

# Blacktown Girls High School

## Annual Report



2018



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## Introduction

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

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

**Jeffrey Lumb (Principal)**

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## Message from the Principal

It is with great pleasure that I present to you the 2018 Annual School Report for Blacktown Girls High School.

Our school is a partially selective, girls only, government high school with a well-respected tradition of providing a quality learning experience for young women in Western Sydney for almost 60 years. It is a school that creates a supportive and inclusive environment where all students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become resourceful and ethical lifelong learners.

The school offers a broad curriculum and a range of opportunities allowing students to achieve merit in academic, creative, social, cultural, sporting, leadership and community endeavours. The school values collaborative learning, positive relationships and building capacity amongst its students to effectively allow them to engage in a world of the future, where problem solving, evaluating, working in teams, communicating, creating and innovating are not only valued concepts, but key skills, attributes and capabilities. Developing young women who are independent, self-directed and inherently motivated learners has remained a major goal and direction for us throughout the year and has seen many staff engaging in researching current education strategies and pedagogies suitable for future-focused learning.

The highly experienced teachers are partners in learning with the students and seek to deepen their knowledge, provide enriching and innovative learning experiences, while also gently urging the students out of their comfort zone to take risks in a safe environment and attempt new challenges. One of our major directions has been to empower staff to promote a culture of high expectations in an environment of professionalism, collegiality and support. Staff professional development and training has been focused on this goal

The school has a very effective individual support and wellbeing structure that allows every student to thrive as they work towards achieving their personal best performance. Blacktown Girls High School sets high expectations for its students and actively fosters a positive outlook across the school community.

Students graduate from Blacktown Girls High School with the skills, mindsets and qualities that will best prepare them to lead rewarding lives as engaged citizens in a complex and dynamic world of the future. Having engaged in respectful relationships with their peers, teachers and the broader community, our students demonstrate a keen social conscience and the capacity to make ethical decisions.

I say with considerable pride, Blacktown Girls High School achieves its success and reputation as a direct result from the combined efforts of the student population, the dedicated teaching and administrative staff and a supportive parent and community body. As Principal, I regularly witness how each of these three elements unite into a real partnership and work together to create the conditions that have earned the school its well-deserved reputation as an exceptional centre of learning for young women in Western Sydney.

Some of the highlights of the year have included:

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

Blacktown Girls celebrated their biennial multicultural day '*Carnivale*'. The day began with the acknowledgement of the land on which the day's proceedings were taking place. This was made even more special when local Aboriginal Elder and great friend of the school, Uncle Wes, performed a traditional Aboriginal "smoking ceremony". In light of the racial negativity that is often presented in the media, Blacktown Girls High School's *Carnivale* is a wonderful example of the appreciation and acceptance that our students have for each other's culture. It presents a model that others could learn from.

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

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

For the students involved in senior robotics, our 4802 girls celebrated an amazing 2018. Not only were they successful at a local level but Team 4802 broke all barriers beginning the season as the first 'all female' FIRST FRC team to earn the

title of *Regional Champions* in the southern hemisphere. This was followed by their team campaign and successful participation at the World Championships in Houston, Texas. Then, between the numerous off-season projects, our team was invited to present at the Powerhouse Museum and for Google, VOGUE and Sunrise Island. The Team concluded 2018 as the FIRST FTC Season as finalists for the 'Motivate Award' against strong competition from international teams. I would particularly like to thank Mr Johnson, Mr Sandoval and Ms Vella for their incredible energy and commitment to Robotics at the school.

Our CAPA faculty also organises many extra-curricular events. This year a high quality showcase was conducted featuring the work of the Music and Dance students. Once again, this year, our tribal drumming group have been performing in many places outside of the school. Students, utilising skills and techniques imparted by the CAPA staff have won a number of awards in competitions hosted by various groups in the community. I particularly would like to thank the CAPA staff for their important contribution in keeping the arts alive and flourishing at BGHS. Thank you Ms Ho for your efforts with dance., Ms Kennedy with African Drumming and Ms Crous with our choir.

This year we continued adding to and upgrading the facilities available at the school. Resources were allocated to the upgrade and refurbishment of furniture, floorcoverings and the purchase of additional, cutting-edge technology in classrooms and learning spaces. Having learning spaces that are conducive is fundamental if quality teaching and learning is to take place.

In November, two of our teachers were recognised by the Australian College of Educators and presented with awards for Excellence in Teaching. Ms Teneille Biasetto from the English Faculty and Ms Joanne Willis from TAS were the recipients of World Teachers Day awards for excellence in education. Congratulations to both outstanding and dedicated teachers. It is really pleasing to see our staff recognised at such high levels. These opportunities enhance both staff and student social, emotional and intellectual growth and ensure individual strengths and interests are fostered.

Student leadership and student voice continue to gain strength and momentum at the school. The SRC and Prefects raised over \$10,000 for local, national and international charities. School leaders organised a number of recognition assemblies commemorating International Women's Day, Harmony Week, NAIDOC Week, and National Day Against Bullying. Our Peer Support Program allowed our Year 10 leaders to mentor Year 7 through their transition to High School.

Much of our focus in 2018 has been very much on teacher professional development with the view to enhancing student wellbeing and maximising student learning outcomes as outlined in our new 2018–2020 School Plan. The progress made on our goals is outlined later in this report.

Academically, 2018 was another pleasing year for the Blacktown Girls High School community. The 2018 NAPLAN results continued to set an enviable standard while our HSC students' hard work resulted in ongoing success for our senior students.

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

As I have alluded to earlier, a school such as Blacktown Girls High achieves its success and reputation as a direct result from the combined efforts of the student population, the dedicated teaching and administrative staff and a supportive parent and community body. I would like to offer my sincerest thanks to the staff and especially my strong Executive Team for their dedication and tireless efforts. To the Deputy Principals, Ms Trimmis and Mr Sandoval whose ideas, effort, constancy of commitment and energy seem to know no bounds, I offer my heart-felt appreciation and thanks. I feel very privileged to be Principal of this excellent school.

**Jeffrey Lumb (Principal)**

## Message from the school community

Although a small group, our P&C are vigorous workers.

The Executive of the P&C for this year has seen Ms April Grace as President; Mr Aylmer Rebello as Treasurer; Mr Sayed Jeffrey as Publicity Officer.

The parent community greatly appreciates the high level of engagement provided by the school executive and the staff to guarantee parents and caregivers are well informed and involved in the school. Staff also provided well-planned and insightful parent / teacher interviews extensive careers advice and regular feedback from the Principal and members of the Senior Executive about happenings at the school.

The Association will continue to meet regularly each term. Please come along and join the group at 6:30pm in the library.

**Ms April Grace (President)**

## School background

### School vision statement

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

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

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

### School context

#### School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 760. The school presents a vibrant culture of achievement, opportunity and success with the staff also delivering outstanding enrichment programs including Future Problem Solving, Robotics, Creative Arts and Sport.

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

The School has 1.4% Aboriginal or Torres Strait Islander students and 86% of students from a language background other than English, a number of whom are refugees or students with refugee like experiences. We embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and harmony which together with a caring staff, allows students to feel safe, happy and committed to achieving their best. Equity programs to support refugee students and students from a language background other than English and Indigenous students are also delivered by staff and outside agencies.

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, the teachers at Blacktown Girls High School undertook the process of self-assessment using the elements of the School Excellence Framework to inform, monitor and validate progress and the impact of our teaching and learning strategies throughout the year. The Executive Team mapped our school plan against the domains of Teaching, Learning and Leading from the School Excellence Framework, to determine the elements of the School Excellence Framework that the plan most strongly addressed. The self-assessment evaluation process was further refined with the addition of appropriate evidence to substantiate whether our school was delivering, growing and sustaining, or excelling. The framework was utilised as a motivating tool to continually improve the delivery of educational outcomes for our students.

