

Burwood Girls High School

Annual Report



2017



8152

Introduction

The Annual Report for **2017** is provided to the community of **Burwood 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.

Mia Kumar, Principal

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Message from the Principal

This was the year to promote '**collaboration**' and great progress was made in all three areas: learning, teaching and leading. Burwood GHS was recognised and received an Innovative Schools Award for 2017. In the area of learning, formative assessment and quality teaching rounds became embedded in the curriculum. Collaboration in teaching involved STEM projects to include visual arts, hence STEAM, culminating in the iLumin8 project in Year 8. Our teachers also sought opportunities for students to be involved in activities beyond the school, including local primary schools and community organisations. Collaboration in the area of leading involved the students liaising with other schools to enrich understanding of social justice issues, women in leadership, and promotion of women in sport. Collaboration with the community has resulted in a safe and inclusive school environment as well as participation in a greater number of events for local councils, universities and special organisations. Our students have won National competitions for Aurecon and ChooseMaths. Teachers have won scholarships to promote women in economics and participated in the Bridge program to foster links with Vietnam and Cambodia. The school has strengthened its links with Japan, Indonesia and Korea. The school motto '*Not for Ourselves Alone*' remains the key value underpinning our efforts in supporting students and our community, both locally and globally. **Collaboration** is firmly embedded in the way of working for all.

Message from the school community

Burwood GHS Parents & Citizens Association (P&C) is a dynamic, dedicated group which supports the school with continued growth in contributions, memberships and speakers. The P&C held seven well attended meetings and the School Council held four. In line with the 2017 theme of 'collaboration', many opportunities for positive engagement between the school and the community were provided, such as the Year 7 Welcome BBQ, school presentations, Year 12 Graduation ceremony, Year 7 Orientation Day, School Council initiatives, the Mayor's Christmas event, as well as representation on merit selection and primary placement panels, and the Secondary Schools Renewal Program (SSRP). Meetings featured forums on school planning, HSC results, student safety, wellbeing programs, new curriculum, NAPLAN, quality teaching, STEM, ELEVATE, school refurbishment projects and other school initiatives. The P&C closed their Uniform Shop and uniforms were transitioned to Lowes. The changeover provided greater convenience for parents including online ordering and free delivery. The Grounds Committee continued with the beautification of the school grounds and installed additional outdoor seating. The major project was the refurbishment of the hall toilets which was a joint project with the Community Building Partnership grant (\$25 000), the P&C (\$25 000) and the school (\$30 000).

Message from the students

Burwood GHS continues to build a community of empowered young women who build connections to make the school a safe and happy place for everyone. The SRC, prefects and Big Sisters have continued to collaborate, celebrate and innovate to ensure all students have a voice and the freedom to feel supported, accepted and appreciated. Students are involved in a wide variety of activities to expand their horizons, experience success and improve interpersonal skills. We love the wide range of subjects, the connections, the excursions, camps, Uluru, trips overseas, Duke of Edinburgh, International Day, interaction with other schools, as well as the recognition for who we are and what we can do.

School background

School vision statement

Burwood Girls High School aims to prepare young women to be resilient, take responsibility for their learning, and believe that they can achieve anything. We aim to develop independent women who make sound decisions, show good judgements, believe in our core values (care, cooperation, courtesy, democracy, excellence, fairness, integrity, participation, respect, and responsibility), and have the courage to take a stand on social justice issues. We want to prepare strong women to be future leaders.

School context

The local community is diverse in terms of ethnicity, culture, and socio-economic mix. Burwood Girls High School is a large inner west comprehensive school for girls with a highly culturally diverse population. The enrolment is 1200 with 75% from a language background other than English. The school community has high expectations for students and staff and the school consistently achieves outstanding academic results. Burwood Girls High School offers six languages and opportunities to be involved in band, dance, debating, drama, and public speaking. The school also achieves excellent results in sport and has a long tradition of excellence and innovation. The school's motto "*Not For Ourselves Alone*" is a powerful message for every member of the school community.

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 the domain of **learning** the school is excelling in the development of a strong learning culture. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. The school engages in strong collaborations between parents, students and the community. There is a strategic and planned approach to develop whole school wellbeing processes so that students can connect, thrive and succeed. The analysis and use of data supports a whole school approach to wellbeing and engagement. There is an integrated approach to quality teaching, curriculum planning and delivery to promote learning excellence in meeting the needs for all students. Assessment practices in all areas are sustaining and growing. The focus next year will be improvements in whole school reporting.

In the domain of **teaching**, teachers have provided explicit, specific and timely formative feedback to support improved student learning. More teachers use data effectively and review student assessment data to analyse student progress. The Data Team has been instrumental in raising awareness in this area. Teachers have commenced using the Australian Professional Standards to measure themselves, reflect on their practice, plan for and monitor their own professional development to improve performance. Collaboration, professional dialogue and observation of lessons have become a part of strategies to improve teaching and learning.

In the domain of **leading**, the school demonstrates instructional leadership at all levels, a culture of high expectations, outstanding planning and practices, and excellent use of school resources.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Maximising student outcomes

Purpose

To innovate and improve student learning experiences and develop learning programs to support and extend students in managing and directing their learning.

The school will optimise opportunities to support all students in their learning with a focus on their unique needs.

