

Auburn Girls High School

Annual Report



2017



8253

Introduction

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

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

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School background

School vision statement

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

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

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

School context

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

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

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

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

framework was utilised as an inspirational tool to continually improve the delivery of educational outcomes for our students.

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

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

Our major focus in the domain of Teaching has been on collaborative and research informed practice for staff. Our extensive professional learning program where, in addition to whole school professional learning days, teams of Year 8 teachers were engaged in additional timetabled fortnightly professional learning days on the Super 6 Plus Reading Strategies Project. The teachers deepened their understanding of the complexities of reading and developed, implemented and evaluated a toolkit of resources for their Year 8 classes. This project has produced measurable outcomes for students.

Extensive data analysis informed teaching practice and a means to improve teacher practice. Classroom observations, reflection and feedback by teachers ensured a collaborative culture focused on continuous improvement of student learning. The research of Professor John Hattie, including his effect sizes was used to inform all professional learning, empowering teachers with evidence based practice to refine teaching practice. Tell Them From Me survey data, from students and teachers, and assessment data demonstrated significant improvement in engagement, satisfaction and learning outcomes.

In the domain of Leading our focus has been to progress leadership and management practices and processes. The implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. The Head Teachers as Leaders in Learning initiative continued to empower our head teachers as leaders in professionally developing their staff and in leading whole school projects. In 2017 this focus area was literacy and specifically reading. Aspiring leaders were provided with opportunities, mentoring and support to build their leadership capacity. Management practices were further streamlined with the introduction of Sentral reporting systems. The Senior Executive has successfully led the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

ENGAGEMENT FOR LEARNING

Purpose

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

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

Overall summary of progress

The 2015–2017 improvement measures were addressed and evaluated. Staff professional development focused on differentiated and inclusive curriculums. Consequently, teaching and learning programs across Key Learning Areas in Stage 5 were differentiated to cater for the needs of all students. New formats for both programs and assessment tasks have been implemented and reflect quality teaching practises.

The “Tell Them From Me” survey continues to influence our milestones and is a valued contribution from students, staff and parents. The school continues to provide opportunities for leadership through SRC initiatives. Extra-curricular activities such as school clubs, Harmony Day and Peer Support increased student participation, promoting positive education and improved teacher student relationships. Additional staff and programs supported disengaged students in transitioning into the workforce or alternative career pathways.

Effective communication continued across the school with the implementation of LMBR and the new modules for Sentral with Student Reports and Markbook.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
KLA programs and teaching and learning reflect a differentiated and inclusive curriculum underpinned by our pedagogical framework.		Differentiated programs that cater for the learning needs of all students continued to be the focus in all key learning areas. Stage 5 was completed in 2017 in the new format, designed collaboratively by the staff. Programs are uniform, comprehensive and include cross curriculum activities which reflect the Australian Professional Standards for Teachers. All faculties were given faculty time to work on their programs and embed the three levels of differentiation for either a Year 9 or Year 10 group. Evaluation of these programs and resources will continue to be evaluated in 2018.
Assessment will reflect best practice including effective feedback, assessment as learning, assessment for learning, principles of assessment including criteria for success.		All Head Teachers attended two days of professional development in “Aligning Assessments and Programming” and led quality teaching practises in their faculty time. This included aligning outcomes, a unit of work and an assessment task which was imbedded into their Key Learning Area. These assessment tasks are challenging and reflect the 5 critical QT elements for assessments. 2017 saw a new template, designed collaboratively for assessments that are explicit, authentic, differentiated and gave all students the opportunity to achieve their potential.
Improved engagement and behaviour in classrooms,		Support programs for disengaged students included: “yes” program which ran for 8 weeks at

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
including truancies, measured by reduced referrals to Head Teachers and Deputies and teacher survey.		<p>Bankstown Tafe. MTC transitioned 10 students into careers in retail, banking and beauty therapy. "Tafe Day" "itrack" and "Clinique Work Inspirations" provided support, direction and mentoring for Years 9, 10 and 11 students.</p> <p>The transition teachers developed individual plans and worked closely with disengaged students and their parents to provide a career pathway for those students who had a low level of engagement.</p> <p>Weekly Positive Behaviour for Learning lessons continued to focus on attendance, classroom behaviour and organisation with attention to the PERMA model and will continue in 2018.</p> <p>Positive Education continued for students through "What's Working Well" forum. Staff attended two twilight sessions about positive education and growth mindset and workshops were available for parents. The Principal and Deputy Principal both completed courses in Positive Education .</p> <p>The School Wellbeing Policy was evaluated and updated. These updates included: The Student Behaviour Management Flowchart, N-Warnings and Out of Uniform Policy. There was no change to the Truancy and Attendance Flowchart as these were effective.</p> <p>Whole school events supporting student and staff wellbeing enhanced engagement through "White Ribbon day", "RUOK", "Love Bites" and "Women's International Week". These activities promoted respectful relationships and the contributions that women make in our society.</p> <p>The Year 7 Study Skills program ran for the first time to enhance skills in research, skim reading, writing and positive study environments, giving students skills for high school. Students were able to access online modules and work at their own pace. This was evaluated and will continue in 2018. The "Elevate" study program continued for Years 11 and 12 and students were provided with online resources and activities to improve study skills for the Higher School Certificate.</p>
Improved opportunities for student voice, leadership and co-curricular activities.		<p>All Year 9 students were surveyed. The data from the 'Tell them from Me' survey provided comprehensive feedback to the executive and staff. The information obtained will inform our 2018 Milestones.</p> <p>Increased opportunities for student voice and leadership was shown through a range of programs such as: SRC initiatives, the Duke of Edinburgh program, Max Potential, Zonta Citizenship, RSPCA cupcake day, Pink Ribbon day, Bandanna day, Garvin Institute fund raiser, Harmony Day, Jeans for Genes day, Peer Support program, the Annual Leadership Camp and the newly elected Junior Prefects. Evaluations of these programs</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved opportunities for student voice, leadership and co-curricular activities.		<p>demonstrated increased participation, overall student wellbeing and improved teacher student relationships.</p> <p>School Clubs were operational across the school for Years 7 and 8 and were evaluated to be beneficial and positive for students and will run again in 2018.</p>
Streamlined administration and organisational system facilitating effective communication and improved administrative efficiency across the school.		<p>The outcome from the investigation for “Bring Your Own Device” proposal did not proceed, however, additional school-based technology will be investigated in 2018.</p> <p>LMBR was implemented and data rolled over from our system at the beginning of term 2. Changes were made to purchasing orders and budgeting. Sentral communication continued to improve with the added modules of the Student Report and Markbook. 2017 saw a new format for student reports that are comprehensive, user friendly and easy to read.</p>

Next Steps

see 2018–20 School Plan



Strategic Direction 2

EXCELLENCE IN TEACHING

Purpose

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

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

Overall summary of progress

In 2017 the focus was on best practice and consolidating the design and delivery of consistent assessment practice and quality assessment tasks. The integration of Positive Psychology and the development of Habits of Mind with particular focus on Growth Mindset presented by our academic partners psychologist Dr Paula Robinson and educator James Anderson at Staff Development Days and Twilight Professional Learning sessions consolidated the staff's understandings of Habits of Mind knowledge and Visible Learning strategies of John Hattie.

