

Bankstown Girls High School

Annual Report



2016



8254

Introduction

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

In 2016 our student population was 548. The diversity of the school's population continues to be our greatest strength. The girls share a range of experiences both culturally and spiritually which enhances the learning of the whole school community.

As a school our focus continues to be on adding value to our girls' results and providing them with opportunities to grow academically, through sport, the performing arts or leadership. The majority of our girls do not speak English at home as their first language and many have disrupted learning experiences before they have arrived in Australia. The impact of this is clearly reflected in the girls NAPLAN results when they arrive at our school. Our school works hard to maximise the growth of the girls who come under our care and it is these results which stand out as strong indicators of success.

This is a credit to the teaching and learning strategies employed by the teachers, reinforced by a coordinated and supportive welfare program. It makes me proud to see the successes of our teachers and school administrative support staff who work tirelessly for the girls through their exemplary practice and their dedication to their own self development and the provision of the very best learning opportunities for our girls.

In 2016 we have seen substantial growth in the NAPLAN results for our year 9 girls compared to their performance at year 7. Our value added data which indicates how much growth the girls have achieved above expected growth is high. Our growth for girls from year 7 to year 9 shows a 3.5% increase over previous years and is 2% higher than the average for similar schools. Combined with our results for low SES students compared to high SES students saw an 18.3 point increase and this is 16.1 points higher than similar schools highlights the strength of programs running in the school. This level of growth is a credit to the hard work of the literacy and numeracy teams and the teachers who integrate a range of literacy and numeracy strategies that are targeted the specific needs of the girls in their classes.

100% of students who completed Year 12 were awarded the HSC credential and every student in that cohort who applied, was offered a placement at university. Once again in 2016 all Year 12 students achieved their goals whether they were university placement, TAFE offers or offers of fulltime work.

The enrichment and guided inquiry program continues to be strong and fosters in the girls important skills of self-directed learning, problem solving, critical and creative thinking and reflective learning.

Students at Bankstown Girls High School have access to a broad range of extra-curricular activities and our girls have excelled in sporting competitions; dance, visual arts and music events; debating and public speaking; student leadership opportunities; and volunteering. We have a very high participation rate and for these activities. We have to credit our teachers who dedicate much of their time to ensure the girls are provided with a wide range of learning opportunities and engage in activities that provide them with very rewarding experiences. The combination of formal and informal real life experiences aptly prepare them for the world beyond school by ensuring that the real world learning is part of the students' experiences. The whole school community is extremely proud of the achievements of our girls, academically, socially and in the wider community.

Betty Harper

Principal

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School background

School vision statement

At Bankstown Girls High School we are committed to developing empowered, creative, thoughtful young women who exit our school as proud, responsible, active local and global citizens. We will achieve this through the provision of challenging learning programs delivered by high performing staff in an inclusive, safe and supportive learning community.

STUDENT EXIT OUTCOMES

Social Outcomes A young adult who is:

- An effective, ethical and responsible communicator: will appropriately convey information clearly and successfully.
- Cooperative and Resilient: will willingly and persistently work in harmony with others towards a common goal.
- Civic Minded: will have a sense of belonging to the wider Australian and global community and participate as a constructive, conscientious member.
- Respectful: will display positive regard based on awareness and/or knowledge of someone or something.
- Generous of spirit: will embody empathy, acceptance and understanding.
- Courteous: will be polite, well mannered, attentive and considerate of others.
- Responsible: will accept moral accountability for her actions to people and the environment
- Motivated: will be determined, inspired and energetic, with drive and desire.
- Honest: will be fair to others, truthful and trustworthy.

Academic Outcomes A young adult who is:

- Literate: will be able to write, read, listen, and speak appropriately in a range of contexts using critical analysis in order to meaningfully function in society.
- Numerate: will be able to think mathematically and apply mathematical tools confidently for different purposes and contexts.
- A critical thinker: will be able to analyse and evaluate options, make judgments and employ sound reasoning.
- Technological: will be an ethical, proficient and creative digital citizen.
- A problem solver: will be able to identify relevant facts, plan appropriate strategies and operations, solve the problem and review the process and solution.
- An inquisitive learner: will actively seek knowledge by being an interested and curious learner.
- An independent learner: will take responsibility for their learning and show initiative.
- Demonstrating achievement of KLA outcomes: will have an understanding of subject content, skills, and values.

School context

Bankstown Girls High School is a comprehensive girls' high school established in 1960 situated in south-western Sydney.

The school population comprises of approximately 548 girls from diverse cultural, religious and socio-economic backgrounds, with 97% of the girls from a language background other than English, predominantly Middle Eastern, South-East Asian, Pacific Islander, Chinese, and African.

The school NSW FOEI (family occupation and employment index) for 2016 is 157 which is higher than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 929 which is lower than the average of 1000, indicating significant socioeconomic disadvantage.

The school places importance on high quality and engaging instruction by its teachers and supports its teachers with high quality targeted professional learning. In recognition of this the school was selected to be a *Centre for Excellence for Teacher Quality* (2011 – 2013) as part of the *Smarter Schools National Partnership on Improving Teacher Quality*. The school also received the Director's Choice Award for Literacy Programs. The school is a PBIS (Positive Behaviour Interventions and Support) School with our key focus on all students being *safe, respectful, learners*.

The school's overwhelming strength is reflected in our student growth data in the NAPLAN tests with students in year 9 exceeding the average expected growth in reading by 23% and exceeding the average expected growth in numeracy by 18%. Our value added data for the HSC indicates a higher than average increase for students in the top two bands with a score of 0.7.

In 2016 community and business partnerships were strengthened to enhance school programs and student learning opportunities and outcomes. In particular the school has strong relationships with universities, the ABC, Canterbury Bulldogs and the Australian Business and Community Network (ABCN).

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 our school continued to map our progress against the elements of the School Excellence Framework. All staff participated in regular professional learning around the School Excellence Framework to better inform our processes and procedures underpinning our programs, practices and policies and their alignment to the domains and elements within the framework. This was a successful model of collaboration, discussion, evidence gathering and data analysis.

In the domain of Learning, our school focused on a number of key areas including Literacy, Numeracy and Enrichment with a view to enhancing learning culture. The Literacy Genre Map continued to be a key focus for embedding literacy strategies across all KLAs. The use of grammar and its function was explicitly embedded across all KLAs and the students benefited from the specific literacy team teaching that was delivered in a number of diverse lessons over time. Success was evident in increased value added in our NAPLAN results. Similarly Numeracy was driven across a number of KLAs through specific strategies and practices which focused on KLA specific need. Significant work was undertaken to employ “working mathematically” strategies in the classroom and gifted and talented numeracy days were a highlight of the learning experience. Collection of school based data and analysis indicated strong growth in understanding of numeracy across the curriculum. Enrichment was another key component of enhancing learning culture. The Making Learning Meaningful Project continued to be delivered as a keystone of our whole school enrichment program ensuring that self-directed learning capabilities were addressed by students in Year 9. Further to this, the Guided Inquiry Program was expanded into a number of KLAs increasing student participation and accessibility to enrichment experiences.

