

Blacktown Girls High School

Annual Report



2016



**BLACKTOWN
GIRLS
HIGH SCHOOL**
*A Partially Selective
Girls High School*

8224

Introduction

The Annual Report for **2016** is provided to the community of **Blacktown Girls High School** as an account of the school's operations and achievements throughout the year.

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

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Message from the Principal

Another successful year has been experienced at Blacktown Girls High School with many highlights and achievements. It has been an extremely busy year that has allowed us to continue to deliver an inclusive education for all students including our selective stream and the local comprehensive strands by focusing on quality teaching and learning. We embrace and celebrate our cultural diversity and have provided many proactive programs promoting a culture of care, respect and tolerance, allowing students to feel safe, happy and committed to achieving their best.

We have continued to focus on empowering students to successfully engage in 21st century employment and life including the development of relevant skills in literacy, numeracy and ICT. This has seen the continuation of our strong push and drive in Reading to Learn Literacy and Numeracy and our moves into using cloud based technology and platforms. Last year ACARA announced that our school had achieved outstanding growth in the area of NAPLAN literacy. This year in NAPLAN it was the numeracy results that were really outstanding. Throughout the year the school committed to the purchase of a supply of laptops and charging stations for each faculty. It is however important to note that while we have these as a backup supply each student is expected to have their own device and to bring that device to school each day for use in lessons.

Developing young women who are independent, self-directed and inherently motivated learners has remained a major goal and direction for us throughout the year and has seen many staff engaging in researching current education strategies and pedagogies suitable for the 21st century learners. Work has been done in this area around the use of Problem Based Learning (PBL).

Our third major direction has been to empower staff to promote a culture of high expectations in an environment of professionalism, collegiality and support. Staff professional development and training has been focused on this goal. We have also seen the successful introduction of teaching rounds and the development of a much more robust program around teacher improvement and review.

Some of the highlights of the year included:

1. The first inter school visits between Blacktown Girls and our sister school Liocheng Middle School No 2 in China. The program saw 23 of our students visit China and 25 students from Liocheng visit Blacktown. Thanks to Ms Brown for organising these visits.
2. Our connection with the BEACON Foundation, an organisation assisting schools to forge partnerships with the local business community has kept us busy all year culminating in the Charter Signing for year ten students and their celebration dinner where year 10 students pledged to continue with education until gainful employment is found. This was counter-signed by our business partners pledging their support to ensure that this happens.
3. I would like to draw attention to our involvement in so many extra curricula activities including, to name only a few; the Macquarie University Robotics Program, Our Refugee Action Programs, The Refugee Transition Programs, Macquarie Mentoring, AIME, Vocational Education & Training programs. The list goes on and on as does the support from our amazing staff who run these programs, many on a voluntary basis and in many cases giving up their own time.
4. The CAPA faculty has continued to organize many extra-curricular events. They have mounted an incredible

- display of all students' art works. This year two high quality showcase events were conducted featuring the work of the Music and Dance students Tribal Drum group have continued performing in many places outside of the school.
5. Every second year as a school community we celebrate Carnivale and acknowledge our cultural diversity and heritage. In 2016 this was a very successful event bringing together staff, students and parents.
 6. A significant milestone has been reached at BGHS now in that every block now contains some air conditioning. This year we added significantly to the stock and hopefully will be achieving a much more comfortable learning environment for all students and staff. This program will continue as we continue to build our funds to allow it to happen.
 7. In November, three of our teachers were recognised by the Australian College of Educators and presented with awards for Excellence in Teaching: Ms Jennifer Papallo from the Science Faculty, Mr Keith Papa from English and Ms Aurora Hite from the HSIE Faculty.

To the teaching and administrative staff and especially the school executive team, I would like to offer my sincere thanks for your dedication throughout 2016 especially as I have been away from the school for a significant amount of time working with our neighbouring schools for their implementation of the Learning Management and Business Reform programs. To the Deputy Principals, Mr Lumb and Mr Sandoval, I sincerely thank them for their work throughout the year and the passion that they both show for improving the skills of our trade i.e. the skills of motivating and leading learning.

Peter Flowers

Principal

Message from the school community

The P&C Association has experienced a very successful year highlighted by the donation of \$5,000 to the school enabling all students in Years 7 to 12 to have access to the very successful and useful *Mathletics* Program.

The Executive of the P&C for this year has seen Ms April Brookes as President, Ms Karen Edwards as Vice President, the secretary was Ms Asha Richards while Mr Aylmer Rebello was Treasurer and Mr Sahana Jeffrey was Publicity Officer. The executive and members organised two Bunnings BBQs and were present at a number of school functions barbecuing and selling drinks etc.

Unfortunately two of our very long standing and extremely dedicated members will be leaving our ranks this year as their children graduate from school. Ms Asha Richards leaves after 6 years and Ms Karen Edmunds after 17 years of service retires as her fourth daughter graduates from the school. We sincerely thank both ladies and wish them well.

The Association will continue to meet in the school library on the fourth Wednesday of each month and looks forward to welcoming new members.

Ms April Grace

President

School background

School vision statement

We will deliver an inclusive education for both academically selective and local comprehensive students by focusing on quality teaching in preparing students for life and employment in the 21st Century.

Opportunities for individualised learning and achievement embodying current research are provided.

We embrace our cultural diversity and provide proactive programs promoting a culture of care, respect and tolerance.

School context

School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 710. The school presents a vibrant culture of achievement, opportunity and success with the staff also delivering outstanding enrichment programs including Future Problem Solving, Robotics, Creative Arts and Sport.

All pathways to university, TAFE and work are studied and promoted. The HSC program includes vocational education and, work placements and traineeships leading to industry accreditation and certification.

The School has 4% Aboriginal or Torres Strait Islander students and 70% of students from a language background other than English, a significant number of whom are refugees. We embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and anti-bullying which together with a caring staff, allows students to feel safe, happy and committed to achieving their best. Equity programs to support Refugee students and students from a language background other than English and Indigenous students are also delivered by staff and outside agencies.

In NAPLAN results, the school is now performing equal to or slightly better than “schools serving students from a statistically similar background”. In the HSC the school is seen as adding a large level of value to students performing in the middle and high band groupings.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

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

Learning Environment:

In summary, the school seems to be mostly operating at the ‘delivering’ level; however there is evidence of existing plans to move forward. An example of this is the current teaching rounds being undertaken at the school with the executive confident that they are already moving the school towards ‘sustaining and developing’.

It is noted that ‘assessment and reporting’ appears to be a strength of the school, with many quantifiable examples of the strong school practices, indicating the school places a high value on inclusive, timely and accurate assessment that enhances student and community knowledge and understanding.

Teaching Elements:

The school seems to be operating between 'delivering' and 'sustaining and growing'. Whilst it is acknowledged that data is analysed and teachers are aware of the importance of using empirical data and assessment to inform practice, the recommendation is that there needs to be more professional development on feedback as well as the promotion of the regular use of data to support teaching and learning.

