

# Blacktown Girls High School

## Annual Report



2017



8224

## Introduction

The Annual Report for **2017** is provided to the community of **Blacktown Girls High School** as an account of the school's operations and achievements throughout the year.

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

**Jeffrey Lumb (Principal)**

### School contact details

Blacktown Girls High School

Fifth Ave

Blacktown, 2148

[www.blacktowng-h.schools.nsw.edu.au](http://www.blacktowng-h.schools.nsw.edu.au)

[blacktowng-h.School@det.nsw.edu.au](mailto:blacktowng-h.School@det.nsw.edu.au)

9831 7577

## Message from the Principal

It is with great pleasure that I present to you the 2017 Annual School Report for Blacktown Girls High School. I am proud of our reputation; our school is highly regarded and well supported by our community which continues to grow as the school of choice for the education of young women in Western Sydney.

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

We have continued to focus on empowering students to successfully engage in 21st century employment and life-long learning including the development of relevant skills in literacy, numeracy and ICT. This has seen the extension of our strong push and drive in Reading to Learn, Literacy and Numeracy and continuing our use of cloud-based technology and platforms. This year has also continued the investment the school is making in state of the art technology.

Developing young women who are independent, self-directed and inherently motivated learners has remained a major goal and direction for us throughout the year and has seen many staff engaging in researching current education strategies and pedagogies suitable for the future-focused learners. Work has been continued in this area around the use of future-focused learning.

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

The school offers a broad curriculum and a range of opportunities allowing our students to achieve their personal best in academic, creative, social, cultural, sporting, leadership and community endeavours. The school values collaborative learning and positive relationships amongst its students to effectively allow them to engage in a world of the future, where problem solving, evaluating, working in teams, communicating, creating and innovating are not only valued concepts but expected skills and capabilities.

Some of the highlights of the year have included:

Term 1 brought our three major sporting carnivals – swimming, cross country and athletics. It never ceases to amaze me how both the level of general participation and the level of excellent results that are achieved at these carnivals. I thank the whole staff for their efforts here and of course the PDHPE faculty for their amazing organizational skills.

The school's cultural and educational visit to Japan was an outstanding success. The program saw 23 of our students visit Japan; accompanied by 6 members of staff. Thanks to the staff who gave up their holidays and accompanied the trip.

Our connection with the BEACON Foundation, an organisation assisting schools to forge partnerships with the local business community has kept us busy all year culminating in the Charter Signing for year ten students and their celebration dinner. At these functions year 10 students pledged to continue with education until gainful employment is found. This was countersigned by our business partners, pledging their support to ensure that this happens. Thank you to Ms McKenna and Ms Dayal for their work all year with this group. Particular thanks to Ms McKenna and the Year Advisor, Ms Willis, for the organisation of the celebration dinner.

A significant strength continues to be our involvement in many extra curricula activities including, to name only a few; the Macquarie University Robotics Program and the Lego League Robotics Program; Our Refugee Action Programs, The Refugee Transition Programs, Macquarie Mentoring, AIME, Vocational Education & Training programs. The list goes on and on as does the support from our amazing staff who run these programs; many on a voluntary basis and in many cases giving up their own time.

Our CAPA faculty also organizes many extra-curricular events. This year two high quality showcase events were conducted featuring the work of the Music and Dance students and Ms Kennedy never ceases to amaze us with her drive – particularly with the amazing Tribal Drum group. This year they have been performing in many places outside of the school. Students, utilising skills and techniques imparted by the CAPA staff have won a number of awards in competitions hosted by various groups in the community. I particularly would like to thank the CAPA staff for their important contribution in keeping the arts alive and flourishing at BGHS.

A significant milestone has been reached at BGHS now in that every teaching space is now air- conditioned. This year we added significantly to the stock with the goal of making a comfortable learning environment throughout the year for all students and staff. Significant investment of resources has been given to improving facilities. This has included a complete refurbishment of the school library; converting it into a dynamic, future-focused learning hub. Classrooms and

other learning spaces have also been the recipients of new furniture, floor coverings and technology

The school's entry in the "Archibull Competition" is particularly worthy of mention. Led by Ms Gifford, Ms McGuire and Ms Timms, Year 10 Food Technology and Year 9 Visual Arts worked tirelessly with the theme of 'cotton'. The end result was "Cotton Belle"; and what a success she has been: 1st in the Peoples' Prize, 1st in the Blog, 1st in the Animation, 3rd for "Cotton Belle" herself. An outstanding effort.

This year, Blacktown Girls introduced the Duke of Edinburgh Awards scheme. Led by Ms Karam and Mr K Johnson, participants have been able to experience the Australian outdoors; learning important skills along the way. The year culminated with 'an adventurous journey' (Duke of Ed tenninology) over two days.

In November, two of our teachers were recognised by the Australian College of Educators and presented with awards for Excellence in Teaching. Ms Jennifer Bloomfield from the English Faculty and Ms Jodie Walker from PDHPE. Congratulations to both outstanding and dedicated teachers. It is really pleasing to see our staff recognised at such high levels.

These opportunities enhance both staff and student social, emotional and intellectual growth and ensure individual strengths and interests are catered for.

Student leadership and student voice continue to gain strength and momentum. The SRC and Prefects raised over \$10,000 for local, national and international charities. Senior leaders organised the International Women's Day assembly, while our junior leaders led the school's ANZAC Day commemoration. Our Peer Support Program allowed our Year 10 leaders to mentor Year 7 through their transition to High School.

Much of our focus in 2017 has been very much on teacher professional development with the view to enhancing student wellbeing and maximising student learning outcomes as outlined in our 2015–2017 School Plan. The progress made on our goals and a final comment on our successes in 2017 is outlined in this report. Academically, 2017 was another pleasing year for the Blacktown Girls High School community. The 2017 NAPLAN results set an enviable standard while our HSC students' hard work resulted in the best results the school has achieved in over two decades.

These are just some of the programs at Blacktown Girls High School. We pride ourselves in encouraging every student to achieve her potential and to develop skills in collaboration, self reflection, a strong work ethic, caring for self and others and engaging in the world actively, with compassion and with consideration for the natural environment.

After a nearly two year secondment to the LMBR team, Mr Peter Flowers announced his retirement as Principal of Blacktown Girls High. On behalf of the school and the wider BGHS community, I would like to thank Mr Flowers for his significant contribution to the school and wish him well in his retirement.

A school such as Blacktown Girls High achieves its success and reputation as a direct result from the combined efforts of the student population, the dedicated teaching and administrative staff and a supportive parent and community body. I would like to offer my sincerest thanks to the staff and especially my strong Executive Team for their dedication and tireless efforts. To the Deputy Principals, Ms Trimmis (Relieving DP) and Mr Sandoval whose ideas, effort, constancy of commitment and energy seems to know no bounds, I offer my heart-felt appreciation and thanks.

I feel very privileged to be Principal of this excellent school and thank all who contribute to the school's achievements as a leader and innovator in the education of young women.

**Jeffrey Lumb (Principal)**

### **Message from the school community**

Although a small group, our P&C are vigorous workers. The Executive of the P&C for this year has seen Ms April Grace as President; Mr Aylmer Rebello as Treasurer; Mr Sam Jeffrey as Publicity Officer.

The successes of the P&C this year were tempered with great sadness with the passing of Varinder Oberoi. Varinder was a tireless worker of the P&C and was a great advocate and supporter of the school.

In memory of Varinder, the P&C will fund an educational scholarship bearing his name. it will be awarded to a worthy student who is continuing their studies at the school.

The Association will continue to meet on the fourth Wednesday of each month in the school calendar.

Please come along and join the group at 6:30pm in the library.

