

2024 Annual Report

Strathfield Girls High School



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Introduction

The Annual Report for 2024 is provided to the community of Strathfield Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

Strathfield Girls High School is a dynamic and thriving learning community defined by a deep sense of belonging, strengths-based leadership, and an unwavering commitment to excellence in every dimension of school life. At the heart of our school is a powerful partnership between staff, students, and parents - a collaborative force that ensures our young women are supported through rich academic and extra-curricular experiences in a caring and inclusive environment.

In 2024, our vibrant and positive learning culture continued to flourish, empowering students to emerge as resilient, confident, and courageous individuals equipped with the skills and mindset needed to thrive in the 21st century. Our whole-school focus remained centred on innovative teaching, wraparound wellbeing initiatives, and the pursuit of personal best - all grounded in our core values of Respect, Responsibility, and Readiness.

As an inclusive and forward-thinking school, our commitment to collaborative leadership, curriculum diversity, and meaningful opportunities has underpinned our sustained success. In 2024, we proudly continued to celebrate a number of exciting initiatives and partnerships that have enriched the educational journey of our students, including:

- The Distinguished Achievers Assembly honouring our outstanding Year 12 graduates
- The Year 12 Retreat, offering reflection, connection, and celebration
- The Lake Mungo Immersion Program, deepening cultural and leadership understanding for students and staff
- The Honour Roll Breakfast and the successful acceleration pathway program
- A future-focused Year 10 Careers Conference
- Collaboration with Royal Prince Alfred Hospital to support the Women as Surgeons initiative
- A bespoke and heartfelt Year 12 Graduation, complete with custom-designed gowns
- The RAISE Mentoring Program for Year 8 students
- Volunteer partnerships with Chalmers Road School, St Merkorious Charity, Strathfield Community Garden, and Strathfield Council
- A sustainability initiative driven by our SRC with P&C support: a whole-school Recycling Program
- A high-impact two-day Staff Conference co-designing rich and authentic assessment practices
- The launch of the SLIF Program Cohort 2, fostering leadership development and mentoring for our staff

Each of these initiatives reflects our school's unwavering commitment to excellence, innovation, and student-centred growth. As we continue to evolve as a leading educational institution, Strathfield Girls High School remains a place where every student is known, valued, and inspired to shine.

Message from the school community

At Strathfield Girls High School, we are united in our commitment to fostering an environment where every student is empowered to excel. Our staff, students, parents, and the broader community share a collective vision of high expectations and aspirations, all focused on inspiring each student to reach their fullest potential, both during their time

with us and in their future endeavours. Together, we create a nurturing and supportive learning atmosphere that celebrates individuality, builds confidence, and encourages a strong sense of belonging. Through collaboration and dedication, we ensure that every student has the opportunity to thrive, achieve their personal best, and develop the skills and mindset needed to succeed in life beyond school.

Message from the students

Students feel empowered at Strathfield Girls High School. The wraparound support and dedication of the teachers is truly appreciated by the student body. Students feel that they are constantly growing and being encouraged to achieve their personal best in all endeavours. The variety of extra-curricular offerings ensures that students in addition to pursuing academic excellence, are also able to thrive in writing, sports, the creative and performing arts, social justice, and volunteerism.



School background

School vision

The vision for the students of Strathfield Girls High School is that they emerge empowered, dynamic and ethical leaders, curious, creative and courageous citizens who transcend expectation. We aspire to inspire students to be the best in the world and the best for the world.

The vision for our school is that it is the school of first choice, driving entelechy for every learner and excellence in Public Education. Connection with industry and community is integral to our work so that we are a catalyst for societal change.

Students leaving Strathfield Girls High School will be articulate, confident, critically literate and numerate lifelong problem-solvers who have an enduring positive impact beyond school.

School context

Strathfield Girls High School, was established as a single sex comprehensive girls high school in 1953 and designated a languages high school in 1990. Fifty-seven different cultural groups are represented in the school community, and cultural diversity is valued and celebrated.

The school has 1054 students and 93 staff members. Staff are experienced, innovative and committed to excellence, nurturing individual strengths while supporting student learning and wellbeing. Our teachers demonstrate personal responsibility for improving their teaching practice and shared responsibility for the provision of high quality educational outcomes for each and every student.

Through our Situational Analysis, priority areas for school improvement have been identified as increasing the proportion of students accessing the highest levels of performance in:

- reading, writing and numeracy in the junior school; and
- the Higher School Certificate.

