

Auburn Girls High School

Annual Report



2018



8253

Introduction

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

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

Anna Tsoutsas

Principal

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School background

School vision statement

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

We are committed to empowering young women to learn, lead and succeed. We recognise and celebrate individuality and diversity. Excellence, respect and responsibility are our core values.

As an innovative learning community we actively promote, collaborate and reflect to engage and transform the lives of our students as future leaders and active global citizens.

School context

Auburn Girls High School is a partially selective high school committed to making our banner statement, 'Learn, Lead, Succeed', a reality for all girls.

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

Auburn Girls offers a full range of subjects that cater for academic and vocational pathways in Years 11 and 12. Of our HSC students, 77% pursue further study at university or TAFE, with many receiving awards for excellence in academic and extra-curricular competitions.

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this validation process indicate that in the SEF domain of **Learning**, Auburn Girls High School is **Sustaining & Growing**. There has been a significant focus on providing academic opportunities both inside and outside of the classroom through targeted programs which are suited to individual learning needs, the use of specialist teachers and broad curriculum opportunities to promote a culture of high expectations. Formative and summative assessment practices are used to inform teaching and learning programs that are differentiated to the learning needs of our students. Internal and external performance measures demonstrate student growth as discussed later.

Auburn GHS is a vibrant and complex girls' school with 800 Selective, Comprehensive and Special Educations students. 98% are from non-English speaking backgrounds. The Family Occupation Index (FOI) is 154, indicating a very high degree of socio-economic disadvantage. The school receives significant Equity Funding allowing for additional specialist support teachers, a broader curriculum and an extensive range of leadership, academic and wellbeing initiatives.

As indicated in the School Plan there is a strong commitment to differentiation to accommodate the broad range of ability levels of students and allow them to access the curriculum, be challenged and engaged with their learning. In 2018, 30 teachers completed accreditation with UNSW, the *Mini Certificate of Gifted and Talented Education*. Planning time was provided to teachers to develop differentiated teaching and learning programs that engage and challenge students and comply with NESA requirements for new syllabuses.

A strategic and planned approach is integral to supporting student wellbeing with the evidence based approach developed by Martin Seligman of Positive Education, specifically the PERMAH model being integrated into school practices and culture. Workshops with staff, parents and students were enthusiastically received and Positive Education has been embraced as a constructive approach to wellbeing. Evidence to date shows stronger morale and more positive attitudes of students and staff.

Teaching

The results of this validation process indicate that in the SEF domain of Teaching, Auburn Girls High School is **Sustaining & Growing**. There is a strong positive culture of ongoing professional learning and school improvement amongst the staff. Professional learning is embedded into the culture of the school, where historically a team of 15–18 teachers have an allocated professional learning periods embedded into their timetables one day per fortnight and twice per term PL sessions replace staff meetings for one hour. This is in addition to Staff Development Days and attendance at external offerings. Staff are supported and encouraged to participate in Network meetings for their KLA to ensure collaboration, currency and support.

The focus of all professional learning activities is derived from the School Plan. Teachers review student assessment data to inform student progress and lesson planning. PDPs are used to inform professional learning goals and are underpinned by the *Australian Professional Standards for Teachers*, allowing staff to target the improvement of their practice. Professional development sessions throughout the year focus on current evidence based practices.

Since 2016, there has been a targeted data driven focus on literacy, including writing, vocabulary and reading. Hattie's effect sizes, particularly explicit teaching and success criteria, guides teaching practice. There has been a whole school goal on improving student reading outcomes through professional learning and collaboration. As a result the staff developed the *Super 6+ Reading Strategies* which have subsequently been applied by teachers in teaching and learning across KLAs. In 2018 a team of fifteen teachers is led by the HT T & L work as a learning community each second Friday on the school's *Reading Project*. Additionally, all teachers are offered dedicated professional development sessions for literacy at multiple points per term. This is a testament to our commitment to providing quality professional learning for staff, and to supporting the sustained development of professional networks within school and our broader educational community.

The success of the school's literacy program is evidenced through the 2018 NAPLAN Year 9 reading average growth data exceeding similar schools by 8 points with a significant upward trend over the last 4 years. Writing average scores were 25 points above similar schools and 6 points above state averages. In Reading 78% of students achieved above expected growth and in writing 54% of students achieved above expected growth.

Leading

The results of this validation process indicate that in the SEF domain of **Leading**, Auburn Girls High School is **Sustaining and Growing**. Instructional leadership, high expectations and community engagement ensure sustained, measurable whole school improvement. There has been considerable focus and success on community engagement through parental and community involvement in events and transition processes for students.

The senior executive encourages distributed leadership, developing leadership and management capabilities of Head Teachers and teachers. The annual 2 day Executive Conference is centred on building leadership capacity. In 2018, CESE's research document "*What works best: Evidence-based practices to help improve NSW student performance*" was studied, analysed and discussed. Key themes were evaluated against AGHS practices and key recommendations for implementation were developed to be presented to staff in term 4. This leadership development facilitates whole school improvement and builds a strong pipeline of leaders.

A range of data (TTFM, NAPLAN, HSC, parent, staff, student surveys) is collected and analysed and underpins inform decision making, the school plan and teaching and learning. The school heavily invests in facilities, enhancing and brightening all spaces to maximise the learning environment for students and staff. Streamlined communication systems and structures, together with effective and efficient administrative practices and systems streamline and support the operation of the school.

The panel validation report indicated that the school's self assessment in Learning, Teaching and Leading, was consistent with the evidence presented and was validated using the School Excellence Framework. In the element of school resources the evidence presented indicated that Auburn Girls High School is operating at the Excelling stage.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Excellence in Learning

Purpose

Guiding statement: Students are responsible for and enthusiastic about their learning.

Students flourish with a curriculum that meets their diverse needs. Best practice assessment principles are implemented to judge effectiveness and inform teaching and learning. Effective reporting practices track student success and gauge performance. Teaching, learning and high expectations will be supported by Positive Education creating an environment of achievement and success.

Overall summary of progress

State average or higher HSC value added data for students.

- The 2018 HSC results have been impressive. 18 Band 6's, an increase of 2.5 times from the previous year. 121 Band 5's, an increase of 21% from last year and a 40% decrease in Band 1's.
- The average course mark for AGHS was 64.49 and was above the average when compared to like schools.
- 2018 valued added was 27.56, the highest valued in the last 5 years.