In the domain of Learning, our efforts continue to be focused on wellbeing, curriculum and learning. The continuing progress of the school in embedding the principles of a future focused learning dimension reinforced the fundamental importance of wellbeing in our school context. This continued to provide and encourage a culture of trust, respect and acceptance of each individual. A focus on professional learning for teachers on differentiating the curriculum for the full range of student ability has ensured our students have the greatest opportunities to achieve as successful and focused learners. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs have been identified and their parents are increasingly involved in planning and supporting the learning directions for them, including successful post school transitions. The results have been evident in

the way that students are relating to each other and importantly, in the increased engagement of students in their learning.

Our major focus in the domain of Teaching has been on collaborative and research informed practice for staff. Our extensive professional learning program has at its core a data driven dimension. Extensive data analysis has informed teaching practice and has been a means to improve teacher practice. Classroom observations, reflection and feedback by teachers ensured a collaborative culture focused on continuous improvement of student learning. The research of Professor John Hattie has been used to inform professional learning and has empowered teachers with evidence based practice to refine teaching practice. The 'Tell Them From Me' survey data from students and teachers demonstrated significant improvement in engagement, satisfaction and enhanced learning outcomes.

In the domain of Leading, our focus has been to progress leadership and management practices and processes. The implementation of our key strategic directions throughout the year has been due to a strong and active involvement of a wide range of staff leading professional learning across the school. Aspiring leaders were provided with opportunities, mentoring and support to build their leadership capacity. Management practices were further streamlined with the introduction of the Sentral suite of software. The Senior Executive has successfully led the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment processes will further assist the school to refine the strategic priorities outlined in our school plan, leading to further improvements in the delivery of a quality 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

### The Whole Child

#### Purpose

BGHS aims to provide a welcoming, inclusive and progressive school community which fosters a culture of high expectations, pride and respect amongst all stakeholders.

We aim to produce students who are independent thinkers, innovative risk takers, creative thinkers, resilient, empathetic, problem solvers and life-long learners. Their educational experience should be holistic, real world, diverse and future-focused.

To provide students with a challenging, relevant and engaging curriculum that is inclusive of all learners, designed and delivered by a quality teaching staff who are equipped to enhance the educational experiences of their students and themselves in a learning environment with strong, mutually respectful relationships.

#### Overall summary of progress

In an effort to ensure that all faculties were engaging with external data and utilising this data to inform differentiation of teaching practices, programs and programming and assessment in order to most effectively meet the needs of their students, the following was achieved:

1. Staff were tasked with focussing on data for either a Year 8 or Year 10 class to inform programming to address the specific learning needs of students in their class in terms of Minimum Standards in Literacy and Numeracy
2. Evidence of differentiation in teaching programs and assessments tasks was a key focus. With support from the Learning Support Team, teaching programs and assessment tasks were scrutinised. Year 8 Learning Team Meetings were utilised to demonstrate how data might inform teaching practice, programming and assessment.
3. At extended Professional Development Meetings, faculties engaged in a series of sharing exercises on how the use of data was directing their teaching practice, programming and assessment for Year 10.

In a series of presentations at extended Professional Learning Sessions, the research of John Hattie was presented to the staff. These sessions were followed by intense KLA-based workshops where the material presented was discussed and applied in a KLA specific way.

Staff were surveyed to establish their current knowledge of any future-focused approach to Quality Teaching and Learning and their specific knowledge of current research in Girls Education to inform future Professional Learning needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. Ongoing evaluations of faculties and whole school programs: faculty and Assessment and Reporting. Ongoing evaluation of implementation of performance and development framework.</p> <p>2. Well-developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs in a timely manner.</p> <p>3. Analysis of value added data for NAPLAN and HSC. Feedback from student, teacher and parent surveys (TTFM, focus groups, teacher professional</p>	\$10,000 Professional Development Funds	Please refer to above summary for progress



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning meetings). 4. Teacher engagement in professional learning and collaborative sharing of learning – teacher professional learning realised in annual evaluations.		Please refer to above summary for progress

## Next Steps

A draft ILP template is to be developed for Selective students and to be reviewed before implementation.

A specific GAT Team consisting of 3–4 members of staff is to be established. They will be tasked with:

1. developing and completing ILP's for Year 7 Selective Stream students involving all key stakeholders
2. incorporating Hattie's research into the BGHS GAT model
3. developing an overall plan for the implementation of a GAT program across the school.
4. undertaking training via the Harvard GAT Course (online for September 2019 intake)
5. assessing the need for and providing appropriate professional learning applying GAT principles to teaching and learning programs

Staff are to be involved in Professional Learning on the development of Creative and Critical Thinking skills and the inclusion of specific Creative and Critical Thinking dimensions to teaching and learning programs in Stage 4/5

KLA's will be involved in Professional Learning opportunities to share Stage 4/5 programs that highlight Creative and Critical Thinking skills.

Following the evaluation of the event held in 2018, Year 8 students will be involved in a revised Challenge your Brain Day.



## Strategic Direction 2

### Excellence in Teaching and Learning

#### Purpose

BGHS believes all students have the right to an authentic educational experience supported by current research and best practice.

#### Overall summary of progress

1. Excellence in Teaching focused on building connections with GAT experts through tertiary links with the Australian Catholic University to extend our links with professional communities. A GAT policy was developed in conjunction with DEC and BGHS requirements. The highlight of our professional learning was in the extended PD afternoon that incorporated a video conference with Professor John Munroe from the ACU Melbourne and a series of context specific learning tasks, this was the beginning of our journey into differentiated lesson delivery for GAT learners in mainstream classrooms.
2. This year staff also focused on another key area for professional learning which was on recognising existing expertise and building capacity for teaching critical thinking across the curriculum. Staff developed an understand of how we can combine approaches from both critical and creative thinking skills to enrich and deepen learning experiences. Team members lead faculty reviews of student responses to assessment tasks to determine how creative and/or critical thinking skills have been applied. Teachers requested and were provided with time to collaborate and reflect on improving professional knowledge and practice. Staff meetings became a dynamic and professional environment for staff that encouraged reflective and collaborative practice.
3. Our final area of focus was on developing an awareness on existing practices in feedback to students in Stage 6. Professional development, deeply entrenched in the research of John Hattie, was delivered to explore staff reflections and exercises about the importance of such practice. Data was collected and analysed to support our understanding and inform professional learning for 2019. As an additional area of interest we begun a process of identifying and confirming students below minimum standards (stage 5) and assisting teachers through tailored professional learning to identify and address individual student literacy and numeracy needs.

In summary, Strategic Direction 2 provided opportunities that facilitated staff learning from each other by providing access to specialised knowledge and the opportunity to model continuous learning in their own practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Classroom observations. 2. Targeted professional development and mentoring in R2L, Critical Thinking skills (GAT), Feedback. 3. Increase use of internal student performance data. 4. Regular and structured opportunities for feedback, feed up, feed forward. 5. Increase use of external student performance data (RAP, NAPLAN, SMART/SCOUT) to increase HSC Band 6 by 5% (with focus on cusp students) and increase the % of students achieving Band 8 and above in NAPLAN.	\$10,000 Professional Development Funds  \$8,000 RAM Equity Funds	Please refer to above summary of progress

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
6. Staff embedding R2L and GAT strategies in all KLAs Stage 4 – 6.		Please refer to above summary of progress

## Next Steps

To prioritise the integration of new practices in the teaching of Literacy and Numeracy and to develop ownership and commitment fostered through the customisation of professional learning. The team will develop a range of teaching and learning experiences with each KLA. We will continue to utilise Reading to Learn in Stage 4–6, particularly when meeting assessment requirements with a strong focus on enhancing staff understanding of the demands of Stage 6 literacy.

