2023 Annual Report

Strathfield Girls High School

8169

Introduction

The Annual Report for 2023 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Strathfield Girls High School is a dynamic learning community that has at its core, a strong sense of belonging, strengths-based leadership, and the pursuit of excellence in every aspect of school life. Staff, students and parent-partners work collaboratively to ensure that our students have access to rich learning and extra-curricular offerings in a caring and nurturing environment. The vibrant and positive learning culture at our school in 2023 enabled students to emerge empowered and resilient individuals, equipped with confidence, courage, and life effectiveness skills to contribute positively as citizens of the 21st century. In 2023, we maintained our whole-school focus on innovative teaching practices, wraparound wellbeing initiatives and the achievement of personal best through our core values framed around respect, responsibility and readiness. As an all-inclusive thriving learning community with strong collaborative leadership, diverse curriculum and unique opportunities, our school has continued to demonstrate excellence and our ongoing commitment to personal growth.

In 2023, we celebrated exciting new initiatives and partnerships including:

- Distinguished Achievers Assembly for Year 12
- Year 12 Retreat
- Women in Careers Breakfast
- 70 Year Anniversary Celebration
- Lake Mungo immersion Program for Executive staff and students
- Honour Roll Breakfast, our first Year 10 cohort to be accelerated into Year 11 next year for one subject
- Year 10 Careers Conference
- A partnership with UTS promoting iSTEMM
- Service-learning program overseas in Fiji
- Liaising with Royal Prince Alfred Hospital in support of women as surgeons initiative
- Year 12 Graduation with our own customised gowns
- Co-hosting with Homebush Boys the Secretary Mr Murat Dizdar with all the Executive Directors in launching the new NSW Plan for Public Education
- Intergenerational Morning Tea bringing community into our school gates to connect with our extraordinary students
- Launch of RAISE Program for interested Year 8 students
- Volunteerism and partnerships with Chalmers Road School, St Merkorious Charity, Strathfield Community Garden, and Strathfield Council
- Hippo Numeracy Project with our primary partners
- SRC launching our recycling program with the support of our P&C
- The formation of our Aboriginal Committee with our very first Smoke Ceremony
- Two-day conference for all staff at the Q-Station to co-design rich and authentic assessment tasks
- Launch of SLIF Program - leadership development and mentorship for staff.

Service learning in Fiji

Muliticultural Day 2023

Celebrating 70 years of excellence in Public
Education.

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 SGHS 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 (SGHS), was established as a single sex comprehensive girls high school in 1953 and designated a languages high school in 1990. Fifty-six different cultural groups are represented in the school community, and cultural diversity is valued and celebrated.

The school has approximately 1100 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
- Higher School Certificate.

All staff collaborate across faculties to share curriculum knowledge, 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 that will be used in the school reflecting current evidenced-informed research. Teachers will 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 Improvement Plan.

Staff and students are encouraged to 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 values prepares responsible and caring young women who make a significant contribution to our society.

Indigenous perspectives - Lake Mungo experience for Year 9 and Year 10 students.

Working with the community in Momi Bay, Fiji.

Smoke Ceremony for NAIDOC Week.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2023 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 Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

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

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Per capita
Integration funding support
Low level adjustment for disability

Summary of progress

Explicit literacy programs targeting Year 7, Year 8 and Year 9 students have had a positive impact on student growth as evidenced in work samples reflecting mastery. Student work samples also demonstrate an improvement in student achievement. SIP evidence reflects that the targeting of students requiring additional literacy support pre and post explicit intervention is marking a significant improvement for each of the students.

A whole-school focus on data tracking of student attendance and academic performance with early intervention strategies implemented, has impacted on sustaining and enhancing the excellent learning culture at our school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The attendance rate for the school is increased from x% in 2023 to y% by 2027.	There has been an uplift of 3% 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. The school attendance monitoring processes are highly effective and proactive in implementing strategies to support students and their families, to encourage regular attendance.
The proportion of students' HSC results in the top two achievement bands is increased from 55.03% in 2023 to 50% in 2027.	There has been an uplift of 2.6% in the number of students achieving in the top 2 bands of their HSC. This data includes achievement in the extension courses. HSC monitoring processes, including teacher-student conferencing around data, implementing improvement strategies based on explicit feedback and out-of-class additional workshops, have been highly effective in enhancing student attainment. Internal data demonstrates that students have shown growth from Year 9 NAPLAN to the HSC. External data is no longer available in this domain.
An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.	There has not been a significant increase in this data set although there has been an overall improvement in numeracy skill development. Numeracy skill development remains a priority in the Years 7 to 9 curriculum.

Using Year 9 Check in data, there is an increase, from 2021 to 2023, answered correctly in the area of Comprehension in Reading.	There has not been a significant increase in this data set, however, there is evidence of improvement in reading skills. Skill development in reading comprehension remains a priority in the Years 7 to 9 curriculum.

