater than 90% have seen an uplift of 24.1% from 16.8% in Semester 1 to 40.9% in Semester 2.
<p>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.</p> <p>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 school-based system and PLAN2 at twice termly intervals.</p> <p>Decrease in the % of students involved in the interventions in Stage 5.</p>	Tracking of students through PLAN2 has been replaced by internal tracking processes that focus on a wider range of student outcomes. Students identified as high risk educationally undertake COVID ILSP tutoring and individual interventions through Learning and Support and English as Another Language/dialogue specialists. The percentage of students accessing specialist support will decrease in 2023 as they transition to Stage 5.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,000.00</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"> • Data Informed practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Additional employment of SLSOs has allowed for the provision of in-class support for identified refugee students to enhance literacy and numeracy outcomes through internal and external assessment.</p> <p>After evaluation, the next steps to support our students will be: Targeted refugee students to continue receiving in-class support from SLSO and LaST staff to further improve student learning outcomes.</p>
<p>Integration funding support</p> <p>\$217,516.00</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"> • Differentiation and personalised learning <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 • 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 the following impact: SLSOs and LaSTs provided individualised one-on-one support to identified students, in class and through small group intervention. LaSTs continued to monitor and consolidate student growth and individual learning goal achievement through direct student conferences.</p> <p>After evaluation, the next steps to support our students will be: Continue targeted support for identified students with learning and wellbeing needs. SLSO support provided to all students in assigned classes to improve student literacy and numeracy through targeted intervention.</p>
<p>Socio-economic background</p> <p>\$776,856.00</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> <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"> • Broad Curriculum and Assessment • High Expectations through Student Engagement • Building Capacity through Collaborative Practice • Differentiation and personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional

<p>Socio-economic background</p> <p>\$776,856.00</p>	<p>learning needs</p> <ul style="list-style-type: none"> • professional development of staff to support student learning and wellbeing • employment of additional staff to support whole-school wellbeing and community engagement • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Individualised support was provided for students with high-level learning and wellbeing needs through the employment of additional staff and roles, including the employment of a Head Teacher Wellbeing and second-in-charge Head Teachers. Staff were given period allowances to implement the VALIANT program, focusing on the development of targeted literacy strategies and resources across the school.</p> <p>Funds were also allocated to subsidise whole-school events and wellbeing programs, such as team-building excursions, to ensure all students were able to access opportunities, both in school and beyond. Internal and external programs were implemented to ensure the five wellbeing domains were being met in supporting students returning back to face-to-face learning post-COVID restrictions.</p> <p>After evaluation, the next steps to support our students will be: Students requiring individualised support for high-level learning and wellbeing needs to continue to receive assistance. To support students' improvement in the top bands of NAPLAN, the VALIANT project will target the focus numeracy areas of number sense and place value, multiplicative thinking and fractions and proportional reasoning.</p> <p>Funds to be allocated to allow Year Advisers to receive an increase in period and pay allowance to increase and sustain wellbeing support provided to students across the five wellbeing domains. The Wellbeing team will also focus on providing more opportunities for community engagement by funding or subsidising whole-school events and excursions, such as Family Fair Day.</p>
<p>Aboriginal background</p> <p>\$1,030.00</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"> • Differentiation and personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Personalised learning plans developed for students communicated and collaborated with staff; individualised support provided with curriculum, attendance, wellbeing and transition.</p> <p>After evaluation, the next steps to support our students will be: To evaluate personalised learning plans and continue to monitor and maintain student growth and progress towards learning goals and achievements; and engage external providers to facilitate Aboriginal education programs to increase student engagement.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$49,041.00</p>	<p>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"> • Broad Curriculum and 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 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Increased support of students from EAL/D backgrounds in class to increase student outcomes, language proficiency and cultural understanding.</p> <p>After evaluation, the next steps to support our students will be: To continue providing support to staff in the development of differentiated teaching strategies for the needs of students from EAL/D backgrounds and continue to provide support for students identified in the beginning, emerging and developing phases of the EAL/D progressions.</p>
<p>Low level adjustment for disability</p> <p>\$23,870.00</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"> • Differentiation and personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students with disabilities in mainstream classes provided with personalised SLSO and teacher support in class. The Learning Support team monitor and assess identified students and determine the appropriate learning and support adjustments to be implemented across subjects.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide personalised and whole-class support for students with disabilities, as provided by funding of SLSOs.</p>
<p>Professional learning</p> <p>\$39,113.00</p>	<p>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 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"> • Broad Curriculum and Assessment • Building Capacity through Collaborative Practice • Data Informed practice • Differentiation and personalised learning

