

Auburn Girls High School

Annual Report



2016



8253

Introduction

The Annual Report for 2016 is provided to the community of Auburn 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.

Anna Tsoutsas

Principal

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School background

School vision statement

Auburn Girls High School is a centre of excellence in girls' education.

We are committed to empowering young women to discover their potential. We recognise and celebrate individuality and diversity. Our core values of respect and responsibility are at the heart of all we do.

As a learning community we actively promote, collaborate and reflect to engage and transform the lives of our students as learners and responsible global citizens.

School context

Auburn Girls High School is a partially selective high school committed to making our motto, 'Discover your Potential', a reality for all girls.

Diversity is our strength. Auburn Girls' High School is a multicultural, safe and caring environment with high expectations. Girls are supported to become resilient, well-rounded high achievers with a social conscience and a desire to enrich and lead society in the future.

Auburn Girls offers a full range of subjects that cater for academic and vocational pathways in Years 11 and 12. Of our HSC students, 70% pursue further study at university or TAFE, with many receiving awards for excellence in academic and extra-curricular competitions.

Our students are involved in a wide range of activities including music, sport, debating, charity and community work.

The majority of students at Auburn Girls High School are from language backgrounds other than English. The school has a series of proactive programs that successfully develop our students' English language skills. This support allows students to excel in the Higher School Certificate examinations.

The school has a purposeful and friendly feel with students from a wide variety of cultural backgrounds learning together in harmony. Strong welfare support is provided for our students and their families, with an emphasis on student wellbeing.

Student voice is heard and respected. Students have the opportunity to develop their leadership skills through participation in the Student Representative Council (SRC), mentor and extensive careers programs. Students are encouraged to make a difference and to care for and respect others.

Our students' road to success is paved by our wonderfully supportive and active staff, who create a rich learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In 2016, the teachers at Auburn Girls High School undertook the process of self-assessment using the elements of the School Excellence Framework to inform, monitor and validate progress and the impact of our teaching and learning strategies throughout the year. The Executive Team mapped our school plan against the domains of Teaching, Learning and Leading from the School Excellence Framework to determine the elements that the plan most strongly addressed. Teachers in faculty groups then provided additional feedback. Staff worked collaboratively in reflecting on the progress being made across the school based on benchmarking our progress against the criteria in the Framework. The self-assessment evaluation process was further refined with the addition of appropriate evidence to substantiate whether our school was delivering, growing and sustaining, or excelling. The framework was utilised as an inspirational tool to

continually improve the delivery of educational outcomes for our students.

In the domain of Learning, our efforts continue to be focused on wellbeing, curriculum and learning. The continuing progress of the school in embedding the principles of Positive Education reinforced the fundamental importance of wellbeing in our school context and continued to provide and encourage a culture of trust, respect and acceptance of each individual. Effective study skills continued to be a focus area across all year groups with planning for 2017 to embed study skills into the timetable for Year 7. Extensive professional learning for teachers on differentiating the curriculum for gifted and talented, mainstream and learning support students has ensured our students have the greatest opportunities to achieve successful outcomes.

Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs have been identified and their parents are increasingly involved in planning and supporting the learning directions for them, including successful post school transitions. These initiatives are creating a positive and productive learning culture amongst staff and students and are underpinning a culture of trust, respect and a deep focus on successful learning outcomes. The results have been evident in the way students are relating to each other and, importantly, in the increased engagement of students in learning.

Our major focus in the domain of Teaching has been on collaborative and research informed practice of staff. Our extensive professional learning program where, in addition to whole school professional learning days, groups of teachers from English, Social Science, LOTE, EAL/D and Learning Support faculties were engaged in additional timetabled fortnightly professional learning days. Extensive data analysis informed teaching practice and two significant initiatives in literacy were developed collaboratively by teams of teachers. These include the *Super 6 Reading Strategies* and *Minimum Standards Project* as a mean to improving teacher practice. Classroom observations, reflection and feedback by teachers ensured a collaborative culture focused on continuous improvement of student learning. The research of Professor John Hattie including his effect sizes was used to inform all professional learning, empowering teachers with evidence based practice to refine their teaching practice. *Tell Them From Me* survey data, from students and teachers, and assessment data demonstrated significant improvement in engagement, satisfaction and learning outcomes.

In the domain of Leading our focus has been to further refine leadership and management practices and processes. The implementation of our key strategic directions throughout the year has been underpinned by the improved leadership capacity of the school's executive and teachers. The Head Teachers as *Leaders in Learning* initiative continues to empowered our head teachers as leaders in professionally developing their staff and in leading whole school projects. In 2016 this focus area was literacy and specifically reading. Aspiring leaders were provided with opportunities, mentoring and support to build their leadership capacity. Management practices were further streamlined with the introduction of Sentral, our communication, roll marking and student wellbeing and information platform. The Senior Executive has successfully led the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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

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

ENGAGEMENT FOR LEARNING

Purpose

Guiding statement: Students enthusiastically connect to the process of learning.

Students flourish with a curriculum and assessment practices that meet their diverse needs. They are supported by a welfare system which is underpinned by the values of respect, responsibility and learning, strengthening the culture of success. The wellbeing of students and staff is valued and enhanced. Student outcomes are strengthened by effective communication frameworks and organisational practices.

Overall summary of progress

Each of the improvement measures were addressed through the implementation of the 2015 – 2017 School Plan. Staff professional development in 2016 focused on a differentiated and inclusive curriculum. Consequently teaching and learning programs across Key Learning Areas in Stage 4 were differentiated to cater for the needs of all students.

Student Engagement across the school was enhanced by targeted positive behaviour programs involving outside agency support. The school provided for a vast range of extra-curricular activities through school clubs as well as significant student leadership opportunities. Student voice was acknowledged through the Year 9 “Tell Them From Me Survey” and the new school Code Of Conduct supporting, Respect, Responsibility and Excellence was emphasised to all students throughout the year. The school employed additional staff to provide behavioural support for students and support for students transitioning from high school.