**Ms April Grace (President)**



## School background

### School vision statement

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

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

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

### School context

#### School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 740. The school presents a vibrant culture of achievement, opportunity and success with the staff also delivering outstanding enrichment programs including Future Problem Solving, Robotics, Creative Arts and Sport.

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

The School has 2% Aboriginal or Torres Strait Islander students and 78% of students from a language background other than English, a significant number of whom are refugees. We embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and anti-bullying which together with a caring staff, allows students to feel safe, happy and committed to achieving their best. Equity programs to support Refugee students and students from a language background other than English and Indigenous students are also delivered by staff and outside agencies.

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process confirmed that BGHS was a school that provides students with the opportunity to 'connect, succeed and thrive' in an environment rich with quality teaching and professional practice.

The school's self-assessment at this time reflected BGHS as a school mostly categorised as 'Sustaining and Growing' or 'Excelling' against the School Excellence Framework. The Self-Assessment Survey provides a unique and customised tool for assessing organizational effectiveness, it offers the school leadership team a way to begin conversations about organizational performance and identify areas for improvement.

The survey is divided into the following three performance areas: Learning, Teaching and Leading. Each area has a series of elements with the domain of Learning encompassing – Learning Culture, Wellbeing, Curriculum & Learning, Assessment & reporting, and Student Performance Measures. The domain of Teaching incorporates – Effective Classroom Practice, Data Skills & Use, Collaborative Practice, Learning & Development, and Professional Standards. The Leading domain includes the elements of Leadership, School Planning, Implementation & Reporting, School Resources, and Management Practices and Processes.

The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The Validation Team worked with the school leadership team, the community and our students to ensure an on-balance judgement for each element.

The process of External Validation in 2017 was timely, as BGHS was a school in the midst of a dynamic period of reform and renewal. A major feature of this evolution was the expansion and development of our school based professional learning, school culture and the building of educational aspiration.

Our self-assessment and the external validation 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

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

### Purpose

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

### Overall summary of progress

1. By end 2017 BGHS focused PD was on staff awareness of the Numeracy Skills Framework as the Numeracy Continuum was no longer a key focus of DEC professional learning. The school developed the following numeracy response – All staff have access to Numeracy warm-ups on Google Classroom and in Faculty folders and use warm-ups regularly in lessons. All faculties have numeracy embedded into Stage 4 teaching programs.
2. No N awards were issued for coursework to the graduating class of 2017. A new policy has also been developed for 2018 to align with new NESA assessment guidelines.
3. HSC RAP data reflects that 2017 was our best year in terms of student achievement in the top 3 bands with most courses recording a growth in Band 5 and 6 results.
4. ARC and school samples of student work were used in PD sessions and in assessment development. These were used to help focus teacher evaluations of how classroom and practices reflect teacher standards, as well as the teacher's learning objectives. The work samples provided ongoing documentation and an evaluation process designed to improve the teacher's instructional practices and student learning.
5. The students in the lowest fields of the literacy continuum were supported through the Learning and Support Teachers and Student Learning Support Officers through intensive reading programs and learning adjustments to help address identified areas of concern.
6. The percentage of year 9 students at or below minimum standards was reduced through a direct focus in all KLAs on the school's literacy framework 'Reading to Learn' ESSA results were also positively improved.
7. Staff developed an awareness of and familiarity with explicit processes that develop higher order thinking and deep understanding in Stage 6. A deeper focus on critical thinking in Stage 6 has been developed.
8. Stage 4 student reports include an outcome from the literacy continuum in each subject.
9. The place and purpose of R2L at BGHS for 2018–2020 has been evaluated and incorporated into the new school plan.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Student Data obtained from markers on the numeracy continuum below age cohort to reduce.  2. Reduction in N awards and N award warnings in HSC and Preliminary years.  3. HSC RAP Data to show growth in value added statistics  4. Continued collection of work samples and assessment data across all stages and courses for ongoing long term analysis of development in literacy skills in line with course performance descriptors	\$10,000 Professional Development Funds	Please refer to above summary of progress

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>5. The number of students in Stage 4(Cluster 13 Lit continuum) &amp; Stage 5 (Cluster 14 Lit continuum) below expectation will be reduced by 5%.</p> <p>6. The percentage of Year 9 students at or below minimum standards in 2014 NAPLAN Literacy &amp; Numeracy will be reduced by 5% compared to their corresponding Year 7 results.</p> <p>7. In Year 8 ESSA Results each year will show a 5% decrease over the previous year of students in the lower three bands.</p>	\$5,000 Professional Development Funds	Please refer to above summary of progress

## Next Steps



## Strategic Direction 2

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

### Purpose

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

### Overall summary of progress

1. Results from the 'Tell Them From Me' survey in 2017 indicate enhanced student engagement and positive behaviour towards school, including homework. These figures are above State norm.
2. Results from the 'Tell Them From Me' survey in 2017 and Faculty Reviews conducted in 2017 illustrate increased involvement in the school by community members.
3. RAP data from the 2017 HSC indicates growth, particularly in Bands 4, 5 and 6 results across most courses.
4. At least one program from all KLAs contain a Project Based Learning task or series of tasks, shared at Professional Development sessions conducted throughout the year. Many of these tasks are cross curricular.
5. The N-Award process of 2017 for Stage 6, indicates an increase in the completion rate of assessment tasks by students, as no N-Awards were issued for Year 12 students in 2017.
6. The PDP process for student leaders allowed coordinators to gain a broader picture of student goals. Through community links such as BEACON, 2017 saw increased opportunities for our student leaders.
7. A slight decrease in the Millennium referrals in the areas of student engagement, completion of course work and assessment tasks in Stage 4.
8. Increased involvement with outside organisations catering for tertiary and vocational education, including TAFE tasters, Macquarie Mentoring, Australian Catholic University.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Student surveys regarding classroom lesson delivery indicate enhanced student engagement.  2. Community partner commitment survey indicates increased involvement in the school  3. Increase in the % of students achieving in the highest four bands of the HSC.  4. Classroom observations data reflect an increase in collaborative lesson designs involving cross KLA linkages  5. Increased completion rate of assessment tasks by Stage 6 students.  6. Increased opportunities for student involvement in leadership	\$10,000 Professional Development Funds  \$8000 RAM Equity Funds  BEACON	Please refer to above summary of progress

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
roles.  7. Decreased Millennium referrals in Stages 4 & 5 by 5%  8. Increased involvement with outside organisations catering for tertiary and vocational education		Please refer to above summary of progress

## Next Steps

## Strategic Direction 3

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

### Purpose

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

### Overall summary of progress

1. All staff engaged in BGHS' PDP program, with staff working closely with their supervising teachers to develop realistic and achievable goals that were aligned to school strategic directions, the *Australian Professional Standards* for teachers and the needs and interests of individual staff. These goals were then analysed and used by the executive of the school to plan further professional development at the whole school, faculty and individual level.
2. The school has had a continuing commitment to ensuring that all staff not only understand, but begin to internalise and take ownership of the Australian Professional Standards. Ongoing professional development has been given to staff to unpack and understand the standards.
3. The school continues to run Beginning Teacher workshops to support those in their early years of teaching. The focus of these sessions is on pedagogy and support and includes guidance when undertaking the requirements of proving proficiency. Staff are supported on a needs basis when expressing interest in undertaking higher levels of accreditation.
4. Staff engaged in a wide variety of professional development opportunities to support the school's focus on *Reading to Learn* as a platform for improved Literacy achievement across Stages 4–6. The particular emphasis was on the implementation of *Teaching Rounds*, where funding and time were allocated towards building a shared understanding and delivery of the platform to support staff to increase their confidence in utilising this platform to improve Literacy outcome attainment.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. Data re Classroom Observations indicate at least one peer observation per term</p> <p>2. Teacher surveys, classroom observations, teaching programs and collegial support indicates confidence in QT21, R2L and Continuums implementation.</p> <p>3. Data from the Performance and Development Package informs further professional learning</p> <p>4. Approx. 75% of funding allocated to strategic directions with remaining 25% to other areas of need as indicated by PDP's.</p> <p>5. All staff trained in national teaching standards and accreditation.</p>	<p>\$25,000 Professional Development Funds</p>	<p>Please refer to above summary of progress</p>