A noted strength of the school is the leadership team's approach to supporting staff to have active voices and to take ownership of the school's direction. This was most evident in the development and success of whole school teams and the professional development that is been driven from these teams.

Leading Elements:

The school is operating between 'sustaining and growing' and 'excelling'. Noted examples of success in leading are the school's R2L focus, the 'Go for It' process and 'BEACON' which have all shown deep engagement and positive benefits for all members of the school's community.

An area of focus for the future appears to be the refinement of policies and processes to support the ongoing work of the school. It is also noted that school needs to refine its online communication platforms and presence; in particular the school website needs updating and refinement.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

BGHS will empower students to successfully engage in 21st century employment and life including the development of relevant skills in literacy, numeracy and ICT.

Purpose

BGHS believes it is necessary to empower students to ensure they understand that success is attainable. By moving in this direction our students will be given the best possible chance to participate in their contemporary society through increased opportunities and choices available to them as individuals. This will allow their education to be contextualised to their changing world and they will be prepared with the skills that will be required in future occupational and life situations.

Overall summary of progress

NAPLAN used to create Teaching and Learning sequences.

Stage 4 & 6 T&L PD in ICT, numeracy and literacy

R2L Teaching Rounds all KLAs

Stage 4 report comments reflect Literacy Continuum

R2L PD stage 4 & 6 assessment focus

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>1. Student Data obtained from markers on the numeracy continuum below age cohort to reduce.</p> <p>2. Reduction in N awards and N award warnings in HSC and Preliminary years.</p> <p>3. HSC RAP Data to show growth in value added statistics</p> <p>4. Continued collection of work samples and assessment data across all stages and courses for ongoing long term analysis of development in literacy skills in line with course performance descriptors</p>	<p>Staff confident in using Critical Aspects as basis of report comments.</p> <p>Literacy Continuum markers evident in T&L programs and lesson delivery.</p> <p>Teaching Rounds successfully utilised for consistency in R2L delivery.</p> <p>Annual reports for stage 4 incorporate literacy based comments.</p> <p>Numeracy Framework faculty based PD and lesson sharing within faculty and specific KLAs.</p>	<p>Socio-economic background (\$100000.00)</p> <p>= ICT staff – \$60000 (funding – Faculty laptops)</p> <p>= TSO & HT T&L – \$40000</p> <p>ILNNP \$40000</p> <p>BEACON \$10,000</p>
<p>5. The number of students in Stage 4(Cluster 13 Lit continuum) & Stage 5 (Cluster 14 Lit continuum) below expectation will be reduced by 5%.</p> <p>6. The percentage of Year 9 students at or below minimum standards in 2014 NAPLAN Literacy & Numeracy will be reduced by 5% compared to their corresponding Year 7 results.</p> <p>7. In Year 8 ESSA Results each</p>	<p>Some KLAs worked with individual Math teachers to develop understanding of numeracy delivery.</p> <p>Whole staff PD in understanding R2L Numeracy and Numeracy Skills focus areas.</p> <p>All KLA's developed common language around delivery of stage 4 key numeracy skills.</p> <p>All faculties equipped with a set of laptops for student use.</p> <p>Staff collaboration using Google Suite.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
year will show a 5% decrease over the previous year of students in the lower three bands.	ACU program worked in conjunction with 'Go For It' program Study skills program developed through Elevate	

Next Steps

- Feedback of R2L in Stage 6. Staff develop an awareness of explicit processes that generates higher order thinking and deep understanding in stage 6. Incorporating PD that develops skills in differentiation in Stage 6 via R2L.
- Feedback collected regarding use of 8 Ways in classrooms. This data articulated and incorporated in Literacy PD sessions for Term 2 onwards.
- Year 8 2017 student growth measured in the Reading & Comprehension using ILNNP packages. Each Stage 4 student report to include an outcome from the literacy continuum in each subject.
- Analyse 2017 NAPLAN data and compare yr 9 to yr 7 2015, focus on supporting students below Band 8 via PD sessions
- Train 4 staff through externally delivered R2L workshops, provision for more contextually relevant training and support in using R2L, especially in Stage 6 through school instructional leaders.
- Teaching rounds with newly trained R2L staff – focus on embedding consistency in practice.
- Plot Yr 7 on Literacy Continuum in Reading & Comprehension.
- Analyse 2017 NAPLAN data for Yr 7 2017 and compare to Literacy Continuum plotting that began in Semester 1.
- Successful implementation of BYOD in classrooms
- Introduction of ICT continuum
- Further PD in applying focus areas of Numeracy Skills Framework.
- Develop school wide Crossroad program
- Refine Elevate, BEACON and 'Go For It'

Strategic Direction 2

BGHS will develop young women who are independent, self-directed and inherently motivated learners.

Purpose

BGHS will promote the selfworth and resilience needed to empower young women to thrive in the face of future challenges. This will enable students to graduate as productive and valuable citizens who will be able to confidently navigate the wider community in their future life. Rapid changes in society rely on the development of these skills for success and emotional wellbeing.

Overall summary of progress

Cloud based technology embedded in teaching and learning strategies

BGHS staff proficient with 21st century learning and PBL principles

Multiple opportunities for student leadership provided

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>1. Student surveys regarding classroom lesson delivery indicate enhanced student engagement.</p> <p>2. Community partner commitment survey indicates increased involvement in the school</p> <p>3. Increase in the % of students achieving in the highest four bands of the HSC.</p> <p>4. Classroom observations data reflect an increase in collaborative lesson designs involving cross KLA linkages</p> <p>5. Increased completion rate of assessment tasks by Stage 6 students.</p> <p>6. Increased opportunities for student involvement in leadership roles.</p> <p>7. Decreased Millennium referrals in Stages 4 & 5 by 5%</p> <p>8. Increased involvement with outside organisations catering for tertiary and vocational education</p>	<p>1. Professional Development opportunities were delivered throughout the year, providing time and support for a review and the development of a consistent approach to planning and embedding of 21st century learning skills.</p> <p>2. Strong evidence of PBL implementation within KLA's and a common theme used, for different purposes.</p> <p>3. A variety of evaluations were conducted both of the external application of the program and the internal process to gauge its success.</p> <p>4. Consistent application of Google classroom across the BGHS leaning platform has facilitated student access to course content and provided an effective communication path between staff and students.</p> <p>4. BYOD embedded as expectation of student cohort with reasonable success.</p> <p>5. New school enrolments provided most consistent compliance with BYOD policy.</p> <p>6. Staff reviewed both at a team and whole staff level, leadership opportunities available for a range of student leaders at BGHS.</p> <p>7. Role statements were created for Prefects, SRC, BEACON Ambassadors and ARC, with student leader contracts signed.</p> <p>8. Student leaders also participated in both internal and external programs.</p>	<p>Experienced school staff delivered professional development, including professional readings, to guide and develop consistent practices. BGHS Staffing (\$0.00)</p> <p>Experienced school staff delivered professional development on BYOD policy and cloud-based technology. Professional development afternoons allocated to facilitating staff proficiency with cloud based technology. BYOD supported across school teaching practices. BGHS staff (\$0.00)</p> <p>External programs included NSW State government days offered to School Captains and Vice-Captains. Student Welfare – Student Leadership (\$0.00)</p>

Next Steps

- * Good Learning Project, 21st century learning and PBL structures to be extended from 2016 as evidenced in KLA programs. PBL strategies to be developed in cross-curricular learning experiences.
- * Student leaders to create an individual Personal Development Plan (PDP) to be mentored by leadership coordinator and reviewed annually.
- * Acceleration process review with the focus on the benefits to students and their wellbeing, via survey.
- * Reinforcing staff understanding of 8 ways principles and consequent review of program implementation through Professional Development sessions.