An increasing number of Year 9 students achieve in the top 3 bands in NAPLAN Reading, Writing and Numeracy.

- Reading: 5% more of the cohort achieved a Band 8, 2% more of the cohort achieved a Band 9 and 3% more of the cohort achieved a Band 10 compared to the previous year. These improved results can be attributed to the "Reading and Lexile Project" implemented in 2017–18.
- In Writing 2% more of the cohort achieved, a Band 8 compared to the previous year.
- Numeracy achievements remained constant.

Social and emotional outcomes indicators in the TTFM Survey for students meet or exceed NSW norms.

- In the TTFM survey 56% of our students reported that they have high advocacy and high expectations, which is above the state average of 53%. Students have self-reported that they feel supported in their wellbeing at AGHS through the following programs: RU OK Day, Individual interviews with Year Advisers, ASPIRE, Youth Frontiers, White Ribbon Day, Harmony Day, Peer Support and the AGHS Clubs. Evaluations of these programs demonstrated increased participation in activities and improved student wellbeing and teacher student relationships.

Increase student engagement leading to a decrease in negative incidents from 2017.

- Support programs for disengaged students included: "Itrack" online mentoring program for Year 9 students, which focused on future planning and building employee skills. Year 10 "Healthy Minds Healthy Bodies" run by the PCYC and the "Who am I?" focused on positive behaviour and leadership skills. Granville Tafe programs focused on Retail, Beauty and Banking and a 2-day Financial Literacy program for 15 Year 10 students received certificates for this accredited course. 18 Year 11 students attended the "Sanofi" 2 day workshop to gain an insight into the business world and the roles and responsibilities of employees. The Transition teacher worked closely with our disengaged students and their parents to develop individual plans. 7 students were transitioned into MTC with opportunities to the workforce or entry into Tafe. These programs saw an increase in student engagement and those that attended the PCYC program saw a decrease of 30% in negative incidents after the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quantitative and qualitative measures will include: 1. State average or higher HSC value added data for students. 2. An increasing number of Year 9 students achieve in the top 3	See Key Initiatives	See information above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
bands in NAPLAN reading, writing and numeracy. 3. Social and emotional outcome indicators in the TTFM survey for students meet or exceed NSW norms. 4. Increased student engagement leading to a decrease in negative incidents from 2017.		See information above

Next Steps

This section is articulated in the Milestones for 2019.

Strategic Direction 2

Excellence in Teaching

Purpose

Guiding statement: Teachers are empowered to be excellent practitioners.

Teachers are empowered through effective professional learning to improve student outcomes and aspire for excellence in their practice. Teachers are supported with ongoing coaching and mentoring to improve professional practice and build capacity. All teachers collaborate and engage in professional dialogue to gather and analyse student data. Evidence-based practices guide explicit teaching and quality feedback.

Overall summary of progress

- UNSW Mini COGE certificate completed by 28 staff to inform differentiation of programs.
- Planning for in-depth RAP analysis training and SCOUT basic uses to be implemented in 2019. The 2018 TTFM survey saw an increase in student engagement in the three domains of social, intellectual and institutional engagement. These results saw Auburn Girls chosen to be part of a case study by CESE into successful student engagement.
- In four of five areas, Year 9 NAPLAN results saw an increase in average score. Results in all five areas were above similar schools.
- Project based learning was investigated for implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quantitative and qualitative measures will include: 1. Teaching programs are differentiated to accommodate the diversity of student abilities. 2. All teachers are capable in the use of data to inform their teaching practice. 3. An increase in the TTFM Survey of student engagement from 2017. 4. Increased Year 9 NAPLAN results with student gain being higher than similar schools. 5. Future focused skills are embedded into T & L programs and teaching practice.	See Key Initiatives	See information above

Next Steps

This section is articulated in the Milestones for 2019.

Strategic Direction 3

Excellence in Leadership

Purpose

Guiding statement: Strong strategic instructional leadership is the corner stone of school excellence.

Instructional leadership, high expectations and community engagement will ensure sustained, measurable whole school improvement. Student and staff leadership capacity is strengthened with professional learning, mentoring and targeted initiatives. A positive, inclusive learning culture is promoted through organisational excellence and effective communication channels.

Overall summary of progress

AGHS's SRC re-established connections with partner SRC schools that resulted in a network meeting towards the end of 2018 at our school. It was highly successful and led to another network meeting being established next year by another school. Clear responsibilities of Year 11 and 12 leadership team were established. The SRC also raised enough funds to sponsor a well in Cambodia.

The Year 11 Leadership team was established for the first time at AGHS to support the Yr 12 leadership team and help with official duties when Yr 12 couldn't, due to assessment periods. The selection criteria was strict and many students in Yr 11 had leadership qualities. Students were chosen through an interview panel that all students admitted to being their first interview. The panel was highly impressed with the calibre of the students.

The existing staff communication system in the school was re evaluated and issues identified. Sentral was reconfigured to address systems and processes that staff requested, and presented at a staff meeting. A staff communication policy was established.

The P&C was surveyed about what areas they felt needed to be addressed to increase the parent engagement in helping to support the learning and wellbeing of their daughters. The TTFM data was cross referenced to the P&C information to ensure that the correct focal points were being met in numerous parent seminars held throughout the year, such as senior subject selection meetings, minimum standards and Naplan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quantitative and qualitative measures will include: 1. The SRC is more efficient, vocal and all participants are active leaders in the school community. 2. Increased proportion of students active in programs or activities that allow them to build or demonstrate leadership skills. 3. Improved communication across the school and community. Communication mediums have been designed and meet the needs of the school community. 4. Increased parental engagement in the learning and wellbeing of students. 5. Leadership capacity of staff	See Key Initiatives	See information above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
within the school is developed to ensure the sustainability of school improvement with an increased number of staff applying for leadership positions within the school and wider education community.		See information above