Overall summary of progress

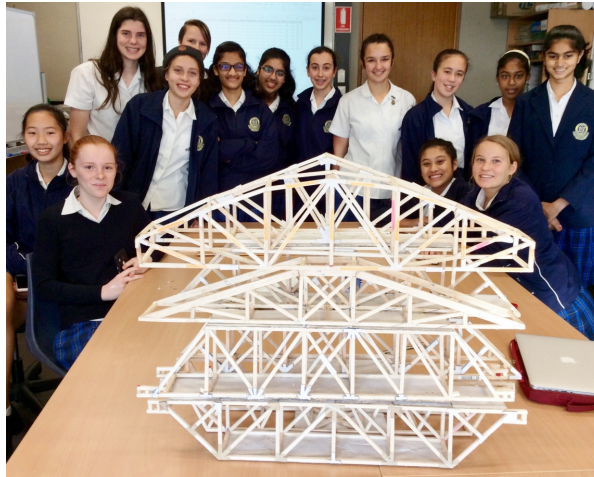
The Professional Learning model at Burwood GHS is responsive to the needs of the students and staff. In 2017 the school aimed to share staff expertise to achieve a high level of contemporary content knowledge and evidence-based teaching practice. In 2017 the delivery of professional learning included individual choice workshops as well as targeted whole school professional learning projects, such as STEM, STEAM and ELEVATE. In 2017, the whole school professional learning priority was to improve teacher understanding of the use of student data. Consolidation of EAL/D programming took place. All faculties embraced strategies to improve outcomes for EAL/D students. Additional staff were employed to support this initiative. In 2017, smaller class sizes for Year 7 were introduced to assist the transition from primary school and allow for additional support for students who were not achieving minimum standards in literacy and numeracy. Furthermore, staff supporting pre-service teachers were trained to ensure effective mentoring practices were in place. Quality Teaching Rounds program was expanded in 2017. Five (up from three in 2016) Professional Learning Communities (PLCs) completed QTR and worked together to improve teaching and learning in their classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved assessment practices for years 7–9 following formative assessment procedures (baseline to be established in 2015).	\$10 000	<ul style="list-style-type: none">• All faculties have embedded formative assessment strategies into teaching and learning programs.• 82% teachers had an excellent understanding of formative assessment and used this on a regular basis in their teaching practice. While 18% of teachers had a good understanding and sometimes used in their teaching practice.• Years 7–9 Assessment Booklets implemented for the first time and placed on School Portal.
Increased number of students utilise quality feedback to maximise learning outcomes as measured by 2014 TTFM data.	\$4000	<ul style="list-style-type: none">• Data from TTFM surveys (students and staff) supports progress in the area of students and parents receiving quality feedback to promote reflection and generate learning challenges.• 86% teachers agree/strongly agree that students receive feedback on their work that brings them closer to achieving their goals compared with 83% in 2016.
Increased% EAL/D achieving or exceeding expected growth as measured from 2015 Phases of ESL Learning baseline data.	\$40 000	<ul style="list-style-type: none">• 2017 student growth data for Year 9 NAPLAN Reading indicated 68% EALD students achieved greater than or equal to, expected growth. For NAPLAN Numeracy, this was 77%.• The new Year 10 English class structure was evaluated, with data suggesting improvement in EAL/D learning outcomes in Stage 5.

Next Steps

- EAL/D specialist support for all KLAs to be reviewed, and continue with ESL class structure in Year 10 English.
- Focus on differentiation of teaching and learning programs for all learners.
- Evaluate Futures Learning prototype for ELEVATE program in 2018
- Quality Teaching Rounds (QTR) continued to provide teachers with regular, effective and constructive feedback to enhance teacher learning, refine teacher practice, build the teaching culture, and improve student outcomes equitably for all.
- Greater involvement of Data Team in planning staff workshops in analysing student performance measures.
- Evaluate process and procedure for the collection of NCCD and EAL/D data in 2018.



Strategic Direction 2

Promoting leadership for learning

Purpose

To develop a culture of innovation, collaboration and provide an enriching environment that promotes opportunities for empowered leadership.

To inspire and engage both students and staff to strengthen capabilities to lead and to learn.

Overall summary of progress

Refinement of the performance and development framework continued with classroom observations occurring in Semester 2. Goals were again aligned with the school plan, faculty plans and personal learning ambitions. The Learning and Wellbeing Leadership Team continued to oversee a collaborative and innovative response to the wellbeing and learning needs of students. New structures were introduced for Big Sisters Program and SRC. Blue and Gold Assemblies replaced by Recognition ceremonies to increase leadership opportunities for students and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are actively engaged in developing their own professional learning plan to improve performance and maintain or achieve higher accreditation.	\$9000	<ul style="list-style-type: none">• All staff prepared PDPs in line with school plan.• Procedures developed to ensure more consistent process for authorisation and monitoring PL.• Teachers encouraged to attend workshops in line with their PDP, accreditation requirements and school plan. Data uploaded onto One Drive.• Classroom observations completed and data uploaded to One Drive. (Thirteen teachers accomplished this process through Quality Teaching Rounds.)• Focus for professional learning workshop #2 was on the Higher Accreditation process.
Increased student satisfaction with student leadership opportunities (baseline data to be collected 2015).	\$2000	<ul style="list-style-type: none">• Increased student participation in leadership activities, SRC, student mentoring programs and cocurricular activities.• Review of the Learning, Wellbeing and Leadership Team (LWLT) to better manage wellbeing framework for improved student learning outcomes.• New report format for cocurricular activities implemented. cocurricular coordinator appointed to support this transition.• Recognition and year assemblies evaluated. Highly positive feedback on changes.• TTFM student data indicated participation in cocurricular activities increased 5%, from 34% in 2016 to 39% in 2017.
Students are supported by the new learning and wellbeing framework structure (2014 TTFM).	\$5000	<ul style="list-style-type: none">• New online award system implemented.• School Wellbeing Framework mapped.• Transition program evaluated and streamlined.• Mini Mind Matters, RAISE and Big Sister programs were extended and strengthened.• 2017 TTFM student data reported 73% students had a high sense of belonging to the school compared to 62% girls statewide.

Next Steps

- Ensure that PDPs align with the 2018–2020 School Plan and faculty plans.
- Greater opportunities for student leadership to be considered.
- Recognise and celebrate innovation and achievement and support staff and student initiatives.
- Support leadership teams in achieving goals for all aspects of school improvement.
- Develop teachers to analyse data to improve teaching performance.
- Develop teacher understanding to measure their performance against teaching standards.
- Increase opportunities for instructional leadership to support teachers seeking higher accreditation.
- Improvement in the management of school resources and facilities in line with new systems.



Strategic Direction 3

Enhancing communication and connections

Purpose

To effectively communicate the school's purpose, management systems, structures and processes to the school community.

To recognise and celebrate achievements in all aspects of school life and strategically extend links with community organisations.

Overall summary of progress

The aim of enhancing communication and connections with the community is to improve understanding about the school priorities and achievements. In 2017, a new P&C executive and a well established School Council were instrumental in improving attendance at parent meetings and changing the focus of parent involvement in the school. Parents have been involved in environment committees, supporting band initiatives, rethinking uniform requirements, evaluating the use of the school bus and liaising with local council for improved safety measures for students. Parent meetings indicate increased attendance and willingness to support school initiatives. The school has increased its involvement with local community groups, universities and other schools. Results from parent surveys indicate that the community is very happy with school achievements and there is strong support for the current directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of school community members accessing school website as measured by parent surveys from 64% (2014 data) and attending P&C meetings as detailed in attendance log.	\$1500	<ul style="list-style-type: none">• P&C executive increased attendance at meetings by inviting school executive to discuss curriculum and school improvement.• Increased number of parents accessing Parent Portal (attendance, school reports, assessment booklets).
Provide excellent customer service at all levels and ensure all school communication is high quality and responsive to the school community.	\$20 000	<ul style="list-style-type: none">• Corporate image in publication of high quality brochures and posters implemented across the school.• Increase in attendance at parent meetings on wellbeing issues.• Community Liaison Support Officers further improved communication and contact with parents.• Increased connections with outside organisations and community groups (such as Rotary).
Tell Them From Me parent satisfaction improves from 2015 baseline data.	\$400	<ul style="list-style-type: none">• Parents completed the 2017 TTFM Partners in Learning Parents survey.• 88% parents reported the school has a good reputation in the local area.• 92% parents were satisfied with the general communication from the school.• 84% parents would recommend the school to parents of primary school students.

