

2023 Annual Report

Strathfield South High School



8252

Introduction

The Annual Report for 2023 is provided to the community of Strathfield South High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

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

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

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

School vision

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

School context

We are an inclusive and proud comprehensive public high school with a Support Unit 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>

Strategic Direction 1: Student growth and attainment

Purpose

To improve the academic outcomes of our students through explicit teaching of Literacy, numeracy and writing through the use of the ALARM scaffold.

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

Low level adjustment for disability
English language proficiency
Integration funding support
Socio-economic background
Aboriginal background
Professional learning

Summary of progress

- **Explicit teaching through High Expectations**

During the Vocabulary, Literacy and Numeracy Teaching (VALIANT) project, each faculty was provided with 3 periods per cycle to develop literacy and numeracy resources for stage 4 and 5 courses. To compliment this, teachers received professional learning during Staff Development Days, Twilight Professional Learning and targeted professional learning experiences. As a result of staff professional learning, staff developed units of work which integrated explicit teaching of TIER 2 vocabulary, functional punctuation and grammar, and spelling. To support each of these areas, a consistent Learning Intention, Success Criteria (LiSC) model was adopted by staff to guide lesson planning. Explicit teaching included: Lesson starters, "Frayer" diagrams focused on Tier 2 words, discipline literacy and Super Six strategies, extended writing using the Point, Example, Explain, Link (PEEL) structure, and the introduction of ALARM.

teachers engaged in professional learning on syllabus specific numeracy demands to support in Stages 4 & 5 Numeracy. This resulted in each Key Learning Area identifying a specific numeracy skill which was to be embedded in units of work where appropriate. The Literacy of Numeracy was also a focus area where staff received professional learning to highlight the literacy demands of mathematics question in examinations. The Mathematics Faculty also engaged in the network numeracy project over the course of the year.

To support improved Higher School Certificate (HSC) results, the school has ceased the compressed curriculum model and returned to a traditional model of the HSC. This will take three years to complete with the final compressed cohort in 2024. During 2023, Year 12 engaged in the fully compressed curriculum while Year 11 engaged in a semi-compressed model. This featured English and one other course in a traditional preliminary followed by HSC course over two years. At the same time they will complete two compressed in 2023 and two in 2024 to achieve the HSC semi-compressed curriculum pathway and move back to a traditional Preliminary and HSC year structure from 2024.

- **Data Informed practice**

Data-informed practice evolved over the course of the year as a result of professional learning that the school's Executive Team engaged in to improve their understanding of data use. The result is a shift from tracking three targeted students each teacher to the formation of mixed faculty groups based on a designated class who track five students from across each semester. Tracking includes a review of semesterised Report Grades, NAPLAN data, Check-in Assessment data, attendance data, and qualitative knowledge of the students. The aim of the track teams is to gain an holistic understanding of each student and the strategies that proved effective when teaching them.

As a result of these initiative, the school will continue professional learning in explicit teaching models, however, we will move towards reading as a focus. Numeracy will continue to be a focus across the schools.

Data informed practice will undergo a revamp called Pods of Practice that will be implemented across 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
All students demonstrate an increase in the percentage of correctly answered questions in Check In data for Vocabulary compared to 2022.	All students demonstrated an increase in the percentage of correctly answered questions in Check In data for Vocabulary compared to 2022.
All students demonstrate an increase in the percentage of correctly answered questions in Check In data for Number sense and Algebra compared to 2022.	All students demonstrated an increase in the percentage of correctly answered questions in Check In data for Number sense and Algebra compared to 2022.
Uplift of 12.9% of students achieving in the top three bands for HSC courses	There has been an 8% uplift of students achieving in the top 3 Bands.

Strategic Direction 2: Attendance

Purpose

To improve students sense of belonging to the school through implementing Choice Theory to build rapport between staff and students leading to improved attendance.