The development and implementation of the Super 6+ Program with its Year 8 focus on getting reading right through regular teacher instruction and close mentoring has provided a valued pedagogical foundation and scaffolding to support a range of staff across faculties to improve student reading and comprehension skills. This program has increased teacher confidence, enhanced the development of quality of teaching resources and promoted consistent evidence-based teaching and learning strategies. In 2018 it will be further developed to include the training of more teachers.

The processes have allowed individual teachers and faculties to develop more consistent pedagogical approaches reading/ comprehension skills and quality assessment tasks through modelling, collaboration and showcasing of consistent practice that is best practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving in the top 3 bands in the HSC by at least 5%		<p>Head Teachers analysed faculty and cross faculty HSC RAP data to ascertain student achievement and identify areas for ongoing improvement.</p> <p>The data demonstrated students gained considerable increase in HSC Band 5 and 6 results with 20 courses improving and six courses attaining best results in 18 years. 16 students attained 3 or more Band 5/6 result. 42 students attained one or more Band 5/6 result and there were 93 Band 5 and 7 Band 6 results which was a 300% improvement from 2016 HSC results.</p> <p>85% of students have gone on to further education and training post school.</p>
Increased number of Year 9 students achieving at least national minimum standards NAPLAN by at least 5		<p>The focus on literacy at whole school level in Professional Learning at staff meetings and the implementation Super 6+ Reading Project has seen a greater confidence and understanding of teachers to deliver consistent literacy support for students.</p> <p>A series of Year 9 NAPLAN workshops have resulted in improved student understandings of the literacy and numeracy demands of NAPLAN.</p> <p>Parents were also provided with explicit meetings to discuss NESA changes to Year 9 NAPLAN and the</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of Year 9 students achieving at least national minimum standards NAPLAN by at least 5		<p>implications of achieving national minimum standards. This resulted in stronger parental support and students demonstrating a more serious engagement with the test.</p> <p>There was significant value added in Year 9 Numeracy with 67.8% of students attaining greater than or equal to expected State growth with a marked upward trend. NAPLAN Literacy results also reveal marked upward trend with students moving from Band 5 into higher bands. In the following components we find improvements: Reading 8%, Writing 7%, Spelling 9%, Grammar/Punctuation 12%.</p>
Increase the number of Year 9 students showing growth in NAPLAN results from Year 7 by at least 5%		<p>Both NAPLAN Numeracy and Literacy results show marked growth in NAPLAN results..</p> <p>In Reading there has been a 56.6% increase, 48.8% in Writing, 69.4% in Numeracy of students achieving above National Minimum Standards.</p>
Student surveys indicate improvement in satisfaction with their learning		<p><i>Tell Them from Me</i> survey reveals students strongly value learning at Auburn Girls High School viewing it to be relevant, enjoyable and engaging. With student response means consistently above State levels in these areas. The school culture is seen as being positive with a clear emphasis on teaching, learning and wellbeing. Students feel motivated and have high expectations with 83% planning to go to university upon completing schooling. They view school as an inclusive place where diversity of culture is valued and understood by teachers.</p>
Teacher surveys indicate improvement in their confidence and competence in the implementation of the Australian Professional Teaching Standards		<p>Teachers demonstrate clear understanding of Teaching Standards. This is evidenced in their Professional Development Plans and the depth of staff professional dialogue in Professional Learning contexts and at regular Milestone Review meetings. Teachers are articulate and confident in their implementation of Teacher Standards in their personal classroom practice, faculty processes and review of school targets.</p>

Next Steps

See 2018–20 School Plan



Strategic Direction 3

INCLUSIVITY FOR LEARNING

Purpose

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

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

Overall summary of progress

Development of a strong school community working in a diligent and sustainable manner, embedding a system of values and a culture of success has been our ongoing school-wide focus. Connecting and strengthening wider community partnerships with our school community has enabled us to achieve significant progress in this strategic direction through effective programs and events. Students and parents are more aware of different teaching initiatives and cultural activities, and there has been far greater participation and communication from all groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of Students and Teachers engaged in extra-curricular programs through coordinated Social Justice programs		Part of our vision is that extra-curricular activities enrich the lives of our students, their families and our communities. 2017 saw a significant increase in student participation. Every faculty has organised clubs from the School Spectacular Ensemble to the Science Club which are held during lunches or before/after school on a weekly or fortnightly basis. These activities help create well-rounded adolescents who learn what their interests/talents are as they have been exposed to such opportunities.
Student voice is embedded in decision making processes		<p>The Wellbeing Framework for Schools require schools to provide opportunities for meaningful student participation including student voice and decision making. In 2017, the Communication Team continued to work closely with a School Communication and Engagement Officer to communicate the vision and identity of the school. Using the recommendations based on a communication review that included staff SWOT analysis and a community focus group, our students at Auburn Girls High School were an integral part of this focus group. The Student Representative Council and Year 11 plus Year 12 school leaders participated actively in finalising the look of the new school website as well a new school logo and banner statement "Learn, Lead, Succeed. This has provided Auburn Girls High School a new visual identity that is an effective tool for communicating the vision, values and culture of our school community.</p> <p>Continuing to understand their rights and responsibilities as active citizens, our students have increasingly committed to various fundraising events as well as promoting and bringing awareness to wellbeing events. Led by the Student</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student voice is embedded in decision making processes		<p>Leadership Team, SRC and supported by the Wellbeing Team, each year group actively worked and planned to fundraise for the Children Hospital Westmead, Jeans for Genes Day, RSPCA, Pink Ribbon Day, the Garvan Institute and CanTeen Australia.</p> <p>The students celebrated and acknowledged respectful relationships and voiced the need to unite as strong, independent educated women through our White Ribbon Day, Harmony Day, RUOK Day and International Women's Week.</p>
Teaching and learning embeds quality teaching framework and evidenced based research(from our pedagogical framework) that create inclusive classrooms		<p>Professor John Hattie's evidence based research was further integrated into the teaching and learning practices across the school. Practices with the highest effect size, including feedback and growth mindsets were targeted for professional learning. Year Advisors and Deputy Principals worked with their students individually where their reports were reflected upon and learning goals were set by the students.</p>
Active and sustained partnerships that engage the wider school community		<p>A whole school map of functions, events, programs and services was carefully developed and evaluated to ensure that all students and staff are supported and had access to a wide-range of activities to supplement the school's learning culture.</p> <p>Continuing to build upon and strengthen its relationships with parents and the community the Action Team for Partnerships (ATP) and the Parents & Citizens Association strategically planned a series of events and presentations to further strengthen our parent's effective involvement in their daughter's education. Highly successful presentations such as "Positive Psychology" by Dr Paula Robertson taught staff, students and parents that authentic and sustained happiness is the key to our wellbeing, enabling us to thrive. The "Beyond Year 10" presentation gave parents a better insight of the demands of senior schooling and the complexity of choosing the correct subjects for their daughters to have a successful senior study pattern. Programs on supporting Year 12 students, bringing up teenage girls and Max Potential drew in large proportions of our community and further engaged our students in their learning.</p>