Effective communication across the school and improved administration systems were established with the introduction of the Sentral platform. This platform supported student wellbeing records whilst student academic reporting was investigated for anticipated implementation in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
KLA programs and teaching and learning reflect a differentiated and inclusive curriculum underpinned by our pedagogical framework.	All Key Learning Area programs have been differentiated to cater for the learning needs of all students in Stage 4. Professional Development focused on a differentiated and inclusive curriculum and was the strategic focus of professional development in 2016.	Resources for funding these initiatives have been embedded into the Key Initiatives components of this report.
Assessment will reflect best practice including effective feedback, assessment as learning, assessment for learning, principles of assessment including criteria for success.	Assessment practices and student Assessment Tasks were reviewed in all KLA areas as well as being the focus of staff professional development throughout the year. Differentiating Assessment Tasks in Stage 4 was completed across KLAs.	
Improved engagement and behaviour in classrooms, including trancies, measured by reduced referrals to Head Teachers and Deputies and teacher survey.	Two transition teachers were employed by the school to implement outside agency support programs for disengaged students and to develop individual student learning plans where required. Feature programs included, The Who Am I, program (1 day per week for 14 weeks) and the Links To Learning Program (1 day per week for 1 Semester) A new Code of Conduct was established for students emphasising Respect, Responsibility and Excellence. A new program of Positive Education	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved engagement and behaviour in classrooms, including truanancies, measured by reduced referrals to Head Teachers and Deputies and teacher survey.	<p>explicitly featured in weekly Positive Behaviour for Learning Lessons.</p> <p>The School Wellbeing Policy was evaluated and extensively updated. These updates include: The Student Behaviour Management Flowchart, Truancy Flowcharts, Attendance Flowcharts and Anti-Bullying flowchart.</p> <p>Whole school events supporting student and staff wellbeing enhanced engagement at school including Bullying No Way program, White Ribbon and RUOK days.</p> <p>Study Skill Programs were investigated for Year 7 for implementation in 2017. A student study handbook provided on line for students and is aligned to the implementation of Year 11 and 12 study skills program.</p>	
Improved opportunities for student voice, leadership and co-curricular activities.	<p>All Year 9 students were surveyed. The data from the 'Tell them from Me' survey received and comprehensive feedback was provided to the executive and staff. The information obtained will inform our 2017 Milestones.</p> <p>Leadership opportunities provided to the student body including SRC initiatives, The Duke of Edinburgh program, links to university mentoring programs, social justice workshops, links to community fundraising and an annual leadership camp.</p> <p>School Clubs were established and operational across the school. Student participation was supported by a student passport.</p>	
Streamlined administration and organisational system facilitating effective communication and improved administrative efficiency across the school.	<p>A technology audit was undertaken and a "Bring Your Own Device" policy proposal investigated.</p> <p>Effective communication and improved administration systems were established with the introduction of the 'Sentral' platform. The Wellbeing, Markbook and Communication modules are operational. The Student Report module was investigated for implementation next year.</p>	

Next Steps

1. Develop a differentiated and inclusive curriculum
2. Develop programs to ensure there are enhanced opportunities for student voice, leadership and co-curricular activities
3. Transition program for disengaged students is established
4. Access to technology is improved.
5. Improve student and staff wellbeing by developing a Positive Education program.
6. Improve student study skills by embedding the new integrated year 7 program and embedding the Enhanced Learning Educational Services Program in teaching and learning programs

7. LMBR and Sentral are integrated into school systems

8. Establishing Valuable Learning Habits as part of the teaching and learning culture.



Strategic Direction 2

EXCELLENCE IN TEACHING

Purpose

Guiding statement: Teachers are equipped to support student learning needs.

Students are literate, numerate and creative, effective users of technology. They are supported by teachers who have high expectations, encourage them to be independent learners, think critically, creatively, to collaborate, and to strive for personal excellence. Teachers are empowered through effective professional learning to improve student outcomes and aspire for excellence.

Overall summary of progress

In 2016, the focus was on consolidating differentiation, vocabulary, student centred learning and the integration of Valuable Learning Habits through whole-school professional learning at School Development Days and other professional learning sessions throughout the year. Improving metalanguage and vocabulary with a focus on directive verbs, formative assessment and a range of student and teacher feedback was investigated, modelled and embedded at classroom and faculty level. Specific faculty development was undertaken by several faculties for fortnightly professional learning. The Auburn Girls High School Super 6 Reading Strategies were created by staff to support and improve reading and comprehension skills and will be implemented in 2017.

This process has allowed the school to develop a consistent pedagogical approach by acknowledging the range of student abilities in the classroom and planning for adjustments in classroom delivery, programming, assessment and feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students achieving in the top 3 bands in the HSC by at least 5%	All Head Teachers conducted a comprehensive analysis of the HSC RAP data for their subject areas. This analysis demonstrated student strengths and areas for improvement. This data reinforces the whole school directive to improve literacy with a particular focus on synthesis and metalanguage.	Resources for funding these initiatives have been embedded into the Key Initiatives components of this report.
Increased number of Year 9 students achieving at least national minimum standards NAPLAN by at least 5	In 2016, the school percentage of students below national minimum standards was lower than the state average. There is an ongoing school focus on literacy. In 2017, a school wide reading project will be implemented for Year 8 by 5 faculties.	
Increase the number of Year 9 students showing growth in NAPLAN results from Year 7 by at least 5%	56% of students made greater than expected growth. Also, the average growth was higher than NSW Department Schools for the third consecutive year. In literacy, 2016 saw the lowest percentage of students below national minimum standard in the past six years. 81% performed at or above national minimum standards. Students average growth was equal to NSW Department of Education and State schools in Reading.	
Student surveys indicate improvement in satisfaction with their learning	Our students have shown a positive sense of social and emotional connection to their school experience. The <i>Tell Them From Me</i> survey highlighted 74% of students in this school had a high sense of belonging. This is 8% above the NSW Department Schools norm. 83% of our	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student surveys indicate improvement in satisfaction with their learning	students believe that education will benefit them personally and economically, and will have a strong impact on their future. 70% of students at Auburn Girls High School are intellectually engaged and find learning interesting, enjoyable and relevant.	
Teacher surveys indicate improvement in their confidence and competence in the implementation of the Australian Professional Teaching Standards	The majority of teachers have reported an increased confidence in the implementation of the Australian Teaching Standards, in particular, post 2004 teachers. All teachers demonstrate an awareness and understanding of the Standards as shown in their Professional Development Plans. The Tell Them From Me Survey indicates an enhanced confidence and ability to implement all the Standards seen in faculty processes and classroom practice.	

Next Steps

1. Minimum Standards in Literacy/Numeracy Program developed for implementation in 2018.
2. Implement the Year 8 Literacy Reading Project.
3. Evidenced based research practices further integrated into teaching and learning.



Strategic Direction 3

INCLUSIVITY FOR LEARNING

Purpose

Guiding statement: All members of the school community are valued and contribute.

Strengthening positive relationships across the school to nurture a rich learning environment that celebrates cultural diversity and supports an informed school community. The school community collaborates to provide opportunities that empower, instil a sense of connectedness, and inspire all students to discover their potential in an inclusive, diverse learning environment.