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, to embed quality 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 Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Teaching Practice
- Curriculum and Assessment

Resources allocated to this strategic direction

Professional learning
English language proficiency
Beginning teacher support

Summary of progress

There was a renewed focus on explicit teaching practice aligning pedagogy, learning intentions and assessment strategies. The whole-school conference and ongoing professional learning sessions focused on introducing formative checkpoints and maintaining explicit success criteria to facilitate ongoing improvement in student performance.. Instructional rounds provided evidence of explicit teaching practice in line with the school-wide goal and vision. Student work samples and performance data demonstrate the success of this strategy, and ongoing commitment to improving student learning growth and outcomes. Faculty collaboration and cross-faculty sharing of practice showcased the efficacy of teachers and growth of students in this focus area. Explicit teaching practice and assessment renovation will continue to be the focus in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Instructional Rounds and peer observations reflect effective classroom practice with a focus on explicit instructions and lesson intentions and success criteria embedded in the teaching and learning sequence across all stages.	Two successful instructional rounds revealed explicit instruction which centred around clear learning intentions and success criteria. This was evident in classrooms across the school. The team found very effective classroom practice across the stages, demonstrating that the strategies emphasised and reinforced during professional learning were being successfully implemented by teachers. Findings and next steps were presented at staff meetings and this valuable feedback to staff motivates the continuation of effective classroom practice.
Renovated assessment tasks across all stages reflect enhanced academic rigour, formative checkpoints and effective feedback mechanisms.	In 2023, after professional learning at a whole-school conference, there was a school-wide focus on assessment renovation with the introduction of formative checkpoints aligned to success criteria and explicit feedback to facilitate ongoing improvement in student performance. Faculties worked collaboratively to review, evaluate and refine their assessment tasks. Cross-faculty workshops enabled staff to share practice and offer peer feedback which further enhanced the renovation process and informed future directions in the design of assessment tasks. Backward mapping of skill development across the stages will be embedded in assessment practices across the school and should be evidenced by student improvement in the HSC in 2024.

Strategic Direction 3: Expertise and Innovation

Purpose

Focus on engagement through innovative classroom practice, staff will personalise education and foster intrinsic motivation for all students to develop critical thinking and resilience 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 Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

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

Resources allocated to this strategic direction

Professional learning
Low level adjustment for disability
Aboriginal background
Student Support Officer
Socio-economic background
Per capita

Summary of progress

The launch of the SGHS SLIF (School Leadership Identification Framework) initiative attracted significant interest and encouraged leadership aspiration across the school. The initiative engaged staff in ongoing mentorship through reflective processes, provided career development professional learning workshops, facilitated access to Middle Leader support resources, and provided opportunities for staff to reflect and refine practice through effective mentorship.

In 2023, student voice continued to be an integral aspect of the school with feedback solicited by all faculties during the assessment design process, units of work completion, as well as the thorough analysis of the Tell Them From Me survey results. Student feedback was discussed and incorporated into faculty and whole-school planning. In 2023, students were afforded the opportunity to initiate, evaluate and provide feedback on initiatives, events and school directions. There was an increase in volunteerism activities and leadership opportunities for students. The uptake was significant and student feedback from the various experiences was extremely positive.

Community engagement was enhanced and enriched in 2023, with the addition of a Numeracy network initiative, Strathfield Council initiatives, new partnerships with external stakeholders and organisations, as well as the introduction of the Connection to Country Alliance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in the number of staff participating in formal mentoring and leadership development programs.	Interested staff with varying levels of experience and expertise participated in the SGHS SLIF initiative gaining access to high quality professional learning and involvement in a mentorship program. A timeline of workshops and mentor sessions provided opportunities for reflection about practice, discussion and evaluation of values, moral purpose and clear pathways for career development.
An increase in the number of students participating in both whole school and external volunteering and leadership	Volunteerism opportunities and leadership programs including the school breakfast club, recycling initiative, preparing and packaging food parcels at a local charity organisation, working with community projects and events

programs.	with the local council as well as leadership development programs, allowed a significant number of students to become involved in local and global initiatives. Students participated in charity drives such as the Red Shield Doorknock Appeal, ZONTA initiatives and Legacy Day appeals. Volunteering and whole-school opportunities were advertised through assemblies, daily notices and the school newsletter and the student response was tremendous with over 70% of students participating in at least one of the opportunities on offer.
All school practices reflect that student evaluations and feedback are valued and recognised in planning for faculty and school future directions.	Harnessing student voice and leadership development were focus areas in 2023. All student evaluation and feedback data, including the Tell Then From Me results, were thoroughly analysed, discussed and incorporated into faculty and whole-school planning. Students were afforded the opportunity to initiate, evaluate and provide feedback on events and school directions.
An increase in school initiatives indicate community engagement and staff and student connection with external stakeholders including the Connection to Country partnership.	The school community engaged positively with various external networks and organisations to foster and increase an awareness of both local and global matters. Successful initiatives included leading a Numeracy project with three feeder primary schools and Homebush Boys High School. The learning was rich and students enjoyed the practical project-based learning experiences. Stage 4 students also engaged with enriching iSTEM projects through UTS and Sydney university partnerships. Students interested in pursuing careers in medicine and engineering also partnered with RPAH and Engineering Australia. Executive staff and students undertook visits to Lake Mungo through the Connection to Country partnership. The school hosted various school and community network events which strengthened relationships within the local network including local schools, Strathfield Council, Rotary, Infuse service-learning, and St. Merkorious Charity. The evaluation and feedback from the school and wider community has been extremely positive and engagement with the community will remain a focus for the school in 2024.