Strategic Direction 3

BGHS will empower staff to promote a culture of high expectations in an environment of professionalism, collegiality and support

Purpose

BGHS believes that purposeful, strategic and directed staff development within a professional and collegial environment will ensure teacher quality and high productivity. This in turn will lead to strengthened personal aspirations and enhanced learning for both students and staff.

Overall summary of progress

Staff PD on PDP process. Leaders supported re teaching round protocols. Support group re completing higher levels of accreditation. Staff PD on levels of accreditation, analysis of RAP/SMART data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ol style="list-style-type: none">1. Data re Classroom Observations indicate at least one peer observation per term2. Teacher surveys, classroom observations, teaching programs and collegial support indicates confidence in QT21, R2L and Continuums implementation.3. Data from the Performance and Development Package informs further professional learning4. Approx. 75% of funding allocated to strategic directions with remaining 25% to other areas of need as indicated by PDP's.5. All staff trained in national teaching standards and accreditation.	<ol style="list-style-type: none">1. PDP process indicates that staff completed peer observations.2. R2L leaders were supported to develop, implement and evaluate school wide PD.3. SD3 analysis of data and executive sharing in order to direct future school wide PD.4. In response to PDP data, funding allocated to individuals on a needs basis.5. Staff development sessions on all levels of accreditation. Executive PD on supporting staff seeking higher levels of accreditation. Working group formed for staff seeking higher levels of accreditation.	<p>PD budget used where appropriate to release staff for observations and debrief. SD3 leaders facilitating group learning. Head Teachers mentoring, modelling and evaluating data collection and analysis processes. SD3 leaders developed teaching round protocols. and monitoring implementation processes.</p> <p>PD budget (\$50,000)</p>

Next Steps

BGHS PDP process will be refined because it was generally held that the school buddy system of peer observation was too formalised and detracted from its original purpose. As a result, the formal nature of the buddy observations will be removed from 2017 processes. The group of teachers working towards higher levels of accreditation believe that more effective ways can be found to support staff seeking accreditation. In 2017, staff meetings will allow for discussion re showing evidence at all levels. All staff meetings will continue to identify the standards at proficient and update staff on mandatory requirements as they evolve. Focus groups will continue to use and refine teaching round protocols. Executive staff training on the analysis of SMART/RAP data and supporting staff on the analysis and implementation of analysis will continue in 2017. Student teacher feedback PD will be delivered and evaluated and staff/staff feedback investigated and implemented in 2017. A working party of experienced teachers will be created to look for practices that best support student achievement. Professional development will be developed and delivered to staff to support the implementation of these practices.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Norta Norta Tutor employed. Targeted student support. All students with a PLP and PLP review	Norta Norta Jnr. \$4792 Aboriginal Background Funding \$14000
English language proficiency	Students supported in classroom other than ESL and targeted ESL students with a PLP	Annual total \$12644
Low level adjustment for disability	In class support officers employed	\$67,452 to employ SLSO
Sister School–Liaocheng Middle School No.2	<p>Blacktown City Council. helped prosper a sister school relationship from their sister city, Liaocheng. A group of 21 students and 7 teaching staff conducted their initial tour of the school, Liaocheng Middle School no. 2, China, taking in historical sites including Tiananmen Square, The Great Wall and the Terracotta Warriors. The students attended and took lessons for 3 days, with their Chinese counterparts, encompassing traditional Chinese activities including Chinese calligraphy, Tai Chi, gourd pyrography, traditional Chinese dance and the making of dumplings.</p> <p>The Sister School conducted a return visit 4 months later and students from Liaocheng were treated to lessons in English, Maths, Science and the Humanities as well as Boomerang throwing. They were greeted to Australia by a smoking ceremony, visited Featherdale Wildlife Park and participated in a Bush Dance. The schools are continuing to build on this newly formed relationship and offer both staff and students the opportunity to progress their studies in Chinese (Australian students) and English (Chinese Students)</p>	\$ 4,000 Community consultation funding.
SALSA (Students As Lifestyle Activists)	The SALSA (Students As Lifestyle Activists) program is a peer education program designed to motivate high school students to increase their physical a number of years participate in this innovate and lifestyle changing program.	
Prefects	The Prefects of 2016 were a very inspiring and motivated group who led numerous exemplary activities to take the prefect role to the next level.	
S.R.C – "School Representative Council"	The SRC are a group of students from Year 8 – 11 elected by their peers. The role of SRC is to enhance the potential of all students by providing students with an authentic voice in the school while providing leadership opportunities.	
First Lego League (FLL) – Robotics LEAP program at Macquarie University	From our 7S class (30 students) have participated in the LEAP robotics program. This has tapped into the considerable student interest in robotics – especially coding.	



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	733	709	699	712

Enrolment has been steady over the previous three years with a total student enrolment in 2016 of 712 students.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.4	95.2	93.6	94.1
8	92.4	92.1	89.9	94
9	88.6	90.8	91.4	90.9
10	88	84.6	88.7	88.8
11	86.6	86.6	83.7	85.7
12	89.6	81.2	82.9	84.5
All Years	90.2	89	88.5	89.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The 2016 attendance data illustrates an overall improvement from the 2014 and 2015 data, resulting in the school bridging the gap with State attendance data.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	4
Employment	1	5	21
TAFE entry	3	5	18
University Entry	0	0	45
Other	25	4	4
Unknown	0	0	0

Year 12 students attaining HSC or equivalent vocational educational qualification (mandatory)

Blacktown Girls High School had 99 Year 12 Students sit for HSC or equivalent qualifications.

94 achieved HSC or equivalent qualifications.

Year 12 students undertaking vocational or trade training (mandatory)

At Blacktown Girls High School in 2016 there were three school based Vocational Education and Training (VET) curriculum frameworks offered.

A further 12 students undertook Vocational or trade training through Western Sydney institute of TAFE over 6 course frameworks. All frameworks were 'continuing' courses from Year 11, with the 'HSA: Health Services Assistance Framework' instrumental in transitioning two students offers that were accepted into Nursing at ACU.

