



Education &
Communities

Strathfield South High School Annual School Report 2014



Many Cultures, Common Values, One School



8252

School context statement

Strathfield South High School is a comprehensive, co-educational high school located in South-West Sydney Region.

The school community comprises students from almost 50 cultural backgrounds, reflecting the multicultural nature of its drawing area. More than 90% of students come from Non English Speaking Backgrounds.

Adding to this diversity are the facts that the school population includes significant numbers of both students who have had experiences as refugees and international students who have chosen Strathfield South High School for their educational experiences in Australia.

The school incorporates a Support Unit which caters for the needs of students who are hearing impaired, as well as those with Autism. Four classes for Hearing Impaired students ran in 2014 and 1 class for students with Autism.

The school receives extra resources in the form of staff and money to support students due to their socio-economic disadvantage and their English Language proficiency. Funding is also received to provide support to Aboriginal students and those within the Support Unit.

The school's educational ethos is underpinned by the Positive Behaviour for Learning program, which was rebadged "Rewards and Values" in 2014 as part of a restructuring of the team and its role within the school. The school's activities are focused on the values of Respect and Responsibility.

In 2014 the school also adopted the banner statement "Many Cultures, Common Values, One School" to represent its ethos and context.

Student information

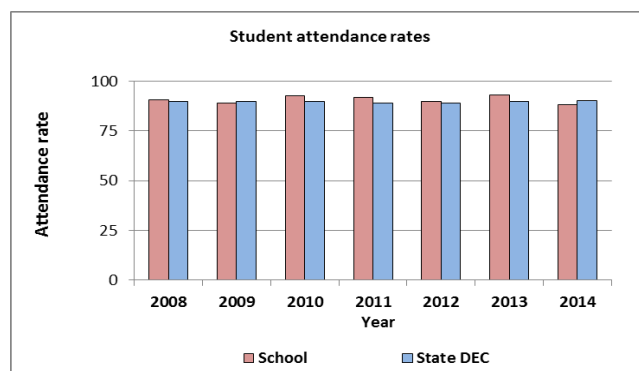
Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	360	387	414	446	412	424	396
Female	241	245	267	270	263	253	246



Student attendance profile

School	Year	2008	2009	2010	2011	2012	2013	2014
	7		93.9	93.5	94.5	92.2	94.6	92.8
8		91.5	94.6	90.7	91.3	94.9	90.1	
9		87.1	92.5	92.7	89.8	92.6	89.6	
10		85.3	91.1	91.2	88.0	93.6	87.8	
11		90.7	93.4	91.7	89.2	91.6	89.5	
12		87.3	91.6	90.8	90.1	92.0	82.1	
Total		90.7	89.2	92.8	91.9	89.8	93.1	88.4
State DEC	7		92.3	92.6	92.5	92.4	93.2	93.3
	8		90.0	90.5	90.1	90.1	90.9	91.1
9		88.8	89.1	88.8	88.7	89.4	89.7	
10		88.7	88.3	87.1	87.0	87.7	88.1	
11		89.4	89.1	87.6	87.6	88.3	88.8	
12		89.4	89.8	89.2	89.3	90.1	90.3	
Total		89.9	89.7	89.9	89.2	89.1	89.9	90.2



School attendance has remained relatively consistent over the past six years. Year 12 attendance in 2014 was disappointing in comparison to previous years, and resulted in a focused initiative from the school to attempt to improve attendance rates.

Post-school destinations

Post-school destinations	Year 10	Year 11	Year 12
	%	%	%
seeking employment	n/a	3	4
employment	2	2	20
TAFE entry	n/a	1%	17
university entry	n/a	n/a	41
other	n/a	n/a	14
unknown	n/a	n/a	4

Forty of our 2014 Year 12 students achieved a position at university, our most successful year to date. University of Western Sydney was the most favoured with 16 students gaining a position there, next were University of Sydney and Macquarie with 12 student placements, followed by 5 at UTS, 4 at ACU, 2 at UNSW Australia and 1 placement at University of Newcastle.

There were a wide variety of areas chosen to be studied at university including Business and commerce, Engineering, Law, Psychology, sports and Exercise Science, Science, Arts, Teaching, Chiropractic Science, Tourism Management, Nursing, Physiotherapy, Biomedical Science and Pharmacy.

13 students elected to enrol in a Tertiary Private College pursuing careers such as Sports and Health Science, Childcare, Makeup, Network Security and Business Diplomas.

While 16 students were successful in their TAFE applications in fields such as Business Administration, Accounting, Nursing, Counselling, Human Resources, Networking, Property Management and Real Estate, Media and Screenplay. One student gained an apprenticeship, 5 went into full time employment and 2 into the army to study a trade.

Year 12 students undertaking vocational or trade training

At Strathfield South High School in 2014, offered two VET Frameworks, these were Hospitality (Kitchen Operations) and Retail Services. SSHS had a total of 46 students enrolled in these courses, 24 in Hospitality and 22 in Retail Services.

Also in 2014, all VET students, in order to meet the requirements of Certificate II qualifications, students were required to completed work placement, which allows students to get a taste of the 'real world' of work by putting the skills learnt into practice and engaging in many varied and challenging activities. Our Hospitality students had the opportunity to attend renowned establishments such as Peter Doyle's on the Quay, City Extra, Wildfire and Al-Aseel. Retail services students went to local retail outlets such as Kmart, Forty Winks, Best & Less and Target.

Teachers continue to receive positive feedback from employers with regard to the high level of student motivation and engagement and as a

result, some of our students received casual employment offers and are now currently employed by the companies they completed their Workplacement in.

Strathfield South was also required to undertake an external review of our training and assessment procedures in order to maintain our accreditation to be recognised as part of the registered training organisation (RTO) Ultimo. This audit was conducted in Term 2 and looked at teaching practices, school management and administration as well as workplace learning. The school successfully meet all requirements and recommendations and was signed off until the next external audit scheduled in 2017.

It is planned that SSHS will again offer 2 frameworks in 2015, Construction and Hospitality with 62 students to be enrolled for VET courses.

Year 12 students attaining HSC or equivalent Vocational educational qualification

All students who were enrolled received Certificates of Achievement issued by TAFE NSW and of the 46, 38 received Certificate II qualifications, 20 in Hospitality and 18 in Retail Services

Although the HSC exam is optional for all VET subjects, all students at Strathfield South undertook the HSC examination, which is 100% of the cohort.

Workforce information

The school's principal, Daryl Currie, was appointed principal of Hurlstone Agricultural High School at the end of Term 1 2014. Following a merit process conducted in Term 4, Simon Paterson, who had been Acting Principal, was appointed as substantive principal from 2015.

In 2014, the school's Executive composition was reduced by one Head Teacher (History.) As a result, the Head Teacher Social Sciences became Head Teacher Human Society in its Environment (HSIE) and oversees a combined Social Sciences and History faculty.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	9

Classroom Teacher(s)	36.9
Learning and Support Teacher(s)	1.7
Hearing Support Teacher(s)	4
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administrative & Support Staff	13.8
Total	72.4

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 no staff member identified as being Aboriginal or Torres Strait islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	12

Professional learning and teacher accreditation

Professional learning forms an integral part of the teaching and learning process at Strathfield South High School. In line with all current research, the main indicators of quality teaching include the ongoing professional development of staff within the parameters of individual goal setting and career development.

Extensive and ongoing professional development opportunities were offered across the year to staff including senior executive, executive and whole school. The main focus of the school's drive for continual improvement included Literacy, leadership, implementation of new syllabi from the BoSTES and identified needs to further develop teaching and learning approaches.

Literacy development opportunities are outlined in detail other areas of the annual school report but in summary included extensive work with all faculties in approaches to using the Literacy continuum, programming for explicit literacy strategies and the development of a teacher toolkit to support consistency of teacher judgement and accessible assessment tasks.

The executive and senior executive were able to access across 2014 significant training opportunities to build leadership capabilities and provide for ongoing development and support of

staff. These included training in the coming leadership framework, review of the 2015 Professional Standards for Teachers, using data effectively to promote continuous school improvement, the implications of and application of the revised Code of Conduct, Principles of effective programming and alternate approaches to programming for stages 4 and 5.

On a whole school level, all staff accessed workshops and presentations across a gamut of professional learning forums. These aligned with areas of both whole school and individual needs. Programming for new syllabi and the opportunity to provide meaningful teaching and learning strategies for the 21st Century were central to release time and faculty initiatives. The school currently has a standardised programming format including explicit teaching strategies, differentiation approaches and assessment protocols. With a standardised assessment framework work was completed on differentiation of quality assessment tasks including backward mapping of tasks to outcomes.

ICT was addressed across a number of platforms throughout the year and staff were given opportunities to engage with Sharepoint as communication tool, the uses of Moodle to provide access to lessons and resources for students, Web 2 tools in the classroom and applications of One Note to support teaching and Learning. To support this ICT focus, the school purchased class sets of IPADS for teacher and student use.

In line with the development of a new behaviour modification protocol in the school in 2014, staff were in serviced in the practical applications of the Christine Richmond Behaviour Modification approach.

These in school professional learning opportunities were, of course, supplemented by individual teacher professional learning provided by external agencies including the DEC, BoSTES, professional associations and private providers. A significant portion of the school budget was allocated to ongoing teacher professional learning in 2014.

Beginning Teachers

In line with the implementation of Great Teaching Inspired Learning reform, Strathfield

South High School has addressed entry into the profession by the following:

- Improved induction support for beginning permanent, temporary and casual teachers.
- All NST (New Scheme Teachers) are provided a two day induction program to familiarise teachers to the school. School structure, welfare for staff and students, classroom management and teacher PL (professional learning) are addressed.
- Better support for beginning teachers
- NSTs are provided opportunities for PL both within the school and beyond through both informal discussions in Cross Curricular meeting groups led by Head Teacher mentors every third week. NSTs are expected to attend all related PL provided by the DEC as well as KLA based professional organisations. Within the school further support is provided by classroom visits and regular discussions from by HTs, DPs the Principal and the NST coordinator.
- A program was implemented where SSHS NSTs attended a cross section of different high school settings to observe best practice. Schools selected ranged from urban to rural, comprehensive to selective and single sex educational settings. The effective sharing of pedagogy, resources and building of strong interschool support network groups has led to improved NST teaching practice and performance.
- Streamlined probation and accreditation processes

NSTs are inducted, supported and mentored with a focus on productive pedagogy and meeting Australian Institute for Teaching and School Leadership (AITSL) Standards. Professional development was provided to NSTs by Executive teachers and aspiring leaders presenting AITSL standards at meetings. Further professional learning for the requirements of gaining and maintaining accreditation was provided by pairing NSTs with experienced teacher mentors. This has led to increased staff performance, at executive, teacher and NST level, facilitating enhanced student learning success.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	394793.04
Global funds	575922.99
Tied funds	656163.04
School & community sources	287986.62
Interest	15342.88
Trust receipts	25065.45
Canteen	0.00
Total income	1955274.02
Expenditure	
Teaching & learning	
Key learning areas	161305.88
Excursions	108916.08
Extracurricular dissections	22701.96
Library	9951.31
Training & development	68094.78
Tied funds	608310.65
Casual relief teachers	147334.91
Administration & office	214103.68
School-operated canteen	0.00
Utilities	99028
Maintenance	78740.57
Trust accounts	26796.97
Capital programs	2150
Total expenditure	1547434.79
Balance carried forward	407839.23

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Academic achievements

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.