Funding sources	Impact achieved this year
Refugee Student Support	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • intensive English language and learning support to increase educational outcomes for students • release time to engage staff in targeted professional learning **The allocation of this funding has resulted in the following impact:** Intensive support for newly arrived refugees. **After evaluation, the next steps to support our students will be:** Continue to monitor and provide ongoing pedagogical and wellbeing support.
New Arrivals Program	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Strathfield Girls High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Ongoing support and nurtured sense of belonging for students entering as New Arrivals. **After evaluation, the next steps to support our students will be:** Continued provision of specialist language support and wellbeing programs to enhance that sense of belonging.
Integration funding support $32,405.00	Integration funding support (IFS) allocations support eligible students at Strathfield Girls High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Skills and Use **Overview of activities partially or fully funded with this targeted funding include:** • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** The number of students accessing the library Homework Help initiative has increased thus allowing more access to tuition and support for all students. Professional development of staff in backward mapping of skills and

| Integration funding support

$32,405.00 | assessment renovation to cater for a diverse range of learners, has strengthened the ability of teachers to analyse their class data and address specific teaching and learning needs.

After evaluation, the next steps to support our students will be:
The continuation of the library Homework Help initiative to support all students and the consolidation and enhancement of school-wide practices of analysing and responding to performance data to ensure student growth and development. |
|---|---|
| Socio-economic background

$68,145.14 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Reading and Numeracy Strategy
 • Data Skills and Use
 • Student Leadership

Overview of activities partially or fully funded with this equity loading include:
 • resourcing to increase equitability of resources and services
 • employment of additional staff to support literacy program implementation.
 • providing students without economic support for educational materials, uniform, equipment and other items
 • professional development of staff through Instructional Rounds to support student learning

The allocation of this funding has resulted in the following impact:
Enhanced student growth and attainment are evident in work samples annotated in SIP evidence sets. There has also been improved check-in data in both Literacy Reading and Numeracy demonstrate an improvement from Term 2 to Term 4. Explicit teacher practice is evident in the analysis of observations through the Instructional Rounds initiative and student equity has been addressed through financial support and the opportunities available for all students.

After evaluation, the next steps to support our students will be:
The focus on explicit teaching practice characterised by clear learning intentions and success criteria as well as formative checkpoints within assessments, will continue in 2024. In addition to the pedagogical focus, teachers will continue to track student performance data with an emphasis on literacy and numeracy skill development. |
| Aboriginal background

$3,722.35 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Student Leadership
 • Community Partnerships

Overview of activities partially or fully funded with this equity loading include:
 • employment of additional staff to deliver personalised support for Aboriginal students
 • employment of specialist additional staff (SLSO) to support Aboriginal students
 • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their |

Aboriginal background $3,722.35	families with the personalised learning pathway (PLP) process • introduction of the Connection to Country initiative, where students and staff visited Lake Mungo. • engaging an Aboriginal Education Officer (AEO) to facilitate the creation of a school specific acknowledgement of country with students of Aboriginal background. **The allocation of this funding has resulted in the following impact:** Through the PLP process and individualised SLSO support, our Aboriginal students have been supported in their literacy and numeracy skill development across the curriculum. In addition to this, the school-specific acknowledgement of country has been a powerful experience for the whole school community and has enhanced relationships and a sense of belonging in all students. The Lake Mungo visits by staff and students, together with staff professional learning and student presentations at assembly, have allowed a renewed understanding of Aboriginal perspectives in the school. **After evaluation, the next steps to support our students will be:** Enhanced individual student performance supported through individual tuition and intensive support of an SLSO and further engagement of whole-school through the Connection to Country initiatives.
English language proficiency $655,120.48	English language proficiency equity loading provides support for students at all four phases of English language learning at Strathfield Girls High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading and Numeracy Strategy • Effective Teaching Practice • Curriculum and Assessment **Overview of activities partially or fully funded with this equity loading include:** • the implementation of fortnightly literacy lessons in Stage 4 and Year 9 • purchase of online student software/platforms and teacher resources to support the explicit teaching of literacy reading and writing. • professional learning and training of the Instructional Rounds team. • whole-school conference with the focus on explicit teaching and assessment renovation. engagement of an external Curriculum Consultant to present professional learning and mentor staff in the implementation of pedagogical practices and curriculum refinement. **The allocation of this funding has resulted in the following impact:** There has been a school-wide focus on the development of literacy, reading and writing skills in students across the stages. In addition, there has been the refinement of assessment practices aligned to explicit teaching, clear learning intentions and success criteria with embedded formative checkpoints. The Instructional Rounds Team has feedback findings at staff meetings and teachers are motivated to trial suggested pedagogy and refine their practice. **After evaluation, the next steps to support our students will be:** The literacy focus and assessment renovation will continue to be a focus in 2024, with an enhanced strategy to build on gains in 2023. The whole-school conference will be organised to maintain and sustain focus on the school vision and goals around high challenge-high support curriculum for enhanced learning outcomes for all learners.
Low level adjustment for disability $156,484.33	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Low level adjustment for disability $156,484.33	**including:** • Attendance • Staff Leadership • Student Leadership • Community Partnerships **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students through the employment of School Learning and Support Officers. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in the following impact:** All students were provided support in an equitable learning environment and this resulted in greater participation rates both in class and during leadership opportunities. **After evaluation, the next steps to support our students will be:** The school will continue to make adjustments to accommodate and support students with diverse learning needs.
Professional learning $89,863.83	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Strathfield Girls High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Teaching Practice • Curriculum and Assessment • Staff Leadership **Overview of activities partially or fully funded with this initiative funding include:** • Two-day conference at the Q-Station with a focus on assessment renovation. • Instructional Rounds • A rich and continuous PL program including Brian Miller as Keynote and literacy consultant. **The allocation of this funding has resulted in the following impact:** There has been significant professional learning and further expertise aquired in explicit teaching with a focus on lesson intentions and success criteria. Formative checkpoints have been embeeded in all tasks with staff effectively sequencing the teaching and learning programs to enable high challenge-high support curriculum delivery for enhanced student learning. **After evaluation, the next steps to support our students will be:** We will continue with the assessment renovation focus and 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 in curriculum implementation in alignment with individualised data analysis will assist in driving improved student outcomes for all learners.
Beginning teacher support $112,978.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Strathfield Girls High School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Teaching Practice • Curriculum and Assessment