<p>Professional learning</p> <p>\$39,113.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher/mentor to build capacity among middle leaders • engaging external providers to support the implementation of new initiatives, approaches and programs <p>The allocation of this funding has resulted in the following impact: The external mentor worked with the Executive Team collectively and individually to build their capacity in Primal Leadership. The Executive Team also participated in basic intensive Choice Theory, in anticipation of introducing the framework to staff and students as a whole-school approach.</p> <p>To address student wellbeing needs, Year Advisers were trained in Mental Health First Aid with an external provider, to build capacity among the Wellbeing Team to address mental health concerns among students. Lead Teachers participated in introductory mentoring professional learning courses to develop skills in mentoring staff using a variety of strategies.</p> <p>After evaluation, the next steps to support our students will be: The expansion of Choice Theory training of staff, with Year Advisers, second-in-charge Head Teachers and the SSO to participate in the basic intensive training. Futhermore, members of the Executive Team will be conducting an investigation into the current implementation of Choice Theory in high schools, with the aim to introduce the Choice Theory framework to students.</p>
<p>COVID ILSP</p> <p>\$526,869.00</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 2022.</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 • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students who were below expected stage level or not at standard <p>The allocation of this funding has resulted in the following impact: Students identified for the COVID ILSP program by external and internal testing data, were provided with in-class support and individual literacy and numeracy support to reach targets. Attention was also given to develop students' skills to attain the Minimum Standards. As a result, 100% of Year 12 and Year 11 students and approximately 99% of Year 10 students successfully passed the Minimum Standards test in 2022.</p> <p>Identified students who participated in the MacqLit and QuickSmart programs experienced growth in their literacy and numeracy outcomes, as indicated by the programs' growth measures. This has also led to improvements in their class results across their subjects.</p> <p>After evaluation, the next steps to support our students will be: Through continued support provided by the Learning and Support team, it is expected that at least 90% of Year 10 students will pass the Minimum Standards tests in 2023. With maintained funding for the MacqLit and QuickSmart programs, participating students are expected to demonstrate growth in their literacy and numeracy outcomes.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Strathfield South High School</p>

Student support officer (SSO)

\$96,058.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- High Expectations through Student Engagement

Overview of activities partially or fully funded with this Staffing - Other funding include:

- employment of a Student support officer (SSO)
- employment of external providers to support students with wellbeing needs
- professional development of staff to support student learning and wellbeing

The allocation of this funding has resulted in the following impact:

Funding the employment of a Student Support Officer (SSO) has assisted in enhancing student learning and wellbeing outcomes. The SSO designed, developed and implemented whole-school evidence-based programs, as well as individual and small group mentoring. Also, The SSO has led and facilitated professional learning of the Wellbeing Team and liaises regularly with the School Counsellor and external agencies on specific student needs, which includes facilitating student referrals to external providers by establishing and maintaining referral pathways with appropriate local services.

After evaluation, the next steps to support our students will be:

In conjunction with the SKT initiative, the SSO will be working with faculties to develop more targeted wellbeing initiatives across the school to promote the whole-school approach to wellbeing and improve student outcomes. The SSO will work with external providers to address the five domains of student wellbeing.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	377	404	375	337
Girls	241	246	255	245

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.7	89.4	89.3	82.7
8	89.2	88.0	85.9	79.9
9	82.9	89.2	84.6	80.9
10	82.4	84.0	81.7	75.5
11	88.0	81.7	80.1	77.0
12	89.1	85.4	83.6	80.9
All Years	86.6	86.0	84.0	79.3
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	3	2	2
TAFE entry	3	10	29
University Entry	0	0	61
Other	0	4	3
Unknown	2	6	5

Despite disruptive schooling (COVID), the career goals of the 2022 Year 12 students remained on target, whether it was university entrance, TAFE, an apprenticeship or entering the workforce.

