

Bankstown Girls High School

Annual Report



2017



8254

Introduction

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

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

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School background

School vision statement

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

STUDENT EXIT OUTCOMES

Social Outcomes A young adult who is:

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

Academic Outcomes A young adult who is:

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In 2017 our school continued to map our progress against the elements of the School Excellence Framework. All staff participated in regular professional learning around the school Excellence Framework to better inform our practices underpinning our programs, processes and policies and their alignment to the domains and elements within the framework. This was a successful model of collaboration, discussion, evidence gathering and data analysis.

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

Mapping ourselves against the School Excellence Framework, school data and evidence confirmed that in the domain of Learning we are excelling in the elements of learning culture and wellbeing. This is evidenced through the positive and respectful relationships across the school community which underpin the productive learning environment, and support students' development of strong identities as learners as seen in the Tell Them From Me survey results. Bankstown Girls' High school prides itself on the collegial nature of the teaching staff whereby there is an understanding of the importance of a collective responsibility for student learning and success as evidenced by the number of cross curricular programs and whole school numeracy and literacy strategies embedded in KLA teaching and learning programs. When looking at data related to curriculum and learning, assessment and reporting and student performance measures the consensus among the staff is that the school is performing at the sustaining and growing level.

In the domain of Teaching there is strong data and evidence to support our assessment in the elements of effective classroom practice and data skills and use are at the sustaining and growing level whilst collaborative practice, learning and development and professional standards are at the excelling level, mainly due to the fact that the school has embedded explicit systems for collaboration, classroom observation and effective practice and feedback. This is achieved through reciprocal observations, professional learning communities and mentoring.

The domain of Leading demonstrates a level of sustaining and growing in the elements of leadership, school resources and management practices and processes while we are excelling in school planning, implementation and reporting using evidence based strategies and innovative thinking in designing and delivering the school vision, strategic directions and annual plans in order to improve student outcomes.

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

Students are successful learners, leaders and active global citizens

Purpose

that has high expectations and adds value to all students' literacy and numeracy levels.

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

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

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

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

Overall summary of progress

The school continues to endeavour in its efforts to nurture students to become resourceful, empathetic and resilient lifelong learners. Progress of this effort is evident in the rich learning experiences and opportunities afforded all students at BGHS. Inquiry based learning has been embedded across all KLAs as a means of encouraging critical thinking and self regulated learning. Similarly STEaM has been embraced by students as an exciting opportunity to explore the disciplines of Science, Maths, Technology, Engineering and the Arts. This strategy has enabled students to contextualize their learning beyond the classroom and to develop the ability to drive their own learning and understanding of the world around them. Evidence of success continues to be the level of student growth achieved both internally and externally. Underpinning all learning programs and activities have been strong, focused well being programs ensuring a sense of belonging and high expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students Yr 7–10 show growth as evidenced through external and school based assessments.	\$355,871.00	2017 NAPLAN results indicated that 80.8% of Year 7 students achieved a growth of more than 50% from their Year 5 NAPLAN achievement in Numeracy. Year 9 Numeracy results indicated 69.6% of students are working above the state average with 95.7% achieving greater than or equal to expected growth. In Literacy, students demonstrated a 41% growth in the levels of proficient and above between the years of 7 and 9. This was attained in all aspects of reading, writing, spelling, grammar and punctuation. The greatest areas of growth were reading, showing an increase of 13% as well as spelling with an increase of 15%
More than 30% of grades or bands achieved are in the top two levels for ROSA and HSC and less than 10% of bands achieved are the lowest 2 levels of HSC or RoSA.	\$154,742.00	In 2017 65% of the HSC cohort achieved at least two results in the top 2 Bands whilst 52 % of the ROSA candidature achieved at least one Band A or B
All students 7 to 12 are supported through the welfare system that promotes opportunities to engage with learning and offers the opportunity to develop leadership skills	\$118,039.00	2017 saw the continuation of a number of well being programs at BGHS. These programs focused on fostering positive relationships, developing student voice and underpinning of improved student learning outcomes. These programs included The Best Me Program, a Year 7 positive image program. Pasifika students engaged with the PATHE program, a program specifically

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students 7 to 12 are supported through the welfare system that promotes opportunities to engage with learning and offers the opportunity to develop leadership skills		designed to engage students with their learning, develop leadership skills and build positive relationships. This program was delivered by Western Sydney University. Links to Learning further established itself as an important program helping those students who find themselves disconnected from their learning and therefore not meeting their potential. The Senior Studies program was implemented bringing about a strategic approach to enhance the study practices of Stage 6 students while aiming to minimise the stress and anxiety associated with the HSC experience. All well being programs at BGHS aim to foster leadership and student voice as well as a strong sense of self value and belonging.

Next Steps

- Implement a whole school future focused learning approach which embeds Inquiry learning, STEaM and Stage 4 Foundation for Learning Program across all KLAs
- Continue to focus on Literacy and Numeracy strategies in context across all KLAs and ensure that staff enhance their understanding of specific student need in these areas and strive to meet these needs through continued professional development.
- Focus on embedding student well being across the curriculum by actively utilizing the well being framework scope and sequence developed by the Student Welfare Team.

Strategic Direction 2

Staff are high performing, collaborative and dynamic

Purpose

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

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

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

Overall summary of progress

Professional learning in 2017 has continued to draw directly from the school plan and target focus areas which are aligned to both the School Excellence Framework and the Australian Professional Standards for Teachers. In 2017 a significant amount of professional learning time was spent on the use of data and evidence gathering to better inform teaching practice and improve student outcomes. Professional Learning Communities concentrated on Literacy and Numeracy strategies and programs to enhance student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrating responsibility for their professional learning through the application of their Performance Development Plan to improve practice	\$50,093.00	In 2017 all staff members completed the cycle of Performance and Development, having identified personal professional learning goals, developed their plan in consultation with their direct supervisor, refined and evaluated the process as required. All staff engaged in a range of professional learning activities and actively participated in classroom and reciprocal observations with a view to improving practice.
All teachers undertaking accreditation successfully complete and maintain the process	\$19,511.00	In 2017 all teachers who were undertaking accreditation successfully completed this process. All teachers due to complete their maintenance cycle were successful in their applications.
75% of students are intellectually engaged with learning and 80% of students are active in trying to achieving a high degree of success as measured by the TTFM survey.	\$198,534.00	The 2017 Tell Them From Me Survey indicated that 55% of students at BGHS were intellectually engaged with learning in comparison to the NSW government norm of 46% for girls. The survey confirmed that 71% of student respondents try hard to succeed in their learning compared to the NSW government norm of 66% for girls.

Next Steps

- Staff will participate in action research through a PLC structure investigating Literacy, Numeracy, Inquiry Learning, STEaM, Student Well being, Differentiation and Early Career teaching
- SASS will investigate Performance and Development practices
- Future Focused Assessment and Reporting: Staff will focus on authentic, consistent, collaborative assessment of knowledge, skills and learning mindsets of all students across the curriculum.