The introduction of the Literacy and Numeracy Progressions adds a new dimension to our professional responsibilities. The team will develop an understanding of how the pedagogy of Reading to Learn and the Literacy and Numeracy progressions may complement one another to improve learning outcomes and syllabus demands.



## Strategic Direction 3

### Staff Learning and Leadership

#### Purpose

BGHS believes that purposeful, strategic and self-directed staff development within a professional and collegial environment will help ensure teacher quality and high standards for all members of the BGHS community.

This in turn will lead to strengthened personal aspirations and enhanced learning for both students and staff.

#### Overall summary of progress

1. All teachers are maintaining their current accreditation standards.
2. The school has the only Highly Accomplished Teacher in Mathematics in the state.
3. All Executive staff have completed two modules of the "Leadership and Management" credential.
4. Both of the software packages 'Edval' and 'Sentral' were operational by the end of 2018.
5. All staff have been trained in the five modules of mandatory training. This process is monitored by the Deputy Principal D-Block.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ol style="list-style-type: none"><li>1. All teachers maintaining current accreditation standards.</li><li>2. Increased proportion of teachers working towards achieving higher levels of accreditation</li><li>3. Increased proportion of Executive engaging with the Leadership and Management credential</li><li>4. Sentral and Edval working by end of 2018</li><li>5. All staff trained in the five modules of mandatory training evidenced, with certificates, and monitored</li></ol>	PD Funds: \$60,000  Business Manager: \$100,000	Please refer to above summary of progress

#### Next Steps

- \* SENTRAL will be used to continue and to fully support teaching and learning.
- \* Teachers will continue to be informed about Accreditation and engage in the PDP process.
- \* Executive will continue to gain leadership expertise. Class teachers will have more leadership opportunities.
- \* Structural school improvements will continue.
- \* Business manager will continue to improve WHS, facility, finance and property standards in the school

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10,886 Aboriginal Background Funding	Funding targeted student support has been continued. All students possess a Personal Learning Plan. This plan is developed and regularly reviewed in a process that involves all key stakeholders  A more complete account can be found later in this report
<b>English language proficiency</b>	\$13,476 Annual Total	Students are supported in the classroom with targeted ESL support. Students and caregivers complete a Personalised Learning Plan. This Plan is regularly updated and is accessible to all staff of targeted students.
<b>Low level adjustment for disability</b>	\$67,452 to employ SLSO	Support staff employed to assist identified students in class.
<b>Quality Teaching, Successful Students (QTSS)</b>	Not Applicable	Not Applicable
<b>Socio–economic background</b>	\$8,300	Students from families experiencing financial difficulties were supported in regards to resources, camps and mandatory curriculum excursions .
<b>Support for beginning teachers</b>	\$60,000	<ol style="list-style-type: none"> <li>1. Teacher relief targeted at point of need for accreditation documentation, reports, program writing and marking</li> <li>2. Provision of mentor teachers– inclusion in individual and faculty based program writing</li> <li>3. Inclusion in DoE and professional association professional development programs</li> <li>4. Inclusion in local beginning teacher and early career teacher programs with an experienced mentor</li> </ol>
<b>Targeted student support for refugees and new arrivals</b>	\$4,000	<p>The EAL/D faculty facilitated the Refugee Action Support Program. This is a joint program involving the Department of Education, the Western Sydney University and the Literacy and Numeracy Foundation. This program provided a positive learning environment to ensure curriculum content and assessments were completed every Thursday afternoon in the Library. The program provided a positive learning environment where students demonstrated greater confidence as they developed research and study skills, clearly improving outcomes for our refugee students.</p> <p>Blacktown Girls has participated in the mentoring program with Macquarie University called Learning, Education, Aspiration and Participation (LEAP).</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	696	710	742	752

Over the past four years, there has been a noticeable increase in enrolment numbers. Parent survey data and data from the Tell Them From Me survey clearly indicate a high level of both student and parent satisfaction with the school in general; in particular the quality of the learning that is taking place.

This confidence in our school augurs well for making Blacktown Girls High the 'school of choice' for young women in Western Sydney.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.6	94.1	93.6	94.5
8	89.9	94	90.5	91.9
9	91.4	90.9	90	89.4
10	88.7	88.8	89.2	88.2
11	83.7	85.7	87.6	88.2
12	82.9	84.5	85.3	85.4
All Years	88.5	89.8	89.6	89.8
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

Student attendance rates remain above state average in Years 7–11. Attendance rates in Year 12, however, is slightly below state average. Overall, there has been a steady increase in overall school attendance over the past four years. Effective monitoring systems which incorporate regular and consistent contact with parents

and carers through the text messaging system, early intervention with families and the active involvement of our home school liaison officer have contributed to strong attendance in Years 7–10.

The active involvement for the Deputy Principal – Curriculum, Head Teacher Wellbeing and Year Advisers has had an important impact in monitoring and improving the attendance of students overall. On an informal level, they discuss with students their pattern of attendance, investigating possible causes of absence. At regular intervals, year advisers analyse the results of students whose attendance is below 85%, focusing particularly on students whose attendance is well below this benchmark. Follow-up is made through a variety of methods; SMS, phone calls home to parents / caregivers. In some cases, a request for an face-to-face interview is requested; especially in cases where students might be deemed 'at risk'.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	2
Employment	3	4	17
TAFE entry	2	4	14
University Entry	0	0	63
Other	8	3	2
Unknown	1	0	2

In 2018, 110 Year 12 students sat for the HSC or equivalent qualifications.

The 2018 cohort gained a considerable increase in HSC Band 5 results from previous years and subsequent ATARs, with 85% of our students going onto further education and training after graduation from Blacktown Girls High School.

78% of our ATAR eligible students gained direct entry into a Bachelor's Degree, while another group have begun their tertiary education with a pathway program – a significant total of the ATAR cohort. In addition, 38 students received their 1st or 2nd preference. Another 32 offers made were 'Double Degree' options. The remaining 7% have either taken a gap year due to family circumstances or elected to complete a VET program first.

Early offers continue to be very popular, with 29 students receiving at least one offer (often multiple early entry offers) prior to ATAR results being released. The largest increase was via the School Recommendation Scheme. These recommendations are made based on teacher feedback, analysis of

assessment and reports, ATAR estimates and general knowledge of the student in terms of preparedness for tertiary study. Education, Health (including nursing) Business and Social Sciences were once again the most popular fields this year, although there was increased interest in the following fields: Engineering; Sciences (including Medical Science, Applied Physics, Forensic and Radiation Science); International & Global Studies; Policing & Criminology and Communications (Marketing and Journalism).

Of our Non-ATAR students, 10 are currently enrolled in VET qualifications through TAFE or private colleges, two are being supported in a variety of work options by WISE Employment Services (assisting those with disabilities), two are working full-time, one is seeking employment.

### Year 12 students undertaking vocational or trade training

At Blacktown Girls High School in 2018, there were three Vocational Education and Training (VET) curriculum frameworks offered in Business Services, Hospitality and Retail Services. 40 students from the Year 12 cohort were enrolled in a VET curriculum framework. Of these students, 7 were enrolled in two curriculum frameworks and one was enrolled in three frameworks. Of the 40 students, 70% of the students used the Hospitality Trade Training Centre to complete their course requirements.

\* In the Business Services class 100% of the 12 students enrolled completed HSC requirements. 58% of the students completed all competencies and attained Certificate II in Business Services. 33% of the students completed the HSC Examination.

\* In the Hospitality class, 100% of students enrolled completed HSC requirements. 64% of the students completed all competencies and attained a Certificate II in Hospitality. 61% of the students completed the HSC Examination.

