

Burwood Girls High School

Annual Report



2018



8152

Introduction

The Annual Report for **2018** is provided to the community of **Burwood Girls High School** as an account of the school's operations and achievements throughout the year.

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

Mia Kumar, Principal

School contact details

Burwood Girls High School
95 Queen Street
CROYDON, 2132
www.burwoodg-h.schools.nsw.edu.au
burwoodg-h.school@det.nsw.edu.au
9744 1060

Message from the Principal

This was the year to promote "Inspiration" in learning, teaching and leading. Teachers were involved in quality teaching rounds where they had the opportunity to observe lessons. Teachers inspired students to be involved in a range of activities to facilitate learning in science, mathematics, engineering, languages, performing arts and sports.

Students participated in bridge building, Girls in Property project, robotics, Schools Spectacular, band tours, triathlon and made an award winning video promoting Eurovision, resulting in Jessica Mauboy performing for our school assembly. Our STEAM program resulted in a wonderful event, iLumin8. For International Women's Day, our students discussed engineering challenges with the Australian of the Year, Professor Michelle Simmons and made great connections with exploring quantum physics. In the area of leadership, the SRC and prefects have implemented forums with other schools, established celebrations for Lunar New Year and supported Moon Festival, Diwali and Iftar functions.

The new administration and entrance to the school was completed under the Secondary Schools Renewal Program. A sustainable building was erected and planning commenced for a new performance/STEAM space.

The school motto "Not For Ourselves Alone" remains the key value behind our efforts in supporting students and our community, both locally and globally.

Mia Kumar, Principal

Message from the school community

The P&C is a dynamic group that shares information regarding school policies, programs and initiatives; stimulates community interest and participation; and builds positive attitudes with the whole school community.

This was a rewarding year with continued growth in memberships, grant successes, events and special guests.

The P&C held seven well attended meetings and the School Council met once per term.

In line with the 2018 BGHS theme "Inspiration", the P&C worked in partnership with the school to secure funds for an additional Performance Space and STEM room.

Further progress was made in the area of governance and transparency of accounts. Major undertaking was the establishment of the P&C Building Fund.

The Grounds Improvement Committee, in collaboration with the school's community liaison officers, organised a working bee weekend involving landscaping and planting over 800 plants.

The Uniform Committee continued to work with Lowes throughout 2018, and several uniform items were reviewed – warmer jacket, thicker junior shirt, dance uniform and logo sports caps with new designs available in 2019. In total \$19,623 was raised in commission sales.

The P&C hosted the Year 7 Welcome BBQ, participated in school presentations, Year 12 Graduation Ceremony, Year 7 Orientation Day, Year 7/8 Disco, International Day, merit selection panels and primary placement panels.

We are thankful for the opportunity to contribute to the school in our leadership roles. It has been a great privilege and a pleasure to work alongside staff, parents and community members whose interests are to provide the best possible learning environment and outcomes for our daughters. On behalf of the parent community, we wish to thank and acknowledge all the volunteers who continuously donate their time and skills to public education. It has been a pleasure to witness achievements over the years and we wish the very best in the future and continue the amazing work.

Effie Matsas, P&C President and Perry Kritselas, School Council Chair

Message from the students

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

Mehak Bokhari and Mieke Barratt, SRC Leaders

School background

School vision statement

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

School context

The local community is diverse in terms of ethnicity, culture, and socio-economic mix. Burwood Girls High School is a large inner west comprehensive school for girls with a highly culturally diverse population. The enrolment is 1150 with 75% from a language background other than English. The school community has high expectations for students and staff and the school consistently achieves outstanding academic results. Burwood Girls High School offers six languages and opportunities to be involved in band, dance, debating, drama, and public speaking. The school also achieves excellent results in sport and has a long tradition of excellence and innovation. The school's motto "*Not For Ourselves Alone*" is a powerful message for every member of the school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of **learning** the school is excelling in the development of a strong learning culture. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. The school continues to engage in strong collaborations with parents, students and the community. There is a successful strategic approach to maintaining whole school wellbeing practices so that students can connect, thrive and succeed. The analysis and use of data supports a whole school approach to wellbeing and engagement. There is an integrated approach to quality teaching, curriculum planning and delivery to promote learning excellence in meeting the needs for all students. Assessment practices in all areas are sustaining and growing.

In the domain of **teaching**, teachers continue to provide explicit, specific and timely formative feedback to support improved student learning. Head Teachers lead their faculties in the effective use of student data. The Data Team continues to raise awareness in this area and in their use of Scout. Teachers consolidated their knowledge of the Australian Professional Standards to measure themselves, reflect on their practice, plan for and monitor their own professional development to improve performance and ensure proficiency. Collaboration, professional dialogue and observation of lessons continue to be a successful practice to improve teaching and learning.

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

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Excellence in Educational Opportunity (Learning)

Purpose

- To ensure delivery and differentiation of the curriculum to challenge students to take risks in their learning.
- To establish clear wellbeing structures to support student learning (connect, succeed, thrive).

Overall summary of progress

In 2018, three main improvement areas were identified: writing, wellbeing and assessment. A literacy team was developed and led by the Head Teacher Secondary Studies. The team developed and implemented the first stage of the writing strategy. Every student was provided with a writing journal and each KLA incorporated journal writing into their teaching and learning programs.

Wellbeing activities were mapped across year groups to audit strategies and present a whole school wellbeing framework. Each year group was involved in approximately nineteen strategies and programs. A wellbeing theme was identified for each year group. A review was then carried out by the wellbeing team to identify areas needing further attention. An audit of policies and procedures also occurred and some policies were reviewed and updated, such as homework, attendance and anti-bullying.

Evidence was collected in terms of reporting and assessment. Selected classes trialled student developed learning outcomes and the Futures Learning elective used self assessment procedures. Student voice evidence in relation to reporting and assessment was also gathered. The assessment and reporting strategy will be a key feature of school improvement in 2019/2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in number of students achieving in the top two bands in NAPLAN writing	\$14 000	Whole school writing strategy developed and implemented by Literacy Team. Every student provided with a school writing journal. Evidence of writing strategies using journals embedded in KLA teaching and learning programs.
Increase in quality feedback provided to students, staff and parents	\$1 000	97% parents (Years 7–10) reported the school provided effective feedback about their daughter's learning.
Assessment 'for', 'of' and 'as', is embedded by teachers to increase quality feedback to students	\$5 000	Futures Learning elective co-designed learning outcomes to be assessed in school report. Students strongly agreed that co-designing their assessment and reporting outcomes supported their learning outcomes.
All students feel known, cared for and valued	\$15 000	Wellbeing strategies mapped across year groups. Homework Policy, in consultation with school community, reviewed and published. Students reported an increase in positive relationships at school from 81% to 84%.
All students report opportunities to fulfill their potential are provided.	\$8 000	The number of Year 7 students participating in co-curricular activities increased to 50%.