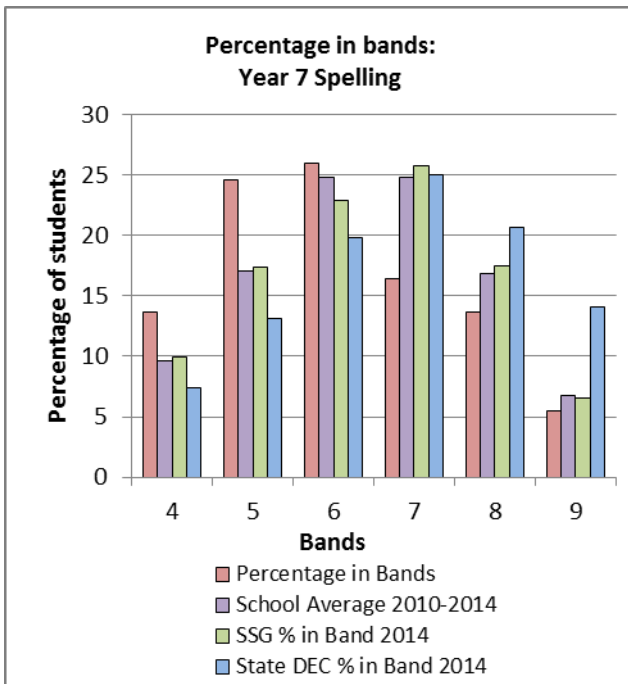
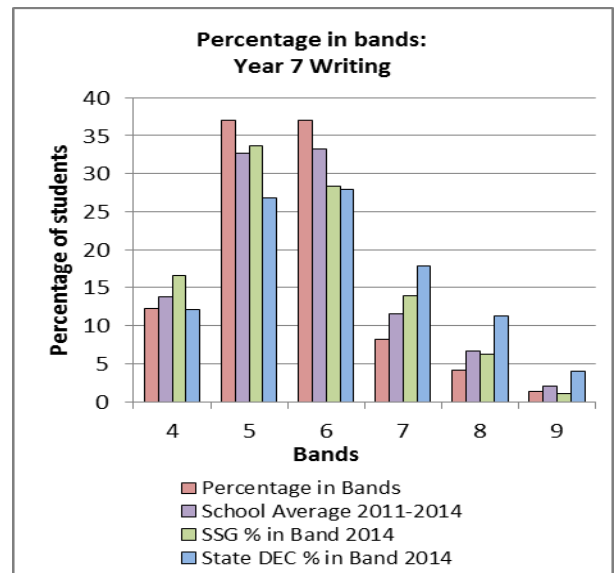
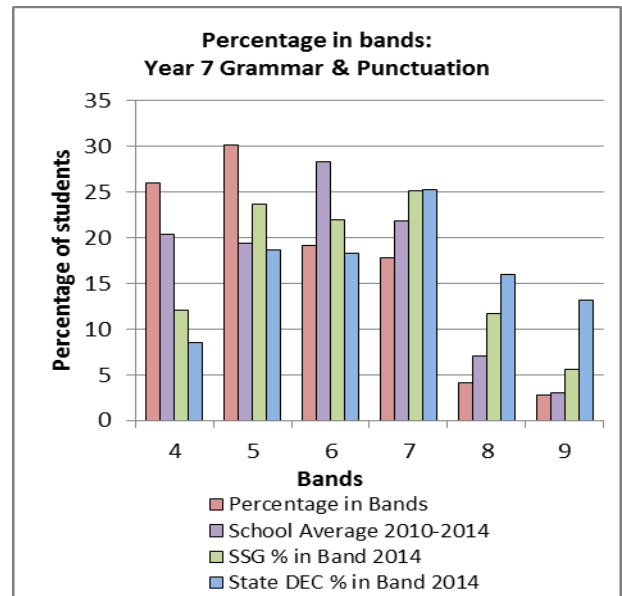
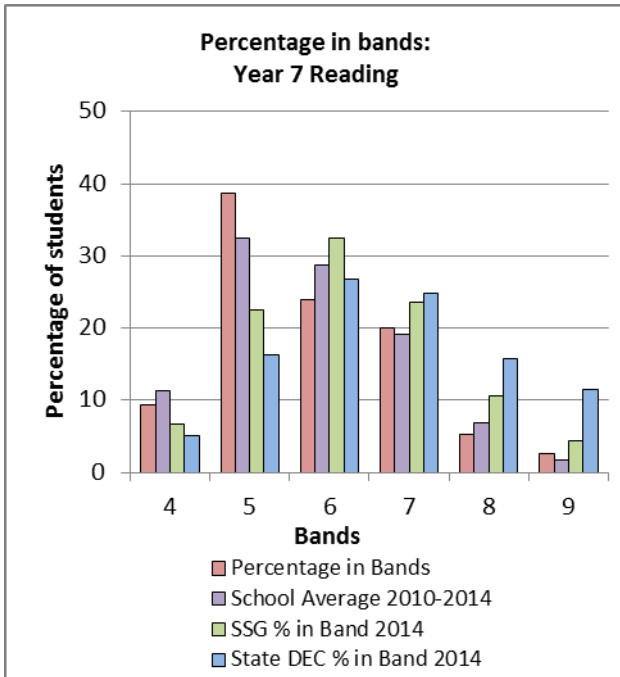
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

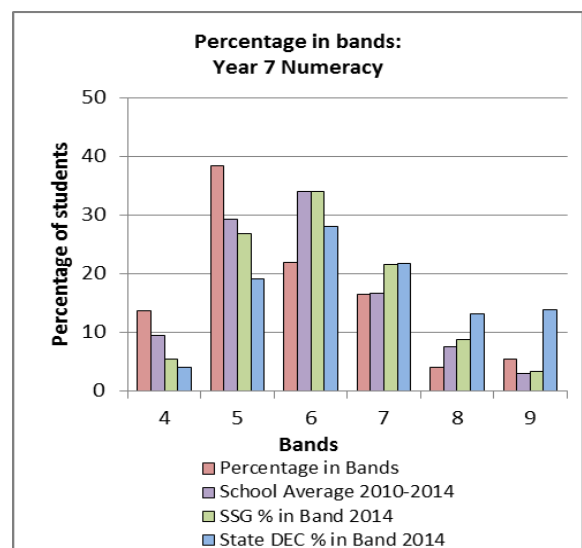
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



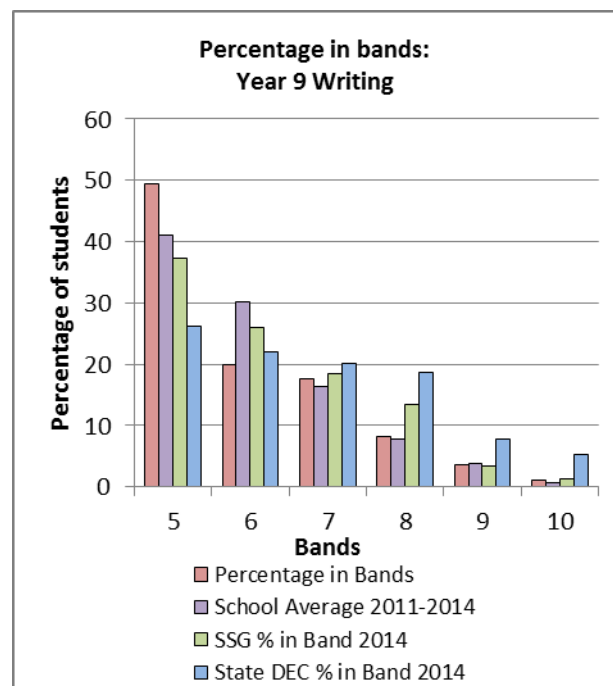
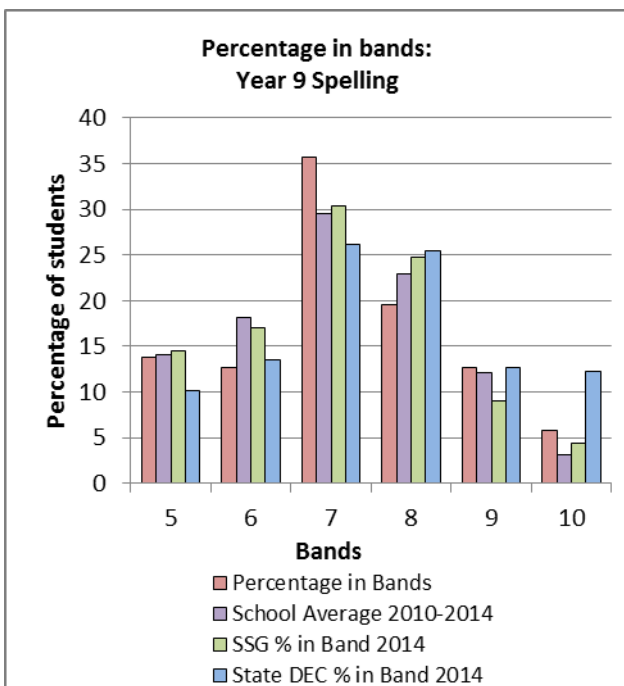
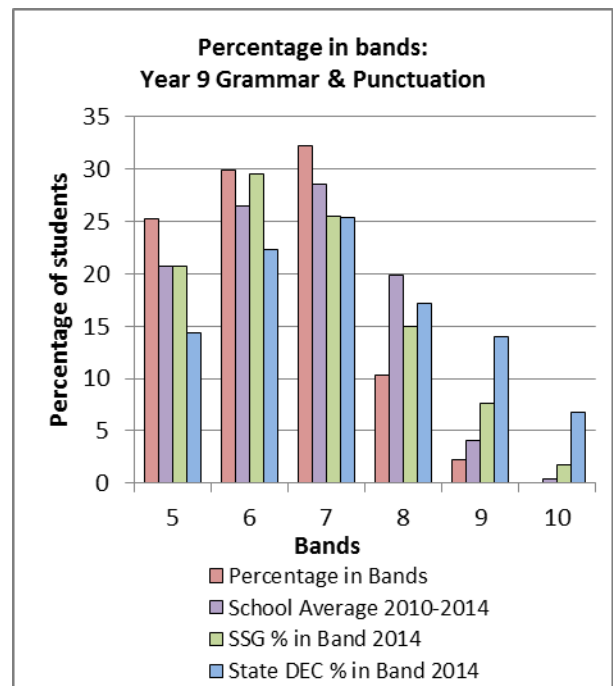
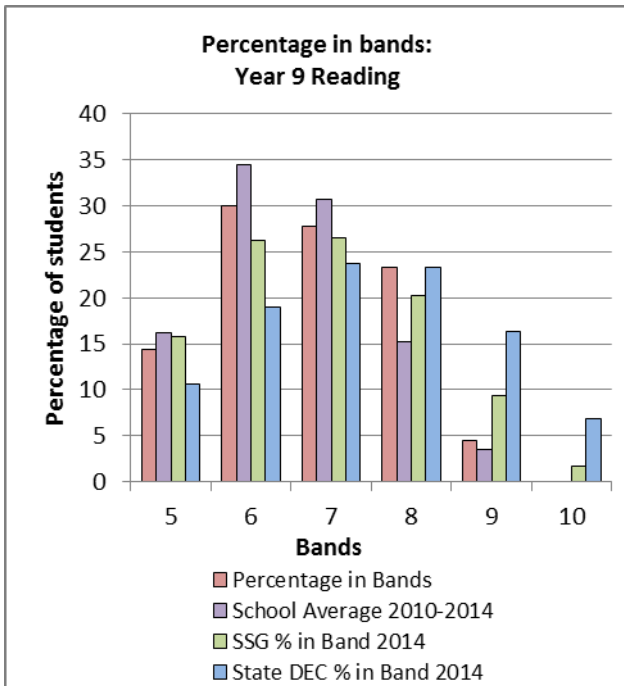
NAPLAN Year 7 - Numeracy



Year 7 NAPLAN data for their entry into high school remains disappointing with the majority of students continuing to fall into Bands 5 and 6 and

relatively few students achieving at Band 8 or 9 level.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

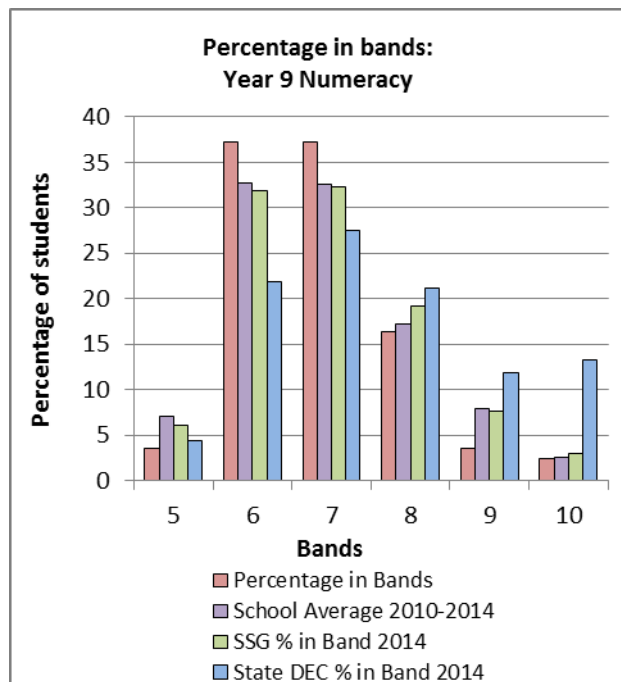


2014 NAPLAN data showed a positive growth for students who were involved in the Quicksmart program in 2012. The Literacy group showed a 59.5 growth compared to the state with a 39 growth and NSW DEC 38.7 growth. For Numeracy, the Quicksmart 2012 cohort showed a 46.5 growth compared to the state growth of 39 and NSW DEC 38.7 growth.

