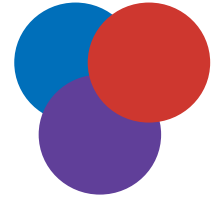


Strathfield South High School Annual Report



2015

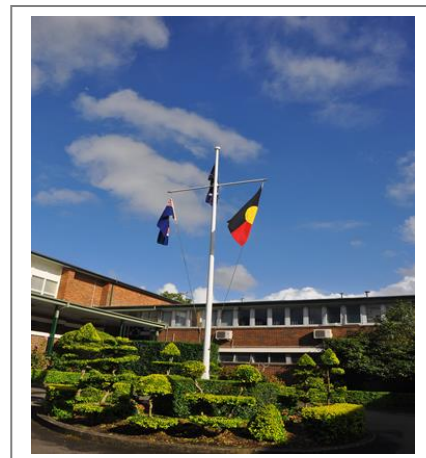


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Introduction

The Annual Report for 2015 is provided to the community of Strathfield South High School as an account of the school's operations and achievements throughout the year.

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



Simon Paterson
Principal

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Message from the Principal

2015 was a year of significant growth for Strathfield South High School. In 2014 I had proposed the implementation of a Middle School model to staff to address literacy and numeracy deficits which many students brought into Year 7 when they arrived. 2015 saw amazing work by a highly committed team of staff to bring this model to fruition for 2016.

The team began by visiting a variety of schools with different curriculum structures for Year 7 students in order to determine which model would best suit our needs. They then visited a range of primary schools to study teaching and learning practice in Year 5 and 6 classes, so that they could adapt secondary teaching methods to better cater to students' expectations. Middle School teachers were selected from a pool of interested staff and they began working together to create teaching programs that are based on supporting students to access the curriculum through skills development. After months of hard work, the model, staffing and resources were complete by Term 4 and Middle School was ready to begin in 2016.

2015 also saw the continuation of some of our most successful programs such as our Enrichment Program (which saw particular growth in the fields of debating and public speaking, Solar Cars (we are National Champions again!) and our extensive community involvement programs in partnership with our community, local government and non-government organisations.

This theme of reaching out is best exemplified by the success of our primary Linkages program, which began with two local schools in Term 1 and expanded to nine schools for 2016, largely due to positive word-of-mouth recommendations between primary principals. The school's profile in academics, community involvement and co-curricular education thus continues to grow and reach new heights.

All of this is underpinned and supported by the school's student wellbeing focus – our students are truly at the heart of everything we do, and the staff goes to great lengths to understand our students as people first, so that they can then assist them as learners.

I am proud to lead such a body of professionals, and to work with a community that is deeply invested in this school and its aims, and I commend to you this report as an account of our progress in 2015.

Simon Paterson, April 2016.

School background

School vision statement

At Strathfield South High School – Many Cultures, Common Values, One School – we foster a learning environment which promotes student wellbeing in order to build resilient young people who are ready to participate in the wider community and have the ability to realise their potential.

By setting high expectations and employing innovative and differentiated curriculum structures, we aspire to support our students in their learning journey at school and beyond. All learning is based on the establishment of positive, professional relationships where trust is strongly encouraged between students and staff as the cornerstone of all achievement.

Student Wellbeing and support is at the heart of everything we do, as we firmly believe that in order to serve our students as learners we must first develop their confidence as people.

School context

A slice of modern Australia, the students of Strathfield South High School come from all corners of the world, including:

- 33% from the Middle East
- 12% from Central Asia, particularly Afghanistan, Pakistan and Iran
- 11% from East Asia
- 10% from South East Asia

The remaining 33% come from the Americas, the Pacific Islands, Europe and Africa.

We have over 60 community languages and all of the world's major religions are represented in our dynamic and diverse school community.

The school makes a point of celebrating all major cultural and religious festivals throughout the year to build an environment of understanding and acceptance between races and faiths.

In addition to the more than 9 out of every 10 students who come from language backgrounds other than English, a very significant percentage of our community lives with the effects of socio-economic disadvantage. A notable proportion of our students came to this country as refugees.



Student Leaders with NSW Premier Mike Baird

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout New South Wales in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2015, our school participated in the Pilot of the Department's new External Validation process. This process involves a school assessing itself against the School Excellence Framework's domains of Learning, Teaching and Leading using a diagnostic tool and the collection of evidence to support the school's evaluations. A panel of two external principals then visits the school and examines the self-assessment and considers the evidence provided in a two-hour discussion with school leaders. A report is then created, validating the school's assessment.

The results of this process for Strathfield South High School indicated:

In the Learning Domain:

- Excelling for the element of: Wellbeing
- Sustaining and Growing for the elements of: Learning Culture; Curriculum and Learning; Assessment and Reporting; Student Performance Measures;

In the Teaching Domain:

- Sustaining and Growing for the elements of: Collaborative Practice; Learning and Development; Professional Standards
- Delivering for the elements of: Effective Classroom Practice; Data Skills and Use

In the Leadership Domain:

- Excelling for the element of: School Resources
- Sustaining and Growing for the elements of: Leadership; School Planning Implementation and Reporting; Management Practices and Processes

Our self-assessment and the external validation process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students. It was very pleasing to see our work validated by the external panel, who particularly highlighted our successes in value-adding to student's academic results, the strong wellbeing focus of the school, effective and extensive community links, and our well-above average student retention from Year 10 to Year 12. Combined, these factors reveal a school that is working effectively with a strong focus in helping its students to achieve excellence.

The validation process assisted the school to revise and refine our 2015-2017 School Plan and to reassess the kinds of evidence that we gather to support our self-evaluation. The Executive and Teaching and Learning Teams greatly benefitted from participation in the pilot program



Strategic Direction 1

Strengthening the Literacy and Numeracy skills of our students

Purpose

As a consequence of a variety of factors including very high NESB and low socio-economic populations, 80% of Year 7 students arrive with literacy and numeracy skills below National Benchmarks. As Literacy and Numeracy skills form the foundation of all further learning, we identify this as a priority area of need.

Overall summary of progress

Existing successful programs such as Quicksmart, Thinksmart and individual student mentoring continued whole planning for Middle School implementation was under way. Explicit literacy and numeracy strategies were embedded in all Year 7 teaching programs with a focus on skills acquisition to address deficiencies in student performance when they enter Year 7.

To further support numeracy development a Maths Transition Project partnership was formed with local primary schools to share knowledge, data, resources and experience with high school staff. This became part of the linkages program which was implemented in Term 1 of 2015.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
The creation and implementation of a Middle School structure and pedagogy	Creation of Head Teacher Teaching and Learning and Middle School Coordinator positions. Research of middle school structures through school visits Timetable, rooming and resourcing accommodating middle school classes Teaching programs developed	\$30,000
Measurement tools indicate increasing levels of student Wellbeing	'Tell them from Me' survey conducted indicating an increase in levels of engagement and positive attitude towards the school	n/a

Next steps

Implementation of the Middle School from Day 1 2016 involving all new Year 7 students.

All Year 7 students to undertake ACER'S PAT test to establish learning benchmarks.

Planning for inclusion of all Years 7 and 8 in the Middle School for 2017.

Expansion of Linkages program in 2016 to include significantly more primary schools.

Continuation of Maths Transition Project including classroom visits and lesson observations.

Expanding the 'Tell Them From Me' survey to include all stakeholders.

Participation in Western Sydney University's 'Pupil Attitudes to Self and School' survey to refine data to an individual student response level.

Strategic Direction 2

The consolidation of High Quality Teaching practices

Purpose

Quality Teaching impacts directly upon students' learning experience. This must be driven by leadership which embraces change and innovation through the expression of vision and values. The embedding of Quality Teaching and Leadership practices is critical to the success of all students in reaching their potential.

Overall summary of progress

The faculty review process became embedded in school culture with Personal Development, Health and Physical Education and HSIE faculties undergoing review by a cross-disciplinary team lead by the Head Teacher Teaching and Learning. Faculties showed evidence of action based on the team's recommendations to improve teaching and learning.

The student data profiles were recognised as best practice exemplars for their kind, and were shared with other schools as well as driving differentiated teaching approaches within the school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
An internal School Review Team will cyclically review faculties and pedagogy	Head Teacher Teaching and Learning created to head Internal Review team. Process established and first 2 faculties evaluated.	\$30,000
Data-driven student profiles are reflected in quality programming, and teaching and learning	All Year 7 and 8 students mapped on the Literacy continuum based on internal testing, with work samples and annotations of strategies to develop their literacy and numeracy for all Stage 4 teaching staff. Focus on differentiation through year-long staff professional learning.	\$4,000

Next steps

Three faculties to be reviewed in 2016: Maths, English (in keeping with Strategic Direction 1) and the Support Unit.

Personal Development, Health and Physical Education and HSIE faculties will have a revisit by the team to evaluate evidence of improvement based on the panel's recommendations in 2016.

2016 NAPLAN data will be analysed to determine degree of improvement in current Year 9 students' literacy and numeracy achievement.

Year 7 students will be mapped on both Literacy and Numeracy continuums in 2016 to better inform our benchmark data to gauge future value adding.

Staff will be developed in the use of data and formative assessment across 2016 to develop practice and capacity to support student improvement.

Strategic Direction 3

Enhancing and promoting community engagement

Purpose

Given the complexity of our student population, learning and engagement will be enhanced through the provision of opportunities gained by engaging with parents and the wider community including businesses, education providers, sporting and cultural groups. Increased interaction with the school will also empower our community towards stronger engagement in the future.