Strategic Direction 3

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

Purpose

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

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

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

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

Overall summary of progress

Community involvement strengthened in 2017 with over 30 agencies and groups demonstrating strong interest in the success of the school and its students through their active support by offering many and varied opportunities and experiences to the girls. The P&C continued to be proactive in advocating for the parents and their daughters through fundraising, grant applications and survey responses. The school community remains strong in its commitment to promoting the shared values of inclusivity, celebration of diversity and high expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A comprehensive school review process is undertaken that leads to clearly articulated Strategic Directions for School growth based on rigorous and valid data analysis.	Within staffing	In 2017 staff continued to investigate a diverse range of data sets to gather evidence which was used to measure the school's performance against the SEF. Evidence was annotated and used to improve whole school practice and performance. This information was also used to inform the next planning cycle 2018–2020.
Increase the percentage of parents purposefully in supporting their daughter's education and in the life of the school.	\$137,550.00	In 2017 the parent body continued to be actively involved in school decision making processes. They offered opinions and ideas through a variety of surveys as well as through the P&C. Parent meetings were always well attended, especially those meetings where information about school processes and expectations was disseminated and presented. In light of a recognised need to communicate information efficiently and in a timely manner to the wider parent community Skoolbag App was introduced and the school website began to be updated.
All decisions regarding the school learning environment, technology, infrastructure, assets and WHS supports innovative quality teaching and learning practice.	\$198,416.00	BGHS continued to meet all compliance obligations in terms of DEC policy requirements. The school ensured that finances were equitably distributed to meet technology, infrastructure and learning environment needs in order to provide the best learning opportunities for students. This was particularly evidenced in the completion of the library refurbishment, making it a flexible learning space which is dynamic and conducive to a variety of learning situations.

Next Steps

- Strengthen reciprocal relationships with school community partners
- Improve the school communication strategy by upgrading the school website, investigate the establishment of School Facebook and promote the continued use of Skoolbag among the parent body.
- Ensure self regulation and all compliance systems are adhered to.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>ELP Salaries 1.2(\$15,236.13) FTE</p> <p>ELP FLEXIBLE FUNDING \$3547.13</p> <ul style="list-style-type: none"> English language proficiency (\$3 547.00) 	<p>In 2017 ELP funding was used to employ an additional 0.4 EAL/D specialist teacher for the year to support targeted students needing language acquisition development. All EAL/D students were identified and their language skills assessed against the four literacy modes. students were then placed into the targeted EAL/D support classes in all KLAS Years 7–10. Adjustments were made to mainstream programs to ensure students were able to access the literacy and language demands of each KLA. Student work samples were analysed to identify student progress along the EAL/D Learning Progression. all identified students made satisfactory progress in their English literacy development.</p>
Low level adjustment for disability	<p>LLAD Staffing \$12,696.752. LLAD\$11,427</p> <p>FF Salaries\$8,188.13</p>	<p>Personalised and targeted class learning and support plans were developed to assist all identified students in 2017. Funding provided the employment of an additional fulltime LaST for the year. This facilitated team teaching, the delivery of adjusted programs and/or integrated withdrawal for students in Years 7–12. ITPs were developed with and for those students assisted by their parents. All existing Life Skills students were linked to external support agencies. Seven LS students completed their HSC.</p>
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$8 188.00) 	<p>A mentor teacher was appointed in Term 1, 2017 to work explicitly with beginning teachers. The Mentor Teacher supported their teaching practice and oversaw the accreditation process as per NESA guidelines. Furthermore, each beginning teacher regularly met with his/her appointed mentor during the year. In 2017 there were 9 teachers who were undertaking their accreditation with five completing their accreditation applications. All beginning teachers undertook professional learning throughout the year. Professional learning days were held at school to ensure the collection of evidence, analysis and annotation process was adhered to by all beginning teachers. In 2017 all beginning teachers who submitted their documentary evidence and report for accreditation with NESA were successful in gaining proficiency.</p>
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> Targeted student support for refugees and new arrivals (\$103.00) 	<p>In 2017, BGHS identified seven refugee students. These students were closely monitored and mentored during semester 1 by the EAL/D specialist teacher. Refugee funding was used to create resources that specifically targeted the learning needs of these students. Individual student plans, collection of teacher feedback and work samples were used to assess student needs.</p> <p>Two students were assisted in the application of the Western Sydney Refugee Youth Awards and were both awarded third place.</p>

Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> Targeted student support for refugees and new arrivals (\$103.00) 	Refuge students continued to participate in one on one tutoring sessions targeting skills development identified in their plans.
Socio-economic Background Senior Study	\$71,198.00	2017 was the foundation year for the Senior Studies program. Throughout the year, the program has used Evidence Based Teaching and Learning strategies to support and coach students in developing the study skills and habits needed to reach their full academic potential in their HSC year. The structure of the program is designed to enable students to develop their resilience and effective study mindsets throughout their senior years. Early data from student surveys, mark book, sample resources and student interaction with senior Studies has indicated high levels of engagement with each aspect of the program, significant growth in student achievement and students developing a deeper understanding of themselves as learners.
Socio-economic background – Literacy	Literacy Teacher 1.0 Equity <ul style="list-style-type: none"> Socio-economic background (\$14 578.00) 	Literacy undertook a number of key initiatives in 2017. An expansion and consolidation of the Year 7 and 8 Genre Map has seen growth come to fruition in both reading and writing, with writing exceeding state average achievement levels in Year 9. The Genre Map data indicated that some KLAs were confidently delivering lessons focused on assigned grammatical features and evidence of success was seen in two KLAs, where student data showed increased assessment averages pre and post faculty interventions. Another initiative saw the development of a professional learning community with a focus on teaching grammar in context. Summative data indicated that faculties who worked with the Field/ Tenor/ Mode framework experienced increased confidence in the ability to lead class discussions in the deconstruction of text at word and sentence level. Formative data was also provided by the Science Faculty where an identified class improved their average result by 26%. Identity text was another initiative of 2017, where evidence of impact is supported by teacher reflections on student engagement as well as student evaluations and pre and post test work samples. external data supporting the success of this project saw 37% of BGHS Year 7 students on the emerging EAL/D scale achieve in the top 3 Bands for Reading in NAPLAN, in comparison to a State average of 9%. This statistic strongly supports the impact of using first language and identity in improving literacy.
Socio-economic background – Numeracy	Numeracy Teacher 0.6 – Equity Funding. Mathematics purchased \$4700. <ul style="list-style-type: none"> Socio-economic background (\$6 539.00) 	The Numeracy focus for 2017 was to implement a targeted numeracy program for Year 7 and 8 to specifically teach the basic mathematical and numeracy skills required across all KLA areas including Mathematics. Emphasis was placed on the explicit teaching of problem solving strategies with a focus on mathematical literacy and real life connections and applications. Staff engaged in professional learning sessions during SDDs

<p>Socio-economic background – Numeracy</p>	<p>Numeracy Teacher 0.6 – Equity Funding. Mathletics purchased \$4700.</p> <ul style="list-style-type: none"> • Socio-economic background (\$6 539.00) 	<p>and PLCs , designed to support the identification, embedding and delivery of numeracy demand within their curriculum area. This was supported by the integration of specific KLA numeracy skills as identified in the Numeracy Skills Framework and Australian Core Skills Framework. to highlight the relationship between numeracy skills and real life applications, Year 7 participated in a year long project with academics from UTS where the topics of Probability, Number and Geometry were targeted . Year 8 students were further involved in the "Improving Numeracy outcomes" project which yielded significant student improvements in the understanding of Ratios and Statistics. School based data in Year 7 and 8 demonstrated significant improvement in student understanding as identified in school based Post-Test data in Mathematics, TAS, PDHPE and HSIE. Students can confidently make links and transfer skills across KLAs. NAPLAN results show 80.8% of Year 7 and 68.1%of Year 9 achieved expected growth . This was a 7.5% improvement from the results achieved by the Year 9 students in Year 7 (2015). The Mathletics program has engaged students through its adaptive ability to respond to individual strengths and weaknesses. The data obtained from using this program demonstrates its efficacy as an integral teaching and learning tool in numeracy skill acquisition.</p>
<p>Socio-economic background – Community</p>	<ul style="list-style-type: none"> • Socio-economic background (\$2 156.00) 	<p>In 2017, significant partnerships were established between parent, school and community. A network of business, University, welfare and local school partnerships have strengthened learning outcomes for students by providing opportunities to explore their learning in a real world context. Evidence indicates that confidence in self and leadership skills have been enhanced in the students who participated in a variety of programs. Some found their voices as young Muslim women, through the Say It program run in conjunction with Muslim Women's association, some found leadership through sport in the Be All In program run in conjunction with the Canterbury Bankstown Bulldogs, whilst others connected with the disenfranchised community groups in projects such as THE Kitchen Project, run in conjunction with The Women's Initiative Network. A total indication of partnerships established in 2017, saw 36 student/community partnerships and 21 parent/community partnerships.. In 2017 P&C activity flourished through the application of Grants which saw \$76 387 being brought into the school through grant applications on behalf of the P&C. Community School/ community communication was enhanced through the establishment of the Skoolbag App. Evidence of its success is indicated in subscription rates moving from 300 in 2016 to 805 in 2017, with the app statistics indicating 29 429 views in 2017. A community focus</p>