Next Steps

see 2018–20 School Plan



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 152	All students have an individual learning plan (ILP) and are making progress in literacy and numeracy. Students attend the Homework Centre and Mathematics Tutoring. School camps have been subsidised for students and students have been issued with school laptops for use.
English language proficiency	\$16 327	A Student Learning Support Officer was hired to support individual students in their class in developing literacy skills and cope with the demands of the high school classroom. The funding provided paid for .5 of the support officer's salary.
Low level adjustment for disability	\$106 729	A Head Teacher was hired to work collaboratively with the faculty in developing programs and resources. Leadership of the faculty ensured that there was transparency in the allocation of support, whole school resources were provided and greater accountability ensured improved student outcomes and staff satisfaction..
Socio-economic background	\$1 104 098	<p>Strategic Direction 1</p> <p>1. Resources: 3 teachers</p> <p>Process: Develop and implement a differentiated curriculum across all KLAs supporting the diverse needs of our students.</p> <p>Outcomes: Additional classes in Years 7, 11 and 12. Increased number of elective options 9–12. Year 7 teacher teams meet weekly to discuss teaching practice and student progress.</p> <p>2. Resources: 2 Stage Head Teachers</p> <p>Process: Enhanced opportunities for student voice, leadership and co-curricular activities.</p> <p>Outcomes: Increased range of gifted and talented opportunities, band program, cross curricula and interschool extension activities, links with universities and robotics competitions.</p> <p>Strategic Direction 2</p> <p>3. Resources: 2 additional teachers</p> <p>Process: Wednesday Professional Learning Teachers develop the skills to effectively integrate literacy, numeracy, curriculum differentiation, ICT, critical and creative thinking and 21st century skills into their teaching and learning strategies.</p> <p>Outcomes: Increased understanding and implementation of best practice in</p>

<p>Socio-economic background</p>	<p>\$1 104 098</p>	<p>teaching and learning and collaborative design of lessons and student resources.</p> <p>Strategic Direction 3</p> <p>4. Resource: Four teachers (Learning Support, EAL/D, one head teacher, one classroom teacher), past students as tutors.</p> <p>Process: Establish platforms for students to be confident future leaders and active and informed citizens who make positive contributions to society.</p> <p>Outcomes: After school tutoring, individual, small group and team teaching in LST and EAL/D, team teaching across the school.</p> <p>5. Resources: one Deputy Principal, one classroom teacher</p> <p>Process: Establish platforms for students to be confident future leaders and active and informed citizens who make positive contributions to society.</p> <p>Outcomes: Proactive welfare and discipline programs, improved transition from primary to high school and from school to post-school destinations.</p> <p>6. Resources: Two part-time Community Liaison Officers, one Community Partnership Officer.</p> <p>Process: Develop a co-ordinated and strategic plan to enhance community partnerships through identification of leaders and community partnerships.</p> <p>Outcomes:</p> <p>Engage and involve parents in their daughters' learning, advocate for the school on the local and state level.</p>
<p>Support for beginning teachers</p>	<p>\$44 413</p>	<p>Beginning Teachers have reduced teaching loads to support the development of their skills in the first year and are provided with ongoing feedback and support that is embedded in the collaborative practices of the school.</p> <p>Each Beginning Teacher has a mentor with training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback.</p> <p>Additionally, Beginning Teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with</p>

Support for beginning teachers	\$44 413	parents and caregivers.
Targeted student support for refugees and new arrivals	\$4 953	<p>The EAL/D faculty facilitated the Refugee Action Support Program. This is a joint program involving the Department of Education, the Western Sydney University and the Literacy and Numeracy Foundation. This program provided a positive learning environment to ensure curriculum content and assessments were completed every Thursday afternoon in classrooms and after school in our Homework Centre. Years 7–10 students were targeted and all our refugee students were encouraged to attend our after school program. The program provided a positive learning environment where students demonstrated greater confidence as they developed research and study skills, clearly improving outcomes for our refugee students. In Semester Two, we employed additional tutors to assist in the afternoon study skills sessions.</p> <p>Auburn Girls High School has participated in the mentoring program with Macquarie University called Learning, Education, Aspiration and Participation (LEAP). A group of Year 9 and 10 students were involved in a 12 week program. Volunteer university mentors worked with students to increase their aspirations for future study, build confidence, to set goals, improve and broaden study and research skills, educational and vocational pathways. Our Community Liaison Officer supported our parents to attend our campus visit to increase understanding of university expectations and campus life. Our students participated with great enthusiasm, are more focussed and have greater confidence in their studies.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	777	795	801	786

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.8	93.2	92.6	91.6
8	91.5	91.4	91.6	86.7
9	89.9	90.4	90.3	87.9
10	88.9	89.4	89.5	87.3
11	85	85.4	89.9	88.8
12	87.4	87.4	88.4	87.7
All Years	89.5	89.8	90.5	88.3
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 non-attendance is managed with the following processes:

- Community Liaison Officers conduct weekly checks for students who do not attend three days or more without explanation and contact parents
- Year Advisers conduct fortnightly checks and interview students with two days or more absence and monitor their attendance
- Students with non attendance of 80% or less are referred to the Deputy Principal in the fortnightly meetings
- Home School Liaison Officer conducts fortnightly meetings with the Head Teacher Wellbeing, interviews students, sends letters home and phones parents
- Deputy Principals monitor and conduct parent/student interviews for students who have continued attendance issues

- HSLO referrals are made by the Deputy Principals with the Head Teacher Wellbeing
- HSLO will visit parents

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1
Employment	0	0	6
TAFE entry	0	0	4
University Entry	0	0	75
Other	0	0	8
Unknown	0	0	6

The 2017 cohort gained a considerable increase in HSC Band 5 and Band 6 results from 2016 and subsequent ATARs, with 85% of our students going on to further education and training after graduation from Auburn Girls High School.