Overall summary of progress

Successful partnerships with Early Childhood Centres and local councils continued to provide education support, catering at public functions and information technology support for senior citizens in the local community. The school dance team attended a number of local council events to provide entertainment.

Community events such as Iftar, Family Fair Day expanded in 2015 and the P&C continued an active role in the school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Communication of accessible information to parents and community through Website and in plain-English reporting	New website developed, tracking reports indicate a significant increase in hits. Staff Professional learning in Plain-English reporting. Faculties developed banks of accessible outcome descriptors. These were used in junior reports from Term 2 2016, and all reports from Semester 2.	n/a
School and community-based networks are built and enhanced	Fortnightly Linkages visits to Enfield and Strathfield South Primary Schools, initially focusing on sport but then expanding across KLAs at the Primary Schools' request. Partnerships developed with Strathfield Council to create a public artwork with Sydney Water and the Australian Catholic University.	\$1,500

Next steps

Expansion of the Linkages program in 2016 to include 9 schools (7 additional to 2015)

Water For Life art mural partnership will begin in Term 2.

Two marketing experts engaged by the school to conduct focus groups and demographic analysis to better inform the school of community perceptions and needs.

Student mentoring enhanced or expanded through partnerships with organisations such as the Helmsman Project and local universities through ASPIRE, Fast Forward and Sky High programs.

Key initiatives and other school focus areas

This section includes:

- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Targeted mentoring program Increased involvement in AIME	Students benefitted from one-to-one interaction with a mentor to support their learning. They also attended various Aboriginal seminars and leadership opportunities through AIME.	\$9,500
English language proficiency funding Additional staff to support students from non-English speaking backgrounds	Additional staffing was bought-in to supplement the school's English as a Second Language allocation to provide extra support in class and at the Homework Centre.	\$10,049
Targeted students support for refugees and new arrivals Employment of Dari-speaking Community Liaison Officer Catering for community information events	Increased attendance at Auburn community meetings. Regular contact established with Dari-speaking families to communicate educational and behavioural concerns to parents.	\$4,759
Socio-economic funding Employment of additional support staff Operation of a Homework Centre	Engagement of staff to supplement the provision of smaller classes, including a pilot Middle School class to assist high-needs students. Homework Centre staffed 2 afternoons per week to provide free tuition.	\$120,000
Low level adjustment for disability funding Employment of a Student Learning Support Officer to implement the Quicksmart program.	Maintenance of the Quicksmart program and release of teaching staff to run the remedial Thinksmart program. Improved performance in NAPLAN of Quicksmart graduates.	\$43,212
Support for beginning teachers Attendance at conferences and professional learning Regular release to observe lessons, meet with mentors and attend inductions	All beginning teachers were released one day each three weeks to observe lessons, prepare for accreditation, visit other schools and attend professional learning.	\$8,040
Other school focus areas	Impact achieved this year	Resources (annual)
Other, including Early Action for Success Creation of a Wellbeing Coordinator Executive position	Unifying of welfare and learning support teams with Positive Behaviour for Learning under single coordination to streamline analysis of student need and delivery of support.	\$30,000

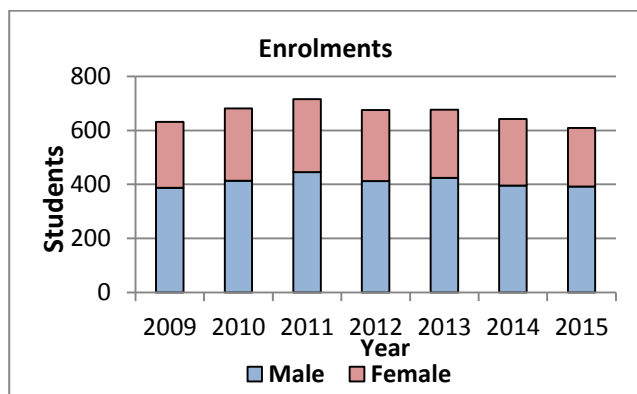
Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	387	414	446	412	424	396	392
Female	245	267	270	263	253	246	217

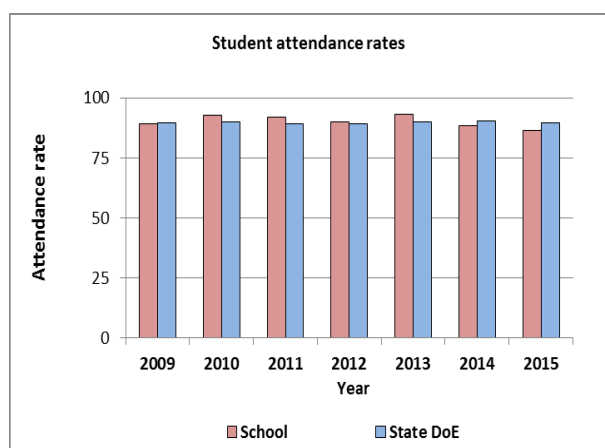


2015 saw a smaller intake into Year 7 than previous years although this was anticipated following discussions with feeder primary schools, which all had smaller Year 6 cohorts than usual.

Enrolments continued to grow in Year 10 due to the popularity of the compressed curriculum in Stage 6, and an additional Year 10 class was created for the third consecutive year to accommodate this.

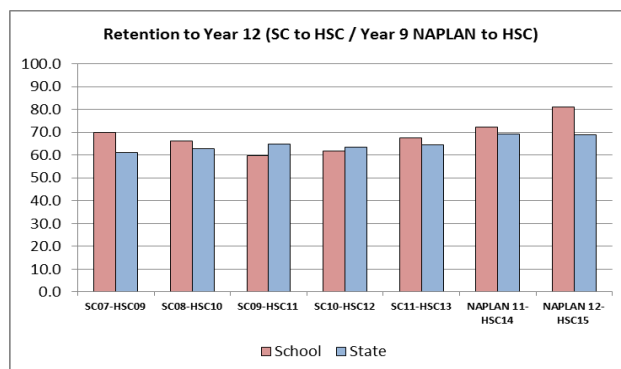
Student attendance profile

	Year	2009	2010	2011	2012	2013	2014	2015
School	7	93.9	93.5	94.5	92.2	94.6	92.8	89.7
	8	91.5	94.6	90.7	91.3	94.9	90.1	88.3
	9	87.1	92.5	92.7	89.8	92.6	89.6	88.3
	10	85.3	91.1	91.2	88.0	93.6	87.8	84.7
	11	90.7	93.4	91.7	89.2	91.6	89.5	84.2
	12	87.3	91.6	90.8	90.1	92.0	82.1	85.3
	Total	89.2	92.8	91.9	89.8	93.1	88.4	86.3
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



Retention Year 10 to Year 12

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	69.8	66.3	59.7	61.7	67.5	72.3	81.1
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9



One of the strongest features of the school's compressed curriculum in Stage 6 is its impact on Student retention.

Since the implementation of the model, the school's retention from Year 10 to completion of Year 12 has exceeded state average, with the excess growing each year. This has proved to be of great value to the school's community, which places extremely high importance on the completion of high school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	n/a	n/a	0
employment	4	7	3
TAFE entry	3	5	5
university entry	n/a	n/a	56
other	n/a	1	8
unknown	n/a	n/a	28

Strathfield South High School runs a variety of aspiration programs for senior students, and employs a Transition Officer two days each week to support seniors on their post-school journey. The success of these initiatives can be seen through the 2015 Higher School Certificate group, where 74 students aspired to enter university, which was nearly a third higher than the previous year.

Of the 74 students, 47 gained direct entry to a degree course while 27 enrolled in diploma pathway course. As in previous years the majority of

Strathfield South students chose to give preference to Western Sydney University with 24 placements, while the distribution to the other universities was fairly widely spread: Macquarie and the University of New South Wales with 5 enrolments each, Sydney University and University of Technology Sydney with 3, and 2 at the Australian Catholic University at Strathfield. This year we also had an early entry offer to University of Notre Dame in Nursing for one student.

A few new areas of study were taken up by students such as Nanoscience at the University of New South Wales, Applied Science in Speech Pathology at Sydney University, Design Interior and Spatial Design at University of Technology Sydney and Security Studies offered at Macquarie University. The more popular areas of study this year were Science, Arts, Business/ Economics, Health Science, Engineering followed by Nursing, Policing, Construction Management and Accounting.

Two students this year were successful in gaining scholarships at the start of their university career at the University of New South Wales.

Other students elected to enrol in private colleges studying courses such as Network Securities, Childcare, Healthcare, Graphics, Music and Business Diplomas.

This year students were less inclined to elect to go to TAFE or study an apprenticeship. Two students were able to gain apprenticeships, one in the Electrical trade and the other in Shop-fitting. The other three students are enrolled at TAFE full time, two of which are enrolled in a Diploma Building Design, a pathway course to Architecture.

Of the students who were contacted only three have gained full time work. One successfully at management level, which was a continuation of a TVET course started at school in Year 10 as well as was part of the HSC course. The student is now successfully working in that industry.

Again this year we have had two students successfully apply for the armed forces, one for the army, the other the navy. At the time of this publication they were through to the last stage of the admissions process.

Year 12 students undertaking vocational or trade training

In 2015, 17 students undertook VET Construction and 38 students undertook Hospitality (Kitchen Operations and Cookery.) One student sat for the Retail Services examination.