Mean scores for Reading and Writing in Year 9 saw pleasing improvement on the previous year (529.9 for Reading in 2013 to 540.1 in 2014; and 476.2 for Writing in 2013 to 496.2 in 2014.) These increases were attributable to the strategies the

school put in place through the National partnerships program in 2013. These strategies, now embedded in teaching programs and practice, should continue to develop students' skills in the years to come.

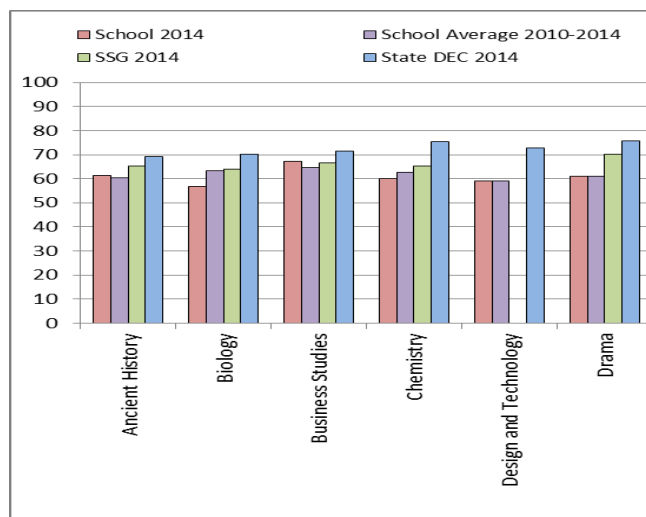
NAPLAN Year 9 - Numeracy



Numeracy remains an area for development with the majority of students falling into Bands 6 and 7. School planning for 2015 and beyond will focus strongly on the acquisition of numeracy skills in order to boost value-adding between Years 7 and 9. Mean scores in Year 9 increased only very slightly from 2013 to 2014 (545.6 to 546.9)

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).



Ancient History

Percentage in Bands: 13.6% of SSWS students scored in the top two bands compared to 26.3% of all NSW DEC students studying Ancient History. 45.5% of SSWS students scored in the middle two bands compared to 51.5% of all NSW DEC students. 40.9% of SSWS students scored in the bottom two bands compared to 22.3% of all NSW DEC students. The mean scaled score of 61.2% was below the scaled mean of 69.1% for all NSW DEC students.

Trend Data: The average scaled score has increased from 58.9% in 2013 to 61.2% in 2014. The gap between the NSW DEC average scaled score and that of SSWS Ancient History students has increased from 2.3% in 2010 to 7.9% in 2014.

SSWS Graph Analysis: The Ancient History cohort for 2014 performed moderately below parity with NSW DEC performance (-5.2). When compared with other courses in the school, however, the Ancient History students performed slightly worse than other subject areas (-0.09).

Scatter Plot Analysis: The value added data for Ancient History showed a decline of -5.01 compared to year 9 NAPLAN performance.

Biology

Percentages in bands: 0.0% of SSWS students scored in band 6, compared to 5.3% of all NSW DEC students studying Biology. The number of students scoring in band 5 was 2.6% compared to 19.9% of all NSW DEC students. The number of students who achieved band 4 was 39.5% compared to 30.6% of all NSW DEC students. The number of students who achieved bands 2 and 3 was 34.3% compared to 37.9% of all NSW DEC students. The number of students who achieved band 1 was 23.7% compared to 6.3% of all NSW DEC students. In summary, the number of SSWS students achieving band 4 was significantly higher than all NSW DEC students and also higher than state-wide.

Trend Data: After a slight statistical increase to 64.2 in 2013 the average scaled score has declined to 56.6. The gap between the NSW DEC average scaled score and that of Biology students at SSWS has increased from 8.6 in 2013 to 13.6 in 2014.

SSWS Graph Analysis: The Biology cohort for 2014 performed significantly below parity with NSW DEC performance (-1.01). When compared with other courses in the school,

the Biology students performed slightly below other subject areas (-0.1)

Scatter Plot Analysis: The value added data for Biology showed significant decline of -13.56 compared to year 9 NAPLAN performance but this data is based on an incomplete data set due to the recent enrolment of many students.

Business Studies

Percentage in Bands: 28.5% of SSHS students scored in the top two bands compared to 28.7% of all NSW DEC students studying Business Studies. 42.8% of SSHS students scored in the middle two bands compared to 53.7% of all NSW DEC students. 28.5% of SSHS students scored in the bottom two bands compared to 17.6% of all NSW DEC students. The mean scaled score of 67.4% was below the scaled mean of 71.4% for all NSW DEC students.

Trend Data: The average scaled score has increased from 58.4% in 2013 to 67.4% in 2014. The gap between the NSW DEC average scaled score and that of SSHS Business Studies students has increased from 2.2% in 2010 to 4% in 2014.

SSWS Graph Analysis: The Business Studies cohort for 2014 performed below parity with NSW DEC performance (-31). When compared with other courses in the school, however, the Business Studies students performed similar to other subject areas (+0.01).

Scatter Plot Analysis: The value added data for Business Studies showed a decline of -2.15 compared to year 9 NAPLAN performance but this data is based on an incomplete data set, 5/21 students, due to the enrolment of students who have not sat NAPLAN in year 9.

Chemistry

Percentages in Bands: 0.0% of SSHS students achieved a band 6 compared to 12.2% of all NSW DEC students studying Chemistry. The number of students achieving band 5 was 13.3% compared to 32.1% of all NSW DEC students. The number of students achieving bands 3 and 4 was 46.6 % compared to 45.2% of all NSW DEC students. The number of students achieving bands 1 and 2 was 40.0% compared to 10.9% of all NSW DEC students. In summary, the number of SSHS students who achieved bands 3 and 4 in Chemistry was slightly above all NSW DEC students, as well as state-wide results.

Trend Data: After a statistical dip to 54.6 in 2013 the average scaled score has increased significantly to 60.1 in 2014. The gap between the NSW DEC average scaled score and that of SSHS Chemistry students has decreased from 20.8 in 2013 to 15.3 in 2014.

SSWS Graph Analysis: The Chemistry cohort for 2014 performed significantly below parity with NSW DEC performance (-1.13). When compared with other courses in the school, however, the Chemistry students performed slightly below other subject areas (-0.12).

Scatter Plot Analysis: The value added data for Chemistry showed a small growth of +0.07 compared to Year 9 NAPLAN performance. However, this data is based on incomplete set of data due to the recent enrolment of many students.

Design and Technology

Design and Technology was offered to our students for the first time in 2014 so there is neither previous nor trend data to which to compare it.

Percentage in Bands: 50% of SSHS students scored in the middle two bands compared with 66.9% of all NSW DEC students. 50% of SSHS students scored in the lower two bands compared with 8.2% of all NSW DEC students.

SSWS Graph analysis: The Design and Technology cohort for 2014 performed moderately below parity with similar school groups (-1.34%).

Drama

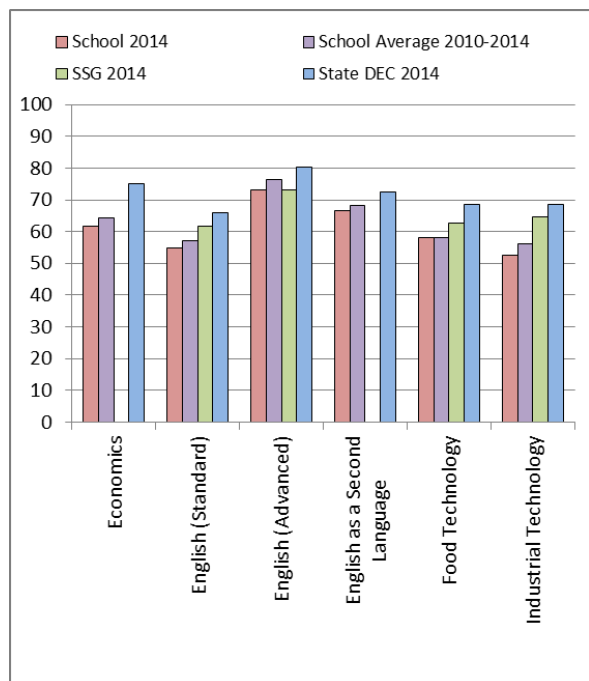
Percentage in Bands: 0.0% of SSHS students scored in the top two band compared to 29.4% of all NSW DEC students studying Drama. 53.9% of SSHS students scored in the middle two bands compared to 68.1% of all NSW DEC students. 46.2% of SSHS students scored in the bottom two bands compared to 2.5% of all NSW DEC students.

Trend Data: It is not possible to discern any trends due to the fact that 2014 was the first year this course was sat at SSHS.

SSWS Graph Analysis: The Drama cohort for 2014 performed largely below parity with the NSW DEC performance (-1.70). When compared to

other courses in the school, the Drama students made a very small decline compared to the other subjects (-0.01)

Scatter Plot Analysis: The value added data for Drama showed significant decline compared to Year 9 NAPLAN performance (-7.41) but this data is based on a small data set due to the recent enrolment of many students.



Economics

Percentage in Bands: 5.3% of SSHS students scored in the top two bands compared to 43.7% of all NSW DEC students studying Economics. 47.3% of SSHS students scored in the middle two bands compared to 44.9% of all NSW DEC students. 47.4% of SSHS students scored in the bottom two bands compared to 11.5% of all NSW DEC students. The mean scaled score of 61.6% was below the scaled mean of 75.2% for all NSW DEC students.

Trend Data: The average scaled score has decreased from 71.7% in 2012 to 61.6% in 2014. The gap between the NSW DEC average scaled score and that of Economics students has increased from 2.7% in 2012 to 13.6% in 2014.

SSWS Graph Analysis: The Economics cohort for 2014 performed below parity with NSW DEC performance (-1.06). When compared with other courses in the school, however, the Economics students performed moderately better than other subject areas (+ 0.18).

Scatter Plot Analysis: The value added data for Economics showed a decline of -6.86 compared

to year 9 NAPLAN performance but this data is based on an incomplete data set, 10/19 students, due to the enrolment of students who have not sat NAPLAN in year 9.

Standard English

Percentages in Bands: 0.0% of SSHS students scored in the top two bands compared to 5.0 % of all NSW DEC students studying Standard English. 42.1 % of SSHS students scored in the middle two bands compared to 75.7% of all NSW DEC students. 57.9% of SSHS students scored in the bottom two bands compared to 19.3% of all NSW DEC students. The mean scaled score of 55.9 was below the scaled mean of 65.9 for all NSW DEC students.

Trend Data: After a statistical dip to 53.9 in 2013 the average scaled score has increased to 50.5 The gap between the NSW DEC average scaled score and that of SSHS Standard English students has increased from 1.2 in 2010 to 10.9 in 2014.

SSWS Graph Analysis: The Standard English cohort for 2014 performed significantly below parity with NSW DEC performance (-1.0). When compared with other courses in the school, however, the Standard English students performed moderately better than other subject areas (+0.2%).

Scatter Plot Analysis: The value added data for Standard English showed significant decline of - 17.52 compared to Year 9 NAPLAN performance but this data is based on an incomplete data set due to the recent enrolment of many students.

Advanced English

Percentages in Bands: 20.0% of SSHS students scored in the top two bands compared to 55.3 % of all NSW DEC students studying Advanced English. 70.0 % of SSHS students scored in the middle two bands compared to 43.4% of all NSW DEC students. 10.0% of SSHS students scored in the bottom two bands compared to 1.2% of all NSW DEC students. The mean scaled score of 73.2 was below the scaled mean of 80.2 for all NSW DEC students.

Trend Data: After a statistical dip to 73.5 in 2013 the average scaled score has remained relatively stable at 73.2. The gap between the NSW DEC average scaled score and that of SSHS Standard English students has increased from 0.0 in 2010 to 7.0 in 2014.

SSWS Graph Analysis: The Advanced English cohort for 2014 performed moderately below parity with NSW DEC performance (-0.83). However, when compared with other courses in the school our Advanced English students performed moderately better than other subject areas (+0.29%).