Beginning teacher support $112,978.00	• Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • ongoing feedback and support that is embedded in the collaborative practices of the school • reduced responsibilities or teaching loads sufficient to support the development of their skills • mentoring structures and collaborative practices within the school or across a cluster of schools • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. **The allocation of this funding has resulted in the following impact:** Enhanced teacher confidence and competence in the delivery of high challenge - high supprt curriculum with the demonstrated capacity to embed quality lesson intentions and success criteria into the teaching and learning cycle for all students. **After evaluation, the next steps to support our students will be:** Ongoing mentorship of our Beginning Teachers and the continued whole-shool focus on assessment renovation and high challenge - high support curriculum to ensure continuous teacher professional growth.
Literacy and numeracy	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Strathfield Girls High School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction **The allocation of this funding has resulted in the following impact:** Greater teacher expertise in the delivery of literacy and numeracy pedagogy. Enhanced learning outcomes as reflected in our check-in data for Year 7, Year 8 and Year 9 in specific domains. **After evaluation, the next steps to support our students will be:** Embedding of PEEL PACK literacy strategy across all stages and formative checkpoints embedded in all assessments with an explicit focus on writing development.
COVID ILSP $76,330.95	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.

COVID ILSP $76,330.95	**The allocation of this funding has resulted in the following impact:** Students with the need for the development of literacy, reading and writing skills, received additional intensive, small group tuition which increased their confidence and levels of literacy, as demonstrated by student work samples and data tracking. **After evaluation, the next steps to support our students will be:** Funding will continue to be used to support student literacy and numeracy skill development.
Per capita $269,889.68	These funds have been used to support improved outcomes and the achievements of staff and students at Strathfield Girls High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading and Numeracy Strategy • Community Partnerships • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • resourcing to increase equitability of resources and services. • refurbishment of design studio. • engagement of an external provider to facilitate study skills programs for students across the stages. • allocation of funds for student financial assistance to ensure equity for all students. **The allocation of this funding has resulted in the following impact:** The purchase of equipment and software has allowed students to engage in their learning and use current and modern tools to enhance their learning. Successful study skills programs and parent seminars have increased confidence in methods of study and student organisational skills. Feedback from students and parents has been positive. **After evaluation, the next steps to support our students will be:** The analysis of the need for the upgrade of equipment and other resources to ensure that students are supported in their learning. In addition to this, there will be the strengthening of programs already implemented and the introduction of initiatives to further enhance learning.
Student Support Officer $99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Strathfield Girls High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Leadership **Overview of activities partially or fully funded with this Staffing - Other include:** • 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. **The allocation of this funding has resulted in the following impact:** The Student Support Officer was effective in the role of supporting individual and whole-school wellbeing. **After evaluation, the next steps to support our students will be:** The continuation and appointment of a new Student Support Officer will assist in the further delivery of the Wellbeing Initiatives intoduced in 2023.

STEMM Creativity.

Hospitality joy!

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	0	0	0	0
Girls	1068	1080	1037	1032

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
7	94.4	97.0	92.2	94.1
8	94.5	95.5	91.8	91.8
9	94.1	95.1	91.1	93.0
10	91.8	94.3	90.5	92.5
11	91.9	93.2	89.4	92.2
12	94.1	94.1	90.2	90.6
All Years	93.4	94.9	90.9	92.4
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

previous years.