\* In Retail Services, 100% of the students enrolled completed HSC requirements. 11% of students completed all competencies and attained a Certificate II in Retail Services. 22% of the students completed the HSC Examination.

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

From the 110 students enrolled in Year 12, 107 successfully completed their Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	38.2
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	10.08
Other Positions	1

\*Full Time Equivalent

Blacktown Girls High has two members of staff who identify as Aboriginal.

Both are active in the local AECG.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional Learning is viewed as a vital aspect of a teachers growth. Its primary goal being to support the ongoing development teaching skills and to review and refine teaching practices. The directions set for Professional Learning in 2018 are clearly articulated in the School Plan 2018–2020 and were then reflected in faculty, committee and individual Performance and Development Plans (PDPs).

All school staff were engaged in Professional Learning activities in 2018. These activities included updates to Mandatory training in areas such as Emergency Care, Anaphylaxis training and Child Protection updates. Professional learning occurred on the four mandated School Development Days, and designated extended

Professional Learning afternoons that occur twice per term after school.

During a live link up, Professor John Monroe from Australian Catholic University in Melbourne led an extended professional learning session for our focus on Gifted and Talented education. This is a priority focus in our School Plan 2018–2020.

Professional Learning also occurred regularly at whole school staff meetings, faculty meetings and specialised committee meetings. Staff engaged in presentations of school NAPLAN data, HSC analysis, STEM, EALD strategies, NESAs inspections, Wellbeing policies, and specific literacy and numeracy workshops. Regular milestone review and feedback sessions are a feature of whole staff meetings in sessions called, "PD Bites".

Staff have availed themselves of a large number of external and internal opportunities to improve their skills and knowledge in a range of areas designed to improve teaching and learning at our school aligned to their PDPs and the School's 2018 milestones as well as faculty and individual needs.

School directions have a large focus on continuing to grow upon our expertise in HSC Stage 6 marking and assessment, utilising the 'Results Analysis Package' to continue to enhance our great results.

While our literacy improvement results are enviable, we continue to enhance our staff skills through the 'Reading to Learn' pedagogical approach. These were also a focus on school development days where staff continued to improve their knowledge of HSC marking; exemplary HSC responses and Stage 6 extended written responses.

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

Total Professional Learning Budget: \$65,000

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	1,064,006
<b>Revenue</b>	8,883,272
Appropriation	8,385,381
Sale of Goods and Services	55,889
Grants and Contributions	419,447
Gain and Loss	0
Other Revenue	10,640
Investment Income	11,915
<b>Expenses</b>	-9,071,120
Recurrent Expenses	-9,071,120
Employee Related	-7,506,762
Operating Expenses	-1,564,358
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-187,848
<b>Balance Carried Forward</b>	876,158

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



## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,227,929
Base Per Capita	143,403
Base Location	0
Other Base	7,084,526
<b>Equity Total</b>	738,497
Equity Aboriginal	12,905
Equity Socio economic	174,996
Equity Language	309,812
Equity Disability	240,784
<b>Targeted Total</b>	32,743
<b>Other Total</b>	159,912
<b>Grand Total</b>	8,159,081

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

2018 NAPLAN results saw a continuation of the school's three year trend of students moving out of Bands 4 and 5, into Bands 6, 7 and across Literacy-based testing. Growth in Bands 8 and 9 for Reading and Writing especially.

### Year 9

2018 NAPLAN results saw a continuation of the school's three year trend of students moving out of Bands 4 and 5, into Bands 6, 7 and across Literacy-based testing.

Growth in Bands 9 and 10 for Grammar and Punctuation, Spelling and Writing was especially pleasing.

25% of our students were in the top two bands for Reading

45% of our students were in the top two bands for Writing

35% of our students were in the top two bands for Grammar

49% of our students were in the top two bands for Spelling

## Year 7

2018 NAPLAN results saw a continuation of the school's three year trend of students moving out of Bands 4 and 5, into Bands 6, 7 and across Numeracy-based testing.

## Year 9

2018 NAPLAN results saw a continuation of the school's three year trend of students moving out of Bands 4 and 5, into Bands 6, 7 and across Numeracy-based testing.

43% of our students were in the top two bands for Numeracy

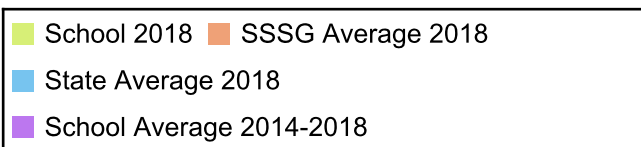
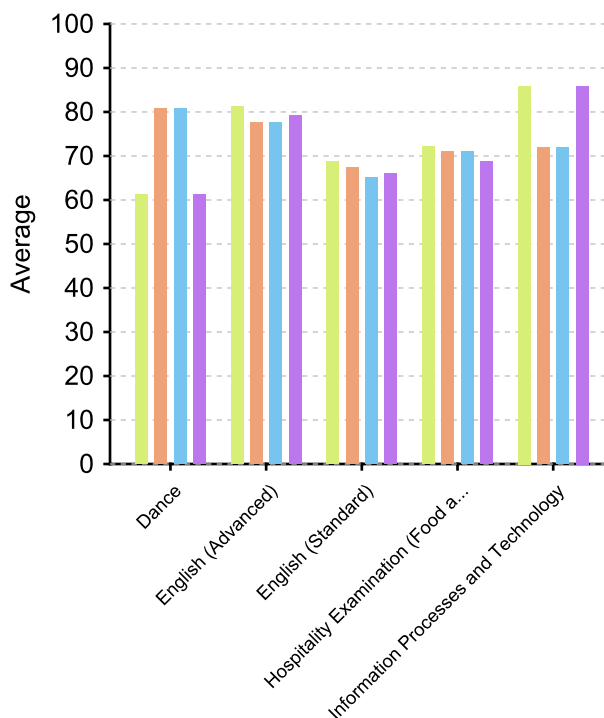
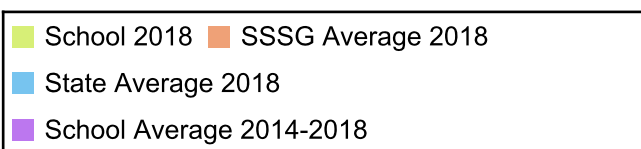
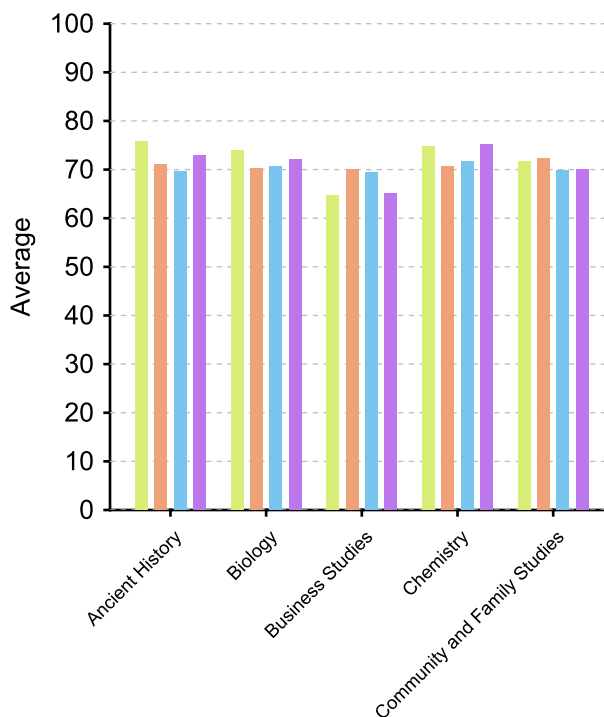
The school received considerable coverage in the press for the commendable results the school was achieving in NAPLAN; especially in Year 9, where the school's results have been well above state mean over the past 4 years.