Overall summary of progress

Integral to our school environment is our continued school-wide focus on developing, connecting and strengthening our broader community partnerships. We have been able to achieve significant progress in this strategic direction by developing strong community links and emphasising the importance of volunteering and 'giving back' to our community.

This, in turn, in 2016 has seen an increase in parental involvement in school activities and events that support student learning and engagement. This involved reviewing pre 2015 parental involvement and implementing a range of strategies to improve engagement. Student academic and social growth was supported through the implementation and development of community partnerships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of Students and Teachers engaged in extra-curricular programs through coordinated Social Justice programs	<p>This year we saw the establishment of a Communication Team. This team by working closely with a School Communication and Engagement Officer are in the process of clarifying and communicating the vision and identity of the school. Recommendations have been based on a communication review that included staff SWOT analysis and a community focus group. A revamp of the school website has also been a major focus. A new website is in mid-construction. When finished it will allow instant communication with both our internal community and the wider website audience. Making communication with current and prospective families professional and effortless.</p> <p>Our first Club Launch Day and Passport to Success was held in first term. It is part of our school's vision for our students to participate in as many extra-curricular activities as possible. Every faculty has organised clubs that are held during lunches or before/after school on a weekly or fortnightly basis. These fantastic and interesting clubs include School Spectacular, The Science Club, The Drama Club, Art Club and various dance groups to list a few. All Year 7 and 8 students were given a club passport which gets stamped each time they attend their chosen club.</p>	Resources for funding these initiatives have been embedded into the Key Initiatives components of this report.
Student voice is embedded in decision making processes	Auburn Girls High School not only prides itself on academic success but also on creating a school ethos with relationships and community at its heart. As part of this, the Wellbeing Team in 2016 actively encouraged all students to get involved in fund raising for both local and international charities. This was done by each year group having to	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student voice is embedded in decision making processes	negotiate, plan and work as a team to fundraise for a chosen charity, spearheaded by their Year Advisers and the SRC. Cash donations and gifts were given to the following charities listed – The Children Hospital Westmead, Jeans for Genes Day, RSPCA, Pink Ribbon Day and CanTeen Australia.	
Teaching and learning embeds quality teaching framework and evidenced based research(from our pedagogical framework) that create inclusive classrooms	This year the evidence based research of Professor John Hattie, Visible Learning, was further integrated into teaching and learning practices across the school. Practices with the highest effect size, including feedback and growth mindsets were targeted for professional learning. Student individual and small group conferences were held by Year Advisors and Deputy Principals where student reports were reflected upon and learning goals were set by individual students.	
Active and sustained partnerships that engage the wider school community	<p>We developed a whole school map of functions, events, programs and services to ensure that all students have access to a wide-range of activities to supplement their learning and ensure that staff is able to participate and support presentation events.</p> <p>The Action Team for Partnerships (ATP) continued to build upon and strengthen its relationships with parents. This was done through careful strategic planning of very successful events and presentations to draw in our community so that our students have higher engagement in their learning and also improved parent involvement in their daughter's education. 2016 saw an increase in the number of community events being organised and attended. These events include the highlysuccessful International Women's Day Breakfast, Mother's Day High Tea, Father/Daughter Movie Night and Multicultural Day.</p> <p>The Wellbeing Team is helping our students become strong, independent educated women by ensuring thatwe support our students to participate in as many positive programs aspossible. This year it included White Ribbon Day, RUOK Day and hosting theIntergenerational Lunch in partnership with Auburn Council for Senior Citizen Week.</p> <p>The Parents & Citizens Association which was revived the previous year saw a more structured approach to its meetings and school involvement. This in turn saw more meetings being held on a regular basis with a substantial increase in the number of parents attending and decisions being made on behalf of all our parents.</p> <p>A television and data projector/screen was purchased and installed in the library area. This means we can now hold staff meetings, presentations for students and professional development in a more conducive environment.</p>	

Next Steps

1. Enhanced Community Partnerships further with improved communications channels including the school's website.
2. Create relationships that build positive culture by having each year group engaging with a charity.
3. Improve parent involvement through planned events that include parents.
4. Students are supported to be confident future leaders and active and informed citizens who make positive contributions to society through student involvement in clubs and extra curricular opportunities.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Strategic Direction 2 All students had an individual learning plan (ILP) and made progress in literacy and numeracy. Students attend the Homework Centre and Mathematics Tutoring. School camps and excursions were subsidised for students.	\$ 1 720
English language proficiency	Strategic Direction 1 A Student Learning Support Officer was hired to support individual students in class to develop their literacy skills and cope with the demands of high school.	\$22 839
Low level adjustment for disability	Strategic Direction 1 Support Teachers provided support for individual students in class. Individual Learning Plans have been developed for each student and lessons are differentiated to suit students needs.	\$ 106 729
Socio-economic background	Strategic Direction 1 Resource: 3 teachers Process: Develop and implement a differentiated curriculum across all KLAs supporting the diverse needs of our students. Outcomes: Additional classes in Years 7, 11 and 12. Increased number of elective options 9–12. Year 7 teacher teams met weekly to discuss teaching practice and student progress. Resources: 3 stage head teachers Process: Creating enhanced opportunities for student voice, leadership and co-curricular activities. Outcomes: Increased range of gifted and talented opportunities, the development of the band program, Duke of Edinburgh program, cross curricula and interschool extension activities, links with universities and robotics competitions. Strategic Direction 2 Resources: 2 teachers Process: Structured Wednesday Professional Learning sessions for teams of teachers. This allowed teachers to work collaboratively and to develop their skills to effectively integrate literacy, numeracy, curriculum differentiation, ICT,	\$1 106 000

<p>Socio-economic background</p>	<p>critical and creative thinking and 21st century skills into their teaching and learning strategies.</p> <p>Outcomes: Increased understanding and implementation of best practice in teaching, learning and collaborative design of lessons and student resources.</p> <p>Strategic Direction 3</p> <p>Resource: Four teachers (Learning Support, EAL/D, one head teacher, one classroom teacher), past students as tutors</p> <p>Process: After school tutoring, individual, small group and team teaching in classes and team teaching across the school.</p> <p>Outcomes: Students supported to maximise their learning.</p> <p>Resources: One Deputy Principal, one classroom teacher.</p> <p>Process: Proactive wellbeing and discipline programs, improved transition from primary to high school and from school to post school destinations.</p> <p>Outcomes: Students are supported to maximise their learning potential and be confident future leaders and active and informed citizens who make positive contributions to society.</p> <p>Resources: Two part-time Community Liaison Officers, one Community Partnership Officer.</p> <p>Process: Develop a co-ordinated and strategic plan to enhance community partnerships.</p> <p>Outcomes: Engaged and involved parents in their daughter's learning, advocates for the school on the local and state level.</p>	<p>\$1 106 000</p>
<p>Support for beginning teachers</p>	<p>Strategic Direction 2</p> <p>Beginning Teachers have reduced teaching loads to support the development of their skills in the first year and are provided with ongoing feedback and support that is embedded in the collaborative practices of the school.</p> <p>Each Beginning Teacher has a mentor with the training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback.</p> <p>Additionally, beginning teachers have access</p>	<p>\$33 780</p>

