

2025 Annual Report

Strathfield Girls High School



8169

Introduction

The Annual Report for 2025 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.

School contact details

Strathfield Girls High School

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School background

School vision

At Strathfield Girls High School, every student is empowered to lead with courage, creativity, and integrity. We nurture curious, confident learners who rise beyond expectations and strive to be the best in the world and the best for the world. As a school of first choice, we champion excellence and equity in public education, building strong partnerships with community and industry to inspire purpose-driven global citizens.

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.

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 student advocacy, 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.

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	2025 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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

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

Summary of progress

The strategic direction, Student Growth and Attainment in the School Excellence Plan (SEP) included key initiatives including: Reading and Numeracy Strategy, implemented through activities such as the Literacy and Numeracy Strategy, Pathways with a focus on data use and skill development and the Attendance Initiative to enable a lift in whole-school attendance. Explicit literacy programs targeting Year 7, Year 8, and Year 9 students were carried out, supported by needs-based funding. The implementation of this initiative has been successful, supported by evidence from student work samples showing mastery and improved achievement, as well as targeted support for students needing additional literacy help leading to significant improvements. Check-in data for Year 8 indicates an increase in reading by 3.7% and numeracy by 11.1% from Term 2 to Term 4. Overall, Strathfield Girls High School has seen a positive impact on student learning outcomes and growth through these programs. This progress is demonstrated through improved student achievement and targeted intervention outcomes. As a result of implementing these initiatives, we have identified strengthened student growth and attainment in literacy and numeracy, affirming our commitment to the continuous improvement of all our students.

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 Build upon whole-school attendance processes and practices to enable an upward trend in student attendance.	Strathfield Girls High School has embedded robust attendance monitoring procedures and evidence-based strategies that have contributed to a sustained upward trend in student attendance. The whole-school focus on improving attendance has strengthened students' sense of belonging, engagement, and readiness to learn. Ongoing collaboration among staff, timely interventions by the Wellbeing and Learning & Engagement Team, and active partnerships with families and external agencies continues to effectively support the school's journey towards achieving the target attendance rate by 2027.
Pathways Teachers provided with ongoing access	Teachers have been provided with ongoing access to targeted professional learning and support, enabling them to implement evidence-informed, high-

<p>to professional learning and support to implement evidence-informed high-leverage HSC strategies.</p>	<p>leverage strategies aimed at improving HSC outcomes. These initiatives have contributed to a measurable increase in the proportion of students achieving in the top two HSC bands, with programs designed to align teaching, assessment, and feedback practices to contemporary curriculum reforms. This continued professional focus promotes positive post-school pathways through strengthened student achievement and increased confidence.</p>
<p>Improved numeracy outcomes A whole school approach to the teaching of numeracy is consistently implemented and reflected in teaching and learning programs. Staff have access to professional learning that supports teaching and learning of numeracy.</p>	<p>A consistent whole-school approach to numeracy instruction is evident across teaching and learning programs, underpinned by sequenced, explicit teaching strategies aligned with syllabus reforms. Professional learning opportunities have equipped staff with the skills to analyse student data, differentiate instruction, and embed numeracy growth strategies across all year levels. Consequently, student performance in numeracy assessments shows measurable growth, with results increasingly reflecting improvements against state averages.</p>
<p>Improved reading outcomes A whole school approach to the teaching of reading is consistently implemented and reflected in teaching and learning programs. Staff have access to professional learning that supports teaching and learning of reading.</p>	<p>Strathfield Girls High School has successfully implemented a whole-school Reading 2Learn approach to the teaching of reading, reflected clearly within teaching programs and supported by ongoing targeted professional learning for staff. Explicit and sequenced literacy instruction, combined with systematic data analysis and feedback practices, has reinforced student literacy development and contributed to improved reading achievement across Years 7 to 9. This foundation supports the school's broader strategic goal of sustained growth in student attainment and engagement.</p>