All the major universities are continuing to take part in early entry programs accessing students' preliminary course grades and the HSC requirements. As well, students can show in their applications their commitment to broadening lifelong learning skills that will prepare them for the rigour of a tertiary education and beyond.

Participating universities that our students were successful in gaining offers either through the Early Entry Programs or their HSC ATAR are the University of Sydney, UNSW, ACU, Macquarie University, UTS, and Western Sydney University.

Students again took part in the U@UTS Academy Program. Students who successfully completed the 2-Year course received an offer to UTS for 2023, in areas of Architectural Design (Interior), Business, Law, Construction Management, Civil Engineering, Nursing and Sports and Exercise Science (Exercise Therapy) leading to Physiotherapy or PD/H/PE Teaching.

Some new areas that our students chose as a career pathway and gained entry for 2023 were Chiropractic Science, Economics, Tourism, Software Engineering, Computer Science, Speech and Hearing Sciences, Interpreting and Translating, and Psychology Degree.

Secondary teaching came out as a popular career pathway in this cohort along with Visual Communication (Graphic Design), Information Technology, Cyber Security, Science, Medical Science, Criminology, Screen and Media Studies, Social Work, Gaming Design Development, and Engineering.

Students have now recognised NSW TAFE to be a good career option for those who prefer the more practical side of learning with shorter study periods before entering the workforce, undertaking Diplomas in Nursing, Information Technology, Animation, Beauty Therapy and Commercial Cookery and of course the apprenticeship pathways to becoming a fully qualified mechanic, plumber, electrician, and barber.

Students at SSSH are still undertaking the Certificate III in Health Services (HSC course) over Year 11 and 12 with NSW Nursing Training Organisation, which enables them to progress to a Diploma in Nursing or work in the hospital system while training at university.

On a final note, most students are electing to continue their studies post school rather than go straight to employment as we see an increase in university and TAFE enrolments after Year 12.

Year 12 students undertaking vocational or trade training

23.15% of Year 12 students at Strathfield South High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Strathfield South 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)	9
Classroom Teacher(s)	46.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	21.88
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.

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	669,653
Revenue	13,370,859
Appropriation	13,203,783
Sale of Goods and Services	27,359
Grants and contributions	100,595
Investment income	5,835
Other revenue	33,288
Expenses	-13,568,372
Employee related	-12,275,141
Operating expenses	-1,293,231
Surplus / deficit for the year	-197,512
Closing Balance	472,141

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	219,180
Equity Total	1,567,306
Equity - Aboriginal	6,805
Equity - Socio-economic	1,060,273
Equity - Language	186,947
Equity - Disability	313,281
Base Total	9,351,305
Base - Per Capita	178,144
Base - Location	0
Base - Other	9,173,160
Other Total	626,345
Grand Total	11,764,135

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.

Strathfield South High School's results for NAPLAN in 2022 indicate the following areas of growth from 2021 to 2022:

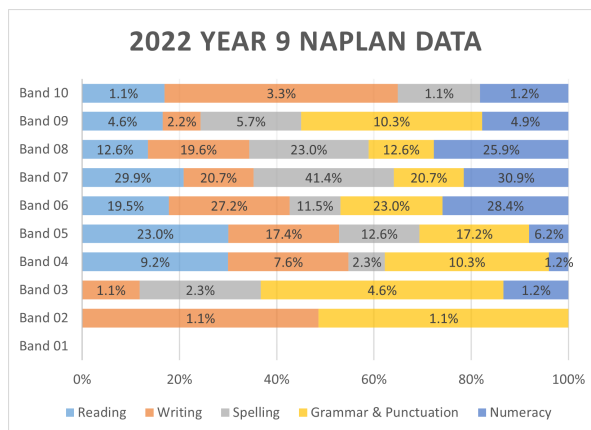
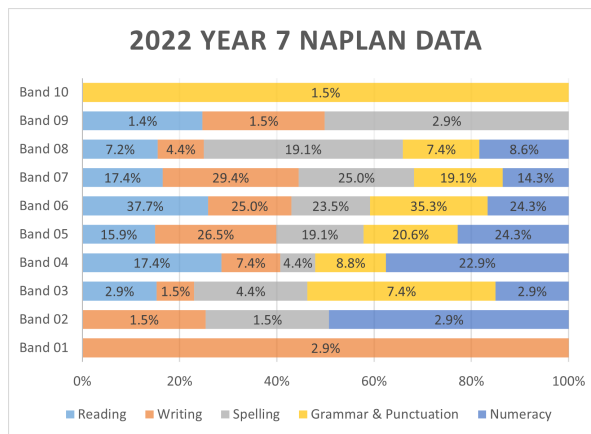
Year 7:

- 1.5% uplift in the top 2 bands for Writing
- 1.8% uplift in the top 2 bands for Spelling
- 1.5% uplift in the top band for Grammar and Punctuation

Year 9:

- 2.3% uplift in the Top 2 bands for Writing
- 1.9% uplift in the Top 2 bands in Grammar and Punctuation
- 1.2% uplift in the top band for Numeracy

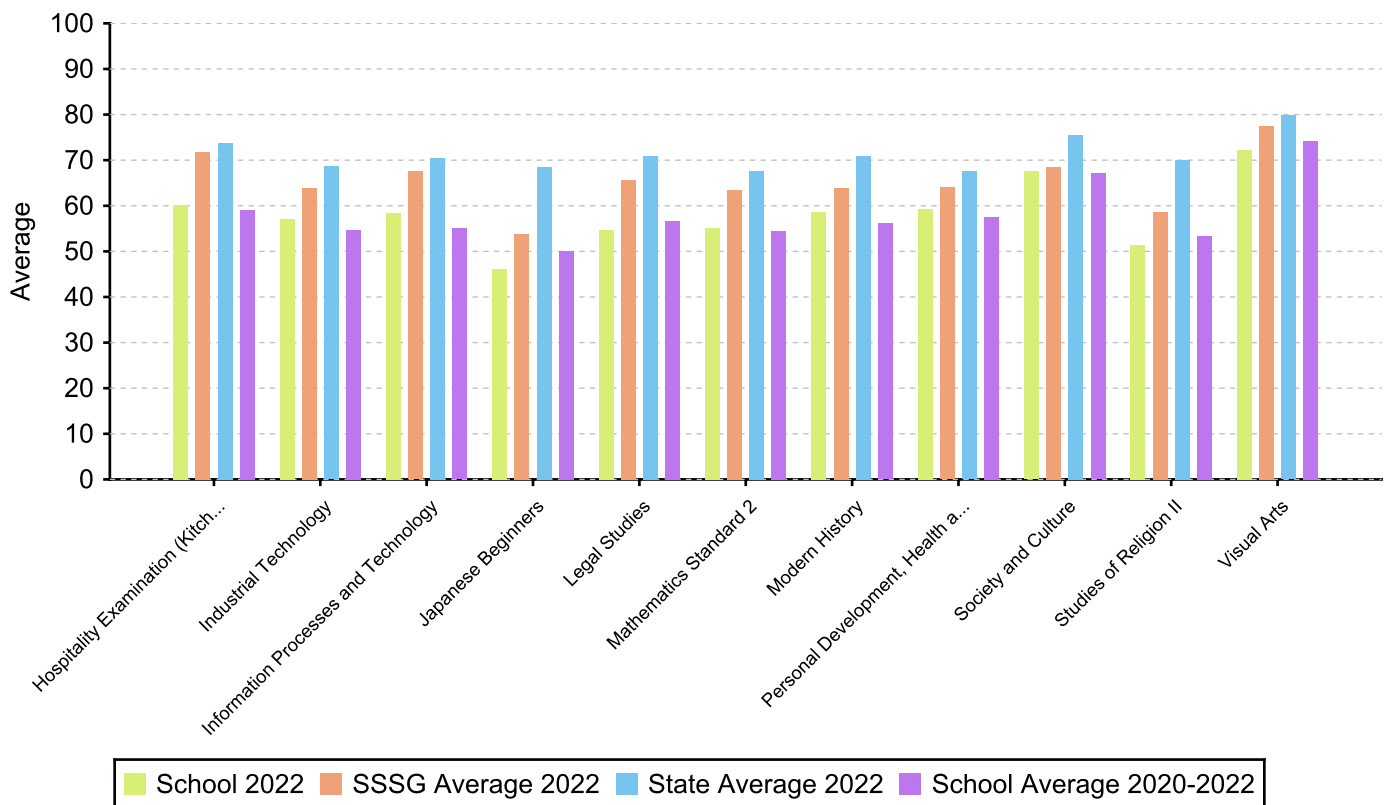