Support for beginning teachers	to 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.	\$33 780
Targeted student support for refugees and new arrivals	<p>Strategic Direction 2</p> <p>Professional Learning for teachers <i>Teaching Refugees in my Classroom</i> where K–12 teachers from our school and schools from our local area met to complete the 10 hour accredited course.</p> <p>Strategic Direction 1</p> <p>The EAL/D faculty facilitated the Refugee Action Support Program. This is a joint program involving the Department of Education, the University of Western Sydney and the Literacy and Numeracy Foundation. Auburn Girls High School has 101 refugee students who benefited from this additional support. This program provided a positive learning environment to ensure curriculum content and assessments were completed every Thursday afternoon in classrooms and after school in our Homework Centre. Years 7–10 students were targeted and all our refugee students were encouraged to attend our after school program.</p> <p>The program provided a positive learning environment where students demonstrated greater confidence as they developed research and study skills, clearly improving outcomes for our refugee students. We employed additional tutors to assist in the afternoon study skills sessions.</p> <p>Auburn Girls High School has participated in the mentoring program with Macquarie University called Learning, Education, Aspiration and Participation (LEAP). A group of Year 9 and 10 students were involved in a 12 week program. Volunteer university mentors worked with students to increase their aspirations for future study, build confidence, to set goals, improve and broaden study and research skills, educational and vocational pathways. Our Community Liaison Officer supported our parents to attend our campus visit to increase understanding of university expectations and campus life. Our students participated with great enthusiasm, are more focussed and have greater confidence in their studies.</p>	\$13 615



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	785	780	795	801

Auburn Girls High School's enrolment was 805 in 2016, with the majority of the students coming from families that have a home language other than English. The most common home languages are Arabic, Turkish and Dari, however, there has been a significant increase in the number of students who speak Mandarin over the last few years.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94	93.8	93.2	92.6
8	93	91.5	91.4	91.6
9	91	89.9	90.4	90.3
10	88.5	88.9	89.4	89.5
11	89.5	85	85.4	89.9
12	90	87.4	87.4	88.4
All Years	91	89.5	89.8	90.5
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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			5
Employment			12
TAFE entry			10
University Entry			61
Other			5
Unknown			7

From this Year 12 HSC cohort 61 students have enrolled in university after graduating from Auburn Girls High School.

In addition, 22 students received early offers this year. Early offers have become a popular choice for both students and the universities, as universities are looking for well-rounded students who are more likely to succeed. Early offers are made based on school recommendations, leadership, community involvement and extra-curricular activities.

This year, **25 students received multiple offers** by utilising the option of changing their preferences with UAC after each round of offers. This gave them much greater choice of courses. Therefore in some cases, students were able to receive their first preference by waiting until the final rounds in February.

Education, Health (including nursing) Business, Arts and Social Science were the most popular fields this year. There were a few enrolments for Medical and other Sciences (including 1 for Forensic Science), Engineering, Psychology, Criminology, Policing, Commerce and Accounting, Information Technology and Design.

Year 12 students undertaking vocational or trade training

Approximately 75% of the school's 2016 HSC cohort has gone on to further study after graduating from Auburn Girls High School.

From this Year 12 cohort, student post school enrolments in TAFE were approximately 10% and 3% enrolled in private colleges. Students enrolled in courses including Business Administration, Graphic Design, Communications, Media, Children's Services, Management and Beauty.

Year 12 students attaining HSC or equivalent vocational education qualification

An HSC qualification was achieved by 99% of the 2016 Year 12 cohort of students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	39.6
Learning and Support Teacher(s)	3
Teacher Librarian	1
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	13.48
Other Positions	5

*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	58

Professional learning and teacher accreditation

Professional learning for teachers has been vital at Auburn Girls High School in providing opportunities for our teachers to further refine their teaching practice. Professional learning has been developed to align with the School's 2016 Milestones as well as faculty and individual needs.

Professional learning consisted of five designated whole *School Development Days* and afternoon sessions twice each term. Staff participated in seminars, workshops, presentations and demonstrations that included HSC and NAPLAN data analysis, programming, Positive Education, lesson

observations and feedback, and mandatory training including Child Protection and CPR. Renown clinical psychologist, Andrew Fuller, specialising in the wellbeing of young people, presented to staff about how teachers can use the research from neuroscience to increase student memory and learning outcomes.

In 2016, groups of teachers from English, Social Science, Learning Support, EAL/D and Languages were engaged in additional timetabled fortnightly professional learning days. An extensive array of presentations was provided by both in house experts as well as external consultants. These were designed to encourage professional dialogue and the sharing of ideas and resources. The main emphasis was on literacy, NAPLAN and HSC data analysis, curriculum differentiation, gifted and talented strategies, technology in teaching 21st century learners and assessment for learning.

Head Teachers participated in a two day professional learning *Executive Conference* as a part of our *Head Teachers as Leaders of Learning* Initiative. Their leadership skills were honed with a greater understanding of reading strategies, the evaluation of various existing models of Reading strategies and the development of a tailored model of *Super 6 Reading Strategies* suited to the needs of our students. As developing instructional leaders, Head Teachers enjoyed ongoing professional learning during weekly Executive Meetings.

Additionally, staff accessed a range of courses within the wider educational community and brought ideas on current educational theory and practice back into the school community. These provided opportunities to enhance teaching and learning, student engagement and wellbeing, career development and school policies and procedures. Funds were directed to build teacher and school leader capacity to support school improvement and student learning, consistent with the school plan.