All staff collaborate across faculties to share pedagogical expertise, data feedback and other information about student progress and achievement to inform the development of evidence-based programs that meet the learning needs of all students. Explicit teaching is the main focus driving assessment innovation and reflecting current evidenced-informed research. Teachers will continue to routinely and explicitly review student data to ensure continuous improvement in the learning process. All members of the school community have been consulted in preparation of this Strategic Excellence Plan.

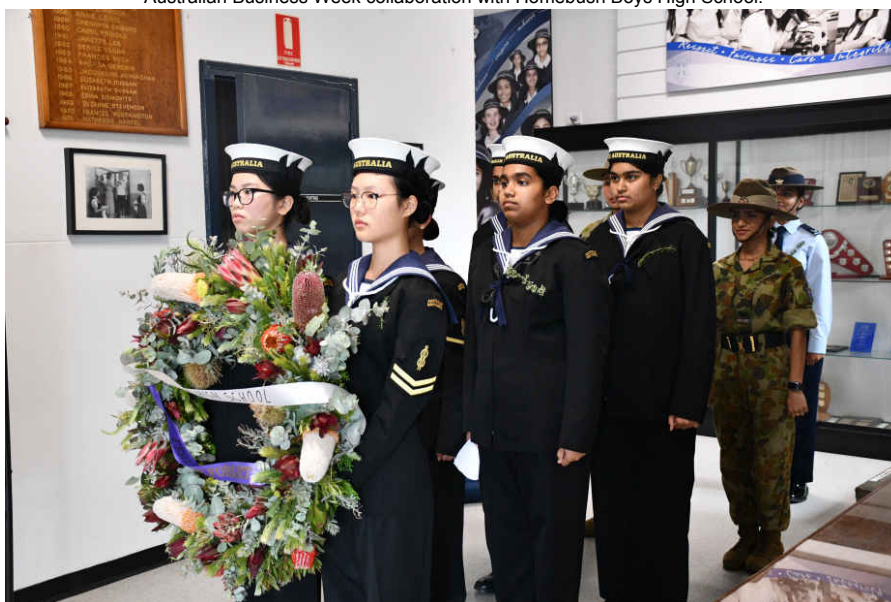
Staff and students recognise that they are all leaders in their own right. There is a strong focus on leadership capabilities and emphasis on working towards further developing the skills necessary to ensure personal growth and a culture of high expectations.

Strathfield Girls High School offers a well-balanced, holistic curriculum with a wide range of academic, sporting, creative, performing and co-curricular experiences, including volunteering and leadership opportunities. Vitae Lampada (Pass on the Torch of Life), the school's motto, highlights our commitment to quality teaching and authentic learning for life beyond school.

Strathfield Girls High School is recognised for its excellence in delivering progressive pedagogy and academic success. The school embraces and values strong community support which enhances our school culture of high personal expectations. Our emphasis on excellence prepares dynamic and empowered young women who make a significant contribution to our society.



Australian Business Week collaboration with Homebush Boys High School.



ANZAC DAY Ceremony 2024.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the achievement of a diverse range of students through authentically interactive learning opportunities, embedding a system of values and a culture of high expectations to meet the changing needs and the demands of the global community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Reading and Numeracy Strategy
- Data Skills and Use
- Attendance

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Professional learning
Integration funding support
Low level adjustment for disability
Per capita
Small group tuition (SGT)
Student Support Officer

Summary of progress

Explicit literacy programs for Year 7, Year 8, and Year 9 students have significantly enhanced student growth, as demonstrated by work samples showcasing mastery in academic writing and improved achievement. SEP evidence confirms substantial progress among students who received targeted literacy support, both before and after explicit intervention, reinforcing the program's effectiveness.

A school-wide emphasis on monitoring student attendance and academic performance, coupled with the implementation of early intervention strategies, has been instrumental in fostering and maintaining the school's strong culture of excellence in learning and wellbeing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance Refine whole-school attendance processes and practices to continue upward trend in student attendance.	There has been an uplift of 3.2% in the number of students attending greater than 90% of the time. In 2022, 63.5% of students attended more than 90% of the time and this showed an increase to 66.5% in 2023 and 69.7% in 2024. The school attendance monitoring processes are highly effective and proactive in implementing strategies to support students and their families, to encourage regular attendance.
Pathways Teachers provided with opportunities to engage in collaborative programming and lesson design through Assessment Renovation PL.	<p>There has been an uplift of 7% in the number of students achieving in the top 2 bands of the HSC. (61% achieved in the top 2 bands in 2024 compared with 54% in the top 2 bands in 2023). This data includes achievement in the extension courses and acceleration pathways. HSC monitoring processes, including teacher-student conferencing around data, implementing improvement strategies based on explicit feedback and out-of-class additional workshops have also been highly effective in enhancing student attainment.</p> <p>Internal and external data demonstrates that students have shown growth from Year 9 NAPLAN to the HSC. The value-add for 2024 was classified as</p>