In the domain of Teaching, the staff built on the strong history of collaborative practice by working together both within faculty and across faculty groups to improve pedagogy, enable productive conversations, facilitate evidence gathering and data analysis. Teachers received constructive feedback, particularly through the PDF process, which allowed them to reflect on their professional growth and improve practice. Professional Learning Communities facilitated a strong understanding of whole school programs and how they are embedded in the curriculum in order to best support student need. Teaching and learning programs have been reviewed to ensure they align with Australian curriculum requirements and adjusted following the backward mapping process. In 2016, staff requested additional professional learning to strengthen their skills in analysing data and using the SMART 2 application. Professional learning in the RAP tool enabled staff to interrogate the item analysis data for HSC students and use this knowledge to adjust teaching and learning programs accordingly. There is a well-established model for the support of new teachers through a structured orientation/induction program, teacher mentor and relevant professional learning to assist teachers gain accreditation.

In the domain of Leading, the school has always promoted and reinforced a culture of high expectations of its students in all areas of school life. Feedback on participation in programs has been positive and has led to the school being invited into new programs or initiatives such as the ABCN “Full Steam Ahead” program, the “Be All In” program with the Canterbury Bankstown Bulldogs and various opportunities offered through the ABC. The school strives wherever possible to raise the degree of community participation and although the P&C is still in its infancy, the links with other community groups and organisations is strong and provides a wide variety of opportunities for all students. Underpinning this is the school leadership team comprising of the Principal, Deputies, School Executive and program leaders. It is this team that determines school directions, supports and develops a scope and sequence for professional learning and endorses school initiatives that are in line with the School Plan and its strategic directions. The leadership team will continue to build the capacity of the teaching staff in order to develop leadership potential so as to maintain a dynamic teaching and learning environment.

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.

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

Students are successful learners, leaders and active global citizens

Purpose

To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

To develop(enable) students to be productive and ethical users of technology equipped with the skills required for the 21st century.

To nurture students to become resourceful, empathetic and resilient lifelong learners.

To develop student leadership and student voice within and beyond the school community.

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of their world.

Overall summary of progress

High expectations and promoting a positive, dynamic learning environment continue to be a whole school focus in order to enrich the learning experiences of all students. We have continued to embed the Australian Curriculum general capabilities in all teaching and learning programs and have expanded the inquiry based learning approach as a means of exploring the concept of a growth mindset to assist our students in becoming critical thinkers, driving their own learning and understanding.

Student wellbeing programs have focused on empowering our students through decision making and student voice opportunities. We encourage all students to embrace leadership roles within the school and to help determine the direction and focus of the school's ideals. In 2016, students led a whole school needs analysis to determine and prioritise programs they felt were essential in supporting their academic and social development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students Yr 7–10 show growth as evidenced through external and school based assessments.	In 2016 NAPLAN testing for Year 7 indicated that in writing and spelling there was 12% growth in the at proficiency bands. Similarly Year 9 NAPLAN results indicated 47% of students achieving in the top three Bands for Spelling and 24 % in the top three Bands for Reading. NAPLAN Numeracy results demonstrated a similar trend in that 76.4% of students achieved a growth of more than 50% from their achievement in Year 5 NAPLAN. Year 9 results indicated that 96.5% of students are working at or above national standards. Significant interventions both in Literacy and Numeracy throughout 2016 saw a significant decrease in students performing below national standards.	Low socio-economic funding \$303922
More than 30% of grades or bands achieved are in the top two levels for ROSA and HSC and less than 10% of bands achieved are the lowest 2 levels of HSC or RoSA.	In 2016 68% of the HSC cohort achieved at least two results in the top 2 bands whilst 55% of the ROSA candidature achieved at least one Band A or B.	Low socio-economic funding \$168448
All students 7 to 12 are supported through the welfare system that promotes opportunities to engage with learning and offers the opportunity to develop leadership	2016 saw the implementation of the Year 7 Best Me Program: a school developed well being program which aims to build positive self image in Year 7 students as well as helping to foster positive relationships between students and teachers as	Low socio-economic funding \$144791

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
skills	<p>well as students and students.</p> <p>Links to Learning has continued to grow in profile at the school as has the Support a Sister Program. In 2016 positive evaluations of the Support A Sister program enabled us to engage with UNSW to deliver the Yes We Can Program. Both these programs foster and promote student voice and leadership opportunities.</p> <p>As a result of targeted student wellbeing programs, 75% of our students expressed a strong sense of belonging and 77% believe they have positive relationships with fellow students and staff.</p>	

Next Steps

Continue to expand the guided inquiry program through the planning and creation of a Year 7 Foundations for Learning program which will be implemented in 2018.

Establish a whole school approach to explore the Numeracy framework document and develop programs using the framework to further embed key initiatives into the curriculum.

Expand the Literacy Genre Map to include Yr. 8 strategies and assessment to build a more systematic and comprehensive approach to teaching literacy skills across all KLAs

Continue Identity Text program with USYD to further develop the literacy skills of EAL/D learners

Establishment of a Senior Studies Program to improve the performance of Stage 6 students.

Strategic Direction 2

Staff are high performing, collaborative and dynamic

Purpose

To create an engaged and collegial community of learners who are active, fearless and collaborative facilitators dedicated to constant evolution of their own skills in providing high quality educational outcomes for students.

To provide curriculum innovation, quality teaching and leadership capability that inspire learning and drives high quality student achievement.

To ensure the continued alignment of our school's primary purpose and student exit outcomes with our programs and practices.

Overall summary of progress

Staff members continue to be active and dynamic in their school citizenship and commitment to lifelong learning. Professional learning has drawn directly from the school's plan and target focus areas are aligned to both the School Excellence Framework and the Australian Professional Standards for Teachers. In 2016 much professional learning time was spent navigating the School Excellence Framework through a Professional Learning Community structure in order to provide staff with the opportunity to use the framework as a working document where all programs and practices were mapped and evidence was gathered to support the elements that best suited those programs or practices.

Performance and Development Plans were developed by all staff members and a time frame was adhered to in order to allow for discussion and feedback around professional learning goals.