There are clear indications that our professional learning strategies have had positive impacts on student learning outcomes and have facilitated best teaching practice.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 15 February 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

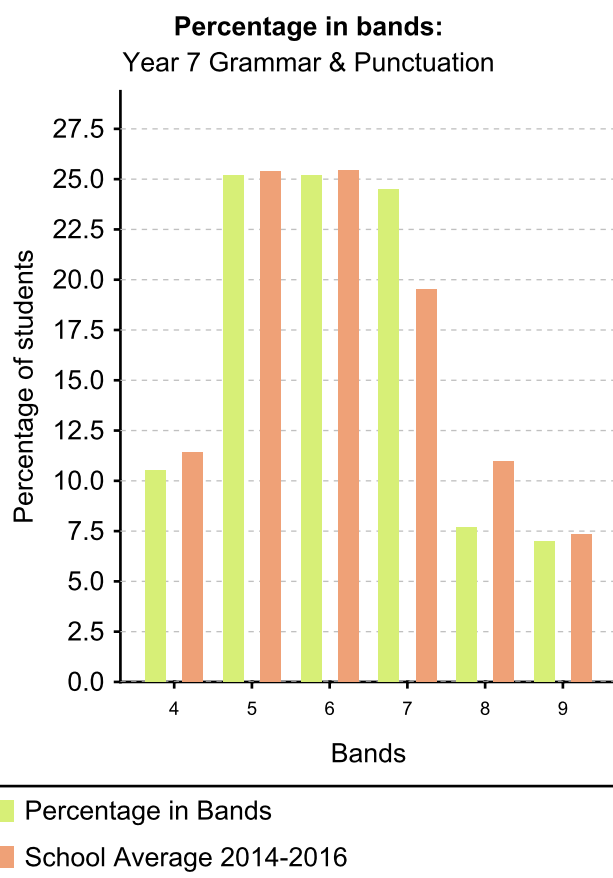
Income	\$
Balance brought forward	1 414 258.76
Global funds	646 135.39
Tied funds	1 685 580.61
School & community sources	206 239.23
Interest	29 890.33
Trust receipts	73 723.29
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	110 145.76
Excursions	49 135.47
Extracurricular dissections	76 743.47
Library	-1 855.60
Training & development	18 495.97
Tied funds	2 219 714.96
Short term relief	115 526.16
Administration & office	254 356.84
School-operated canteen	0.00
Utilities	113 146.11
Maintenance	98 200.81
Trust accounts	58 139.03
Capital programs	22 872.73
Total expenditure	0.00
Balance carried forward	0.00

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.

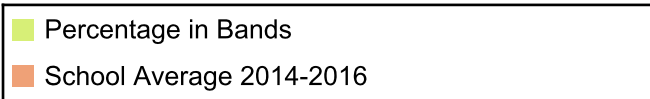
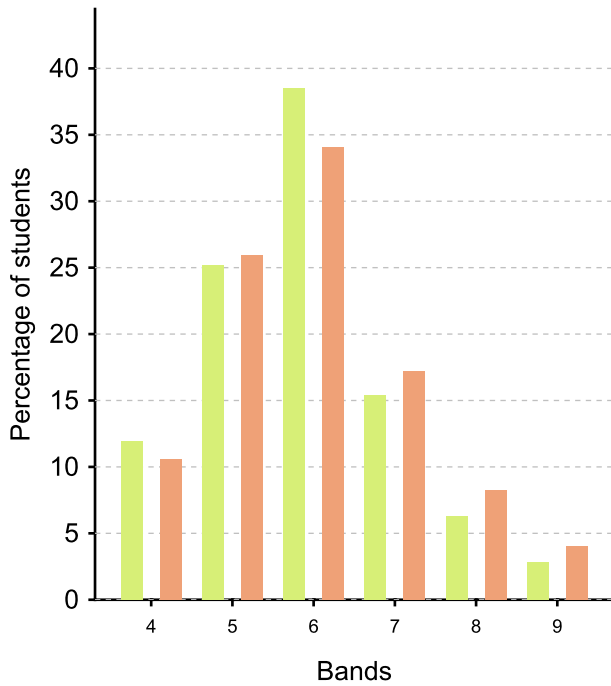
School performance

NAPLAN

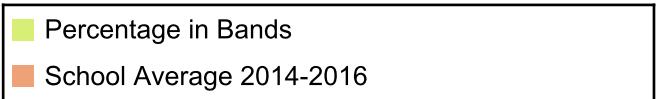
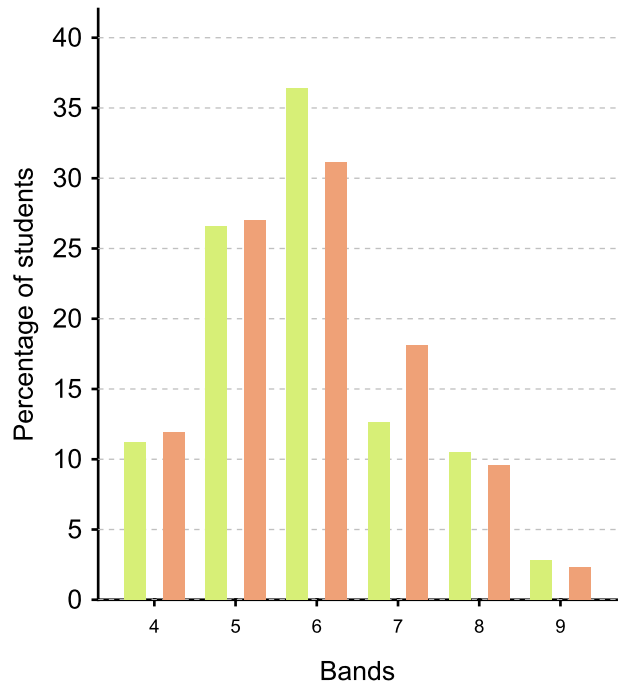
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



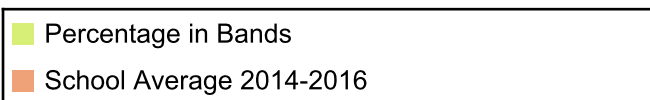
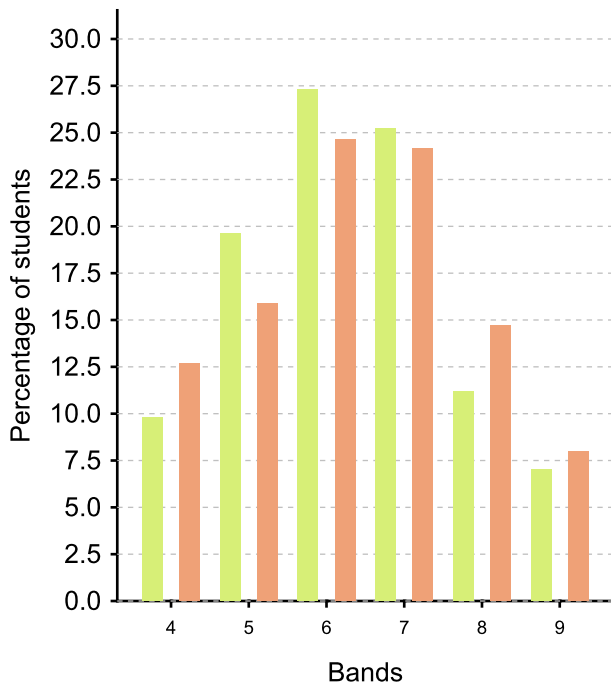
Percentage in bands:
Year 7 Reading