<p>Pathways Teachers provided with opportunities to engage in collaborative programming and lesson design through Assessment Renovation PL.</p>	<p>excelling.</p>
<p>Improved numeracy outcomes Increase in Check-In Assessment mean scaled score compared to the State Average score for Numeracy in Years 7, 8 and 9 for 2024, compared with Years 7, 8 and 9 in 2023.</p>	<p>There has been a significant increase in this data set with an overall improvement across all key domains. There is an increase in the school measure level in Year 9 Numeracy. The school continues to achieve significantly above SSSG and State levels in Year 7, Year 8 and Year 9 Numeracy levels.</p>
<p>Improved reading outcomes Increase in Check-In Assessment mean scaled score compared to the State Average score for Reading in Years 7, 8 and 9 for 2024, compared with Years 7, 8 and 9 in 2023.</p>	<p>There has been a significant improvement in Year 7 and Year 9 Reading measure levels in 2024. The school continues to achieve significantly above SSSG and State levels in Year 7 and Year 9 Reading levels.</p>



International Women's Day Celebrations.

Strategic Direction 2: Effective Classroom Practice

Purpose

To create a highly professional, accountable and dynamic team, focused on a culture of continual improvement informed by data, evidence and evaluation. The focus is to embed explicit teaching aimed at personalising learning and making a significant impact on the individual progress of every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Effective Teacher Practice
- Curriculum and Assessment

Resources allocated to this strategic direction

Socio-economic background

Professional learning

English language proficiency

Summary of progress

A strengthened focus on explicit teaching practices ensured alignment between pedagogy, learning intentions, and assessment design and implementation. The whole-school conference and ongoing professional learning initiatives were instrumental in embedding formative checkpoints and maintaining clear success criteria to drive continuous improvement in student outcomes. Evidence from Instructional Rounds demonstrated increased consistency in explicit teaching practices, reflecting the school's commitment to this strategic priority.

Progress towards the school's improvement measures was systematically analysed each term through structured Faculty and Executive review processes. These formal collaborative structures enabled in-depth reflection and data-driven decision-making. Cross-faculty collaboration played a pivotal role in refining assessment tasks, with a particular emphasis on embedding formative checkpoints and enhancing students' writing mastery.

Instructional Rounds were a key strategy in fostering cross-faculty engagement, facilitating classroom observations, and generating evidence-based discussions on explicit teaching practices and Assessment Renovation. These rounds focused on lesson intentions, success criteria, and the development of student writing. Insights gathered from these observations and subsequent faculty and executive analysis directly informed ongoing teaching strategies and school-wide priorities.

Analysis of student work samples and performance data validated the impact of this approach, highlighting measurable improvements in student learning growth. Faculty collaboration and cross-faculty knowledge-sharing further reinforced the effectiveness of explicit teaching methodologies. Based on these insights, the school will maintain its focus on explicit teaching and assessment enhancement in 2025 to sustain and accelerate student learning progress. In addition, there will explicit professional learning to enhance High Potential and Gifted Education pedagogy.

Strategic Direction 3: Expertise and Innovation

Purpose

Focus on engagement through innovative classroom practice. Staff will personalise educational experiences and foster skill-development and motivation for enhanced critical thinking and resilience so as to equip every student for tertiary education, the world of work and ethical citizenship.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Staff Leadership
- Student Leadership
- Student Voice
- Community Partnerships

Resources allocated to this strategic direction

Professional learning
Integration funding support
Aboriginal background
Socio-economic background

Summary of progress

The continuation of the SGHS School Leadership Identification Framework (SLIF) initiative in 2024 with the offerings to cohort 2, significantly strengthened leadership capacity across the school. The initiative enhanced the culture of aspirational leadership by engaging staff in structured mentorship and reflective practice. Targeted career development workshops, access to Middle Leader support resources, and ongoing professional learning opportunities equipped an increased number of staff with the skills and confidence to refine their leadership practice. The impact of these initiatives was evident in increased staff participation in the leadership of professional learning sessions, deeper engagement in leadership discussions, and enhanced professional collaboration.