Socio-economic background – Community	<ul style="list-style-type: none"> • Socio-economic background (\$2 156.00) 	<p>was established to improve student voice. This involved greater collaboration between school and community groups such as local council, University partnerships and local business groups. through the development of these partnerships, students, successfully hosted and delivered inclusivity forums and International Women's day workshops in conjunction with Bankstown Arts Centre and Multicultural australia. Recognition of student/community voice within the school saw the establishment of the Community Spirit Award, whereby 30 students were recognised in 2017.</p>
Socio-economic background – School Operations	<ul style="list-style-type: none"> • Socio-economic background (\$7 977.00) 	<p>Report on analysis of Business Manager Role.</p> <p>Position held over for 2018.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	603	555	551	546

Student enrolments fell marginally in 2017, however our enrolments are consistent with patterns and trends in other schools in the region. It is well noted that there is a strong correlation to the gender balance in primary schools where there continues to be more boys than girls progressing to high school.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93	92.7	92.7	92
8	90	87	88.8	91.6
9	88.8	88.5	86.8	91.2
10	83.9	84.7	83.2	81.7
11	87.3	84.1	88.2	84.7
12	90.8	86.7	85.6	86.8
All Years	89	87.1	87.4	87.8
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

Our overall attendance rates have remained similar to those of 2016. The slight decline in senior attendance continues to be in part due to the increased leaving age. Students remained on the school's enrolment until there was written confirmation that the courses satisfied the legislative requirements of 25 hours of TAFE, work or school. Parents taking students overseas on unapproved leave during the school term continues to impact on attendance figures. BGHS continues to have a co-ordinated approach to student attendance.

Attendance and lateness is managed through an electronic attendance system with teachers marking roles electronically in each lesson and late arrivals managed by an electronic card swipe system in the main office. The school Welfare Team, Head Teacher Student Wellbeing, Student Advisers, Home School Liaison Officer (HSLO), the Police School Liaison Officer (SLP and PYLO), transition adviser and careers adviser all work together to counsel students. Parents are informed via phone call, letter or formal interview to improve student attendance and punctuality. Students who are HSLO referrals, found truanting or whose attendance is poor are placed on attendance cards monitored either by the Head Teacher Student Wellbeing or the Deputy Principals.. These measures continue to have some impact across all year levels especially with our long term student population.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	9
Employment	1	1	13.3
TAFE entry	1	1	6
University Entry	0	0	36
Other	6.8	8.1	23.2
Unknown	4.8	3.6	5.5

Year 12 students undertaking vocational or trade training

In 2017, 99 students were entered for the HSC. During the course of the year 9 students were early leavers, 5 entered TAFE, one left to work full time and three went to an unknown destination. Of the students who sat for the Higher School Certificate examinations, 72% completed an ATAR pattern of study while 30% of students included at least one VET course studied at school, TAFE or at an RTO in their pattern of study.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 90 students who completed the HSC, 36% gained university places, with offerings from 8 universities. All students have taken up these offers. 12 students have enrolled into an alternative university pathway such as WSU College- Foundation Studies, Diploma and SBIT Macquarie. The highest ATAR was 95.01 and the recipient has enrolled into a Bachelor of Commerce/ Advanced Studies at USYD receiving an early offer through E12, which includes a \$5000 scholarship. In addition the dux was awarded by

USYD Business School, an Inspired by Business \$40 000 scholarship. Other high performing students, who gained ATARs of 89.5 and 85.9 have enrolled in combined Business/Law – UTS and Pharmacy – USYD. The USYD recipient also received an early offer of entry through E12 and a \$5 000 scholarship. Another recipient was awarded a Humanitarian scholarship from UTS. This comprises of a grant to pay \$17 000 per semester for three years of their degree. One other top performing student was successful in securing a pre HSC offer via the E12 Scheme USYD. The E12 program provides students with a full range of support such as: access to corporate partners to develop ongoing opportunities, internships, mentoring and financial assistance. Several other students were also successful in being offered early entry into their chosen degrees via the school's recommendation scheme. Five students are studying full time at TAFE and three students are studying full time at private colleges. Six students are undertaking either a traineeship or apprenticeship. Twelve students are working full time or on a casual basis. Some courses being undertaken include: Accounting, Business Administration, Customer Service, Beauty Therapy, Community Services Work, Enrolled Nursing, Horticulture and Early Childhood.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	32.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	8.08
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	

Professional learning and teacher accreditation

Professional learning at Bankstown Girls High School is focused on a continual cycle of development for staff that ensures quality teaching and learning is at the centre of our strategic directions. In 2017 a total of \$50,093.00 was spent on teacher professional learning. Monies were used to cover course costs and teacher relief. The average amount of money spent per teacher on PL was \$1,039.00. In 2017 every staff member was involved in the process of developing personalised professional learning plans that were aligned not only with Australian Teaching Standards but also the school's strategic directions. Staff worked collaboratively as members of professional learning communities to develop skills in the target areas of literacy and numeracy. These teams were solution focused and generated effective strategies underpinned by evidence based practice.

Staff Development Days: Staff development days concentrated on a number of areas of the School Plan. School procedures and analysis of HSC results along with compliance training was undertaken at the beginning of the year. Professional Learning in 2017 coaching and mentoring, literacy, numeracy, STEaM (Science, Technology, Engineering, Arts and Mathematics), and the analysis of data to inform teaching and learning.

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	539,564
Global funds	327,609
Tied funds	455,491
School & community sources	113,613
Interest	6,837
Trust receipts	32,427
Canteen	0
Total Receipts	935,976
Payments	
Teaching & learning	
Key Learning Areas	53,867
Excursions	9,834
Extracurricular dissections	65,231
Library	6,635
Training & Development	9,419
Tied Funds Payments	382,547
Short Term Relief	65,685
Administration & Office	107,351
Canteen Payments	0
Utilities	58,333
Maintenance	20,056
Trust Payments	23,543
Capital Programs	91,411
Total Payments	893,912
Balance carried forward	581,628

	2017 Actual (\$)
Opening Balance	0
Revenue	1,289,188
Appropriation	1,166,112
Sale of Goods and Services	40,585
Grants and Contributions	81,691
Gain and Loss	0
Other Revenue	0
Investment Income	800
Expenses	-535,543
Recurrent Expenses	-535,543
Employee Related	-295,652
Operating Expenses	-239,891
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	753,645
Balance Carried Forward	753,645

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.

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 (\$)
Base Total	5,568,116
Base Per Capita	84,207
Base Location	0
Other Base	5,483,909
Equity Total	1,256,579
Equity Aboriginal	0
Equity Socio economic	847,818
Equity Language	150,266
Equity Disability	258,495
Targeted Total	13,636
Other Total	156,681
Grand Total	6,995,012

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.