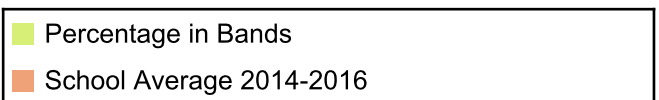
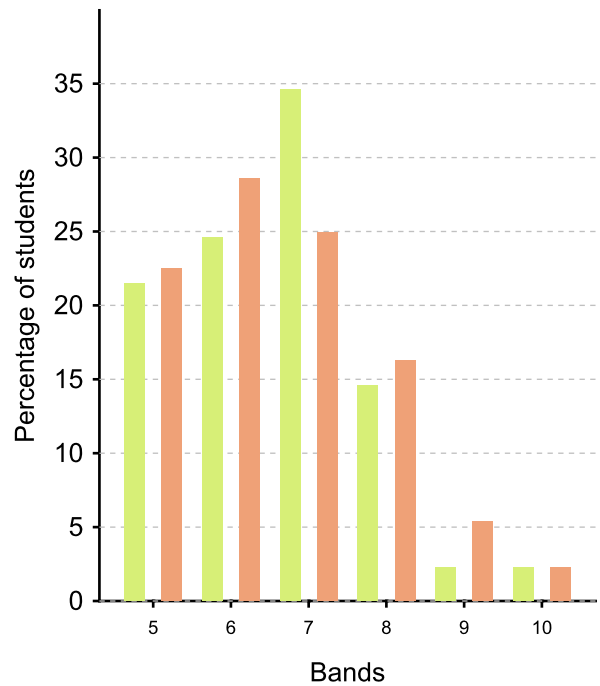
Percentage in bands:
Year 7 Writing



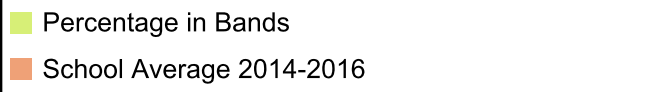
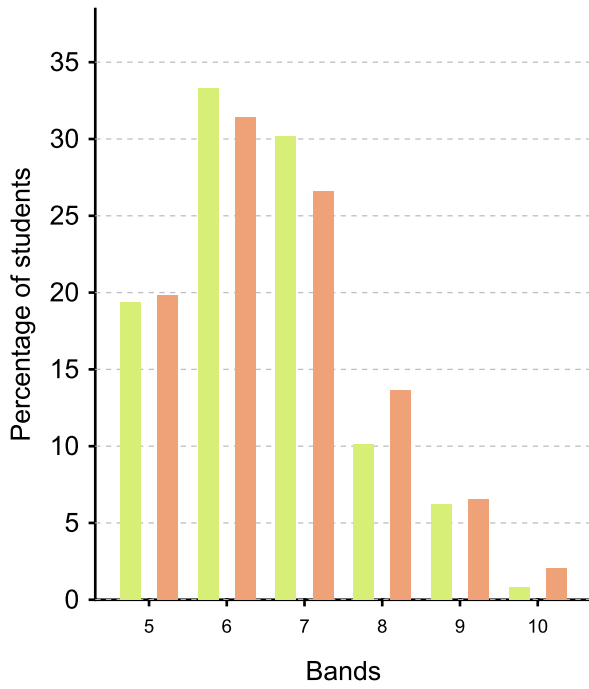
Percentage in bands:
Year 7 Spelling



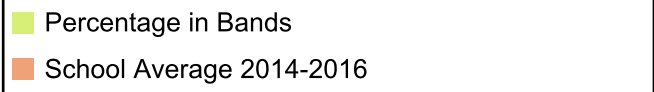
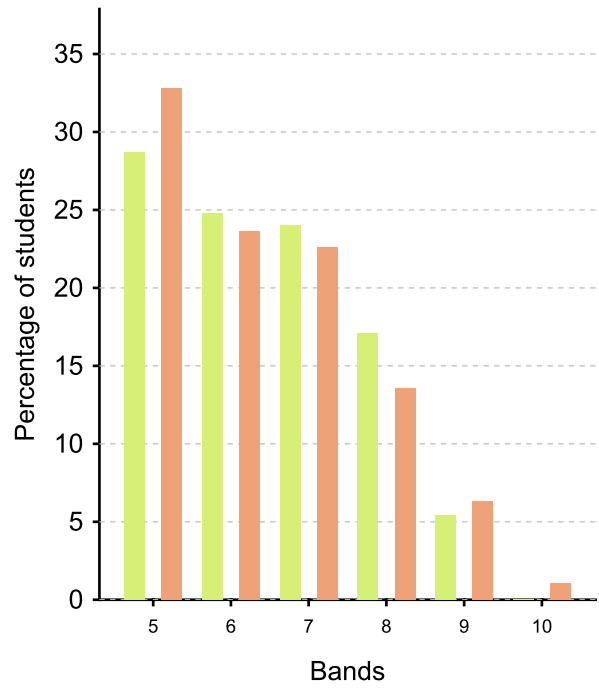
Percentage in bands:
Year 9 Grammar & Punctuation



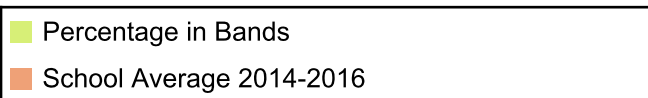
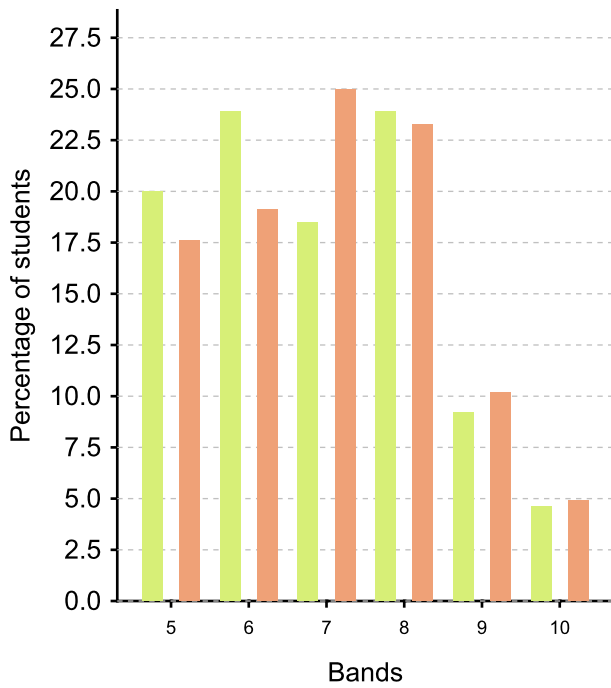
Percentage in bands:
Year 9 Reading