In 2024, student voice remained central to school decision-making, with a strong emphasis on integrating student feedback into teaching, assessment design, and broader school initiatives. Faculties systematically collected and analysed student input through formal mechanisms such as assessment evaluations, and curriculum reviews. This feedback directly influenced faculty planning and whole-school initiatives, ensuring a responsive and student-centred learning environment.

The year also saw a marked increase in student leadership and volunteerism, with students actively shaping and evaluating school programs, events, and strategic directions. The high level of student engagement reflected a school culture that values and empowers student agency. Surveyed students reported overwhelmingly positive experiences, citing meaningful opportunities for leadership growth and community contribution.

Community engagement was significantly expanded in 2024 through strategic partnerships. Engagement with Strathfield Council initiatives and partnerships with external stakeholders enriched learning opportunities and broadened students' real-world connections. Additionally, the continuation of the Connection to Country Alliance deepened cultural awareness and strengthened ties with Indigenous perspectives, reinforcing the school's commitment to inclusivity and authentic learning experiences. These initiatives collectively enhanced the school's community engagement, fostering stronger networks that support student success.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,097.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Strathfield Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy Strategy • Student Leadership <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: This funding has enabled targeted and differentiated wraparound support to ensure that students are able to access the curriculum and thrive.</p> <p>After evaluation, the next steps to support our students will be: Continued funding of targeted support programs and professional learning to assist students in their individualised learning pathway.</p>
<p>Socio-economic background</p> <p>\$74,597.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Strathfield Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy Strategy • Data Skills and Use • Attendance • Effective Teacher Practice • Curriculum and Assessment • Student Voice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the Toolbox program implementation. • providing students with economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: This funding has contributed to whole-school programs so that students continue to grow as learners. The funding of the Homework Help program also supports individualised support for students.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on wellbeing initiatives, additional student workshops and the funding of Homework Help to enhance learning outcomes for all students.</p>
<p>Aboriginal background</p> <p>\$6,100.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Strathfield Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$6,100.46</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Greater student engagement and participation in whole-school initiatives with an Indigenous perspective including the Lake Mungo experience.</p> <p>After evaluation, the next steps to support our students will be: A focused approach on supporting all Aboriginal students through local, and non-local enrichment experiences.</p>
<p>English language proficiency</p> <p>\$694,009.81</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Strathfield Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy Strategy • Data Skills and Use • Curriculum and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: Significant growth in language proficiency and academic success of EAL/D learners.</p> <p>After evaluation, the next steps to support our students will be: Continued funding and support of EAL/D programs to enable language mastery for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$142,921.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Strathfield Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy Strategy • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Specific support to identified students to ensure that students are able to access and engage fully in all aspects of curriculum and extra-curricular offerings.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$142,921.14</p>	<p>Continued support structures to enable ongoing success for every learner with a disability.</p>
<p>Professional learning</p> <p>\$87,134.74</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional learning for teachers and school staff procedures at Strathfield Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy Strategy • Effective Teacher Practice • Curriculum and Assessment • Staff Leadership • Community Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the professional learning for teachers and school staff procedures at Strathfield Girls High School.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School Development Days with a focus on Assessment Renovation, as well as a focus on Effective Teaching Strategies for Positive Student Behaviour Management and Engagement presented by Sarah Hillyer. HSC Strategy - Supporting Stage 6 Achievement was also a focus which included Performance band descriptors, higher order syllabus outcomes, HSC marking guidelines (for the higher order questions), Student samples for higher order questions which also included Faculty collaboration - focusing on supporting Stage 6 achievement. Taking learning further. • Our two-day teacher conference in Term 2 at the Shangri-La hotel, focused on the next phase of Assessment Renovation which included co-designing collaborative structures to drive ongoing staff and student growth. Dan Haesler also presented a two-hour workshop on Authentic Collaboration for Impact and other sessions included Formative Assessment Professional Learning from the DoE Professional Learning Suite as well as our SLIF leaders presenting an Assessment Renovation professional learning session focused on discussion sharing in cross-faculty groups on personal reflections of the collaborative assessment renovation process, future faculty directions and improvement measures to demonstrate staff and student growth. Staff feedback to their Faculty Team on key takeaways from the SLIF Assessment Renovation Session were invaluable. <p>Instructional Rounds</p> <ul style="list-style-type: none"> • A rich and continuous professional learning program including Brian Miller as Keynote and literacy consultant. <p>The allocation of this funding has resulted in the following impact:</p> <p>There has been significant professional learning and further expertise acquired in explicit teaching with a focus on lesson intentions and success criteria. Formative checkpoints have been embedded in all tasks with staff effectively sequencing the teaching and learning programs to enable high challenge-high support curriculum delivery for enhanced student learning.</p>