Year 12 students undertaking vocational or trade training

At Blacktown Girls High School in 2016 there were three Vocational Education and Training (VET) curriculum frameworks offered. 36 students representing 36% of the year 12 cohort were enrolled in a VET curriculum framework. Of those students 17% were enrolled in two curriculum frameworks. Of the 36 students 42% used the Hospitality Trade Training Centre to complete their course requirements.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 Blacktown Girls High School had 99 Year 12 Students sit for HSC or equivalent qualifications. 94 achieved HSC or equivalent qualifications. There were three school based Vocational Education and Training (SVET) curriculum frameworks offered.

In the Business Services class 100% of the 11 students enrolled completed HSC requirements. 73% of students completed all competencies and attained a Certificate II in Business Services.

In the Retail Services class 100% of the 16 students enrolled completed HSC requirements. 75% of students completed all competencies and attained a Certificate II in Retail Services.

In the Hospitality class 100% of the 15 students enrolled completed HSC requirements. 33% of students completed all competencies and attained a Certificate II in Hospitality.

A further 12 students undertook Vocational or trade training through Western Sydney institute of TAFE over 6 course frameworks. All frameworks were 'continuing' courses from Year 11, with the 'HSA: Health Services Assistance Framework' instrumental in transitioning two students offers that were accepted into Nursing at ACU.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	34.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	9.68
Other Positions	3

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Blacktown Girls High believes that effective professional learning allows teachers to evaluate and reflect on current practices, enhance teaching skills and broaden pedagogy to maximise learning outcomes for students. In 2016, whole school Professional Learning was driven by school strategic directions as well as key themes from every teacher's Professional Development Plan. Some key areas of professional learning included: understanding and creating a synergy between literacy continuums, skill development, outcome attainment, measurement and reporting, analysis and implementation of targeted strategies in response to NAPLAN and SMART data and the development of school wide project based learning models. Teachers enthusiastically engaged with hands on professional learning activities developed and delivered by our core group of numeracy, literacy and 21st century learning instructional leaders from our strategic direction teams. Beginning teachers in the school are supported and are provided with tailored relief, support and professional learning opportunities to enhance their confidence and skills. The school also provides a range of opportunities and support for teachers wishing to further their learning and has developed a support group of teachers working towards higher levels of accreditation against the NESA standards.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	970 811.60
Revenue	8 044 068.48
(2a) Appropriation	7 600 190.94
(2b) Sale of Goods and Services	97 531.41
(2c) Grants and Contributions	333 186.75
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	13 159.38
Expenses	-7 881 893.43
Recurrent Expenses	-7 962 934.67
(3a) Employee Related	-6 825 498.45
(3b) Operating Expenses	-1 137 436.22
Capital Expenses	81 041.24
(3c) Employee Related	0.00
(3d) Operating Expenses	81 041.24
SURPLUS / DEFICIT FOR THE YEAR	162 175.05
Balance Carried Forward	1 132 986.65

Blacktown Girls High School financial management practices are structured to best meet the needs of our students as determined by our school Executive team, Finance committee and P&C members. Our school's financial management processes and governance structures meet financial policy requirements.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	6 691 864.01
Base Per Capita	47 479.18
Base Location	0.00
Other Base	6 644 384.83
Equity Total	641 133.58
Equity Aboriginal	30 684.22
Equity Socio economic	83 453.07
Equity Language	258 323.36
Equity Disability	268 672.94
Targeted Total	54 873.69
Other Total	108 079.88
Grand Total	7 495 951.17

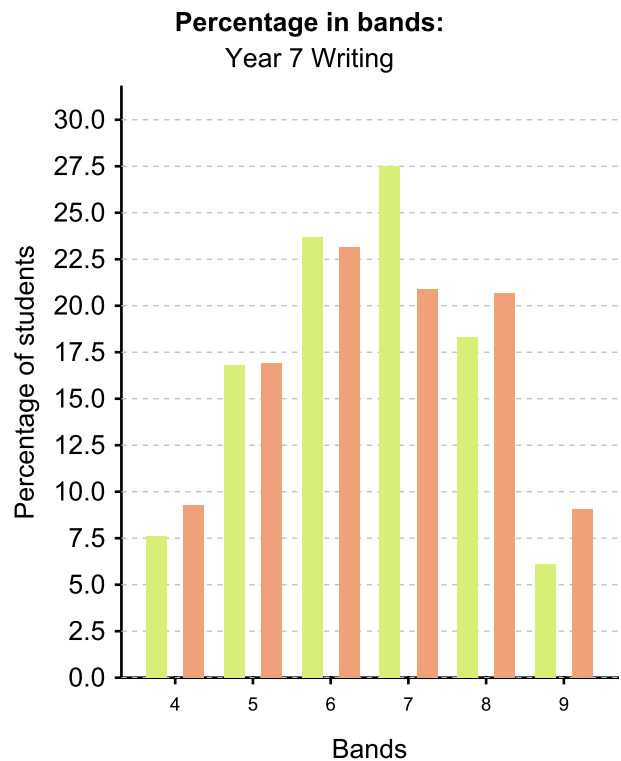
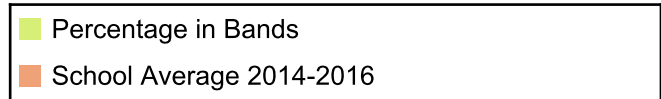
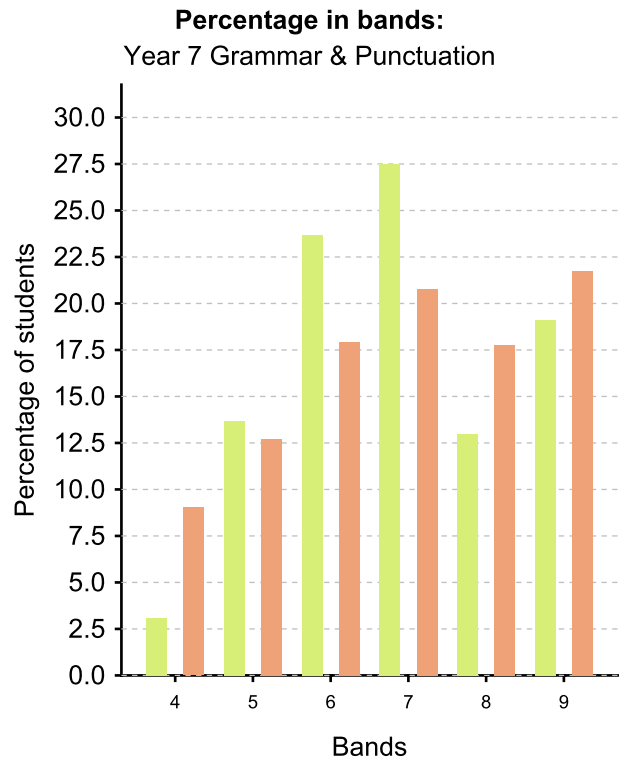
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