Feedback on teaching practice and school process has continued to be an area of focus whereby the student and parent body maintain open and productive communication.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff demonstrating responsibility for their professional learning through the application of their Performance Development Plan to improve practice	<p>At the end of 2016 all staff members had completed the cycle of Performance and Development, having developed their plan in consultation with their direct supervisor, refined and evaluated as the process required.</p> <p>All staff currently engaged in a range of professional learning activities and actively participated in classroom and reciprocal observations to improve practice.</p>	Professional Learning Funds \$101847
All teachers undertaking accreditation successfully complete and maintain the process	In 2016 all eligible beginning teachers successfully completed the accreditation process. All teachers due to complete their maintenance cycle were successful in their applications.	Professional Learning Funding \$36216.25
75% of students are intellectually engaged with learning and 80% of students are active in trying to achieving a high degree of success as measured by the TTFM survey.	The Tell them From Me survey results for 2016 indicated that 56% of our students are intellectually engaged with learning in comparison to the NSW Government norm for girls which is 43%. The survey confirmed that 77% of student respondents try hard to succeed in their learning compared to the NSW government norm which is 67% for girls.	Low socio-economic funding \$220876

Next Steps

Continue to refine the PDF process in relation to goal setting, evidence, feedback and data to ensure efficacy

Reintroduce walkthroughs to provide feedback on T&L

PLC focus in 2017 will be on Literacy and Numeracy programs which will address demands of new HSC minimum requirements.

Professional Learning around the use of data and evidence gathering will be delivered and undertaken by all staff to better inform teaching practice.

Strategic Direction 3

A high performing school and a community that is inclusive, informed and engaged

Purpose

To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.

To develop a school that is reflective of its practices and engages in whole school planning directed to continual improvement responsive to educational trends.

To nurture and expand effective and meaningful partnerships community partnerships that support student learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand.

Overall summary of progress

Community involvement has continued to flourish in 2016, particularly with the growth of the P&C as a representative body of the school. A number of community groups and agencies have forged links with the school in order to facilitate opportunities for the students outside of the school setting. Such strategic partnerships beyond the school context provide further learning opportunities for both staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A comprehensive school review process is undertaken that leads to clearly articulated Strategic Directions for School growth based on rigorous and valid data analysis.	In 2016 the school undertook a rigorous whole school needs analysis which was triangulated by surveying staff, parents and students. The data provided as a result of this analysis chartered the direction for a senior studies program and a rethink of Year 7 and the learning habits required for transition to high school.	Professional Learning Funding \$5040
Increase the percentage of parents purposefully in supporting their daughter's education and in the life of the school.	In 2016 the P&C was more actively involved in the decision making processes required at school, contributing to the whole school needs analysis and the school plan. The P&C was introduced to the Literacy and Numeracy programs as well as student well being programs and members were asked to offer opinions about strategic directions for these programs.	Low socio-economic funding \$52428
All decisions regarding the school learning environment, technology, infrastructure, assets and WHS supports innovative quality teaching and learning practice.	BGHS continued to meet all compliance obligations in terms of DEC policy requirements. The school ensured that the school finances were equitably distributed to meet technology; infrastructure and learning environment needs in order to provide the best learning opportunities for students..	Low socio-economic funding \$95256

Next Steps

Establish clear guidelines and processes for the collection of evidence against the school milestones and School Excellence Framework.

Address the succession planning needs of the school in consideration of future staff changes.

Explore and establish creative and flexible options for learning spaces throughout the school.

Explore the necessary processes required to provide feedback to the school community through the school website.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Paid for teacher release time to develop personalised learning and support plans with and for the students. Students were kept informed about current initiatives and opportunities provided by local networks. Neither of these students qualified for additional North North assistance in 2016. Their plans were reviewed once each semester and their attendance was closely monitored.	• Aboriginal background loading (\$678.00)
English language proficiency	All identified students were assessed in the four literacy modes early in 2016. EAL/D Funding was used to employ an additional .4 EAL/D specialist teacher for the year to supplement 1.2 equity staffing. This enabled the establishment of targeted EAL/D classes in all KLAS from Years 7 to 10 to be well supported through team teaching and withdrawal if required. Senior students were closely monitored and assisted on a needs basis. EAL/D support teachers also assisted the implementation of a new evaluation system focusing on evidence based teaching and learning strategies used in the classroom and student work sample analysis to move students along the EAL/D learning progression. All identified students have made satisfactory progress in their English literacy development.	• English language proficiency (\$25 550.00)
Low level adjustment for disability	Personalised and targeted class learning and support plans were developed to assist all identified students in 2016. Funding provided the employment of an additional Learning and Support Teacher (.8) for Semesters 1 and 2. This staffing enabled team teaching, the delivery of adjusted programs and/or withdrawal to be provided for identified students in all Years 7 to 12 on a Semester to Semester basis. In 2016, 28 students followed a Life Skills pathway in Years 9 to 12. Individual Transition Plans were developed for those students in Years 10, 11 and 12. All exiting Life Skills students were linked to external support agencies. Mainstream teachers of identified students participated in the Learning and Support Registration system in which they accounted for all curriculum adjustments made and also produced annotated student work samples.	• Low level adjustment for disability (\$41 807.00)
Socio-economic background	Socio-economic funding facilitated and supported the running of a number of programs in the school to best support the students' learning needs. These included Literacy, Numeracy, Enrichment and Community. The focus of the enrichment program continued to be the Year 9 Making Learning Meaningful Program underpinned by a whole school approach to Guided Inquiry , whereby a collaborative approach to teaching and learning enabled students to build skills in developing inquiry questions, team work and conducting research. This year saw the	* Socio-economic background funding (\$718 930.00)

<p>Socio-economic background</p>	<p>students build partnerships with ABC TV , Bankstown Poetry Slam, Australian Poetry Slam as well as City of Canterbury Bankstown council. Partnerships with these organisations strengthened links with the school community but more importantly provided the students with a real world audience to show case their work.</p> <p>The literacy program is a whole school initiative whereby an integrated teaching and learning mode has all staff at BGHS engaging in literacy activities within their classrooms. A whole school interactive genre map has been developed as a professional learning tool, whereby teachers are able to access professional reading along with classroom strategies in accordance with the grammatical feature allocated to their particular KLA.</p> <p>This systematic approach to teaching grammar has provided students with a common metalanguage across KLAs and results have seen Year 7 Grammar and punctuation in the top three bands increase by 46%, whilst Year 9 have increased by 19%.</p> <p>The Numeracy focus for 2016 was to establish a targeted numeracy program early in Year 7 to specifically teach the numeracy and basic mathematical skills required in Mathematics and across all KLA areas. Emphasis was placed on the explicit teaching of problem solving strategies and basic number skills and concepts by the Numeracy Team, with a focus on mathematical literacy and real life connections and applications. Numeracy skills were integrated across the urriculum with the support of the Numeracy Skills Framework.</p> <p>Community engagement made significant inroads in 2016. The P&C were active in their support of the school and as such successfully attained a government grant which was used to create a new community and learning space. Partnerships withBankstown Multicultural Centre, the Muslim Women's Association and TheCanterbury Bulldogs have seen each of these community groups run programs thatengage both our students and parents. The Community Engagement Officer has provided opportunities for our students to have a voiceon local and State issues through their participation in youth forums and mock Parliament</p>	<p>* Socio-economic background funding (\$718 930.00)</p>
<p>Support for beginning teachers</p>	<p>BGHS had 20 beginning teachers in 2016. One was a permanent beginning teacher while the others were employed in a temporary or casual capacity and had one to three year teaching experience. Specific funding was provided to support their teaching practice. They were appointed a mentor with whom they met regularly throughout the year. The mentoring ensured</p>	<p>* Permanent Beginning Teacher Support Funding (\$48 133.00)</p>