Professional learning \$87,134.74	<p>After evaluation, the next steps to support our students will be: A continued assessment focus to ensure that every program across all stages has clearly embedded success criteria and lesson intentions. Formative checkpoints will continue to be refined with "feed forward" built into the assessment design. The continuing "narrow and deep" focus on curriculum implementation in alignment with individualised data analysis will assist in driving improved student outcomes for all learners.</p>
Student Support Officer \$103,930.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Strathfield Girls High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact: Ongoing wraparound support for all learners and improved attendance outcomes with an increase in students attending more than 90%.</p> <p>After evaluation, the next steps to support our students will be: Continued intensive programs coordinated and implemented by the SSO to ensure that the strong sense of belonging is nurtured.</p>
Small group tuition (SGT) \$19,535.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Strathfield Girls High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Focused workshops during the school term and holidays in addition to Homework Help. <p>The allocation of this funding has resulted in the following impact: Continuous growth for students requiring additional support.</p> <p>After evaluation, the next steps to support our students will be: Continued focused funding and resourcing of small group tuition programs.</p>



Body of Work Exhibition Night.



Lake Mungo Leadership Experience.

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	0	0	0	0
Girls	1080	1037	1032	1095

Student attendance profile

School				
Year	2021	2022	2023	2024
7	97.0	92.2	94.1	93.5
8	95.5	91.8	91.8	93.0
9	95.1	91.1	93.0	90.9
10	94.3	90.5	92.5	91.6
11	93.2	89.4	92.2	91.4
12	94.1	90.2	90.6	93.4
All Years	94.9	90.9	92.4	92.3
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

While there were no lockdowns or learning from home periods in Semester 1 2023/2024, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families was still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	N/A	1	3
TAFE entry	1	2	2
University Entry	N/A	N/A	91
Other	N/A	N/A	2
Unknown	N/A	N/A	2

Year 12 students undertaking vocational or trade training

21.18% of Year 12 students at Strathfield Girls High School undertook vocational education and training in 2024.

Year 12 students attaining HSC or equivalent vocational education qualification

99.5% of all Year 12 students at Strathfield Girls High School expected to complete Year 12 in 2024 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	52.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher EAL/D	4.6
School Counsellor	1
School Administration and Support Staff	13.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes six student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional learning (PL) at Strathfield Girls High School supports staff engagement in ongoing professional

development, aligned with our SEP. This PL specifically targets initiatives within the School Excellence Plan, including:

- Effective Teaching Practice
- Curriculum and Assessment
- Staff Leadership

PL activities include:

- School Development Days focused on assessment renovation, effective teaching strategies, positive student behaviour, and supporting Stage 6 achievement, including faculty collaboration.
- A two-day teacher conference in Term 2 at the Shangri-La Hotel, covering assessment renovation, authentic collaboration, and formative assessment professional learning. This event also included staff reflections on collaborative assessment practices.
- Instructional Rounds.
- Ongoing professional learning, including keynote sessions by Brian Miller and literacy consultants.

The impact of this PL reflects significant improvement in explicit teaching, with a focus on lesson intentions, success criteria, and formative checkpoints. Staff have enhanced their ability to sequence teaching programs, ensuring high challenge and high support for students.

Moving forward, we will continue refining our focus on assessment renovation, ensuring clear success criteria and lesson intentions across all programs. Formative checkpoints will be further integrated with "feed forward" strategies, and a continued emphasis on individualized data analysis will drive improved outcomes for all learners.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	374,124.65
Revenue	14,781,011.31
Appropriation	13,309,968.81
Sale of Goods and Services	83,588.83
Grants and contributions	1,275,174.54
Investment income	26,478.63
Other revenue	85,800.50
Expenses	-14,650,708.67
Employee related	-12,389,404.28
Operating expenses	-2,261,304.39
Surplus / deficit for the year	130,302.64
Closing Balance	504,427.29

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



Battle of the Bands.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2024 SBAR Adjustments (\$)
Targeted Total	33,791
Equity Total	917,628
Equity - Aboriginal	6,100
Equity - Socio-economic	74,597
Equity - Language	694,010
Equity - Disability	142,921
Base Total	11,272,178
Base - Per Capita	177,337
Base - Location	0
Base - Other	11,094,841
Other Total	691,909
Grand Total	12,915,507