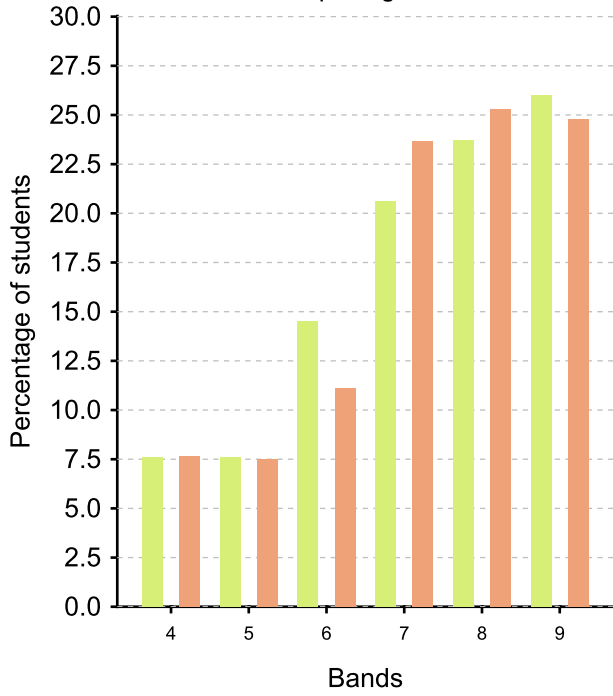
NAPLAN

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

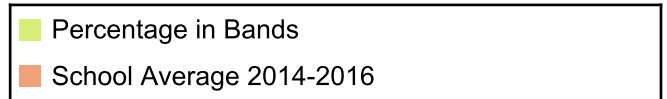
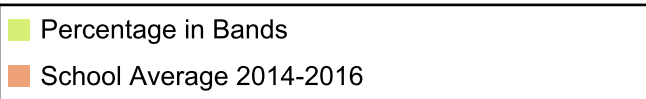
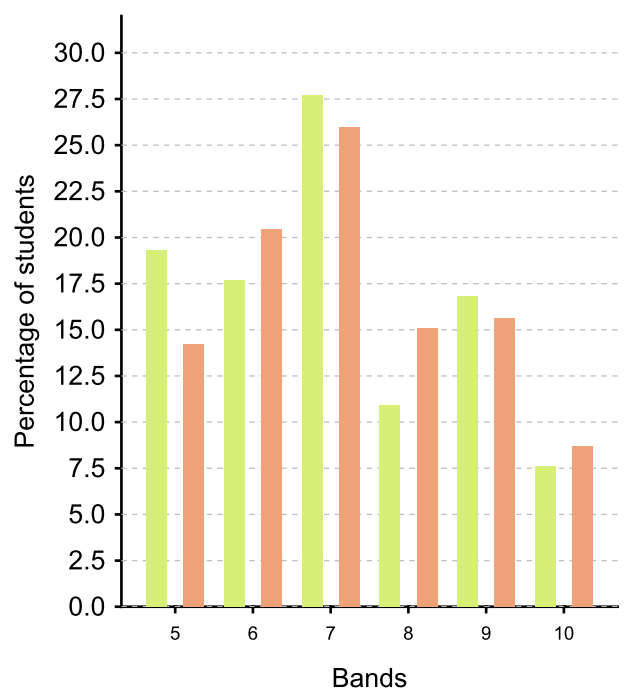
NAPLAN 2016 reveals students at Blacktown Girls High School performed above state average in both Year 7 and 9 in the test aspects of Writing, Spelling, Grammar & Punctuation.



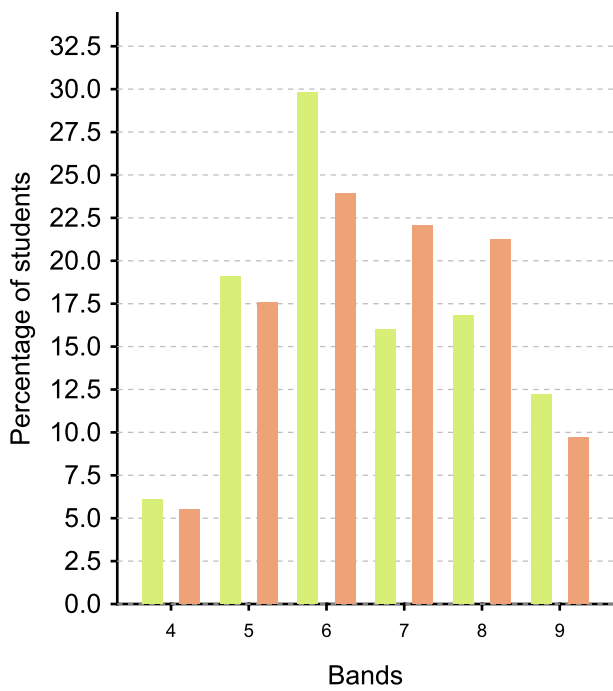
Percentage in bands:
Year 7 Spelling



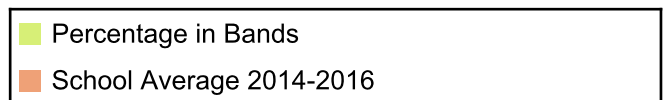
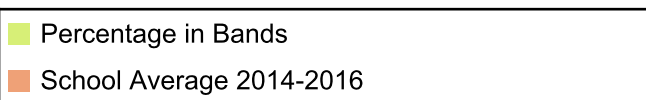
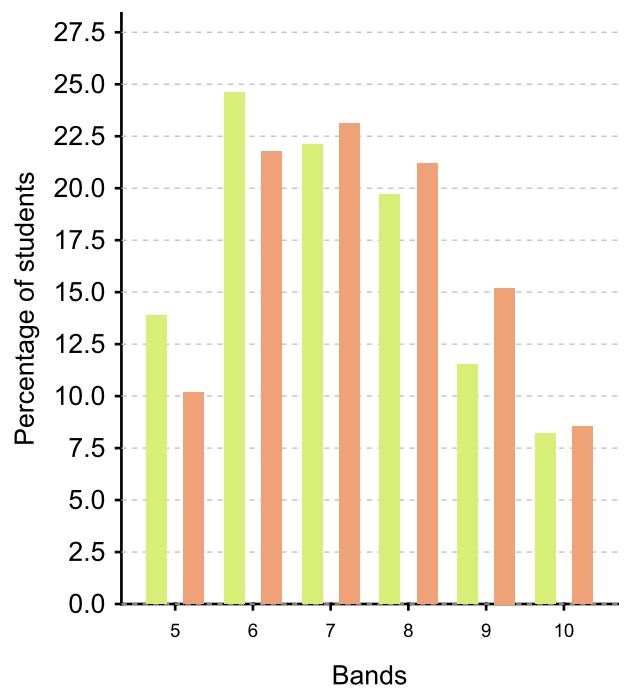
Percentage in bands:
Year 9 Grammar & Punctuation