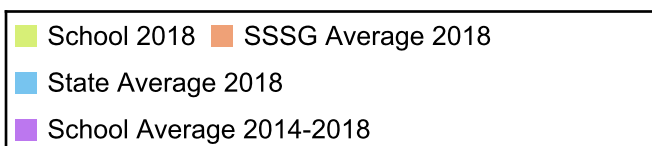
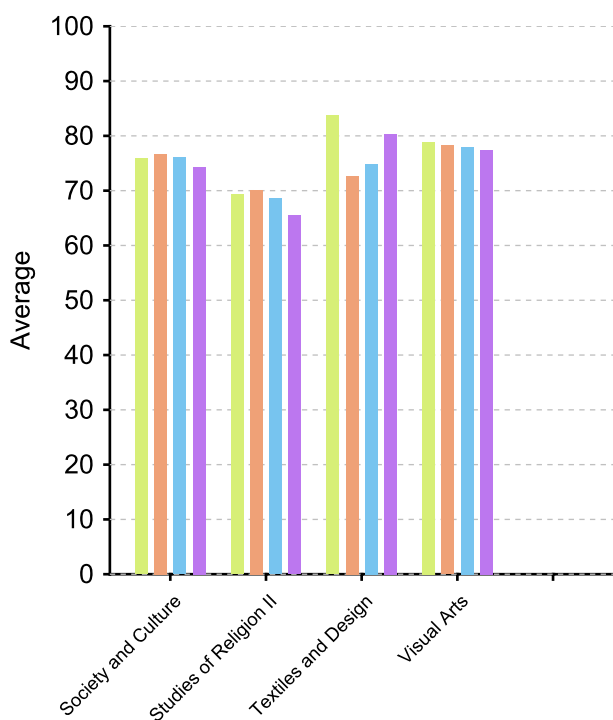
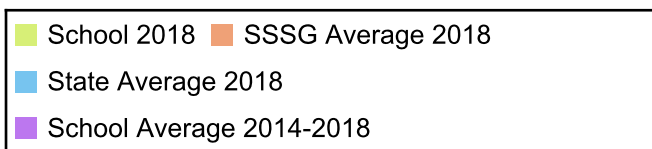
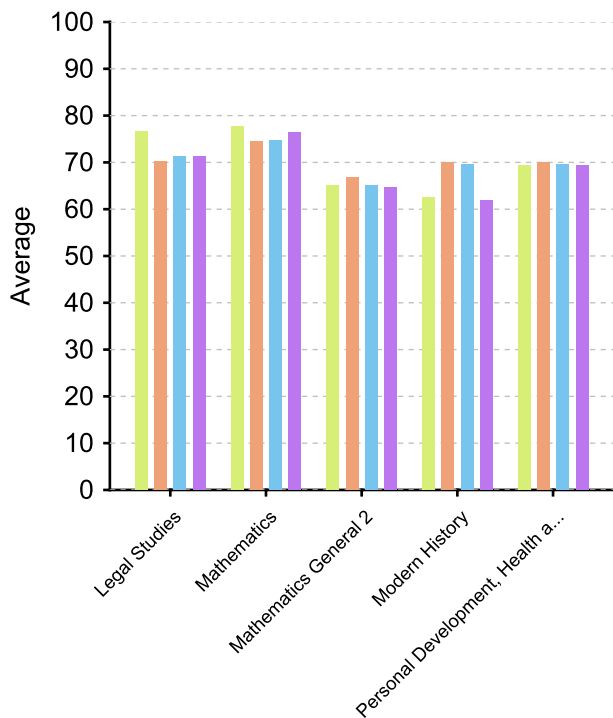


## Higher School Certificate (HSC)

The following graphs and table show the average 2018 HSC score for courses at this school with 10 or more candidates, the average for the Statistically Similar School Group, the state average for 2018 and the school average for 2014–2018, as percentages.

The performances of students are reported in bands ranging from Performance Band 1 (lowest) to Band 6 (highest). For extension courses the bands range from E1 to E4





All faculties are continuing to employ strategies to develop students' skills and improve their examination performances. In addition, all faculties will continue to evaluate and refine their programs, assessment tasks and teaching strategies, incorporating aspects of literacy, numeracy and elements of the Quality Teaching framework so that all students have the opportunity to make as much progress as possible.

Consistent emphasis on higher order thinking skills will be necessary to ensure that the highest-achieving students maximise their individual growth and that their performances are within the top band of results in each HSC course.

## Parent/caregiver, student, teacher satisfaction

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

- Enthusiastic teachers who create a climate where learning is purposeful and relevant, fun and connected with students' experience.
- Teachers who establish positive relationships with students and know, respect and understand students.

- Teachers who encourage active involvement of students in decisions and choices about their own learning and assessment activities.

- Teachers with a clear focus on learning and the provision of constructive feedback that provides accurate information about progress, attainment and achievement.

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

In 2018, exit surveys taken by graduating Year 12 students overwhelmingly endorsed the school's supportive learning environment, the positive relationships between teachers and students, the willingness of staff to assist students with their learning and the school's ongoing focus on literacy, numeracy and student wellbeing.

In 2018 the school conducted the Learning Bar's *Tell Them From Me* student, teacher and parent surveys to gain valuable feedback from members of the school community. The results of the Tell Them From Me surveys are outlined below:

### Parent Survey

BGHS parents were asked to complete the *Partners in Learning* parent survey, based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey provided feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Parents rated the school as follows: Parents feel welcome when visiting the school,

are well informed about school activities and parent activities are scheduled at times that are suitable for parents (7.6/10). The school supports learning, teachers have high expectations for my daughter to succeed and my daughter is encouraged to do her best work (7.9/10). The school helps prevent bullying, my child feels safe at school and behavioural issues are dealt with in a timely manner (7.9/10). Parents are informed about their child's progress in school subjects, social and emotional development and positive or negative behaviour at school (7.5/10).

### Student Survey

554 students completed the *Tell Them From Me* student survey which included ten measures of student engagement and five drivers of student outcomes. 71% of students were identified as having a high sense of belonging; they feel accepted and valued by their peers and by others at their school. 79% of students were identified as having positive relationships; friends they can trust and who encourage them to make positive choices. 78% of students in this school valued their schooling and believe that education will benefit them personally and economically, and will have a strong bearing on their future. 66% of students in this school are intellectually engaged, that is, find their learning interesting, enjoyable, and relevant. The NSW Government schools norm is 46%. 67% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach. 84% of students in this school stated that school staff emphasises academic skills and hold high expectations for all students to succeed.

### Staff Survey

This survey was related to dimensions of classroom and school practices. Most of our teachers completed the survey with the questions asking our teachers to consider the following four dimensions of classroom and school practices. 74% of teachers identified that they provided challenging and visible learning goals for students and they enable students to achieve these learning goals. 73% of teachers identified that they planned learning opportunities which involve an intentional transfer of skills and knowledge. 72% of teachers identified that they quality feedback that guides students' effort and attention. 74% of teachers identified that they provide support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).



## Policy requirements

### Aboriginal education

A total of nineteen students of Aboriginal background were enrolled from Years 7 – 12 in 2018.

For all of our Aboriginal students, individual learning pathways were developed and constantly reviewed in consultation with the students and their families. These ILP's identified strengths, targeted areas for improvement and set academic and personal goals.

A key component of Aboriginal education at Blacktown Girls High School continues to be the mandatory embedding of Aboriginal content across the curriculum in all stages. Explicit incorporation of the "8-Ways of Aboriginal Education" into all KLA programs has continued to be a paramount focus for all Key Learning Areas.