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

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

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	1	1
TAFE entry	1	1	1
University Entry	0	0	84
Other	0	1	7
Unknown	0	0	7

Year 12 students undertaking vocational or trade training

19.25% of Year 12 students at Strathfield Girls High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

98.7% of all Year 12 students at Strathfield Girls High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	49.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher EAL/D	4.8
School Counsellor	1
School Administration and Support Staff	13.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Professional learning and teacher accreditation 2023

All teachers, leaders and non-school-based teaching staff participated in professional learning to fulfill their requirements when gaining or maintaining accreditation at the relevant career stage. Highly effective professional learning, aligned to system, school and individual priorities, supported the achievement of the School's Strategic Directions and vision. Professional learning including for SASS and other non-teaching staff, and professional learning for teachers and school leaders (including mandatory training), is underpinned by four principles for building an individual's capability. These are:

Professional learning is driven by the needs of our staff and students. Professional learning is directly relevant to the daily work requirements of staff and enables them to develop capabilities and skills to facilitate effective processes and systems in schools.

Leadership teams enable professional learning. The Principal and leaders provide a shared vision for all staff to develop and/or enhance existing capabilities that can have a significant impact on a team and/or school.

Staff are supported to apply professional learning in practice. The Principal and leaders provide support to help staff apply professional learning directly to work tasks to address the challenges faced in the everyday functions of the role.

The outcomes of professional learning are evaluated. Staff evaluate how professional learning has contributed to their individual growth and the impact on their work, including their overall capability to contribute to their team or school.

The School Development Days, Induction Programs, Staff Meetings and Twilight Sessions focused on various Professional Development opportunities such as HSC Monitoring, HSC Analysis, HSC Strategy, Introducing Assessment Renovation with a focus on Intellectual Quality and exploring the impact of ChatGPT was a focus this year. Cross-Faculty Sharing on renovated tasks and discussions on checkpoints and how these are embedded in the teaching and learning sequence/task design enabled opportunities for colleagues to focus on collaboratively on improved student learning and outcomes.

"The Intellectual Quality and Success Criteria in Assessment Practices" workshop presented by Brian Miller at our school conference explored the effective design of Learning Intentions and Success criteria so that they are directly aligned to syllabus outcomes. This workshop aligned with our whole school goal, "To build capacity/understanding to develop and embed success criteria that align with effective assessment design". Brian Miller also worked with individual faculty teams providing explicit feedback and mentorship to support evaluative thinking. "The Act of Leadership" workshop presented by Dan Haesler encouraged participants to explore how their leadership impacts their staff and students. The focus areas included- What is the most important element of a high performing team? and What role do individuals (and specifically leaders) play in developing this element by being mindful and deliberate in how they 'show up'?

Focus on working collaboratively in Faculty Teams to explore the effective design of Learning Intentions and Success criteria so that they are directly aligned to syllabus outcomes for one Stage. Faculty teams selected one unit of work. What do the lesson intentions and success criteria in this unit of work look like? How are they embedded in the teaching and learning program? How are these embedded also in the assessment task checkpoints? For faculties implementing the new curriculum in 2024, this may be a comparison session exploring what is different in the new syllabus.

Regular Professional Learning Sessions were scheduled throughout the year to support teachers to implement, evaluate and share What Works Best principles of evidenced-informed practices in relation to Explicit Teaching.

Teachers were assigned to cross-faculty leadership teams that engaged in collaborative discussion and implementation of educational practice, to improve not only their practice but also student learning outcomes.

The Explicit Teaching Rounds Team was established to focus on school-wide rather than individual improvement on developing common understandings of effective teaching and learning as it is outlined in our Strategic Improvement Plan (SIP). Our aim was to observe the practice of explicit teaching within KLAs and allow teachers to reflect in collegial discussion on their explicit teaching strategies to enable learner success. It focused on the Department of education What Works Best - Explicit Teaching definition where the teacher decides the Learning Intentions and Success Criteria, Intentions are made clear to the students, the teachers evaluate student understanding and retelling students what they have been told and closure. Structured professional learning on Explicit Teaching Practices and the Instructional Rounds process continued to develop a culture of professional learning which is focused on a shared understanding of purpose and process and alignment with school-wide improvement focus.

SGHS School Leadership Identification Framework (SLIF) incorporates the School Leadership Identification Framework (SLIF), developed by the School Leadership Institute (SLI) and made available to NSW publish schools in 2022, to help identify and develop future school leaders. As part of the school strategic direction, the school initiative aims at promoting and cultivating a growth culture with leadership development to ensure that aspiring staff can build leadership capacity, and the leadership density is strengthened with the identification and development of future school leaders. Using the SGHS SLIF, future school leaders worked alongside their supervisor to develop a leadership behaviour profile and select a suitable mentor. Individualised leadership goals, which can align with performance development plans (PDPs), were then determined. These goals and targeted strategies formed the basis of the leadership development plan, supported by leadership observations, feedback and further action. This initiative has continued to be a major focus at our school

and increased participation in both mentors and mentees has been significant this year.

Unpacking the Aboriginal Education Policy which include the Personalised Learning Pathways process undertaken in our school led by the Learning and Engagement Team and the SGHS Aboriginal and/or Torres Strait Islander Committee, as well as staff to continue to develop successful and positive relationships between Aboriginal and/or Torres Strait Islander students, families communities which are critical for student's achievement, success and engagement at school.