Next Steps

This section is articulated in the Milestones for 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$643	The student has an Individual Learning Plan (ILP) and is making progress in literacy and numeracy. The student attends the Homework Centre and Mathematics Tutoring. School camps/excursions have been subsidised or paid for and the student has been issued with a school laptop for use. Yearly report outcomes were reviewed, as were the outcomes of the ILP, supporting the planning for 2019.
English language proficiency	\$41 577	A Student Learning Support Officer was hired to support individual students in their class in developing literacy skills and to cope with the demands of the high school classroom. The funding provided paid for .8 of the support officer's salary.
Low level adjustment for disability	\$139 670	A Head Teacher was hired to work collaboratively with the faculty in developing programs and resources. Leadership of the faculty ensured that there was transparency in the allocation of support, whole school resources were provided and greater accountability ensured improved student outcomes and staff satisfaction.
Socio-economic background	\$1 169 610	<p>Strategic Direction 1</p> <p>1. Resources: 3 teachers</p> <p>Process: Develop and implement a differentiated curriculum across all KLAs supporting the diverse needs of our students.</p> <p>Outcomes: Additional classes in Years 7, 8 and 9. Increased number of elective options and courses for Years 9–12. Year 7 teacher teams meet weekly to discuss teaching practice and student progress.</p> <p>2. Resources: 2 Stage Head Teachers</p> <p>Process: Enhanced opportunities for student voice, leadership and co-curricular activities.</p> <p>Outcomes: Increased range of gifted and talented opportunities, band program, cross-curricular and interschool extension activities, links with universities and robotics competitions.</p> <p>3. Resources: Two part-time Community Liaison Officers, one Community Partnership Officer.</p> <p>Process: Develop a co-ordinated and strategic plan to enhance community partnerships through identification of leaders and community partnerships.</p> <p>Outcomes: Engaged and involved parents in their daughters' learning, advocates for the school.</p>

Socio-economic background	\$1 169 610	<p>Strategic Direction 2</p> <p>4. Resources: 2 additional classroom teachers and additional professional learning opportunities</p> <p>Process: Embedded professional learning for teachers of the Literacy Team. UNSW Mini-CoGE training for 30 teachers. Teachers developed the skills to effectively integrate literacy and curriculum differentiation into their teaching and learning strategies.</p> <p>Outcomes: Increased understanding and implementation of best practice in teaching and learning and collaborative design of lessons and student resources.</p> <p>5. Resource: Four teachers (Learning Support, EAL/D, one Head Teacher, one Classroom Teacher), past students as tutors.</p> <p>Process: After school tutoring, individual, small group and team teaching in LST and EAL/D across the school.</p> <p>Outcomes: Improved student outcomes in NAPLAN, HSC results and assessment tasks.</p> <p>Strategic Direction 3</p> <p>6. Resources: Additional Deputy Principal, Head Teacher Administration, .8 Transition Support Teacher.</p> <p>Outcomes: Proactive welfare and discipline programs, improved transition from primary to high school and from school to post-school destinations. More streamlined administration processes including assessment and reporting.</p>
Support for beginning teachers	\$13,786	<p>Beginning Teachers have reduced teaching loads to support the development of their skills in the first year and are provided with ongoing feedback and support that is embedded in the collaborative practices of the school.</p> <p>Each Beginning Teacher has a mentor with training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback.</p> <p>Additionally, Beginning Teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.</p>
Targeted student support for refugees and new arrivals	\$10 310	<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</p>

Targeted student support for refugees and new arrivals	\$10 310	<p>environment to ensure curriculum content and assessments were completed every Thursday afternoon in classrooms and after school in our Homework Centre. Our refugee students were encouraged to attend our after school program. The program provided a positive learning environment where students demonstrated greater confidence as they developed research and study skills, clearly improving outcomes for our refugee students. In Semester Two, we employed additional tutors to assist in the afternoon study skills sessions.</p> <p>Auburn Girls High School has participated in the mentoring program with Macquarie University called Learning, Education, Aspiration and Participation (LEAP). A group of Years 9 and 10 students were involved in a 12 week program. Volunteer university mentors worked with students to increase their aspirations for future study, build confidence, to set goals, improve and broaden study and research skills, educational and vocational pathways. Our Community Liaison Officer supported our parents to attend our campus visit to increase understanding of university expectations and campus life. Our students participated with great enthusiasm, are more focused and have greater confidence in their studies.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	795	801	786	800

98% of students are from language backgrounds other than English. Selective students attending the school travel from across Sydney.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.2	92.6	91.6	92.1
8	91.4	91.6	86.7	89.4
9	90.4	90.3	87.9	87.5
10	89.4	89.5	87.3	85.9
11	85.4	89.9	88.8	90
12	87.4	88.4	87.7	91.2
All Years	89.8	90.5	88.3	89.3
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 non-attendance is managed with the following processes:

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

interviews students, sends letters home and phones parents

- Deputy Principals monitor and conduct parent/student interviews for students who have continued attendance issues
- HSLO referrals are made by the Deputy Principals with the Head Teacher Wellbeing
- HSLO will visit parents

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	0	0	4
TAFE entry	6	5	11
University Entry	0	0	74
Other	5	6	2
Unknown	0	0	7

2018 continued to show upward trends for our students, with substantial improvement in HSC results. This directly impacted on post school destinations, with 98 of the 114 girls who graduated (86% of the whole cohort) moving on to further education or training.

- 68 of our 82 students in the ATAR cohort gained entry directly to Bachelor Degrees, 11 of those in double degrees.
- A further 16 (both ATAR and Non-ATAR) students gained entry to pathways with WSTC (Western Sydney The College) *NB: Non-ATAR students can enrol in an Extended Diploma (18mths) or a Foundation Studies (12mths) program.*
- 50 students gained at least one offer prior to ATARs being released. In many cases these students gained multiple early offers through Leadership and Community involvement; SRS (School Recommendation Scheme) or HSC Academic Entry offers.
- The majority of students (50+) gained multiple offers by accepting and removing courses from their preference lists through UAC – one student gained 10 offers!
- STEM courses continue to be popular (particularly Medical Science) – with Business (Commerce/Finance) and Engineering also showing increasing enrolments. Business related degrees are now more popular with our students than Education or Nursing.
- New trends in STEM are now showing in IT/IST and Advanced Science courses such as Pharmacology; Infection and Immunity; and Applied Physics.

Year 12 students undertaking vocational or trade training

90% of students enrolled in Business Services achieved a Certificate II qualification. 70% of students enrolled in Hospitality courses achieved a Certificate II qualification.