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

Professional learning

Student Support Officer

Summary of progress

- **Broad Curriculum and Assessment**

Teachers received professional learning on how to use the ALARM writing matrix when creating assessments. This was supported by cross KLA discussions focused on students' learning profiles that tracked students' grade distribution across all KLA. Teachers were trained in how to effectively make adjustments to Stage 5 and 6 assessments through backward mapping techniques which linked each assessment to a skills contained in a syllabus. Teachers were further trained in differentiating classwork and assessments to support students from Hearing and Autism classes to better integrate into mainstream subjects. This resulted in student check-in assessment showing improvement in students' achievement, increase in correct responses answered in vocabulary, processing and number sense. .

A survey conducted in late 2022 identified strong support by teachers, students and parents to return to the school to a traditional Higher School Certificate course structure. In order to continue to provide a broad curriculum, the school decided to run several senior classes with a small number of students. The Timetable Team were also able to realign support classes with the mainstream to allow easier integration of support students into mainstream HSC courses. The purpose of this re-alignment was to enhance the learning experiences of support students by offering co-learning with mainstream students delivered by a discipline expert teacher. However, the uptake of these opportunities was variable with two Autism students partially integrated into the mainstream and 13 Hard of Hearing Students almost fully integrated. This process requires re-evaluation for implementation in the future

- **Building Capacity through Collaborative Practice**

A leadership mentor has been engaged to work with the Senior and Executive Team to develop leadership skills. The Executive Team undertook professional learning on "Primal Leadership" delivered by our mentor. Following on from this, Head Teachers and aspiring Head Teachers have participated in one-on-one mentoring sessions to work on individual goals for leadership growth. This initiative included the Lead Teachers who also successfully completed the leadership program and applied their skills to mentor beginning teachers and teachers who self-nominated to be part of the mentor group. Further, the mentoring approach provided the Lead Teachers with a set of skills they could then apply to beginning teachers and casual teachers. These teachers were supported by the Lead Teachers and HT Mentor and each beginning teacher has demonstrated success through reduced number of negative SENTRAL entries as a result of the training and on-going discussions.

In 2024, the school will change focus to Pods of Practice that will provide leadership opportunities to a broader spectrum of teachers. Pods of Practice will include : VALIANT, ALARM, Numeracy and Wellbeing. Each Pod will have a defined HT Leader who will mentor the Pod Leader who has been identified through an Expression of Interest process. The Beginning Teacher Mentor program will continue with a focus on how Choice Theory supports the Australian Professional Standards for Teachers.

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
<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>The school has dedicated human resources that have built the capacity of middle leaders and Faculty experts through the Second-in-Charge initiative. They work collaboratively as part of a professional learning community.</p> <p>Head Teachers have delivered professional learning on instructional leadership, staff management and resonant leadership styles to build the capacity of middle leaders.</p> <p>Head Teachers have identify faculty experts who deliver professional learning on discipline literacy, vocabulary and writing skills.</p>
<p>The school will have begun the implementation of a traditional Higher School Certificate Course structure.</p> <p>All Stage 6 Assessment tasks will be based on the ALARM writing matrix.</p>	<p>The school has moved to finalize the semi-compressed curriculum by the end of 2024. 2024 will be the last cohort to through on the semi-compressed model.</p> <p>ALARM has been adopted as a Pod of Practice and will guide the Executive Team's professional learning in 2024.</p>

Purpose

To develop streamlined systems of support that are responsive to student aspirations for moving into post school opportunities.

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

Socio-economic background

Student Support Officer

Integration funding support

Professional learning

Aboriginal background

Low level adjustment for disability

Summary of progress

During 2023 the school adopted a whole school approach attendance with Deputy Principals, Head Teachers, Year Advisors, school's Counselors, and SASS staff all contributing and working closely with our Home School Liaison Officer. The Attendance team consulted with the Safeguarding Kids Together team to review school processes, policies and procedures. As a result, the school created a new attendance procedure with clear role statements for each attendance monitor. The Attendance Team also engaged with Year Advisors to develop resources for students with a pattern of sustained absenteeism or lateness that focused on supporting students' sense of belonging.