Next Steps

- Audit of opportunities provided in and beyond the classroom to challenge and support students to improve skills and capabilities.
- Development of a Burwood Girls High School learning web to create a common language and understanding of learning for the future.
- Focus on differentiation of teaching and learning programs for high potential learners.
- Quality Teaching Rounds (QTR) to continue to provide teachers with regular, effective and constructive feedback in order to enhance teacher learning, refine teacher practice, build the teaching culture, and improve student outcomes.
- Evaluate journal writing strategy and develop and implement next stage.
- Trial prototype reporting platform, developed by Catalyst Lab Innovation Program Directorate to address 21st century skills reporting and engagement with parents.



Strategic Direction 2

Innovation in Teaching Practice (Teaching)

Purpose

- To develop a culture of innovation, initiative and collaboration to ensure all stakeholders are fully engaged in an enriched environment that promotes opportunities for empowered learning.
- To develop high performing teaching staff as measured against Australian Professional Standards who analyse and use data to inform teaching practice.

Overall summary of progress

In 2018, three main improvement areas were identified: Professional Learning, Community Partnerships and Future Focused Learning. All staff achieved accreditation at proficient. Professional learning opportunities were provided to support teachers in maintaining accreditation. In 2018, professional learning delivery included individual choice workshops, expert presentations of contemporary content knowledge and evidence-based teaching practice. Whole school professional learning projects such as the writing strategy, opportunities for collaborative projects, partnerships outside the classroom, curriculum planning and using student data to improve learning outcomes were key features. The Quality Teaching Rounds program continued to thrive in 2018. Five Professional Learning Communities (PLCs) completed QTR and worked together to improve teaching and learning in their classrooms; there are now 48 teachers who have engaged in this program in recent years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student participation and engagement in learning opportunities beyond the classroom involving community partnerships	\$80 000	Successful Digital Literacy grant (\$50 000) for STEAM. The grant successfully supported collaboration with local schools to build STEAM skills and capabilities. Sustainable house installed on school site to support teaching programs by local architect. Participation in leadership opportunities and projects outside of the classroom has increased. Duke of Edinburgh program expanded – successful Gold program ran for the first time to New Zealand
21st Century skills embedded in school programs and reporting procedures	\$15 000	The Year 9 Futures Learning elective (prototype) was successfully implemented. Students trialled codesigned learning outcomes and assessment strategies in Futures Learning. Maths Pathway individualised program trialled in Year 7. Year 7 Celebration of Learning evaluated and new model successfully implemented to showcase 21st century skills and capabilities
Increase in the number of high performing teaching staff as measured against the Australian Professional Standards	\$20 000	All teaching staff accredited at Proficient (pre-2004 teaching staff). Quality Teaching Rounds program successfully approved for 32 registered NESA hours. Twenty staff achieved these hours. All staff prepared PDPs in line with the school and faculty plans

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of high performing teaching staff as measured against the Australian Professional Standards		<p>Teachers supported and encouraged to attend workshops to support their PDP and accreditation requirements.</p> <p>Classroom observations completed for all staff (20 teachers used Quality Teaching Rounds observations as evidence).</p>

Next Steps

- Ensure PDPs align with the 2018 – 2020 School Plan and 2019 faculty plans.
- Review connections with community partners in learning and continue to grow existing relationships.
- Strengthen student voice in curriculum planning and design.
- Continue to encourage and support teachers seeking higher accreditation.
- Extend Maths Pathway program to Year 8 and consolidate Year 7.
- Partnership with UTS as a Hub school for preservice teachers.
- Quality Teaching Rounds (QTR) continuing to provide teachers with regular, effective and constructive feedback to enhance teacher learning, refine teacher practice, build the teaching culture, and ensure equitable student outcomes for all.



Strategic Direction 3

School Wide Improvement for All (Leading)

Purpose

- To implement measures to ensure targeted learning improvement for students and staff that involves distributed instructional leadership, improvement of school facilities and management of resources involving collaboration for all stakeholders.
- To recognise and celebrate innovation, achievement, and support leadership teams achieving goals for all aspects of school improvements.

Overall summary of progress

In 2018, three main improvement areas were identified: infrastructure (new systems, new building), student leadership, and staff development in use of new administrative and learning technologies. The school continued to improve communication and connections with the community by presenting and celebrating achievements and faculty priorities at P&C meetings, School Council, information evenings, staff meetings and school assemblies.

The P&C executive and School Council were strongly supportive of proceeding with the design of a new performance and STEM space, and applications for funding were sought. The P&C environment group established new gardens and outdoor areas within the school. Uniform requirements and uniform changes were considered in consultation with students and parents.

Student leadership in 2018 provided more opportunities for students to develop leadership capacity, show initiative, have a voice in decision making and participate in events beyond the school. Increased number of staff accessed new technology, hardware and software. Teachers became more proficient in use of technology for planning professional learning and variations of routine.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved school facilities	\$150 000	SSRP building successfully completed and operational. Proposal for new performance space successfully presented to school community. Plans completed and submitted to council. Successful launch of new DoE school website. Needs analysis of future focused learning spaces – room 50, 32, and STEM room.
Implementation of LMBR by all	\$5 000	Relevant staff attended training to ensure successful implementation of LMBR and SAP. Planning for eFPT implementation. Induction of new School Administration Manager.
Increased capacity of staff to use available technology and systems	\$30 000	NCCD data collection streamlined. Technology was assessed and plan established for next three years. Purchase of desktop computers through eT4L and laptops through school funding to support STEM projects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation in school promotion and community service activities	\$2 000	<p>Increase in number of SRC representatives to 110 individual students.</p> <p>Evaluation of International Day to improve community involvement.</p> <p>Increase in number of community events in which Burwood GHS participates in and supports.</p>