Next Steps

- New school website to be developed.
- Review School Report format across all years.
- Expanding STEM/STEAM program to involve collaboration with other schools and organisations.
- Strengthen partnerships with external organisations and businesses.
- Support smooth transition to new administration area.
- Plan for new performance space.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$105 000 for additional ESL teacher	<ul style="list-style-type: none"> • Year 10 English classes restructured to target specific needs of EAL/D students. • More efficient use of ESL teachers allowed for better use of resources to improve learning outcomes for EA/LD students. • Additional class in Year 7 allowed for smaller classes and improved EAL/D provision. • EAL/D support provided two afternoons per week in Homework Centre. • Increase in Community Liaison Officer time to support student learning in classrooms.
Quality Teaching, Successful Students (QTSS)	\$5000 Each PLC required a commitment of 8 days – 4 per observation cycle.	<ul style="list-style-type: none"> • QTRs embedded to support collaboration and classroom observation. • Capacity of staff to sustain quality teaching practices increased. • Five Professional Learning Communities (PLCs) involving 20 teachers observed and discussed teaching practice based on Quality Teaching Framework. • Training workshops delivered to new teacher participants and team leaders.
Support for beginning teachers	\$50 000 towards release time for beginning teachers and mentors	<ul style="list-style-type: none"> • Induction program reviewed to better target the needs of new and beginning teachers. • Mentors trained to develop partnerships with beginning teachers. • Accreditation process outlined by mentor leaders to support NESA requirements. • Beginning teachers encouraged to attend targeted professional learning programs. • Beginning teachers and mentors provided with regular release time for mentoring sessions, lesson observations and professional dialogue.
Student voice and leadership	\$4000	<ul style="list-style-type: none"> • Recognition ceremonies strengthened to increase connections within year groups in recognising student achievements. • Increase in number of students involved in a variety of cocurricular activities. • Participation and achievement in cocurricular activities recognised in formal school reports. • New SRC structure expanded as a result of increased student interest which allowed for greater student voice across a range of issues. • Increased leadership opportunities as Big Sister program doubled in size to include Years 8 and 11. • Forums initiated by student leaders provided opportunity for discussion, debate and reflection on topical issues. • Mini Mind Matters team organised whole school activities to promote wellbeing (such as RUOK and No Bullying Day)
Environmental education and sustainability	\$3000	<ul style="list-style-type: none"> • Kitchen garden provided produce used in Hospitality and TAS lessons. • Initial proposal and planning for a 'sustainable house' on the school grounds. • Another water station installed in the hall.

Environmental education and sustainability	\$3000	<ul style="list-style-type: none"> • Recycling program initiated by students.
Family and community programs	\$6000	<ul style="list-style-type: none"> • Student involvement with primary schools to support dance, band and sport programs. • Strengthened connections with parents of international students (morning teas, focus groups, collaboration for International Day, information sessions) as well as WeChat. • Moon Festival celebrations supported by local Chinese restaurant. • Police liaison officers provided cybersafety student workshops for all years. • STEM and STEAM connections with UTS, University of Sydney and University of NSW. • Parent forums on adolescent issues, study skills, cybersafety well attended by parents. • Performing arts programs, including the Ensemble Program, extended to collaborate with other schools and community groups. • IFTAR dinner supported by community. • RAISE program strengthened. • Links established with Burwood Rotary, Zonta and Lions. Interact Club established. • White Ribbon Day celebrated with students from local schools and Zonta International. • Visual arts students collaborated on Kaldor Public Art Project. • Strong focus on human rights and social justice through implementation of special forums.
Achievements in the arts and sport	\$60 000	<ul style="list-style-type: none"> • School choir represented the school at major performances including In Concert, Schools Spectacular, Pulse and Madiba. • Band director continued to strengthen and extend ensemble program. • Greater collaboration among performing arts teachers for Variety Night with excellent community support and attendance. • Body of Works exhibition demonstrated increased use innovative techniques and technologies. • Showcases held for dance, drama and music throughout the year. • First place in athletics, swimming and cross-country in Northern Suburbs zone. • Sydney North champion in girls Knockout Football. • Ensemble Program hosted Inner West Band Festival for over 20 schools.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	1192	1186	1158	1132

In February 2017, student enrolment was 1118 with 222 students entering Year 11 and 218 enrolled in Year 12. By the end Term 3, total student enrolment was 1135.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.7	96.8	94.7	95.5
8	95.1	94.4	94.9	93.4
9	93.9	94.4	93.9	94.2
10	94.4	93.9	94.6	93.9
11	94.5	95.4	93.1	94.1
12	94.5	93.3	93.6	92.8
All Years	94.8	94.6	94	93.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The overall 93.9% attendance rate continued to be above state average of 89.6%. The regular SMS to parents when students are absent helps ensure good attendance procedures are followed. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving attendance rates for all students, including those at risk. Parents having access to portal to check attendance is most beneficial. Cases where students have poor attendance patterns are referred promptly to the Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	2
TAFE entry	0	0	2
University Entry	0	0	88.6
Other	0	0	3.5
Unknown	0	0	4

From our 2017 HSC cohort, 88.59% (183) candidates were offered university places, in arts (18%), medical science (9%), science (10%), business (23%), science and engineering (3%), education (5%), nursing (12%), social work (5.5%), architecture (2%) and law (5%).

Burwood GHS has extremely high retention rates for students continuing to the senior school. There were 87.1% students completing Year 12 who commenced in Year 7 at BGHS in 2012. This was well above Similar Schools Group which was 69%.

Year 12 students undertaking vocational or trade training

Fifteen students studied Hospitality and three students studied Entertainment at school. Nine students studied Category (B) courses at TAFE in Nursing or Accounting or Business. Four students studied TAFE non ATAR courses in Beauty and Design. Two Year 12 students were undertaking school based traineeships in Retail.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	53.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	4.2
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

*Full Time Equivalent

There was one indigenous member of staff.

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	35

Professional learning and teacher accreditation

There were three designated School Development Days (SDD) and four evening SDD sessions from 3:00 – 6:30 pm in lieu of the last two days of Term 4.

The focus for these SDDs included eSafety tracking, SENTRAL procedures, ELEVATE, Mandatory Training, Accreditation, Wellbeing Framework, as well as workshops on QTR, use of technology, STEM, supervision pre-service teachers, NCCD, and supporting EAL/D learners.

All staff prepared Performance Development Plans (PDP) which were aligned to the school strategic directions and faculty plans. Professional learning developed the capabilities of our staff to reflect on

current practice, develop professional dialogues, observe, collaborate and empower all teachers to improve performance.

Three teachers maintained accreditation at proficient and nine other teachers seeking accreditation. The Head Teacher, Teaching and Learning is providing support and advice and mentoring for the supervising head teachers.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Voluntary school contributions have remained the same for the last ten years. Approximately 85% parents contribute to school fees and P&C contributions.