### Next Steps

- Refinement of the buddy system to focus more explicitly on tailored teaching rounds as a means of inclusive professional development aligned to school strategic directions.
- Alignment of whole staff professional development to the *Australian Professional Standards for Teachers* in order to support staff awareness, engagement and attainment of the standards.
- Continued use of allocated funding to support the needs of New Scheme teachers.
- Continued Early Careers teachers professional development program.
- Delivery of ongoing professional development re the roleout of accreditation and implementation for all staff at the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10,886 Aboriginal Background Funding	Targeted students support has been continued. All students possess a Personal Learning Plan. This plan is developed and regularly reviewed in a process that involves all key stakeholders.  A more complete account can be found later in this report
<b>English language proficiency</b>	\$13,476 Annual Total	Students are supported in the classroom with targeted ESL support. Students and caregivers complete a Personalised Learning Plan
<b>Low level adjustment for disability</b>	\$67,452 to employ SLSO	Support staff employed to assist students in class
<b>Sister School–Liaocheng Middle School No.2</b>	N/A	N/A
<b>SALSA (Students As Lifestyle Activists)</b>		SALSA (Students As Lifestyle Activists). Please see later in this report for a more comprehensive account of impact and achievements this year
<b>Prefects</b>		The Prefects of 2017 were, once again, an inspirational and motivated team who led numerous exemplarity activities to enhance the Prefects as model leaders of our school
<b>S.R.C – "School Representative Council"</b>		The SRC (Students Representative Council) are a group of students from Years 8 to 11; elected by their peers. The role of the SRC is to enhance the potential of all students by providing students with an authentic voice in the school while providing leadership opportunities.
<b>First Lego League (FLL) – Robotics LEAP program at Macquarie University</b>		Please see later in this report for a more comprehensive account of impact and achievements this year





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	709	696	710	742

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.2	93.6	94.1	93.6
8	92.1	89.9	94	90.5
9	90.8	91.4	90.9	90
10	84.6	88.7	88.8	89.2
11	86.6	83.7	85.7	87.6
12	81.2	82.9	84.5	85.3
All Years	89	88.5	89.8	89.6
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

Student attendance rates remain above state average in Years 7–10. Attendance rates in Years 11 and 12, however, are slightly below state average. Overall, there has been a slight increase in overall school attendance over the past four years. Effective monitoring systems which incorporate regular and consistent contact with parents and carers through the text messaging system, early intervention with families and the active involvement of our home school liaison officer have contributed to strong attendance in Years 7–10.

Along with the Head Teacher Welfare, Year Advisers have an important role in monitoring the attendance of students in their year. On an informal level, they discuss with students their pattern of attendance, investigating possible causes of absence. At regular intervals, year advisers analyse the results of students

whose attendance is below 85%, focusing on those students whose attendance has fallen below this figure in the period, or whose attendance has shown improvement. Follow-up is made with a phone call home to parents. In some cases a request for an interview will also be made.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	1	2	16
TAFE entry	2	3	19
University Entry	0	0	52
Other	14	3	8
Unknown	0	0	2

Blacktown Girls High School had 103 Year 12 Students sit for HSC or equivalent qualifications.

While almost all students continue from Year 10 into Year 11, a number of students transition from school to TAFE. A significant proportion of our students seek and gain entry into university.

At Blacktown Girls High School in 2017, there were three school based Vocational Education and Training (VET) curriculum frameworks offered.

A further 16 students undertook vocational or trade training through Western Sydney institute of TAFE over 5 frameworks. This included Human Services, Animal Study, Beauty Therapies, Entertainment & Community Services. Students whom successfully undertook the CERT III Child Studies framework exited with the required entry level credentials allowing immediate employment for their post school transition.

### Year 12 students undertaking vocational or trade training

At Blacktown Girls High School in 2017 there were three Vocational Education and Training (VET) curriculum frameworks offered. 43 students from the Year 12 cohort were enrolled in a VET curriculum framework. Of these students, 7 were enrolled in two curriculum frameworks. Of the 43 students, 54% of the students used the Hospitality Trade Training Centre to complete their course requirements.

## Workforce information

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, Blacktown Girls High had 103 Year 12 students sit for the the HSC or equivalent qualifications.

- In the Business Services class 80% of the 7 students enrolled completed HSC requirements. 78% of the students completed all competencies and attained Certificate II in Business Services.
- In Retail Services, 90% of the students enrolled completed HSC requirements ??% of students completed all competencies and attained a Certificate II in Retail Services.
- In the Hospitality class, 100% of students enrolled completed HSC requirements. All students completed all competencies and attained a Certificate II in Hospitality.

A further 13 students undertook Vocational or trade training through Western Sydney Institute of TAFE over 6 course frameworks. All frameworks were 'continuing' courses from Year 11.

- A total of 255 preferences were recorded by Blacktown Girls High students to the Universities Admission Centre.
- The University of Sydney, University of NSW, UTS and Macquarie University preferences have doubled and almost trebled from previous years. Preferences to Western Sydney University remained steady.
- A total of 87 offers were made to 55 BGHS students. This represents a slight increase over the past 3 years.

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	36.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	9.68
Other Positions	1

\*Full Time Equivalent

Blacktown Girls High has two members of staff who identify as Aboriginal. Both are very active in the local AECG.

### Teacher qualifications

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

## Teacher qualifications

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

In 2017 one early career teacher completed the requirements for accreditation at proficient, five staff worked towards the NESA accreditation at 'proficient' and one teacher submitted their accreditation at 'highly accomplished'.

## Professional learning and teacher accreditation

Teacher's PDP's were aligned to the school plan. Teacher professional goals continued a focus on literacy and numeracy and focused on improving student performance and wellbeing. Professional learning also was focused on student outcome attainment, skill development, measurement, reporting and the implementation of targeted strategies; these being driven by careful analysis of NAPLAN and SMART data. Teacher professional learning included school based professional learning workshops and training and development courses operated by the Department of Education, universities, approved providers and professional associations.

The main priorities for professional learning were: promoting future-focused learning and teaching standards; greater involvement in the critical analysis of data and the development of critical observations and instructional leadership. All staff participated in professional learning activities, the average allocation being \$1800 per teacher. Members of the school executive participated in leadership training to support career pathways and develop leadership capacity. In addition, four head teachers and seven classroom teachers were mentored in leadership roles to develop leadership capacity and address issues of sustainability.

A whole school focus on pedagogy aimed to improve teacher knowledge of their students and how they learn. The school's Strategic Direction 3 team continued to lead whole school professional learning on school development days and staff meetings focusing on the areas of eliciting evidence and teacher feedback for improved student learning outcomes. The Term 4 school development days showcased effective feedback strategies where individual presentations in cross-curricular groups provided an opportunity for sharing and collegial discussion. All staff participated in school development day activities.

Successful academic partnerships with the Australian Catholic University, Western Sydney University and Macquarie University, were continued and further strengthened.