Support for beginning teachers	<p>that the new scheme teachers received one on one support when needed. Beginning teachers were involved in a professional learning program throughout the year. This professional learning comprised both external and in school workshops. Specific professional learning days were organised for beginning teachers. These teachers were also supported in their accreditation process by a supervisor who oversaw the accreditation at proficient level and maintenance of registered staff.</p>	<p>* Permanent Beginning Teacher Support Funding (\$48 133.00)</p>
Targeted student support for refugees and new arrivals	<p>BGHS identified 9 refugee students in 2016. These students were closely monitored and mentored during Semester 1 by the EAL/D specialist teacher. Refugee funding was used to employ a teacher in Semester 2 to support these students through the development of individual plans based on teacher feedback, work samples and their half yearly reports. Students in Years 10, 11 and 12 participated in one on one tutoring sessions targeting skill development identified in their plans. The senior students were also assisted to apply for scholarships. Refugee students feel well supported at BGHS as indicated in the Tell Them From Me survey.</p>	<p>* Targeted student support for refugee and new arrivals funding (\$4 300.00)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	642	603	555	551

Student enrolments in 2016 remained static. Generally, the school's enrolments are consistent with patterns and trends in other schools in the region. It is well noted that there is a strong correlation to the gender balance in primary schools where there are currently more boys than girls progressing to high school.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.7	93	92.7	92.7
8	91.5	90	87	88.8
9	89	88.8	88.5	86.8
10	87.6	83.9	84.7	83.2
11	85.9	87.3	84.1	88.2
12	88.9	90.8	86.7	85.6
All Years	89.3	89	87.1	87.4
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

Our overall attendance rates have remained similar to those of 2015. The slight decline in senior attendance was in part to the increased leaving age. Students remained on the school's enrolment until there was written confirmation that the courses satisfied the legislative requirements of 25 hours of TAFE, work or school. Parents taking students overseas on unapproved leave during the school term continues to impact on attendance figures.

Management of non-attendance

Bankstown Girls' High School continues to have a coordinated approach to student attendance. Attendance and lateness is managed through an electronic attendance system with teachers marking rolls electronically in each lesson and late arrivals managed by an electronic cards wipe system in the main office. The school Welfare Team, Head Teacher Welfare, Student Advisers, Home School Liaison Officer (HSLO), the Police School and Youth Liaison officers (SLP and PYLO), school counsellor, transition adviser, careers adviser and community engagement officer all work together to counsel students. Parents are informed via phone call, letter or formal interview to improve student attendance and punctuality. Students who are HSLO referrals, found truanting or whose attendance is poor are placed on attendance cards monitored either by the Head Teacher Welfare or the Deputy Principals.

These measures have been effective across all year levels especially with our long term student population but less so with students who enrol from other schools with established patterns of truancy and/or non-attendance. We will continue to focus on improving student attendance and punctuality in 2017.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1.2
Employment	0.9	1.9	5.1
TAFE entry	0.9	0.9	12.6
University Entry	0	0	8.9
Other	1.9	5.7	20.2
Unknown	0	0	13.9

Year 12 students undertaking vocational or trade training

In 2016, 89 students were entered for the HSC. During the course of the year, six entered TAFE, two left to full time work, one entered college and one went overseas. Of the students who sat for the Higher School Certificate examinations, 80% completed an ATAR pattern of study while 35% of students included one VET course studied at school, TAFE or at an RTO, in their pattern of studies.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 76 students who completed the HSC, 38% (30

students) gained university places, with offers coming from nine universities. In addition, one student entered a Bachelor Degree through a private college. All students accepted these offers, except for two students. One went overseas and one chose to defer her studies. Fourteen students have enrolled into an alternative university pathway such as WSU College and Notre Dame – Foundation or Diploma studies.

The highest ATAR was 92.15 and the recipient has enrolled into a Bachelor of Education (Secondary Science) B Science at the University of Sydney. The recipient was successful in being offered the E12 Early Entry Program with a \$5 000 first year scholarship. The E12 Program also includes a full range of support such as, access to corporate partners to develop ongoing opportunities; internships and mentoring. This student was also awarded the UNSW Academic Achievement prize.

Five other top performing students received ATAR scores in the high to mid eighties and have enrolled into Degree and Double Degree courses. These include Business, Commerce and Arts, Medical Science, Occupational Therapy and Health Science (Paramedicine). These students were also successful in being offered early entry into their chosen degree through either a Guaranteed Entry or via the Schools Recommendation Scheme.

Of the 2016 candidature, ten students are studying full time at TAFE and seven students full time at private colleges. Two students are undertaking traineeship/apprenticeships. Courses include Business Administration, Real Estate, Enrolled Nursing, Tourism/Travel and Events, Child-Care, Hairdressing and HR Management. Four students are working full time.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	26.1
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	8.08
Other Positions	5.9

*Full Time Equivalent

In 2016 there were no teachers who were of Aboriginal background

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	10

Professional learning and teacher accreditation

Professional learning at Bankstown Girls High School is focused on a continual cycle of development for staff that ensures quality teaching and learning is at the centre of our strategic directions. In 2016 a total of \$101,847.00 was spent on teacher professional learning. Monies were used to cover course costs and teacher relief. The average amount of money spent per teacher on PL was \$1,520.00. In 2016 every staff member was involved in the process of developing personalised professional learning plans that were aligned not only with National Teaching Standards but also the school's strategic directions.

Staff worked collaboratively as members of professional learning communities to align the school's programs and practices to the School Excellence Framework, plotting these against the relevant domains and elements. These teams were solution focused and generated strong future directions underpinned by evidence based practice.