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

Stage 4 History examines significant features of Aboriginal cultures prior to colonisation and the impact of colonisation on indigenous peoples. Stage 4 Geography studies the origins of the continent from an Aboriginal and geographical perspective.

Stage 5 History examines the changing rights and freedoms of Aboriginal peoples, including the study of the stolen generation, land rights, suffrage and reconciliation. In Food Technology, students have the opportunity to study, prepare and taste traditional Aboriginal food. In Visual Arts, students examine in depth the cultural, historical and political forces which have shaped the art making of Aboriginal and Torres Strait Islander peoples.

In the Stage 6, the Visual Arts syllabus places emphasis on both traditional and contemporary Aboriginal art forms. In PDHPE, Stage 6 students examine Aboriginal and Torres Strait Islander health issues.

Additionally, acknowledgement and respects are paid to the traditional custodians of the land at school assemblies and important ceremonies such as Formal Assemblies, Year 12 Graduation and our annual Presentation Day assembly.

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

### AIME

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

attendance outcomes.

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

### **Brewongle Leadership Program**

The program was designed and facilitated by local Indigenous community members from the Darug area. The students learnt about the Aboriginal history and knowledge of Darug land and captured their own life stories with the help of tutors from the Story Factory in Redfern. The students also wrote an authentic Acknowledgement of Country for our school and this gave them a greater sense of leadership and ownership concerning their Aboriginality and school life. During the last session of the program, students were given the opportunity to share their learning with local elders.

### **NAIDOC Celebrations "Because of Her We Can"**

As pillars of our society, Aboriginal and Torres Strait Islander women have played – and continue to play – active and significant roles at the community, local, state and national levels.

As leaders, trailblazers, politicians, activists and social change advocates, Aboriginal and Torres Strait Islander women fought and continue to fight, for justice, equal rights, our rights to country, for law and justice, access to education, employment and to maintain and celebrate our culture, language, music and art.

They continue to influence as doctors, lawyers, teachers, electricians, chefs, nurses, architects, rangers, emergency and defence personnel, writers, volunteers, chief executive officers, actors, singer songwriters, journalists, entrepreneurs, media personalities, board members, accountants, academics, sporting icons and Olympians, the list goes on.

They are our mothers, our elders, our grandmothers, our aunties, our sisters and our daughters.

At Blacktown Girls High this emphasis on women was celebrated not only amongst our Aboriginal students but was taken further and incorporated into a wider wellbeing focus right across the school.

### **Bangarra Dance**

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

### **Sorry Day Assembly**

As a part of Sorry Day (May 26th) the school held a morning assembly to acknowledge the Stolen Generations and to remember the mistreatment of

Aboriginal Australians. Students and teachers shared their family experiences and encouraged the whole school to work towards reconciliation. Aboriginal students created artworks and helped present at the assembly.

### **The Aboriginal Representative Council**

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

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

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



## Multicultural and anti-racism education

### Multicultural Education

Eighty–six per cent of students are from language backgrounds other than English. The student population includes a range of cultural backgrounds representing 65 language groups with no single cultural group dominating the school population. The BGHS curriculum is inclusive of all students from non–English speaking backgrounds. It takes into account and responds in positive ways to the cultural and linguistic backgrounds of EAL/D students and addresses their specific learning needs. It reflects the rights, needs and contributions of all students, while recognising and celebrating the cultural diversity of its student population. The school ethos which drives our organisational and teaching practice is that diversity should be recognised, celebrated and used productively to provide experiences that are accessible to all.

*The Subtext: Art for Literacy Program*, developed and implemented by the Australian Literacy and Numeracy Foundation is an intensive art project that 'merges arts with the written word to provide a powerful means for young people of refugee background to express the complex, diverse aspects of their pasts, presents and futures'. A group of students across years 7–10 were involved in this program during Term 2, 2018 and were given the opportunity to explore new, creative ways to express their experiences and ideas, resulting in a fabulous mural.

Across three sessions, staff at Blacktown Girls High School undertook professional development in The S.T.A.R.S in schools program. This course raises awareness about students from refugee backgrounds and their experiences, to assist school teams in designing and implementing learning and teaching strategies to meet the needs of these students, while creating positive learning environments.

### Refugee Action Support (RAS) Program

In 2018 Blacktown Girls High School continued to offer experiences that encourage and support migrant and refugee students. The EAL/D faculty again facilitated the Refugee Action Support Program (RAS). This tutoring program has been an integral part of EAL/D Support since 2007 and aims to provide special support for students who have recently arrived in Australia. It is a joint program involving the DEC, Western Sydney University, the Literacy and Numeracy Foundation and selected schools. Blacktown Girls High School was again chosen because the student population includes 90 refugee students who benefit from additional support and also due to the previous success of the program at the school.

Special weekly tuition was provided by several trained Master of Teaching students from Western Sydney University in Semesters One and Two, for fifty students from refugee backgrounds or refugee–like experiences, and other migrants experiencing displacement, from Years 10 to 12. Support and supervision were also

provided by co–ordinating EAL/D teachers, Ms Karin Harrison, Ms Ruth Clancy, Ms Teneille Biasetto and Ms Jessica Sheng. WSU tutors assisted students in literacy and language development and provided additional support to prepare for assessment tasks, assignments and the development of good study habits.

Since 2007 RAS students have participated enthusiastically in the program and have demonstrated improvement in attitude, performance and increased confidence in their schoolwork, both in the classroom and at home. This program provided a positive and collaborative learning environment for the students, tutors and teachers and enhanced the achievement of learning outcomes for our refugee and migrant students.

### Macquarie Mentoring

In 2018 Blacktown Girls High School was given the opportunity to rejuvenate the Macquarie Mentoring Program, for commencement in 2019. Ten Year 9 and 10 refugee students, who expressed an interest in tertiary education with the hope of attending university in the future were approached for the continuation of the program in 2019. This has been a wonderful opportunity that will allow our students to learn more about career opportunities and be guided to make informed decisions.

## Other school programs

### Wellbeing

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

Connection to learning is through meaningful and engaging personalised learning experiences, whereby students will have positive, respectful relationships with each other, their teachers and the community. A sense of belonging respects diversity and identity and enables students to connect to their cultural, religious or spiritual backgrounds. Results from the 2018 'Tell Them From Survey' indicate that our students have a strong sense of belonging (71%) and have positive expectations for success (84%). These figures are well above average in comparison with state norms.

Throughout the course of 2018, there were varied opportunities for student success. Programs included a 'TAFE taster' program for students in year 10, the 'AIME' program for Aboriginal students, Macquarie Mentoring for Refugee students and the Australian Catholic University aspirations day. These programs provided a positive platform for student success. As

such, student attendance has remained stable and on par with State average.

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

## **Prefects**

In 2018, as part of our leadership initiative, the School Captain, Vice-Captain, and our ten prefects comprised a student body which provided positive role models and exemplary embodiments of leadership for our school. Along with this, we achieved our goal of maintaining visibility and accessibility within the school community by performing daily morning gate duties and conducting assemblies. The prefects since then have spectacularly represented the school and provided assistance at a number of functions including fundraisers, formal assemblies, and by attending numerous other activities in the community.

To promote some of our core values of sisterhood and friendship, the Prefects kick-started the year by hosting a Valentine's themed bake sale on 'Valentine's Day'. The student's purchased delicious brownies and sent positive messages to one another to celebrate and appreciate the unique love that exists within friendships. Money raised from this event was then donated to "Liptember", an organisation supporting women's health.