A structured, school-based induction program supported full-time and temporary early career teachers. Access to a range of professional learning activities including local and regional network meetings, early career teacher conferences and regional accreditation programs, built teacher capacity and supported processes for the achievement and maintenance of NESA accreditation.

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

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,132,987
<b>Revenue</b>	8,311,905
Appropriation	7,961,899
Sale of Goods and Services	71,384
Grants and Contributions	266,890
Gain and Loss	0
Other Revenue	1,853
Investment Income	9,879
<b>Expenses</b>	-8,380,886
Recurrent Expenses	-8,387,877
Employee Related	-7,159,291
Operating Expenses	-1,228,586
Capital Expenses	6,991
Employee Related	0
Operating Expenses	6,991
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-68,981
<b>Balance Carried Forward</b>	1,064,006

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

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	6,845,143
Base Per Capita	108,568
Base Location	0
Other Base	6,736,575
<b>Equity Total</b>	783,080
Equity Aboriginal	10,886
Equity Socio economic	211,046
Equity Language	293,605
Equity Disability	267,543
<b>Targeted Total</b>	46,044
<b>Other Total</b>	156,017
<b>Grand Total</b>	7,830,284

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. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Note: the green column represents data for 2017

### Year 7

2017 NAPLAN results saw a continuation of the three year trend of students moving out of bands 4 and 5 into bands 6, 7 and 8 across Literacy based testing.

Growth in bands 8 and 9 for Reading and Writing especially.

### Year 9

2017 NAPLAN results saw a continuation of the three year trend of students moving out of bands 5, 6 and 7 into bands 8, 9 and 10 across Literacy based testing.

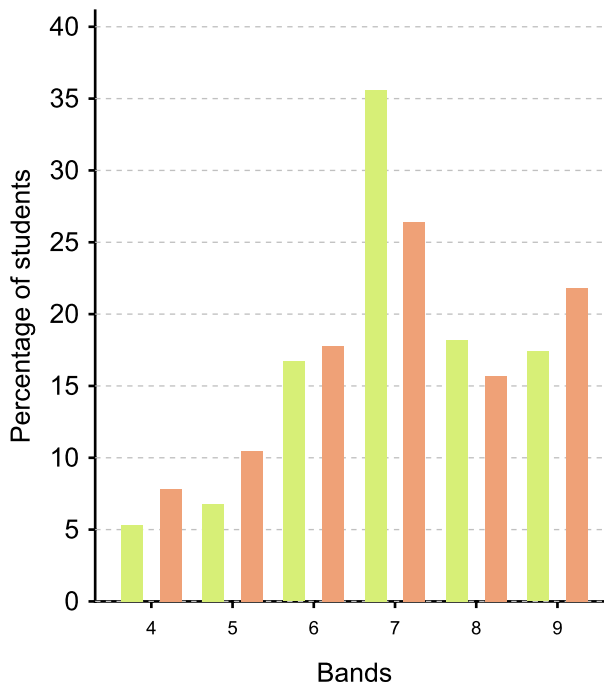
Growth in bands 9 and 10 for Grammar and Punctuation, Spelling and Writing.

49% of students above State average for NAPLAN Reading

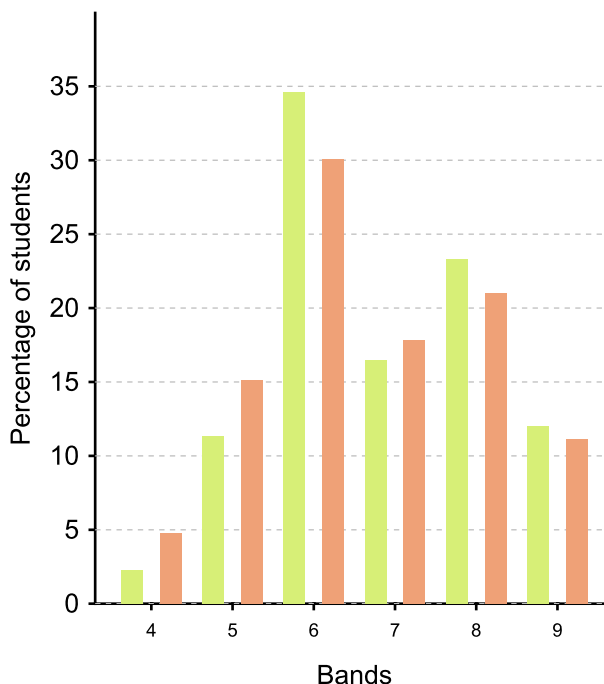
69% of students above State average for NAPLAN Writing