The Lake Mungo Connection to Country Leadership Program continued this year extending to both staff and student leadership teams visiting Lake Mungo - "Mungoats" presented their findings and ideas in planning for the co-design and implementation of the Connection to Country Leadership program for students. This ongoing authentic connection to country experience from a cross faculty leadership group encourages engaging teaching and learning programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students and cultures through collaborative relationships with community representatives and our whole school community.

Connecting with community.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	1,014,453.52
Revenue	13,869,897.61
Appropriation	12,319,337.19
Sale of Goods and Services	55,925.56
Grants and contributions	1,365,412.83
Investment income	44,610.28
Other revenue	84,611.75
Expenses	-14,510,226.48
Employee related	-11,388,130.65
Operating expenses	-3,122,095.83
Surplus / deficit for the year	-640,328.87
Closing Balance	374,124.65

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

Financial summary - Equity loadings

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

	2023 **SBAR Adjustments** ($)
Targeted Total	32,405
Equity Total	883,472
Equity - Aboriginal	3,722
Equity - Socio-economic	68,145
Equity - Language	655,120
Equity - Disability	156,484
Base Total	10,242,766
Base - Per Capita	269,890
Base - Location	0
Base - Other	9,972,877
Other Total	611,861
Grand Total	11,770,504

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.

Working with technology.

STEM magic.

School performance - NAPLAN

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

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

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.
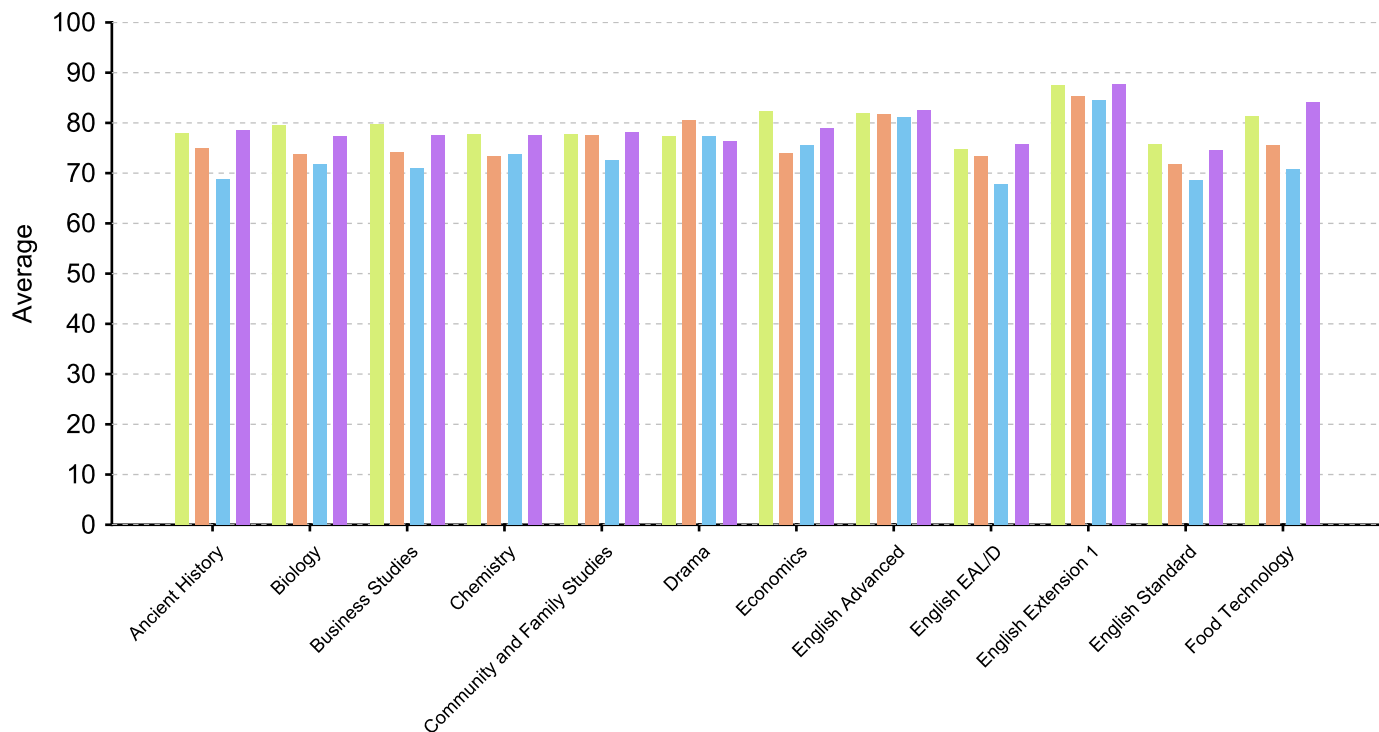
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.
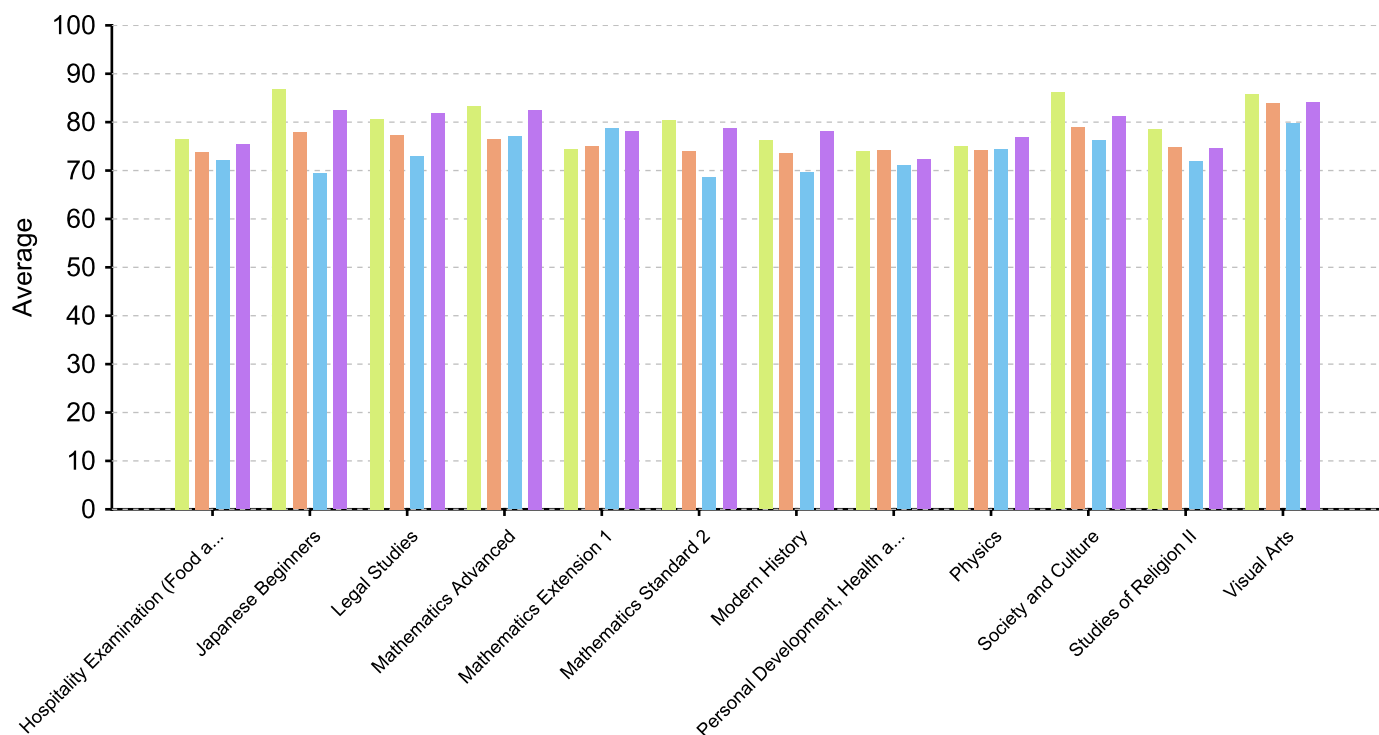
School performance - HSC