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

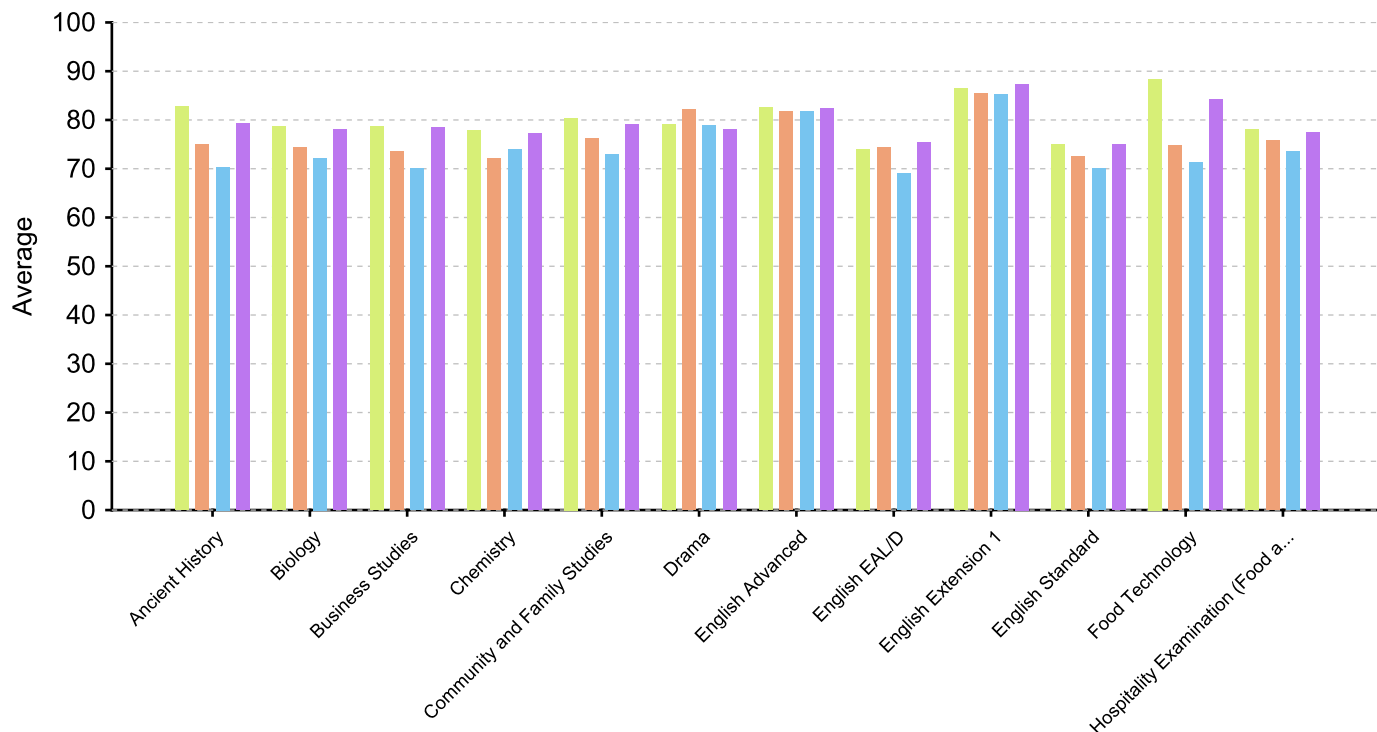


Honour roll assembly

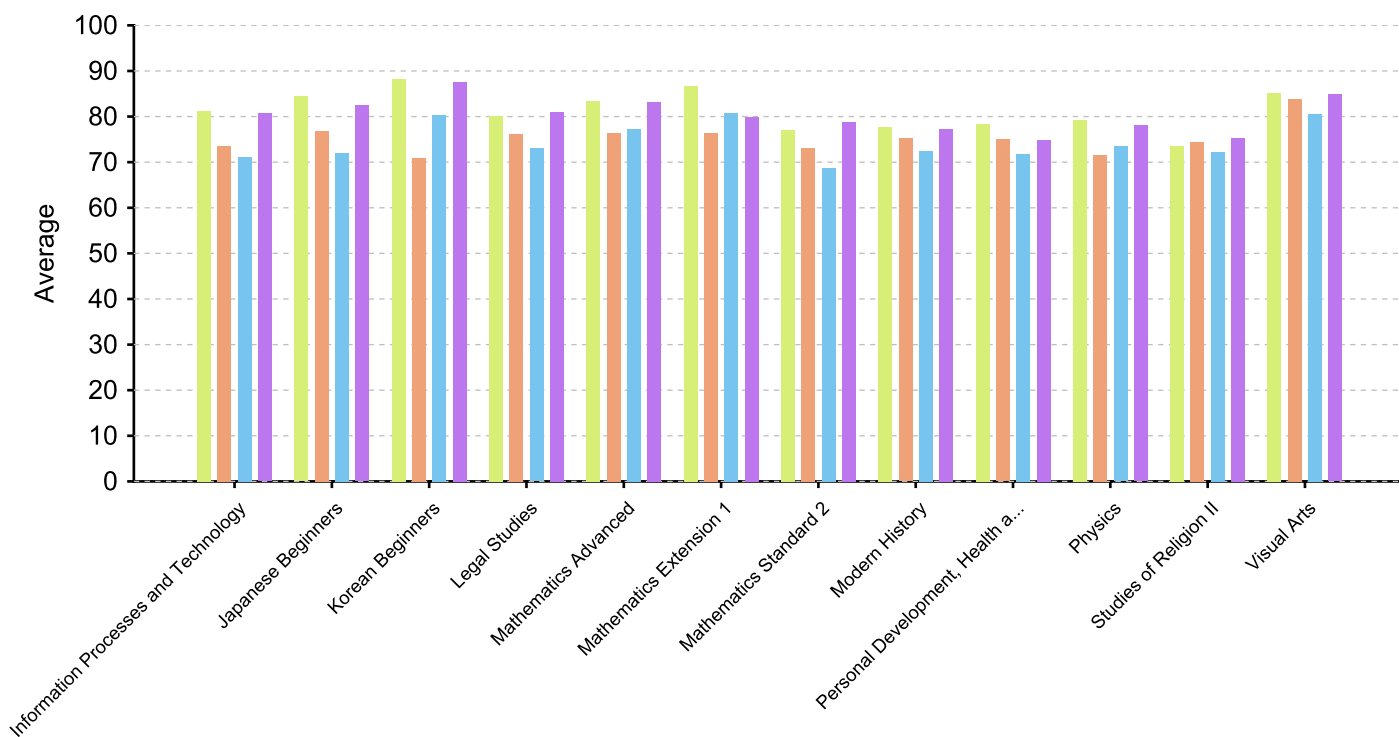
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



■ School 2024
 ■ SSSG Average 2024
 ■ State Average 2024
 ■ School Average 2022-2024



■ School 2024
 ■ SSSG Average 2024
 ■ State Average 2024
 ■ School Average 2022-2024

Subject	School 2024	SSSG	State	School Average 2022-2024
Ancient History	82.7	75.0	70.4	79.2
Biology	78.7	74.4	72.2	78.1
Business Studies	78.7	73.6	70.1	78.5
Chemistry	77.9	72.2	73.9	77.1
Community and Family Studies	80.4	76.2	72.9	79.0
Drama	79.1	82.1	78.8	78.1
English Advanced	82.6	81.8	81.7	82.4
English EAL/D	73.9	74.4	69.0	75.4
English Extension 1	86.5	85.4	85.3	87.4
English Standard	74.9	72.4	70.1	74.9
Food Technology	88.4	74.7	71.3	84.2
Hospitality Examination (Food and Beverage)	78.0	75.8	73.5	77.5
Information Processes and Technology	81.3	73.6	71.1	80.7
Japanese Beginners	84.4	76.8	72.1	82.4
Korean Beginners	88.3	71.0	80.3	87.6
Legal Studies	80.1	76.2	73.0	81.1
Mathematics Advanced	83.5	76.5	77.3	83.2
Mathematics Extension 1	86.7	76.4	80.9	79.9
Mathematics Standard 2	77.0	73.1	68.8	78.8
Modern History	77.7	75.2	72.4	77.3
Personal Development, Health and Physical Education	78.3	75.0	71.8	74.9
Physics	79.3	71.5	73.4	78.0
Studies of Religion II	73.6	74.4	72.2	75.2
Visual Arts	85.1	83.9	80.6	84.8