63% of students above State average for NAPLAN Spelling

Percentage in bands:  
Year 7 Grammar & Punctuation

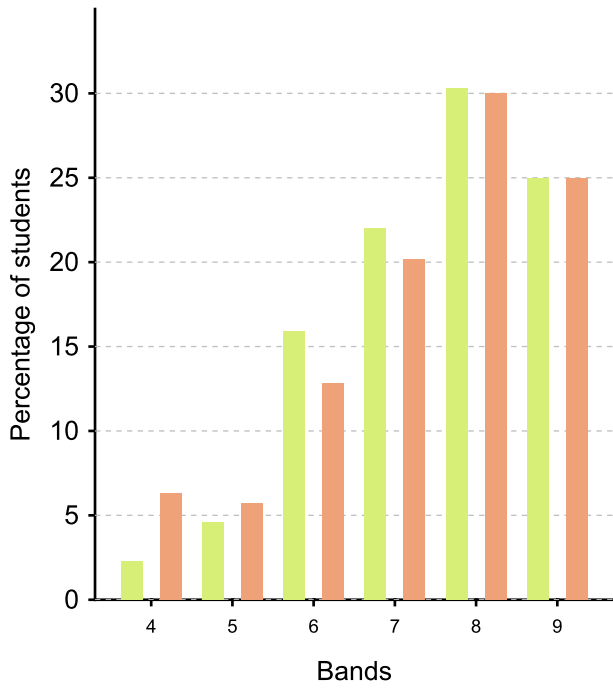


Percentage in bands:  
Year 7 Reading

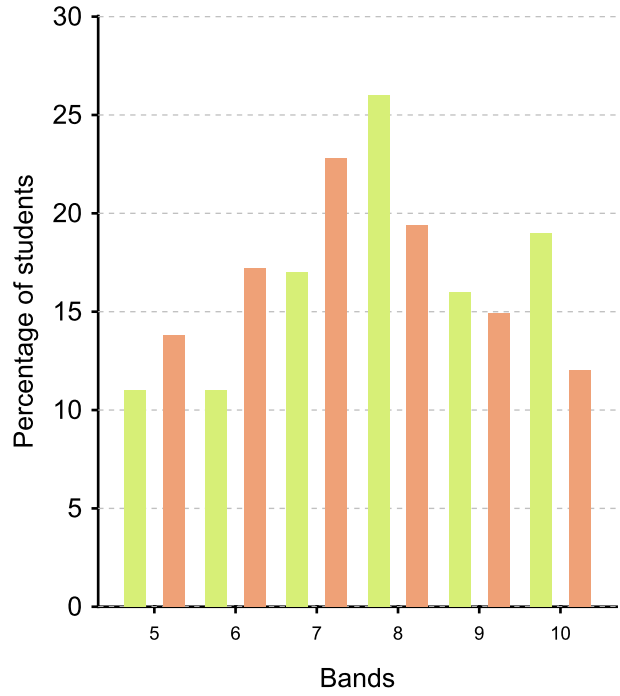




**Percentage in bands:**  
Year 7 Spelling



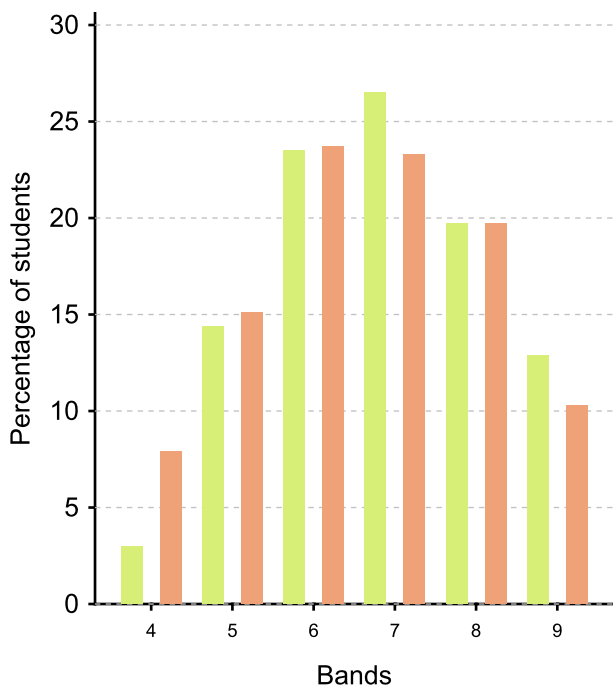
**Percentage in bands:**  
Year 9 Grammar & Punctuation



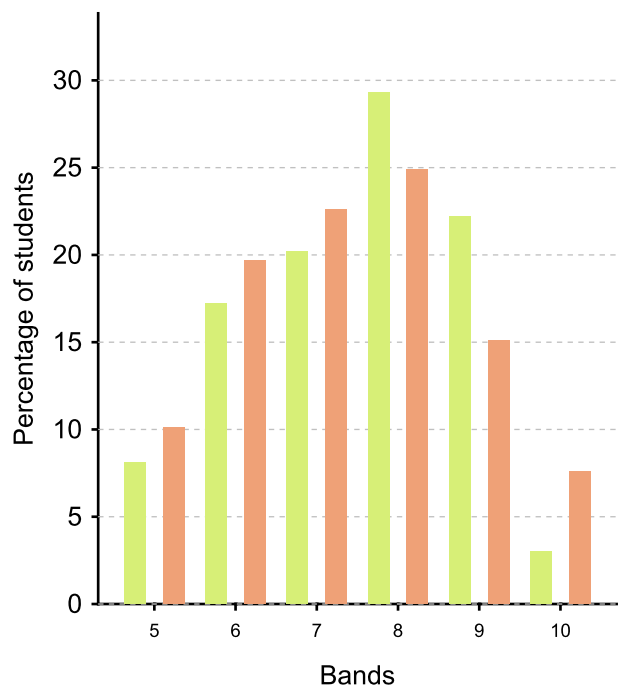
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Writing



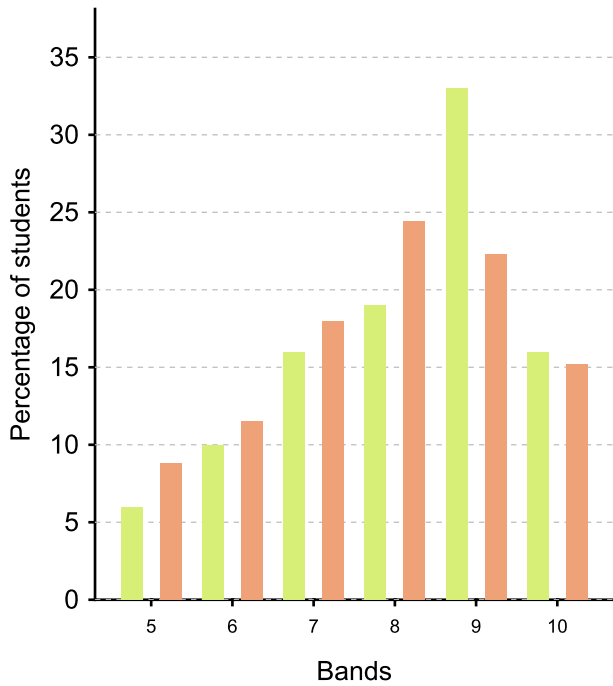
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Spelling



**Year 7**

2017 Numeracy results continued the three year trend, with a decrease in bands 4 and 5.

There was a significant increase in band 9 for 2017.

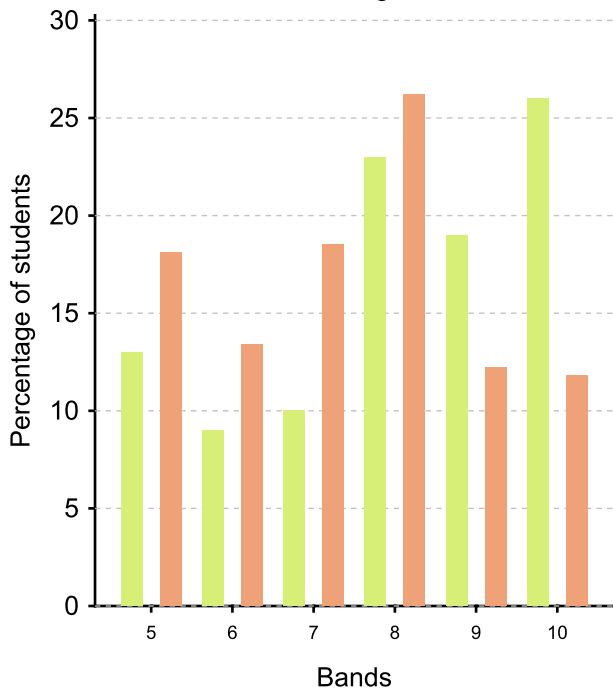
**Year 9**

2017 Numeracy results continued the three year trend, with a decrease across bands 6, 7 and 8.

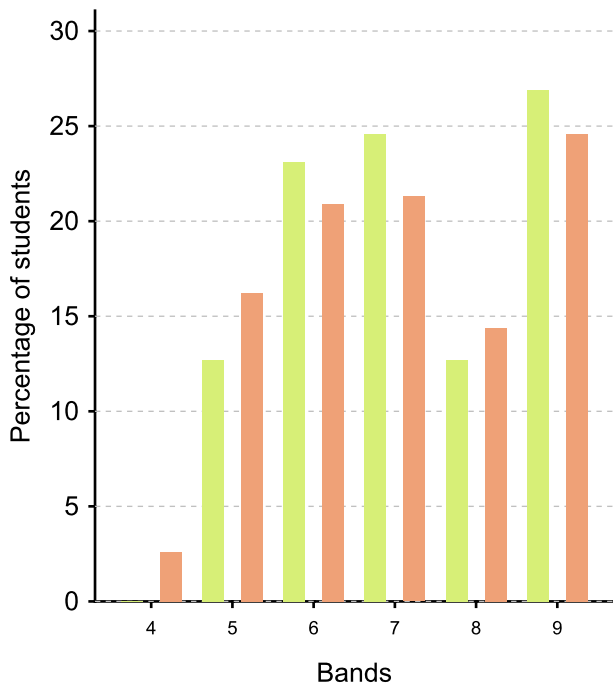
There was a significant increase in bands 9 and 10 for 2017.

47% of students above State average for NAPLAN Numeracy.