A Multi-Tiered Systems of Support (MTSS) has been trialed across the school in 2023. The MTSS uses data to sort students into three tiers of intervention: universal, targeted and Intensive. The Wellbeing team worked with the Safeguarding Kids Together team to analyse 7-10 Sentral behavior data and attendance data to sort students into one of the three Tiers of support. The suit of Wellbeing programs and intervention programs offered by the school were then analysed against the spiritual, cognitive, emotional and physical domains of the Wellbeing Framework. This resulted in a complete review of the Wellbeing systems at the school over the course of Term 3 and 4.

The Community of Practice continued in 2023. The focus in each of the partner primary schools was on numeracy so as to support the Strathfield Network project on measurement and number sense. Teachers from Chullora PS, Enfield PS, Strathfield South PS and Banksia Road PS engaged in collaborative planning and teaching experiences with Mathematics and Science teachers for Strathfield South High School. This we were able to include the Personal Development, Health and Physical Education Stage 5 and 6 students to support programs at Strathfield South PS and Chullora PS.

As a result of the activities undertaken in 2023, the MTSS has been adopted as part of new Wellbeing Systems of Support that will be implemented in 2024. This new system will include attendance to ensure the school is looking at the whole student rather than component parts (academic, Wellbeing, attendance for example) in isolation.

The Community of Practice will continue in 2024 with a focus that will be decided in collaboration with our partner primary schools.

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	Teachers have developed knowledge and understanding of available data sources, how to access them and are able to use these to draw conclusions to inform their practice and improve student learning

<p>able to use these to draw conclusions to inform their practice and improve student learning</p> <p>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 improvement</p>	<p>Faculty management plans have embedded explicit processes and practices for data collection, sharing and analysis. Teachers make data informed decisions on programming, pedagogy and assessment to drive student improvement</p>
<p>Uplift of 7% of students attending school greater than 90% of the time.</p>	<p>There has been an uplift from 16.08% of students attending school greater than 90% of the time between 2022 and 2023.</p>
<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>	<p>Students who have been identified as <i>high risk educationally</i> have been engaged in school-based intervention programs (<i>Quicksmart, Macq-Lit</i>) with progress results tracked through school-based system and PLAN2 at twice termly intervals.</p> <p>Students who have been identified as <i>at risk educationally</i> have been engaged in school-based intervention programs through COVID ILSP.. Their progress has been tracked through school-based system and PLAN2 at twice termly intervals.</p> <p>There has been a decrease in the % of students involved in the interventions in Stage 5.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$247,169.00</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"> • Explicit teaching - Reading • Pathways <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 • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Over the course of 2023. there has been an uplift from 30.4% to 41.6% of Year 9 students answering correctly in measurement and geometry during Check-in Assessment. During the same time frame Check-in assessment has seen a downturn from 45% to 38.9% in number and algebra. This decrease can be accounted for by the focus area being measurement and geometry for a significant portion of the year at the expense of number sense.</p> <p>After evaluation, the next steps to support our students will be: Numeracy will become a Pod of Practice with the intention of expanding the focus to include the three areas examined in Check in data.</p>
<p>Socio-economic background</p> <p>\$905,749.25</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"> • Explicit teaching - Reading • Broad Curriculum and Assessment • Engagement • Building Capacity through Collaborative Practice • Pathways • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through VALIANT to support student learning • employment of additional staff to support VALIANT program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Over the course of 2023. there has been an uplift from 30.2% to 42.3% of Year 9 students answering correctly in comprehension during Check-in Assessment. During the same time frame Check-in assessment has seen a slight uplift from 38.2% to 38.6% in vocabulary. While a small increase, this is significant as comprehension has clearly improved due to the focus on discipline specific literacy and comprehension techniques.</p>