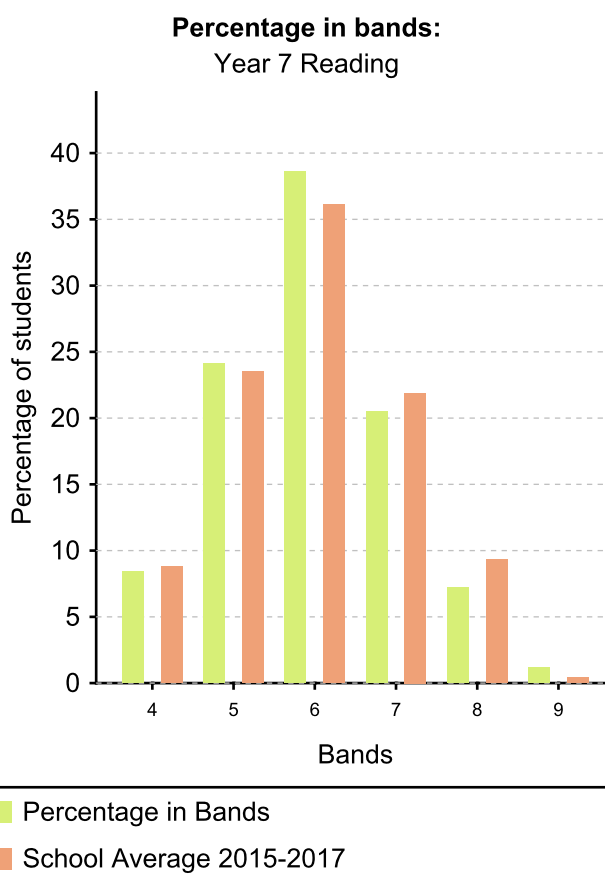
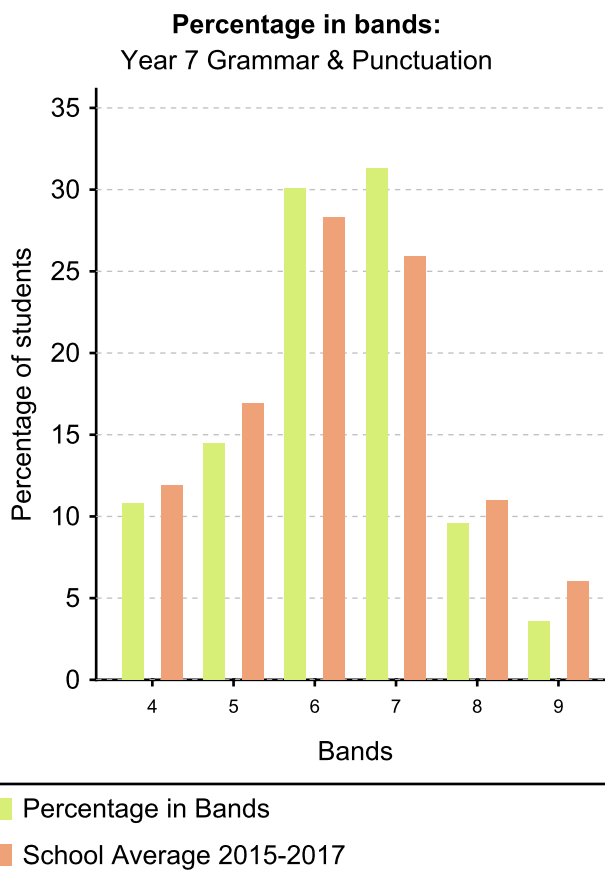
School performance

NAPLAN

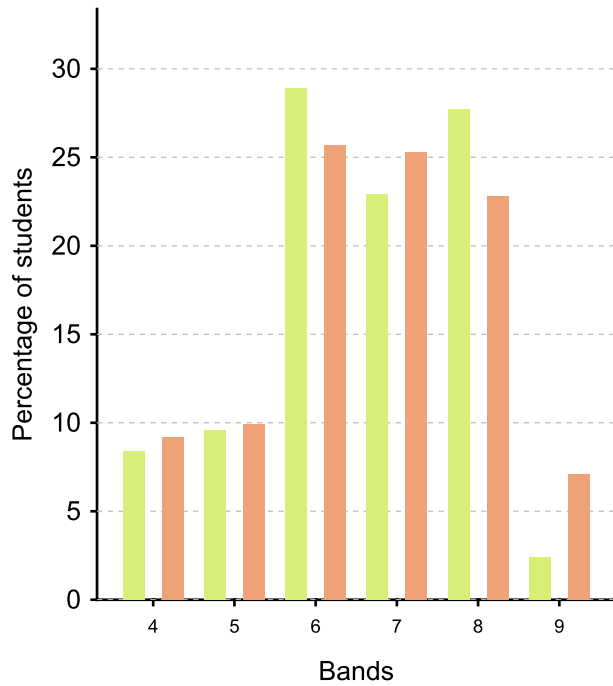
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

A key initiative to support student development in NAPLAN results was a systematic approach to improving reading comprehension skills, with a particular focus on the deconstruction of information texts. NAPLAN reading results indicate that 10.84% of Year 9 students at BGHS achieved in the top two bands, compared to 10.33% in like schools. Year 7 results indicate the need to maintain this focus as students at BGHS saw 8.43% achieve in the top two bands in comparison to 30.96% in the state. This statistic clearly supports the impact of the intervention as it indicates student growth rates between Years 7 and 9. Through a focused approach to writing across genre, inroads have been made to improving writing results in NAPLAN. 10.84% of students in Year 9 achieved in the top two Bands of NAPLAN for writing, in comparison to 6.78% in those same Bands in like schools. Again, growth is clearly indicated as the difference between BGHS and State results for writing in Year 7 was 22.53%. A contextualized approach to teaching grammar saw improved results in Year 9. Year

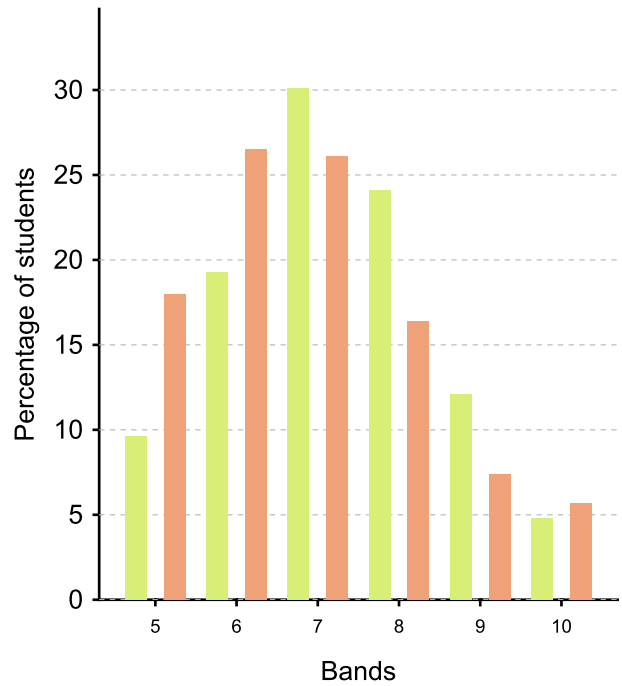
9 students at BGHS exceeded the State average of 14.2% with 16.8% of students achieving in the top two Bands for Grammar and Punctuation. NAPLAN Spelling also saw the positive impact of local interventions. Band 10 increased in Year 9 from 1.2% in 2016, to 7.2% in 2017.