Scatter Plot Analysis: The value added data for Advanced English showed significant growth of 4.7 compared to Year 9 NAPLAN performance but this data is based on a small data set due to the recent enrolment of several students.

English Extension 1

Percentages in Bands: 0.0 % of SSHS students scored in the top E4 and E3 bands compared to 64.6% of all NSW DEC students. 100% of SSHS students scored in the E2 band compared to 23.1 % of all NSW DEC students studying Extension 1 English. 0.0% of SSHS students scored in the bottom E1 band compared to 2.4% of all NSW DEC students. The mean scaled score of 86.0 was above the scaled mean of 82.9 for all NSW DEC students. These figures are not statistically significant given the small candidature (2 students) for this course at SSHS. These results are disappointing compared to the results obtained by the same candidature studying English Extension 1 and suggest the need to develop more effective structures to support students in their independent writing task; greater co-operation and interaction with students studying this course in nearby schools would assist in overcoming the relative isolation created by a small candidature.

Trend Data: It is not possible to discern any trends due to the fact that 2014 was the first year this course was sat at SSHS.

SSWS Graph Analysis: It is not possible to reliably analyse the school vs state or within school comparison data due to the small candidature.

Scatter Plot Analysis: The value added data for Extension 1 English showed very significant growth of 7.34 compared to Year 9 NAPLAN performance data.

English Extension 2

Percentages in Bands: 0.0 % of SSHS students scored in the top E4 band compared to 30.5% of all NSW DEC students. 100% of SSHS students scored in the second top E3 band compared to

61.8 % of all NSW DEC students studying Extension 1 English. 0.0% of SSHS students scored in the bottom two bands compared to 7.6% of all NSW DEC students. The mean scaled score of 61.0 was below the scaled mean of 77.0 for all NSW DEC students.

These figures are not statistically significant given the small candidature (2 students) for this course at SSHS.

Trend Data: It is not possible to discern any trends due to the fact that 2014 was the first year this course was sat at SSHS.

SSWS Graph Analysis: It is not possible to reliably analyse the school vs state or within school comparison data due to the small candidature.

Scatter Plot Analysis: The value added data for Extension 1 English showed a decline of -11.34 compared to Year 9 NAPLAN performance data.

English as a Second Language

Percentages in Bands: Zero per cent of SSHS scored in the top band of English (ESL) compared to 4.2% of all NSW DEC students. 9.4 % of SSHS English (ESL) achieved a Band 5 in contrast to 22.6% of all DEC NSW students. In Band 4, school approached parity with all NSW DEC students: 37.5 % of SSHS students gained a band 4 against 36.4% for the NSW DEC cohort. 18.8% of SSHS achieved a Band 3 compared with 24.7% for all NSW DEC students, while in the lower two bands, 32.3% of SSHS English (ESL) compared to 12.1% of all NSW DEC students. The mean scaled score of 66.5 was below the scaled mean of 72.4 of all NSW DEC English (ESL) students.

Trend Data: After a statistical dip to 62.9, the average scaled score has risen to 66.5 in 2014. The gap to between the NSW DEC mean scaled score and that of SSHS English (ESL) has decreased from 6.8 in 2013 to 5.9 in 2014.

SSWS Graph Analysis: The English (ESL) cohort for 2014 performed slightly below parity with NSW DEC performance (-0.54). However, when compared to the performance of other courses in the school, the English (ESL) cohort were marginally stronger (+0.10).

Scatter Plot Analysis: As only 5 students out of the 2014 English (ESL) cohort have NAPLAN results, the scatter graph data is statistically irrelevant.

Food Technology

Food Technology was offered to our students for the first time in 2014 so there is neither previous nor trend data to which to compare it.

Percentage in Bands: 15.8% of SSHS students scored in the top two bands compared with 29.1% of all NSW DEC students. 36.9% of SSHS students scored in the middle two bands compared with 50.1% of all NSW DEC students. 46.3% of SSHS students scored in the lower two bands compared with 20.1% of all NSW DEC students.

SSWS Graph analysis: The Food Technology cohort for 2014 performed slightly higher than similar school groups (.09%).

Scatterplot analysis: The value added data for Food Technology showed a slight decline (-0.45%) compared to Year 9 NAPLAN performance but this data is based on a small data set due to the recent enrolment of many students.

Industrial Technology

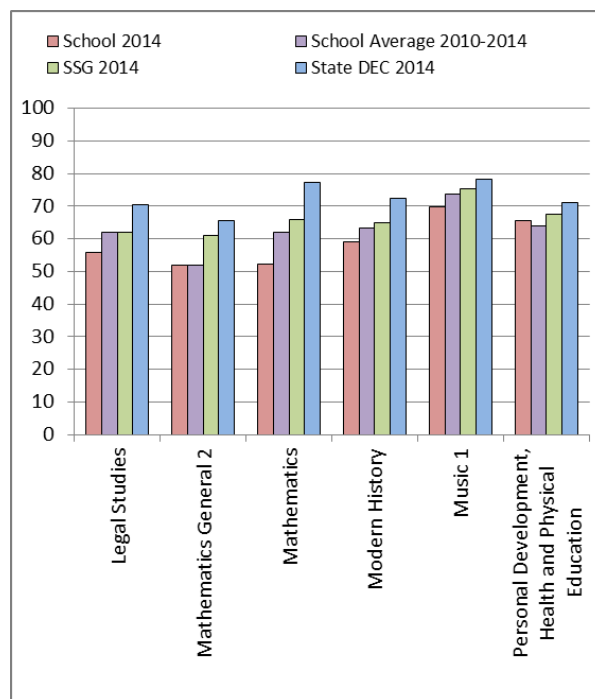
Industrial Technology (Multimedia) was offered to our students for the first time in 2014.

Percentage in Bands: 0.0% of SSHS students scored in the top two bands compared with 28.0% of all NSW DEC students. 46.2% of SSHS students scored in the middle two bands compared with 49.3% of all NSW DEC students. 53.8% of SSHS students scored in the lower two bands compared with 17.7% of all NSW DEC students.

Trend Data: With a student increase of 33% in this subject, the average scaled score (52.8) is slightly below the previous year (53.1). The gap between similar school groups and SSHS Industrial Technology students has decreased from 13.4 in 2013 to 10.3 in 2014.

SSWS Graph analysis: The Industrial Technology cohort for 2014 performed below parity with similar school groups (-0.59%).

Scatterplot analysis: The value added data for Industrial Technology showed that 25% of the students whose data was available showed a significant increase compared to their year 9 NAPLAN performance but this data is based on a small data set due to the recent enrolment of many students.



Legal Studies

Percentage in Bands: 11.9% of SSHS students scored in the top two bands compared to 22% of all NSW DEC students studying Legal Studies. 35.7% of SSHS students scored in the middle two bands compared to 46% of all NSW DEC students. 52.4% of SSHS students scored in the bottom two bands compared to 21.9% of all NSW DEC students. The mean scaled score of 55.8% was below the scaled mean of 70.4% for all NSW DEC students.

Trend Data: The average scaled score has decreased from 63.2% in 2013 to 55.8% in 2014. The gap between the NSW DEC average scaled score and that of SSHS Legal Studies students has increased from 8.2% in 2010 to 14.6% in 2014.

SSWS Graph Analysis: The Legal Studies cohort for 2014 performed below parity with NSW DEC performance (-0.91). When compared with other courses in the school, however, Legal Studies students performed moderately worse than other subject areas (-0.22).

Scatter Plot Analysis: The value added data for Legal Studies showed a decline of -2.50 compared to year 9 NAPLAN performance but this data is based on an incomplete data set, 29/42 students, due to the enrolment of students who have not sat NAPLAN in year 9.

General Mathematics

Percentages in bands: 31.7% of SSHS General Students were placed in the top 4 bands

compared to 67.5% of the state. This is a similar comparison with the previous year where 33.9% of SSHS students were placed in the top 4 bands. There was also a similar outcome in the bottom 2 bands where 68.1% of 2014 SSHS students were placed compared to 66.1% in the previous year. In summary, many students with a lower ability continue to attempt General Mathematics with a view to developing their mathematical skills to pursue further technical education and careers.

Trend Data: The 2014 trend data shows no significant change from 52% in 2013 to 51.8%. (State 2014 – 69%)

SSWS Graph: The 2014 General Maths students were below parity when compared to state performances (-0.97) and were roughly comparable with the performances of other subjects offered by the school (0.14).

Scatter Plot Analysis: the value added data for General Mathematics displayed an overall negative growth of -9.34. It is worth noting that this negative growth is indicative for the 13 students (out of 42) who sat for the Year 9 NAPLAN test. The remaining students were not present at the test.

Mathematics

Percentages in bands: 36.5% of SSHS Mathematics Students were placed in the top 3 bands compared to 77.6% of the state. These results are up on the previous year when 31.8% of SSHS students achieved a band 4 or better.

Of great concern are the 50% of the students who achieved bands 1 and 2. These are primarily the students who could not cope with the course and would not or could not drop this subject.

Trend Data: The 2014 trend data shows a negative growth from 58.2% in 2013 to 52.3% (State 2014 – 78.8%).

SSWS Graph: The 2014 Mathematics students were largely below parity when compared to state performances (-1.67) and were moderately comparable with the performances of other subjects offered by the school (+0.01).

Scatter Plot Analysis: It is not possible to reliably report on the valued added data as only 7 students out of 52 sat the Year 9 NAPLAN test.

Mathematics Extension 1

Percentages in bands: 87.5% of SSHS Mathematics Extension 1 students were placed in

the top 2 (E4 and E3) bands compared to 84.8% of the state. These results show a pleasing improvement on the previous year when 75% of SSHS students achieved a band E4 or E3.

It is pleasing to note that only 12.5% of the students achieved band E2. These were primarily the students who continued with the course to obtain recognition for attempting this more demanding subject for the purposes of tertiary education. No student received a band E1.

Trend Data: The 2014 trend data shows a positive growth from 74% in 2013 to 81.3% (State 2014 – 81.8%).

SSWS Graph: The data for 2014 Extension 1 students is not available.

Scatter Plot Analysis: the value added data for Mathematics Extension 1 displayed an overall positive growth of 2.74 with our 4 top end students displaying a positive growth of 4.68.

Mathematics Extension 2

Percentages in bands: 50% of SSHS Mathematics Extension 2 Students were placed in the top 2 (E4 and E3) bands compared to 85% of the state. No student received a band E1.

Trend Data: The 2014 trend data shows negative growth from 74.0% in 2013 to 63.8% (State 2014 – 82%).

SSWS Graph: The data for 2014 Extension 2 students is not available.

Scatter Plot Analysis: the value added data for Mathematics Extension 2 displayed negative growth of 15.39.

Modern History

Percentage in Bands: 7.7% of SSHS students scored in the top two bands compared to 33.6% of all NSW DEC students studying Modern History. 46.1% of SSHS students scored in the middle two bands compared to 50.5% of all NSW DEC students. 46.2% of SSHS students scored in the bottom two bands compared to 15.9% of all NSW DEC students. The mean scaled score of 59% was below the scaled mean of 72.3% for all NSW DEC students.

Trend Data: The average scaled score has decreased from 59.6% in 2013 to 59% in 2014. The gap between the NSW DEC average scaled score and that of SSHS Modern History students has increased from 5.7% in 2010 to 13.3% in 2014.

SSWS Graph Analysis: The Modern History cohort for 2014 performed below parity with NSW DEC performance (-0.91). When compared with other courses in the school, however, the Modern History students performed moderately worse than other subject areas (-0.14).

Scatter Plot Analysis: The value added data for Modern History showed a decline of -9.26 compared to year 9 NAPLAN performance but this data is based on an data set, 13/26 students, due to the enrolment of students who have not sat NAPLAN in year 9.

Music

Percentage in Bands: 16.7 % of SSHS students scored in the top two band compared to 49.8% of all NSW DEC students studying Music 1. 66.6 % of SSHS students scored in the middle two bands compared to 46.4% of all NSW DEC students. 16.7% of SSHS students scored in the bottom two bands compared to 3.8% of all NSW DEC students.

Trend Data: There was a slight improvement from 2011-2013 but returned to trend in 2014 (69.8).The gap between NSW DEC average scaled score and that of SSHS Music 1 students has decreased from 2.0 in 2013 to 8.5 in 2014.