66% of our ATAR eligible students gained direct entry into a Bachelor's Degree, while a further 27% have begun their tertiary education with a pathway program – **a total of 93% of the ATAR cohort**. In addition, 38 students received their 1st or 2nd preference. The remaining 7% have either taken a gap year due to family circumstances; elected to complete a VET program first; have moved overseas or were uncontactable.

Early offers continue to be very popular, with **60 students receiving at least one offer** (often multiple early offers) prior to ATAR results being released. The largest increase was via the School Recommendation Scheme (up from only 11 SRS offers made last year). These recommendations are made based on teacher feedback, analysis of assessment and reports, ATAR estimates and general knowledge of the student in terms of preparedness for tertiary study.

Education, Health (including nursing) Business and Social Science were once again the most popular fields this year, although there was increased interest in the following fields: Engineering; Sciences (including Medical Science, Applied Physics, Forensic and Radiation Science); International & Global Studies; Policing & Criminology and Communications (Marketing and Journalism).

Of our **20 Non-ATAR students**, **10 are currently enrolled in VET qualifications** through TAFE or Private Colleges, 4 are being supported in a variety of work options by WISE Employment Services (assisting those with disabilities), 2 are working full-time, 1 is seeking employment.

Year 12 students undertaking vocational or trade training

90% of students enrolled in Business Services achieved a Certificate II qualification.

70% of students enrolled in Hospitality courses achieved a Certificate II qualification.

Year 12 students attaining HSC or equivalent vocational education qualification

From 101 students enrolled in Year 12, 100 successfully completed their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	3
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	13.48
Other Positions	1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	58

Professional learning and teacher accreditation

Professional Learning is viewed as a vital aspect of teachers growth to support the on-going development teaching skills, review and refinement of teaching practices. The directions set for Professional Learning in 2017 were Positive Education and Growth Mindset. These directions were outlined in the school's Strategic Plan and were then reflected in faculty, committee and individual Professional Learning Plans.

All school staff were engaged in Professional Learning activities in 2017. These activities included updates to Mandatory training in areas such as Emergency Care, Anaphylaxis training, Child Protection updates. While professional learning occurred on the four mandated School Development Days, and two Twilight Sessions. James Anderson led our Staff Development Day on Growth Mindsets helping to consolidate the staff's understandings of Habits of Mind, Positive Psychology and the specific skills required for successful learning to take place. Staff were able to discuss the evidence-based research of Growth Mindsets to review their own and faculty classroom practice. The school diary and the work of the PBL Committee in weekly lessons, school signage and assembly notifications reinforces the importance of challenging Fixed Mindsets that underpins the work of Carol Dweck. Our Twilight workshops were led by Dr Paula Robinson a leading Positive Psychologist who worked extensively with staff and later, parents and students to build a shared wellbeing vision and wellbeing literacy for the school.

Professional Learning also occurred regularly at whole school staff meetings, faculty meetings and specialised committee meetings. Staff engaged in presentations of school NAPLAN data, HSC analysis, STEM, EALD strategies, External Validation Wellbeing policies, specific literacy and numeracy workshops, regular Milestone review and feedback sessions, Positive Education understandings and implications for the educational contexts. Two members of the school senior executive undertook a University of Melbourne Certificate in Positive Education studies completing *Introduction to Positive Education and Building Positive Education Communities* courses to effectively lead the implementation of Positive education in the school.

Staff also availed themselves of a large number of external and internal opportunities to improve their skills and knowledge in a range of areas designed to improve teaching and learning at our school aligned to their PDPs and the School's 2017 Milestones as well as faculty and individual needs. Building leadership capacity within the executive was also a key focus in 2017. A two day Executive Conference was held in Term 3 which focused on effective leadership in the design of best practice assessment tasks. In addition, Head Teachers participate in on-going professional learning in weekly Executive meetings.

In 2017 the funding support for early career teachers was used to provide professional learning meetings, mentoring, release time and access to beginning teachers' networking and professional learning opportunities. It also allowed for professional development in working towards accreditation at Proficient level, programming, lesson observation and reflection. All five early career teachers achieved their

accreditation at Proficiency by the end of 2017.

Super 6+ Reading Project was developed in collaboration with a range of teachers of a variety of teaching backgrounds from highly experienced to overseas trained and early career teachers from five faculties including English/History, Social Science, PD/H/PE, TAS and Science. Teachers were exposed to research-based literacy and pedagogical evidence from Jo-Anne Dooner in a number of information workshops, demonstration classes. The Head Teacher Teaching and Learning oversees the project and provided one to one mentoring and weekly workshops focusing on comprehension strategies and best practice to develop teacher practice and consistent unit programming and the development of school based resources as models for other teachers. By the end of 2017, in these faculties, there were explicit and consistent practices, differentiation and best practice principles in their approach to Reading and Comprehension. Teachers with little prior Literacy confidence felt supported and confident to lead professional learning in their faculties and for the whole staff.

On-going monitoring, review of teacher practice and consultation with staff needs are aligned with school targets and guide future professional learning plans..

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.

Receipts	\$
Balance brought forward	921,206
Global funds	330,076
Tied funds	899,917
School & community sources	126,713
Interest	7,416
Trust receipts	22,663
Canteen	0
Total Receipts	1,386,786
Payments	
Teaching & learning	
Key Learning Areas	41,307
Excursions	23,275
Extracurricular dissections	47,721
Library	1,799
Training & Development	14,888
Tied Funds Payments	755,618
Short Term Relief	47,705
Administration & Office	95,261
Canteen Payments	0
Utilities	50,849
Maintenance	38,228
Trust Payments	12,670
Capital Programs	12,504
Total Payments	1,141,826
Balance carried forward	1,166,166

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	2,346,991
Appropriation	2,216,708
Sale of Goods and Services	8,245
Grants and Contributions	115,297
Gain and Loss	0
Other Revenue	5,180
Investment Income	1,560
Expenses	-1,756,134
Recurrent Expenses	-1,756,134
Employee Related	-1,273,035
Operating Expenses	-483,098
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	590,857
Balance Carried Forward	590,857

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.