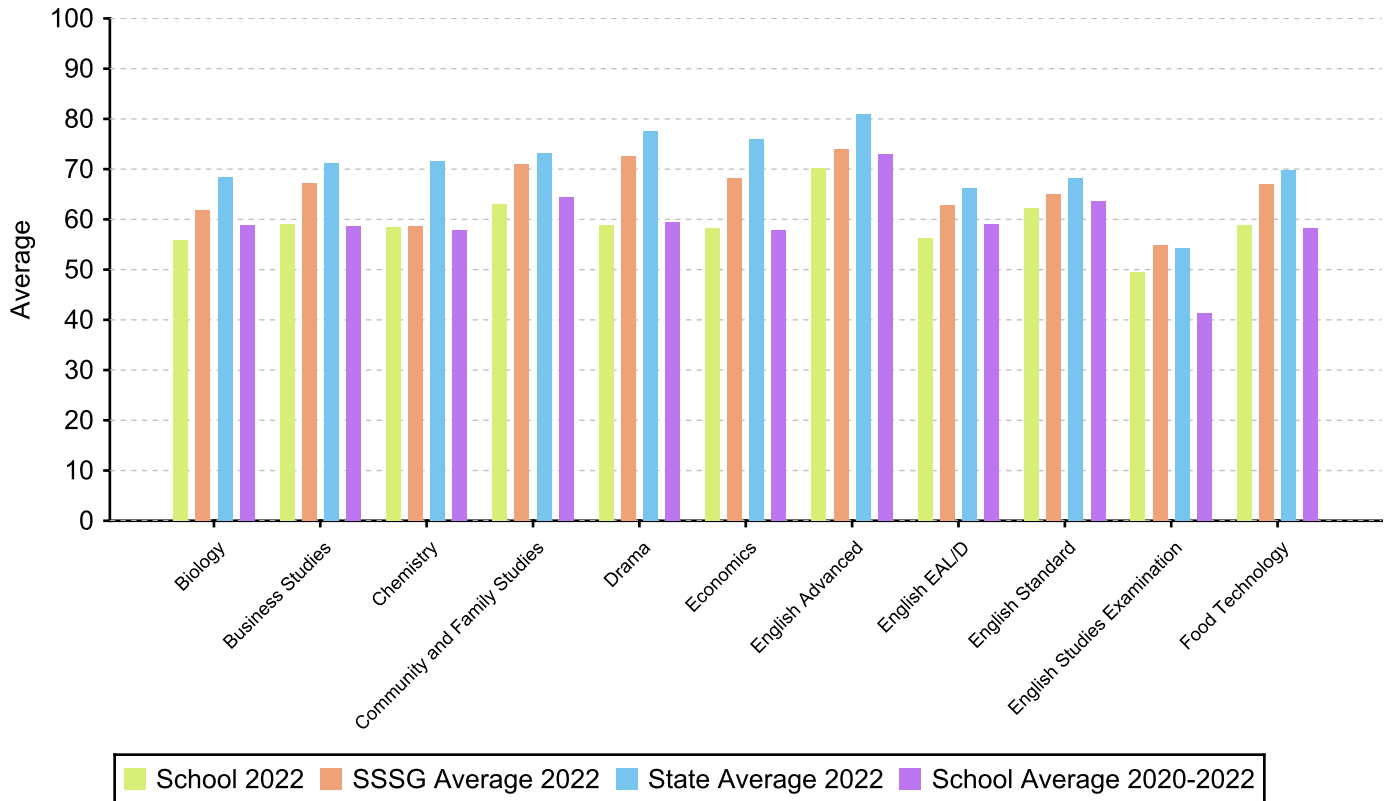
In 2022, the school implemented the VALIANT program in Stage 4 and 5, targeting the literacy skills of vocabulary use and writing across all subjects and to uplift results for NAPLAN in 2023. Furthermore, the VALIANT program will focus on targeted numeracy strategies and skills during 2023.