SSWS Graph Analysis: The Music 1 cohort for 2014 performed largely below parity with the NSW DEC performance (-0.84). When compared to other courses in the school, the Music 1 students made a small improvement compared to the other subjects (0.09)

Scatter Plot Analysis: The value added data for Music 1 showed a small decline compared to Year 9 NAPLAN performance (-0.88) but this data is based on a small data set due to the recent enrolment of several students.

PDHPE

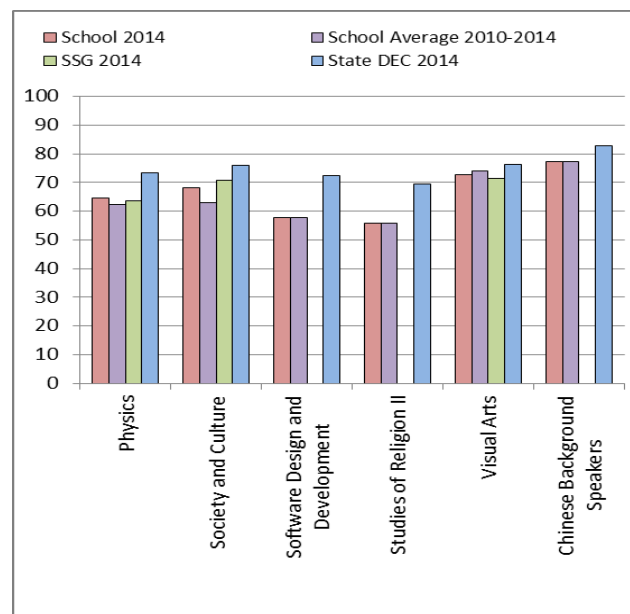
Percentages in Bands: 58.3% of SSHS PDHPE students scored in band 4 compared to 32.6% statewide. 8.3% of SSHS students scored in band 3 compared to 25.5% statewide. 25% of SSHS students scored in band 2 compared to 8.9% statewide. 8.3% of SSHS students scored in band 1 as opposed to 2.3% statewide.

Trend Data: Statistics have shown a rollercoaster ride for results in PDHPE. In 2010 the average scaled score was 70.3, decreased to 61.1 in 2011, Increased to 65.9 in 2012, decreased to 63.1 in 2013 and increased to 65.5 in 2014. The gap

between the statewide average scaled score and that of SSHS PDHPE students has lengthened from 3.2 in 2010 to 5.6 in 2014.

SSWS Graph: The PDHPE Cohort for 2014 performed below statewide average at -0.47. When compared to other subjects in the school, the PDHPE students performed slightly above at 0.15.

Scatter Plot Analysis: The value added data for PDHPE displayed a retraction of -2.80%.



Physics

Percentages in bands: The number of students achieving band 6 was 9.5% compared to 9.2% of all NSW DEC students (and 8.9% state-wide). 4.8% of SSHS students scored in band 5 compared to 22.0% of all NSW DEC students. 52.3% of SSHS students scored in the middle two bands compared to 57.3% of all NSW DEC students. The number of students achieving bands 1 and 2 was 33.3% compared to 11.6% of all NSW DEC students. In summary, the number of SSHS students achieving band 6 was higher than NSW DEC students as well as state-wide results.

Trend Data: After a statistical dip to 53.2 in 2012, the average scaled score for SSHS has been increasing progressively during 2013 and 2014. In 2014 the average scaled score showed a significant statistical increase to 64.6. The gap between the NSW DEC average scaled score and that of SSHS Physics students has decreased from 14.1 in 2013 to 8.6 in 2014.

SSWS Graph Analysis: The Physics cohort for 2014 performed significantly below parity with NSW DEC performance (-0.71). However, when compared with other courses in the school our Physics students performed moderately better than other subject areas.

Scatter Plot Analysis: The value added data for Physics showed significant growth of 5.64 compared to NAPLAN performance. However, this data is based on a small set of data due to the recent enrolment of many students.

Society & Culture

Percentage in Bands: 21.4% of SSHS students scored in the top two bands compared to 40.8% of all NSW DEC students studying Society & Culture. 50% of SSHS students scored in the middle two bands compared to 51.1% of all NSW DEC students. 28.6% of SSHS students scored in the bottom two bands compared to 8.1% of all NSW DEC students. The mean scaled score of 68.1% was below the scaled mean of 76.1% for all NSW DEC students.

Trend Data: The average scaled score has increased from 65.4% in 2013 to 68.1% in 2014. The gap between the NSW DEC average scaled score and that of SSHS Society & Culture students has decreased from 10.1% in 2010 to 8% in 2014.

SSWS Graph Analysis: The Society & Culture cohort for 2014 performed below parity with NSW DEC performance (-0.68). When compared with other courses in the school, however, the Society & Culture students performed slightly better than other subject areas (+0.07).

Scatter Plot Analysis: The value added data for Society & Culture showed a decline of -1.21 compared to year 9 NAPLAN performance but this data is based on an data set, 9/14 students, due to the enrolment of students who have not sat NAPLAN in year 9.

Software Design and Development

Software Design and Development was offered to our students for the first time in 2014 so there is neither previous nor trend data to which to compare it.

Percentage in Bands: 9.1% of SSHS students scored in the top two bands compared with 27.6% of all NSW DEC students. 62.9% of SSHS students scored in the middle two bands compared with 50.1% of all NSW DEC students. 36.4% of SSHS students scored in the lower two

bands compared with 9.8% of all NSW DEC students.

SSWS Graph analysis: The Software Design and Development cohort for 2014 performed slightly below similar school groups (-0.38%).

Scatterplot analysis: The value added data for Software Design and Development showed that 33% of the students whose data was available showed a significant increase compared to their year 9 NAPLAN performance but this data is based on a small data set due to the recent enrolment of many students.

Studies of Religion II

Percentage in Bands: 4.3% of SSHS students scored in the top two bands compared to 30.7% of all NSW DEC students studying Studies of Religion II. 43.4% of SSHS students scored in the middle two bands compared to 47.1% of all NSW DEC students. 52.2% of SSHS students scored in the bottom two bands compared to 22.2% of all NSW DEC students. The mean scaled score of 55.8% was below the scaled mean of 69.7% for all NSW DEC students.

Trend Data: This was the first year that this course has run so there are no trends to report upon.

SSWS Graph Analysis: The Studies of Religion II cohort for 2014 performed below parity with NSW DEC performance (-0.91). When compared with other courses in the school, however, the Studies of Religion II students performed slightly worse than other subject areas (- 0.02).

Scatter Plot Analysis: The value added data for Studies of Religion II showed a decline of -5.54 compared to year 9 NAPLAN performance but this data is based on an incomplete data set, 14/23 students, due to the enrolment of students who have not sat NAPLAN in year 9.

Visual Arts

Percentage in Bands: 15.8% of SSHS students scored in the top band compared to 37.7% of all NSW DEC students studying Visual Arts. 79% of SSHS students scored in the middle two bands compared to 58.2% of all NSW DEC students. 5.3% of SSHS students scored in the bottom two bands compared to 4% of all NSW DEC students.

Trend Data: After a statistical improvement to 82.0 in 2012 the average scaled score has returned to trend at 72.6 in both 2013 and 2014.

The gap between NSW DEC average scaled score and that of SSHS Visual Arts students has decreased from 4.9 in 2013 to 3.7 in 2014.

SSWS Graph Analysis: The Visual Arts cohort for 2014 performed moderately below parity with the NSW DEC performance (-0.41). When compared with other courses in the school, however the Visual Arts students performed moderately better than other subject areas (+0.31).

Scatter Plot Analysis: The value added data for Visual Arts showed significant increase compared to Year 9 NAPLAN performance (3.06) but this data is based on a small data set due to the recent enrolment of many students.

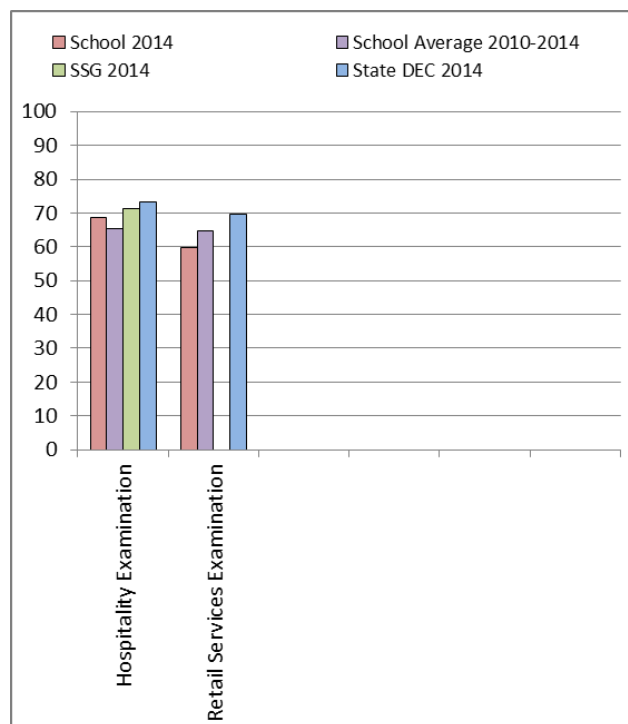
Chinese Background Speakers

Percentages in Bands: 39.1% of SSHS students scored in the top two bands compared to 69.0% of all NSW DEC students studying the Chinese Background Speakers course. 52.2 % of SSHS students scored in the middle two bands compared to 30.1% of all NSW DEC students. 8.6% of SSHS students scored in the bottom two bands compared to 0.9% of all NSW DEC students. The mean scaled score of 77.3 was below the scaled mean of 82.8 for all NSW DEC students.

Trend Data: It is not possible to discern any trends due to the fact that 2014 was the first year this course was sat at SSHS.

SSWS Graph Analysis: The Chinese background Speakers cohort for 2014 performed significantly below parity with all NSW DEC students (-0.9). However, when compared with other courses in the school our Chinese Background Speakers cohort performed significantly better than other subject areas (+0.6%).

Scatter Plot Analysis: The value added data for Chinese Background Speakers showed a slight decline (-0.2) compared to Year 9 NAPLAN performance.



Hospitality Examination

Percentage in Bands: 30.0% of SSHS students scored in the top two bands compared with 35.0% of all NSW DEC students. 30.0% of SSHS students scored in the middle two bands compared with 60.5% of all NSW DEC students. 20.0% of SSHS students scored in the lower two bands compared with 4.1% of all NSW DEC students.

Trend Data: The average scaled score (68.8) has risen sharply from 2014 (64.0) and is slightly below the state average (75.1). The gap between similar school groups and SSHS Hospitality students has decreased from 8.8 in 2013 to 2.4 in 2014.

SSWS Graph analysis: The Hospitality cohort for 2014 performed slightly better (0.3) than similar school groups.

Scatterplot analysis: The value added data for Hospitality showed that 75% of the students whose data was available showed a significant increase compared to their year 9 NAPLAN performance but this data is based on a small data set due to the recent enrolment of many students.

Retail Services Exam

Percentage in Bands: 4.3% of SSHS students scored in the top two bands compared to 16.5% of all NSW DEC students studying Retail Services. 39.1% of SSHS students scored in the middle two bands compared to 68% of all NSW DEC students.

56.5% of SSSH students scored in the bottom two bands compared to 15.5% of all NSW DEC students. The mean scaled score of 59.7% was below the scaled mean of 69.6% for all NSW DEC students.

Trend Data: The average scaled score has decreased from 64.5% in 2013 to 59.7% in 2014. The gap between the NSW DEC average scaled score and that of SSSH Retail Services students has increased from 2.6% in 2010 to 9.9% in 2014.

SSWS Graph Analysis: The Retail Services cohort for 2014 performed below parity with NSW DEC performance (-0.99). When compared with other courses in the school, however, the Retail Services students performed moderately worse than other subject areas (-0.38).

Scatter Plot Analysis: The value added data for Retail Services showed a decline of -9.06 compared to year 9 NAPLAN performance but this data is based on an incomplete data set, 4/23 students, due to the enrolment of students who have not sat NAPLAN in year 9.