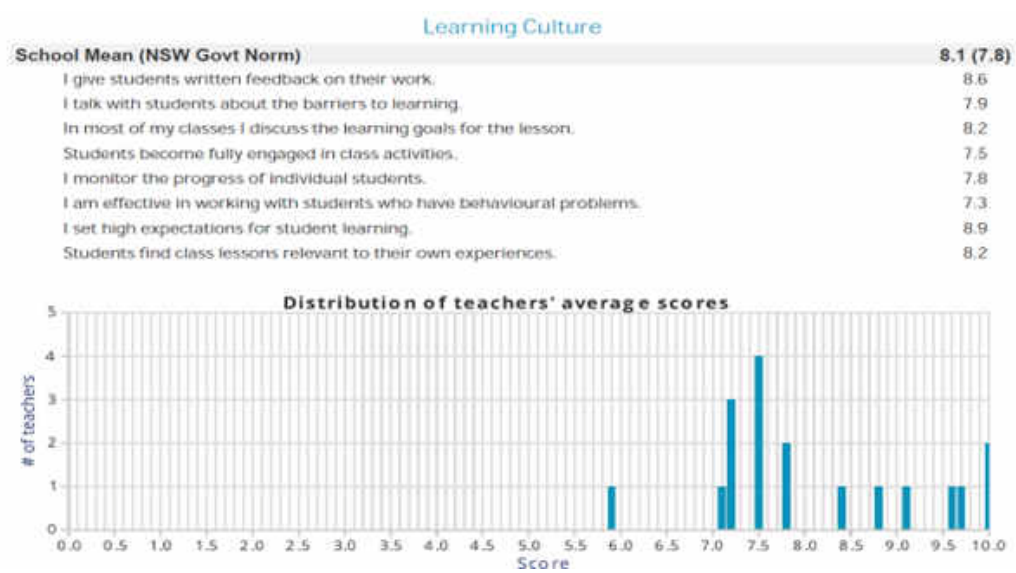
In 2024, Strathfield Girls High School ranked 102nd across the State and 9th comprehensive public high school in NSW. There was a significant lift in our performance in the top two bands with 61% of students achieving this result. The Class of 2024 achieved 163 Band 6 results enabling a significant shift in overall results.

Parent/caregiver, student, teacher satisfaction

Parent satisfaction surveys reflect a highly positive response from our school community, highlighting the strong partnership between the school and families. Parents appreciate the well-structured and organised communication, ensuring families stay informed and engaged in their child's education. Our commitment to excellent customer service is evident in the school's approachable and responsive nature, making it easy for parents to voice concerns and receive timely support. The school maintains high educational standards, fostering an environment where every student is encouraged to achieve their personal best. Additionally, the strong sense of collaboration between the school and families reinforces a shared commitment to student success, creating a supportive and inclusive learning community.

The teacher satisfaction report highlights a positive and supportive work environment that fosters professional growth and well-being. Teachers feel well-supported, particularly during stressful times, through strong leadership, open communication, and a collaborative culture. The school's commitment to maintaining a safe and orderly environment allows staff to focus on delivering high-quality teaching and learning. Leadership development opportunities empower teachers to grow in their roles, while a strong learning culture encourages continuous improvement. The integration of data-informed practices enhances teaching effectiveness, ensuring strategies are tailored to meet student needs. Additionally, professional learning in teaching methodologies and technology skills equips staff with the tools necessary to adapt to evolving educational demands, fostering innovation and excellence in the classroom.

In 2024, student focus groups and exit surveys revealed a strong sense of student satisfaction. Students expressed heartfelt appreciation for the unwavering care and dedication of their teachers, highlighting the genuine commitment of staff to their success. Teacher-student relationships were celebrated for being both positive and deeply supportive. Cultivating student voice emerged as a key area for continued growth and development.



Survey data expressing learning culture in 2024.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other school programs (optional)

The Strathfield Girls High School Leadership Identification Framework (SGHS SLIF), a leadership mentoring program aligned with the Department of Education's School Leadership Identification Framework. Designed to support aspiring middle and teacher leaders, SGHS SLIF fosters a growth culture, strengthens leadership density, and ensures the identification and development of future school leaders. By emphasising collective efficacy, the program has positively impacted the school's learning culture, improving teacher practice, setting high expectations, and fostering consistency in explicit teaching. Since its inception, SGHS SLIF has generated significant interest. The program provides mentorship, career development workshops, and access to professional learning, enabling future leaders to develop leadership behavior profiles. SGHS SLIF also empowers staff by promoting leadership in whole-school initiatives, moving beyond traditional hierarchical feedback models. An impact survey at the end of 2024 revealed that 93% of participants believed their leadership capability improved through the program, with 80% expressing interest in further leadership development.