Percentage in bands:
Year 7 Spelling



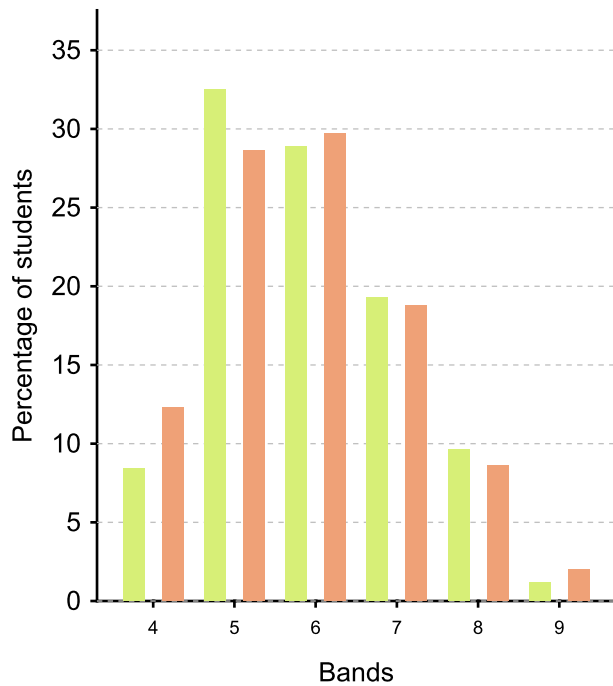
Percentage in bands:
Year 9 Grammar & Punctuation



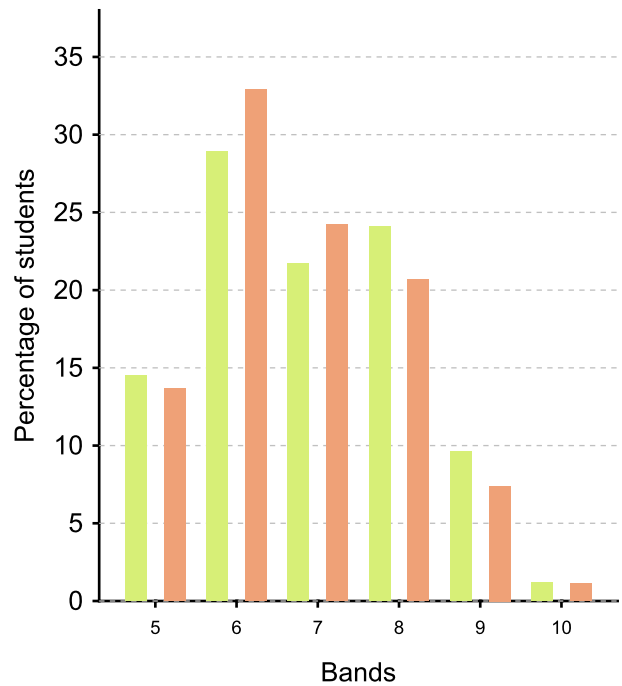
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



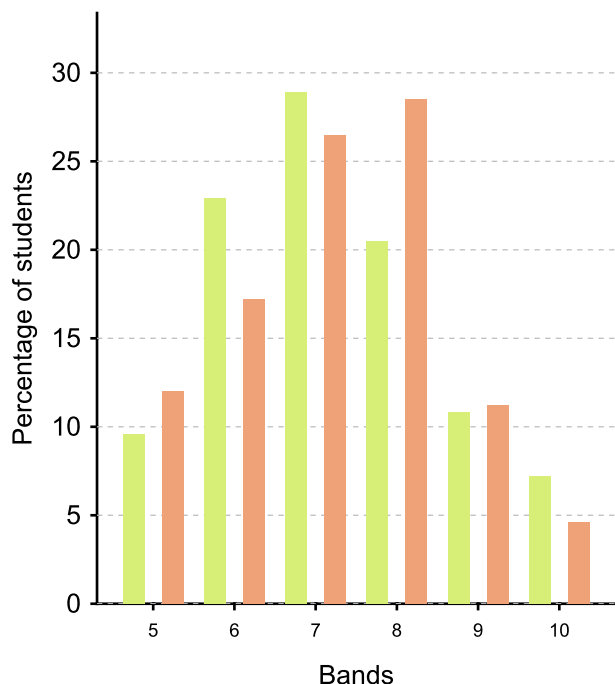
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

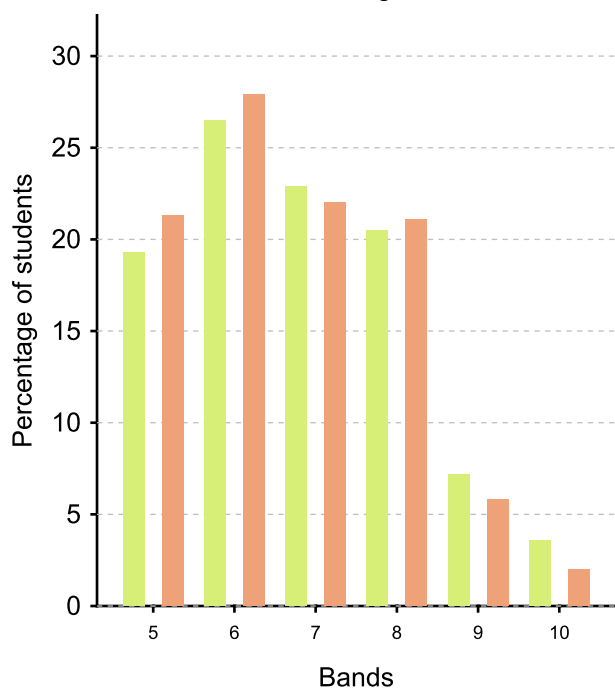
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing

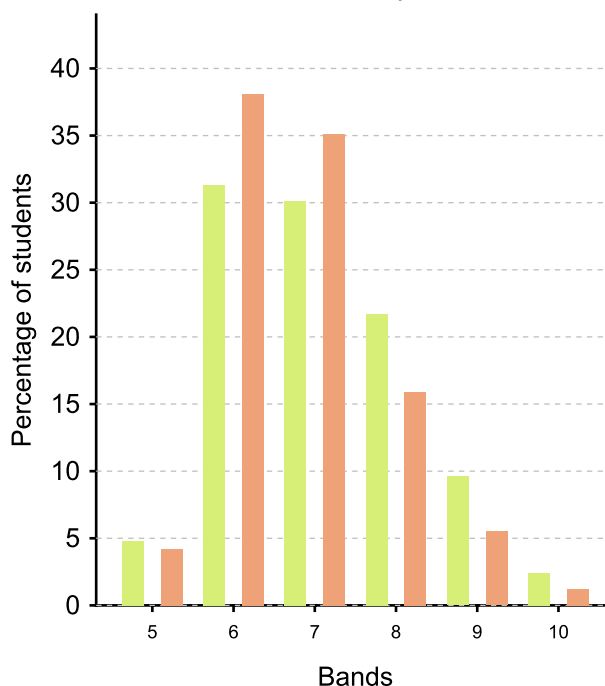


Percentage in Bands
School Average 2015-2017

Year 7 Numeracy results indicated that 98.8% of students are performing at Band 5 or above in overall numeracy achievement which means they are working at or above national standards. 80.8% of our students achieved growth of more than 50% from their achievement in Year 5 NAPLAN. The Year 9 student results indicated that 95.2% of our students are in Band 6 and above, meaning they are working at or

above minimum standards. This is a slight decreased compared to 2016. 69.6% of students are working at above State average with 95.7% achieving greater than or equal to expected growth. Average scale score growth was 78.7 compared to 50.7 of NSW DoE students, reflecting the successful implementation of the targeted numeracy program. A close analysis of the results has indicated that there is a continued need to concentrate on the areas of Data, Measurement, Space and Geometry and Patterns and Algebra. This has informed our 2018 school targets and as a result in 2018 improvement in numeracy will continue to be a school focus. The Stage 5 numeracy program will have an emphasis placed on the application of problem solving strategies and making links to the real world through the Working Mathematically outcomes of the Stage 5 syllabus. Further to this the Numeracy Team will focus on mathematical literacy and supporting staff in embedding numeracy strategies into all KLA programs using the Numeracy Skills Framework. NAPLAN numeracy results for 2017 indicate that only a small percentage of Year 7 students were able to achieve in the top two bands. Seven percent of students achieved a band 8 or Band 9. These results reflect the percentage of students who are at proficiency level, that is, 7% of BGHS students compared to 35% of the State. In Year 9, 12% of students achieved a Band 9 or 10. This is an increase of 500% from 2016 where only 2.4% of students achieved in these bands. These results although a significant improvement are still well below the State average., which sits at 29.8%.