Year 12 students attaining HSC or equivalent vocational education qualification

From 114 students enrolled in Year 12, 112 successfully completed their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.5
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	13.48
Other Positions	1

*Full Time Equivalent

In addition to the staff in the table above, the school employs additional Classroom Teachers, Head Teachers and a Deputy Principal.

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	59

Professional learning and teacher accreditation

Professional Learning is viewed as a vital aspect of teacher's growth to support the ongoing development of teaching skills and review and refinement of practices. The directions set for Professional Learning in 2018 included the Mini Certificate of Gifted Education (COGE) training, the Reading Project (Literacy) and reviewing and implementing evidence based practices. These directions were outlined in the school's Strategic Plan and were then reflected in faculty, committee and individual Professional 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, and Child Protection. Professional learning occurred on the four mandated School Development Days, and two Twilight Sessions. Twenty eight staff undertook the 16 hour mini COGE training delivered by GERRIC from the University of New South Wales as part of the School Development Days and Twilight Sessions. Ten staff joined the Reading Project which involved release from classes once a fortnight to work on developing explicit literacy strategies with literacy expert Jo-Anne Dooner. Future focused learning through project based learning was investigated at a School Development Day. The whole staff spent time reviewing and analysing two CESE papers on evidence based practices, led by Executive.

Professional Learning also occurred regularly at whole school staff meetings, faculty meetings and specialised committee meetings. Thirteen teachers involved in Year 7 Team meetings participated in a trial of mini Learning Sprints. Staff engaged in presentations of school NAPLAN data, HSC analysis, STEM, EALD strategies, specific literacy and numeracy workshops, regular Milestone review and feedback sessions, Positive Education understandings and implications for educational contexts. Where practical, school based sessions were registered with NESA as accredited Professional Learning hours in order to support the whole staff in maintenance of accreditation.

The school participated in External Validation in 2018. Professional Learning on the process was delivered to Head Teachers at Executive meetings. The whole staff, led by the Senior Executive and Head Teachers, participated in the collection and annotation of evidence for evidence sets against the School Excellence Framework during Professional Learning sessions in Term 3.

Staff availed themselves to 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. Building leadership capacity within the executive was also a key focus in 2018.

A one day Wellbeing Conference was held at the beginning of Term 1, attended by all members of the Wellbeing team. The day focused on strategies for student wellbeing, aligned with the Wellbeing Framework for Schools. A two day Executive

Conference was held in Term 3 which focused on two CESE papers on evidence based practices and school based assessment practices with a session by a NESA Liaison Officer.

In 2018, five temporary teachers were supported by Head Teachers to achieve accreditation at Proficiency without additional funding support. One beginning teacher receiving funding support continued the accreditation process and should reach Proficiency in 2019. All pre-2004 service teachers began the process of maintenance of accreditation through NESA. All New Scheme Teachers continued the process of maintenance of accreditation. Ongoing monitoring, review of teacher practice and consultation with staff ensured needs were aligned with school targets and guide future professional learning plans.

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	590,857
Revenue	10,767,489
Appropriation	10,530,512
Sale of Goods and Services	36,056
Grants and Contributions	191,760
Gain and Loss	0
Other Revenue	2,875
Investment Income	6,286
Expenses	-10,559,273
Recurrent Expenses	-10,559,273
Employee Related	-9,458,496
Operating Expenses	-1,100,777
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	208,216
Balance Carried Forward	799,073

Auburn Girls High School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Aboriginal Education, Socio Economic Disadvantage, English as Another/Additional Language, and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring Document. Governance of this expenditure included the School Finance Committee and Executive Team.

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	7,411,680
Base Per Capita	158,474
Base Location	0
Other Base	7,253,206
Equity Total	1,815,110
Equity Aboriginal	643
Equity Socio economic	1,185,534
Equity Language	208,158
Equity Disability	420,775
Targeted Total	764,533
Other Total	194,718
Grand Total	10,186,041

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.

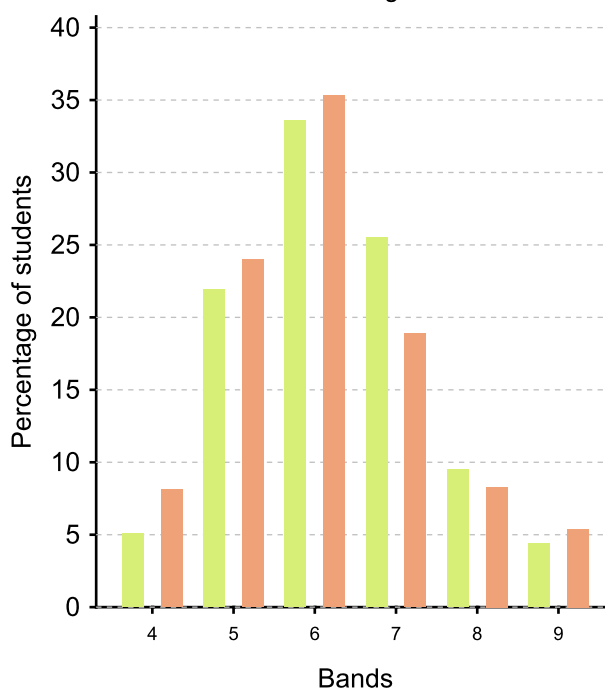
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

The School has achieved outstanding improvements in Literacy. The school's average NAPLAN growth was significantly above similar school groups in each of the domains tested. 78% of students had at or above expected growth in Reading and 54% had at or above expected growth in Writing.