Other achievements

Meeting John Kerry

On Monday 11 August five students from Strathfield South High School had the opportunity to meet with US Secretary of State John Kerry during his visit to Sydney. The US Consulate had organised for the students to meet the Secretary due to their involvement in high-level extracurricular science projects. One of these, a "virtual exchange" Sustainability Project undertaken in conjunction with a school in Washington DC, involved students transforming an imaginary town, "Greyville," into "Greenville" a flagship for eco-friendly and sustainable living. This project received praise from President Obama and a commendation from the US Secretary for Education. Members of the school's National Champion Solar Car team were also invited to meet with Secretary Kerry. The school has been model solar racing for four years, reaching National Finals each time, and the full-scale car they helped design, build and race in partnership with the University of Western Sydney came 11th in the 2013 World Solar Challenge, beating vehicles from a field of over 150 institutions, including Cambridge and Stanford Universities. Strathfield South High School was the only Australian school to

participate in this event, and one of only two in the world.

On a bitterly cold afternoon, the Secretary spoke privately for half an hour on board the Endeavour replica at the National Maritime Museum with two Strathfield South High School Students, Houg Nguyen and Jessica Thai, canvassing their opinions on the state of the planet's oceans and ways in which the environment can be protected by their generation. After disembarking, the Secretary addressed an invited crowd before spontaneously handing his microphone over to another Strathfield South student, Jafar Naim, and asking him to tell the assembled media and dignitaries about the school's focus on solar car racing. The students strongly praised Secretary Kerry's knowledge of environmental issues and the time he had devoted to them – the fact that one of the world's most powerful men had given up an afternoon of his schedule was certainly not lost on them. The students walked away from the experience gratified that people in positions of power recognise the efforts they are making towards a greener, more sustainable world.

Technology Tutors

Again in 2014, Strathfield South High School participated in the Technology Tutor partnership with Strathfield Council.

This program involves a group of 10-12 students working on a weekly basis to upskill local senior citizens in the use of various devices such as smart phones, tablets, laptops and digital cameras. The students also guide the seniors in the use of programs such as Skype, search engines and email.

Surveys conducted by Council indicate overwhelming satisfaction from the senior citizens for the work that the students undertake.

The program, now in its third year, will be an ongoing feature of the school's engagement with its community.

Solar Car Program

In its fourth year, the school's Solar Car program saw its greatest success, with one team gaining first place in the New South Wales finals, and another coming in third.

In the Nationals, Strathfield South High School won the final, becoming Australian champions. Plans are already in progress to ensure our partnership participation with the University of

Western Sydney in the full-size Solar Challenge race from Darwin to Adelaide in 2015.

Enrichment Program

In 2015, the school evaluated and reformed its approach to Gifted and Talented Education. A team, chaired by Nalan Shahettin of the science faculty, adopted a new focus which:

- Identified students in Years 7 to 10, who demonstrate special talents, interests and creativity in one or more of the KLAs across the school
- Provides enrichment students with challenging educational experiences in order to enhance their intellectual knowledge and understanding, and to develop and refine their skills and their creativity in areas of interest and ability.
- Communicates with outside organisations and other schools to bring in ideas and activities that could benefit our enrichment students.
- Regularly communicates with students, staff (including the senior executive) and parents about the program via meetings, letters, school's newsletters and school's website.
- Promotes enrichment activities to the whole school community to achieve maximum participation and achievement.
- Manages the enrichment program budget

Actions and Achievements in 2014:

- A committee was created to include staff representatives from each faculty to form a more inclusive whole school program. The formerly known 'gifted and talented' initiative changed its name to 'Enrichment Program' as the committee decided this was more relevant to our students' needs.
- Enrichment program was divided into three groups and different committee members were assigned as assistant coordinators to each group.

Three groups of the enrichment program are:

English and HSIE

Mathematics, Science and IT

Visual Arts and Drama

- Students for enrichment were nominated by their teachers who were then placed into one of enrichment groups according to their talent, interest and creativity.

- Year 8 enrichment students participated in 'Battle of the Minds' competition, held at Auburn Girls High School and achieved an overall third place amongst eleven other prestigious high schools. Students worked in teams and were challenged against year 8 students from other schools in general trivia and problem solving skills, in the areas of Mathematics, Science and HSIE.

- One of our year 9 boys was the winner in the Bankstown Writing Competition, while three other students were placed in the top ten.

- Two students proudly represented Strathfield South High in the Finals of the Multicultural Speaking Competition.

- Enrichment students participated in numerous stimulating excursions some of which were The Museum of Human Disease at UNSW, Museum of Contemporary Art, Sydney Wildlife Zoo and Madame Tussauds. These activities stretched students' imagination and creativity and provided them with opportunities to explore the world they are living in.

- Enrichment program also facilitated for some of our gifted and hard-working senior students to participate in the HSC Biology Revision Day held at University of NSW. The latter assisted students to better prepare for their final HSC Biology exam by revisiting specific areas of the HSC course as well as refining their exam technique to maximise their achievements in the HSC examinations.

- Enrichment students participated in 2014 ICAS Science competition organised by UNSW, which challenged students' problem solving skills in Science.

Plans for 2015:

- Enrichment committee is currently promoting a new initiative called "trivia quizzes" for the whole school. The objective is to encourage all SSHS students to improve their general knowledge and find some joy in learning by participating in solving simple and fun quizzes that are being displayed on faculty notice-boards around the school. At the end of each semester trivia competitions will be organised where both participating and winning students will be rewarded.

- Visual Art enrichment students will be creating murals based on different themes for top and bottom quads. The theme for the first mural is

anti-bullying and the second mural will be based on 'Multiculturalism'.

- Year 8 Maths/Science and HSIE group will participate in '2015 Battle of the Minds'.
- Year 8 Maths group will participate in 'Inquisitive Minds' competition at Strathfield Girls High School, which is a G&T initiative that includes problem solving workshops, followed by a competition.
- Year 9-10 Science students will participate in Siemens Science Experience (for three days) at UTS.
- Science enrichment students will participate in BIG SCIENCE competition online, for the first time. The competition challenges students to think critically and solve scientific problems using everyday examples.
- English/Drama enrichment students will enter Multicultural Public Speaking Competitions, in term 2.
- English/HSIE/Drama enrichment students will participate in Bankstown Writing Competition.
- English/Drama students will be attending a production of 'Storm Boy', followed by a tour of the Sydney Theatre Company's back-stage production facilities.
- English enrichment students will enter Debating Competitions.
- All three enrichment groups will attend other special workshops and excursions during the course of the year.

Sport

Gifted and Talented Sporting Program

This year the GAT program was focused around students who played for the school representative teams in Rugby League, AFL and Touch. As expected, the school performed strongly as all teams became champions of the Balmain zone or reached the Semi Finals in the competition they were playing in.

The students also were involved in a refereeing course from the ARL. Students did 3 theory sessions followed by 2 practical ones and are now qualified to referee school games, both knockout and round robin. The ARL also run a number of training days with the GAT Squad working on the student's skill level to fitness.

The AFL developmental program ran an 8 week program with the squad, teaching them the basic rules and skills to play AFL. The girls then took a liking to the game and asked to play in an AFL tournament. A team of girls then participated in the AFL All Schools Girls NSW State cup winning the grand final.

There was a strong emphasis this year on Individualised Training Programs so we could support students and their goals.

Overall the GAT squad was a very positive program run by the school and gave the students many new opportunities.

Grade Sport

2014 was an outstanding year for Strathfield South as our students excelled in a range of sports across all age groups. As this was the school's second year back after a lengthy lay off from grade sport, it was very pleasing to see students meeting the high standards they had set in their first year back in competition, as we again dominated Bankstown Zone.

Participation numbers remained high and we entered a minimum of 7 teams per term in a range of sports. Our students not only competed as distinguished sports men and women but also showed high levels of enthusiasm, effort and, most importantly, sportsmanship.

Within the first 3 terms we averaged two top three finishes and one grand final win per term. This accomplishment represents the depth of talent and hard work the students of Strathfield South had displayed throughout the year.

Sports represented were Soccer, Rugby league, Oz tag, AFL, Basketball, Cricket, Futsal, European Handball and Volleyball.

The championship winning teams in 2014 for grade sport for terms 1 to 4 include:

Terms	Sport and Winning Teams
1	Senior Boys Soccer
2	Junior Boys Soccer
3	Junior Girls League
4	Junior Boys Futsal Junior Girls Volleyball

As participation was one of our key objectives for this year, the sporting staff opted to enter the school in as many sports as possible, not only to gain the much-needed experience but also to provide an opportunity for our students to venture towards developing new interests.

Some significant results based on the performances of our students regarding the Regional Knockout Competitions across all sports were:

BOYS	GIRLS
Senior Boys Basketball TOP 4	Girls Tennis
Senior Boys AFL	Intermediate Girls Soccer TOP 6
Open & Juniors Boys Rugby League TOP 4	Intermediate Girls AFL
Open Boys Touch	Intermediate Girls Touch Football
Boys Lawn Bowls TOP 2	Junior & intermediate Girls Rugby League TOP 2
Senior Boys Soccer TOP 4	Senior Girls Table Tennis TOP 2

The school had many students this year who excelled at higher levels. These successful candidates had to compete against students from over 20 schools just to have an opportunity to represent the Sydney South West Zone. An excellent accomplishment and once again a small indication of some of the talent present in the Strathfield South community.

Sport has provided our students at Strathfield South with a window of opportunity to enter a path of growth where they can excel doing something they love. Whilst at the same time learn life skills associated to; being part of a team, sportsmanship, tackling difficult situations, discipline and developing a sense of accomplishment.

Sporting Linkages

The Linkages program ran very well in 2014, with Strathfield South High School extending its networks to local primary school and local sporting organisations.

Primary Schools: Every Friday afternoon a group of PASS and EEC students would go to local primary schools to assist in the running of their sport set-up. Both our students and local schools gained valuable experience and expertise, along with building strong partnerships with the community. They trained every Tuesday morning for an hour and were very committed to the program.

Sporting Organisations: Strathfield South High School has direct affiliations with The ARL, NSW Touch & NSW AFL. Through these organisations our students are provided opportunities to get involved in Event Management and experience in the coordination of running their events.

Pre-School Program: Every fortnight our EEC students go to a local preschool where they assist in the coordination of running class activities. Students have excelled in this area and the program received recognition and a state award for excellence. Students from this program have gone on to gain employment in the preschools since this program.

The Linkages Programs running are a great way to showcase our students' talents and they are making a great impact in the community.

Recreational Sport

Recreational sport in 2014 was an ongoing success. Students' participation levels in various Recreational sports were outstanding.

In 2014 we provided the students the choice of participating in a variety of sports of their choice to provide extra opportunities to expand their interests, skills and abilities.

At Strathfield South High School we know that students have diverse interests, which is why we offer more than just the physical aspects of sport. We believe that sports should challenge the mind as well as the body. Hence, giving the students a choice of sports including:

- Badminton
- Basketball
- Bowling
- Chess

- Craft
- Cricket
- Dancercise
- Gym
- Journalism
- Kodu
- Music
- Tennis
- Walking

Students have developed a range of skills over the various activities provided and the feedback provided by students has been positive.

As part of improving the Recreational program and ensuring that students continue to receive the best opportunities throughout 2015 various recreational activities will be offered to students to allow students to thrive through their sporting challenges and continuously develop their skills and abilities.

The Arts

Visual Arts

The Creative and Performing Arts faculty has assisted each student to explore their creative talents and develop their ongoing appreciation and valuing of art. This is evident by a wide range of organised activities and programs within and outside the school. Students were encouraged to participate in a range of excursions in 2014 as part of broadening their art experiences. Collaboration with the Art Gallery of NSW and Australia Centre for Photography enabled students to undertake hands on photographic workshops funded by the Gallery exposing our students to a wide range of art giving them inspiration for their own work. Visits to the Museum of Contemporary Art and Cockatoo Island to view the Biennale Exhibition and other art agencies provided student centred workshops to encourage students to be involved in art. All the excursions provided an invaluable experience for the students and added another layer to their understanding of the world of art.

Doha Safarjalani represented our school by addressing the local community at Strathfield Council annual Art Exhibition open night. This highlighted the importance our students place on

art education as Doha provided a personal, insightful speech about her art making practice.

Music

The Music department at SSHS has continued programs such as the guitar tuition and the South Side Showcase Night and have also initiated some exciting opportunities for our performing artists. Soiree Night was a new initiative this year in which the senior Drama and Music classes combined to provide an opportunity for students to perform their HSC practical work to a live audience. Semester Awards continue to provide opportunities for several students to perform in front of their peers throughout the year. In conjunction with the PE faculty students have been able to choose Music in the Recreation Sport program on Tuesday afternoons. Several students from years 7 to 10, some of whom do not study Music come every week to learn and practice new songs and in some cases learn to play an instrument.