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
Biology	55.9	61.8	68.5	58.8
Business Studies	59.1	67.1	71.2	58.6
Chemistry	58.5	58.5	71.7	57.9
Community and Family Studies	63.1	70.9	73.2	64.4
Drama	58.9	72.5	77.5	59.5
Economics	58.3	68.2	76.0	57.9
English Advanced	70.2	73.9	81.0	73.0
English EAL/D	56.2	62.7	66.1	59.0
English Standard	62.3	64.9	68.1	63.7
English Studies Examination	49.4	54.9	54.3	41.3
Food Technology	58.9	66.9	69.7	58.2
Hospitality Examination (Kitchen Operations and Cookery)	60.2	71.7	73.7	59.0
Industrial Technology	57.1	63.9	68.6	54.8
Information Processes and Technology	58.5	67.5	70.5	55.0
Japanese Beginners	46.2	53.8	68.5	50.1
Legal Studies	54.6	65.6	70.8	56.7
Mathematics Standard 2	55.1	63.5	67.6	54.5
Modern History	58.6	63.8	70.9	56.1
Personal Development, Health and Physical Education	59.2	64.0	67.5	57.5
Society and Culture	67.5	68.6	75.5	67.1
Studies of Religion II	51.4	58.7	70.1	53.3
Visual Arts	72.2	77.5	79.8	74.3

Parent/caregiver, student, teacher satisfaction

Each year, the school participates in the ***Tell Them From Me Survey*** of students, teachers and parents. In 2022, 347 students participated in the survey. Findings of the survey include:

- 80 parents responded to the Parent Survey, representing a 70% increase in participation over 2021
- 62% of parent respondents are satisfied with the general communication from the school.
- 56 teachers responded to the Teacher Survey. They 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.
- 69% of parents and 70% of staff respondents indicated that the school is a culturally safe place for all students.
- Student engagement was slightly above State norm across the school-level factors of quality instruction, positive teacher/student relationships and positive learning climate, and on par for expectations of success. Student respondents believe that teachers are responsive to their needs and that there are clear rules and expectations for classroom behaviour.

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)

Autism Support Classes

2022 was a year of some stability and a lot of change. The total number of classes remained at 8 classes, a contrast to our ever-growing number of classes over recent years. Of our 55 students, we had nine Year 12 students who graduated, with one student topping the class in several of his HSC subjects. The Support unit appointed a new substantive Head Teacher, an SLSO, and a lead SLSO.

Our Years 10, 11, and 12 students met with our transition officer to plan for their post-school transition. These students partook in multiple work experience activities, facilitated by Believability and AIE. Some of our students also began their post-school journey, enrolling in TVET courses. Disability Services Australia (DSA) came into school to run programs in line with our senior Work and Community class, and a disability expo was held at the school providing opportunities for students to talk to TAFE, universities, and disability service providers.

We had the privilege of having two assistance dogs work in our school throughout 2022 and continued to build our relationship with Assistance Dogs Australia (ADA). Onyx and Lo are both fully trained ADA support dogs and worked

closely with students in both support and mainstream classes, to help with self-regulation and class engagement.

Hearing Support Classes

In 2022, students from the Hearing Support Unit participated in a wide range of activities, including mainstream academic and extracurricular. There were 34 students with varying degrees of hearing loss participating in small discrete classes and in mainstream integration. The Support Unit has continued to nurture the growing culture of Auslan (Australian Sign Language) to support the diversity of our learning community. The school now has a Teacher of the Deaf proficient in Auslan on staff and two Deaf SLSO staff working alongside the current five staff members of varying levels of Auslan proficiency. The Hearing Support Unit staff and students were interviewed by the media, including an article in the Sydney Morning Herald and a news segment on ABC. This media release was to announce that NESAs is including Auslan as part of the NSW LOTE curriculum. The *Deputy Principal Support* has also developed Auslan skills to be able to communicate directly with the students and staff members who use Auslan for communication.