Band	4	5	6	7	8	9
Percentage of students	11.7	13.1	28.5	21.9	10.9	13.9
School avg 2016-2018	11.1	19.4	26.5	21.6	10.1	11.3

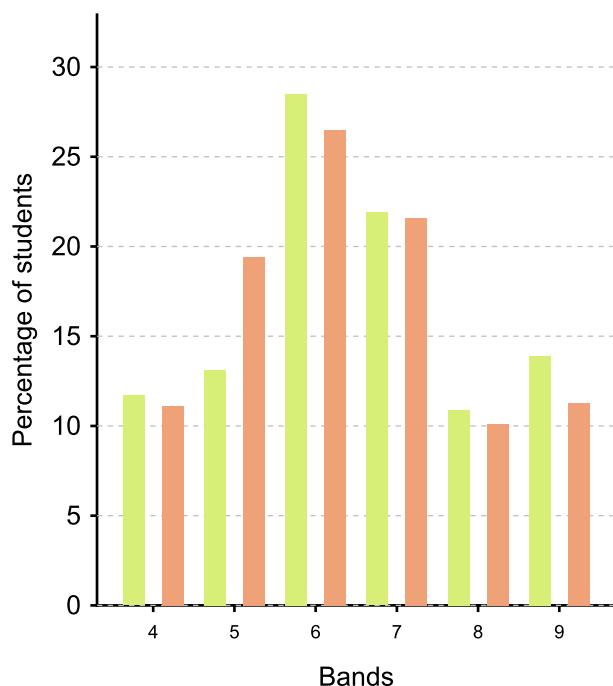
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

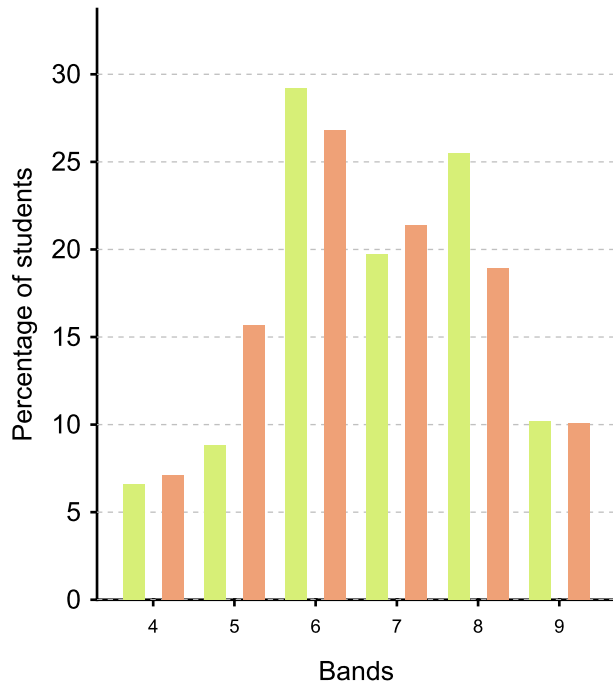
Band	4	5	6	7	8	9
Percentage of students	5.1	21.9	33.6	25.5	9.5	4.4
School avg 2016-2018	8.1	24	35.3	18.9	8.3	5.4

Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

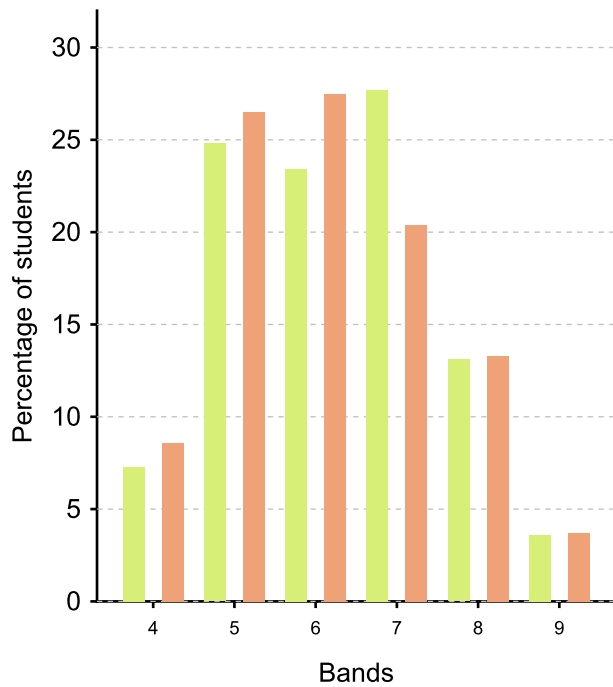
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.6	8.8	29.2	19.7	25.5	10.2
School avg 2016-2018	7.1	15.7	26.8	21.4	18.9	10.1

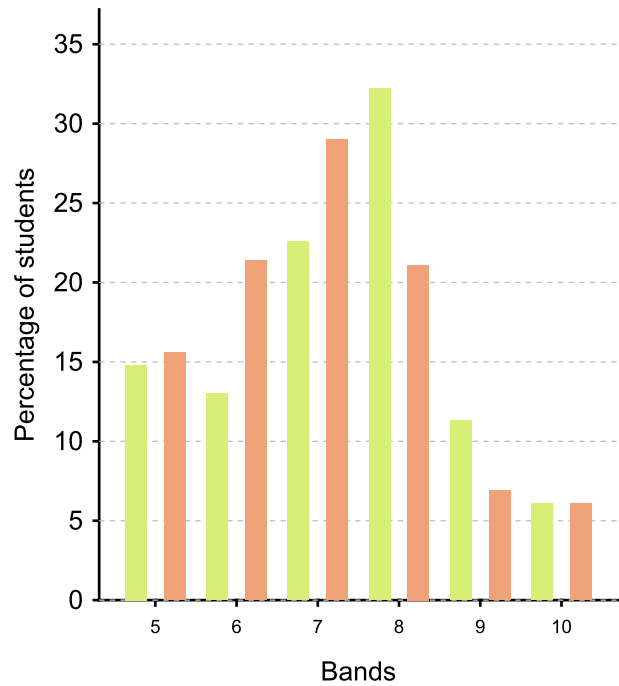
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	7.3	24.8	23.4	27.7	13.1	3.6
School avg 2016-2018	8.6	26.5	27.5	20.4	13.3	3.7