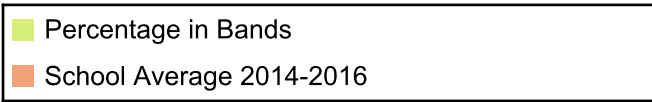
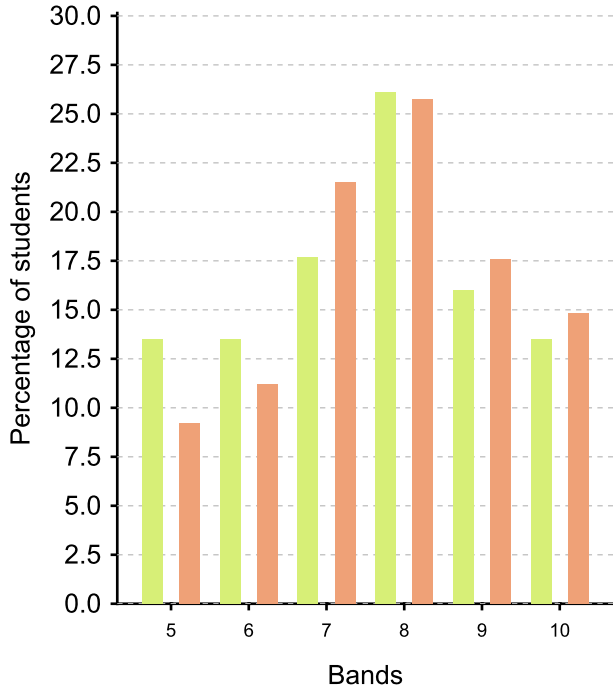
Percentage in bands:
Year 7 Reading



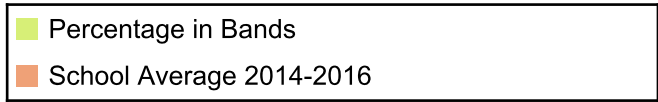
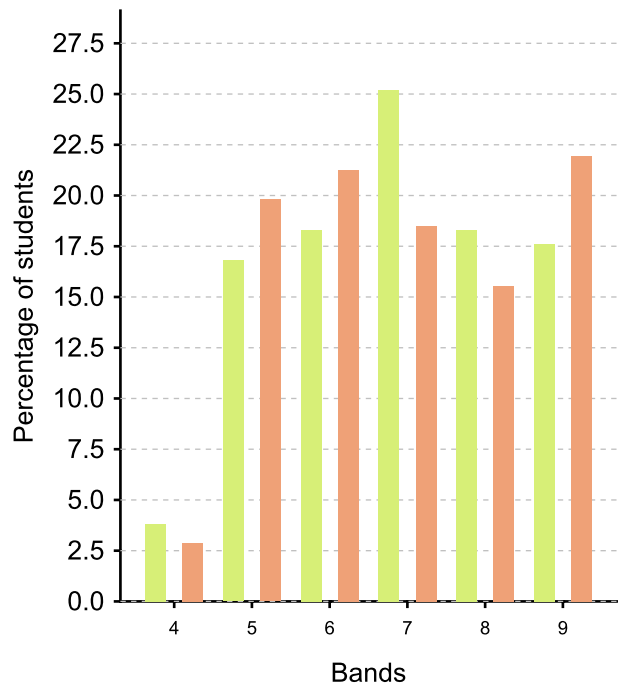
Percentage in bands:
Year 9 Reading



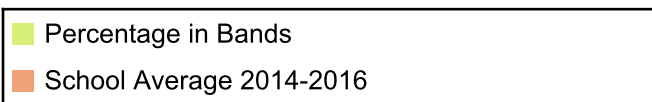
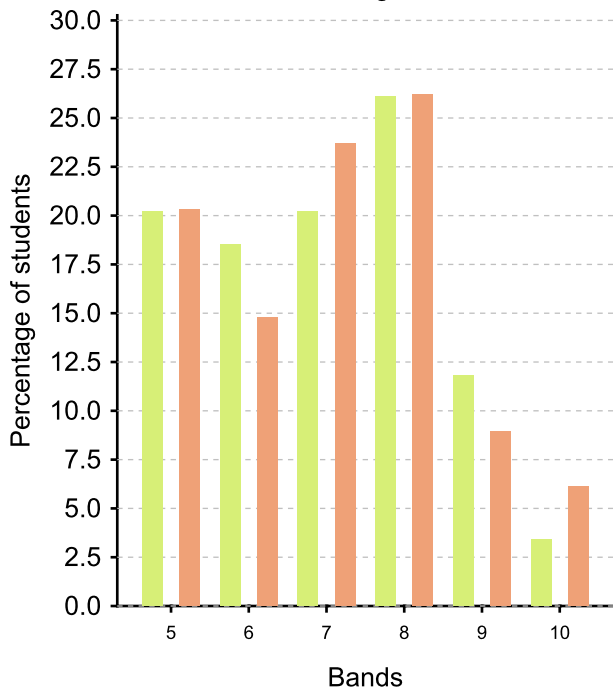
Percentage in bands:
Year 9 Spelling



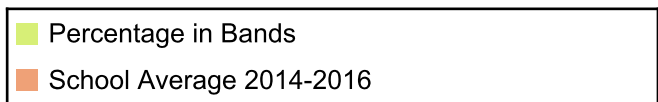
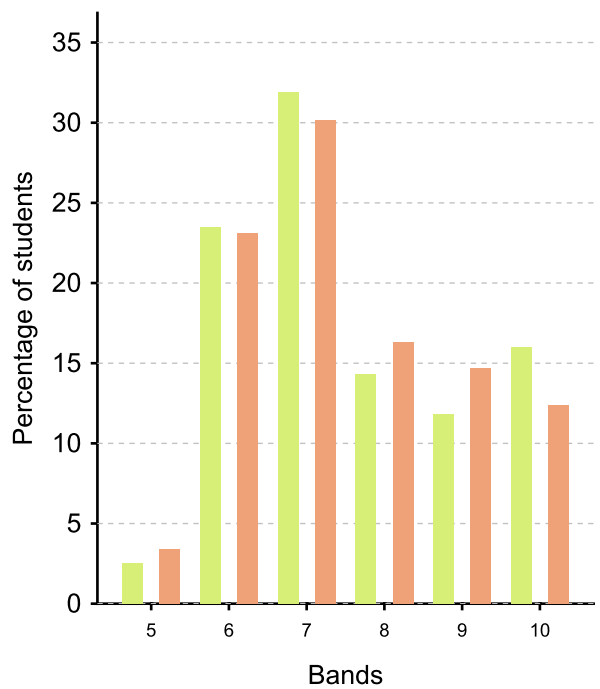
Percentage in bands:
Year 7 Numeracy