Three staff members and two students from the Hearing Support Unit participated in the Primary Proms at Town Hall, performing in the Combined Schools Signing Choir at the end of Term 3. Auslan Club also runs weekly at lunchtime with a small number of students attending every week. In 2022, we had three Year 12 students sit the HSC examinations and have graduated. Those students were placed in a variety of post-school options, including TAFE courses.

Homework Centre

Homework Centre is a key resource provided by Strathfield South High School and is a core component in our commitment to quality teaching and education. Homework Centre runs on Monday and Thursday afternoons, utilising the school's library space and giving students access to its resources outside of school hours. Teacher supervision is based on the school's assessment schedule, allowing staff to help with subject specific homework and assessment tasks, as well as general study. *Elevate Education* provided academic professionals and high-quality resources across multiple sessions throughout the year to help with time management and study skills, specifically targeted our students sitting the HSC. On average, 20 students regularly attend Homework Centre with a core group of students attending on a consistent basis. Many more attend when they need additional support, with particularly high student attendance in the lead up to examinations and formal assessment tasks.

White Card Training

White Card Training was an integral part of student transition in 2022. As a high number of students expressed their interest in completing work experience or an Apprenticeship within the construction industry, the White Card Training was an essential qualification required for those prospective students.

Students across Years 10,11 and 12 were given the opportunity to participate in the course. The training was completed on school premises, with external facilitators coming in once a term to run the qualification for a subsidised fee. A total of 40 students in 2022 completed the White Card Training and this was used as a tool for them to transition into anything from a work experience block to full-time employment.

Transition Program

In 2022, Strathfield South had a strong focus on supporting the Year 6-7 transition through rich and authentic collaboration with our five partner primary schools: Enfield Public School, Strathfield South Public School, Chullora Public School, Greenacre Public School and Banksia Road Public School. Principals and the executive teams met to map out a new way of working together. New initiatives included team teaching, mini lessons, a scholarship program, high school student classroom helpers and a high school ready program. Spaghetti, our assistance dog, also visited some of the primary school classrooms too.

During the team-teaching sessions five high school teachers collaborated with five primary school teachers on a curriculum focus for the primary school classroom. Year 9 students worked as teacher assistants in classrooms. Overall, primary school students reported that high school teachers were good teachers and the teachers loved the opportunity to plan across the Year 6 to 7 curriculum. Moving forward, we will look at both network and school data to decide on an area of focus for the teaching.

Our mini-lessons delivered during our HSC examinations had over 400 primary school students rotating through high school classrooms engaging in rich learning. The students cooked in our new kitchens, learnt Auslan, undertook forensic scientific investigations in our labs, played sport on the oval and composed music in our music rooms. The feedback on the mini-lessons was overwhelmingly positive from the primary schools. With our first round of scholarships, we offered four \$1200 scholarships to each of our partner schools; two scholarships for academic achievement and two for hard working all-rounder students. These students all start high school together in an enrichment class. Of the 20 places offered, 14 students were awarded the scholarships.

The high school ready program targeted 20 students who required additional transition support. These students met with the *Wellbeing/Learning Support Team* and outlined their aspirations, fears and support needs. A series of fortnightly

lessons were run for these student and their families. The students reported that these sessions were useful and they started high school confidently with an established social group and strong connection with their support teachers.

Student Support Officer

In 2022, Strathfield South High School appointed a Student Support Officer (SSO) to the *Wellbeing Team*. SSOs work in schools to enhance the wellbeing and learning outcomes of students. They provide an integral role in the implementation of the whole-school approach to wellbeing with a focus on early intervention. SSOs assist secondary school-aged students develop social and emotional skills through strengths-based programs and strategies that build resilience, coping skills and positive relationships.