Next Steps

- Council Approval sought, tenders collected and building completed in 2019 for new STEM and performing arts space.
- Rooms identified for refurbishment to maximise potential for future focused learning (design thinking spaces, makerspace, technology).
- Implement International Day recommendations to improve community participation, organisation, sustainable practices and meet new WHS and financial requirements.
- Establish new procedures for students, parents and visitors to the school in the new administration area.
- Review and clarify executive and key personnel's roles and responsibilities
- Establish new positions to support with new administrative requirements.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6 676	<ul style="list-style-type: none"> • All Indigenous students were supported by teacher coordinator for their personalised learning plans. • Indigenous students supported to attend special days at UNSW and UTS Careers Day. • Support from AIME for mentoring and additional workshops.
English language proficiency	\$545 557 – This amount includes staffing of 5 FTE EAL/D teachers.	<ul style="list-style-type: none"> • Year 10 English classes structured to target specific needs of EAL/D students. • Additional class in Year 7 allowed for smaller classes and improved EAL/D provision. • EAL/D support provided two afternoons per week in Homework Centre. • Increase in community liaison officer time to support student learning in classrooms.
Low level adjustment for disability	\$150 419 – This amount includes staffing for 0.8 Learning and Support Teacher (LaST).	<ul style="list-style-type: none"> • Additional SLSO employed to support high needs of students. • Employed additional 0.3 LaST to support students. • Tutors employed to support Homework Centre two afternoons per week.
Socio-economic background	\$53 180	<ul style="list-style-type: none"> • Financial support provided for low SES students and students at risk. • SLSOs employed to support and mentor Pacific Islander students. • Breakfast and Lunch Club provides sustenance for students.
Support for beginning teachers	\$32 967	<ul style="list-style-type: none"> • Induction program implemented to target the needs of new and beginning teachers. • Mentors trained to develop partnerships with beginning teachers. • Accreditation process outlined by mentor leaders to support NESA requirements. • Beginning teachers encouraged to attend targeted professional learning programs. • Beginning teachers and mentors provided with regular release time for mentoring sessions, lesson observations and professional dialogue.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	1186	1158	1132	1151

There were 621 students in Years 10–12 representing 54% of the school's student population.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.8	94.7	95.5	94.9
8	94.4	94.9	93.4	91.9
9	94.4	93.9	94.2	90.6
10	93.9	94.6	93.9	94.4
11	95.4	93.1	94.1	94.3
12	93.3	93.6	92.8	91.9
All Years	94.6	94	93.9	93
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The overall attendance rate of 93.0% continued to be above state average of 88.4%. The regular SMS to parents when students are absent helps ensure good attendance procedures are followed. Attendance data is regularly analysed and is used to inform planning. Personalised attendance rates for all students including those at risk were collected. Parents having access to portal to check attendance is most beneficial. Cases where students have poor attendance patterns are referred promptly to the Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	8.4
TAFE entry	0	0	5.4
University Entry	0	0	82.2
Other	0	0	2
Unknown	0	0	3

Of the 202 students in 2018 HSC cohort, 179 candidates applied for Commonwealth Supported and International Fee-paying university places, of which 89.4% (160) of students were offered places in Arts (22.9%), Health and Medical Sciences (12%), Business (21.7%), Science and Engineering (12.6%), Education (10.2%), Nursing (10.8%), Social Sciences (7.8%), Architecture 1.2%), Information Technology (4.2%) and Law (7.8%).

Burwood GHS has a high retention rate for students continuing to senior school. There were 77.1% of students completing Year 12 who commenced in Year 7 at BGHS in 2013. This was above the Statistically Similar School Group which was 68.7%.

Year 12 students undertaking vocational or trade training

There were 27 students in the 2018 cohort who undertook vocational or trade training. At school, seven students studied VET Entertainment and 12 students studied VET Hospitality. Another eight students studied a range of courses offered at TAFE (TVET).

Year 12 students attaining HSC or equivalent vocational education qualification

There were 201 students in our Year 12 cohort who successfully attained the HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	54.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	12.97
Other Positions	1

*Full Time Equivalent

There were no Aboriginal members of staff in 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

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

The focus for the SDDs included literacy writing strategies, teacher accreditation, mandatory training (CPR and anaphylaxis), creative thinking intelligence, Cognitive Load Theory, school planning, as well as workshops on Quality Teaching Rounds (QTR), technology, differentiation, information fluency and plagiarism.

All staff prepared Performance Development Plans (PDPs) which were aligned to the school strategic directions and faculty plans. Teacher identified and registered professional learning opportunities were designed to enable staff to meet their professional goals and improve performance. The QTR program was NESA registered for 32 hours professional

learning. In 2018, 20 staff successfully completed the QTR program.

All pre-2004 teachers were awarded accreditation at proficient. Six teachers maintained accreditation and four beginning teachers sought accreditation at proficient. The Head Teacher, Teaching and Learning provided support and advice for beginning teachers and their mentors.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	896,280
Revenue	13,049,160
Appropriation	11,173,582
Sale of Goods and Services	99,206
Grants and Contributions	1,461,052
Gain and Loss	0
Other Revenue	294,131
Investment Income	21,188
Expenses	-12,234,073
Recurrent Expenses	-12,234,073
Employee Related	-10,446,089
Operating Expenses	-1,787,985
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	815,086
Balance Carried Forward	1,711,367

The opening balance for 2018 school financial year was \$896 280; of which \$800 000 is to be set aside for the performance/STEM building in 2019.

The school moved to the new financial system and with the appointment of a new school administration manager, many hours were spent rethinking management of school finances.

The school gains additional finance from general school contributions, subject fees and enrolment of international students. The school financially supports staffing of the Burwood Ensemble Program, to about \$75 000 per annum.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	9,904,022
Base Per Capita	218,894
Base Location	0
Other Base	9,685,128
Equity Total	755,832
Equity Aboriginal	6,676
Equity Socio economic	53,180
Equity Language	545,557
Equity Disability	150,419
Targeted Total	43,530
Other Total	106,573
Grand Total	10,809,956

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 NAPLAN

- Reading: 43.2% BGHS students in top 2 bands

(State: 26.6%)

- Writing: 33.5% BGHS students in top 2 bands (State: 16.4%)
- Grammar and Punctuation: 45.3% BGHS students in top 2 bands (State: 27.2%)
- Spelling: 44.1% BGHS students in top 2 bands (State: 32.9%)