There is always a significant difference in income and expenditure for utilities. In 2017, the income for utilities was \$97 928 but the expenditure was \$134 536. In previous years the school could apply for supplementation of funds, but this ceased in 2017 so \$40 000 came out of school funds.

High levels of retained income have been designated for a performance space (\$800 000). This is necessary to replace the current drama/dance room being demolished in 2018 to make way for a new administration area being constructed under the Secondary Schools Renewal program (SSRP). Initial planning for this project commenced in 2017.

Administration & Office includes school printing, photocopiers, technology usage, paper, and \$78 364 GST paid to suppliers, as well as \$72 000 paid to SSRP.

Receipts	\$
Balance brought forward	920,534
Global funds	416,024
Tied funds	333,696
School & community sources	1,006,180
Interest	11,105
Trust receipts	146,690
Canteen	0
Total Receipts	1,913,695
Payments	
Teaching & learning	
Key Learning Areas	202,390
Excursions	293,806
Extracurricular dissections	163,208
Library	5,868
Training & Development	237
Tied Funds Payments	309,131
Short Term Relief	98,430
Administration & Office	313,541
Canteen Payments	0
Utilities	134,536
Maintenance	105,377
Trust Payments	156,854
Capital Programs	83,080
Total Payments	1,866,459
Balance carried forward	967,770

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,111,714
Appropriation	1,529,347
Sale of Goods and Services	130,036
Grants and Contributions	449,974
Gain and Loss	0
Other Revenue	0
Investment Income	2,357
Expenses	-1,215,434
Recurrent Expenses	-1,215,434
Employee Related	-366,613
Operating Expenses	-848,821
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	896,280
Balance Carried Forward	896,280

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

- The school's financial management processes and governance structures are managed by the principal in collaboration with the Finance Committee and School Council. Decisions are made to meet financial policy requirements. Technology expenditure is initiated by the Technology Committee and approved by the Finance Committee.
- Utilities (electricity, gas, water, rubbish removal) are always over government allowance.
- Funds available are targeted for new Performance Space above the STEM room. (Joint project with the school and P&C).

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	9,515,899
Base Per Capita	176,988
Base Location	0
Other Base	9,338,910
Equity Total	643,780
Equity Aboriginal	7,187
Equity Socio economic	54,795
Equity Language	449,922
Equity Disability	131,876
Targeted Total	43,590
Other Total	101,627
Grand Total	10,304,895

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

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.

Year 7 NAPLAN

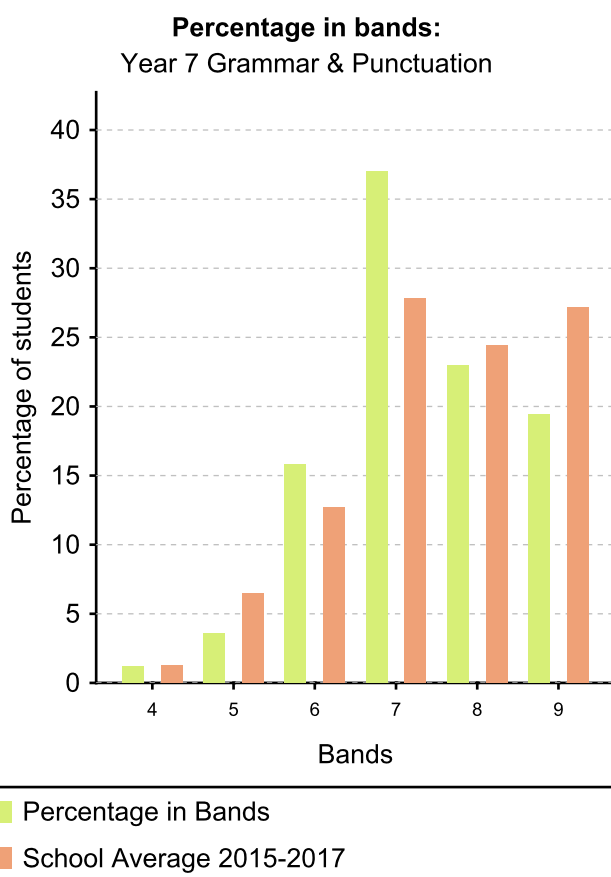
- Reading: 40.4% BGHS students in top 2 bands (State: 30.6%)
- Writing: 21.8% BGHS students in top 2 bands (State: 21.3%)
- Grammar and Punctuation: 42.6% BGHS students in top 2 bands (State: 30%)
- Spelling: 53.9% BGHS students in top 2 bands (State: 41.3%)

Year 9 NAPLAN

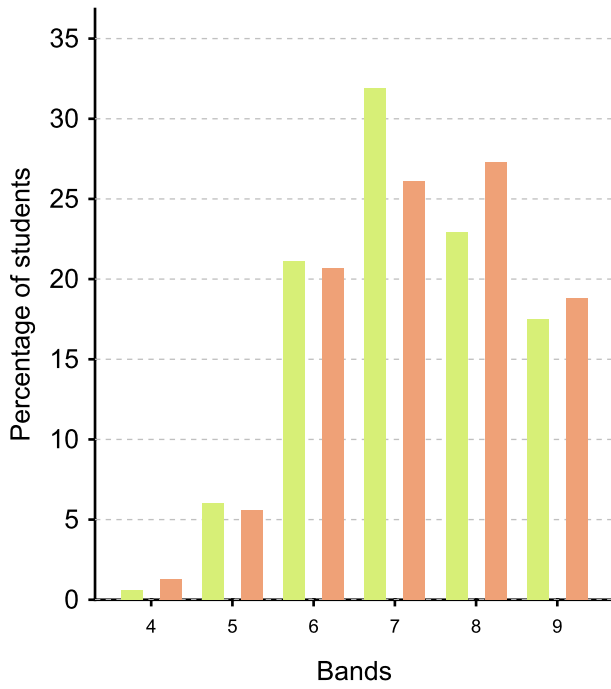
- Reading: 39.8% BGHS students in top 2 bands (State: 24.7%)
- Writing: 27.8% BGHS students in top 2 bands (State: 18.0%)
- Grammar and Punctuation: 42.6% BGHS students in top 2 bands (State: 31.2%)
- Spelling: 51.2% BGHS students in top 2 bands (State: 31.1%)

Less than 2% our students did not meet the National minimum standard in these tests. In Year 9 Writing, 5% students did not meet the standard compared to 18% statewide.