**Percentage in bands:**  
Year 9 Writing



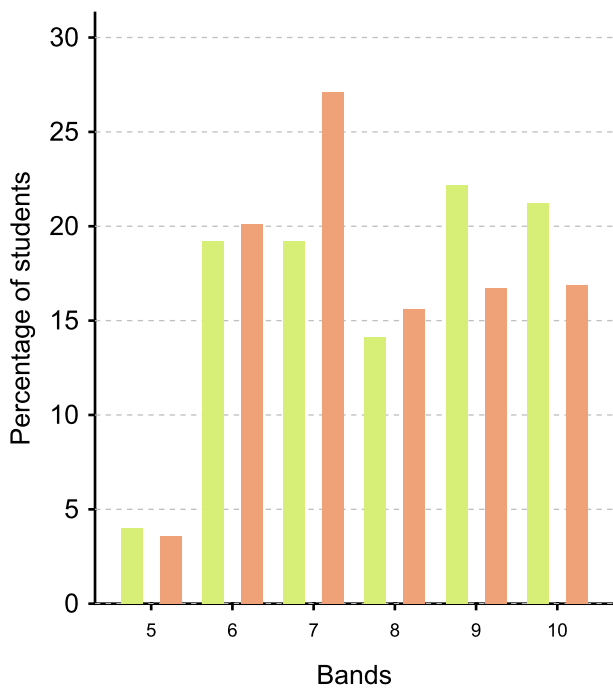
**Percentage in bands:**  
Year 7 Numeracy



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.



**Percentage in bands:**  
Year 9 Numeracy



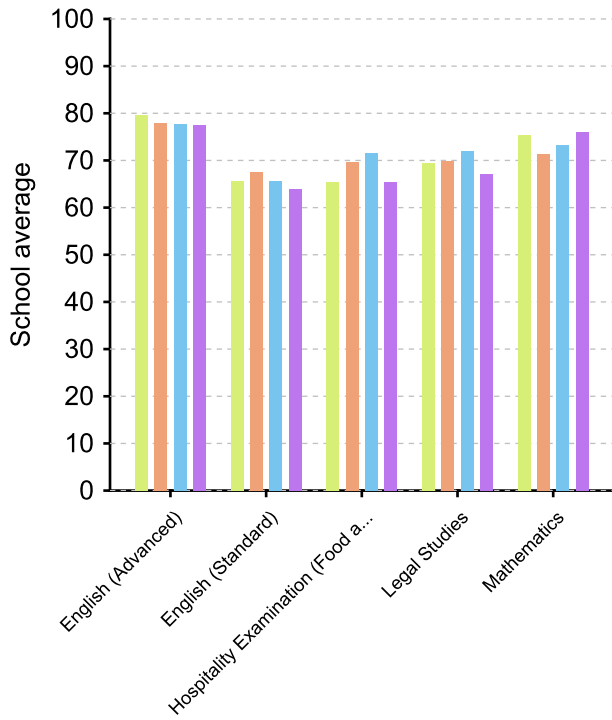
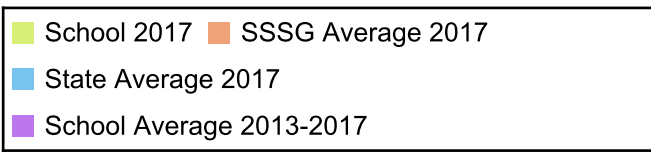
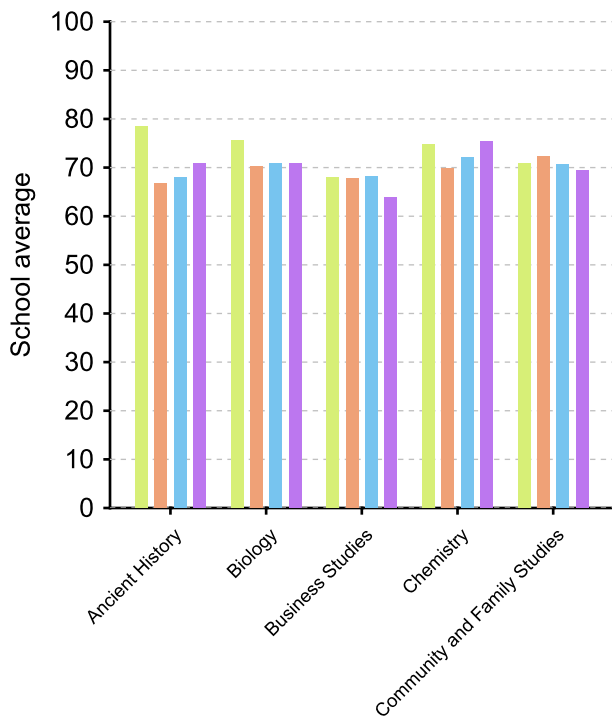
### Higher School Certificate (HSC)

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

2017 saw students achieving above State average in the following HSC subjects: Ancient History, Biology, Chemistry, CAFS, Advanced English, Information Processes and Technology, Mathematics and Textiles and Design.

There were 17 Band 6 results in 2017, an increase on 2016 results. A further 77 band 5 results were attained. This is consistent with 2016 results.

The 5 year trend of moving students out of bands 2 and 3 and into bands 4, 5 and 6 is continuing.



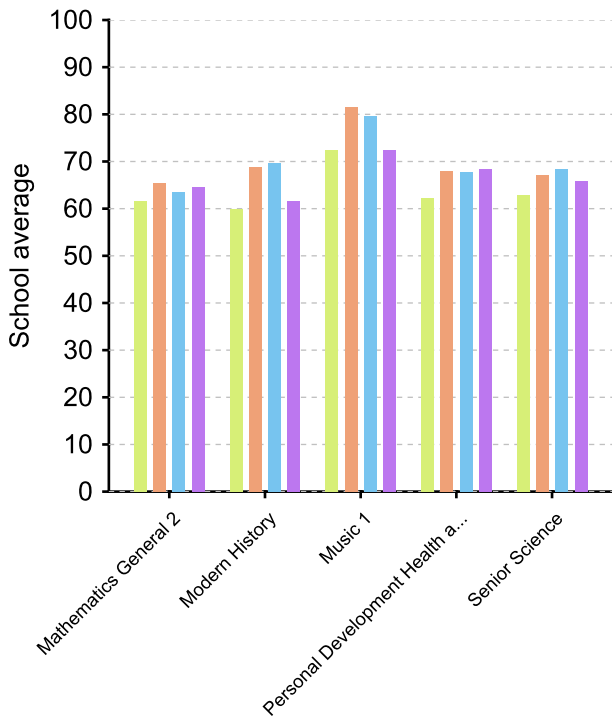
## Parent/caregiver, student, teacher satisfaction

During the ongoing Key Learning Area (KLA) review process at the school, using an online survey, students described their satisfaction with the school and the programs offered and indicated that the following aspects of quality teaching were demonstrated frequently by their teachers:

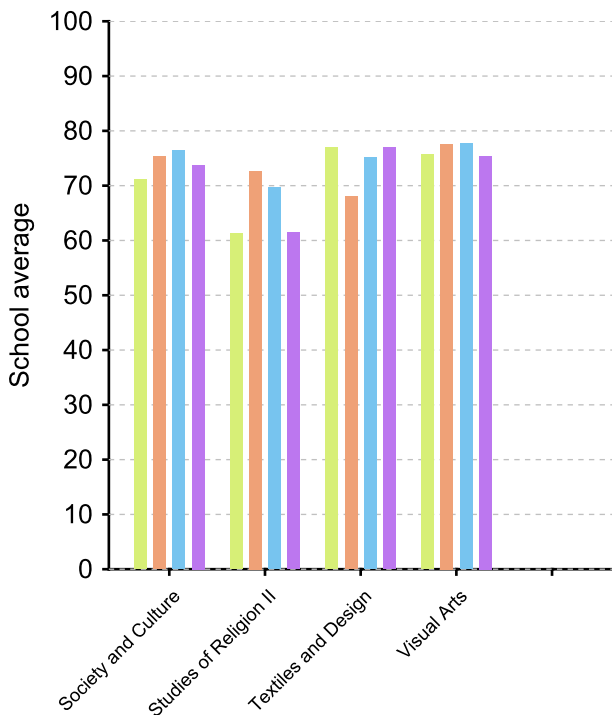
- Enthusiastic teachers who create a climate where learning is purposeful and relevant, fun and connected with students' experience.
- Teachers who establish positive relationships with students and know, respect and understand students.
- Teachers who encourage active involvement of students in decisions and choices about their own learning and assessment activities.
- Teachers with a clear focus on learning and the provision of constructive feedback that provides accurate information about progress, attainment and achievement.
- Teachers with fair and consistent management practices that are underpinned by clear expectations.