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

English language proficiency

Professional learning

Aboriginal background

Low level adjustment for disability

Socio-economic background

Beginning Teacher Support

Summary of progress

The strategic direction, Effective Classroom Practice, in the School Excellence Plan (SEP) at Strathfield Girls High School included two key initiatives: Explicit Teaching Strategies, implemented through activities such as embedding lesson intentions, success criteria, and formative assessment checkpoints across teaching programs, and Curriculum and Assessment Planning, implemented through activities including the Assessment Renovation initiative and participation in observation of teaching practice. The implementation of these initiatives has been successful, supported by professional dialogue, reflective practice, and collaborative staff involvement. Challenges related to continuous adaptation were addressed through ongoing evaluation and data-informed decision-making. Overall, the school has seen a positive impact at the whole school level. This progress is demonstrated through enhanced student performance, a robust curriculum aligned with current reforms and strengthened instructional quality. As a result of implementing these initiatives, programs, and processes, we have identified improved teaching consistency, greater staff collaboration, and a sustained focus on explicit teaching, which affirm our commitment to continuous improvement and student success. These initiatives and activities were enabled by the needs-based funding.

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

Beginning Teacher Support
Professional learning
Socio-economic background
Per capita
English language proficiency
Student Support Officer
Integration funding support
Aboriginal background

Summary of progress

At Strathfield Girls High School, the strategic direction Expertise and Innovation in the School Excellence Plan (SEP) included four key initiatives. For staff leadership, this involved cultivating a professional learning community centred on instructional leadership and continuous improvement of teaching and learning, implemented through activities such as clearly defined career development pathways and the School Leadership Identification Framework (SLIF) with a formalised mentorship program. In student leadership, initiatives focused on providing a broad range of extra-curricular and leadership opportunities including public speaking, creative and performing arts and sporting initiatives. Student voices and feedback have led to new structures reflecting authentic student agency. Student voice was actively enhanced through these feedback processes, ensuring student perspectives shaped leadership opportunities. Community partnerships were strengthened via meaningful collaborations with organisations including the International Girls Coalition, City Country School Alliance, RAISE, RSPCA, Pulse Alive, Volunteerism, Strathfield Network, local schools, universities, and industry partners. Community engagement remains a cornerstone of the school's approach, with meaningful partnerships across the Strathfield Network and collaborations with local schools, universities, and industry organisations. These partnerships have enhanced the learning experience, broadened student perspectives, and provided diverse leadership opportunities for both staff and students, reinforcing the school's commitment to collective responsibility and educational excellence.

The implementation of these initiatives has been successful and enabled by needs-based funding. This progress is shown in increased leadership capacity among staff, growth in student leadership participation and innovation, and stronger engagement with community and industry partners. As a result, Strathfield Girls High School has identified enhanced staff development, empowered student leadership, and expanded community partnerships, affirming the school's commitment to continuous improvement and the success of all students.

Funding sources	Impact achieved this year
<p>Integration funding support</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 • Attendance • Community Partnerships • Student Voice <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 <p>The allocation of this funding has resulted in the following impact: Recruitment of additional specialised staff to provide focused support for students with diverse learning needs. Implementation of evidence-based, targeted programs that effectively differentiate teaching and learning approaches. Dedicated release time for classroom teachers to collaborate closely with carers and key stakeholders in the development, monitoring, and regular review of students' personalised learning and support plans (PLSPs). This strategic investment has empowered the delivery of comprehensive, tailored support services, ensuring all students can fully engage with the curriculum and achieve their full potential.</p> <p>After evaluation, the next steps to support our students will be: To maintain and expand funding for targeted support programs alongside ongoing professional learning initiatives to enhance educators' capacity to deliver individualised learning pathways for every student.</p>
<p>Socio-economic background</p> <p>\$76,414.48</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 • Curriculum and Assessment • Student Leadership • Community Partnerships • 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 [name] program implementation. • resourcing to increase equitability of resources and services • professional development of staff through data skill PL] to support student learning <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: To enable a 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>\$6,129.91</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>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 • Curriculum and Assessment • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • 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: To nurture a focused approach on supporting all Aboriginal students through local, and non-local enrichment experiences.</p>
<p>English language proficiency</p> <p>\$747,466.60</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 • Effective Teacher Practice • Student Leadership <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 • employment of additional bilingual staff to support communication • 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>\$147,399.50</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 • Data Skills and Use • Attendance • Curriculum and Assessment