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	7,164,350
Base Per Capita	127,772
Base Location	0
Other Base	7,036,578
Equity Total	1,929,165
Equity Aboriginal	1,152
Equity Socio economic	1,297,088
Equity Language	219,475
Equity Disability	411,451
Targeted Total	714,581
Other Total	190,474
Grand Total	9,998,569

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.

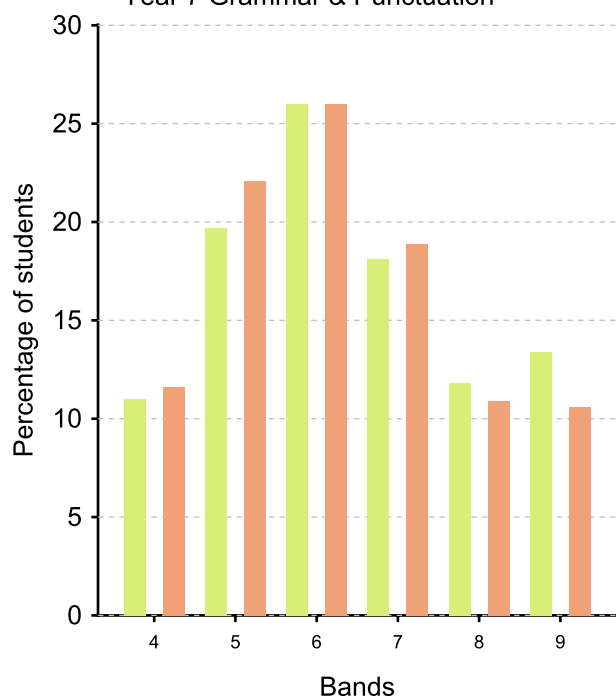
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

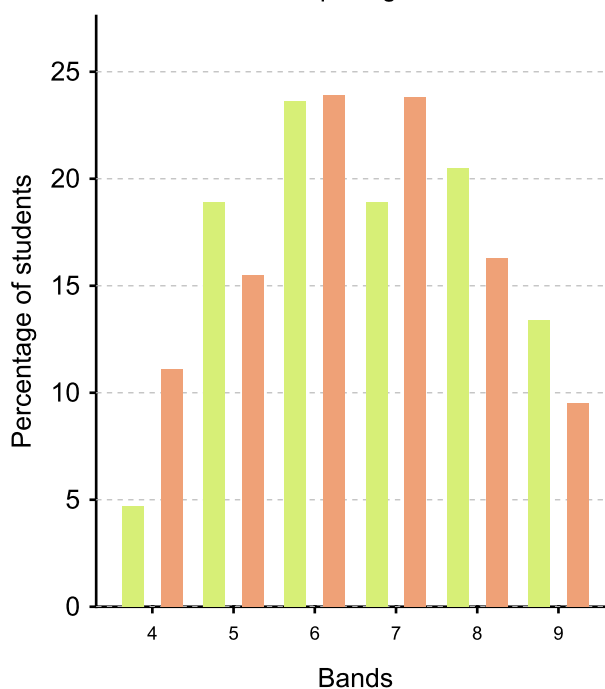
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 7 Grammar & Punctuation



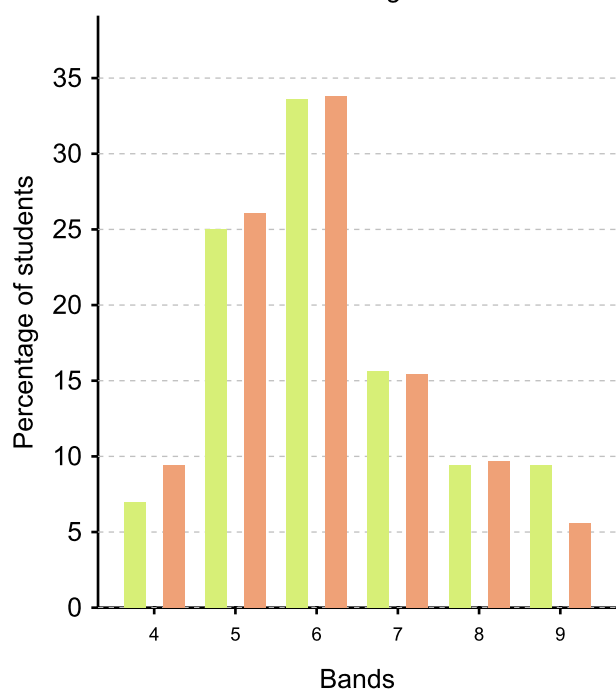
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



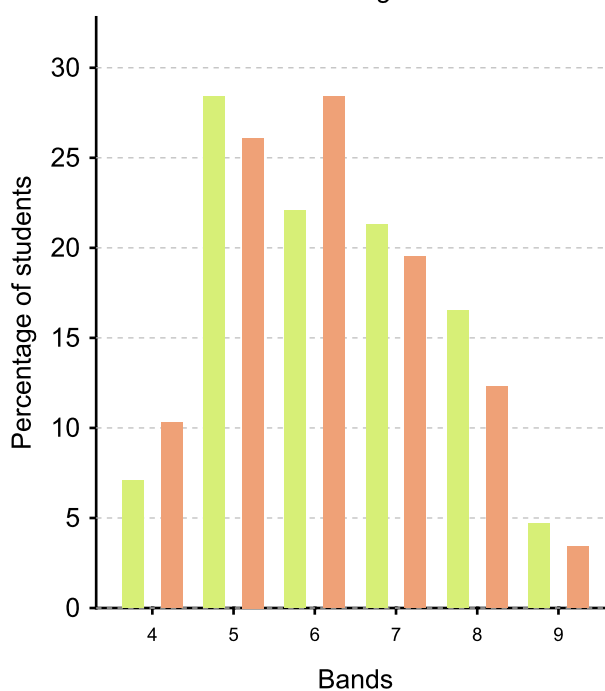
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