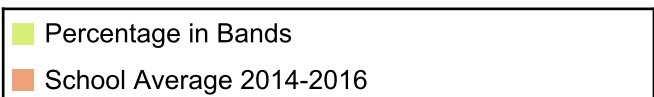
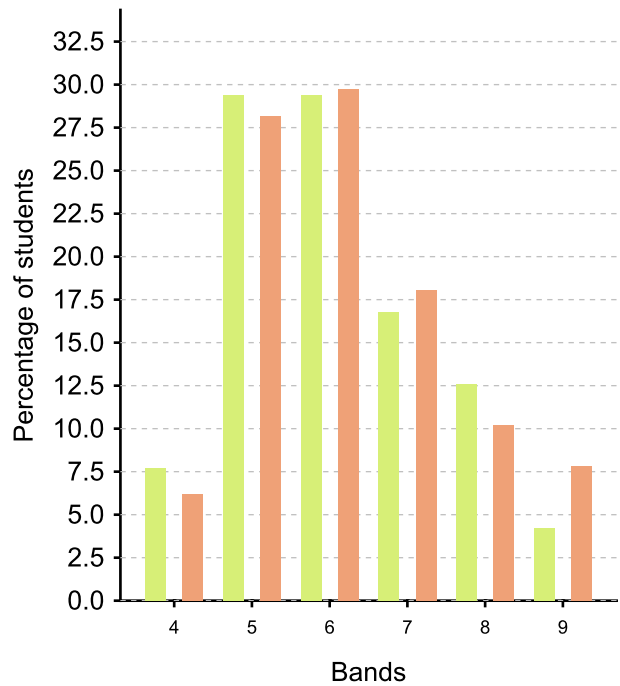
Percentage in bands:
Year 9 Writing



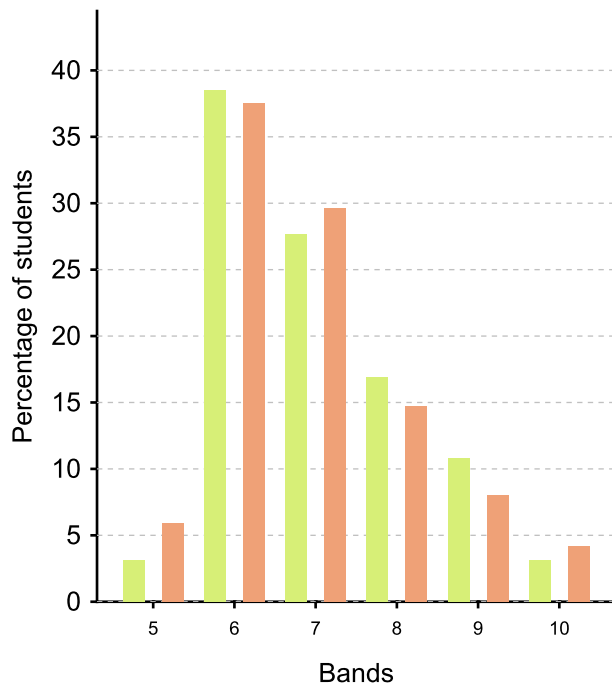
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy

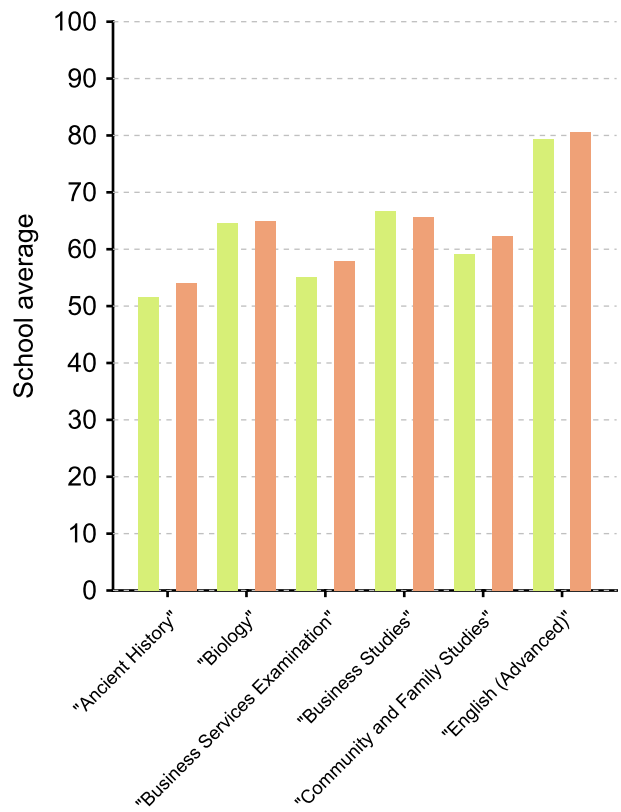


Percentage in Bands
School Average 2014-2016

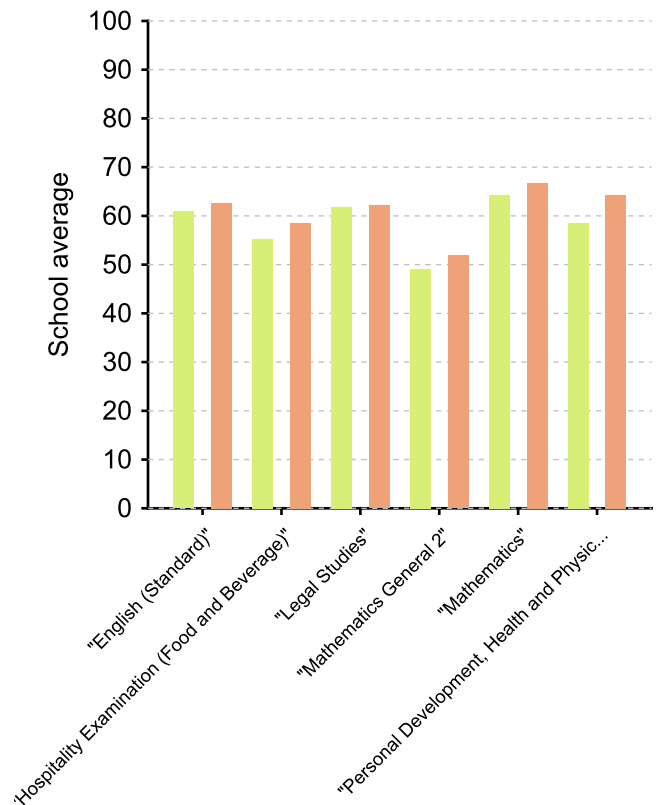
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