Staff Development Days:

Staff development days concentrated on a number of areas of the School Plan. School procedures and analysis of HSC results along with compliance training was undertaken at the beginning of the year. Professional Learning in 2016 also focused on a deeper understanding of RAP data and its application in the classroom, refining the PDP process, Digital Nutrition, whole school needs analysis and exploration of the School excellence Framework.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance

Income	\$
Balance brought forward	393 778.47
Global funds	557 549.55
Tied funds	702 583.61
School & community sources	177 486.29
Interest	10 691.27
Trust receipts	50 746.90
Canteen	0.00
Total income	1 892 836.09
Expenditure	
Teaching & learning	
Key learning areas	77 230.47
Excursions	21 056.67
Extracurricular dissections	89 752.71
Library	9 840.12
Training & development	0.00
Tied funds	646 668.79
Short term relief	129 518.80
Administration & office	144 337.08
School-operated canteen	0.00
Utilities	86 536.10
Maintenance	61 306.36
Trust accounts	52 008.18
Capital programs	19 609.10
Total expenditure	1 337 864.38
Balance carried forward	554 971.71

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.

In the NAPLAN assessment, results are reported on in accordance with nationally determined benchmarks. Literacy results for Bankstown Girls' High school in 2016 saw positive growth in achievement scales across multiple skills. Of the four assessable areas (reading, writing, spelling and punctuation), Year 7 saw positive growth of 12% in the at proficiency bands in both Writing and Spelling. A significant intervention at BGHS to improve the students currently performing below national benchmarks saw trend data increasing. A 14% decrease of students who were performing below national standards was evident in Writing, Spelling and Grammar and punctuation. In 2016 data reflected strong growth in Year 7, showing 60% of the cohort achieving in the top three bands in spelling, whilst 46% achieved in the top three bands for Grammar and punctuation. Similarly, positive growth was evident in Year 9, revealing 47% of students achieving in the top three bands for Spelling and 24% in the top three bands for reading.

Year 7

The NAPLAN 2016 provided teachers and parents with information on each new student's numeracy skills in the areas of Space & Geometry, Data, Patterns and Algebra, Measurement, and Number.

The Year 7 results indicated that 94.3% of students are performing at Band 5 or above in overall numeracy achievement which means they are working at or above minimum national standards. 76.4% of our students achieved a growth of more than 50% from their achievement in the Year 5 NAPLAN. 59.7% of our Year 7 students fell in Bands 5 and 6 which indicates that many students enrolling into Year 7 have below average numeracy skills with 5.7% of students below minimum national benchmark standards which is an improvement in overall numeracy from 2015.

Year 9

The Year 9 student results indicated that 96.5% of our students are in Band 6 and above which means they are working at or above minimum national standards. This is a slight increase of the 2015 results. 54% of students are working above the state with 73.3% of students achieving greater than or equal to expected growth. Average scale score growth was 58.8

compared to 40.1 of NSW DoE students, reflecting the successful implementation of the targeted numeracy program.

A close analysis of the results has indicated that there is a continued need to concentrate on the areas of Data, Measurement, Space & Geometry and Patterns & Algebra. This has informed our 2017 school targets and as a result in 2017 improvement in numeracy continues to be a major school focus. The Stage 5 numeracy program will have an emphasis placed on the application of problem solving strategies and making links to the real world through the Working Mathematically outcomes of the Stage 5 syllabus.

Further to this the Numeracy Team will focus on mathematical literacy and embedding numeracy strategies into all KLA programs using the Numeracy Skills Framework as a basis.

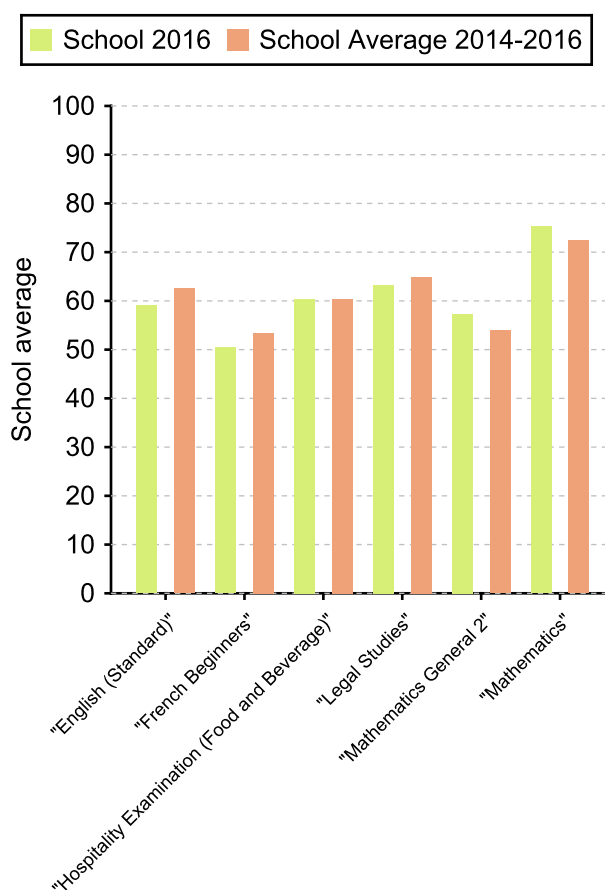
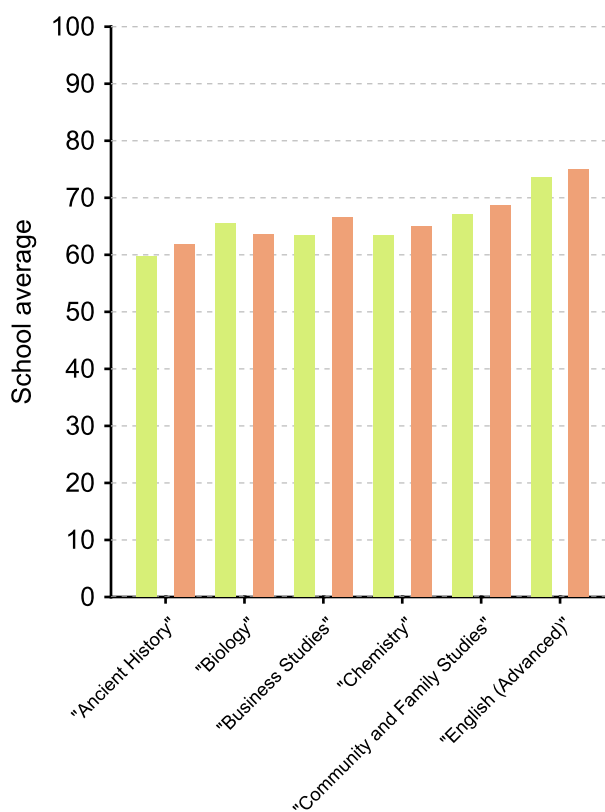
As a direct result of the literacy intervention at BGHS, there were some notable achievements in the top performance bands. Year 7 saw 35% of the cohort achieve the top two bands for spelling, placing them above the state average. Writing in the top two bands has seen a 6% growth from 2015 to 2016. Grammar and punctuation placed 18% of the cohort in the top two bands. in Year 7. Year 9 saw growth in writing results, from 2015 to 2016, whilst 12% of the cohort of Year 9 achieved the top two bands for spelling. an area for improvement noted in both Year 7 and Year 9 is reading, with only 6% and 4% achievement levels respectively.