<p>Low level adjustment for disability</p> <p>\$147,399.50</p>	<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 • support for students in. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] • 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: Continued support structures to enable ongoing success for every learner with a disability.</p>
<p>Professional learning</p> <p>\$91,922.20</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"> • Data Skills and Use • 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 • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: 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. 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. Brian Miller and Graham Wright 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.</p> <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>
<p>Beginning Teacher Support</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Strathfield Girls High School during their induction period.</p>

<p>Beginning Teacher Support</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 • Curriculum and Assessment • Staff Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools <p>The allocation of this funding has resulted in the following impact: Building teacher capacity and confidence for all beginning teachers.</p> <p>After evaluation, the next steps to support our students will be: Continued mentorship structures and support of all beginning teachers.</p>
<p>Per capita \$188,055.60</p>	<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 • Attendance • Student Leadership • Community Partnerships • Student Voice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • releasing teachers to enable collaboration and professional learning relating to [name of initiative or focus area] • combining with other resources to promote learning opportunities for students including [name specific learning opportunities] • allocating additional resources to support specific programs including subsidising [name of program or initiative] <p>The allocation of this funding has resulted in the following impact: Access to whole-school online programs has ensured that students are able to access additional resources for enhanced learning support.</p> <p>After evaluation, the next steps to support our students will be: Continued investment in resources to enhance learning outcomes and drive continued excellence across the entire school community.</p>
<p>Student Support Officer \$107,254.00</p>	<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 • Student Leadership • Community Partnerships <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. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.

<p>Student Support Officer</p> <p>\$107,254.00</p>	<ul style="list-style-type: none"> • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Establish referral pathways to appropriate local services through community partnerships. • 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>
<p>Small group tuition (SGT)</p> <p>\$28,170.70</p>	<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"> • Reading and Numeracy Strategy • Attendance <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators (teachers, SLSO's, ITE's or paraprofessionals) to provide targeted Tier 2 instruction in literacy for students in small withdrawal groups <p>focused workshops during the school term and holidays in addition to Homework Help.</p> <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>

Student information

Student enrolment profile

Students	Enrolments			
	2022	2023	2024	2025
Boys	0	0	0	0
Girls	1037	1032	1095	1061

Student attendance profile

School				
Year	2022	2023	2024	2025
7	92.2	94.1	93.5	95.7
8	91.8	91.8	93.0	91.9
9	91.1	93.0	90.9	91.3
10	90.5	92.5	91.6	91.4
11	89.4	92.2	91.4	91.7
12	90.2	90.6	93.4	90.5
All Years	90.9	92.4	92.3	92.0
State DoE				
Year	2022	2023	2024	2025
7	85.5	87.9	87.2	87.9
8	82.1	84.6	83.7	84.3
9	80.5	82.8	82.1	82.2
10	78.9	81.1	80.4	80.5
11	80.0	81.7	81.6	81.7
12	83.9	86.0	85.5	85.6
All Years	81.7	83.9	83.3	83.7

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 are calculated using the approach outlined in the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Under this method, partial absences over 120 minutes are recorded as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and it covers all weeks during Semester 1.

The department uses automated attendance feed (AAF) system that transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality.