Due to the high popularity of Hospitality, the school sought to have an additional teacher appointed to start in 2016.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 14 students who sat for the VET Construction examination, all students attained an HSC in the subject.

32 students sat for the Hospitality HSC examination, all of whom successfully completed the course.

The one student who sat for the Retail examination gained a Band 4.

All students who undertook VET Construction in 2015 gained accreditation for their studies. All students who undertook Hospitality gained accreditation and 12 students completed the course to Certificate II level.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	35.2
Support Unit Teacher(s)	5
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Careers Advisor	1
Teacher of English as a Second Language	2
School Counsellor	1
Priority Schools Funding	1.6
Support Class Supplementation	2
Smaller School Supplementation	3.8
School Administrative & Support Staff	13.8
Total	80.3

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

No staff member identified as Aboriginal or Torres Strait Islander in 2015.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in New South Wales public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Staff Professional Learning in 2015 had two main focus points: address in the Strategic Directions of the new School Plan, and working through the Department's new Performance Development Framework to assist staff in the preparation of their own Professional Development Plans.

Literacy and Numeracy were again a significant focus, as these areas address the school's most important area of need. In preparation for the implementation of the Middle School, a great variety of work was done with the whole staff dealing with differentiated learning, and embedding explicit literacy and numeracy strategies into the curriculum.

Executive Professional Development afternoons were held each term to up-skill Head Teachers on the Departmental reform agenda, especially pertaining to staff supervision and evaluation in conjunction with the Performance Development Framework. Head Teachers were workshoped in model Professional Learning Plans, the Code of Conduct, effective staff management and the Positive Behaviour for Learning program.

The staff of the school again voted to conduct four half-day Professional Learning sessions after school hours in lieu of completing these on the last two days of the year. This allowed staff to implement new strategies throughout the year, and permitted a close marrying of Professional Learning to the school plan.

The focus areas of these sessions were the Performance and Development Framework, the Wellbeing Framework, Professional Development Plans, Welfare approaches and the school plan.

Survey results of staff professional learning indicated that over 90% of staff found the sessions to be highly valuable or valuable.

Of 62 teaching staff at Strathfield South High School, 29 were employed after 2004, and are at Proficient Accreditation status. This figure includes 15 staff who are in their first 5 years of teaching.

The school receives funding for staff who are appointed to their first permanent teaching position, and these funds are used to release new teachers to work with more experienced mentors, to attend professional learning dealing with curriculum and behavior management, and to provide time to work on their accreditation documentation.

A new Deputy Principal, Mrs Maria Leiva, took up her position at the start of Term 2 2015, and Teacher Accreditation falls under her portfolio. She refined accreditation support within the school and coordinated a number of group workshops and training days for new teachers which focused on key elements of their professional development. Two staff members underwent maintenance accreditation during 2015, as part of the normal 5-yearly cycle of accreditation for permanent teachers.

To expand professional opportunities for Executive staff, two Head Teachers also became involved in the overseeing process for accreditation, working with Mrs Leiva to ensure that staff are meeting the requirements for their ongoing registration.



Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	407839.23
Global funds	541833.81
Tied funds	553175.01
School & community sources	308355.96
Interest	13540.87
Trust receipts	39663.75
Canteen	0.00
Total income	1864408.63
Expenditure	
Teaching & learning	
Key learning areas	116418.82
Excursions	60228.73
Extracurricular dissections	34830.93
Library	9345.08
Training & development	40190.98
Tied funds	476779.28
Casual relief teachers	148436.48
Administration & office	206692.95
School-operated canteen	0.00
Utilities	90142.10
Maintenance	112009.42
Trust accounts	32985.28
Capital programs	20620.00
Total expenditure	1348680.05
Balance carried forward	515728.58

School performance

School-based assessment

2015 saw the review of the Personal Development, Health and Physical Education and HSIE faculties, undertaken as part of our newly implemented internal evaluation process aimed at the consolidation and development of high quality teaching practices. Across a three year timeframe, each faculty will initially be reviewed and later work collaboratively with the Review Team to ensure that recommendations are leading to positive change.

In terms 1 and 3, a the Review Team of three Head Teachers and the Deputy Principals analysed faculty documents, such as programs and assessment tasks; conducted classroom observations of and interviews

with each faculty member and held focus groups with Year 7, 8, 9, 10 and Stage 6 students.

From the review, faculties were provided with detailed, quality feedback of faculty practice and performance in a constructive and positive manner. Existing effective practice within the faculty was highlighted and recommendations were provided to build upon.

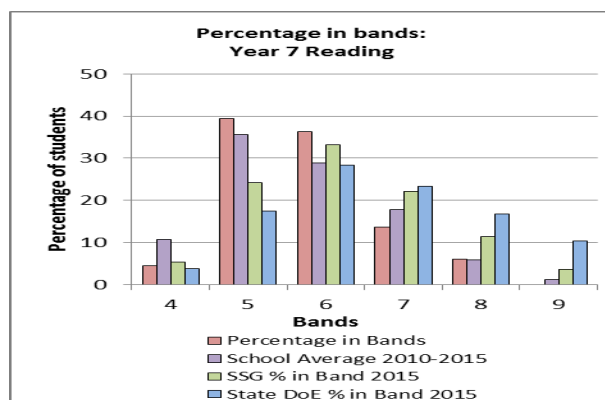
Examples of best practice in each faculty were identified and used to provide opportunities for collaborative learning between staff. For example, the consistent use of "To Do Lists" by the Personal Development, Health and Physical Education faculty, setting out a recap, learning intentions and success criteria, was identified as best practice in allowing students to clearly understand the expectations for each lesson. Following the review, the Head Teacher of Personal Development, Health and Physical Education shared this practice with all Head Teachers at an Executive Meeting, so it could be implemented across the school.

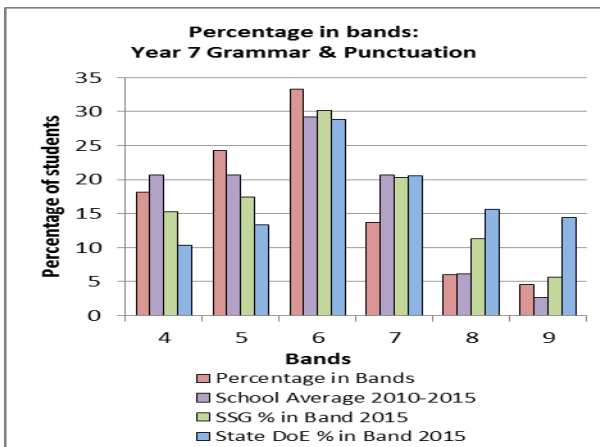
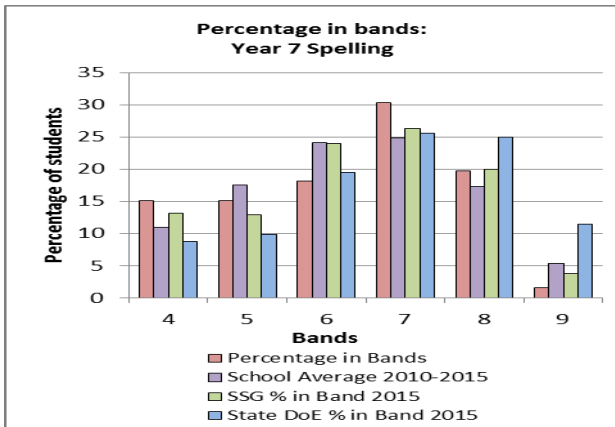
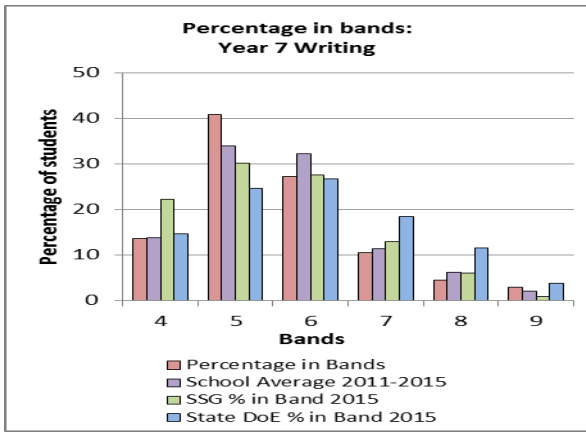
Maths, Support Unit and English are the next faculties to be reviewed in 2016 and we look forward to seeing further development of the high quality teaching practices which are evident in our school, leading to strengthened pedagogy and improved student outcomes.