NAPLAN Numeracy results for 2016 indicate that only a small percentage of Year 7 students were able to achieve in the top two bands. 8% of students achieved a Band 8 while no Year 7 student achieved a Band 9, this compares to 17.7% and 13.7% respectively. These results reflect the percentage of students who are at proficiency level, that is 11% of the school compared to 31% of the state. Similarly, in Year 9 4% of students achieved a Band 9 while no students achieved a Band 10, this compares with 15.4% and 11.5% of the state respectively. These results are also reflective of the percentage of our students who are at proficiency level, that is, 2% compared to 27% of the state.

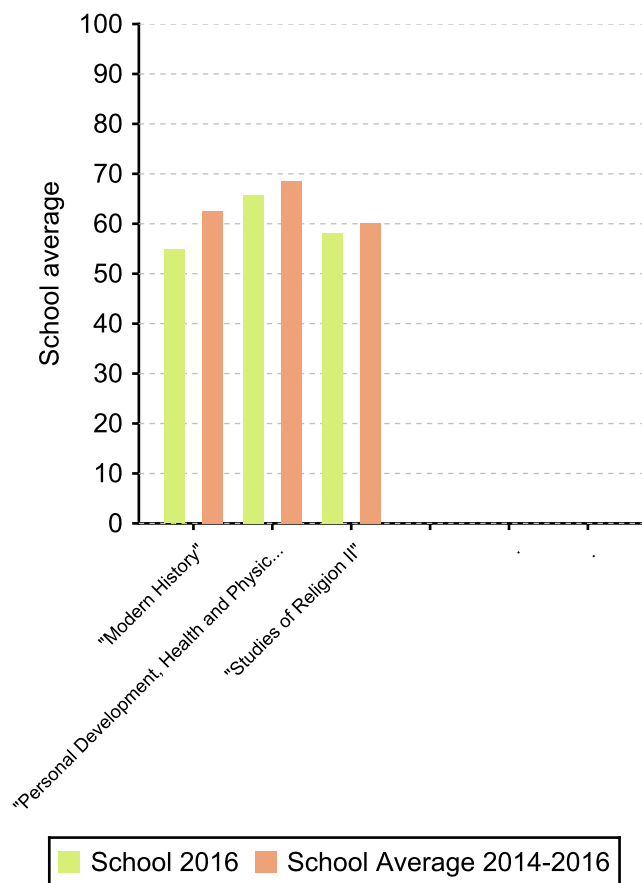
The Stage 4 and 5 numeracy program will have an emphasis placed on the application of problem solving strategies and making links to the real world. Further to this the Numeracy Team will also focus on mathematical literacy and embedding numeracy strategies into all KLA programs using the Numeracy Skills Framework as its foundation.

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



In 2016, 76 students were entered for the HSC. three of these students undertook a Life Skills Pathway and all were awarded a Life Skills Higher School Certificate. The school offered a wide variety of Board Approved courses including three Vocational Education and Training (VET) Frameworks.

Our HSC results for the 2016 cohort indicated above state average achievement in English as A Second Language. Subjects that also performed well against the state average were Design and Technology, Mathematics and Visual Art.

The 2016 cohort achieved band 6 results in English as a Second Language, Legal Studies, Mathematics and Personal Development / Health / Physical Education.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016, the school sought the opinions of parents, students and staff through surveys, meetings and discussions. Questions were asked around a diverse range of issues, processes and practices pertaining to the school. A summary of the findings is as follows: Students felt that they had a strong sense of belonging to the school with 80% of students believing that education will benefit them personally and economically, and will have a strong bearing on their future. Students believed that classroom instruction was highly organised, with a clear purpose and and with immediate and appropriate feedback. The girls

were also appreciative of the extra-curricular opportunities and programs that were offered at the school.

Staff reported that they felt the school worked well because of the strong collaboration between colleagues. They felt confident in talking to colleagues about classroom strategies to enhance learning, behaviour management practices and in developing cross – curricular or common learning opportunities..In 2016 staff responded to a whole school needs analysis whereby they were asked to consider what was needed in the school to further improve learning outcomes. The staff responded with a clear need to maintain rigor through a senior studies program and to investigate possible ways of strengthening the transition process in Year 7. As a result of this, new programs will be developed and delivered.

In 2016 parents were also asked to participate in whole school surveys and discussions to better contribute to the school's decision making. This was mainly undertaken through the P&C and led by the school's Community Engagement Officer. The parent representative body indicated that they were satisfied with the school's processes and practices and believed that their daughter's were being offered a good education in a nurturing but intellectually challenging environment. The P&C continued to seek out opportunities to enhance the learning environment of the school.

Policy requirements

Aboriginal education

During 2016, Bankstown Girls" High school continued to provide education about Aboriginal Australia for all students. To achieve this, staff across all KLAs created learning environments where Aboriginality, identity and the diversity of aboriginal cultures are valued, respected and promoted to ensure all students at our school are aware of the history, culture and issues that confront Indigenous Australians.

Examples of the way in which we have embedded knowledge of indigenous culture within our teaching and learning programs include the following: In English we have continued to deepen our students' awareness and sensitivity to indigenous culture through the exposure to texts with indigenous themes as well as texts composed by indigenous authors.

In Science, we compare indigenous approaches to understanding scientific phenomena and theories such as, classification of organisms, understanding of evolution of Australian native fauna and the aboriginal understanding of land management. This allows students to recognise that differing cultural influences and understanding can help to identify that a problem, or question, can be successfully solved from two perspectives.

Other curriculum areas exposed the students to a stronger understanding of significant features of indigenous culture prior to colonisation as well as an

understanding of the changing rights and freedoms of Aboriginal people in Australia. Teaching and learning programs also looked at human rights, legal issues, reconciliation and Native Title from an Aboriginal perspective and how these issues impact on indigenous society.

In order to provide quality teaching in this area, staff ensured that programs referenced historical and contemporary indigenous culture underpinned by relevant resourcing to support their teaching.

Multicultural and anti-racism education

With 97% of students from a language background other than English and with a representation of over forty languages and cultures multicultural education remains a strong focus at Bankstown Girls High School. The staff appreciate and understand the relevance of teaching an inclusive curriculum whereby all students feel valued and accepted regardless of cultural background. Cultural diversity enriches the learning experience for students at Bankstown Grls High School because we promote the values of tolerance, inclusion, respect and understanding in order to enrich the social cohesion of the school.