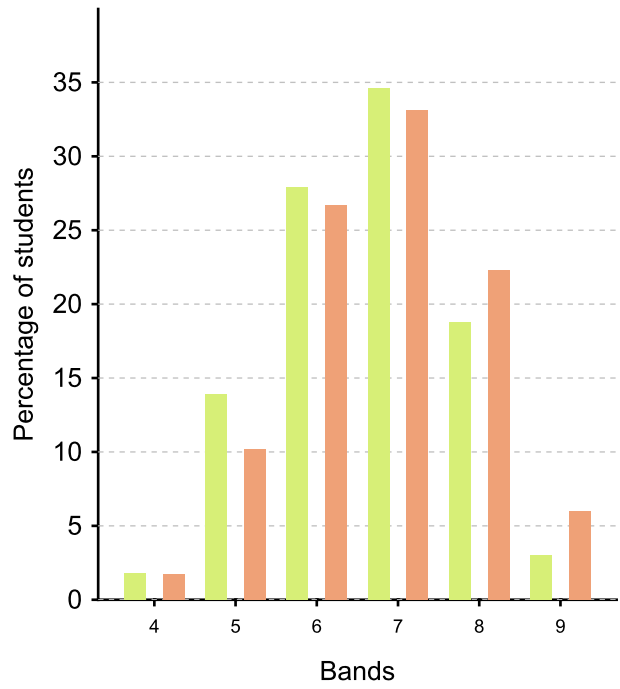
2017 was the first year of the NSW Government's Stronger HSC Standards Policy. This policy required Year 9 students to attain at least a Band 8 in the NAPLAN Writing, Reading and Numeracy tests. Students who failed to meet this standard are required to sit further tests to determine if they have achieved the minimum standard by the HSC. In 2017, 52% students met the minimum standard in all three tests, 18% students being required to sit the Numeracy test, 25% students for Reading, and 37% students for Writing test.



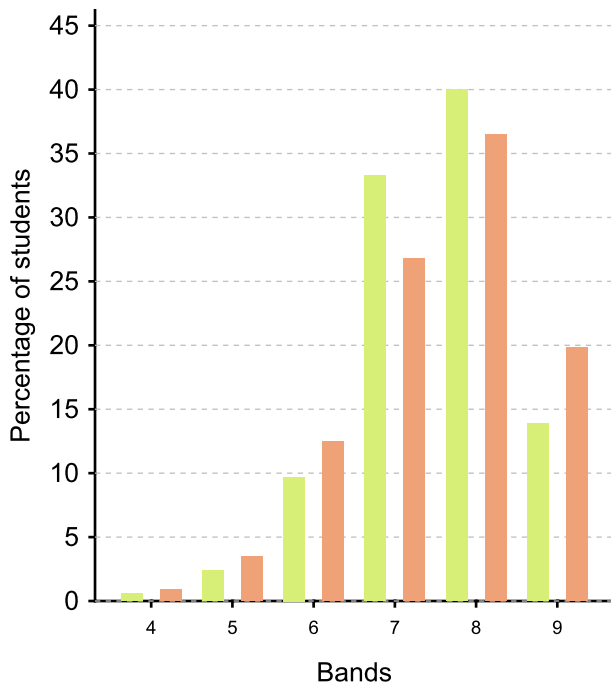
Percentage in bands:
Year 7 Reading



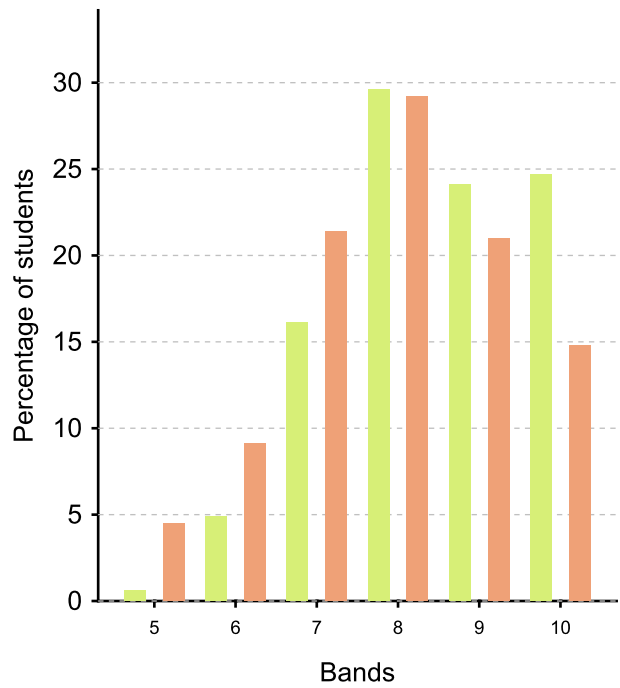
Percentage in bands:
Year 7 Writing



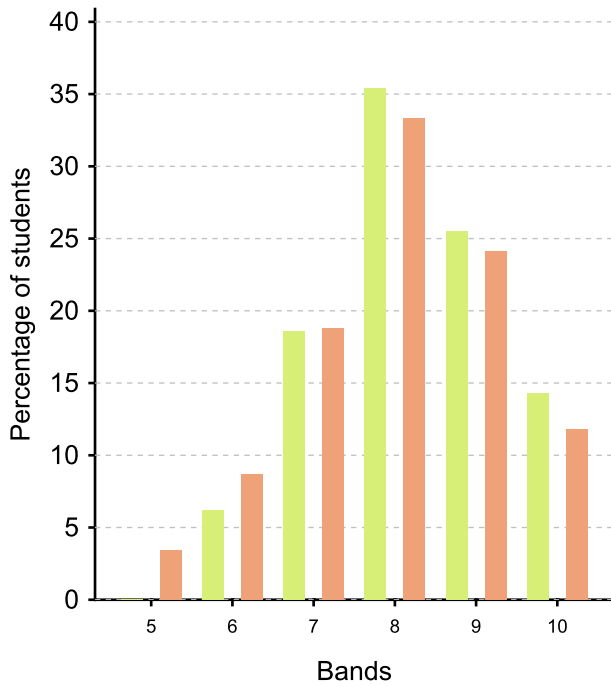
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