Being an all girl's school, we devoted one whole week to celebrating 'International Women's Day' under the theme "Women empowering other Women". Bake sales, sports competitions, a photo-booth, fashion parade, 'Positivity Tree' and an "Influential Women" themed mufti day were some of the events that were superbly executed. The whole school, including teachers, participated in this event celebrating women's achievements all across the globe. This time around we thought it most apt to donate the money raised in educating three girls for one year in Africa.

Apart from giving back to the community, our Prefects were also given the opportunity to partake in the "GRIP leadership" workshop. Not only did this enhance their skills of leadership and communication, it also provided them the platform to network with other school leaders.

In early Term 3, our Year 12 leadership team officially handed the mantle of leadership over to the new leaders in Year 11 who pledged to not only continue but to build on the work done by their predecessors. Their first initiative recognised the recent droughts that affected farmers during September. We raised money for supplies like hay, water and fuel for the vulnerable farmers through an extravagant bake sale and an accessory day. To create a stronger bond between all members of the team, the Prefect Body went to 'Treetops' and explored the vertical challenges that the destination had to offer. It was during this excursion that the Prefects felt most connected to each other. As some were put way outside of their comfort zone and others perfectly at peace, all our differences came together to help each succeed in different levels.

Arguably the most intense initiative of all, 'Christmas Week' was enjoyed by many students and teachers alike. The week included bake sales, sporting events, candy cane deliveries, fashion shows and a photo-booth. Students from all cultural and religious backgrounds came together to embody the Christmas spirit, at the same time donating generously to "Anglicare", a charity that aims to provide those in need. 2018 has most definitely been an eventful year for the Prefect body with chains of successes and victories in many fields of human endeavours. We are looking forward to yet another year of fun adventures and making a positive difference to our girl's education.

## **S.R.C – "School Representative Council"**

The SRC are a group of students from Year 8 – 11 elected by their peers or selected as recommended by teachers. The role of SRC is to enhance the potential of all students by providing students with a voice.

SRC initiates and coordinates activities in the aim of:

- Enhancing active citizenship within and around the school.
- Initiating and developing the values of understanding, respect and acceptance.
- Raising awareness of social justice issues in the local and global communities.
- Assisting in the leadership of the school and the P&C in achieving whole school goals.
- Developing new and bright ideas to improve school environment.

SRC is highly recommended for students who wish to continue developing their leadership skills and enhance their future abilities.

## **Carnivale**

In 2018, Blacktown Girls celebrated their multicultural day 'Carnivale' Everyone remembers the tribes or different groups that populated their schools. Even if you did not necessarily count your fellow students as friends, you had to learn to work with everyone, and in the process, understand that diversity is a natural part of any social environment. If you went to a school that was culturally diverse, you had to learn how to work with people from different cultural backgrounds and perhaps even forge cross-cultural friendships. Schools are ideal places for this kind of cross-cultural interaction and for this reason, play an important role in fostering everyday multiculturalism and social cohesion.

The day began with the acknowledgement of the land on which the day's proceedings were taking place. This was made even more special when local Aboriginal Elder and great friend of the school, Uncle Wes, performed a traditional "smoking ceremony". Uncle Wes explained the significance of the ceremony and then invited everyone to walk through and breathe in the purifying smoke from the leaves he burned as part of the ceremony.

This was then followed by a parade of the flags ceremony, beginning with the Aboriginal flag, the

Torres Strait Islander flag, the Australian flag and the United Nations flag. Following these flags came the flags that represented the many cultures that make up Blacktown Girls High School, borne by students in their national costume. Over forty flags made up the colourful display. Japanese students from Davidson High School; long time participants in our Carnivale celebrations, proudly carried the Japanese flag while dressed in traditional Japanese costume.

In his address formally opening the day, our Principal, Mr Lumb, spoke powerfully about how much we have in common and encouraged us all to reject the sensationalised and negative reporting often seen in our media and focus on doing what we do so well at Blacktown Girls High – getting on with one another!

Parents and siblings of students were invited at 11 o'clock. It was at this time that rooms were opened for guests and students to move around to so they could experience the different cultures of the school. Activities were set up for their enjoyment, giving visitors a taste of the culture and cuisine of nations all around the globe.

The day ended with a jam-packed concert under the COLA, which was described as 'very cultural', 'very different' and exceptionally entertaining. Students from different areas of the world, worked together to present a glimpse of the music, grace and dance that is native to their cultures.

Blacktown Girls High School's 'Carnivale' is a nice eye-opener to the appreciation and acceptance that our students have for each other's culture, presenting a model that others could learn from.

### **Creative and Performing Arts**

The Creative and Performing Arts faculty was active during 2018 in its endeavour to provide students with opportunities to extend their creative experiences beyond the classroom and showcase their diverse talents in a range of arenas.

Enthusiastic and interested Visual Arts students were invited to attend an after-hours Masterclass that operated on Tuesday afternoons. In this class, a variety of advanced artmaking media and technical processes were explored to enhance understanding and manipulative skills. Selected year 11 students participated in the Dobell Drawing School program conducted by the National Art School, a studio intensive experience taught by specialist teachers during the first term holidays. Students were also encouraged to enter external competitions and successfully gained awards in the Design an Ad Fairfax newspapers competition, the Young artists of Australia competition and Blacktown Show. A major undertaking for the year was a collaborative project between the year 10 Visual Arts

class, year 10 TAS class and the Australian Agriculture initiative, Art4Agriculture in the development of a decorative fibreglass bull (Archibull) that represented cotton as a primary industry. After months of work, our entry received a number of awards that included the 'People's Choice' and 'Best Blog'. The bull has also been selected for ongoing display at Agriculture Australia's head office.

Students interested in musical performance had the opportunity to participate in drumming ensemble groups that took place each lunchtime and after school throughout the year. These groups addressed the interests of beginners and advanced musicians, concentrating on substantially African arrangements. The talents of Tribal Drum were consistently recognised and were frequently sought for performance entertainment by a large variety of public agencies. The purchase of Taiko drums late in the year will offer further extension options for these groups. Students who had an interest in vocals joined the choir and successfully represented BGHS in Pulse and In Concert performances.

Three Extra-Curricular Dance programs ran throughout the year; BGHS Dance Ensemble, 'Bring It On' Hip Hop Crew and Schools Spectacular Aboriginal Dance. These dance groups participated in and performed in many school and community events throughout the year.

The Dance Ensemble were tutored by industry professionals and performed at Showcase and Formal Assemblies. They also successfully competed in Dance Eisteddfods throughout the year during the school holidays and on weekends, winning Highly Commended awards and achieving second place in the Open Age Jazz Troupe in the Castle Hill Dance Eisteddfod.

The 'Bring It On' Team competed in the Sydney Heats of the 'Bring It On' Hip Hop Crew Challenge in June, 2018. They were enthusiastically led by Year 12 student Mahina Manapori and Year 11 student Tanaih Bloomfield. The 'Bring It On' Crew were also supported by staff members Sarah Ho, Hayley Smith and Khanthamala Gifford. This dance group successfully competed in Dance Eisteddfods during the second half of the year achieving second place in the Open Age Hip Hop Crew category at the St George Eisteddfod. The Hip Hop Crew also performed at Formal Assemblies and Showcase.



In 2018, 13 Aboriginal and Torres Strait Islander students participated in the Aboriginal Dance workshops with Bangarra Dance Theatre in Sydney. Year 9 student, Shanequa Totau was selected as a member of the NSW Aboriginal Dance Ensemble and participated in the rigorous and intensive choreographic rehearsals, culminating in her performances in the 2018 Schools Spectacular at Qudos Bank Arena.

Performing Arts student's talents and achievements were further acknowledged when they performed in the annual Showcase to an appreciative and receptive audience. Creative Arts students were fully represented in the end of year exhibition which was curated for the school art rooms and online.