<p>Socio-economic background</p> <p>\$905,749.25</p>	<p>After evaluation, the next steps to support our students will be: VALIANT will continue in 2024 as a Pod of Practice that will focus on reading as a mandatory improvement measure.</p>
<p>Aboriginal background</p> <p>\$7,048.37</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"> • Explicit teaching - Reading • Pathways <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Aboriginal students undertaking the Higher School Certificate have been offered early entry in a course of their choosing at two Universities. Aboriginal students now deliver the Acknowledgement of Country at all formal events. All KLAs have Aboriginal perspectives embedded in teaching resources.</p> <p>After evaluation, the next steps to support our students will be: To engage with the local Aboriginal community to build stronger links and provide more opportunity for cultural learning.</p>
<p>English language proficiency</p> <p>\$168,303.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Strathfield South High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching - Reading • Explicit teaching - Numeracy <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 • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: EAL/D student have seen an uplift from 25.7% to 47.9% in comprehension in check-in data assessment between 2022 and 2023.</p> <p>After evaluation, the next steps to support our students will be: EAL/D will continue to be a fundamental element to the professional learning of teachers. EAL/D strategies will be incorporated into explicit teaching professional learning as part of the Pods of Practice initiative.</p>
<p>Low level adjustment for disability</p> <p>\$521,029.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Strathfield South High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$521,029.96</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching - Reading • Explicit teaching - Numeracy • Pathways <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • 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 <p>The allocation of this funding has resulted in the following impact: Students identified with a learning disability have seen an overall uplift from 38.2% to 42.4% in annualized check-in data.</p> <p>After evaluation, the next steps to support our students will be: Students with an identified disability will continue to receive tailored support in 2024.</p>
<p>Professional learning</p> <p>\$82,698.41</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 • Explicit teaching - Numeracy • Pathways <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Teaching staff have undertaken a professional learning curriculum over the course of 2023 that has been designed to enhance thier ability to deliver explicit teaching of vocabulary, comprehension, language processing and numeracy. The result of this has seen an average in check in data from 38.3% to 42.4 in literacy and 37.6% to 44.2% in numeracy. Choice Theory was introduced as a major component of the school's Wellbeing systems and all staff have been trained in the Basic Intensive Training sessions.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning funds will continue to be used to release staff to undertake tailored professional learning as identified through annual Professional Development Plan process and target areas identified in the Pods of Practice. Choice Theory lessons will be introduced to students during Term 1 and a new System of Support will be implemented to support Choice Theory.</p>

<p>Beginning teacher support</p> <p>\$146,722.50</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Strathfield South High School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback <p>The allocation of this funding has resulted in the following impact: All beginning teachers have been accredited at proficient or are well in thier way to completing the process. There has been a marked improvement in the classroom management and delivery of explicit teaching practices as reported by the HT Mentor and Lead Teacher.</p> <p>After evaluation, the next steps to support our students will be: The Beginning teacher Mentor will continue in 2024.</p>
<p>COVID ILSP</p> <p>\$291,909.31</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy. • employing staff to supervise and monitor progress of student groups engaging in online tuition in multilit. • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: The result of this years COVID ILSP Team has seen an average in check in data for identified students uplift from 15.3% to 30.4 in literacy and 22.6% to 30..2% in numeracy.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP Will continue as the Intensive Learning Team in 2024.</p>
<p>Per capita</p> <p>\$169,601.10</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Improve school environment