NAPLAN

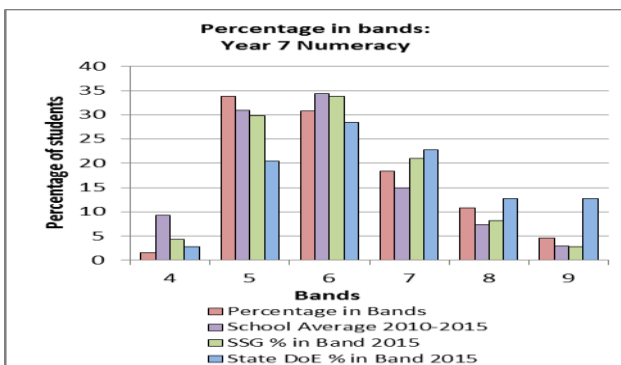
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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





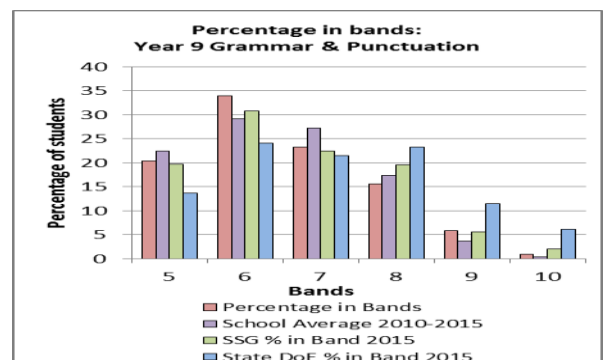
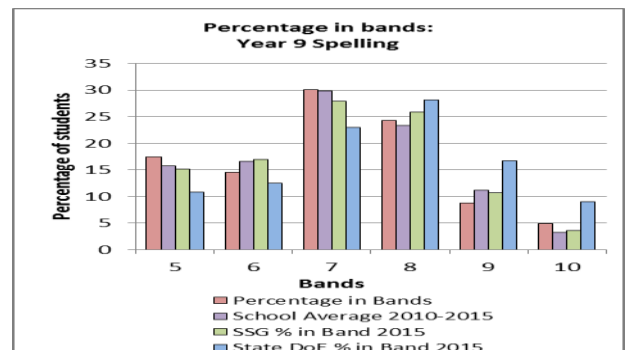
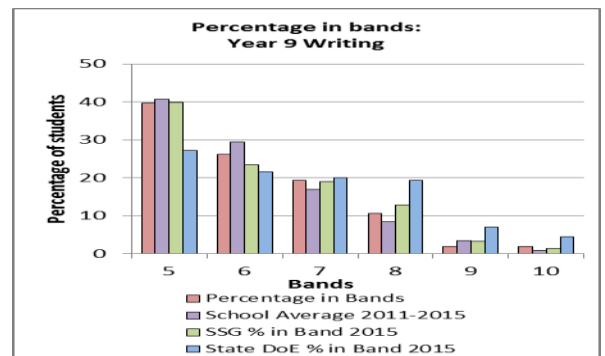
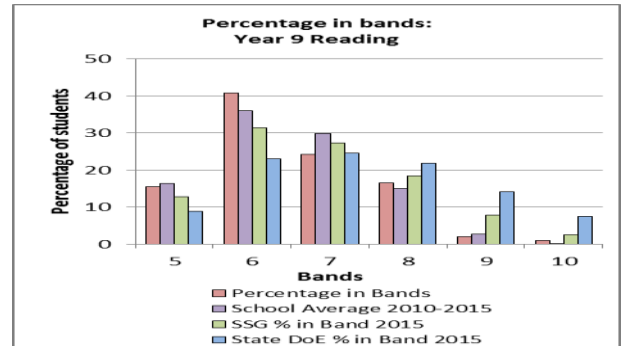
Year 7 NAPLAN - Numeracy



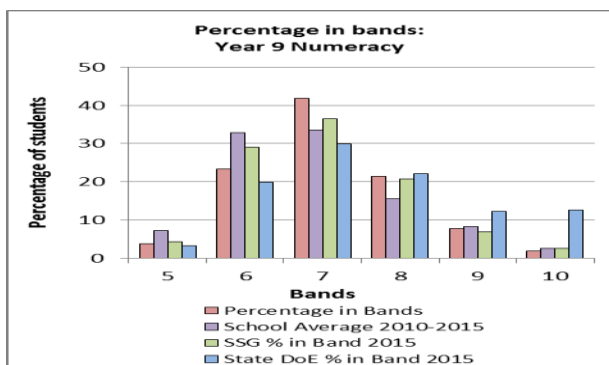
Year 7 NAPLAN data for students entering Strathfield South High School remains disappointing, with the majority of students testing in Bands 5 and 6 in both literacy and numeracy. There was a decrease in the number of students testing in Band 4 and this was

most evident in numeracy. There was pleasing growth in the number of students testing in bands 7 and 8 in Numeracy.

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



Year 9 NAPLAN - Numeracy



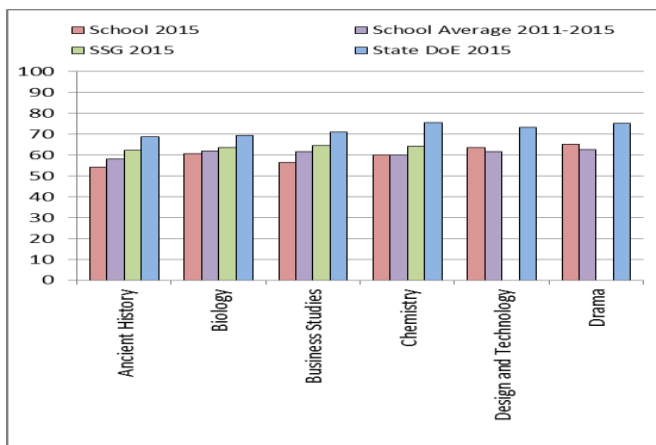
The 2015 NAPLAN data showed positive growth in Year 9. 61.9% of students at Strathfield South High School showed greater than or equal to expected growth in Reading. Strathfield South High School average scaled score growth was 49.3% compared with 38.6% at State. Of the students involved in the Quicksmart intervention program, 68% exceeded expected growth, which is an increase of almost 10% on the rest of the cohort.

This growth was not replicated in Writing and Writing remains an area for development for the school

Numeracy was an area of growth for the school and the year 9 trend data shows significant increase in Numeracy between 2014 and 2015. 68.7% of students showed greater than or equal to expected growth in Numeracy. The State average growth was 47.6% compared with Strathfield South High School 62.1%. This growth was also evident in pleasing increase in Numeracy mean scores (2015 558.2 compared with 2014 546.9)

Higher School Certificate (HSC)

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



ANCIENT HISTORY

Percentage in Bands:

10.5% of students scored in the top two bands compared to 25.4% of all New South Wales Department of Education students studying Ancient History. 36.8% of students scored in the middle two bands compared to 52.1% of all New South Wales Department of Education students. 52.7% of students scored in the bottom two bands compared to 22.5% of all New South Wales Department of Education students. The mean scaled score of 54.3% was below the scaled mean of 68.8% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has decreased from 61.2% in 2014 to 54.3% in 2015. The gap between the New South Wales Department of Education average scaled score and that of school-based Ancient History students has increased from 13.7% in 2011 to 14.5% in 2015.

SSWS Graph Analysis:

The Ancient History cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-0.95). When compared with other courses in the school, however, the Ancient History students performed slightly worse than other subject areas (- 0.16).

Scatter Plot Analysis:

The value added data for Ancient History showed a decline of - 11.31 compared to year 9 NAPLAN performance.

BUSINESS STUDIES

Percentage in Bands:

3.6% of Strathfield South High School students scored in the top two bands compared to 26.3% of all New South Wales Department of Education students studying Business Studies. 35.7% of Strathfield South High School students scored in the middle two bands compared to 54.2% of all New South Wales Department of Education students. 40.9% of Strathfield South High School students scored in the bottom two bands compared to 22.3% of all New South Wales Department of Education students. The mean scaled score of 56.6% was below the scaled mean of 71.1% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has decreased from 67.4% in 2014 to 56.6% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High

School Business Studies students has increased from 7.4% in 2011 to 14.5% in 2015.

SSWS Graph Analysis:

The Business Studies cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.11). When compared with other courses in the school, however, the Business Studies students performed marginally worse than other subject areas (- 0.03).

Scatter Plot Analysis:

The value added data for Business Studies showed a decline of – 4.46 compared to year 9 NAPLAN performance.

BIOLOGY

Percentages in bands:

0.0% of Strathfield South High School students scored in band 6, compared to 5.77% of all New South Wales Department of Education students studying Biology. The number of students scoring in band 5 was 14.28% compared to 22.19% of all New South Wales Department of Education students. 45.23% of Strathfield South High School students scored in the middle two bands compared to 55.78% of all New South Wales Department of Education students. 40.46% of Strathfield South High School students scored in the bottom two bands in compared to 5.02% of all New South Wales Department of Education. In summary, the number of Strathfield South High School students achieving band 5 was significantly higher in 2015 than in 2014.

Trend data:

The average scaled score has increased from to 56.6 in 2014 to 60.8 in 2015. The gap between the New South Wales Department of Education average scaled score and that of Biology students at Strathfield South High School has decreased from 13.6 in 2014 to 8.7 in 2015.

SSWS Graph Analysis:

The Biology cohort for 2015 performed below parity with New South Wales Department of Education performance (-0.64). When compared with other courses in the school, the Biology students performed slightly below parity to other subject areas (-0.09).

Scatter plot analysis:

The value added data for Biology showed a decline of -8.58 compared to year 9 NAPLAN performance but this data is based on an incomplete data set due to the recent enrolment of many students.

CHEMISTRY

Percentages in bands:

2.32% of Strathfield South High School students achieved a band 6 compared to 10.7% of all New South Wales Department of Education students studying Chemistry. The number of students achieving band 5 was 9.3% compared to 30.33% of all New South Wales Department of Education students. 53.5 % of Strathfield South High School students scored in the middle two bands compared to 52.09% of all New South Wales Department of Education students. 34.88% of Strathfield South High School students scored in the bottom two bands compared to 6.46% of all New South Wales Department of Education students. In summary, the number of Strathfield South High School students who achieved bands 3 and 4 in Chemistry was slightly above all New South Wales Department of Education students, as well as state-wide results.