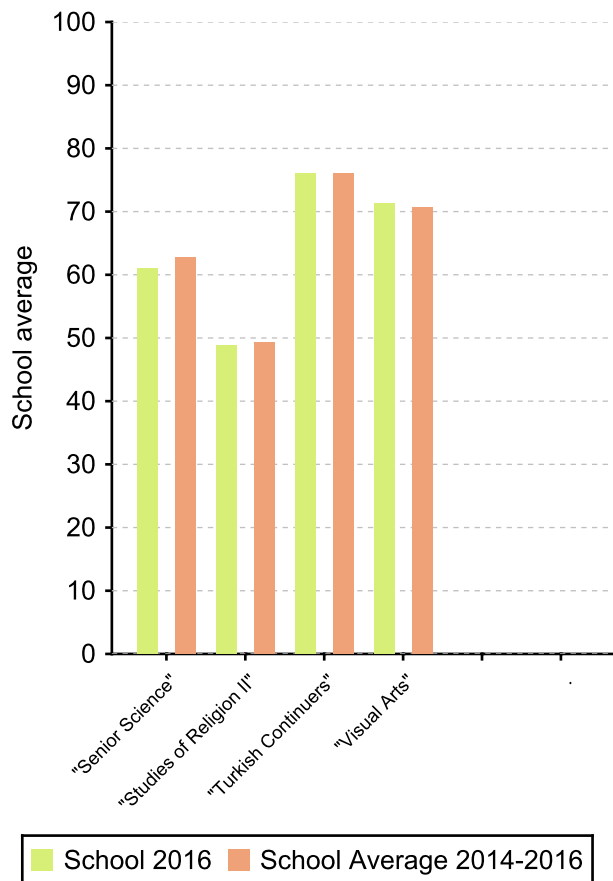
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



Parent/caregiver, student, teacher satisfaction

In 2016 the school conducted Learning Bar's *Tell Them From Me* student, teacher and parent surveys in order to gain valuable feedback from members of the school community. The results of the *Tell Them From Me* surveys are outlined below.

Parent Survey

Over 100 parents completed the *Partners in Learning* parent survey, based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey provided feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Parents rated the school as follows:

Parents feel welcome when visiting the school, are well informed about school activities and parent activities are scheduled at times that are suitable for parents (8.2/10)

The school supports learning, teachers have high expectations for my daughter to succeed and my daughter is encouraged to do her best work (8.4/10)

The school helps prevent bullying, my child feels safe at school and behavioural issues are dealt with in a timely manner (8.7/10)

Parents are informed about their child's progress in school subjects, social and emotional development and positive or negative behaviour at school (8.1/10)

Student Survey

427 students completed the *Tell Them From Me* student survey which included ten measures of student engagement and five drivers of student outcomes.

74% of students were identified as having a high sense of belonging; they feel accepted and valued by their peers and by others at their school.

78% of students were identified as having positive relationships and friends they can trust and who encourage them to make positive choices.

83% of students in this school valued their schooling and believe that education will benefit them personally and economically, and will have a strong bearing on their future.

70% of students in this school are intellectually engaged, that is, find their learning interesting, enjoyable, and relevant. The NSW Government norm for these year levels is 46%.

68% of students feel teachers are responsive to their

needs, and encourage independence with a democratic approach.

78% of students in this school stated that school staff emphasises academic skills and hold high expectations for all students to succeed.

Staff Survey

This survey was related to dimensions of classroom and school practices. Most of our teachers completed the survey with the questions asking our teachers to consider the following four dimensions of classroom and school practices.

73% of teachers identified that they provided **challenging and visible learning goals** for students, and, they enable students to achieve these learning goals.

73% of teachers identified that they **planned learning opportunities** which involve an intentional transfer of skills and knowledge.

72% of teachers identified that they provided **quality feedback** that guides students' effort and attention.

73% of teachers identified that they provide **support for students to overcome obstacles** to achieving their learning goals (e.g. poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

Policy requirements

Aboriginal education

In 2016, three students identified as Aboriginal. An Aboriginal perspective has been integrated into teaching and learning programs across all subjects. This enables staff and students to develop knowledge, understanding and respect for Aboriginal Australia as highlighted in the Aboriginal Education Policy.

Within the curriculum Aboriginal education is taught explicitly with:

- Stage 4 History examines significant features of Aboriginal cultures prior to colonisation and the impact of colonisation on indigenous peoples.
- Stage 5 History examines the changing rights and freedoms of Aboriginal peoples, including the study of the stolen generation, land rights, suffrage and reconciliation.
- Stage 4 Geography studies the origins of the continent from an Aboriginal and geographical perspective.
- In Food Technology, students have the opportunity to study, prepare and taste traditional Aboriginal food.
- In Visual Arts, students examine in depth the cultural, historical and political forces which have shaped the art making of Aboriginal and Torres Strait Islander peoples. In particular, the Stage 6 syllabus places emphasis on both traditional and contemporary Aboriginal art forms.
- In PDHPE, Stage 6 students examine Aboriginal and Torres Strait Islander health issues.
-

All our students are taught to value and understand indigenous heritage. This systematic approach has enabled both staff and students to appreciate, respect and learn about the history, knowledge and culture of the first Australians.

Multicultural and anti-racism education

Auburn Girls High School is proud of being culturally diverse, with 98% of our students being LBOTE (Language Backgrounds Other than English). In a school with staff and students from more than 50 language groups and more than 40 different countries, our school is committed to a shared vision of equity, empathy and understanding.

In 2016, our students were able to study six different languages: Turkish, Arabic, French, Korean, Japanese and Italian. Many of our students are already bilingual and these curriculum choices offer our students a third language to learn. Iftar Night has become a school tradition. The hall was filled with the laughter of families, friends, students, staff and guests from different schools. Together and from many different cultures, participants break the daily fast that is a feature of Ramadan through prayer, performances and the sharing of food. The event provides an opportunity

to learn more about the local community as individuals come together.

Throughout 2016 the school provided many opportunities for students to share their cultural heritage through drama performances and musical nights, as well as participation in events including the Schools Spectacular and cross-cultural visits.

Our Community Partnership and Liaison Officers worked together to support the school community. They organised parent meetings, cooking classes for parents, and parent excursions to universities and TAFE campuses. They are an invaluable part of our school and facilitate communication with all families in the school community. Auburn Girls High School is fortunate to be able to provide an inclusive curriculum that prides itself on celebrating a rich cultural diversity.