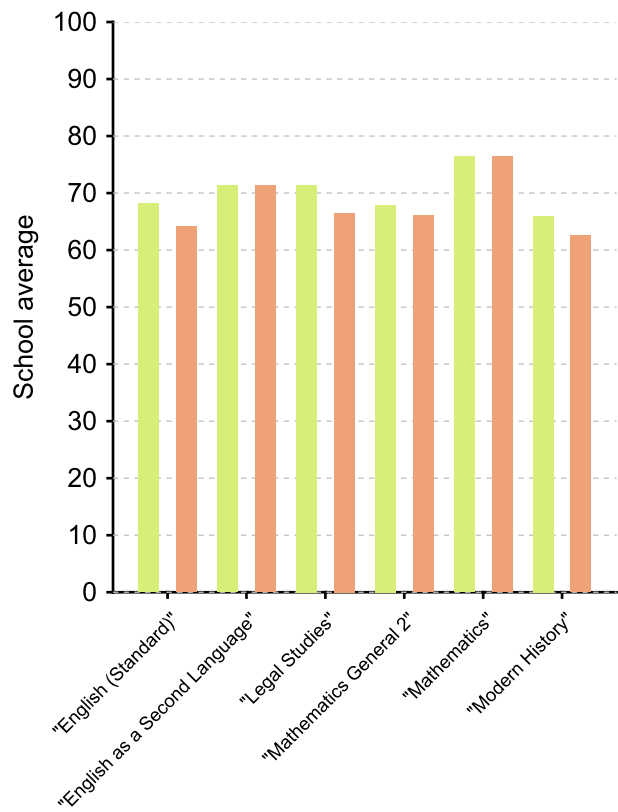
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



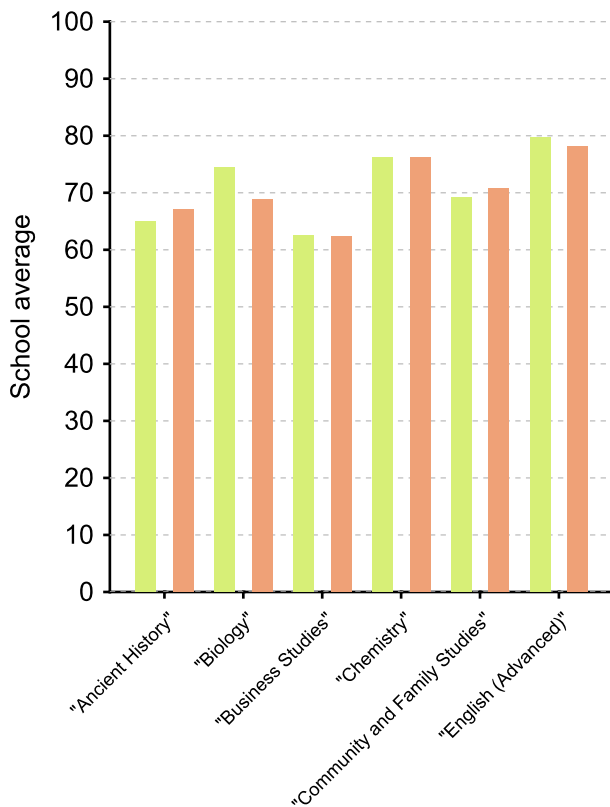
- Year 7 Numeracy BGHS student's outperformed students of similar schools (SSG) and the state in band 9. Comparing the schools average over previous year, there was a significant decrease in the number of students achieving in the lowest 3 bands and a greater improvement in the students achieving in the top bands. Staff at BGHS have continued to implement numerous numeracy strategies such as Newman's prompts and 'Reading to Learn Numeracy' to support students in all aspects of numeracy.
- In Year 9 BGHS student's have performed better than the similar schools (SSG) in the top two Bands. Comparing the schools average over previous years there has been a decrease in the number of students achieving in the lowest band. Strategies being implemented throughout the school, including the Reading to Learn numeracy strategy, have supported students to improve their success in NAPLAN. It is also noted that a higher number of students are achieving in bands 8 and 9. BGHS has performed exceptionally well in comparison to similar schools (SSG) in the top two Bands.



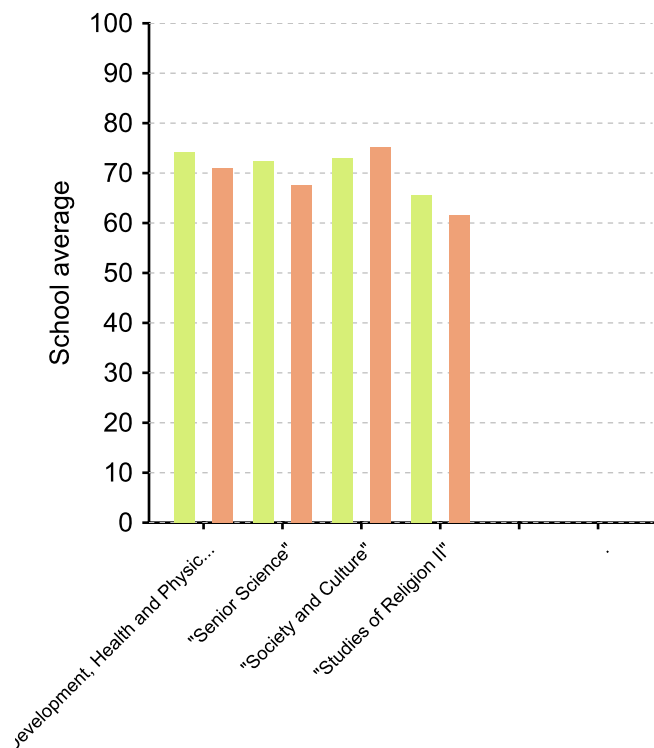
■ School 2016 ■ School Average 2014-2016

Higher School Certificate (HSC)

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



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

Band 6 results were achieved in: Biology, Community and Family Studies, English (Advanced), Information Processes and Technology, Mathematics, PDHPE, Society and Culture and Textiles and Design.

Parent/caregiver, student, teacher satisfaction

The Blacktown Girls High School community participated in the Tell Them From Me Survey, involving students, staff and parents. Results from the survey are as follows:

Students

- 75% of students had a high sense of belonging, they feel accepted and valued by their peers and by others at their school, this is 13% higher than the norm for girls
- 81% of students had positive relationships, they have friends at school who they can trust and who encourage them to make positive choices, which is on par with the norm for girls
- 81% of students 70% of students had positive homework in this school valued School Outcomes, they believe that education will benefit them personally and economically, and will have a strong bearing on their future; compared with 72% for girls in NSW schools
- 70% of students had a positive attitude towards homework, compared with 57% for girls in NSW schools
- 93% of students had aspirations for finishing High School, compared with 85% for girls in NSW schools

Staff

- 75% of school staff believed the school to have a high morale
- 45% of school staff have more than 16 years teaching experience
- 70% of school staff believed that school leaders clearly communicate their strategic vision and values for our school

Parents

- 80% of parents are satisfied with the general communication from the school
- 72% of parents believe the school has high aspirations for the students



Policy requirements

Aboriginal education

Partnerships with the wider community were strengthened through a range of leadership and cultural events organised both within the school and in the wider community. Working closely with the Aboriginal Educational Unit, students met with Sue Matthews and their team. Securing the Norman Catts fund allowed the girls to take part in leadership opportunities led by Brewongle EEC. The program Warami Nura Yana, allowed the girls to visit significant cultural sites, learn Dharug language and form relationships. The Aunties inspired the girls to connect closely with their culture through shared stories. Having staff and students attend the local Nuringingy AECG, led to the development of a closer understanding of local issues and awareness of local opportunities. In 2016 a local AECG Junior leader was selected from BGHS.