Trend data:

The average scaled score has remained stable at 60.2 in 2015 compared to 60.1 in 2014. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Chemistry students has remained the same at 15.3.

SSWS Graph Analysis:

The Chemistry cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.27). When compared with other courses in the school, however, the Chemistry students performed slightly above other subject areas (+0.04).

Scatter plot analysis:

The value added data for Chemistry showed a significant growth of +6.47 compared to Year 9 NAPLAN performance.

DRAMA

Percentage in Bands:

80% of Strathfield South High School students achieved the middle two bands compared to 55.6% of all New South Wales Department of Education students studying Drama. 20% of Strathfield South High School students achieved the bottom two bands compared to 1.8% of all New South Wales Department of Education students studying Drama. The mean scaled scored of 65.2% was below the scaled mean of 75.2% for all New South Wales Department of Education students.

Trend Data:

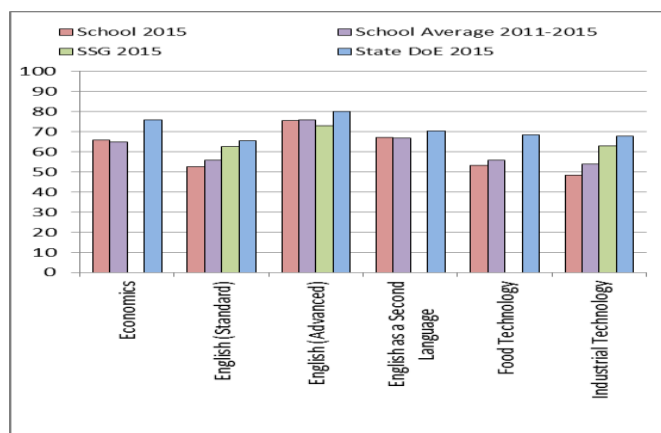
The average scaled score has increased from 60.9% in 2014 to 65.2% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Drama students has decreased from 14.9% in 2014 to 10% in 2015. Trends cannot be assessed on previous years as this course was not running prior to 2014.

SSWS Graph Analysis:

The Drama cohort for 2015 performed below parity with New South Wales Department of Education performance (-1.08). When compared with other courses in the school, however, the Drama students performed better than in other subject areas (+0.27).

Scatter Plot Analysis:

The value added data for Drama showed a decline of -5.79 compared to Year 9 NAPLAN performance but this data is based on a data set, 5/10 students, due to the enrolment of students who did not sit NAPLAN in Year 9.



ECONOMICS

Percentage in Bands:

23.1% of Strathfield South High School students scored in the top two bands compared to 44.9% of all New South Wales Department of Education students studying Economics. 46.2% of Strathfield South High School students scored in the middle two bands compared to 45.9% of all New South Wales Department of Education students. 30.8% of Strathfield South High School students scored in the bottom two bands compared to 9.2% of all New South Wales Department of Education students. The mean scaled score of 65.8% was below the scaled mean of 76.0% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has increased from 61.6% in 2014 to 65.8% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Economics students has increased from 2.7% in 2012 to 10.2% in 2015.

SSWS Graph Analysis:

The Economics cohort for 2015 performed below parity with New South Wales Department of Education performance (-0.80). When compared with other courses in the school, however, the Economics students performed slightly better than other subject areas (+ 0.10).

Scatter Plot Analysis:

The value added data for Economics showed an improvement of +4.28 compared to year 9 NAPLAN performance.

ENGLISH STANDARD

Percentages in Bands:

0.0% of Strathfield South High School students scored in the top two bands compared to 28.2 % of all New South Wales Department of Education students studying Standard English. 36.4 % of Strathfield South High School students scored in the middle two bands compared to 73.6% of all New South Wales Department of Education students. 63.6% of Strathfield South High School students scored in the bottom two bands compared to 20.6% of all New South Wales Department of Education students. The mean scaled score of 52.6 was below the scaled mean of 65.7 for all New South Wales Department of Education students.

Trend Data:

Trend data has remained roughly consistent since 2013 but is 13.1 points below the mean of all New South Wales Department of Education students.

SSWS Graph Analysis:

The Standard English cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.33). When compared with other courses in the school, however, the Standard English students performed roughly on parity with other subject areas (-0.02%).

Scatter Plot Analysis:

The value added data for Standard English showed negative growth compared to Year 9 NAPLAN performance; growth was 14.9 points below average growth for the state but this data is based on an

incomplete data set due to the recent enrolment of many students.

ENGLISH ADVANCED

Percentages in Bands:

40.0% of Strathfield South High School students scored in the top two bands compared to 54.9 % of all New South Wales Department of Education students studying Advanced English. 60.0 % of Strathfield South High School students scored in the middle two bands compared to 44.5% of all New South Wales Department of Education students. 0.0% of Strathfield South High School students scored in the bottom two bands compared to 1.2% of all New South Wales Department of Education students. The mean scaled score of 75.7 was below the scaled mean of 80.2 for all New South Wales Department of Education students.

Trend Data:

The trend data shows a significant improvement rising from a mean scaled score of 73.2 in 2014 to 75.7 in 2015.

SSWS Graph Analysis:

The Advanced English cohort for 2015 performed slightly below parity with New South Wales Department of Education performance (-0.52). However, when compared with other courses in the school our Advanced English students performed slightly better than other subject areas (+0.51%).

Scatter Plot Analysis:

The value added data for Advanced English showed positive growth compared to Year 9 NAPLAN performance; growth was 0.51 points above average growth for the state.

ENGLISH AS A SECOND LANGUAGE

Percentages in Bands:

20.1% of Strathfield South High School students scored in the top two bands compared to 23.4 % of all New South Wales Department of Education students studying English as a Second Language English. 55.0 % of Strathfield South High School students scored in the middle two bands compared to 58.3% of all New South Wales Department of Education students. 25.0% of Strathfield South High School students scored in the bottom two bands compared to 18.3% of all New South Wales Department of Education students. The mean scaled score of 67.2 was below the scaled mean of 70.3 for

all New South Wales Department of Education students.

Trend Data:

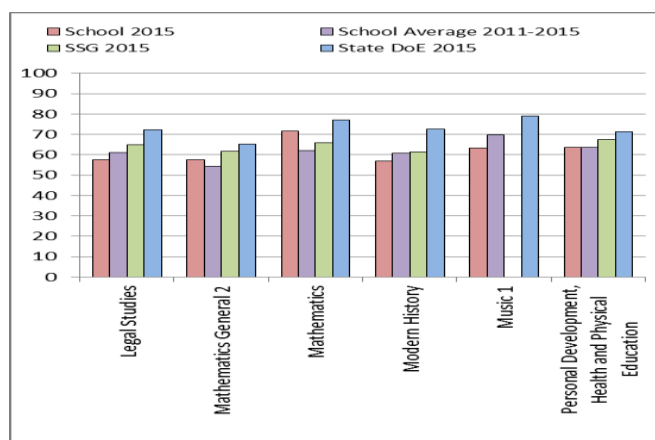
The trend data shows a slight improvement rising from a mean scaled score of 66.5 in 2014 to 67.2 in 2015.

SSWS Graph Analysis:

The English as a Second Language English cohort for 2015 performed moderately above parity with New South Wales Department of Education performance (+0.24). When compared with other courses in the school our English as a Second Language English students performed roughly on parity with other subjects within the school (-0.09).

Scatter Plot Analysis:

The value added data for English as a Second Language English showed negative growth compared to Year 9 NAPLAN performance; growth was 3.47 points below average growth for the state but this data is based on an incomplete data set due to the recent enrolment in Australian schools of many English as a Second Language students.



LEGAL STUDIES

Percentage in Bands:

4% of Strathfield South High School students scored in the top two bands compared to 32.9% of all New South Wales Department of Education students studying Legal Studies. 44% of Strathfield South High School students scored in the middle two bands compared to 51.5% of all New South Wales Department of Education students. 52% of Strathfield South High School students scored in the bottom two bands compared to 15.5% of all New South Wales Department of Education students. The mean scaled score of 57.6% was below the scaled mean of 72.3% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has increased from 55.8% in 2014 to 57.6% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Legal Studies students has increased from 6% in 2011 to 14.7% in 2015.

SSWS Graph Analysis:

The Legal Studies cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.10). When compared with other courses in the school, however, the Legal Studies students performed slightly worse than other subject areas (- 0.01).

Scatter Plot Analysis:

The value added data for Legal Studies showed a decline of - 6.08 compared to year 9 NAPLAN performance.

MATHEMATICS GENERAL 2

Percentages in bands:

38.1% of Strathfield South High School General Students were placed in the top 4 bands compared to 74.2% of the state. This represents a better comparison with the previous year where 31.7% of Strathfield South High School students were placed in the top 4 bands. There was also a similar improved outcome in the bottom 2 bands where 61.9% of 2015 Strathfield South High School students were placed compared to 68.1% 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 2015 trend data shows significant change from 51.8% in 2014 to 57.6%. (State 2015 – 65%)

SSWS Graph:

The 2015 General Maths students were below parity when compared to state performances (-0.54) and were more comparable with the performances of other subjects offered by the school (0.25).