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

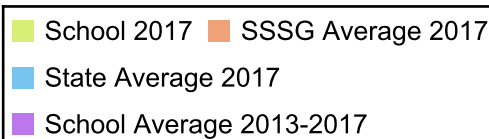
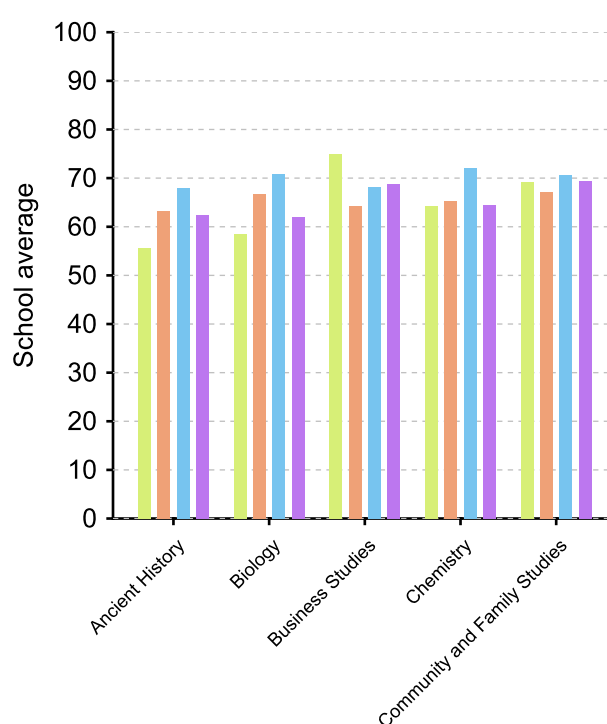
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

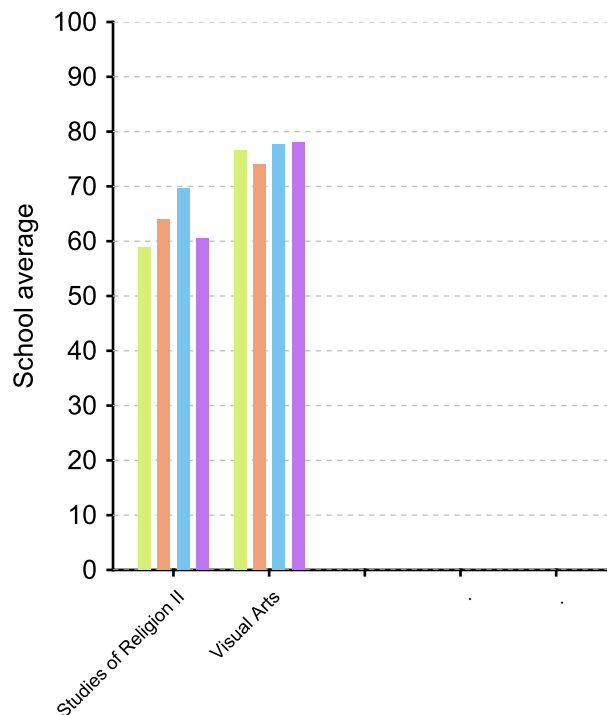
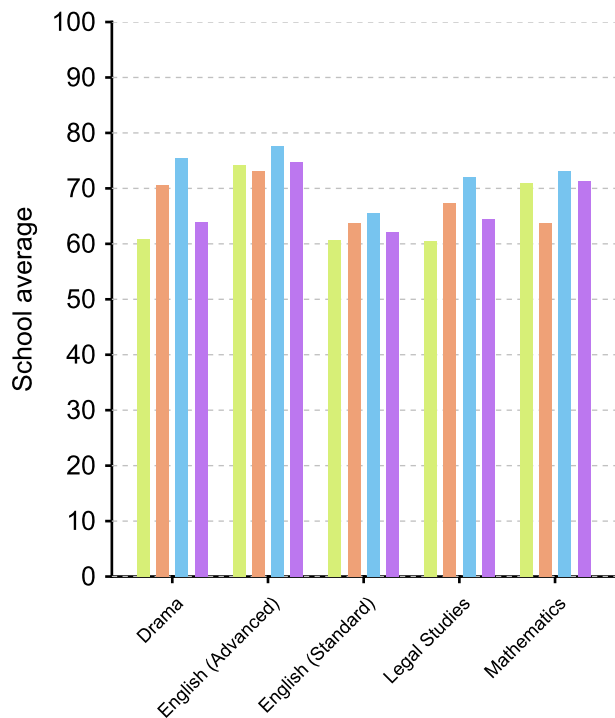
Higher School Certificate (HSC)

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

In 2017, 99 students were entered for the HSC. The school offered a wide variety of Board Approved Courses including three Vocational Education and Training (VET) Frameworks as well as a Life Skills HSC Pathway.

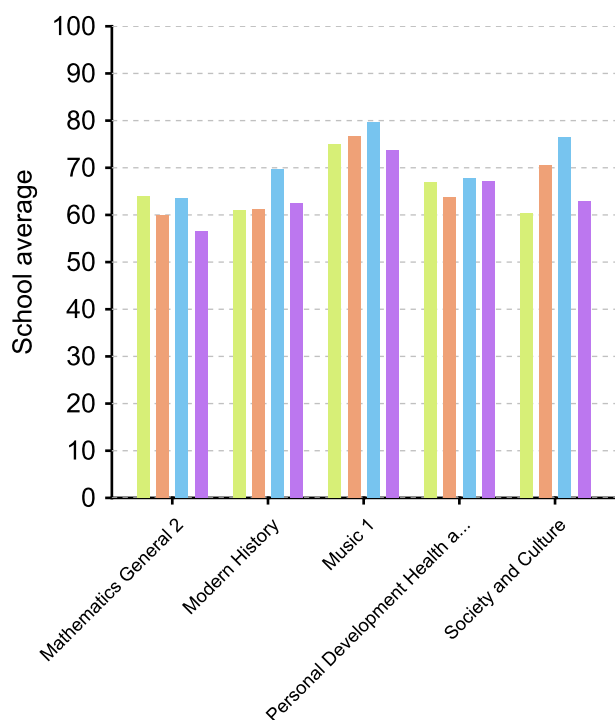
Our HSC results for 2017 indicated once again above state average achievement in English as a Second Language. Subjects that also performed well against the state average included Business Studies, Community and Family Studies, Design and Technology and Visual Arts. The 2017 cohort achieved Band 6 in Biology, Business Studies, English Advanced and Music.