## **SALSA**

SALSA continued to offer participants with many exciting projects and opportunities. Once again, the SALSA program was offered to the Year 9 cohort, to provide opportunities for potential leadership skills and build their confidence to shine their passion towards changing attitudes of eating behaviours and exercise habits.

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

Firstly the design of a new school canteen menu to meet the upcoming NSW school canteen regulations. Here students surveyed students to find what they wanted to see from the canteen. Working alongside the new school canteen vendor, feedback from the students and a member from the NSW Health Department, the school has a new revised canteen menu. A real opportunity for the school's SALSA group came around with the school canteen tender being gained by a new provider, "Advanced Catering". The SALSA leaders worked closely with the new canteen provider; endeavouring to meet guidelines set out under the NSW Healthy Canteen Strategy.

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

## **Robotics**

Once again, the year has been a busy one in Robotics.

During Terms 3 and 4 of 2018, Blacktown Girls High School entered a partnership with Marayong Heights Public School (MHPS). Every Tuesday, eight Year 8 students travelled to MHPS to assist their STEAM team (students from stage 2 –3) with their robotics projects. The Junior Robotics Mentoring program not only strengthened the relationship between the two schools, but also enabled students to develop their passion for robotics and all things STEAM. Students from BGHS developed their leadership skills by working with a group of students of varied ages and abilities to build a unique race car that could be controlled remotely via a smart phone device. The efforts of the program were showcased by MHPS in conjunction with BGHS at the Nirimba STEAM Expo. The MHPS STEAM team were also invited to visit BGHS for the First Lego League friendly competition hosted by BGHS's 4802 robotics team in conjunction with Macquarie University. This event provided a great opportunity for students from MHPS to have a look at senior robotics and the opportunities available for students who wish to pursue their interests in STEAM.

For the students involved in senior robotics, our 4802 girls celebrated an amazing 2018. Not only were they successful at a local level but Team 4802 broke all barriers beginning the season as the first 'all female' FIRST FRC team to earn the title of *Regional Champions* in the southern hemisphere. This was followed by their team campaign and successful participation at the World Championships in Houston, Texas. Then, between the numerous off-season projects, our team was invited to present at the Powerhouse Museum and for Google, VOGUE and Sunrise Island. The Team concluded 2018 as the FIRST FTC Season as finalists for the 'Motivate Award' against strong competition from international teams.

## **BEACON at BGHS**

The BEACON organisation is involved in providing opportunities to improve work skills, career knowledge, work experience and liaising with universities and other institutions to achieve occupational goals for students. This is to raise the aspirations of students, build confidence, motivation and awareness about workplace environments and allow transitions between school and work.

**High Impact Program** allowed students in Year 10 and 11 to prepare them for a successful transition from education to meaningful employment, through the development of employability and social skills that employers value. These professionally facilitated programs have high involvement from employers, and build basic life skills ranging from personal hygiene, through to dress codes and behaviour at an interview in the workplace.

**Mock Interviews** were held for Year 10 and 11 students where Business Personnel came to our school to conduct mock interviews to create awareness about job interview skills. This enabled students to learn what to expect at a job interview and improve their self-presentation. The interview aims to reassemble a real-life interview by interviewing students and

constructive feedback on their performance.

**Business Blackboard** refers to planning interactive lessons that connect the syllabus with practical experiences. This program involved lesson plans for year 7 and 11 students, who were provided with exposure to relate theory lessons to practical applications.

**Charter Signing** was an important ceremony which involved students from year 10 signing a pledge that was witnessed by business and community leaders for their commitment to 'Completing their education or seeking employment or training'. Business partners also supported their pledge by signing the charter to commit their ongoing support for Beacon programs.

### **Debating and Public Speaking**

In 2018, Blacktown Girls High School had two teams; a Yr7/8 and Yr9/10 debating team for the Premier's Debating Challenge competition. Each team won two debates and lost one in the competition; however, this was not enough to get us through to the inter-zone level. Student participation was high with senior students volunteering to assist with coaching sessions and with the organisation of particular events. One Year 12 student was Sarina Olanto an exceptional public speaker and debater.

Blacktown Girls High School students also entered in Public Speaking competitions. Pukhrajdeep Kaur (Year 8) entered in the Junior Legacy Award competition and was successful at making it to the semi-final levels. This was a highlight of the year as it was the first time that a Blacktown Girls High School student made it to this level in the competition.

This year was quite special in that we hosted for the first time the Plain English Award Public Speaking competition for students throughout our region.

Increased interest in Public Speaking competitions at BGHS allowed our school to host the United Nations *Voices of Youth Public Speaking* competition. This was very exciting with three students participating in this competition. The competition involved the students having to solve a UN problem which was given to them only two weeks in advance. They had to complete independent research and write a speech which they had to present in front of the UN leaders. Students were also given impromptu questions after the speech with one minute to prepare and then present. This experience was highly stimulating making the students begin to appreciate and understand the importance of the UN organisation and the work they do for the world.

### **"Environmental Connection"**

Blacktown Girls High School encourages students from all years to participate in Environmental activities during lunchtime through the week. Students are given the opportunity to connect with land, the wellbeing of their environment and with each other. The opportunities provided reflect the Strategic Direction 1, *The Whole Child*, where by students are encouraged to take risks,

ask questions and work on solutions within a safe environment.

There are 13 members in the Environmental Committee (Green Machine) and the numbers are growing. Some of the senior members feel that there is more interest due to the anti-littering campaign that was focused on last year. The anti-littering campaign was a Beautiful Australia competition, where by the committee were successfully able to encourage students to become aware of their waste, disposing of it and encouraging others to put their waste in the bin. The students won the anti-littering 3min film based on a news program that they produced and students were rewarded with a \$500.00 gift voucher from Office Works.

The senior committee members are being guided to accept more leadership roles and mentor new members. The Committee voted in a chairperson (Senior Environmental Committee member) who will lead environmental projects with support and guidance of the Environmental co-ordinator. All Year 10 members will be provided with opportunities to lead an Environmental activity. Two members accepted leadership positions as Clean-up Australia Day leaders, and coordinated and organise *Clean-up Australia Schools Day* at Blacktown Girls High School.

We are active members of Planet Ark, Keeping Australia Beautiful and Blacktown Environmental Sustainable group.

### **Gardening Crew:**

We cultivate more than plants, we cultivate interaction with each other and interest in the land. There are 8 Gardening Crew members (Green Thumbs) who regularly attend gardening activities, including indoor gardeners. Last year, Green Thumbs were successful in winning a Grant through Eco Schools and Blacktown City Council to commence a 'Friendship Garden'. The Gardeners designed a garden and in collaboration with Bunning's staff member, Kylie, were able to identify some soil types and research some plants that would survive in the land provided for the Garden.

The Senior Gardeners were provided with opportunity to lead a small group for Tree Day. This was successful and the Senior Gardeners will endeavour to take on more leadership this year.

### **Special Religious Education (SRE)**

Special Religious Education (SRE) in 2018 at Blacktown Girls HS has been an ongoing initiative mandated by the Department of Education. Students are given the opportunity to learn more about the distinct religious tenets and beliefs of the home and family, provided by local approved religious groups. This is a chance that the parents of BGHS have the option of giving to their daughters.

We offer Protestant, Catholic, Hindu, Islamic and non-scripture here at BGHS. SRE is timetabled once a term as a two-hour seminar for Years 7-9. Students who choose not to participate in religious education are

provided with supervised alternative meaningful activities. SRE continues to be a success here at BGHS, as students are provided with a safe and supportive environment to learn and express ideas about their religious background. More and more students each year are choosing to take religious education at BGHS as SRE will continue on in 2019.