Scatter Plot Analysis:

The value added data for General Mathematics displayed an overall negative growth of -4.29 compared to -9.34 in 2014. It is worth noting that this negative growth is indicative for the 10 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:

68.5% of Strathfield South High School Mathematics Students were placed in the top 3 bands compared to 80.7% of the state. These results are up on the previous year when 36.5% of Strathfield South High School students achieved a band 4 or better.

It is worth noting that 21% of the students achieved bands 1 and 2. This is an improvement on 2014 results where 50% of the 2014 students achieved bands 1 and 2.

Trend Data:

The 2015 trend data shows a positive growth from 52.3% in 2014 to 71.7% (State 2015 – 77.1%).

SSWS Graph:

The 2015 Mathematics students were slightly below parity when compared to state performances (-0.36) and were comparably better with the performances of other subjects offered by the school (+0.27).

Scatter Plot Analysis:

It is not possible to reliably report on the valued added data as only 5 students out of 19 sat the Year 9 NAPLAN test.

MATHEMATICS EXTENSION 1

Percentages in bands:

87.5% of Strathfield South High School Mathematics Extension 1 students were placed in the top 2 (E4 and E3) bands compared to 83.8% of the state. These results show a similar trend on the previous year when 87.5% of Strathfield South High School 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 2015 trend data shows a negative growth from 81.3% in 2014 to 76.9% (State 2015 – 82.3%).

SSWS Graph:

The data for 2015 Extension 1 students is not available.

Scatter Plot Analysis:

The value added data for Mathematics Extension 1 displayed an overall positive growth of 14.71.

MATHEMATICS EXTENSION 2

Percentages in bands:

50% of Strathfield South High School Mathematics Extension 2 Students were placed in the top 2 (E4 and E3) bands compared to 86.3% of the state. No student received a band E1.

Trend Data:

The 2015 trend data shows positive growth from 63.8% in 2014 to 74.2% (State 2015 – 83.4%).

SSWS Graph:

The data for 2014 Extension 2 students is not available.

Scatter Plot Analysis:

the value added data for Mathematics Extension 2 displayed positive growth of 21.14.

MODERN HISTORY

Percentage in Bands:

11.1% of Strathfield South High School students scored in the top two bands compared to 34.7% of all New South Wales Department of Education students studying Modern History. 44.4% of Strathfield South High School students scored in the middle two bands compared to 50.2% of all New South Wales Department of Education students. 44.4% of Strathfield South High School students scored in the bottom two bands compared to 15.1% of all New South Wales Department of Education students. The mean scaled score of 52.6% was below the scaled mean of 65.7% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has decreased from 59.0% in 2014 to 56.9% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Modern History students has increased from 12.9% in 2011 to 15.7% in 2015.

SSWS Graph Analysis:

The Modern History cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.12). When compared with other courses in the school, however, the Modern History students performed slightly worse than other subject areas (- 0.2).

Scatter Plot Analysis:

The value added data for Modern History showed a decline of – 9.76 compared to year 9 NAPLAN performance.

MUSIC

Percentage in Bands:

7.1% of Strathfield South High School students scored in the top two bands compared to 61.8% of all New South Wales Department of Education students studying Music. 64.3% of Strathfield South High School students scored in the middle two bands compared to 35.6% of all New South Wales Department of Education students studying Music. 28.6% of Strathfield South High School students scored in the bottom two bands compared to 1.9% of all New South Wales Department of Education students studying Music. The mean scaled score of 63.2% was below the scaled mean of 79% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has decreased from 71% in 2011 to 63.2% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Music students has increased from 7.4% in 2011 to 15.8% in 2015.

SSWS Graph Analysis:

The Music cohort for 2015 performed below parity with New South Wales Department of Education performance (-1.68). When compared with other courses in the school, the Music students performed slightly worse than in other subject areas (-0.19).

Scatter Plot Analysis:

The value added data for Music showed a decline of -14.56 compared to Year 9 NAPLAN performance but this data is based on a data set, 6/14 students, due to the enrolment of students who did not sit NAPLAN in Year 9.

Personal Development, Health and Physical Education

Percentages in Bands:

5.9% of Strathfield South High School Personal Development, Health and Physical Education students scored in Band 5 compared to 17.3% state-wide. 23.5% of Strathfield South High School Personal Development, Health and Physical Education students scored in band 4 compared to 29.9% state-wide. 35.3% of Strathfield South High School students scored in band 3 compared to 33% state-wide. 23.5% of Strathfield South High School students scored in band 2 compared to 10.3% state-wide. 11.8% of Strathfield South High School students scored in band 1 as opposed to 2.8% state-wide.

Trend Data:

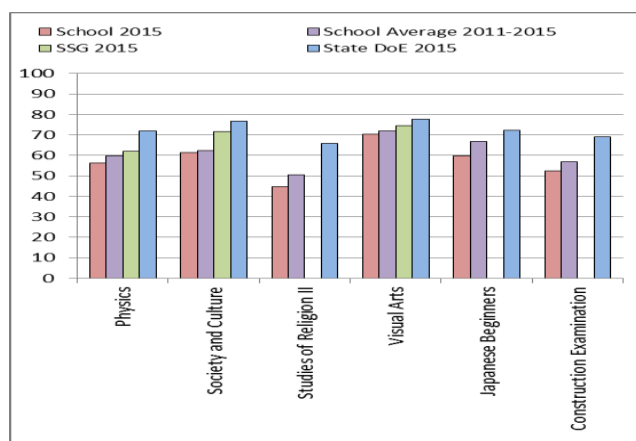
Statistics show consistent results in Personal Development, Health and Physical Education. In 2011 the average scaled score was 61.1, Increased to 65.9 in 2012, Decreased to 63.1 in 2013, Increased to 65.5 in 2014, Decreased to 63.6 in 2015. The gap between the state-wide average scaled score and that of Strathfield South High School Personal Development, Health and Physical Education students has shortened from 13.1 in 2010 to 7.7 in 2014.

SSWS Graph:

The Personal Development, Health and Physical Education Cohort for 2014 performed below state-wide average at -0.52. When compared to other subjects in the school, the Personal Development, Health and Physical Education students performed slightly above at 0.10.

Scatter Plot Analysis:

The value added data for Personal Development, Health and Physical Education displayed a retraction of -4.29%.



PHYSICS

Percentages in bands:

0.00% Strathfield South High School students scored in the top two bands compared to 28.75% of all New South Wales Department of Education students. 50% of Strathfield South High School students scored in the middle two bands compared to 60.56% of all New South Wales Department of Education students. 50% of Strathfield South High School students scored in the bottom two bands compared to 10.12% of all New South Wales Department of Education students. The mean scaled score of 56.5 was below the mean scaled score of 72.1 for all New South Wales Department of Education students.

Trend data:

The average scaled score for Strathfield South High School has been decreased from 64.6 in 2014 to 56.5 in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Physics students has increased from 8.6 in 2014 to 15.6.

SSWS Graph Analysis:

The Physics cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.14). However, when compared with other courses in the school our Physics students performed just below parity (-0.03).

Scatter Plot Analysis:

The value added data for Physics showed a decline of -3.84 compared to NAPLAN performance. However, this data is based on a small set of data due to the recent enrolment of many students.

SOCIETY AND CULTURE

Percentage in Bands:

15.6% of Strathfield South High School students scored in the top two bands compared to 43% of all New South Wales Department of Education students studying Society & Culture. 50% of Strathfield South High School students scored in the middle two bands compared to 51% of all New South Wales Department of Education students. 34.4% of Strathfield South High School students scored in the bottom two bands compared to 6.1% of all New South Wales Department of Education students. The mean scaled score of 61.4% was below the scaled mean of 67.8% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has decreased from 68.1% in 2014 to 61.4% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High

School Society & Culture students has remained constant at 15.4% in 2011 and 2015.

SSWS Graph Analysis:

The Society & Culture cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.37). When compared with other courses in the school, however, the Society & Culture students performed slightly better than other subject areas (+0.2).

Scatter Plot Analysis:

The value added data for Society & Culture showed a decline of – 11.92 compared to year 9 NAPLAN performance.

STUDIES OF RELIGION

Percentage in Bands:

No students scored in the top two bands compared to 28.9% of all New South Wales Department of Education students studying Studies of Religion. 27.3% of Strathfield South High School students scored in the middle two bands compared to 49.9% of all New South Wales Department of Education students. 72.7% of Strathfield South High School students scored in the bottom two bands compared to 28.6% of all New South Wales Department of Education students. The mean scaled score of 44.9% was below the scaled mean of 65.8% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has decreased from 55.8% in 2014 to 44.9% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Studies of Religion students has increased from 13.9% in 2014 to 20.9% in 2015.

SSWS Graph Analysis:

The Studies of Religion cohort for 2015 performed significantly below parity with New South Wales Department of Education performance (-1.30). When compared with other courses in the school, however, the Studies of Religion students performed marginally worse than other subject areas (- 0.01).

Scatter Plot Analysis:

The value added data for Studies of Religion showed a decline of – 15.73 compared to year 9 NAPLAN performance.

VISUAL ARTS

Percentage in Bands:

22.7% of Strathfield South High School students scored in the top two bands compared to 53.4% of all New South Wales Department of Education students studying Visual Arts. 68.2% of Strathfield South High School students scored in the middle two bands compared to 44.6% of all New South Wales Department of Education students studying Visual Arts. 9.1% of Strathfield South High School students scored in the bottom two bands compared to 0.6% of all New South Wales Department of Education students studying Visual Arts. The mean scaled score of 63.2% was below the scaled mean of 79% for all New South Wales Department of Education students.