The results provided feedback from a range of years indicating that the school has maintained its strong focus on quality teaching and learning to provide relevant learning experiences in a dynamic, positive learning environment which is underpinned by high expectations and high levels of support.

Exit surveys taken by graduating Year 12 students overwhelmingly endorsed the school's supportive learning environment, the positive relationships between teachers and students, the willingness of staff to assist students with their learning and the school's ongoing focus on literacy, numeracy and student wellbeing.



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



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



# Policy requirements

## Aboriginal education

Sixteen students of Aboriginal background were enrolled from Years 7 – 12 in 2017. Individual learning pathways, developed in consultation with the students and their families, identified strengths, targeted areas for improvement, and set academic and personal goals.

A key component of Aboriginal education at Blacktown Girls High School continues to be the mandatory embedding of Aboriginal content across the curriculum in all stages. In addition, the school's Management Plan for 2015–2017 has included the explicit incorporation of the "8-Ways of Aboriginal Education" into all KLA programs.

Examples of the explicit teaching of an Aboriginal perspective within the curriculum include:

Stage 4 History examines significant features of Aboriginal cultures prior to colonisation and the impact of colonisation on indigenous peoples.

Stage 5 History examines the changing rights and freedoms of Aboriginal peoples, including the study of the stolen generation, land rights, suffrage and reconciliation.

Stage 4 Geography studies the origins of the continent from an Aboriginal and geographical perspective.

In Food Technology, students have the opportunity to study, prepare and taste traditional Aboriginal food.

In Visual Arts, students examine in depth the cultural, historical and political forces which have shaped the art making of Aboriginal and Torres Strait Islander peoples. In particular, the Stage 6 syllabus places emphasis on both traditional and contemporary Aboriginal art forms. In PDHPE, Stage 6 students examine Aboriginal and Torres Strait Islander health issues.

Once again, the school partnered with AIME (Australian Indigenous Mentoring Experience), a program that focuses on helping students engage in school, make connections with other Aboriginal and Torres Strait Islander students and strengthen student links to culture. Participation levels were very high for all students and generally impacted positively on school attendance outcomes.

Other initiatives and educational experiences provided for our Aboriginal students included:

### **Brewongle Leadership Program**

The program was designed and facilitated by local Indigenous community members from the Darug area. The students learnt about the Aboriginal history and knowledge of Darug land and captured their own life stories with the help of tutors from the Story Factory in Redfern. The students also wrote an authentic Acknowledgement of Country for our school

and this gave them a greater sense of leadership and ownership concerning their Aboriginality and school life. During the last session of the program, students were given the opportunity to share their learning with local elders.

### **Bangarra Dance**

Students attended a performance by Bangarra Dance Company. Many of the Aboriginal students are interested in and have a passion for dance so it was excellent for the students to see strong female Aboriginal dancers representing their culture and to see dancing as a part of their cultural expression. The performance was about Bennelong. The students got to learn about Bennelong and his importance in Aboriginal history.

### **Sorry Day Assembly**

As a part of Sorry Day (May 26th) the school held a morning assembly to acknowledge the Stolen Generations and to remember the mistreatment of Aboriginal Australians. Students and teachers shared their family experiences and encouraged the whole school to work towards reconciliation. Aboriginal students created artworks and helped present at the assembly.

### **The Aboriginal Representative Council**

The Aboriginal Representative Council consists of students in years 7 – 12 and is led by a council leader. The students meet regularly as a part of the yarning circle. The students discuss issues and organise events that promote Aboriginal culture. As a part of the council, the students are given opportunities to develop their leadership potential and learn more about their Aboriginality.

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

Blacktown Girls High is committed to developing the histories, cultures and experiences of Aboriginal and Torres Strait Islander people and to the provision of cultural education for all staff

## Multicultural and anti-racism education

Eighty-four per cent of students are from language backgrounds other than English. The student population includes a range of cultural backgrounds representing 45 language groups with no single cultural group dominating the school population.

The values of respect and understanding, tolerance and inclusion underpin all aspects of teaching and learning and complement the rich diversity of our student population. Teaching and learning programs integrate multicultural perspectives to develop in students the knowledge, skills and understandings required for a culturally diverse society and support students in learning to understand their own identity in relation to others from different cultures and backgrounds.

To ensure the school's commitment to our rich diversity and to racial harmony, there is an Anti-Racism Contact Officer (ARCO) and the role of that member of staff is to educate and act as a mediator and mentor and promote acceptance and the peaceful resolution of conflict.

An area for focus has been the fostering of parent partnerships. These have been encouraged through the use of interpreters within the school and access to the telephone interpreter service as appropriate.

## Other school programs

### Wellbeing

'Connect, Succeed and Thrive' are the themes that drive wellbeing in all public schools. This Wellbeing framework is fluid and will be continually defined by the needs and interests of our diverse community. The foundations of which include, The Teaching and Learning Framework; Wellbeing Programs eg BOUNCE for all Year 7 students; SHARE/LEARN; Learning Teams in Stage 4; communication with parents and carers. It is these foundations that align with the school's Strategic Directions and the school motto of the 'School that makes a difference'.

Connection to learning is through meaningful and engaging personalised learning experiences, whereby students will have positive, respectful relationships with each other, their teachers and the community. A sense of belonging respects diversity and identity and enables students to connect to their cultural, religious or spiritual backgrounds. Results from the 2017 'Tell Them From Survey' in the category of *Engagement* indicate that our students have a strong sense of belonging and can identify positive relationships at school.

Throughout the course of 2017, there were varied opportunities for student success. Programs included a 'TAFE taster' program for students in years 10 and 11, the 'AIME' program for Aboriginal students, Macquarie Mentoring for Refugee students., work education, ACU 'Aspirations Day' and 'Step Up to Nursing' and the 'Elevate' program. These programs provided a positive platform for student success. As such, student attendance has remained stable and on par with state average. This is also evidenced in results from the 2017 'Tell Them From Me Survey' in the category of *Engagement* that illustrate 93% of students value attendance, 95% have a positive behaviour towards school, 72% have a positive attitude towards homework. These figures are well above average in comparison with state norms.

It is these varied opportunities and experiences which allow students to thrive at Blacktown Girls High School, developing a love of and for learning.

### SALSA

SALSA in 2017 brought many exciting projects and opportunities for the students at Blacktown Girls. We offered the program to the Year 9 cohort for the first time to introduce potential leadership skills and build their confidence to shine their passion towards changing attitudes of eating behaviours and exercise habits.

After conducting 4 lessons to year 7 students the SALSA leaders went into productivity mode and worked towards 2 projects.

Firstly the design of a new school canteen menu to meet the upcoming NSW school canteen regulations. Here students surveyed students to find what they wanted to see from the canteen. Working alongside the school canteen vendor, feedback from the students and a member from the NSW Health Department, the school has a new revised canteen menu.