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

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

Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	77.9	74.9	68.7	78.6
Biology	79.5	73.7	71.8	77.3
Business Studies	79.7	74.2	70.9	77.6
Chemistry	77.7	73.5	73.7	77.4
Community and Family Studies	77.7	77.5	72.7	78.2
Drama	77.4	80.5	77.3	76.4
Economics	82.4	73.9	75.5	78.8
English Advanced	82.0	81.7	81.2	82.4
English EAL/D	74.7	73.4	67.8	75.8
English Extension 1	87.5	85.4	84.5	87.7
English Standard	75.8	71.8	68.5	74.6
Food Technology	81.3	75.5	70.8	84.1
Hospitality Examination (Food and Beverage)	76.5	73.9	72.1	75.4
Japanese Beginners	86.8	77.8	69.5	82.4
Legal Studies	80.7	77.4	72.9	81.9
Mathematics Advanced	83.3	76.5	77.0	82.5
Mathematics Extension 1	74.5	75.1	78.7	78.1
Mathematics Standard 2	80.4	74.0	68.7	78.7
Modern History	76.2	73.7	69.6	78.2
Personal Development, Health and Physical Education	74.1	74.2	71.0	72.3
Physics	75.1	74.2	74.4	76.9
Society and Culture	86.1	78.9	76.3	81.1
Studies of Religion II	78.5	74.9	71.9	74.6
Visual Arts	85.8	83.9	79.8	84.1

Parent/caregiver, student, teacher satisfaction

In 2023, student focus groups and exit surveys reflected general student satisfaction. Students expressed gratitude for teacher care and appreciated the genuine commitment of staff to student success. Teacher/student relationships were reported as positive and supportive. Cultivating student voice was a focus area for further development. Detailed feedback from students is reflected below through the Tell Them From Me student survey data.