In 2016, our culturally diverse students successfully engaged in a number of varied teaching and learning programs. For example, small groups of EAL/D students demonstrated a committed approach to an intensive literacy program through the learning centre. This continued support has assisted many of our EAL/D students. Additionally, International Students were supported through teaching and learning programs and welfare initiatives. The international students have their own co-ordinator who monitors the needs of the student while actioning the opportunities related to the students.

Bankstown Girls High School publicly acknowledges its strong multicultural ethos by celebrating Harmony Day, hosting Japanese school visits from Chikushi Jogakuen High School, inviting guest speakers to promote diversity and tolerance. As the final highlight for 2016, Yassmin Abdel-Magied was the keynote speaker at our Presentation day. Her theme of embracing your heritage and striving to do your best resonated and enriched the day for Bankstown Girls' High school students.

The school also continues to have an Anti-Racism Contact Officer available to support both staff and students. In 2016 there were no reports requiring the attention of the ARCO.

Other school programs

Creative and Performing Arts

The strength of the arts at Bankstown Girls' High is demonstrated by the range of opportunities for student performances and artistic endeavours, within and beyond the school. A range of opportunities which

target talented individuals in a diverse range of disciplines was offered throughout the year. Students were encouraged to participate and showcase musical and creative talents at assemblies and ensemble pieces and in exhibitions.

This year the students had the amazing opportunity to extend their learning and partake in extra-curricular projects. A major highlight for the Creative and Performing Arts for 2016 was our Wintermania Extravaganza, which showcased the skills and talents of students from across all year levels and focused on the following KLAS: Music, Visual Arts, Photo Digital Media and Dance at Bankstown Girls High School.

Visual Arts and Music students at Bankstown Girls' High experienced a year of learning and achievement. Throughout 2016 students were provided with a range of opportunities to perform and gain valuable knowledge from intensive workshops and innovative excursions.

Visual Arts

Congratulations to our hardworking Digital Media Team who successfully completed an outstanding digital mural which transformed the Schools Outdoor Community Learning Space into a vibrant and inviting area. The digital artworks reflect the Bankstown Community and their massive scale are eye catching and showcase the amazing talent of our Visual arts students.

Year 11 Visual Arts students participated in a Student Inspire Forum at Dulwich Hill School of Visual Arts and Design, where an education program was delivered focusing on the Artists Practice and the Changing Perspectives. This was an exciting and enriching day of learning, where students were given the opportunity to hear from two Contemporary Australian Artists talk about their intentions, choices and actions of their art practice. Year 11 students were also given the opportunity to participate in TAFE for a day at Enmore TAFE, where they were exposed to the practical experience of specialized courses in the area of Art and Design. Amongst the courses offered on the day were, Jewellery Design, Graphic Design, Prosthetics and Digital Photographic Media. This was a highly valuable experience assisting students with future pathways.

Year 7 Visual Arts students had the opportunity to participate in the Art Pathways program at the Art Gallery of New South Wales. The Art Pathways program offered an exciting and challenging day of learning, and allowed students to develop a sense of belonging at the gallery. Year 7 learnt that interpreting art and discussing the meaning of artworks, doesn't have to be serious and can in fact be quite fun. The Art Gallery visit was followed by a school visit, where gallery educators delivered a printmaking workshop linked to the study of Indigenous art.

Music

Music students at Bankstown Girls' High School experienced a wonderfully creative year. Some of the

performance opportunities and events throughout the year included: TAP (Talent Advancement Program) Vocal workshops which were run by Bankstown City Council, Weekly Assemblies, Merit Assemblies, Achievers Assembly, Yr. 12 Graduation, Presentation Day, Environmental Day, Year 6 Orientation Day, Parent and Community Meetings and Education Day.

As well as internal school performance opportunities, Music students ventured into the wider community and performed at Bankstown Sports Club to support Legacy Day. This enabled students to interact and support the local elderly community. The Year 10 Vocal Ensemble was also invited to perform at the Bankstown Public School Community and Government Agency Expo. This was a great performance experience, which allowed students to make connections with other school communities. The Bankstown Girls' High School Choir was also fortunate to be involved in this year's Cross Network Creative and Performing Arts Project, where students were able to showcase their amazing talents in Dance, Drama, Film, Band, Choir and Visual Arts at the Bankstown Sports Club.

The year 12 CAPA Night featured the hard work of all Music students who had the chance to perform their major works. The evening was very successful and all students were able to express and share their talents with family, friends and the community in a very professional and mature manner. The Music students were very supportive of each other and provided the audience with a very entertaining and eclectic program for the evening.

Congratulations to Serene Sabine in Year 10, who has successfully continued to participate in the Talent Advancement Program (TAP) run by the Bankstown City Council. Serene was exposed to numerous performance opportunities and worked with industry professionals.

Sport

Success in and around the sporting arena has continued to develop and strengthen at Bankstown Girls High School with the Combined High Schools Sports Association and their gifted and talented programs.

A significant number of students represented the school at Zone, Regional, CHS and NSW All Schools levels in: Athletics, Cross Country, Swimming, Touch Football, Oz Tag, Soccer, Basketball, Volleyball and Cricket. Our sporting teams successfully progressed through to the third, fourth and semi-final rounds of the Sydney South West Knockout Competition. Individual success included:

- Sandishia Walker– selected to represent Edmondson Zone in Touch Football and Soccer. she also finished first in the Sydney South west Region and third in the Combined High Schools competition for her 100m event in Athletics.
- Jocelyn Roi Cho– Placing second in the under 13s 100m freestyle, backstroke, breast stroke final in the Sydney South West Regional Swimming Carnival and third in the Sydney

South West 800m all age final.

- Over 10 students progressed through to the Sydney South West Athletics Carnival.
- Over 10 students progressed through to the Sydney south West Cross Country Carnival.
-

The NSW Premier's Sporting Challenge is an initiative that aims at getting more students more active more often. Bankstown Girls' High involvement in 2016 had fantastic success. With over 300 students participating and the school achieving Diamond, Gold, Silver and Bronze awards, our students were engaged and motivated to lead healthy active lifestyles.

In addition to supporting our students in the area of keeping active and promotion of lifelong physical activity, our Year 10 and 11 students were involved in a House Sport competition that went over 2 terms. This program developed leadership, sportswoman ship and allowed the students to be physically active in a competitive environment.

Recreational sport continued in 2016 with Years 9 and 10 participating in Yoga, Bowling, Laser Skirmish and Ice Skating. As a result of the structure of the sports program, participation has improved with attendance for all sporting programs having increased.