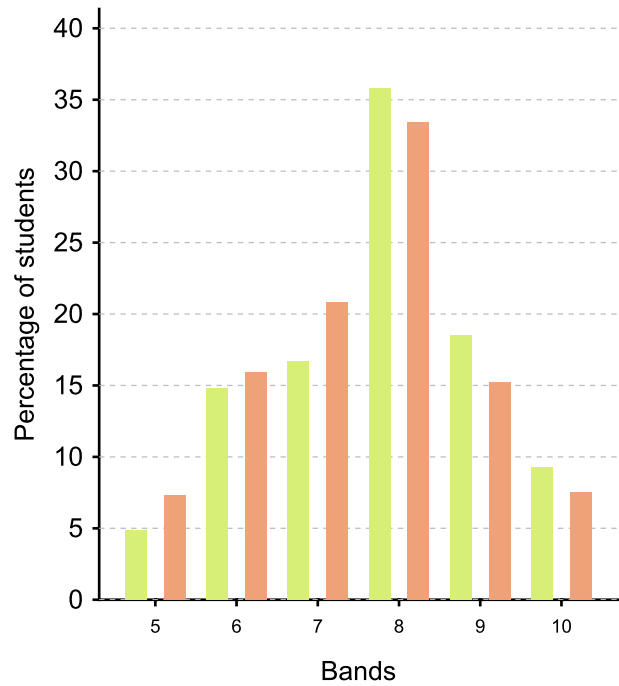


Percentage in bands:
Year 9 Reading



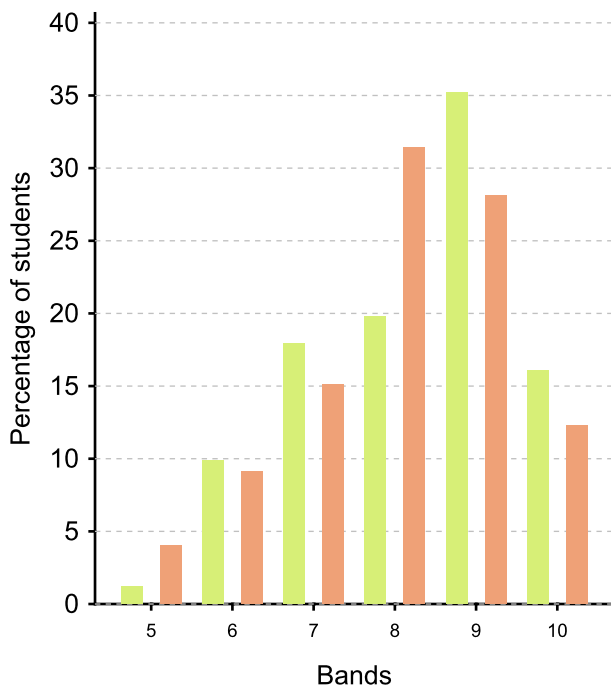
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Numeracy results for 2017 for both Years 7 and 9 were well above state average.

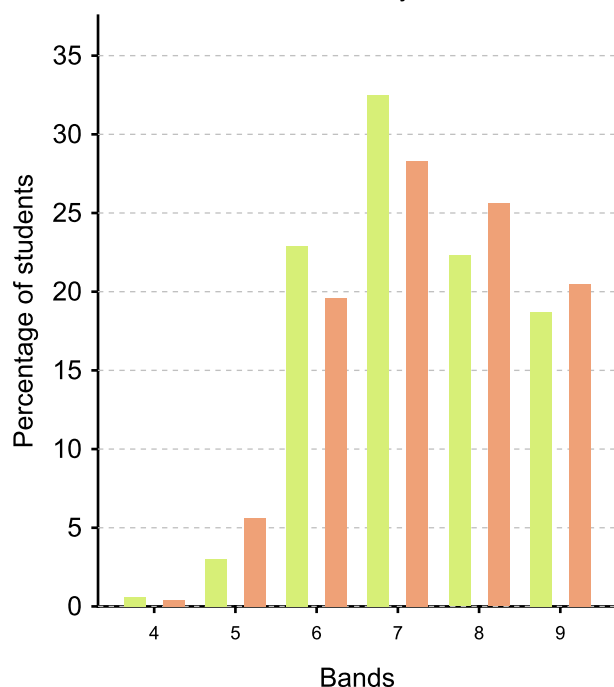
Year 7

Numeracy: 41% of students in top 2 bands (State: 34.9%)

Year 9

Numeracy: 49.4% of students in top 2 bands (State: 29.8%)

Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

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

In 2017, 228 candidates sat for HSC exams, including 15 students who were accelerated in Mathematics. A total 99% students received an ATAR.

- Two students achieved 'All-Rounder' status.
- 6 students were 'Top Achievers' in 5 different subjects.
- 40% students appeared on the 'Distinguished Achievers' list (achieving at least one Band 6)
- At least 25 students achieved ATARs above 95.00.

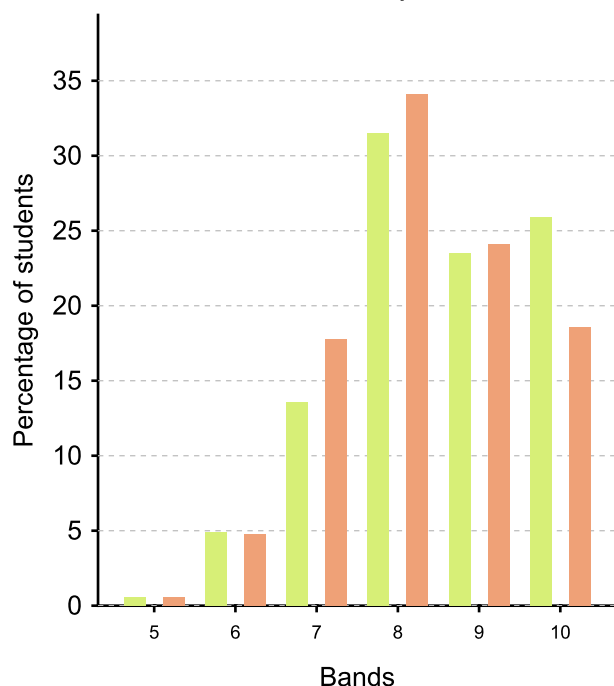
English results were outstanding with 94% achieving a Band 5/6 in Advanced English (State: 64%) and 56% students in English Standard achieved results in the top 2 bands (State: 16%).

Outstanding results were achieved in Senior Science, Legal Studies, Modern History, Studies of Religion 1, Visual Arts, Chemistry, Aboriginal Studies, Chinese & Literature and Hospitality.