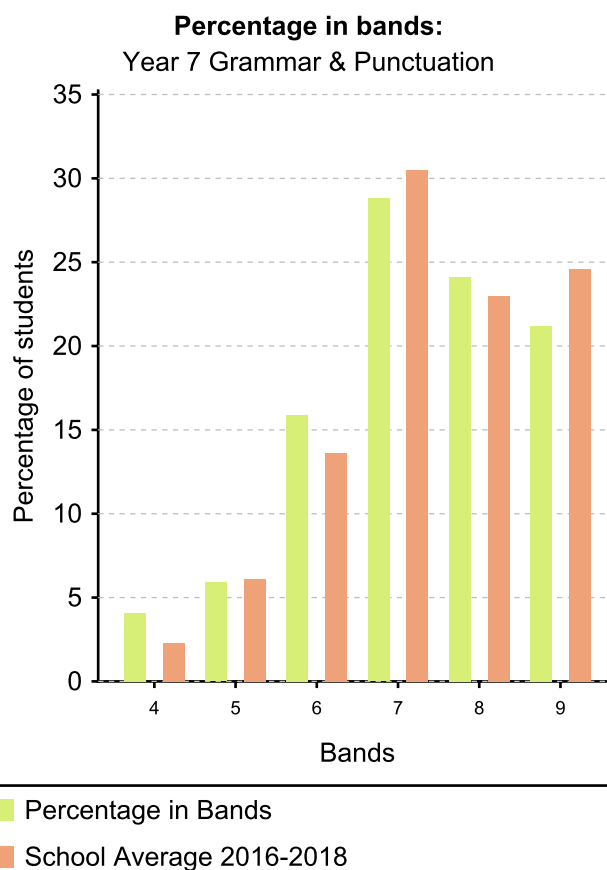
Year 9 NAPLAN

- Reading: 31.5% BGHS students in top 2 bands (State: 21.1%)
- Writing: 23.8% BGHS students in top 2 bands (State: 12.6%)
- Grammar and Punctuation: 42.9% BGHS students in top 2 bands (State: 23.3%)
- Spelling: 38.7% BGHS students in top 2 bands (State: 24.4%)

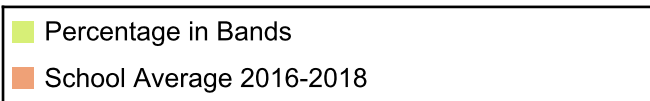
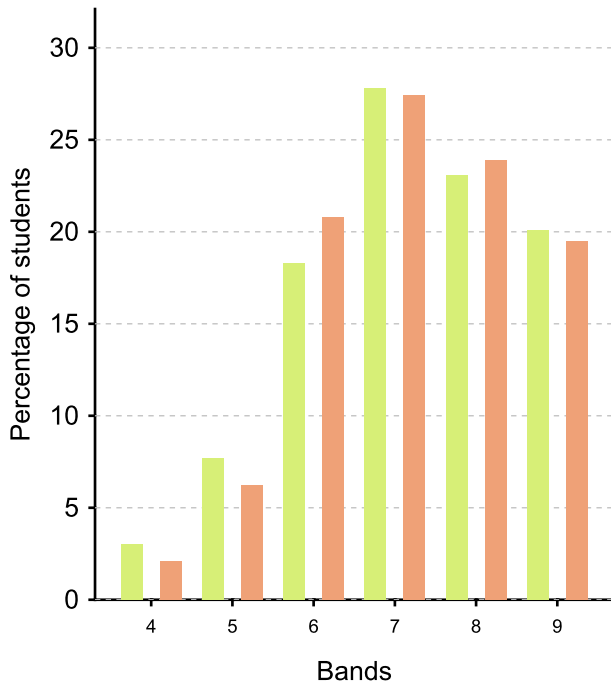
National Minimum Standards

In Year 9 NAPLAN, a band 5 or below is considered below the national minimum standard. At this school there were:

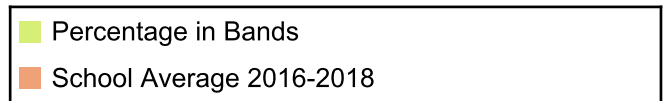
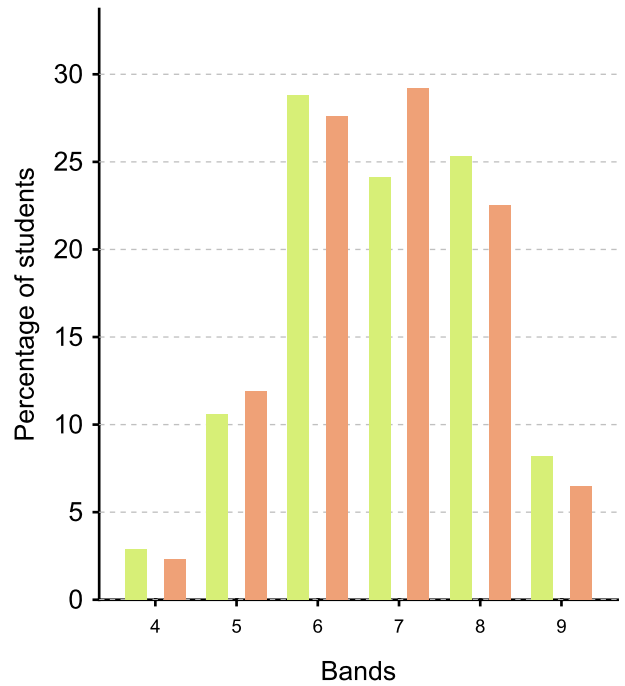
- Reading: 2.4% students below national minimum standards (State 7.7%)
- Writing: 8.3% students below national minimum standards (State 25.3%)
- Grammar and Punctuation: 1.8% students below national minimum standards (State 9.8%)
- Spelling: 7.1% students below national minimum standards (State 11.2%)
- Numeracy: 2.4% students below national minimum standards (State 3.7%)



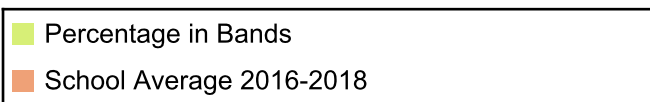
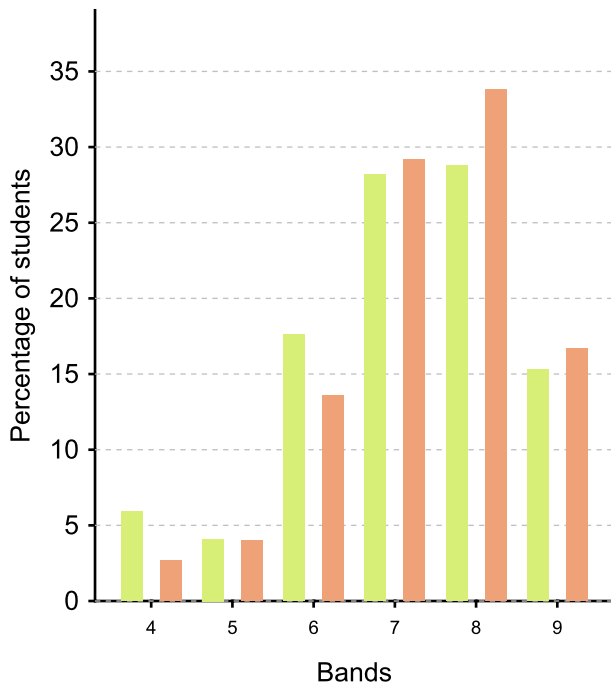
Percentage in bands:
Year 7 Reading