■ 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

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and staff through surveys, meetings and discussions. Questions were asked around a diverse range of issues, processes and practices pertaining to the school. a summary of the findings are as follows: Students indicated that they valued schooling outcomes. BGHS students believe that schooling is useful in their everyday life and will have a strong bearing on their future. Similarly the girls stated that they are intellectually engaged and find learning interesting, enjoyable and relevant. The students also observed that important concepts are taught well, class time is used efficiently and that the classroom instruction is relevant and meaningful and can be applied to real life situations. Overall there is a strong sense of school pride and belonging amongst the student body.

Staff continued to express confidence in the school's capacity to build strong collaboration and collegiality amongst colleagues to drive success in the school. Staff also felt confident in talking to colleagues about classroom strategies to inform best practice and enhance student learning outcomes. Staff recognised the importance of using evidence and data to inform teaching practice as well as continued high expectations as key drivers in achieving strong student learning outcomes.

In 2017 parents were asked to participate in surveys and discussions in order to contribute to the whole school decision making process. The P&C continued to contribute their opinions and observations on school

practices and procedures as well future planning. Overwhelmingly the parent body articulated a high level of satisfaction with the school's strategic directions, high expectations and established processes which focus on not only teaching and learning but also on the positive well being of their daughters.

Policy requirements

Aboriginal education

This year at BGHS our students continued to be exposed to opportunities that enabled them to learn about Aboriginal and Torres Strait Islander cultures and knowledge. This has been achieved through attendance and participation in numerous events and embedding targeted teaching strategies across all curriculum areas. Our aim is to enable all students to engage in reconciliation, respect and recognition of the world's oldest continuous living culture.

We celebrated NAIDOC week and raised money (\$262) to support the Aboriginal Literacy and Numeracy Foundation. Our students gained a deeper and more sophisticated understanding of the ways in which Aboriginal Australians have contributed, and continue to contribute, to our knowledge and understanding of Australia, from an historical, social and cultural perspective.

Across the curriculum our teachers have incorporated a focus on Aboriginal and Torres Islander Histories and Cultures, as required under the Australian Curriculum cross curriculum priorities. English implements a strong indigenous program focus 7–12. Historical texts, such as Rabbit Proof Fence, The Rabbits and The Seven Stages of Grieving are studied, along with strong indigenous voice and oral histories studied through the work of Oodgeroo Noonuccal and Ali Cobby Eckerman.

The Mathematics faculty, utilising various aspects of Aboriginal culture, has focused on a number of concepts that assist in an understanding of symmetry, data analysis and statistics.

In Science, the faculty has continued to explore the deep and continuous interaction Aboriginal and Torres Strait Islander peoples have had with the continent over tens of thousands of years. This has manifested itself through learning about Aboriginal astronomy, looking at the ways in which Aboriginal people have managed fires and used them to assist in sustainable and productive management of agriculture. Additionally, the Year 7 unit on classification incorporated a study of various native species and the different characteristics used by aboriginal people to classify them appropriately.

In TAS and CAPA there were numerous elements of Aboriginal culture used to assist students in understanding and appreciating aspects of indigenous cultural approaches to art and design. For example, Year 7 students undertook a unit of work on jewellery design through comparison of Aboriginal jewellery with another culture. Food technology students in Year 9 used native bush tucker ingredients in their recipes.

Students in Years 9 and 10 Design and Technology utilised an understanding of Aboriginal and Torres Strait Islander applications in the development of their own projects.

Aboriginal education is embedded throughout HSIE teaching and learning programs. Stage 4 and 5 History and Geography students explore the diverse cultures of Aboriginal and Torres Strait Islanders, their long and continuous strong connections with country/place and their economic, cultural, spiritual and aesthetic value of place, including the idea of custodial responsibility, and their experiences before, during and after European colonisation. In particular, students investigate the status and rights of Aboriginal and Torres Strait Islanders past and present, including civic movements for change, their contribution to Australian society and contemporary issues.

Multicultural and anti-racism education

BGHS embraces its cultural diversity by respecting inclusiveness and acceptance of all. Our school is represented by over forty different languages and much of our strength and resiliency is derived from a high level of acceptance. The staff understands the importance of teaching an inclusive curriculum whereby all students feel valued regardless of their cultural background. within curriculum, staff promote inclusion, respect and tolerance as demonstrated by our continued intense Literacy support for EAL/D students. International students are encouraged and supported through a number of welfare strategies in addition to targeted teaching and learning programs. An International student co-ordinator works closely with this particular cohort to action learning opportunities for these students.

The central message that "everyone belongs" was reflected in the 2017 Harmony Day as our orange ribbon gold coin collection achieved continued support for the Red Cross humanitarian work. Students were also able to engage with and understand the journey of a Vietnamese guest speaker who shared her story, challenges and values of her own heritage.

The hosting of the Japanese Chikushi Jogakuen High School promoted a high level of social inclusion and proved that language is no barrier to strengthening acceptance and cohesion. This link continues to enrich our students while at the same time providing leadership opportunities.

The school continues to have an Anti- Racism contact Officer who has highlighted their role during Year meetings. In 2017 there were no reports requiring the attention of the ARCO.

Other school programs

Student Well Being

Bankstown Girl's High School has a professional and enthusiastic wellbeing team, who innovatively facilitate

and deliver whole school wellbeing initiatives and programs designed to cultivate the wellbeing needs of our students.

The wellbeing programs are designed to cater to the cognitive and developmental needs of each cohort in accordance with the wellbeing framework, enabling our students to connect, thrive and succeed through fostering of positive relationships, academic goal setting and personal wellbeing.

2017 saw the successful implementation of wellbeing programs and initiatives designed to foster wellbeing amongst all students as well as facilitate targeted intervention where required. The wellbeing team has cemented a clear understanding amongst all staff in relation to the school's collective capacity to enhance wellbeing through the systematic communication of student data pertaining to wellbeing in our educational context. This systematic line of communication is supported and maintained by key wellbeing staff with identified responsibilities in the maintenance of a safe and successful school learning environment.

The wellbeing modules have facilitated the explicit teaching of pro-social values, which are modelled and promoted across the school, ensuring that interpersonal relationships in the school are positive and respectful as evidenced by the Centre for Education and Statistics 'Tell Them From Me Survey'.

The first phase of implementation of the wellbeing scope and sequence has facilitated the integration of external agencies and professionals in the delivery of a wellbeing curriculum which explicitly addresses personal safety and protective behaviours appropriate to each developmental stage, whilst highlighting the applicability of this social and emotional learning curriculum to all academic and social areas of the Bankstown Girls' High School learning community. This focus on engagement and skill development is evidenced in the ongoing University partnerships which have been developed to support our holistic approach to wellbeing as well as to acknowledge and support the differentiated needs of individual students and groups. The wellbeing program has also facilitated a range of opportunities to promote student ownership and decision making through student voice forums as well as peer mentoring and the delivery of peer facilitated wellbeing workshops.

The wellbeing program at BGHS has also facilitated opportunities for parent and carer education pertaining to wellbeing and has worked closely with community organisations to foster a consistent message of student safety and wellbeing to maximise effectiveness and extend knowledge and support to both students and families.

The 2017 wellbeing program saw the continuation of its stringent approach to attendance and attendance improvement, this preventative action has resulted in a significant reduction in students with an attendance percentage below expected requirements and targeted students are provided with necessary HSLO intervention and individual attendance improvement

plans.

In 2018 the wellbeing team looks forward to the continuation of its wellbeing initiatives such as PATHE mentoring program, ASPIRE, Links to Learning, Creating Links, Girl's Space, EIP, and Identity texts as well as forging new academic and professional connections in the continual promotion of the Bankstown Girls' High School holistic approach to wellbeing in accordance to the wellbeing framework and against a background of student Cognitive, Emotional, Social, Physical and Spiritual development.