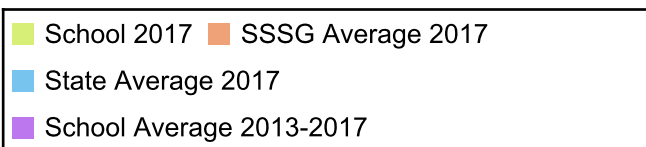
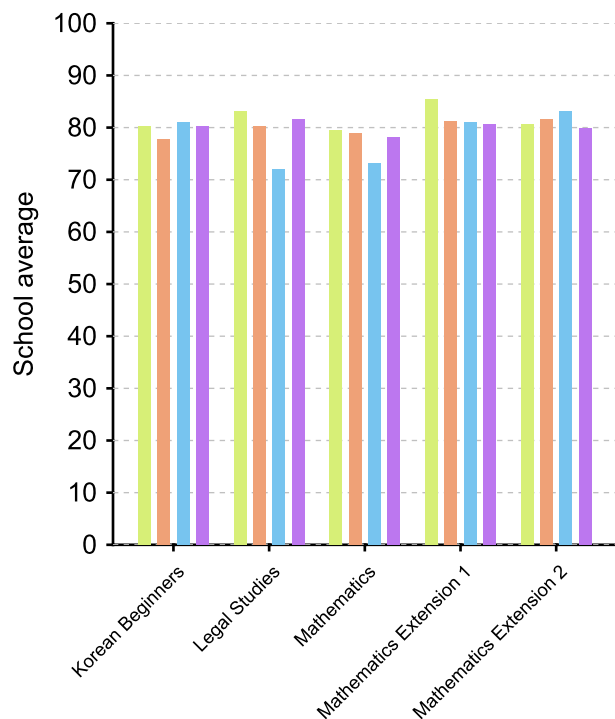
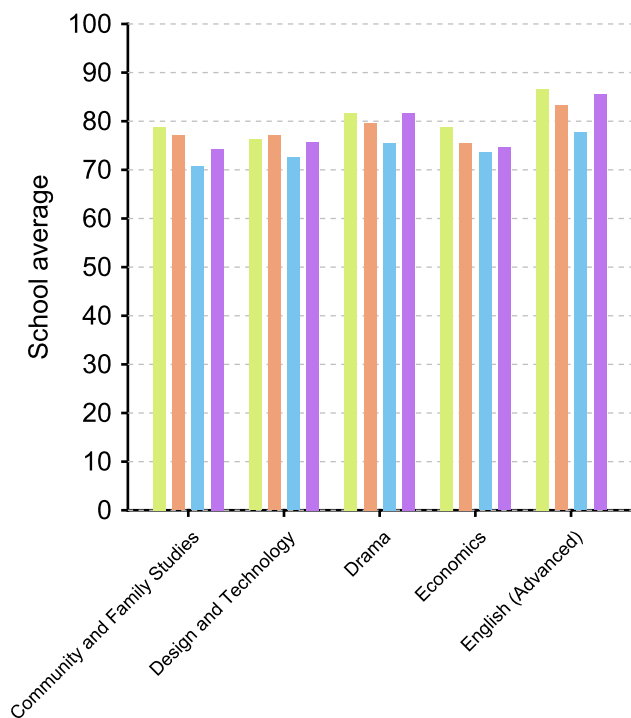
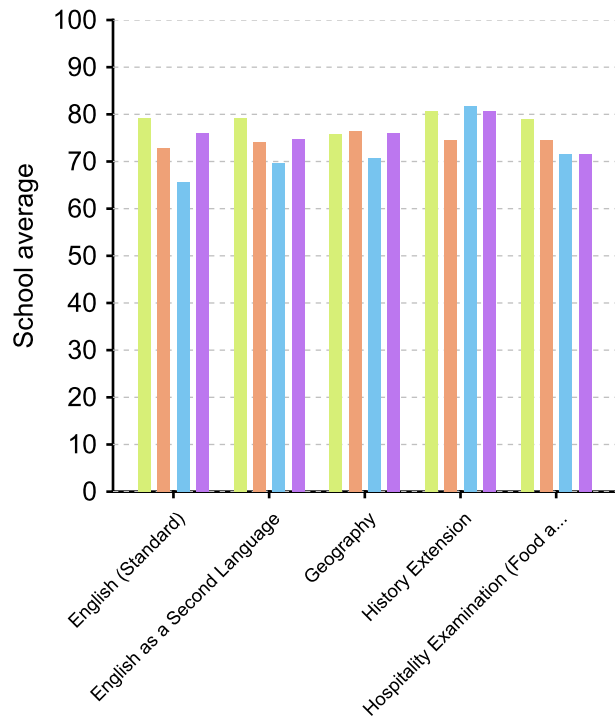
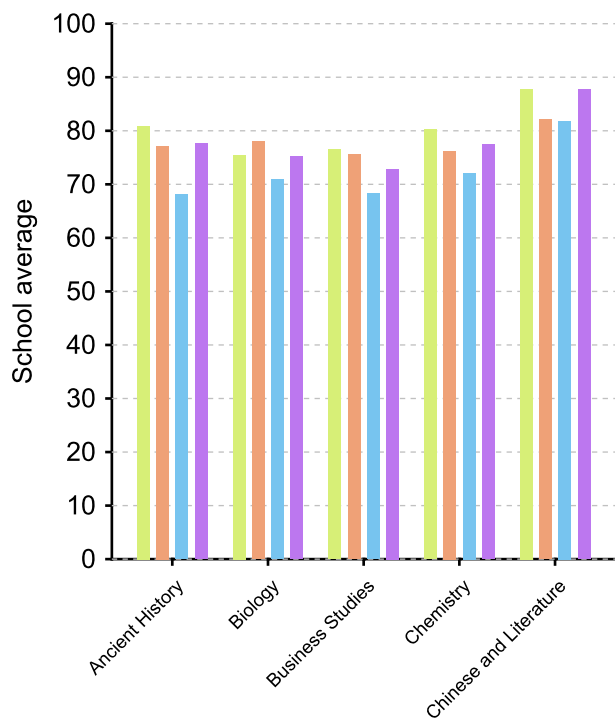
Two students were nominated for "OnSTAGE" for Drama, one student received the Dr Margaret White Award for outstanding research in Society and Culture, one student was nominated for "Callback" for Dance, and two students were nominated for "Art Express".

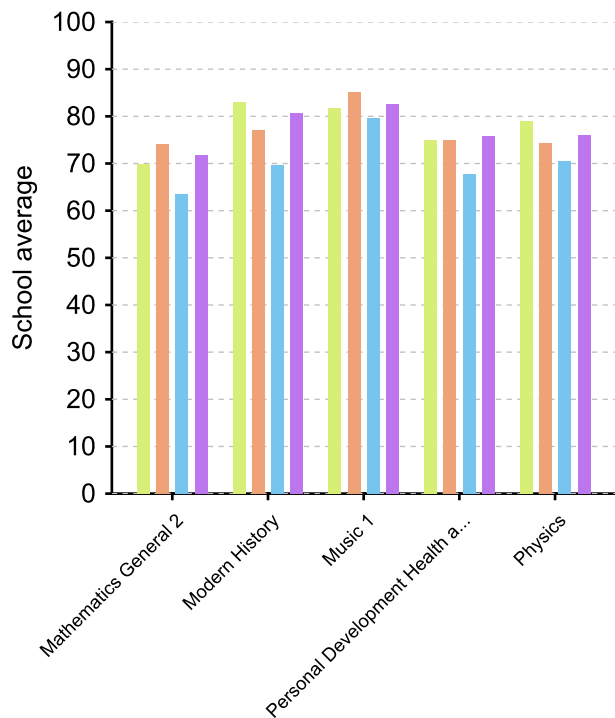
Outstanding HSC performances in 2017 resulted in the school being ranked as one of the top 100 schools, and top 10 comprehensive public schools, in NSW.