Senior Music students were invited to Westmead Children's Hospital to perform in the Starlight Room for sick children. The visit was the idea of Year 12 student Tiana Adams who had spent time in hospital in her early teens and was organised by our Deputy Principal, Mr Cilona. Such was the impact of this event SSHS has been invited to make the starlight visit annually.

Drama

Drama was offered for the first time in 2014 and students have been introduced to a variety of theatre productions and theatre workshop facilitated by theatre professionals from Belvoir St. Theatre Co.

Students were inspired by frequent excursions such as the Belvoir St Theatre Co production of 'Brothers Wreck' which dealt with family tragedy and how different generations deal with death. Some of our students used themes from this play in their HSC monologues and group performances.

The Senior Drama class was also used to facilitate the RESPECT survey, utilising their communication skills. Two HSC students were interviewers for a documentary. They interviewed young performers who were a part of ATYP (Australian Theatre for Young People)

Our first soirée night at SSHS, which highlighted HSC performances from both the music and

drama classes was a success. It provided parents, caregivers and friends of the students a chance to see what they had all been working on throughout the year.

Significant programs and initiatives – Policy and equity funding

Breakfast Club

In 2014 the Welfare team introduced a Breakfast Club to give all the students an opportunity to begin the day with a nutritious breakfast. The Breakfast club operates each day from 8:00 until 8:30 a.m. and is set-up, supervised and packed away by staff volunteers and Hospitality students.

There is no cost to the students and they are offered toast, jam, vegemite, honey, a range of cereals, cheese toasties, fruit, pastries, yoghurt and juice.

The Breakfast club is well supported by 20 – 40 students each day.



Breakfast Club

Careers Transition Adviser

Over the year individual student career plans were created with a result of about half the cohort achieving their goal for 2015. Students were encouraged and supported through applying for scholarships such as E12 from University of Sydney, medical application forms required from individual medical faculties before acceptance and SRS applications for support into UTS and Macquarie University and the UNSW UUP applications for pathway entry for students from low economic backgrounds. Encouraged to attend 'day in the life' programs such as the extensive program run at UTS, organised work experience for those wanting to have a deeper understanding of their career path, for example nursing at Bankstown Hospital.

Homework Centre

The Homework Centre is vibrant and vital component of Strathfield South High School's commitment to quality teaching and learning. It runs on Monday and Thursday afternoons, and is extremely well patronised with between 20 and 50 students attending each session. It runs throughout the school year.

The Homework Centre is staffed by teachers from a range of KLAS, whose expertise is augmented by the school's participation in the University of Western Sydney's Refugee Action Support (RAS) program. This program supplies Master of Teaching Students to schools with a significant refugee cohort. The tutors assist students with assessment tasks, homework, and general literacy and numeracy. During 2014, Strathfield South High School hosted eight RAS homework centre tutors, who made an invaluable contribution to teaching and learning.

In addition, in 2014 Strathfield South High School received funding for the HSC Tutorial Program. This program was operated in two ways. Firstly, it was merged with the regular Homework Centre, and allowed specialist teachers to tutor high-need HSC students both in term time and holidays. Secondly, the HSC Tutorial Program funded a discrete HSC Homework centre which ran on Tuesday afternoons while the remainder of the school participated in integrated sports. Three teachers staffed this Homework Centre, providing tutoring in Biology, Chemistry, General Mathematics and Mathematics, as well as offering a quiet room with computer access.

Strathfield South High School will continue to participate in the University of Western Sydney RAS program in 2015 and has been accepted into UTS HSC Tutorial Scheme.



The Homework Centre

Refugee Program

The aims of the Refugee program at Strathfield South High School are fourfold. Firstly, it uses the targeted funding provided through the Learning and Leadership Portfolio to assist full participation in school life. In 2014, a significant proportion of the funding allowed refugee students to participate in grade sports. It also assists selected students with school fees for elective subjects and to supply them with uniforms. Besides participation, the program also targets engagement with school and the broader society. This focus is largely executed through our partnership with STARTTS. STARTTS runs Sporting Linx for nine weeks in every term, and our involvement in this youth engagement program allows the school to refer students to their holiday camps. Four students attended STARTT's summer camp, while nine students were referred to the Leadership camp, run during the July holidays. The successful graduates of this camp received Certificates for Grassroots Coaching, Soccer Coaching Level 1 and Community Refereeing (Soccer).

The third aim is to involve parents in the school community through the Auburn Parents Evenings and weekly phone calls made by the Dari-speaking CLO. The employment of the Dari-speaking CLO allowed parents to be more intimately connected with their child's education while simultaneously learning about Australian school culture and its expectations.

The final aim of the Refugee program is familiarity with post-school pathways. In 2014, three visits to tertiary institutions occurred: a visit to Petersham TAFE, participation in the U@UTS Day, and a visit to the University of Sydney.

Other initiatives funded through the Refugee program include Dare to be Sensible, a legal rights and responsibility program run in conjunction with Ashfield Metro Migrant Resource Centre, a resumé writing and job interview workshop run by Auburn Youth Centre, a visit to Hurlstone Agricultural High School, nomination of students for the South Western Sydney Refugee Youth Awards and Strathfield Council Youth Achievement Awards (of which the school had two students winning awards), purchase of Afghan food for Iftar Night, and the funding of a Dombura player for Family Fair Day.



The Dare to be Sensible Group

Auburn Parents Evenings

As part of the school's outreach program to our Dari-speaking parents, community evenings are held in Auburn, the suburb in which a high proportion of the Afghani students live. This initiative commenced in 2013, and in 2014, four Auburn Parents Evenings were held at the local community centre.

These evenings are not only an occasion for the school and parents to interact, they are also a platform for significant exchange of important information concerning Australian culture, values and mores. Guest speakers included Senior Constable Shannon Thompson and Constable Ahmed Ghorani from Flemington Local Area police who ran a seminar on cyber safety, as well as Shaun Nemorin from STARTTS, who spoke about the emotional and psychological impact on teenagers of trauma and torture. Teachers, Ms Bremer and Mr Staszak introduced the parents to the curriculum in English and Mathematics, and there was a fourth session of post-school pathways. This initiative will continue in 2015. It is funded through the school's Refugee program.



Auburn Parent Information Group

Lunar New Year

Celebration of cultural festivals is integral to Strathfield South High School's welfare program. On Lunar New Year, red pockets were distributed to all staff and students in recognition of the central importance of this festival in Asian traditions.

Iftar Night

On July 23rd 2014, Strathfield South High School held its first Iftar Night. This was occasion for the school community to practice a key Muslim tradition. Over 200 parents, students former students and community members attended, including The Federal Member for Reid, The Hon Mr Craig Laundy, the State Member for Strathfield, Mr Charles Casuscelli, the State Member for Auburn, Ms Barbara Perry and the Deputy Major of Strathfield, Mr Sang Ok.



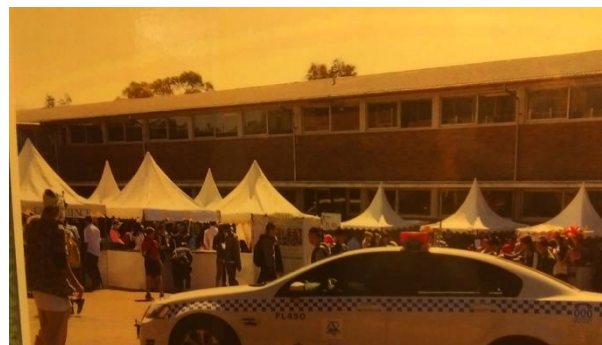
Iftar Celebrations

Family Fair Day

On Thursday September 11 2014, the school opened its gates for a community fair. It was a huge celebration of increasingly strong ties the school has to the wider community as six community groups attended - Auburn Youth Centre, Auburn Diversity Centre, Ashfield Metro Migrant Resource Centre, Greenacre Youth Centre, Muslim Women's Association, and Strathfield Council – as well as the Police and Fire and Rescue service.

The fair raised money for the Salvation Safe House charity through a face painter and a henna artist donating their service. Other activities included a petting zoo, a wildlife display, science experiments run by the Science Faculty, a treasure hunt run by the English Faculty, a display

of projects by history students, as well as African drumming lessons, a performance by an Hazara Dombura player and a dunking machine in which students attempted to dunk a teacher. A multicultural lunch was provided by the Hospitality Faculty and students, entailing cuisine from the USA, Asia, The Pacific, Afghanistan and Greece.



Family Fair Day



Family Fair Day Multicultural Food Experiences

National Partnerships

Improving Literacy and Numeracy National Partnership at Strathfield South High School

The Improving Literacy and Numeracy National Partnership uses evidence based approaches to lift the performance of students in Literacy and Numeracy. The Partnership recognises the importance of:

- A whole school approach to quality teaching
- inspirational leadership towards a culture of continuous school improvement
- using evidence and data to identify and address students' needs, using the most effective resources
- building capacity through professional learning

- Collaboration and shared responsibility.

Strathfield South High School was granted funding to help address literacy needs. This money was allocated to the school in term 2 2013. Further funding was allocated in 2014.

To assist with planning, a committee was formed and an action plan developed. The main focus of the action plan was across 2 main areas – improving teacher understanding of literacy teaching in classrooms and secondly, assisting individual students who may need extra support with reading and comprehension.

During terms 2 and 3 all staff were in serviced in literacy development using the Literacy Continuum K-10. This continuum was developed by the NSW Department of Education and Communities and shows teachers what students should be able to do at each Year level from kindergarten through to year 10 in literacy. Staffs were workshopped in the possible applications of the continuum for their own subject area and asked to develop ideas on how to assist students in their classes. All staff then attended a professional development day which was devoted to Literacy teaching and were given time to consider lesson development in their subject areas using literacy strategies. During terms 3 and 4, all staff were given the opportunity to have programming days in which literacy strategies were incorporated into their programming for the new syllabuses which will be introduced progressively from 2014.

Alongside this professional learning, a reading teacher was been employed by the school to work with individual students who require extra support in reading and comprehension. To further support individual students who need additional assistance, 5 teachers at the school have been trained in reading and comprehension approaches –MULTI LIT- these teachers will work with students this year and next.

Funding was also used to purchase resources for the library and for each Learning Area which all students can use.

Running parallel to these strategies the school developed over semester 2014 a teacher toolkit for use by faculties. This included work samples to facilitate consistent teacher judgement in assessing student work, practical strategies for

lesson planning and a mapping tool which allowed for every student in years 7-10 to be placed within NAPLAN bands, year groups and continuum clusters.

At the conclusion of 2014, the school reported on the achievement levels of students across Years 7 and 8 in Reading and Comprehension – for many students this resulted in marked improvement from initial testing in March of 2013.

Strathfield South High School will continue to work to further strengthen and develop teacher quality and student learning outcomes in Literacy.

School planning 2012-2014:

School priority 1: Literacy and Numeracy

Outcomes from 2012–2014

- An increase of 3% in the percentage of students in Year 9 attaining expected growth in NAPLAN Reading.
- An increase of 3% in the percentage of students in Year 9 attaining expected growth NAPLAN numeracy.
- An increase of 5% from 76.1% to 81.1% in the percentage of students at or above minimum standard in the Year 9 NAPLAN Reading examinations.
- An increase of 4.2% from 3.7% to 7.9% in the percentage of students who attain proficiency on the Year 9 NAPLAN Reading examinations.
- An increase of 1.6% in the percentage of students at or above minimum standard in the Year 9 NAPLAN numeracy examinations.
- An increase of 3.2% in the percentage of students who attain proficiency on the Year 9 NAPLAN numeracy examinations

Evidence of achievement of outcomes in 2014:

- ILPs developed for students with poor growth in Literacy and Numeracy using NAPLAN data and other testing. These ILPs are then used to place students more appropriately so that they can access additional in-class support.
- Intensive LAST support of under-performing students to assist with development and consolidation of basic Literacy skills in targeted students.