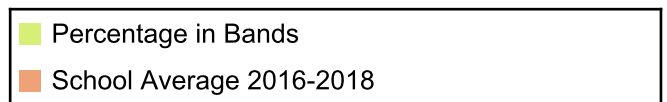
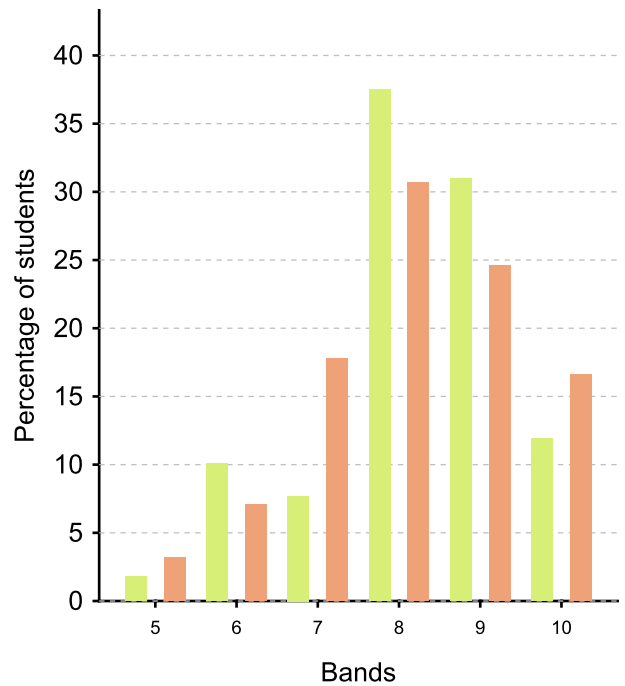
Percentage in bands:
Year 7 Writing



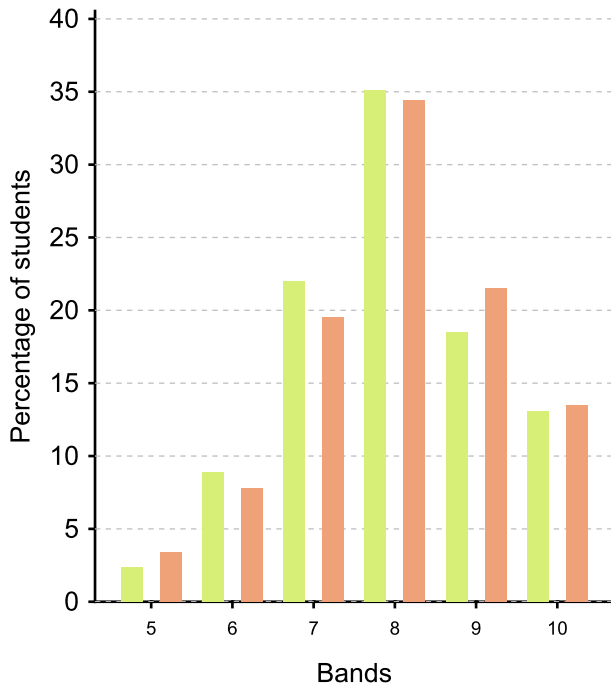
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

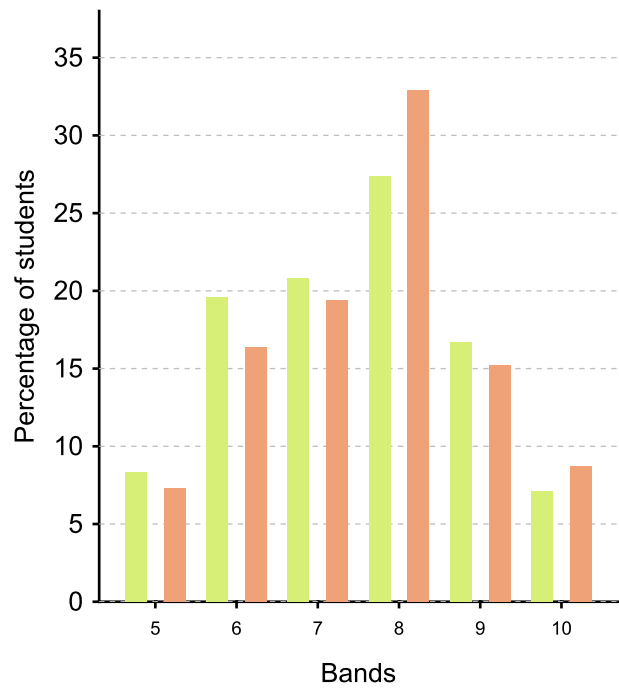


Percentage in bands:
Year 9 Reading



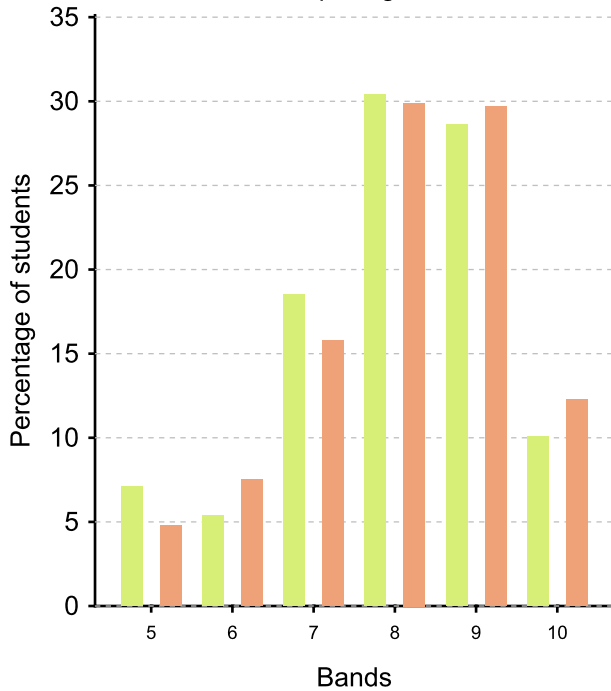
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Numeracy results for 2018 for both Year 7 and 9 were well above state average.