<p>Per capita \$169,601.10</p>	<p>The allocation of this funding has resulted in the following impact: Over the course of 2023 the school has: Installed a mural around the top quad Replaced the Basketball backboards and hoops in the top quad Replaced the surface of the top basketball courts and replaced the basketball hoops with multi-purpose goal posts Replaced the fencing around the top quad with a meter fence. Revitalized the library with new furniture. Converted the metal work room into a fit for purpose drama space Returned the current drama space to a common room. Placed three large umbrellas on the sandstone wall on the oval to provide more shed. Replaced all external seating with new, eco friendly seating.</p> <p>After evaluation, the next steps to support our students will be: As a result of budget cuts, the continuation of environmental improvement will be based on availability of funds.</p>
<p>Student Support Officer \$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Strathfield South High School</p> <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 • Engagement <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Student leaders meet 3 times a term to develop a student led whole school belonging strategy to improve attendance and engagement. • Engage the SSO as a school based HSLO weekly/ fortnightly to advise team and meet with families. • Student leaders work with Student Support Officer, wellbeing ambassadors and external consultants to collect data and evidence from diverse student population on what types of school initiatives would make students feel connected and included at school. <p>The allocation of this funding has resulted in the following impact: Students have been proved with tailored social and cultural learning events and experiences.</p> <p>After evaluation, the next steps to support our students will be: The SSO will continue to provide student focused social learning. in 2024 they will engage in MTSS processes to ensure all students are receiving the right support to achieve.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	404	375	337	339
Girls	246	255	245	217

Student attendance profile

School				
Year	2020	2021	2022	2023
7	89.4	89.3	82.7	86.1
8	88.0	85.9	79.9	83.1
9	89.2	84.6	80.9	79.6
10	84.0	81.7	75.5	79.1
11	81.7	80.1	77.0	80.9
12	85.4	83.6	80.9	84.6
All Years	86.0	84.0	79.3	82.2
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	1.8
Employment	5	6.6	11.8
TAFE entry	6	10.6	26.3
University Entry	0	0	55.7
Other	1	0	2.7
Unknown	1	0	1.7

Year 12 students undertaking vocational or trade training

2.67% of Year 12 students at Strathfield South High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

97.1% of all Year 12 students at Strathfield South High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	9
Classroom Teacher(s)	44.7
Learning and Support Teacher(s)	3.1
Teacher Librarian	1
Teacher EAL/D	0.8
School Counsellor	1
School Administration and Support Staff	21.48
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	472,140.91
Revenue	12,943,616.95
Appropriation	12,716,723.29
Sale of Goods and Services	14,646.27
Grants and contributions	177,477.01
Investment income	17,161.38
Other revenue	17,609.00
Expenses	-12,856,651.73
Employee related	-12,035,060.92
Operating expenses	-821,590.81
Surplus / deficit for the year	86,965.22
Closing Balance	559,106.13

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.

	2023 SBAR Adjustments (\$)
Targeted Total	189,470
Equity Total	1,602,131
Equity - Aboriginal	7,048
Equity - Socio-economic	905,749
Equity - Language	168,303
Equity - Disability	521,030
Base Total	9,438,862
Base - Per Capita	169,601
Base - Location	0
Base - Other	9,269,261
Other Total	623,522
Grand Total	11,853,984