SRC

The Bankstown Girls' High School Student Representative Council has had another successful year in 2017. The group, consisting of 12 junior students and 12 senior students, made many positive contributions to the School environment and wider community.

In 2017, the SRC contributed once again to Sydney Legacy, raising a substantial amount of money through the selling of badges on Legacy Day. After many years of successful support, BGHS was again formally acknowledged by Legacy as one of its main contributors for the south western Sydney region. Our support of Legacy, as well as other charities such as Jeans for genes, the Leukaemia Foundation's World's Greatest Shave, Salvation Army, Westmead Children's Hospital, MATW Project, UNICEF and White Ribbon has promoted student involvement and philanthropy in the wider community.

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

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

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

In 2017, the Student Representative Council was integral in enhancing student life and creating links with the local and wider community. They are looking forward to another successful year ahead.

SPORT

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

A significant number of students represented the school at Zone, Regional, CHS and NSW All Schools levels in Athletics, Cross Country, Swimming, Touch Football, Oz Tag, Soccer, Basketball, Volleyball and Cricket. Our sporting teams successfully progressed through to the third, fourth and semi-final rounds of the Sydney South West Knockout Competition. The Junior Oztag /Touch team achieved great heights this year, qualifying for the state tournament in both Oztag and touch Footy. The team displayed exceptional skills and teamwork to be crowned Regional Champions and went through 2 tournaments, losing just one game. The girls then qualified for the State Championships where the best 16 teams in NSW were challenging for the title of state champions.

Individual success included

- Sandishia Walker – selected to represent Edmondson Zone Touch football and Soccer, also finishing 1st in the Sydney south western region and 2nd in the NSW Combined High School (CHS) competition for the 100 metre event in Athletics
- Alpina Bou Sleiman– representative at Edmondson Zone in soccer and also finishing 1st in the Sydney South West Region.
- Jocelyn Roi Cho– Placing 2nd in the under 14s 100m freestyle, backstroke and breaststroke final for the Sydney South West Regional Carnival.
- Over 15 students progressed through to the Sydney South West Athletics Carnival
- Over 10 students progressed through to the Sydney South West Cross Country Carnival

The NSW Premier's Sporting Challenge is an initiative that aims at getting more students more active more often. 2017 marked the 10 year anniversary of Bankstown Girls' involvement in the Premiers Sporting Challenge with over 300 students participating and the school achieving Diamond, Gold, Silver and Bronze awards. Our students were engaged and motivated to lead healthy active lifestyles. The Premiers Sporting Challenge Award is given to the student who displays leadership in sport and the ability to promote lifelong physical activity. The PSC award for 2017 went to Rebecca Le.

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

competition environment.

Recreational sport continued in 2017 with years 9 and 10 participating in Boot camp, Bowling, Laser Skirmish and Ice Skating. As a result of the structure of the sports program, participation has improved with attendance for all sporting programs having increased.

It was a successful year for PASS electives and senior SLR in 2017, having taken on a number of Leadership in Sport programs. Coaching and refereeing of year 7 and 8 for our annual Field Days, with the focus on skill development. These students were invaluable in their assistance with year 7 and 8 swim school program.

Jump Rope for Heart is one of Australia's most popular physical activity and fundraising programs. Bankstown Girls had over 100 students raising money for a worthy cause, while creating awareness of the importance of physical activity.

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

Year 9 PASS classes managed and ran the 2017 Bankstown Girls' High School Athletics Carnival and Year 10 PASS managed and ran the 2017 Swimming Carnivals. The Leadership in Sports Programs allow keen students to develop skills in sports administration and communication hence fostering a positive self-esteem and sense of identity.

Creative and Performing Arts

The strength of the arts at Bankstown Girls' High is demonstrated by the range of opportunities for student performances and artistic endeavours, within and beyond the school. A range of opportunities which target talented individuals in a diverse range of disciplines was offered throughout the year. Students were encouraged to participate and showcase musical and creative talents at assemblies and ensemble pieces and in exhibitions.

This year the students had the amazing opportunity to extend their learning and partake in extracurricular projects. A major highlight for the Creative and Performing Arts for 2017 was our production 'Westside Wedding' the musical. This event showcased the skills and talents of students from across all year levels and focused on the following KLAS; Music, Visual Arts, Drama and Dance at Bankstown Girls High School. 'Westside Wedding' was a greatly successful showcase that highlighted the talent, dedication, passion and commitment of all the students. The performance was viewed by feeder primary schools within the Bankstown region, family and community members, P&C members and students and staff of Bankstown Girls High School.

Visual Arts and Music students at Bankstown Gils' High experienced a year of learning and achievement. Throughout 2017 students were provided with a range of opportunities to perform and gain valuable knowledge from intensive workshops and innovative excursions.

Elective Visual Arts and Photo Digital Media students attended excursions, viewing the following exhibitions; Art Express at the Art Gallery of NSW and Sculpture by the Sea at Bondi Beach. Year 8 Visual Arts and Music students attended an excursion to Luna Park, which focused on structural frames within the built environment, and the soundscapes that surround them. Senior Music students were also involved in HSC Music workshops. This was a fantastic day, as students were able to experience and develop their HSC music skills and program.

The Year 12 CAPA Night is always a key event on our calendar and was very well supported in 2017. The evening featured the hard work of all Visual Arts, Drama and Music students, who had the chance to exhibit their Body

of Works and perform their Group Performances and Musical Programs. The evening

was very successful and all students were able to express and share their talents with family, friends and the community in a very professional and mature manner. The Music students were very supportive of each other and provided the audience with a very entertaining and eclectic program for the evening. Year 12 Visual Arts girls had an opportunity to showcase the diversity of their concepts and art forms. Congratulations to Heba Milhem for being awarded the Teachers' Choice and Gehan El-Sayed for being awarded the Students' Choice awards, for the best HSC artworks of the year.

Visual Arts

This Year the following Year 10 Visual Arts students, Cathy Pham, Lillyan Dinh, Wendy Ho and Aliya Qasem had the opportunity to be involved in an Art workshop at the Art Gallery of NSW, which was supported by the partnership between the Arab bank Australia and the Art Gallery society of NSW. This partnership focuses on encouraging the Arts in 2017, which involved four local schools participating in two practical workshops inspired by the *Rembrandt and Dutch Golden Age; masterpieces from the Rijksmuseum*.

Year 11 Visual Arts students participated in an Educational Program 'Unpacking the Syllabus' at the Museum and the Contemporary Arts. This was an exciting and challenging day of learning, where students spent the day analysing and responding to works in the Gallery.

Music

Music students at Bankstown Girls' High School experienced a wonderfully creative year. Some of the performance opportunities and events throughout the

year included; Weekly Assemblies, Merit Assemblies, Achievers Assembly, Yr. 12 Graduation, Presentation Day, Environmental Day, Year 6 Orientation Day, Parent and Community Meetings, Harmony Day and Education Day.

As well as internal school performance opportunities, Music students ventured into the wider community and performed at Bankstown Sports Club to support Legacy Day. This enabled students to interact and support the local elderly community.

Congratulations to the Bankstown Girls' High School choir, for successfully auditioning to be a part of the secondary arena choir for this year's Schools Spectacular Showcase '*Own the Moment*'. The students involved worked extremely hard and showed outstanding commitment and determination, learning over twenty songs and spending many hours in rehearsals and numerous early morning and late evenings. The girls should be commended for all their hard work and their fantastic attitude and behaviour throughout the shows.

Congratulations to both Serena Sabine and Tanya Tago in Year 11, who have successfully participated in the Talent Advancement Program (TAP), which is a vocal workshop, run by the Bankstown City Council. Serena and Tanya were exposed to numerous performance opportunities and worked with industry professionals to improve and develop their performance technique.