- Further staff received training in Quicksmart in order to provide focused literacy support for students identified as being in need of this.
- The Quicksmart Literacy and Numeracy Program ran in 2014 with a total of 42 students. Some students were involved in both the Literacy and Numeracy aspect of Quicksmart. 30 students were involved in the Numeracy program and 28 in the Literacy program with focus on 36 year 7 students and 6 year 8 students.
- 1.8 SLSO staff was assigned to the running of Quicksmart with 5 hours of 2 trained staff.
- 2014 NAPLAN data showed a positive growth for students that were involved in the Quicksmart program in 2012. The Literacy group showed a 59.5 growth compared to the state with a 39 growth and NSW DEC 38.7 growth. For Numeracy, the Quicksmart 2012 cohort showed a 46.5 growth compared to the state growth of 39 and NSW DEC 38.7 growth.
- Continuation of the targeted numeracy mentoring program to support students who have made the least progress in numeracy testing.
- All new Year 7 students were plotted against the Literacy Continuum and a resource was created which provided annotated work samples of students at all levels to guide teachers in more effectively individualising the explicit teaching of literacy and numeracy skills.

A number of strategies are either currently in place or for implementation in 2015 and beyond. Some, but not exclusively, are:

1. Continuation of the Quicksmart/ Thinksmart program for year 7 students falling below minimum standards when entering high school.
2. Targeted intervention for classes in both years 7 and 8 for students with learning difficulties, EALD.
3. Whole school writing of specific text types in the period leading up to NAPLAN testing
4. Creation of a staged curriculum delivery class across years 7 and 8 with a specific focus on Literacy and Numeracy and including connected approaches to KLA content. The

class operates on a Primary school model which facilitates transition to High School and has Literacy /Numeracy focus as a significant aspect of the timetable each morning.

5. Two specific days allocated in 2015 for all staff to workshop literacy strategies in programming, including resources developed to assist identification and support of students in reading and writing. The workshops include placement of students on the Literacy and numeracy Continuums, work samples with annotation of strengths and weaknesses and individual personalised learning schema for every student in Year 7. These schemas include targeted strategies for students in specific literacy support for all KLAs. The individual personalised learning plans will be extended into year 8 students.
6. Mapping of Year level, Literacy continuum level and NAPLAN Band levels for all students in years 7-9. This resource will be used by all faculties to further develop programming approaches which commenced in 2013 and included specific Literacy/ Numeracy strategies and differentiation approaches for all KLAs.
7. The movement to a staged curriculum for years 7 and 8 which will see classes allocated to less teachers and the opportunity to focus on literacy and numeracy in a more direct manner while delivering curriculum content.
8. Faculty review of all KLAs over the period 2015-2017. The review will highlight positives and areas for further development across programming, assessing reporting and pedagogy. Including peer assessment of teaching practice in classrooms, the review will provide opportunities for staff to examine specific teaching strategies which work in both literacy and numeracy.
9. Workshop in effective use of data, including SMART, to develop profiles and teaching approaches to individual learning needs. Faculties will produce individual student profiles using, amongst other sources, NAPLAN summaries of areas of strength and weakness.

10. Programming extension activities across Mathematics to assist those students with ability. Review of writing opportunities in English programming and explore opportunities for sustained and specific writing options in the delivery of the English content across years 7-9. This may involve a specific and defined period each week devoted to writing activities.

School priority 2:

Student Engagement and Attainment

Outcomes from 2012–2014

- The creation of ILPs for students at risk.
- Decrease of 5% in the number of N Awards given to students.
- Decrease of 3% in the fractional truancy.
- Decrease of 2% in the number of negative issues reported.
- Increase of 2% in the number of positive issues reported.
- Increase of 1% in attendance rates.
- Increase of 5% in the number of awards given to students.

Evidence of achievement of outcomes in 2014:

- Overall, it was found that the achievement of this Priority was effective. A significant gain in the number of students with ILPs was evident due to restructuring of the LAST role and responsibility. Attendance and truancy targets were met, or improved upon.
- It was recognized that a re-evaluation of the school's Merit system was required for 2015 to promote greater valuing of the system by staff and students.
- In 2014, after careful evaluation by the Welfare Team, the Behavioural Management Policy and Procedure was revised to simplify and streamline the process and to make it easier to understand and implement.

The revised procedure is based on classroom protocols which were developed collaboratively with staff, students and community. The procedure places a greater emphasis on student wellbeing and increased communication between parents and the

school. It offers early intervention by the student advisors and consistency of process and consequences.

The modified procedure was presented to all staff and students and is displayed prominently in all classrooms and around the school.

The immediate impact of this initiative was dramatic, with a 48% reduction in suspensions from Semester 1 to Semester 2 2014.

- A cross-faculty Committee was formed in term 2 of 2013 to assess and review assessment procedures at the school. The findings of this team were fully implemented and reviewed in 2014. The committee's vision was to develop best practice in the areas of assessment notification, assessment design, and feedback to students in order to improve student performance.

Initial meetings focused on determining the common critical elements required on assessment notifications for a variety of assessments including; exam, assignment, oral presentations, performance and practical based tasks. Draft proformas were then developed and presented both at executive level and also via faculties for feedback and refinement. Electronic templates were then designed and presented for final approval by executive.

After the designing of common template notifications was completed, attention then focused upon the assessment tasks themselves. Sample assessments from a variety of faculties were used to demonstrate expected common layouts for exam, assignment, oral presentations performance and practical based tasks.

The importance of writing assessments to cater for our students' needs was at the forefront of the committee's agenda. Assessments were to use simple plain English instructions to help guide the students to address their assessments, especially when writing rubrics.

Samples were incorporated in written assessments so that students have a concrete

sample of what they are expected to produce. Scaffolds were then incorporated to help support the students achieve the expected quality.

Check lists were then incorporated at the back of each assessment as a means for students to ensure that they have completed each requirement within that assessment. Marking criteria and appropriate feedback were also included for each task. The final element involved a tear off receipt so that a record of submission was had by both teacher and student.

A similar approach was adopted for the other styles of assessment with subtle adjustments for each style of tasks.

Again these samples were also presented at executive for discussion and feedback. After amendments were completed, electronic templates copies of both notifications and assessments were made available on the school network for us across the school from term 4 2013.

A review of the implementation of the assessment templates and their use was conducted at the end of term 1 2014, by the school's executive. Positive feedback included that;

- There was a consistency across tasks and faculties (7 responses)
- Students well informed/ provide support for students (5 responses)
- Staff clear on expectations (3 responses)
- The electronic templates were simple to use/ simple format (2 responses)
- Negative feedback identified that there was:
 - Too much written material in notifications (2 responses)
 - Too much jargon (2 responses)
- The evaluation also included feedback on the next step for assessment at SSHS with assessment differentiation and assessment quality being identified as new priorities.

School priority 3

Aboriginal Education

Outcomes from 2012–2014

- Indigenous students achieve national benchmarks for literacy and numeracy and 75% of indigenous students equal or better expected growth in NAPLAN testing.
- 1% increase in the attendance of indigenous students.
- All senior indigenous students attain school credentials or successfully transition into further education or the work force.
- The school's very small cohort of indigenous students (7 individuals) made it difficult to measure NAPLAN progress, given that only 4 students sat for the examinations in 2014.
- Attendance of Indigenous students was slightly higher than for non-Indigenous in 2014.
- Two Indigenous students sat for and successfully completed the HSC in 2014.

Evidence of achievement of outcomes in 2014:

- Ongoing monitoring of Aboriginal students and refinement of their ILPs to ensure that all educational needs are being met.
- Encouragement of Senior Indigenous students to seek election to Student Leadership positions
- Ongoing connection to Aboriginal families and community to reinforce the value of education for Indigenous students with a particular focus on attaining the HSC
- All Aboriginal students attended a ceremony to commemorate Indigenous service in the Australian Military, providing them with new perspectives on the contributions that Aboriginal people have made to Australian freedom and democracy.

School priority 4

Leadership and Management

Outcomes from 2012–2014

- Establish processes for the implementation of the Australian Curriculum in all KLAS

- Develop processes for the review of differentiation practices across all KLAS
- Develop processes for the review of teacher quality across all faculties.
- Creation of Classroom Protocol
- Various school teams to develop their own processes for monitoring and review.
- EOI procedures to be offered across the whole staff in order to increase opportunities.
- All roles to be offered for EOI on two year rotation, in order to increase opportunities.
- Broaden the opportunities for students to be involved in leadership training opportunities through the exploration of external groups and what they offer.
- Creation of processes for the development of peer mediation and student led anti-bullying procedures.
- Establishment of a Whole School Professional Learning Plan to enhance staff professional development.
- Creation of a Leadership Development Program aimed at prospective DPs
- Progress was made in ensuring that all faculties were ready for the implementation of the Australian Curriculum, led by the Learning Support Team and DP Ric Cilona.
- A CV writing course and Interview Techniques program was delivered for casual and temporary classroom teachers seeking permanency.

Evidence of achievement of outcomes in 2014:

- Staff were presented with increased opportunities to develop their skills and seek promotion, including Head Teacher and Deputy Principal preparation courses. In 2014 more staff from the school gained interviews for positions than in previous years.
- All whole-school positions were selected through an Expression of Interest process, widening opportunities for staff to gain leadership positions.

- The negotiation of the Classroom Protocols was finalised in Term 2 with consultations with the P&C, discussions with staff and students already having taken place. The Protocols were introduced from the start of Term 3 and copies placed in every classroom so that students and staff could refer to them. The Protocol Statement reads:

As a school community, we agree to the following in order to promote and ensure an environment where learning is valued and everyone can achieve their personal best.

At Strathfield South High School students and teachers will:

- Engage with each other in a positive manner and offer constructive feedback so that everybody develops to their full potential
- Treat each other with respect so that everyone feels comfortable and valued, and effective teaching and learning can take place
- Make every lesson count by being on time, being ready to work, doing our best and finishing all tasks
- Treat everyone equitably and hold everyone to the same expectations
- Take responsibility for our own actions so that we develop as people

Agreed upon by staff, students and community members of Strathfield South High School, June 2014

- A new cross-faculty TARS system was implemented in 2014, grouping staff from various pedagogical backgrounds and of differing levels of experience. This structure provides a collegial partnership which allows staff to share experiences, thoughts and perspectives which are of benefit to colleagues. Prior to twice-term meetings, the groups are provided with a professional reading to set a theme for the afternoon's discussion and to broaden staff awareness on important educational issues.

- Staff Professional Learning became more structured and directed according to the school's incoming Strategic Directions, focusing in particular on literacy/numeracy, plain-English reporting and differentiation of programming and assessment tasks.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

During 2014 Strathfield South High School was involved in the 'Tell Them From Me' NSW pilot survey. It is a rigorous process which collects and shares meaningful data about student engagement, well-being and effective teaching strategies. 335 students from years 7-12 at SSSH participated in the survey which includes ten measures used to consider students' sense of belonging to the school, their experience of learning in the classroom and their motivations for the future.

With intellectual engagement our students reported that they are 25% more interested and motivated than the State norm. Our students are also above State norm on positive homework behaviours. With our students measuring just above the state norm for effort (trying hard to succeed with their learning), nearly 90% of the student community reporting positive behaviours in school and 20% higher levels of participation in sports and clubs than the NSW norm, 'Tell Them From Me' gave us a welcome opportunity to congratulate our students on their approach to their studies and their active involvement in the wider school community.

We will continue to use the findings from this invaluable survey to consolidate areas of strength and address areas of need, as in 2015 we are participating in the 'Tell Them From Me' survey and extending the participants to include teaching staff and parents. This will give us a unique understanding into engagement in the wider school community and allow us to target specific areas for growth and development.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be

published on the school's website from the beginning of Term 2 2015.

Following a period of development and consultation with the school's executive, staff, students and P&C, the following three Strategic Directions for 2015 and 2017:

1. Strengthening the Literacy and Numeracy skills of our students
2. The consolidation of High Quality Teaching practices
3. Enhancing and promoting community engagement

A significant feature of the school's future directions will be the implementation of a Middle School model from Term 4 2015. It is planned that this model will provide more effective and appropriate literacy and numeracy support for our students in an environment which will allow natural social and educational development from their primary school settings.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Simon Paterson - Principal

Ric Cilona – Deputy Principal

Steven So – Relieving Deputy Principal

Nadia Blasutto – Learning and Support Teacher

Christina Cotis – Learning and Support Teacher

Anette Bremer – Welfare Coordinator

Mark Bentley – Head Teacher English

Fotis Poullos – Head Teacher Mathematics

Nalan Shahettin – Head Teacher Science (Rel)

Ellen Letsion – Head Teacher CAPA (Rel)

John Falvo – Head Teacher HSIE

Diana Pasalic – Head Teacher Administration

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>