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

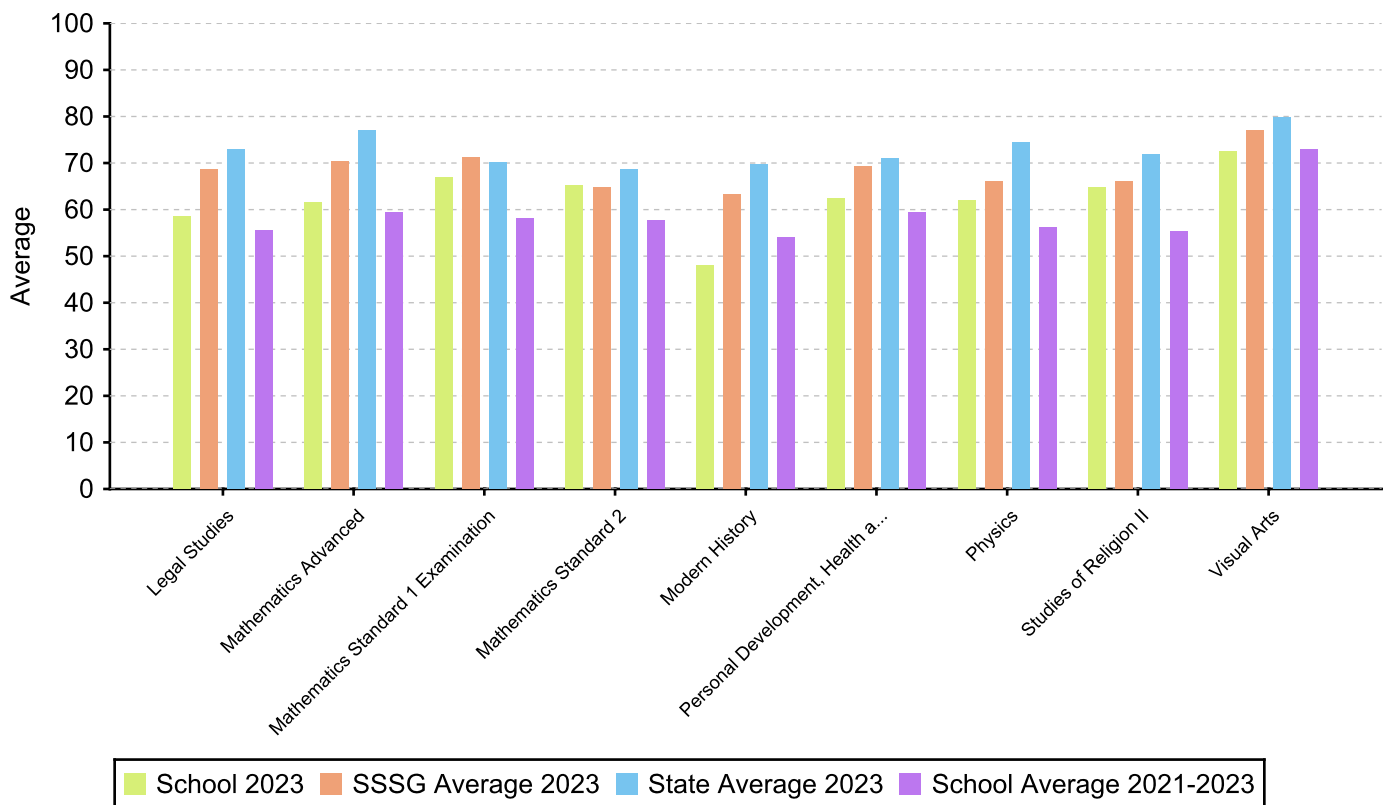
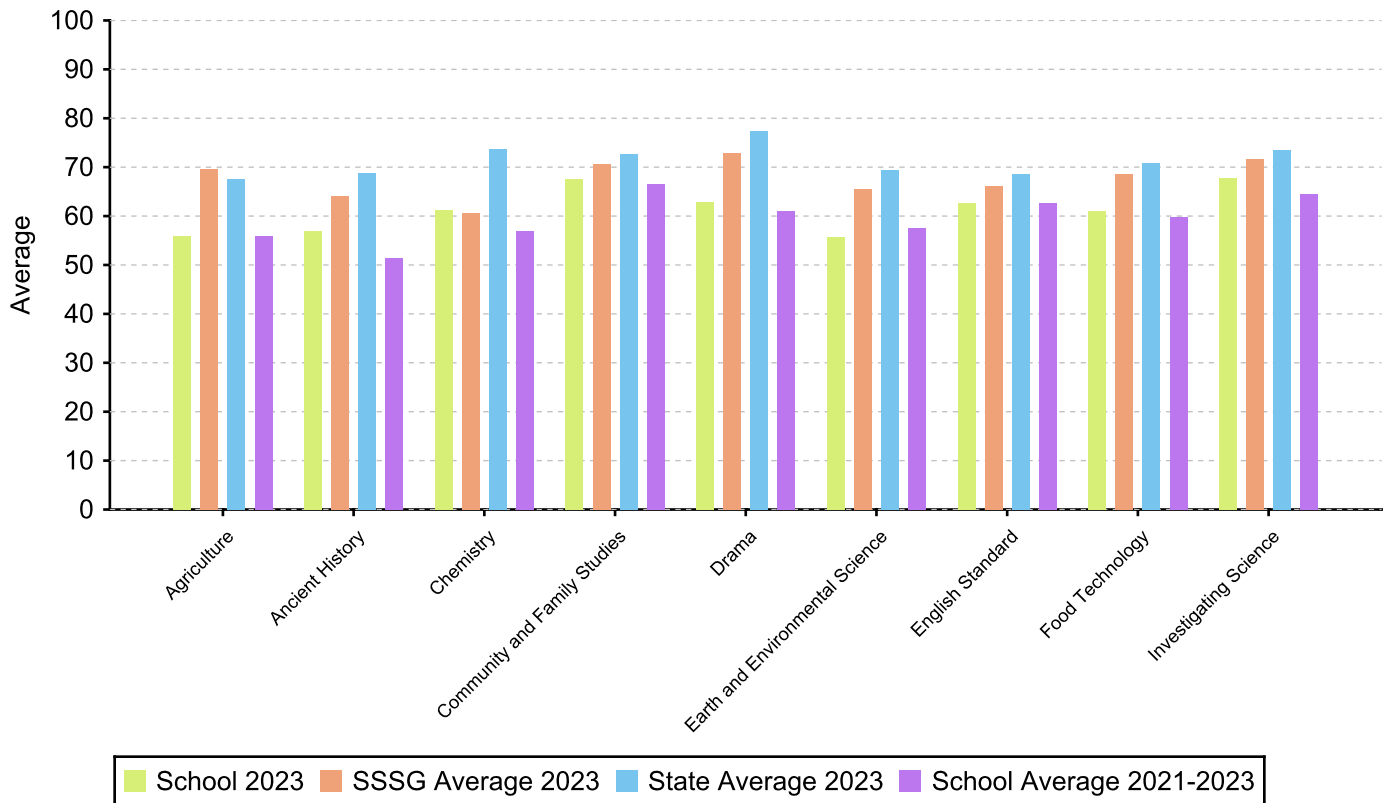
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