Families were invited to take part in the process of developing the girls Personalised Learning Pathways establishing shared goals. These pathway documents were revised and updated during key times, such as when students selected subjects for Year 10. All teachers have access to these documents and they are reviewed yearly.

Aboriginal perspectives are an integral part of teaching/learning programs across all Key Learning Areas. The school provides a culturally safe, supportive learning and social environment in which Aboriginal students identify as being Aboriginal with pride. The teaching staff continue to develop the 8 Ways of Learning into their teaching programs. In 2016 all staff included elements of Aboriginal pedagogy into their programs and continued PD into further embedding Aboriginal pedagogy across curriculums.

As part of the ongoing Aboriginal Norta Norta program this year, the school provided additional tutoring in literacy and numeracy to targeted Aboriginal students, which has seen an improvement in the self-confidence, as well as academic achievement of the girls concerned. This program built on the in-class tuition programs conducted over previous years to ultimately assist in improving school retention of Aboriginal students. All BGHS Aboriginal Year 12 students completed their HSC and 50% of the girls gained entry to tertiary institutions. Strong relationships have been established and the girls are confident in seeking support to attain their goals. An honour board listing the names of all Aboriginal and Torres Strait Islander students who completed year 12 is testimony to this success and continues to inspire all Aboriginal students to reach their goals.

All Aboriginal and Torres Strait Islander students were involved in the AIME program – Australian Indigenous Mentoring Experience – which uses a unique style of structured education of mentoring in order to link university students in a one-on-one relationship with high school Indigenous students. AIME's objectives are to increase university admission rates for all Indigenous students who participate in the program. The girls thoroughly enjoyed their involvement. The tertiary links

have been further supported through the involvement of the ACU Aboriginal Equity Pathways Officer.

Leadership opportunities for the girls have been provided through the continuation of an Aboriginal Representative Council and a Yarn circle. The girls meet fortnightly to discuss issues in regard to school and also their culture. Guests from the wider Aboriginal community and school staff have been invited to share stories, providing inspirational role models. Connections and relationships have led to the girls attending local community events where they have become involved with their culture. During yarning the girls created a banner for NAIDOC week, planned a presentation for the school assembly and strengthened our relationship with Karen Isaac from Oakhill College. In 2016 we continued our relationship with this school, sharing resources and expertise.

Multicultural and anti-racism education

The students with whom the Learning Support Team members specifically worked, experienced difficulties with their learning for a range of reasons, including intellectual, physical and emotional disabilities, hearing impairment, language difficulties and cultural differences, or any of these in combination. The EAL/D teacher allocation for 2016 was 2.4 plus an additional 0.2, which was made available from Targeted Refugee Support and Program Funding. Face-to-face teaching and support was provided in classrooms and also through short-term, intensive withdrawal groups designed to achieve specific learning outcomes, particularly in core KLAs and also special programs. EAL/D students in the emerging stage of the EAL/D Learning Progression were supported by parallel English classes for Years 8 to 12. In addition, these students also received in-class EAL/D support across Key Learning Areas. Year 7 EAL/D students also received in-class support across a range of core subjects. These students were also mapped against the literacy continuum and their progress has been closely monitored. EAL/D teachers have also supported classroom teachers through team teaching, collaboration in program development and differentiation of assessment tasks. In 2016 an ex-student was employed for two days per week to work with Pacific Islander students within the school. This enabled the continuation of the PATHE Program for Pacific Islander students at WSU. It also included in-class support and assistance with assessments and assignments.

The BGHS curriculum is inclusive of all students from non-English speaking backgrounds. It takes into account and responds in positive ways to the cultural and linguistic backgrounds of EAL/D students and addresses their specific learning needs. It reflects the rights, needs and contributions of all students, while recognising and celebrating the cultural diversity of its student population. With over 80.6% of BGHS students coming from a background where English is not the first language, multicultural education continues to be a priority at Blacktown Girls. The school ethos which drives our organisational and teaching practice is that diversity should be recognised, celebrated and used

productively to provide experiences that are accessible to all.

In 2016 Blacktown Girls High School continued to offer experiences that encourage and support migrant and refugee students. The EAL/D faculty again facilitated the very successful Refugee Action Support Program (RAS). This tutoring program has been an integral part of EAL/D Support since 2007 and aims to provide special support for students who have recently arrived in Australia. It is a joint program involving the DEC, Western Sydney University, the Literacy and Numeracy Foundation and selected schools. Blacktown Girls High School was again chosen because the student population includes 101 refugee students who benefit from additional support and also due to the previous success of the program at the school. The school also participated in the Macquarie Mentoring Program. Three Year 11 and eight Year 12 refugee students, who expressed an interest in tertiary education with the hope of attending university in the future, participated in this joint DEC and Macquarie University (Social Inclusion) program during Semester 1. Volunteer university mentors worked with students to raise aspirations for further study, build confidence, set goals, improve study and research skills, broaden career information and ICT skills and increase parent and community understanding of Australian tertiary pathways. This culminated in a campus visit at the end of the semester to increase understanding of university expectations and campus life. Students participated very enthusiastically in this program and reported great benefits to their career research and decision making. BGHS will continue to be involved in the Macquarie Mentoring Program in 2017.

Other school programs

The BEACON Foundation partnered with the school to expose students to different career paths by creating links between the curriculum and the workplace. In its second year, programs such as speed careering, mock interviews, resume building, business blackboards, site tours, and high impact programs helped prepare them for life beyond school.

STEAM is strong at BGHS: A partnership between The Commonwealth Bank & Coder Factory allowed 16 Year 9 and 10 students the opportunity to participate in a 'Code Camp'. Over 30 hours were spent learning how to code using Ruby. Students designed and developed an application and presented it to industry representatives at a graduation event at CBA headquarters.

Blacktown Girls High School's FIRST FRC/FTC Team '4802' continued to flourish over the 2016 'Stronghold' and 'Velocity Vortex' season challenges. The team proudly made final alliance selections as well as earned the 'Team Spirit', 'Industrial Safety' and 'Judges' Awards. These awards reflected the team's;

- extraordinary enthusiasm and spirit through exceptional partnership and teamwork furthering the objectives of FIRST
- progression beyond safety fundamentals by using innovative ways to eliminate or protect against hazards
- unique efforts, performance, or dynamics merit recognition as defined by a panel of judges.