Staff evaluation and feedback was collected after each of the professional learning sessions including the whole-school two-day conference, Twilight Sessions, Staff Development Days and professional learning activities. Staff appreciated the positive outlook and acknowledgement of teacher efforts. Presentations were evidence-informed with space for teachers to develop expertise in their practice. Teachers reported that professional learning was productive and tasks were distributed effectively. Staff valued the opportunity to work across faculties and engage in rich dialogue enhancing collective efficacy.

Parent survey data collected after each of the four parent-teacher interview evenings reflected a strong sense of satisfaction and gratitude. Parents commented on the extensive support from staff, positive learning culture, high expectations and nurturing school environment. These sentiments were also expressed at P&C meetings. Tell Them From Me parent survey data is captured below.
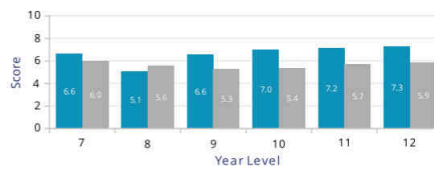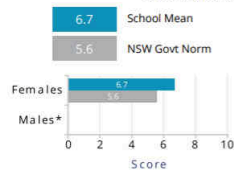
Parent Survey

Parents Feel Welcome	Parents Are Informed	Parents support learning at home	School Supports Learning
2023 November 7.1	2023 November 6.4	2023 November 6.5	2023 November 6.8
NSW Govt Norm N/A	NSW Govt Norm N/A	NSW Govt Norm N/A	NSW Govt Norm N/A
Only 1 data point available.	Only 1 data point available.	Only 1 data point available.	Only 1 data point available.

School supports positive behaviour	Safety at school	Inclusive school
0.1 ▲	0.2 ▲	0.4 ▲
2023 November 7.1	2023 November 7.4	2023 November 6.4
2022 November 7.0	2022 November 7.2	2022 November 6.0
NSW Govt Norm N/A	NSW Govt Norm N/A	NSW Govt Norm N/A

Parent feedback reflects an upward trend in terms of inclusive education, safety at school and a positive learning culture.
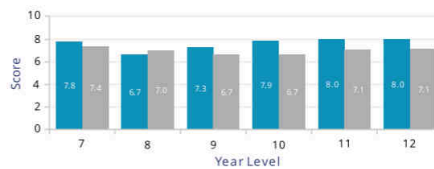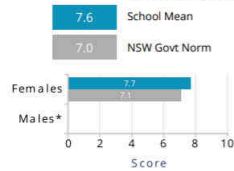
Student Outcomes and School Climate
TTFM Secondary Shortened Linked 2023
Strathfield Girls High School

DRIVERS of Student Outcomes

Positive learning climate
Students understand there are clear rules and expectations for classroom behaviour.

6.7	School Mean	
5.6	NSW Govt Norm	

Females 6.7 / 5.6
Males*

Year Level	School	Norm
7	6.6	6.0
8	5.1	5.6
9	6.6	5.3
10	7.0	5.4
11	7.2	5.7
12	7.3	5.9

* data suppressed due to too few responses

Expectations for success
School staff emphasise academic skills and hold high expectations for all students to succeed.

7.6	School Mean	
7.0	NSW Govt Norm	

Females 7.7 / 7.1
Males*

Year Level	School	Norm
7	7.8	7.4
8	6.7	7.0
9	7.3	6.7
10	7.9	6.7
11	8.0	7.1
12	8.0	7.1

* data suppressed due to too few responses

Students planning to finish Year 12
Students plan to finish high school.

92%	School Mean	
85%	NSW Govt Norm	

Females 92 / 89
Males*

Year Level	School	Norm
7	93	85
8	78	83
9	88	82
10	97	81
11	94	86
12	96	92
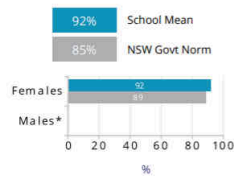
* data suppressed due to too few responses

Tell Then From Me student responses reflect a sense of optimism and certainty for the future due to the positive learning culture and expectations for success.
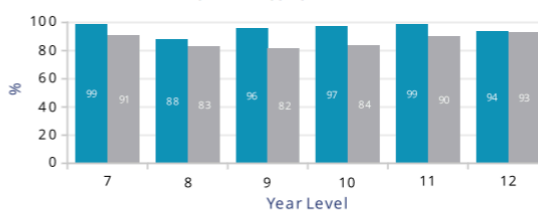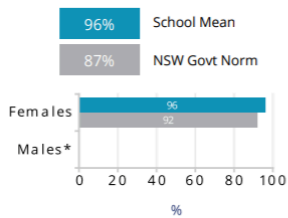
* data suppressed due to too few responses

Students with positive behaviour at school
Students that do not get in trouble at school for disruptive or inappropriate behaviour.

96%	School Mean	
87%	NSW Govt Norm	

Females 96 / 92
Males*

Year Level	School	Norm
7	99	91
8	88	83
9	96	82
10	97	84
11	99	90
12	94	93

* data suppressed due to too few responses

Students have confidence that the learning environment supports enhanced learning outcomes for all students due to high expectations and positive behaviour.

Our vocal ensemble performing and inspiring community at various school and external functions.

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.

Celebrating a successful year of staff and student growth in 2023.