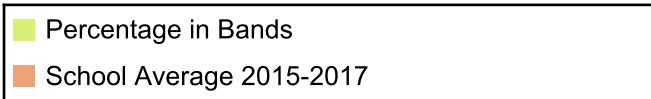
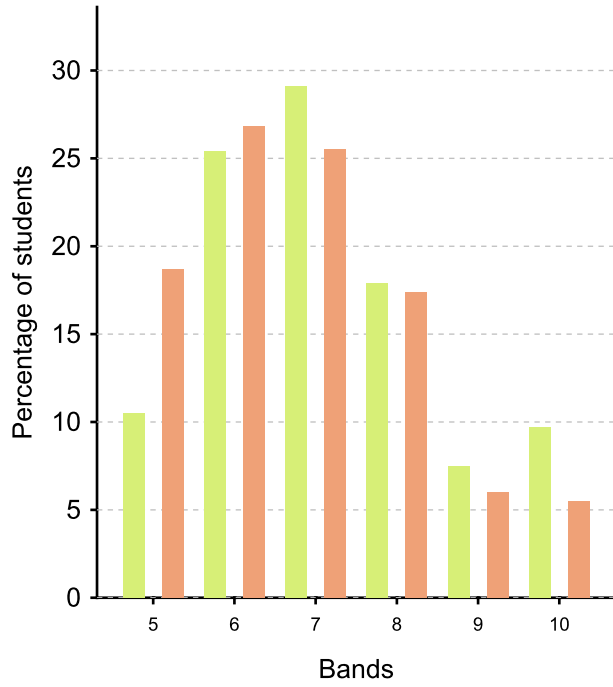
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

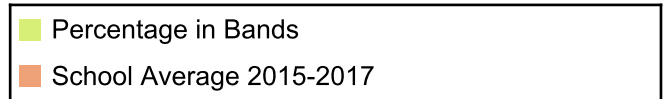
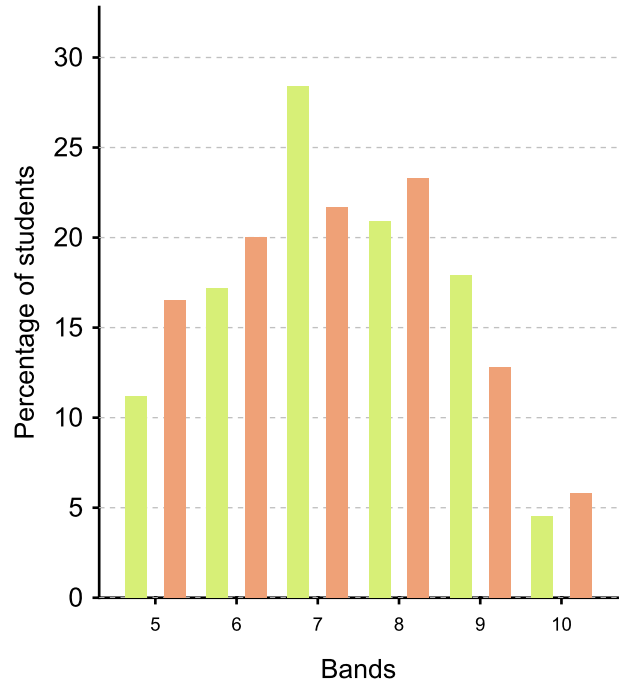


Percentage in Bands
School Average 2015-2017

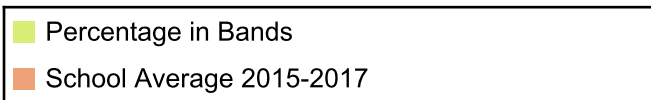
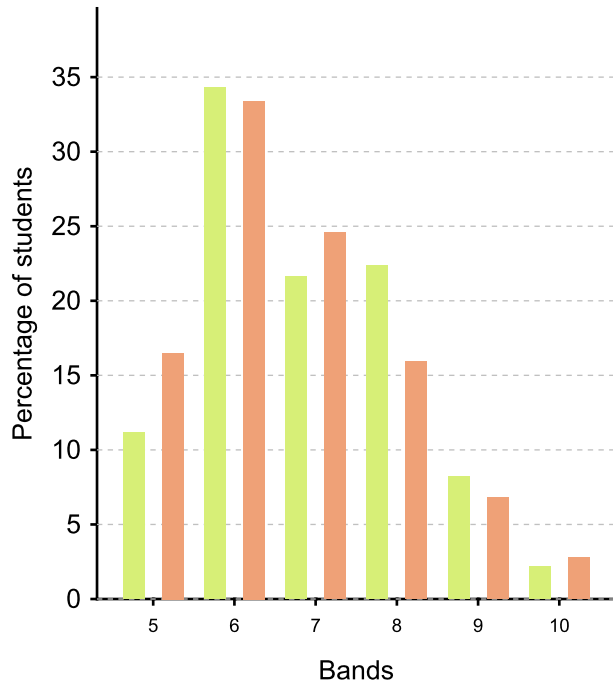
Percentage in bands:
Year 9 Grammar & Punctuation



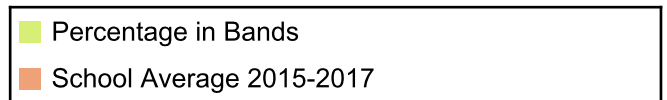
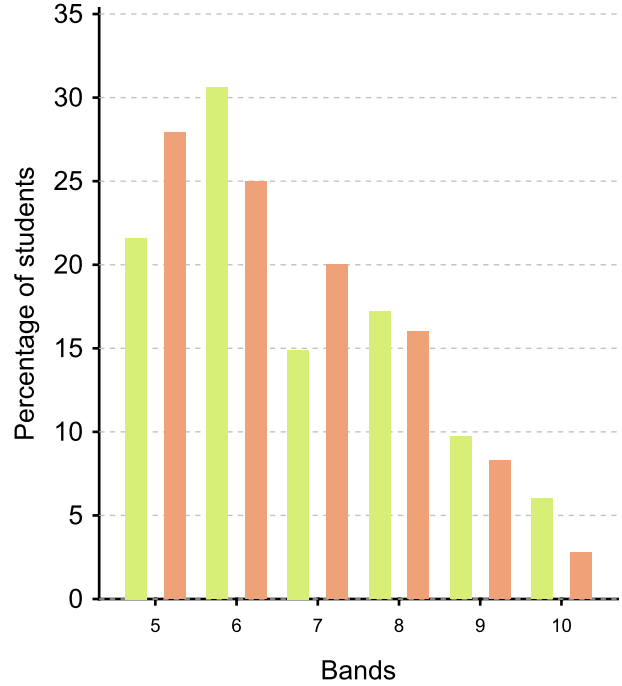
Percentage in bands:
Year 9 Spelling