Percentage in bands:
Year 9 Numeracy

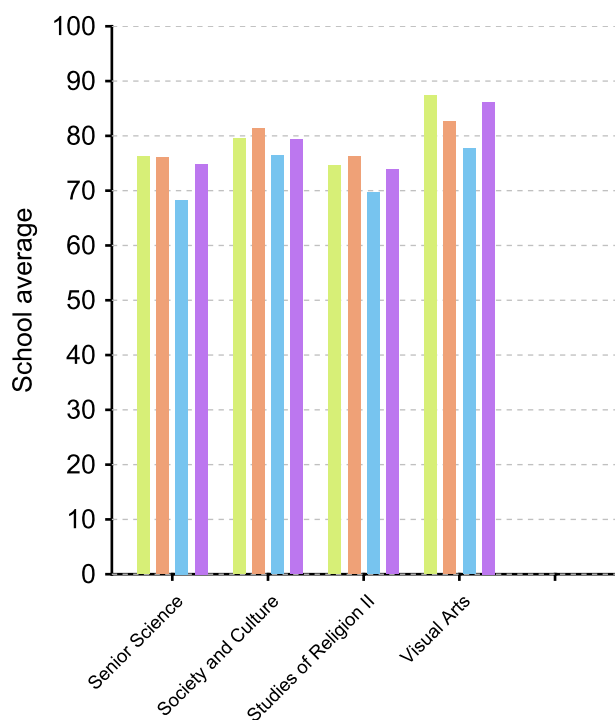


The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.





School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017



School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

Opinions were sought from the school community, using the **Tell Them From Me** (TTFM) student survey, TTFM **Partners in Learning** parent survey and the

TTFM **Focus on Learning** teacher survey. Burwood GHS has been involved in the TTFM student survey since the pilot in 2013 and the Focus on Learning teacher survey since 2014. This year was the third year of the Partners in Learning parent survey. Parents from all years also completed school surveys on Parent/Teacher evenings.

Staff

Staff completed the online TTFM Focus on Learning survey which provided feedback about student learning as well as effective classroom and school practices. There were significant improvements in the areas of Quality Feedback, Collaboration, Teaching Strategies and Overcoming Obstacles to Learning. The questions in the survey were grouped and scored from 0 (strong disagreement) to 10 (strong agreement) with 5 a neutral position.

- The use of computers or other interactive technology by the students to give immediate impact on their learning increased from 7.4 in 2016 to 7.8 in 2017. It was 6.9 in 2015.
- Collaboration with other teachers in developing cross-curricular or common learning opportunities rose significantly from 6.8 in 2016 to 7.5 in 2017.
- Teachers give students feedback on their work that brings them closer to achieving their goals increased from 8.3 2016 to 8.6 2017.
- Teachers talk with other teachers about strategies to increase student engagement increased from 8.2 in 2016 to 8.7 in 2017.

Positive survey results also indicated

- 97% teachers are prepared to teach 21st Century skills such as collaboration, communication, critical thinking, creativity and digital literacy.
- 72% teachers strongly agree, or agree, school leaders are leading improvement and change with 20% neither agreed nor disagreed.

Parents

Parents of Year 7–10 students were asked to complete a survey at Parent Teacher evenings. A total of 210 surveys were returned. The questions focussed on effective feedback, cocurricular activities, use of technology in the classroom, student leadership opportunities and school communication.

- In Year 7, 94% parents believed the school had provided them with effective feedback regarding their daughter's transition to high school.
- In Years 8–10, 97% parents believed the school had provided them with effective feedback about their daughter's learning.
- In Years 7–10, 65% parents reported their daughter participates in cocurricular activities at Burwood GHS.
- In Years 7–10, 91% parents reported their daughter used their device (BYOD) effectively in class to support their learning
- In Years 7–10, 76% parents reported their daughter was happy to take on student leadership roles.
- In Years 7–10, 66% parents regularly accessed the school website and 72% of parents read the

Students

The TTFM student survey was completed by students in all years and the following results have been compared to the NSW norm.

- 99% students agreed they had positive behaviour at school. The NSW norm for girls is 92%.
- 73% students had a high sense of belonging. The NSW norm for girls is 62%.
- 95% students had aspirations for finishing high school. The NSW norm for girls is 89%.
- 87% students had aspirations for pursuing a post-secondary education. The NSW norm for girls is 73%.

Policy requirements

Aboriginal education

- There were ten Aboriginal and Torres Strait Islander students attending Burwood GHS in 2017.
- Students continued to support Aboriginal Studies in Stage 6 curriculum.
- Aboriginal perspectives are embedded in all curriculum areas.
- Indigenous students took part in the AIME mentoring program at school and at the University of Sydney.
- Indigenous students attended an Indigenous creative writing workshop at UTS Jumbunna Centre.
- A dance workshop by Bangarra Dance Company, was attended by dance and indigenous students.
- Strong partnerships formed with Aboriginal communities and our school.
- All students engaged in lessons focused on the Close the Gap campaign.
- An Aboriginal stall was organised by our Indigenous group, Tiddas, to promote bush tucker at our International Day.
- National Reconciliation Week was celebrated with Indigenous performers at assembly.
- A trip to Uluru involved 79 Year 10 students engaging in activities to improve understanding of Aboriginal culture.

Multicultural and anti-racism education

Burwood GHS is an inclusive community. Multiculturalism and anti-racism education are embedded in all aspects of the curriculum and activities at this school. We are a school that promotes and celebrates diversity.

- Our students represent 67 different countries.
- 75% students and 40% staff have English as an Additional Language or Dialect (EAL/D).
- There were 145 international students from China, Korea and Vietnam in 2017, with an International Student (IS) Coordinator, IS adviser and three Community Liaison Officers

supporting their wellbeing.

- Italian, French, Japanese, Korean, Indonesian and Chinese were taught at the school.
- Forty-eight students studied other languages at the Languages High School or Saturday School of Community Languages.
- Eighteen students from Pacific Island background regularly met to plan Island Nights supported by their families and a newly appointed Community Liaison Officer.
- Year 7 Asia Literacy program was strengthened to include all KLAS.
- Courses to promote multicultural awareness and understanding include International Studies, Society and Culture, Studies of Religion, English and six language courses.
- Speakers at assemblies addressed issues on India, Asia, Africa and the Pacific.
- Overseas excursions to Korea, Japan, Vietnam and Cambodia provided valuable cultural experiences for students.
- Our school hosted and participated in exchange programs to France, Korea, Italy, Sweden, Norway and Japan.
- Education groups from Japan, Korea, Indonesia and China visited the school.
- International and Harmony Day celebrated annually, promoted and celebrated cultural diversity.
- The Crescent Girls group supported Muslim students and hosted our fourth IFTAR dinner during Ramadan.
- Lunar New Year and the Moon Festival were celebrated with support from the local community.
- The school Anti-Racism Contact Officers received no complaints involving the issue of racism during 2017, a testimony to the inclusive environment.
- Burwood GHS applied for a Together for Humanity grant and received \$5000 to initiate forums on 'Understanding Islam' and 'Refugees'.