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.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	1	2
TAFE entry	1	2	4
University Entry	0	0	90
Other	0	0	1
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

17.39% of Year 12 students at Strathfield Girls High School undertook vocational education and training in 2025.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Strathfield Girls High School expected to complete Year 12 in 2025 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)	51.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher EAL/D	5
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 2025, 2.3% of the Departments overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2025 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 eight student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2025 to 31 December 2025. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2025 Actual (\$)
Opening Balance	504,427.29
Revenue	14,982,748.78
Appropriation	13,567,653.48
Sale of Goods and Services	63,961.25
Grants and contributions	1,146,037.91
Investment income	30,230.64
Other revenue	174,865.50
Expenses	-15,107,294.24
Employee related	-13,015,086.68
Operating expenses	-2,092,207.56
Surplus / deficit for the year	-124,545.46
Closing Balance	379,881.83

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

Financial summary - Equity loadings

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

	2025 SBAR Adjustments (\$)
Targeted Total	97,563
Equity Total	977,410
Equity - Aboriginal	6,130
Equity - Socio-economic	76,414
Equity - Language	747,467
Equity - Disability	147,400
Base Total	11,668,441
Base - Per Capita	188,056
Base - Location	0
Base - Other	11,480,386
Other Total	638,231
Grand Total	13,381,646