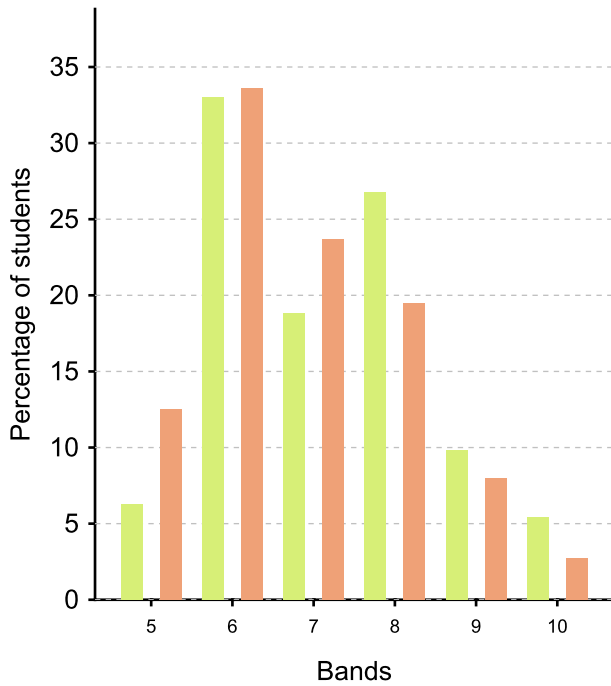
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	14.8	13.0	22.6	32.2	11.3	6.1
School avg 2016-2018	15.6	21.4	29	21.1	6.9	6.1

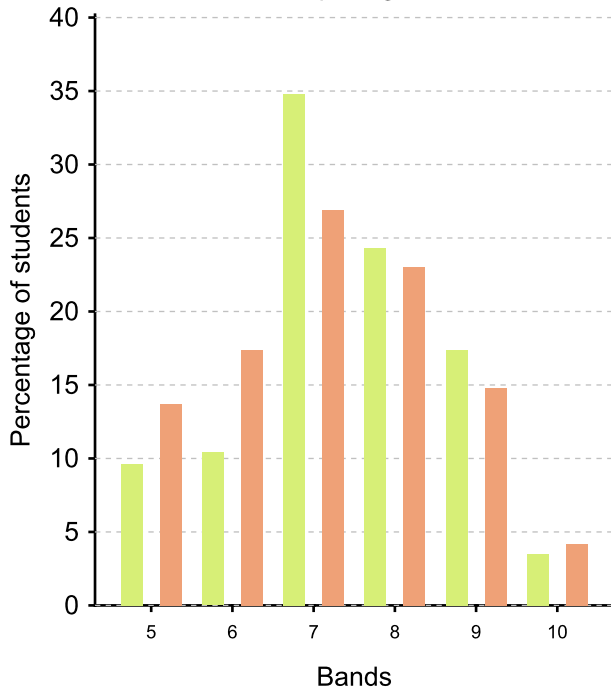
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	6.3	33.0	18.8	26.8	9.8	5.4
School avg 2016-2018	12.5	33.6	23.7	19.5	8	2.7

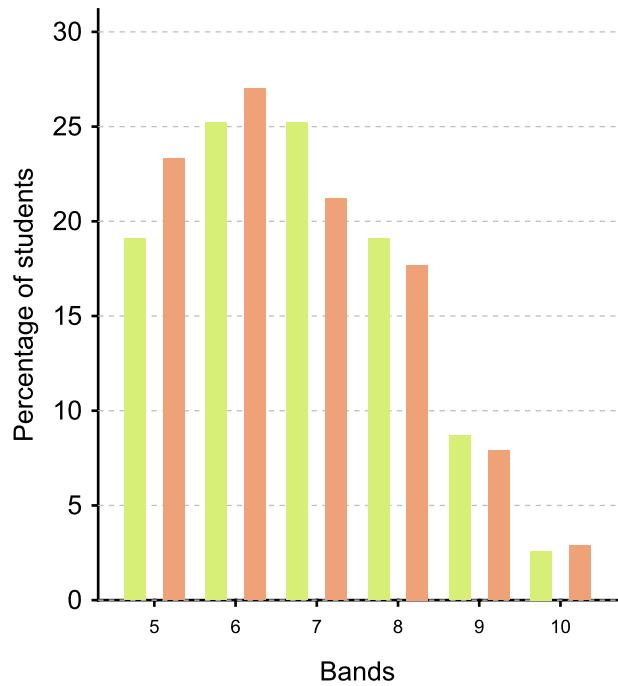
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	9.6	10.4	34.8	24.3	17.4	3.5
School avg 2016-2018	13.7	17.4	26.9	23	14.8	4.2

Percentage in bands:
Year 9 Writing

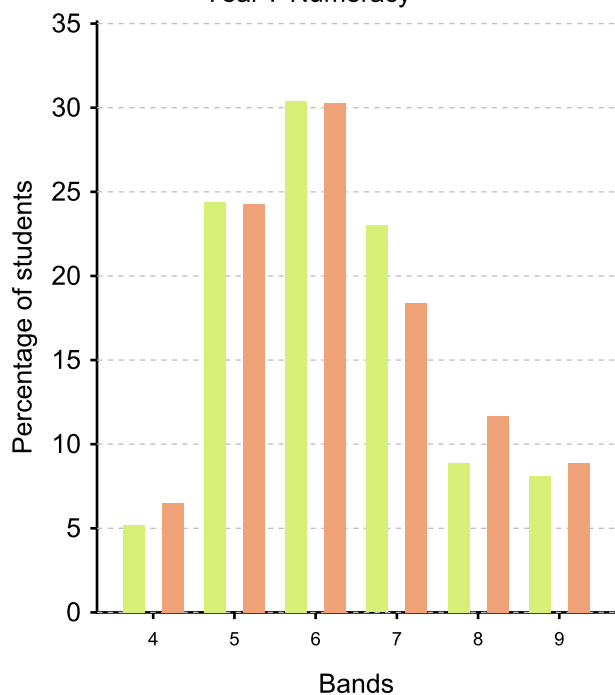


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	19.1	25.2	25.2	19.1	8.7	2.6
School avg 2016-2018	23.3	27	21.2	17.7	7.9	2.9

67% of students had at or above expected growth in Numeracy.