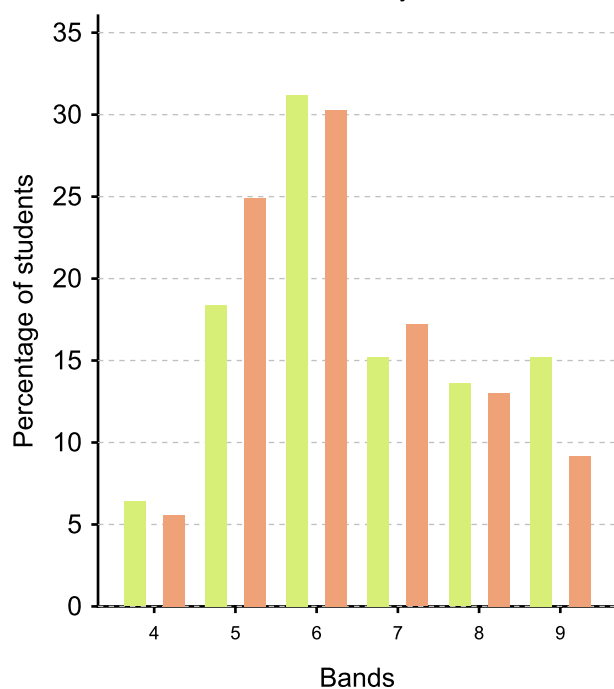
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

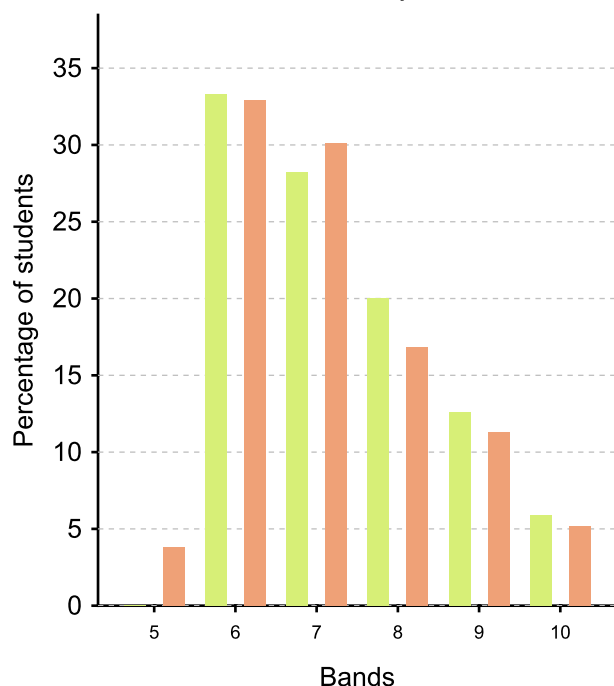


Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy

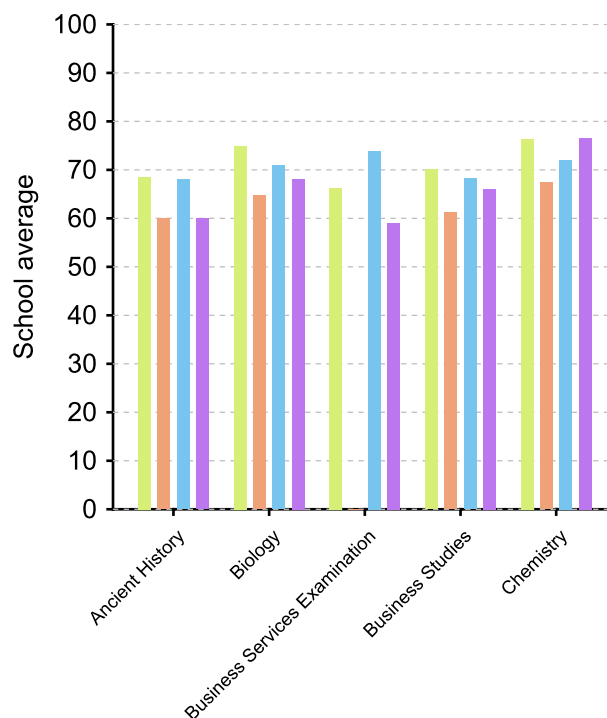


Percentage in Bands
School Average 2015-2017

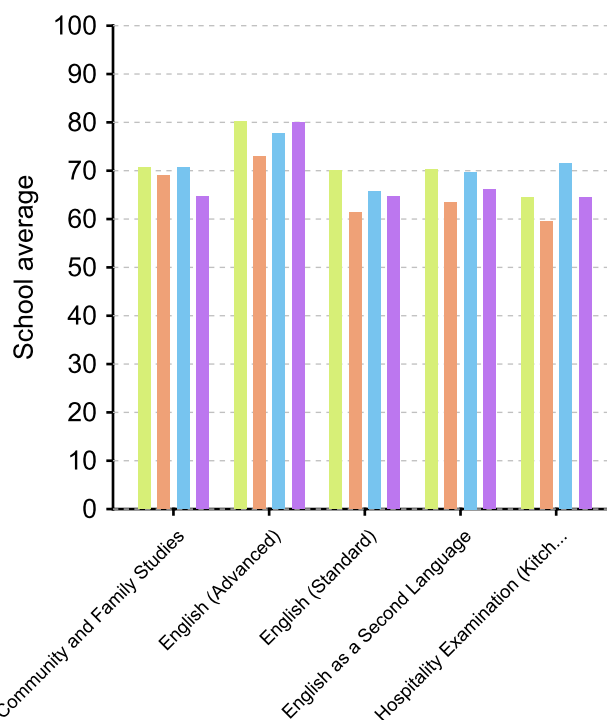
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Higher School Certificate (HSC)

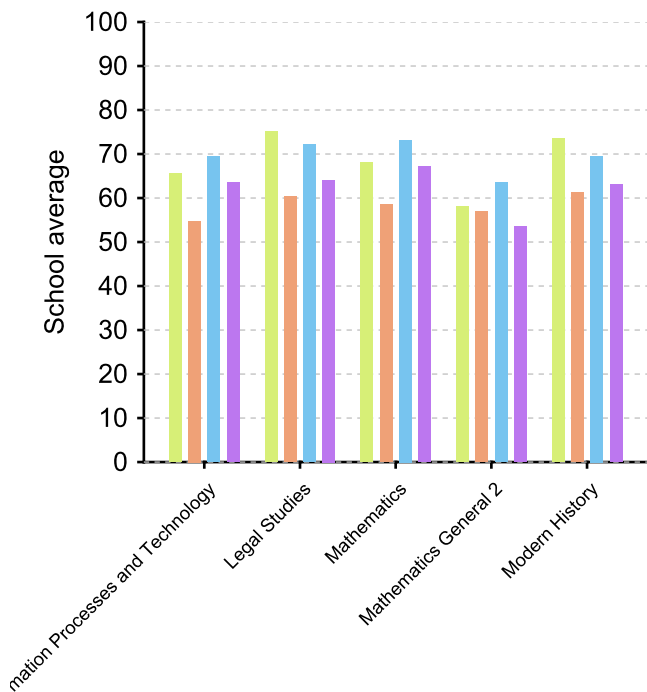
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