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

School performance - NAPLAN

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

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

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

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

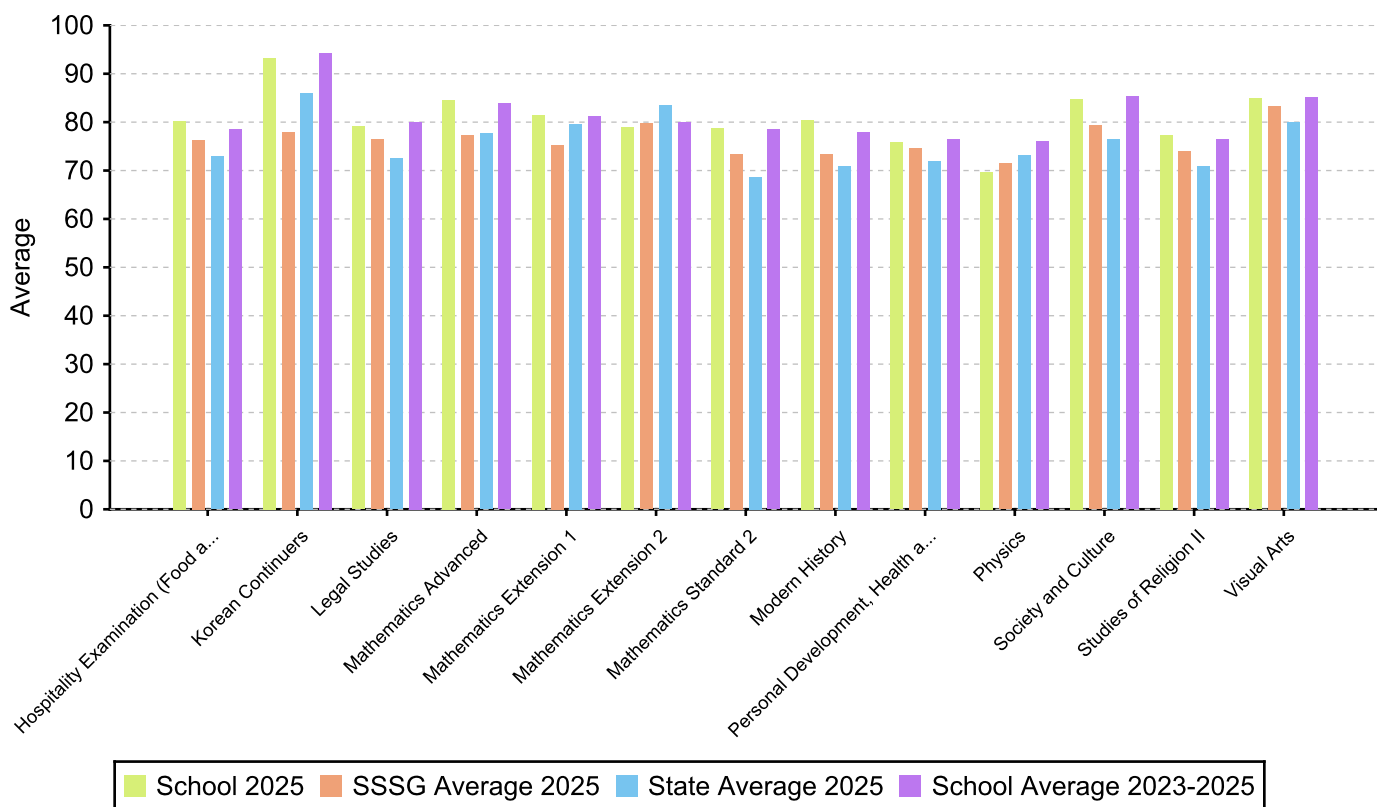
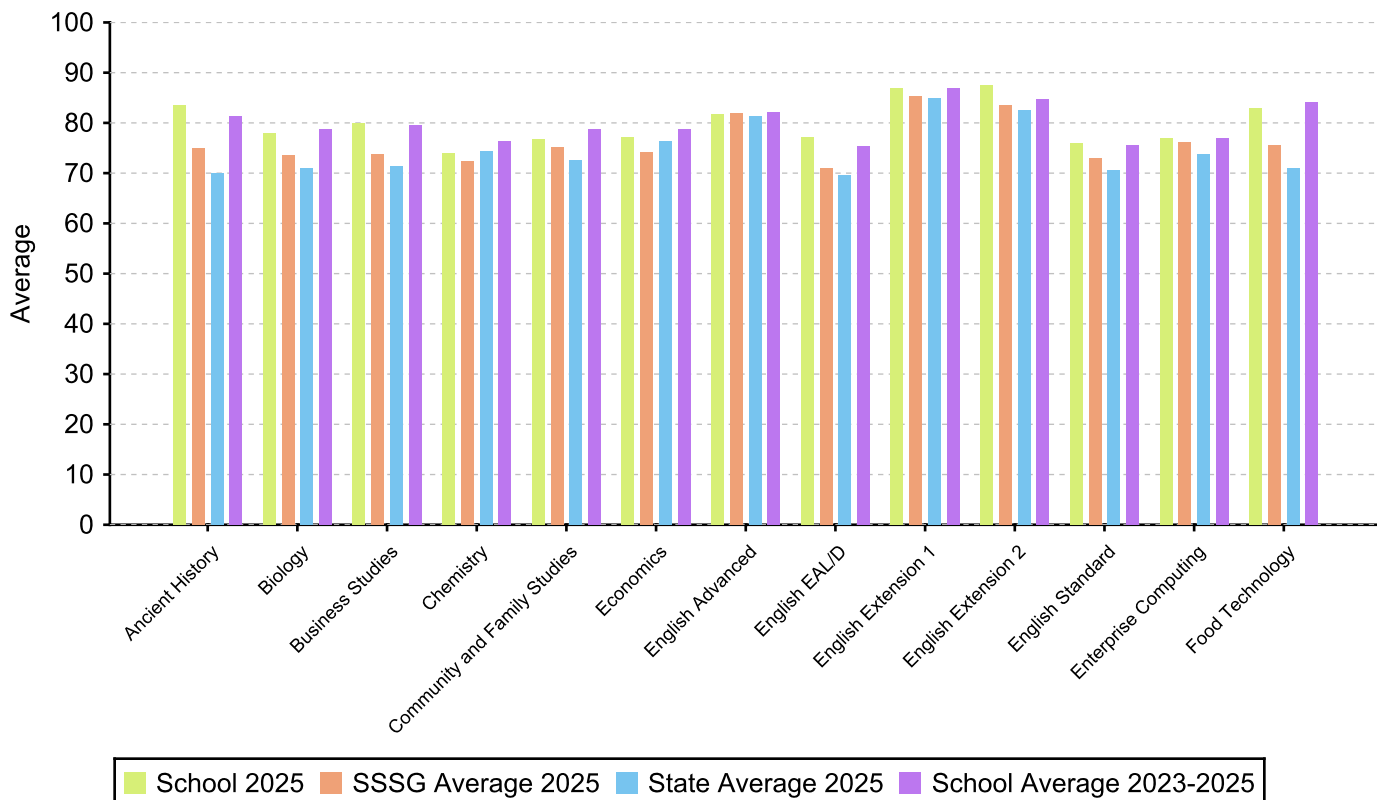
School statement - Literacy and Numeracy