Trend Data:

The average scaled score has increased from 70.3% in 2011 to 70.4% in 2015. The gap between the New South Wales Department of Education average scaled score and that of Strathfield South High School Visual Arts students has increased from 6.2% in 2011 to 7.2% in 2015.

SSWS Graph Analysis:

The Visual Arts cohort for 2015 performed below parity with New South Wales Department of Education performance (-0.80). When compared with other courses in the school, the Visual Arts students performed slightly worse than in other subject areas (-0.01).

Scatter Plot Analysis:

The value added data for Visual Arts showed a decline of -4.24 compared to Year 9 NAPLAN performance but this data is based on a data set, 14/22 students, due to the enrolment of students who did not sit NAPLAN in Year 9.

JAPANESE BEGINNERS

Percentages in Bands:

0% of Strathfield South High School students scored in the top two bands compared to 38.2% of all New South Wales Department of Education students studying the Japanese Beginners course. 63.7 % of Strathfield South High School students scored in the middle two bands compared to 42.9% of all New South Wales Department of Education students. 36.4% of Strathfield South High School students scored in the bottom two bands compared to 18.8% of all New South Wales Department of Education

students. The mean scaled score of 59.9 was below the scaled mean of 72.3 for all New South Wales Department of Education students.

Trend Data:

It is not possible to discern any clear trends due to the fact that the course was not offered in 2014, however the results show a small decline compared to results in 2013.

SSWS Graph Analysis:

The Japanese Beginners cohort for 2015 performed moderately below parity with New South Wales Department of Education performance (-0.75). When compared with other courses in the school our Japanese Beginners students performed above parity with other subjects within the school (+0.55).

Scatter Plot Analysis:

It is not possible to discern any statistically reliable data for value added analysis due to the fact only three students in this cohort were tested in Yr 9 NAPLAN; most students have arrived in Australia recently.

JAPANESE CONTINUERS

Percentages in Bands:

16.7% of Strathfield South High School students scored in the top two bands compared to 61.2% of all New South Wales Department of Education students studying the Japanese Continuers course. 83.4 % of Strathfield South High School students scored in the middle two bands compared to 41.7% of all New South Wales Department of Education students. 0% of Strathfield South High School students scored in the bottom two bands compared to 4.3% of all New South Wales Department of Education students. The mean scaled score of 75.8 was below the scaled mean of 80.4 for all New South Wales Department of Education students.

Trend Data:

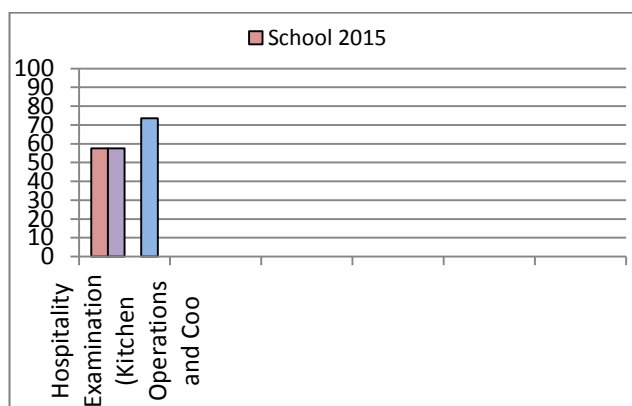
It is not possible to discern any trends due to the fact that 2015 was the first year this course was sat at Strathfield South High School.

SSWS Graph Analysis:

Due to the small candidature of just 6 students it is not possible to make any statistically significant comparisons between the performance of Strathfield South High School's Japanese Continuers cohort and the state cohort or the cohort of other subjects offered at Strathfield South High School.

Scatter Plot Analysis:

The value added data for the Japanese Continuers cohort of Strathfield South High School showed a significant improvement of performance (+2.39) compared to Year 9 NAPLAN performances.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, Strathfield South High School took part, for the second year, in the 'Tell Them From Me' New South Wales survey. A total of 287 students from years 7-12 participated in the process, a 6% decrease on 2014. The survey used ten measures to gather meaningful data about student engagement, well-being and effective teaching strategies.

For social and emotional outcomes, students indicated that they are 50% more interested and motivated in their learning than the state norm. Data also reveals that more Strathfield South High School students than the state norm find classroom instruction is well-organised, with clear purpose and is relevant to their everyday lives.

Targeted interventions implemented at Strathfield South High School aim at increasing the chances of high-risk youth finishing high school and typically include efforts to improve their literacy skills as well as several other components: a mentor working with students; efforts to connect students with school through sports, extra-curricular activities, and school events; and programs to help students resolve conflicts in constructive ways. The 2015 survey data revealed that 60% felt that they have a strong advocate at school providing them with mentorship to support their learning and welfare. This resulted in our students also have a higher than state norm probability of completing high school.

The findings from this survey will continue to be used to further improve existing programs and address other areas of need within the school. Students will again participate in the survey in 2016 in Term 1, with parents and teachers having the opportunity to complete the survey during Term 3, providing us with a detailed understanding of engagement and satisfaction across the broader school community.

Policy requirements

Aboriginal education

AIME

AIME provides a structured educational program for indigenous students to access throughout their high school experience. Throughout the year, 9 Aboriginal and Torres Strait students in years 7-12 from our school participated in the AIME program.

Our students ventured to Western Sydney University where AIME staff and Mentors from UWS ran sessions on different aspects of the curriculum. This allowed our students to make new friends and develop community links with other indigenous students and community groups.

AIME staff initially came in to school to create strong bonds with our indigenous students, creating a comfortable environment and developing positive rapport prior to the external AIME days.

There was an end of year celebration that all students and community members were welcome to join. Well known indigenous public figures attended and spoke to the students about different issues and how they became who they were. This gave students motivation and belief that they can succeed. The AIME team named an AIME Ambassador from each school. Brooke McDonnell was chosen from our school for showing excellent leadership skills and maturity throughout the year. Throughout 2016 Brooke will have to continue to show her leadership skills and assist with the running of the program. Brooke will also become a role model and even a mentor to up and coming year 7 and 8 students from not only our school but all other AIME schools.



Multicultural Education and Anti-racism

FAMILY FAIR DAY

On September 11th 2015 Strathfield South High School opened its gates and held another vibrant and hugely successful community fair. The atmosphere and energy of the day reflected both the strength of the school community and also increasingly strong ties with the wider community. In addition to students attending wearing traditional national costume, a wonderful variety of global foods and funfair activities were available including 'Dunk a Teacher', Fortune Telling and Kite Making, several community groups attended and ran stalls providing vital information about support services available for members of the community. These included 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.

Our local Member of State Parliament, Ms Jodi Mackay was special guest and attended our multicultural luncheon.





Lunar New Year, red pockets were distributed to all staff and students in recognition of the central importance of this festival in Asian traditions.

Easter Eggs were distributed to all students prior to the Easter break and one of the Christian students explained the significance of this commemoration to the whole school.

Towards the end of term 4 2015, our Christian group facilitated a Christmas celebration that involved a sausage sizzle accompanied by carol singing and candy canes distributed to all students.

Other school programs

STUDENT WELLBEING

The structure of student support services underwent some significant structural changes during 2015. The three areas of Learning and Support, Wellbeing and Positive Behaviour for Learning (PBL) met once a week for a collaborative 45 minute meeting. This allowed for a more seamless referral process and ensures swift and direct communication between all the different support areas of the school. The Wellbeing Team continued to provide a diverse array of pastoral and enrichment opportunities for students including Year Camps, Study Skills for Senior Students, the NRL In Harmony League, Digital Awareness Programs, the Love Bites program and several strong mentoring and partnership programs with UTS, UNSW, University of Sydney and University of Western Sydney.

The Wellbeing program undertook an evaluation of all programs that ran in 2015 and mapped them across the key areas of the new Department of Education Wellbeing Framework: Connect, Thrive, Succeed.



Family Fair Day

IFTAR NIGHT

Building on the huge success of Iftar Night in 2014, Strathfield South High School held another very well supported celebration during Ramadan. 2015 Iftar Night, held on 24th June, was attended by almost 300 parents, students, teachers, former students and community members. Members of the Department of Education and Local and Federal Members joined our school community share the celebration. A collaboration between students, staff, the hospitality faculty and community members saw a wonderful variety of freshly cooked food with which to celebrate this key Islamic tradition.

OTHER CULTURAL OBSERVANCES

Celebration of cultural festivals is integral to Strathfield South High School's welfare program. On



Taronga Zoo

BREAKFAST CLUB

The Wellbeing team continued to collaborate with the Technology and Applied Sciences Faculty and provide a Breakfast Club which operates each day from 8:00 until 8:30am. The Breakfast Club gives all

students the opportunity to begin the day with a nutritious breakfast free of charge and is supervised by staff volunteers and Hospitality students. A range of food is offered including cheese toasties, fruit, cereal, yogurt and juice and approximately 15-20 students attend the Breakfast Club each day.



ENRICHMENT PROGRAM

The Enrichment Program continued to grow during 2015, with over twenty different initiatives running across all KLAs to accommodate for the diverse talents and interests of students. Activities ranged from Battle of the Minds and Debating to Aspire and Sky High university programs which expanded students' knowledge, skills and aspirations to empower them for success during and beyond high school.