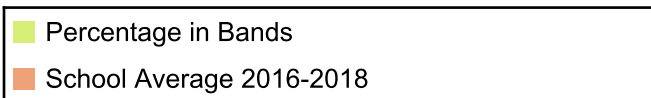
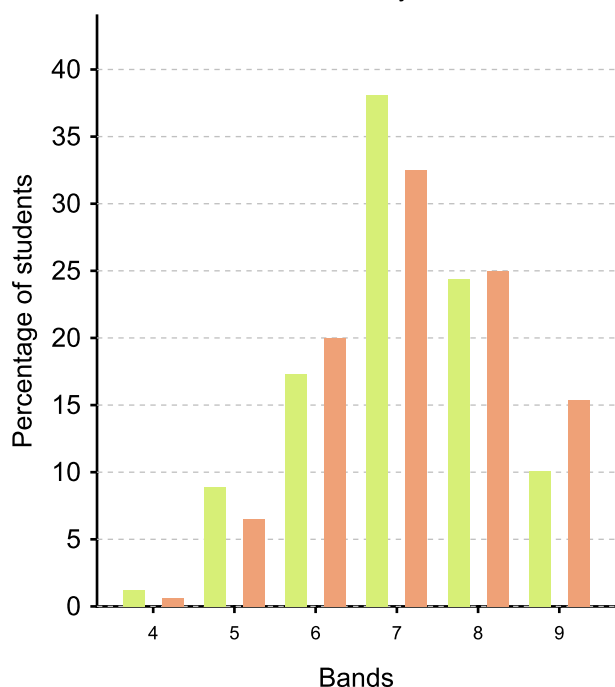
Year 7 NAPLAN

- Numeracy: 34.5% BGHS students in top 2 bands (State: 27.4%)

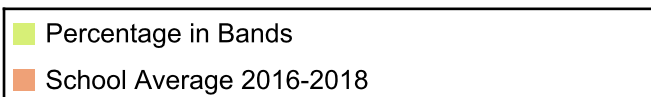
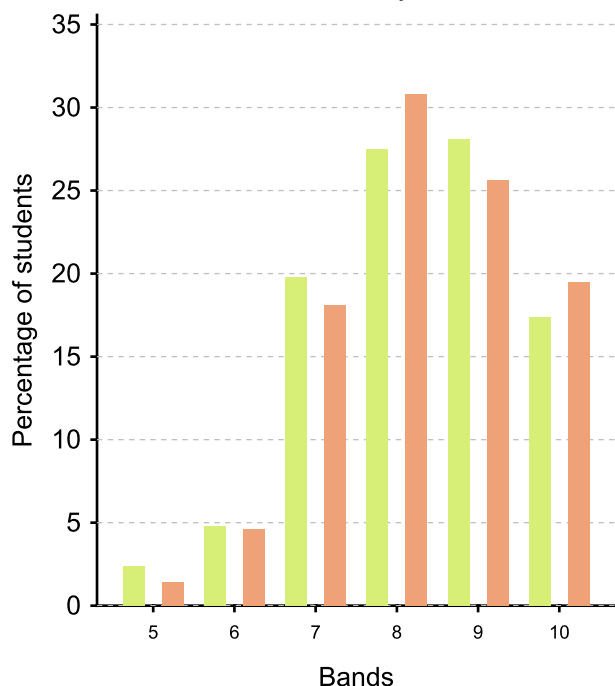
Year 9 NAPLAN

- Numeracy: 45.5% BGHS students in top 2 bands (State: 26.2%)

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



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



Higher School Certificate (HSC)

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

The school is extremely proud to acknowledge the strong HSC results of our 2018 HSC cohort.