It was a successful year for PASS electives and senior SLR in 2016, having taken on a number of Leadership in Sport programs. Coaching and refereeing of Year 7 and 8 for our annual Field Days, with the focus on skill development. These students were invaluable in their assistance with the Year 7 and 8 swim school program.

Jump Rope for Heart is one of Australia's most popular physical activity and fundraising programs. Bankstown Girls had over 100 students raising money for a worthy cause, while creating awareness of the importance of physical activity. Year 9 PASS classes managed and ran the 2016 Bankstown Girls High School Athletics Carnival and Year 10 PASS managed and ran the 2016 Swimming Carnival. The Leadership in Sport programs allow keen students to develop skills in sports administration and communication hence fostering a positive self-esteem and sense of identity.

Combined High Schools Sports association is one of the biggest Gifted and Talented Sporting Programs in NSW. Apart from our students being selected to represent in a variety of sports, our students have continued to be invited to lead in roles such as recorders and administrators at Zone, Regional and CHS Carnivals. This demonstrates our students' professionalism and respect they have earned within CHS Sports Association.

Bankstown Girls High School also worked with the University of Western Sydney and the Canterbury-Bankstown Bulldogs in the 2016 Be All In Program. This program was developed to support new and emerging communities by encouraging social cohesion through sport. Ms Alam and Mrs Kalivitis ran the 10 week Sports for Development program with a group of 15 students, who were able to graduate from the program with a certificate of completion of the Be

Program, a full season membership for the Canterbury–Bankstown Bulldogs and a sports pack.

The Premier's Sporting Challenge Award is given to the student who displays leadership in sport and the ability to promote lifelong physical activity. The PSC award for 2016 went to Zaynab Karaki.

Student Wellbeing

Bankstown Girls' High School has a professional and enthusiastic wellbeing team, who innovatively deliver and facilitate the whole school wellbeing initiatives and programs designed to cultivate the wellbeing needs of our students.

The wellbeing programs are designed to provide our students with optimal opportunity to emotionally and academically, succeed connect and thrive through achievement of meaningful goals, fostering of positive relationships, personal growth and health.

2016 saw the successful development of programs and initiatives designed to nurture student social and self-awareness as well as foster positive relationships and decision-making. The programs are specific to each stage of student emotional and social development and consist of systematic and engaging student centred modules which are supplemented with expert speakers and professionals as well as links to external wellbeing agencies.

The whole school anti-bullying policy continued to be reinforced and supplemented, resulting in the reduction of instances across all year groups, wherein isolated cases have been resolved promptly and efficiently with on-going follow up and support by the wellbeing team.

2016 wellbeing program has had a strong approach to early intervention and preventative action, particularly in relation attendance, cyber bullying / cyber awareness and healthy relationships. The wellbeing team has worked closely with the HSLO to systematically target the junior cohort in relation to attendance, by conducting a methodical attendance blitz, wherein students who have exhibited the potential to become attendance concerns have been counselled and parental involvement instigated. Furthermore the weekly wellbeing team meetings are proportionately dedicated to the monitoring of attendance and ensuring prompt intervention occurs.

Moreover select year 9 & 10 students partook in early intervention wellbeing workshops in the aforementioned focal areas in preparation for the second phase of peer wellbeing mentoring, wherein student will apply the knowledge they have acquired in formulating and delivering wellbeing lessons and activities to the junior cohort.

2016 also saw the continuation of embedded wellbeing initiatives such as Support a Sister and PATHE, as well as the maintenance of successful relationships with ASPIRE and Links to Learning.

In 2017 the wellbeing team looks forward to continued

successful implementation of wellbeing programs and initiatives, through a continued collective collaboration between staff, students and the community.

SRC

The Bankstown Girls' High School Student Representative Council has had another successful year in 2016. The group, consisting of 12 junior students and 14 senior students, made many positive contributions to the School environment and wider community.

In 2016, the SRC contributed once again to Sydney Legacy, raising a substantial amount of money through the selling of badges on Legacy Day. After many years of successful support, BGHS was again formally acknowledged by Legacy as one of its main contributors for the south western Sydney region. Our support of Legacy, as well as other charities such as Jeans for Genes, the Leukaemia Foundation's World's Greatest Shave, White Ribbon Day and the Refugee Council of Australia, has promoted student involvement and philanthropy in the wider community.

This year, the SRC recommenced its relationship with World Vision by arranging to sponsor a 6 year old girl from Chad named Sylvie Noounguela. Our SRC has continued to raise money for our sponsor child by organising various fundraising initiatives. The students' relationship with a disadvantaged child from across the world has reaffirmed their sense of empathy and responsibility.

Student leadership is promoted and fostered at Bankstown Girls' High School. Several members of the senior SRC took part in a mentoring program provided for young women through the Australian Business Communities Network (ABCN). These students were given the opportunity to take part in professional workshops with women from leading corporations. This three-day experience is highly valued by the students, who are given a great deal of insight into leadership within the workplace. The students were able to transfer these skills into the school environment, namely in their running of a cohesive and democratic SRC.

Other leadership opportunities that the SRC provides is attendance at the International Women's Day 'Zonta' Breakfast, Make a Difference Day at the Parliament of New South Wales, Young Women's Leadership Seminar commemorating International Women's Day, Secretary for a Day and an in-school leadership planning day where students make decisions on their events for the year ahead and plan to support school improvement.

In 2016, the Student Representative Council was integral in enhancing student life and creating links with the local and wider community. They are looking forward to another successful year ahead.

Library

The Library re-invigoration program was activated in early 2016. The goal of the plan was to transform the Library into a 21st century Digital Information and Technology Learning Hub whilst also providing large flexible areas and spaces for the many programs and activities hosted by the Library over the course of the school year.

The first stage involved the recycling of existing shelving and many resources to needy community groups around the world. New shelving was purchased followed by the installation of new carpet and the interior being painted. The seminar rooms had large windows installed to facilitate the creation of a new Senior Study area. A high tech new whiteboard was purchased and 28 new laptops were housed in the tech centre of the Library thus upgrading the digital power of the Library. Refurbishment will continue in 2017.

Despite the physical changes experienced in the Library, there was little impact on the delivery of programs, events, activities, presentations, meetings and the operations of the Library over the course of the year. Notable programs focussed on Leadership, Community, Welfare and Wellbeing, Careers, Professional Development, Extracurricular Activities, Literacy, Numeracy and STEM (Science, Technology, Engineering, Mathematics)

Special and notable programs and highlights this year were: The MLM (Making Learning Meaningful) program The SLAM Poetry project, The STEM Electrical Circuit program, Project Based Learning program, Premier's Debating Challenge, The Book Club, The Wordflyers Digital Reading Literacy program, Links to Learning, Careers program, Creative Writing Workshop delivered by William Kostakis ... Author in Residence