In 2025, our school demonstrated significant progress through the implementation of evidence-informed, high-impact teaching practices focused on explicit instruction and personalised support. The adoption of a consistent, school-wide approach to explicit teaching in English and Mathematics, including structured morning routines and data-informed pedagogy, has enhanced teacher expertise and student outcomes. Notably, targeted support for EALD students led to strong performances in literacy benchmarks. Additionally, the Assessment Renovation Initiative at the secondary level embedded clear lesson intentions, success criteria, and formative checkpoints, improving teaching clarity and academic literacy across Years 7 to 9. Staff engagement in professional learning and reflective practice fostered a culture of continuous improvement. Positive shifts in NAPLAN Reading, Writing, and Numeracy scores, alongside high student satisfaction ratings, underscore the effectiveness of these initiatives in lifting collective efficacy and student achievement.

School performance - HSC

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

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



Subject	School 2025	SSSG	State	School Average 2023-2025
Ancient History	83.5	75.0	69.9	81.2
Biology	78.0	73.6	71.0	78.7
Business Studies	80.0	73.7	71.4	79.6
Chemistry	73.9	72.5	74.3	76.4
Community and Family Studies	76.8	75.1	72.6	78.7
Economics	77.1	74.2	76.4	78.7
English Advanced	81.8	81.9	81.4	82.1
English EAL/D	77.2	70.9	69.7	75.4
English Extension 1	86.9	85.2	84.9	86.9
English Extension 2	87.4	83.5	82.5	84.6
English Standard	76.0	72.9	70.5	75.5
Enterprise Computing	76.9	76.2	73.8	76.9
Food Technology	83.0	75.5	71.1	84.1
Hospitality Examination (Food and Beverage)	80.2	76.3	72.9	78.5
Korean Continuers	93.3	78.0	86.0	94.3
Legal Studies	79.1	76.4	72.5	80.0
Mathematics Advanced	84.6	77.4	77.6	83.8
Mathematics Extension 1	81.5	75.2	79.7	81.2
Mathematics Extension 2	79.0	79.7	83.5	80.1
Mathematics Standard 2	78.7	73.4	68.6	78.5
Modern History	80.4	73.4	70.9	78.0
Personal Development, Health and Physical Education	75.8	74.6	71.9	76.4
Physics	69.7	71.5	73.1	76.0
Society and Culture	84.8	79.3	76.4	85.3
Studies of Religion II	77.3	74.0	70.8	76.4
Visual Arts	84.9	83.3	80.0	85.3

Parent/caregiver, student, staff satisfaction

The department is committed to maintaining public confidence in the teaching profession by embedding student voice and engaging with parents and carers as key stakeholders in school planning and evaluation. Consistent with the School Excellence policy, community consultation is integrated across all phases of the School Excellence cycle, ensuring that schools and their communities work in partnership to inform, implement, and refine strategies that enhance student learning and wellbeing.

Parent/caregiver satisfaction

Parent Attitudes Toward Staff and the Schooling Journey

Feedback collected from parents across Years 8, 9, and Preliminary/HSC stages demonstrates a strong sense of satisfaction with the school's approach to supporting students. Parents consistently expressed that staff are approachable, dedicated, and well-informed about their daughters' educational needs. Mid-Year Reports were highly valued for providing clear, comprehensive information about learning progression, enabling parents to feel actively involved and aware of their daughters' academic development.