Eighteen year 9 and 10 students participated in the ConocoPhillips Science Experience Program held at the University of Technology in Dec 2015. During their interactions with university students and lecturers they learnt how crime is investigated using forensic science, why beehives are made up of hexagonal shapes and the applications of bioluminescence in our society.

In September, Strathfield South High School hosted the Inquisitive Minds maths workshops where year 8 students from other high schools attended and worked collaboratively with our students to solve mathematical problems and puzzles. As a result students learnt different strategies for problem solving and enhanced their critical and creative thinking skills.

A brand new idea, called Talent Quiz Corners, has been introduced to the whole school community. Trivia style questions are being displayed on faculty notice-boards to encourage students to improve their general knowledge about the world they live in and encourage student engagement in educational

conversations. In 2016 talent quests will be organised to further motivate students in enhancing their general knowledge to help them become independent lifelong learners.

2015 was a very successful year for our debating teams. Both junior teams earned great wins against Fort St Selective High School in the early rounds showing great form for 2015. This form continued in the Western Sydney Debating competition where both Junior teams as well as the Intermediate and Senior teams featured heavily – the Intermediate team losing only one debate all day.

The English/HISE enrichment students enjoyed an excursion to The Sydney Theatre Company in Circular Quay to watch a performance of the classic children's story "Storm Boy". The performance was followed by an interesting Questions and Answers session where students had the opportunity to ask questions to the actors. This experience helped students to form better social skills and boost their confidence for speaking in public.

A select number of students undertook a project to create a video promoting the work of the English faculty, by applying excellent ICT skills. As this project is almost complete it is anticipated that the final edit will be ready for screening on a whole school assembly during 2016.

In 2015, we have been fortunate to have developed a partnership with ABC Media who approached the Mr Paterson and expressed an interest in working with our school. As a pilot workshop to the program our enrichment students enjoyed a video conference with ABC radio host Eleanor Hall whose lunchtime program "The World Today" is broadcast nationally. Her experience and knowledge of the media industry gave students priceless insight into the demands and challenges of working as a journalist/reporter.

Students entered the Mathematics, Science and Big Science competitions and achieved Distinction, Credit, Merit and Participation certificates accordingly.



HOMWORK CENTRE

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

The Homework Centre is staffed by a group of volunteer teachers who are assisted by the school's participation in two university tutoring programs: Western Sydney University's Refugee Action Support (RAS) program, and University of Technology HSC Tutoring Scheme. Two RAS tutors were present in the Homework Centre for 12 weeks of each semester. Their invaluable assistance to student learning was supplemented by five University of Technology HSC tutors in the fields of Chemistry, Physics, Business Studies and Biology, who were in the Homework Centre for six weeks each in Terms 2 and 3. An added benefit of participating in the University of Technology HSC Scheme was that the school received free places to their holiday HSC preparation schools.

The school's partnerships with these two university tutorial schemes will continue in 2016.



INFORMATION COMPUTER TECHNOLOGY

Our school is dedicated to providing students with the ICT experience and skills they require in an ever changing technological world. This year has seen our school utilize our Departmental allocations to establish a new computer lab and permanent establish network computers in all year sevens home classrooms. Further, several class sets of notebooks and iPads provided students with the freedom of wirelessly access to the internet in any location of the school, and access to several iMac's provide students with experience in the apple OS. Students have also been encouraged to utilize cloud based

applications, namely Google apps for education and Office 365. These applications are used for the production, sharing and collaboration of work in an online environment and highlight how technology can be used as a tool for learning."

LINKAGES

The Linkages Program was one of the school's major successes in 2015, growing from two feeder primary schools to nine as seen below:

Feeder Primary Schools: Chullora Public, Banksia Road Public, Greenacre Public, Hampden Park Public, Enfield Public, Strathfield South Public, Homebush Public, Homebush West Public, Marie Bashir Public.

The Linkages Program has also broadened its range of activities with feeder primary schools through a variance of programs such as:

- **Community of Schools Meetings**
- **Linkages/Transition Programs** (Sport/Dance/KLA Lessons)
- **Open Day visits** (Day in life of a High School Student)
- **New South Wales Multicultural Ambassador Perks** (AFL Games visits/Use of GWS Giants Facilities)
- **Community of Schools Carnivals** (Sports Coaching with Senior/Elective Students)
- **Debating Program** (Debating Coaching from Strathfield South High School Team)
- **Combined Music Program**
- **Middle School** (Teaching & Learning Collaboration)
- **The Numeracy Skills Framework** (5 focus areas within the Numeracy Skills Framework) and **Maths Transition Project** (develop a project that promotes pedagogical practices based on a positive learning environment to facilitate successful transition across Stage 3 and Stage 4).

The Linkages team coordinates groups of students and teachers to visit local primary schools and deliver educational and co-educational programs as listed above. The program has been highly valued by our primary colleagues and surveys indicate very high levels of satisfaction from primary participants and their parents. This feedback, and proactive approach taken by the Linkages Team under the leadership of Mr Gray, has seen very significant interest from schools which had not been involved,

resulting in growth of the program from 2 schools in 2015 to 9 in 2016.



Linkages with local primary school students

QUICKSMART

The Quicksmart program provides extra support and tuition to Year 7 students who experience difficulties with their basic literacy and numeracy. In 2015, the program involved twenty six students in total: eighteen students from mainstream classes were involved in the program for both literacy and numeracy. We also had eight Hearing Support students that were involved in literacy exclusively.

As far as our mainstream students are concerned, four numeracy students graduated early and all but two students (due to having taken extended leave) completed from learning their two to twelve times tables. All students started at level 1 for literacy and achieved higher levels of frequency and vocabulary skills. Nine out of those eleven students reached level 3 by the year's end.

Our Hearing Support students all started on level 1 of the literacy program. Six of the eight students finished the year at level 3: a significant achievement. Students significantly improved in their confidence and refining spoken and reading language skills.

Classroom teachers commented on increased confidence and concentration, focus and literacy/numeracy capabilities in their regular classrooms.

REFUGEE PROGRAM

Approximately 10% of Strathfield South High School's student cohort has had refugee or refugee-like experiences. These students and their families come from Afghanistan, Burma, Sri Lanka, Iraq, Syria, Palestine and the Occupied Territories.

Strathfield South's refugee program assists these students in multiple ways, including wellbeing, broadening experience, developing knowledge of alternate pathways, and financial assistance. The program uses targeted funding provided through the Learning and Leadership Portfolio to assist full participation in school life.

In 2015, a significant proportion of the funding allowed refugee students to participate in grade sports and excursions. Also, the discrete funding assisted selected students with school fees for elective subjects and supplied them with uniforms. As well as fostering participation in the full gamut of school life, the refugee program targets engagement with school and the broader society. This focus is largely executed through our partnership with STARTTS, and the outreach program, Auburn Parents Evening.

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 as well as other STARTTS services. Auburn Parents Evenings and fortnightly phone calls made by the Dari-speaking CLO allow the Dari-speaking parents to increase their involvement with their child's education and become more familiar with Australian educational expectations and Australian culture.

Strathfield South's refugee program also develops post-school pathways. In 2015, the school trialed participation in Show Me the Way, a mentoring scheme in which students from a refugee background are paired with an employee from Verizon. The students also made a short film about a successful person with a refugee background. Secondly, Year 10 students attended UTS for its annual Science open day.

Other initiatives organised by the Refugee program include Dare to be Sensible, a legal rights and responsibility program run in conjunction with Ashfield Metro Assist, nomination of students for the South Western Sydney Refugee Youth Awards

(of which the school won four awards), the successful nomination of four students for Friends of Zainab awards, the successful nomination of Asif Sakhidat to New South Wales Youth Week Advisory Committee, and the inclusion of a workshop on kite making at the annual Family fair Day.



Auburn Refugee Awards Recipients



Show Me the Way Program

SENIOR TRANSITIONS

The learning and support team provided specialised assistance to twenty students with learning and behavioural support needs, focusing on the development of self-confidence, awareness and maintaining a positive attitude towards learning and others.

Three learning and support teachers were allocated a group of students to work with, both in class and through withdrawal. Teachers worked individually and in groups to aid with assessment tasks and classwork, scaffolding, timetabling, creating study plans, providing additional resources, setting goals and developing a variety of skills to help students understand, be aware of and submerged in senior school expectations and course requirements.

Students benefitted greatly, successfully transitioning 15 of our 20 students to achieving a reasonable standard of result that they set as a summative goal.

SOLAR CARS

Solar Car program is into its 5th year and continues to bring success to Strathfield South High School. The three teams representing our school qualified for the semifinals in the New South Wales competition. Teams 1 and 2 came first and third respectively. All our teams qualified for the Australian International Finals in Adelaide where we were crowned the National Champions of 2015. Being back-to-back winners of the National Championship is very rewarding experience for our students who work as a team and achieve great results for the school community. Collective effort, innovation, critical thinking and problem solving skills of the teams brought about the new aerodynamic design cars which are very competitive at International level. Students are eagerly looking forward for the competition in 2016.



Our National Champions

SPEECH PATHOLOGY PARTNERSHIP

The school again invested in a partnership with Sydney University to provide speech pathology services to students in need. In 2015, this program expanded to include mainstream students in addition to those in the Support Unit.

The program consists of two 15-week blocks where trainee speech pathologists attend the school one day per week and work with a caseload of students at no charge to the students or their parents. The entire program is overseen by a lecturer from the university who is also a fully qualified speech pathologist.