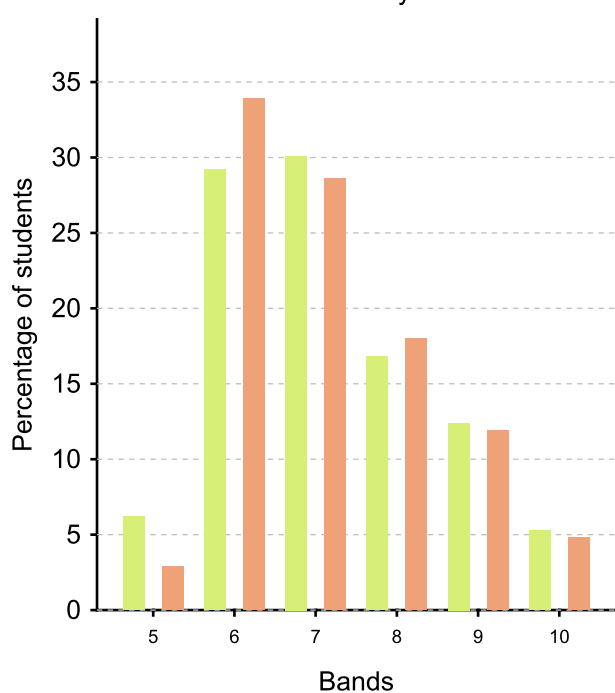
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	5.2	24.4	30.4	23.0	8.9	8.1
School avg 2016-2018	6.5	24.3	30.3	18.4	11.7	8.9

Percentage in bands:
Year 9 Numeracy



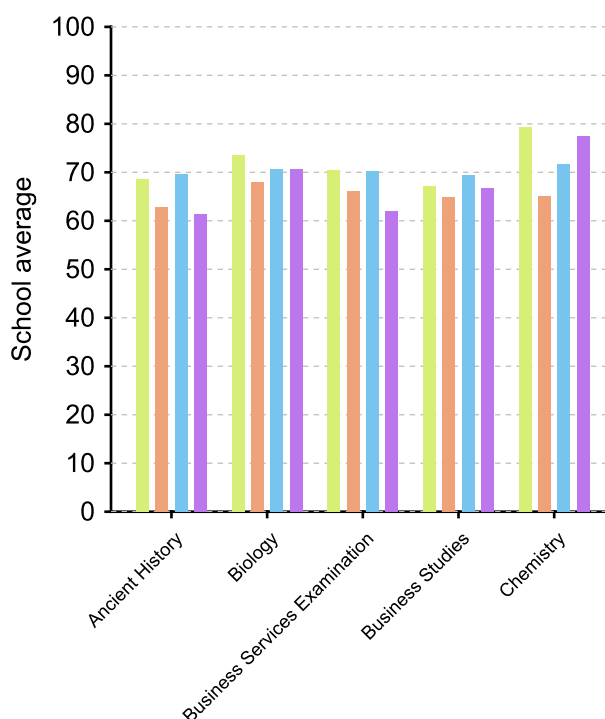
Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	6.2	29.2	30.1	16.8	12.4	5.3
School avg 2016-2018	2.9	33.9	28.6	18	11.9	4.8

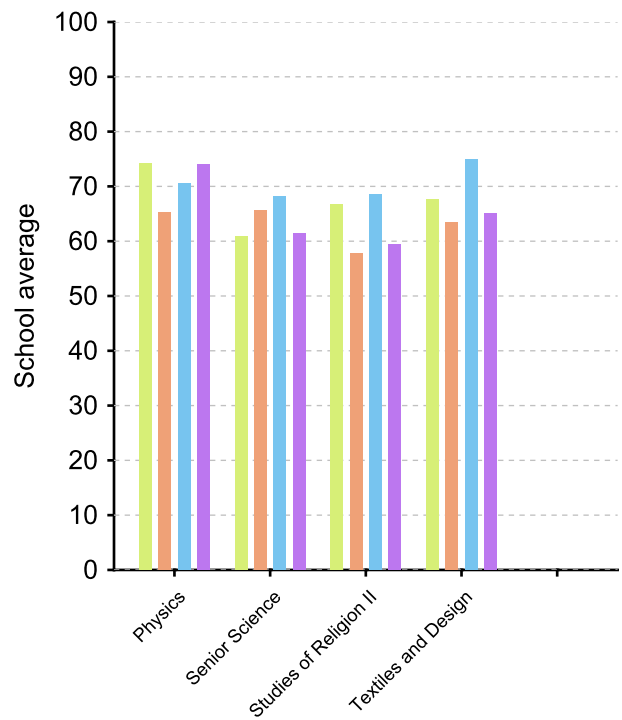
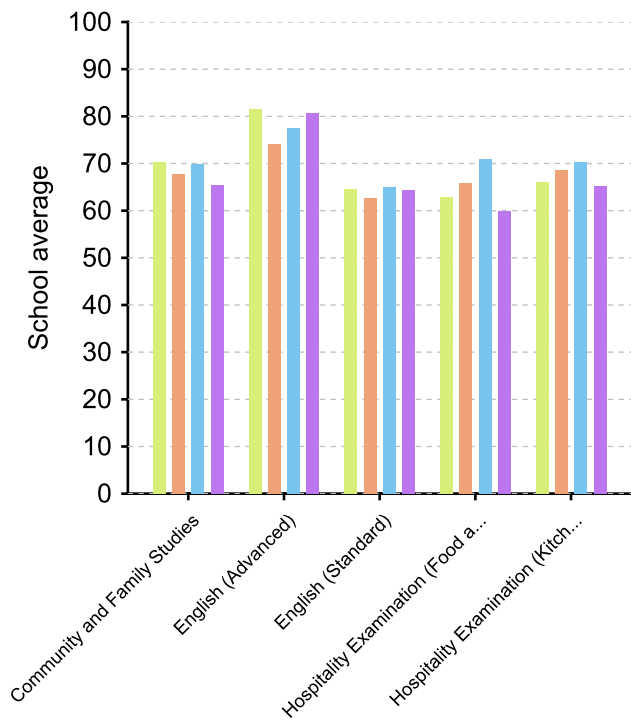
This section is not applicable to our school.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In the 2018 HSC the school received the highest number of Band 6 and Band 5 results in the schools history. There were 21 Band 6 results and 122 Band 5 results in a wide range of subjects.