Parent-teacher interviews were singled out as a key highlight, with many parents reporting that these meetings not only recognised strengths but also gave actionable suggestions for improvement. This open dialogue helped build trust and reinforced positive relationships between families and staff. Parents appreciated the encouragement and constructive feedback given by teachers, describing them as motivating and supportive.

The majority of parents described the support their daughters received as "well" or "extremely well" provided, underscoring the school's commitment to student welfare. Parents noted the collaborative spirit among staff and the accessibility of resources, highlighting that teachers are proactive in addressing both academic and wellbeing needs. Several comments mentioned the effectiveness of extra initiatives like holiday classes and time management guidance, which were seen as valuable contributions to student success.

Parents also remarked positively on the school's capacity to cater to individual student needs, noting personalised feedback and resource availability. The school environment was described as positive, productive, and conducive to learning, with teachers regularly going above and beyond to assist students. These attitudes collectively reflect a school culture where staff are recognised for their professionalism, empathy, and commitment to excellence.

Overall, parent feedback this year illustrates strong confidence in the school's teaching staff and programs, appreciation for clear communication, and high levels of satisfaction with the quality of support provided throughout all stages of the schooling journey.

Student satisfaction

Student Satisfaction and Engagement

At Strathfield Girls High School, fostering a strong sense of belonging and student wellbeing remains at the core of our purpose. This commitment is powerfully reflected in the 2025 student survey, in which **83% of students from Years 7 to 12 participated**, providing valuable insights into their experiences.

Key positive outcomes include:

- **A remarkable 90% of students reported having a good friend at school**, underscoring the inclusive and supportive peer environment nurtured within our community.
- **92% of Year 7 and Year 8 students felt settled during their transition into high school**, highlighting effective pastoral care and orientation programs that ease the move to our school.
- **93% of all students aspire to complete Year 12**, demonstrating strong academic motivation and confidence in their educational journey.
- Among senior students (Years 11 and 12), an impressive **95% are working towards a meaningful pathway**, reflecting clarity and purpose in planning for their futures.
- A high proportion of students (90%) experience a sense of connectedness and acceptance within the school community, which positively influences engagement, attendance, and achievement.

These results affirm our ongoing efforts to provide safe, inclusive, and respectful learning environments where every student feels valued and supported by both peers and staff alike. Our wellbeing programs and supportive adult relationships continue to play a vital role in students' social, emotional, and academic success.

Staff Engagement, Professional Learning, and Commitment to Professional Growth

At Strathfield Girls High School, our staff demonstrate a deep commitment to evaluative and collaborative professional practices that foster continuous growth and improved student outcomes. Recent cross-faculty professional learning sessions have exemplified the benefits of this approach, providing valuable opportunities for staff to critically reflect on their teaching methods while sharing diverse strategies that have proven effective across different subject areas.

Through these collaborative forums, teachers engage in meaningful dialogue about data interpretation, syllabus familiarity, and student needs, enabling them to refine pedagogical approaches in response to evidence. This reflective practice encourages innovation, adaptability, and a shared sense of responsibility for student success, creating a culture where best practices are evaluated, celebrated, and embedded into everyday teaching.

Moreover, the school's supportive environment promotes ongoing career development by facilitating access to targeted professional learning tailored to individual and faculty-specific needs. Staff have appreciated the chance to learn from colleagues, exchange ideas, and consider new strategies for scaffolding, formative assessment, and classroom management, which contribute to enhanced instructional quality and greater student engagement.

The positive attitudes and active participation of staff illustrate a professional culture that values growth, collaboration, and the well-being of both educators and learners. This environment not only empowers teachers to excel in their current roles but also supports their long-term career progression within a nurturing and inclusive community.

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:

- 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.