Secondly after a leadership professional development day for a group of dedicated SALSA leaders they committed themselves further to be involved in the Youth Voices in the Community event as an extension program to the SALSA program. Peer leaders were to be advocates for health environments in the Blacktown Local Government Area and create an opportunity for a diverse range of community stakeholders to listen and respond to their views and areas of concern. Blacktown Girls students challenged safety and security in the streets. This was aimed at creating a healthier and safer lifestyle within the Blacktown community.

## Sporting Achievements

**Knock out sporting Teams:** Overall, the participation in K.O. competitions has increased, with the emphasis on U/15 competitions; affording opportunities for our younger students to build skills and gain experience competing in high-level competitions. This exposure of a competitive nature, will hopefully build a platform for success in future senior competitions.

**Swimming Carnivals:** Twenty students attended the Zone Carnival, two girls won through to compete in the U/12's 100m freestyle event and one was selected to compete in the U/17's breaststroke event at the Sydney West carnival.

**Cross Country Carnivals:** Blacktown Girls High, sent thirty five students to the Zone Cross Country in which we managed to earn 5th Place overall. Thirteen of these students were selected to compete in the Sydney West Carnival with 6 students from the 18 years age group alone.

**Athletics Carnivals:** Fifty five of our students attended the Zone Athletics Carnival in which we placed 1st overall in the girl's category. Eighteen of these students competed at the Sydney West Carnival and from here, three students represented Sydney West at the Combined High Schools (CHS) Athletics Carnival. One of our champion Year 10 athletes won the triple jump and set a new Sydney West record of 11.90metres. Her contributions to the Blacktown Zone in Athletics saw her achieve a very prestigious Zone Blue.

**Student Representatives:** We were fortunate to have some students make it to prominent levels of representation this year. One Year 11 student was selected in the Sydney West Rugby Union Team and played interstate against other states and territories. Another was selected in the CHS Gymnastics Team and competed in the Australian Championships.

**Colour run:** One of the highlights of the year was the

inaugural Colour Run. It was an initiative of the Year 10 PE and Sports Studies (PASS) class and reflected authentic learning. The students were responsible for showcasing the event to the executive staff seeking permission for the event to run, planning the event, coordinating all activities on the day and completing a risk assessment. The day was an outstanding success, where \$1508 was raised to purchase equipment for lunchtime sporting activities.

## Debating and Public Speaking

This year we had two teams a Yr7/8 and Yr9/10 debating team for the Premier's Debating Challenge competition. We also had two students that participated in the Public Speaking Junior Legacy Competition.

In debating we were very successful as all teams won all three rounds of debates at the regional level. The students were dedicated and enthusiastic participating in coaching sessions throughout the year during their lunchtimes. We also debated at a zone level (quarter-finals). Unfortunately we did not get through to the next level. All our students were fantastic and represented the school with passion and such professionalism at each debate.

In public speaking we had two students from Year 7 who participated in the 'Junior Legacy Competition'. They both prepared very good speeches and presented them with enthusiasm at a formal event.

This year we also tried to train our students through a Debating Gala Day with Blacktown Boys High School. The purpose of this day was to expose our students to new skills by having our students debate in some friendly matches. The teams were mixed so that students can work with the opposite gender at a professional level. This gave the students the opportunity to gain confidence and get an appreciation for real world debating, where gender selectivity does not exist. Students responded well to the day and learned a great deal from this experience.

## Junior Robotics Mentoring with Marayong Heights Public School

During Terms 3 and 4 of 2018, Blacktown Girls High School entered a partnership with Marayong Heights Public School (MHPS). Every Tuesday, eight Year 8 students travelled to MHPS to assist their STEAM team (students from stage 2 –3) with their robotics projects.

The Junior Robotics Mentoring program not only strengthened the relationship between the two schools, but also enabled students to develop their passion for robotics and all things STEAM. Students from BGHS developed their leadership skills by working with a group of students of varied ages and abilities to build a unique race car that could be controlled remotely via a smartphone device. The efforts of the program were showcased by MHPS in conjunction with BGHS at the Nirimba STEAM Expo.

The MHPS STEAM team were also invited to visit BGHS for the First Lego League friendly competition

hosted by BGHS's 4802 robotics team in conjunction with Macquarie University. This event provided a great opportunity for students from MHPS to have a look at senior robotics and the opportunities available for students who wish to pursue their interests in STEAM.

### **First Robotics Team**

Blacktown Girls Team 4802: 'Unidentified Moving Machines', are a team of innovative and enterprising young women who make up the school's extra-curricular Robotics team. From humble beginnings, they formed and participated at their first regional championships in 2015. The momentum of this all girl powerhouse has never stopped since, breaking barriers in this non-traditional, male-dominated vocational area.

Team 4802, competed in the top tier FIRST® Robotics Competition, which is the flagship competition of FIRST; a large-scale robotics competition that fosters collaboration between students, mentors and leading technology experts to build robots that perform in a competitive but supportive environment against teams from all over the world. In building their robot and executing best practice business models, students learn valuable life skills including teamwork, collaboration, public speaking, technical science and engineering skills and so much more!

At the 2017 South Pacific Regional Championships, Team 4802 stepped outside their comfort zone in the 'Steamworks' season challenges. The team proudly designed and engineered a fully custom holonomic drive robot that earned them the 'Creativity' and 'Judges' Awards. These awards reflected the team's background in:

- design, use of component, or strategy of play.
- unique efforts, performance, or dynamics merit recognition as defined by a panel of judges.

To accomplish the impossible, Py, their fully custom robot, the team put in a monumental 200 hours during the 'build season', along with at least another 40 competition hours. The Team were required to 'hand cut', file and polish all 'gusset' plates in order to keep their unique 'triangular' robot together, without the aid of sophisticated machinery.

The successful participation of our students in robotics at this high level has proven that women can excel in what might be seen as traditionally a male domain. In addition, the team celebrated a major highlight at the end of the year when 8 of the 2017 graduating Year 12 team members received early admission entry to both Macquarie University and the University of NSW.

### **Environmental Education**

Blacktown Girls High School 'Gardening Crew' has 10 students who regularly attend to the gardens. The crew is known as our "Garden Greenies". Eight members of the Crew are outdoor gardeners and the remaining two are indoor gardeners. The Gardening Crew have delegated duties which are decided by the students, with support, from Ms Goodisson and Mme Serret.

The Gardening Program provides participants with opportunities to: connect with the land, exercise, experience success, socially engage with others and/or be alone, express themselves and gain new experiences.

Gloves, tools and other resources are donated by members of the school community. We are active members of Planet Ark, Cool Australia and plan on acquiring membership with Greening Australia. The Gardening Crew are hoping to be successful in gaining a grant from Blacktown City Council to be able to design and create a 'Friendship Garden', encouraging the school community to come together.

Environmental education extends beyond the classroom into the school community. To empower students to be involved in addressing local environmental issues, improve their environment and have respect for their surroundings, a group of eight Year 9 students formed an Environmental Committee (Green Machine) and renewed their registration with the Environmental School Project.

Every Thursday the Green Machine meet and identify a range of environmental issues and formulate strategies to address them. The committee has access to resources from Planet Ark and Cool Australia. The group worked at addressing the amount of litter within the school environment in an anti-littering campaign. Within the campaign, the focus will be on; *re-use*, *re-cycle*, *re-think*.

Curricular, co-curricular and extra-curricular programs, together with teaching and learning programs at the school reflect student choice and student needs. There is a strong focus on personal and creative growth, challenging learning experiences, independence in thinking, risk-taking, autonomy, resilience and initiative.

The school encourages our students to value excellence, respect, responsibility, tolerance and life-long learning. There is a visible emphasis on the development of a social conscience within a multicultural environment.