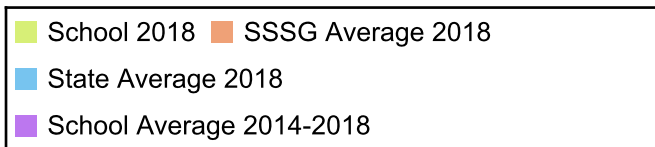
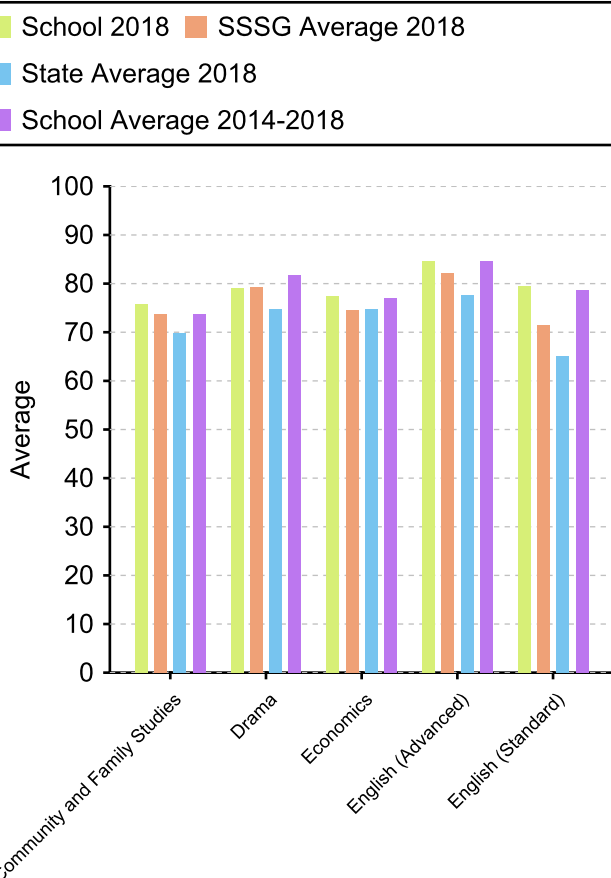
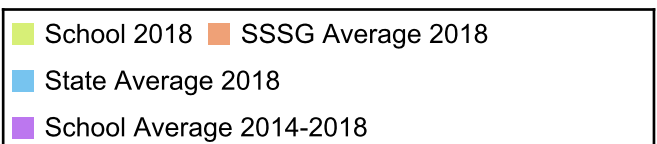
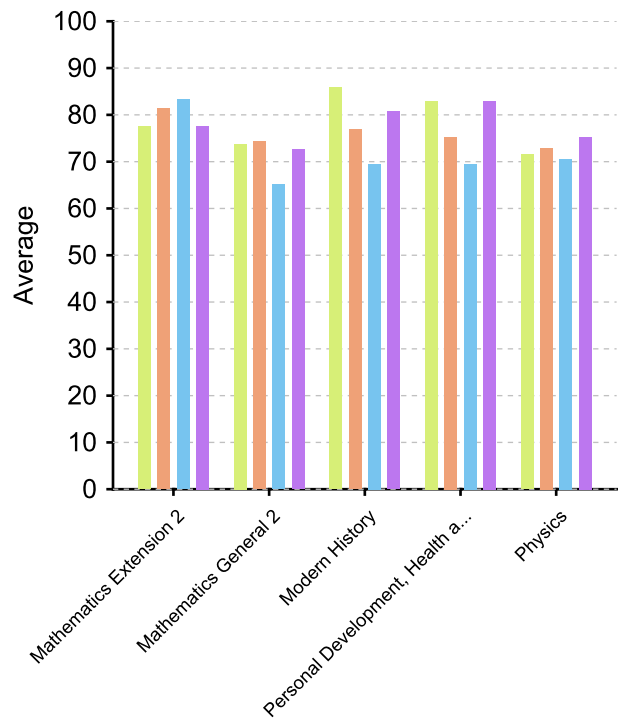
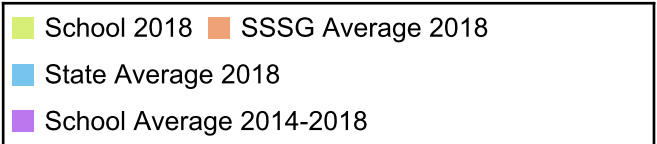
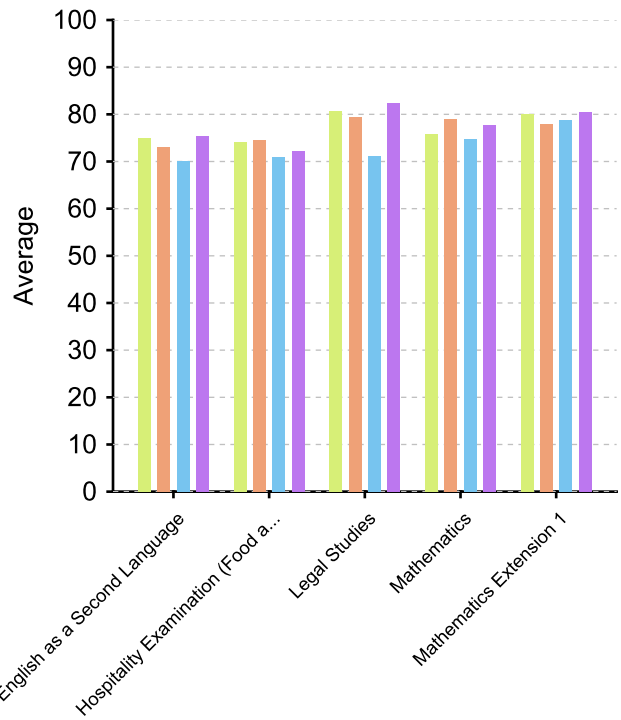
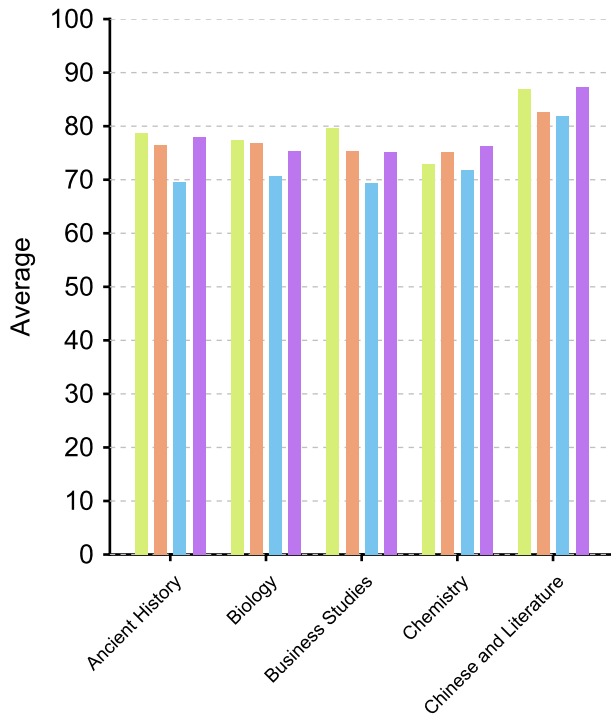
Exceptional achievements included:

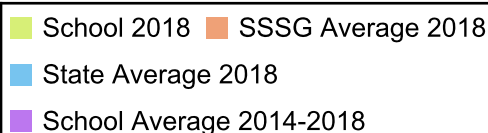
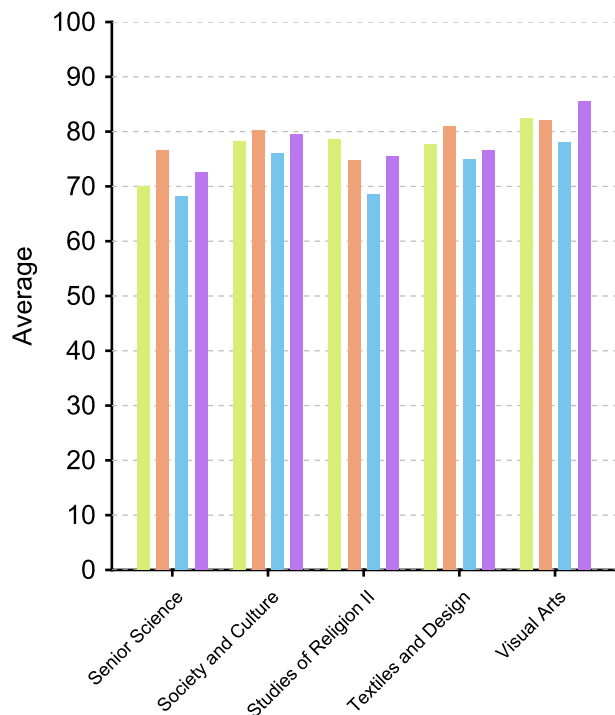
- Three students achieved the Premier's All-round Excellence Award having achieved a Band 6 in at least 10 units.
- Two students achieved first place in the state in Indonesian in Context and Korean Continuers.
- Six students gained a place on the Top Achievers list. This included: 10th in the state in Modern History, 5th in Community and Family Studies, 4th in Indonesian Extension, 4th in Japanese Beginners, 5th in Korean Beginners, and 10th in English as a Second Language.
- One student achieved an ATAR of 99.90.
- Four students achieved ATARs over 98.00 and 16 students achieved ATARs over 95.00.
- 32% students appeared on the Distinguished Achievers list (achieving at least one Band 6).
- 57% students achieved a Band 5 or 6.
- 83% students achieved a Band 4, 5 or 6.
- One student was nominated for "OnSTAGE" for their Drama performance.