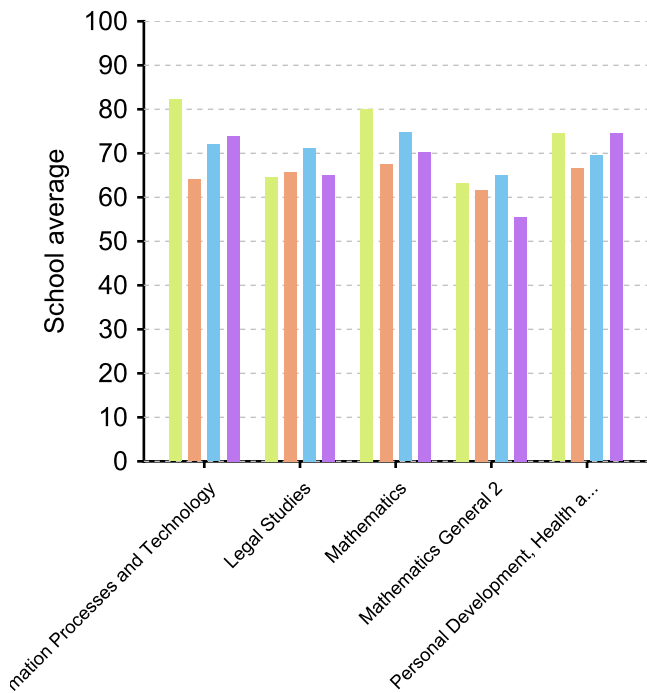


School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	68.6	62.7	69.5	61.3
Biology	73.6	68.0	70.7	70.7
Business Services Examination	70.5	66.2	70.1	61.9
Business Studies	67.1	64.9	69.3	66.7
Chemistry	79.4	65.1	71.8	77.5
Community and Family Studies	70.2	67.8	69.9	65.5
English (Advanced)	81.6	74.2	77.5	80.7
English (Standard)	64.5	62.7	65.0	64.3
Hospitality Examination (Food and Beverage)	62.9	65.8	71.0	60.0
Hospitality Examination (Kitchen Operations and Cookery)	66.1	68.7	70.3	65.3
Information Processes and Technology	82.2	64.1	72.0	73.9

Legal Studies	64.6	65.7	71.2	65.0
Mathematics	80.0	67.5	74.8	70.4
Mathematics General 2	63.2	61.6	65.1	55.5
Personal Development, Health and Physical Education	74.5	66.7	69.5	74.5
Physics	74.1	65.3	70.6	74.1
Senior Science	60.9	65.6	68.2	61.5
Studies of Religion II	66.7	57.7	68.5	59.4
Textiles and Design	67.6	63.5	74.9	65.1

Parent/caregiver, student, teacher satisfaction

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

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

Parents rated the school as follows:

- Parents feel welcome when visiting the school, are well informed about school activities and parent activities are scheduled at times that are suitable for parents (7.4/10)
- The school supports learning, teachers have high expectations for my daughter to succeed and my daughter is encouraged to do her best work (7.5/10)
- The school helps prevent bullying, my child feels safe at school and behavioural issues are dealt with in a timely manner (7.8/10)
- Parents are informed about their child's progress in school subjects, social and emotional development and positive or negative behaviour at school (7.4/10)

Student Survey

592 students completed the *Tell Them From Me* student survey with outcomes as follows:

- 70% of students were identified as having a high sense of belonging; they feel accepted and

valued by their peers and by others at their school.

- 76% of students were identified as having positive relationships; friends they can trust and who encourage them to make positive choices.
- 83% 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.
- 67% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach.
- 76% of students in this school stated that school staff emphasizes 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.

- 75% of teachers identified that they provided challenging and visible learning goals for students and they enable students to achieve these learning goals.
- 75% of teachers identified that they planned learning opportunities which involve an intentional transfer of skills and knowledge with clear learning intentions.
- 76% of teachers identified that quality feedback guides students' effort and attention.
- 79% of teachers identified that they provide support for students to overcome obstacles to achieving their learning goals.

Policy requirements

Aboriginal education

In 2018, one student identified as Aboriginal. Aboriginal perspectives are integrated into programs across all subjects. This enables staff and students to develop knowledge and understanding of and respect for Aboriginal Australia as highlighted in the Aboriginal Education Policy.

Within the curriculum Aboriginal education is taught explicitly with:

- Stage 4 History examines significant features of Aboriginal cultures prior to colonisation and the impact of colonisation on indigenous peoples.
- Stage 5 History examines the changing rights and freedoms of Aboriginal peoples, including the study of the stolen generation, land rights, suffrage and reconciliation.
- Stage 4 Geography studies the origins of the continent from an Aboriginal and geographical perspective.
- English and Drama students study plays such as "Stolen" and "Seven stages of Grieving" which invites students to view the world from an Aboriginal perspective. Yr 11 and 12 students

explore "Growing up Aboriginal" and how culture and perspectives have changed throughout history and writing from different cultural personas. Stage 4 students student examine indigenous poets and poems using Slam Poetry.

- In Food Technology, students have the opportunity to study, prepare and taste traditional Aboriginal food.
- Stage 5 and 6 Music students study the traditional and popular music of Aboriginal cultures through the topics of Australian music, popular music and music of a culture. Through engagement in performance, composition and listening activities, students develop an appreciation and understanding of the dynamic nature of Aboriginal cultures.
- In Visual Arts, Stage 5 and 6 provides students with the opportunity to critically and historically investigate Aboriginal Art, from multiple perspectives including culturally, politically and socially. Case studies and artistic investigations help inform their own art making practices, in the development of their artworks, producing a practical "Body of Work" in the HSC Course.
- In Stage 4 Visual Art students investigate contemporary and traditional Aboriginal Art with an indepth Aboriginal Artist study.
- In PDHPE Stage 4 all students experience indigenous dance using rituals and traditions of Aboriginal culture. Year 9 explore the moral and social concepts of Aboriginal dreamtime through meditation while Year 10 explore cultural games associated with Aboriginal dreamtime. Year 11 and 12 study Aborigines as groups in society and the difficulties they face and how we close the educational gap.

In Dance Stage 6 students look at the transformation of indigenous dance to contemporary dance composing dance routines that reflect aboriginal culture throughout history.

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

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

Multicultural and anti-racism education

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

In 2018, our students were able to study five different languages: Turkish, Arabic, French, Japanese and

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

Throughout 2018 the school provided many opportunities for students to share their cultural heritage through drama performances and musical nights, as well as participation in events including the Schools Spectacular, Harmony Day and cross-cultural visits.

Our Community Partnership and Liaison Officers worked together to support the school community. They organised parent meetings, cooking classes for parents, and parent excursions to universities and TAFE campuses. They are an invaluable part of our school and facilitate communication with all families in the school community.

Auburn Girls High School is fortunate to be able to provide an inclusive curriculum that prides itself on celebrating a rich cultural diversity.