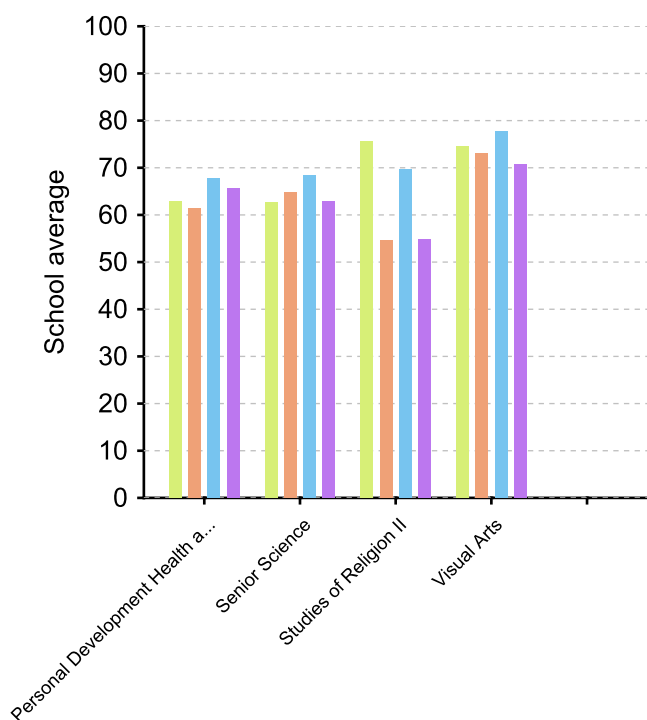
School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



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



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



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

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	68.5	60.0	68.1	60.0
Biology	74.9	64.7	70.9	68.1
Business Services Examination	66.3	0.0	73.9	59.1
Business Studies	70.1	61.2	68.2	66.1
Chemistry	76.4	67.4	72.1	76.6
Community and Family Studies	70.7	68.9	70.7	64.7
English (Advanced)	80.1	73.0	77.6	80.1
English (Standard)	70.1	61.3	65.6	64.6
English as a Second Language	70.3	63.4	69.7	66.2
Hospitality Examination (Kitchen Operations and Cookery)	64.4	59.5	71.5	64.4
Information Processes and Technology	65.5	54.8	69.4	63.6
Legal Studies	75.2	60.4	72.1	64.1
Mathematics	68.1	58.5	73.2	67.2
Mathematics General 2	58.1	56.9	63.6	53.5
Modern History	73.5	61.2	69.6	63.1
Personal Development Health and Physical Education	62.9	61.4	67.7	65.6
Senior Science	62.6	64.7	68.3	62.9
Studies of Religion II	75.6	54.7	69.6	54.8
Visual Arts	74.6	73.1	77.7	70.7

Parent/caregiver, student, teacher satisfaction

In 2017 the school conducted the Learning Bar's *Tell Them From Me* student, teacher and parent surveys to gain valuable feedback from members of the school community. The results of the *Tell Them From Me* surveys are outlined below.

Parent Survey

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

Parents rated the school as follows:

Parents feel welcome when visiting the school, are well informed about school activities and parent activities are scheduled at times that are suitable for parents (7.6/10)

The school supports learning, teachers have high expectations for my daughter to succeed and my daughter is encouraged to do her best work (7.9/10)

The school helps prevent bullying, my child feels safe at school and behavioural issues are dealt with in a timely manner (7.9/10)

Parents are informed about their child's progress in school subjects, social and emotional development and positive or negative behaviour at school (7.5/10)

Student Survey

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

69% of students were identified as having a high sense of belonging; they feel accepted and valued by their peers and by others at their school.

76% of students were identified as having positive relationships; friends they can trust and who encourage them to make positive choices.

78% of students in this school valued their schooling and believe that education will benefit them personally and economically, and will have a strong bearing on their future.

66% of students in this school are intellectually engaged, that is, find their learning interesting, enjoyable, and relevant. The NSW Government schools norm is 46%.

67% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

77% of students in this school stated that school staff emphasises academic skills and hold high expectations for all students to succeed.

Staff Survey

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

74% of teachers identified that they provided **challenging and visible learning goals** for students, and, they enable students to achieve these learning goals.

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

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

74% of teachers identified that they provide **support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

Policy requirements

Aboriginal education

In 2017, one student identified as Aboriginal. An Aboriginal perspective is integrated into programs across all subjects. This enables staff and students to develop knowledge and understanding of and respect for Aboriginal Australia as highlighted in the Aboriginal Education Policy.

Within the curriculum Aboriginal education is taught explicitly with:

- Stage 4 History examines significant features of Aboriginal cultures prior to colonisation and the impact of colonisation on indigenous peoples.
- Stage 5 History examines the changing rights and freedoms of Aboriginal peoples, including the study of the stolen generation, land rights, suffrage and reconciliation.
- Stage 4 Geography studies the origins of the continent from an Aboriginal and geographical perspective.
- English and Drama students study plays such as 'Box the Pony', 'Seven Stages of Grieving' and indigenous poetry, which invite students to view the world from an Aboriginal perspective. Year 11 study 'First Australian', and 'Who do You Think You Are' as part of the unit, representing Indigenous History.
- In Food Technology, students have the opportunity to study, prepare and taste traditional Aboriginal food.
- Stage 5 and 6 Music students study the traditional and popular music of Aboriginal cultures through the topics of Australian music, popular music and music of a culture. Through engagement in performance, composition and listening activities, students develop an appreciation and understanding of the dynamic nature

of Aboriginal cultures.

- 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. Stage 5 students experience Aboriginal dance. The PDHPE faculty delivers an indigenous games unit.

Additionally, acknowledgement and respects are paid to the traditional custodians of the land at school assemblies and important ceremonies such as Presentation Evening.

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

Multicultural and anti-racism education

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

In 2017, our students were able to study six different languages: Turkish, Arabic, French, Korean, Japanese and Italian. Many of our students are already bilingual and these curriculum choices offer our students a third language to learn. Iftar Night has become a school tradition. The hall was once again filled with the laughter of families, friends, students, staff and guests from different schools. Together and from many different cultures, participants break the daily fast that is a feature of Ramadan through prayer, performances and the sharing of food. The event provides an opportunity to learn more about the local community as individuals come together.

Throughout 2017 the school provided many opportunities for students to share their cultural heritage through drama performances and musical nights, as well as participation in events including the Schools Spectacular, Harmony Day and cross-cultural visits.

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