Excellent results were achieved in a wide range of individual subjects:

- In English Advanced, 87% students achieved a Band 5 or 6 compared to 63% state-wide.
- In English Standard, 59% students achieved a Band 5 or 6 compared to 15% state-wide.
- In Mathematics Extension 2, 91% students achieved a Band 5 or 6 compared to 85% state-wide.
- In Legal Studies, 70% students achieved a Band 5 or 6 compared to 44% state-wide.
- In Modern History, 69% students achieved a Band 5 or 6 compared to 42% state-wide.
- In Studies of Religion I, 67% students achieved a Band 5 or 6 compared to 37% state-wide.
- In Aboriginal Studies, 63% students achieved a Band 6 compared to 22% state-wide.
- In PDHPE, 79% students achieved a Band 5 or 6 compared to 33% state-wide.
- In Chinese and Literature, 42% students achieved a Band 6 compared to 13% state-wide.

- In Visual Arts, 73% students achieved a Band 5 or 6 compared to 12% state-wide.
- In Hospitality (Kitchen Operations), 100% students achieved a Band 5 or 6 compared to 27% state-wide.





Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

Parents were surveyed at Parent/ Teacher/ Student evenings and through the annual Tell Them From Me (TTFM) parent survey.

Results included:

- 96% of Year 7–10 parents believe the school provided a successful transition to high school (Year 7) and effective feedback about their daughter's learning.
- 88% of parents would recommend Burwood Girls High School as a prospective high school for primary school students.
- 85% Year 7–10 parents believe the BYOD (bring your own device) policy is well-implemented and that the device supports their daughter's learning.
- 66% Year 7 parents and 81% of Year 8–10 parents are happy with opportunities that the school provides for their daughters to take on student leadership roles.
- 62% of Year 7–10 parents report that their daughters participate in a wide range of extra-curricular activities at Burwood GHS.

Results also showed that 84% of parents strongly support access to information and communication channels used by the school, as follows:

- 96% have access to the parent portal
- 85% value emails and text messages
- 79% regularly read Event newsletter
- 74% regularly refer to the school's website
- 62% value P&C communications

- 30% access social media posts from the school.

Teacher Satisfaction

Teachers were surveyed through TTFM. The eight drivers of student learning and the school's results were compared against the NSW Government school norm: the school exceeded the state average in learning culture, data informs practice, teaching strategies and technology; was on state average in collaborative practice and inclusiveness; and was below state average in the area of leadership and parental involvement.

Morale among staff was high with 71% reporting they agreed or strongly agreed that morale at my school is good. When asked if teachers were interested in facilitating and developing innovative teaching and learning practices among their colleagues, 16% were interested and 31% were highly interested.

Student Satisfaction

There were 999 student responses to the 2018 Tell Them From Me survey, which includes ten measures of student engagement, categorised as social, institutional and intellectual engagement.

Social Engagement – students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation:

- Positive sense of belonging at school 72% (66% NSW Govt Norm)
- Participation in co-curricular and sports 66% (58% NSW Govt Norm)
- Students with positive relationships 84% (78% NSW Govt Norm)

Institutional Engagement – students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework:

- Students that value schooling outcomes 66% (72% NSW Govt Norm)
- Students with positive attendance 96% (90% NSW Govt Norm)
- Students with positive behaviour at school 98% (87% NSW Govt Norm)
- Students with positive homework behaviours 70% (54% NSW Govt Norm)

Intellectual Engagement – some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher order thinking skills to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes, and these students are often deeply absorbed in academic activities:

- Students who are interested and motivated 28% (28% NSW Govt Norm)
- Student effort 70% (66% NSW Govt Norm)
- Students who are appropriately challenged 43% (42% NSW Govt Norm)



Multicultural and anti-racism education

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

Policy requirements

Aboriginal education

- There were nine Aboriginal and Torres Strait Islander students attending Burwood GHS in 2018.
- Students continued to support Aboriginal Studies in Stage 6 curriculum with eight students sitting for their HSC in this course.
- Aboriginal perspectives are embedded in all curriculum areas.
- Indigenous students attended an Indigenous creative writing workshop at UTS Jumbunna Centre.
- A dance workshop by Bangarra Dance Company, was attended by dance and indigenous students.
- Strong partnerships formed with Aboriginal communities and our school.
- All students engaged in lessons focusing on the Close the Gap campaign.
- An Aboriginal stall was organised by our Indigenous group, Tiddas, to promote bush tucker at our International Day.
- National Reconciliation Week and NAIDOC were celebrated with Indigenous speakers and leadership by our Tiddas students at assembly.
- A trip to Uluru involved 95 Year 10 students engaging in activities to improve understanding of Aboriginal culture.
- Hosted Jessica Mauboy at a school assembly to speak about her story and success as an indigenous woman.

- Our students represent 90 different countries.
- 75% students and 35% staff have English as an Additional Language or Dialect (EAL/D).
- There were 165 international students from China, Korea and Vietnam in 2018, with an International Student Coordinator and Adviser and three community liaison officers supporting their wellbeing.
- Italian, French, Japanese, Korean, Indonesian, Chinese and Greek were taught at the school.
- Forty-seven students studied other languages at the Languages High School or Saturday School of Community Languages.
- Twelve Pacific Island students met regularly with their Community Liaison Officer to promote learning and plan cultural activities.
- Speakers at assembly addressed issues on India, Asia, Africa and the Middle East.
- Overseas excursions to Japan and Indonesia provided valuable cultural experiences for students.
- International Studies, Society and Culture, Studies of Religion, English, Visual Arts, seven language courses and Asia literacy in Year 7 promoted cultural awareness.
- Burwood GHS hosted exchange students from France, Italy, Switzerland and Argentina.
- Our school hosted education groups from Japan, Korea, Indonesia and China.
- International and Harmony Day, celebrated annually, promoted and celebrated cultural diversity.
- The Crescent Girls group supported Muslim students and hosted our fifth Iftar dinner during Ramadan.
- Lunar New Year and the Moon Festival were celebrated with support from the local community.
- No complaints were made to the school's anti-racism contact officers, a testimony to the inclusive environment.
- The last forum "You Can't Ask That" on Islam was implemented using the Together for Humanity Grant of \$5000.