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 2023	SSSG	State	School Average 2021-2023
Agriculture	55.9	69.7	67.5	55.9
Ancient History	57.0	64.1	68.7	51.4
Chemistry	61.3	60.7	73.7	56.9
Community and Family Studies	67.5	70.7	72.7	66.4
Drama	62.9	72.8	77.3	61.0
Earth and Environmental Science	55.8	65.5	69.4	57.5
English Standard	62.7	66.2	68.5	62.7
Food Technology	61.0	68.7	70.8	59.7
Investigating Science	67.8	71.7	73.4	64.6
Legal Studies	58.6	68.6	72.9	55.4
Mathematics Advanced	61.5	70.4	77.0	59.4
Mathematics Standard 1 Examination	67.0	71.3	70.1	58.1
Mathematics Standard 2	65.1	64.7	68.7	57.6
Modern History	48.1	63.3	69.6	54.0
Personal Development, Health and Physical Education	62.4	69.2	71.0	59.3
Physics	61.9	66.1	74.4	56.1
Studies of Religion II	64.7	65.9	71.9	55.4
Visual Arts	72.4	77.0	79.8	72.9

Parent/caregiver, student, teacher satisfaction

Each year, the school participates in the ***Tell Them From Me Survey*** of students, teachers and parents. In 2023, 215 students, 28 parents and 42 teachers participated in the survey. Findings of the survey include:

- Student engagement was in line with State norm. Quality instruction, positive teacher/student relationships and positive learning climate had increased slightly from an average 48% to 55% of respondents. Student respondents believe that teachers are responsive to their needs and that there are clear rules and expectations for classroom behaviour.
- 28 parents responded to the Parent Survey with 88% indicating they would recommend the school.
- 59% of parent respondents are satisfied with the general communication from the school.
- 42 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.
- 75% of parents and 76% of staff respondents indicated that the school is a culturally safe place for all students.

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.