

Birrong Girls High School Annual Report



2018



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Introduction

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

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

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Principal

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Message from the Principal

Birrong Girls High School is a school that produces young women with the skills, values and perspectives necessary to be future leaders in society. Our learning environment promotes the values of public education in a single-sexed, comprehensive setting located in south west Sydney. It is a school that holds strong to the foundations and lessons of its history and promotes a holistic approach to quality teaching and the pursuit of excellence through active participation.

Embracing challenge, excellence and active participation, BGHS students are well rounded and respect the capacity for education to make significant change. Across all stages, students experience an extensive range of learning opportunities that hone their skills, understanding and world view.

Birrong Girls High School recognises and promotes the importance of service learning. In 2018, key leadership development initiatives, many of which were student-led, identified the impact that service learning has on developing empathy, local to global awareness and authentic social conscience and advocacy that leads to improved conditions and change.

The school's mission will continue to focus providing the highest quality education. Graduates from Birrong Girls High School are young women who have enjoyed a breadth of curriculum and equity in extra curricular programs and initiatives and a rich tapestry of memories and experiences as part of their year group.

Message from the school community

Birrong Girls High School is a community that values education, family, unity and loyalty. Parents and friends of Birrong continue to promote and support the school's efforts to ensure that its students are thriving.

Former students are welcomed back with open arms and are regular speakers at school assemblies, gatherings and celebrations. These speakers are driven primarily by the opportunity to motivate, encourage and guide current students to pursue excellence and invest their personal best.

Parents are encouraged and welcomed to attend and actively participate in their children's schooling life. Focus groups, presentations and workshops are tailored to inform and respond to parent queries so they are fully equipped to oversee learning and promote student wellbeing at home.

Other key stakeholders are the community partners that have been fostered by the BGHS senior executive over time. In 2018, university and industry partnerships were strengthened further to ensure that students experienced authentic exchanges, programs and involvement in a range of post school environments, including ABCN led initiatives in the corporate sector as well as exciting hands on learning across the full field of local tertiary institutions.

In 2019, the school leadership body will pursue further opportunities across all tertiary providers, with a specific focus on preparing students effectively for their successful transition into those settings directly after school. In direct response to a recognition of emerging changes and shifts in the workforce, BGHS has actively sought relationships with key players in that landscape and facilitated discussions about proposals and opportunities for BGHS students to participate in action research and active/experiential learning in preparation for the competitive post school environment.

The BGHS school community will continue to work in partnership to grow the school and ensure that it is thriving to get the best results possible.

Message from the students

As the current leaders of the Prefect body and SRC, we have the privilege of reflecting on our student community and the achievements of 2018. Throughout the year, the Prefects and SRC continued to work hard to be active members of the school community. We helped raise awareness of various causes and expand students' understanding of world wide issues.

Our leadership body planned key projects across the calendar year to promote awareness, serve our community and make a positive impact wherever possible. Key projects and activities included:

- Leading weekly assemblies, fostering student voice, advocacy and informing the student body about historical and current issues in order to broaden their knowledge, understanding and capacity to make a difference.
- An Easter chocolate raffle to raise funds for our new sponsor child, Lightness.. Lightness is a 5th grade student at St Jude's and lives in Tanzania. The SRC correspond with Lightness in response to the adorable letters she sends us. We fundraise to provide her with educational opportunities that she would otherwise not have access to without our support.
- Participation of our Student Leadership Teams (Prefects and SRC) in the International Women's day breakfast to celebrate women and organised Harmony Day events.
- Participation in the Youth Summit held at Canterbury Leagues Club where we were able to voice opinions on what we would like to see happen in the Bankstown Community.
- Running sausage sizzles and cake stalls throughout the year to raise funds for the Salvation Army for their annual Red Shield Appeal.
- Coordinating the annual Spelling Bee Competition.
- Leading RUOK day as another successful initiative, promoting awareness, understanding and empathy in order to equip our student body with the necessary skills for self-awareness and care as well as looking out for others.
- Supporting the Cancer Council's Pink Ribbon Day Campaign, raising awareness and much needed funds to support people and their families suffering from this disease.

While these projects and activities are merely some of our achievements, they reflect the way in which our school ethos and the values of public education have shaped our social conscience and framed our responsibilities as local and global citizens. This active development of our leadership skills and the provisions made for us to apply them in real and meaningful situations, has ensured that once we depart through the school gates for the final time, we are ready to lead in society. And this is what will make all the difference.

School background

School vision statement

At Birrong Girls High School every student is known, valued and cared for as a learner, leader and community member. Our Statement of Purpose is for all students to achieve personal excellence and success in a safe learning environment. This collective intention drives the school's holistic approach to ensure that every girl's success is underpinned by her capacity as a *confident, creative and ethical individual, and an active and informed citizen*.* (Inspired by the Melbourne Declaration on Educational Goals for Young Australians, 2008)

School context

Birrong Girls High School is a large, comprehensive and multicultural girls' school established in 1957 in the south western suburbs of Sydney. Ninety-four percent of the 800 girls enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 49 language groups. The majority of students are from Arabic, Vietnamese, Chinese and Turkish backgrounds. Two per cent of students have refugee status and less than 1% of students have an Aboriginal background. Enrolment in Year 7 includes students from more than 26 different primary schools which means that our students arrive with great variation in their literacy and numeracy skills because of primary school experience; socio-economic status; language and cultural background; and ability level. The school's Index of Community Socio-Economic Advantage (ICSEA = 943) and the school's Family Occupation and Education Index (FOEI = 141) indicate significant socio-economic disadvantage in our school community. Our parents have high expectations for their daughters but require assistance with student learning and post-school pathways. The school provides significant support to address issues associated with socio-economic disadvantage. The school's motto, 'Ad Astra' (reaching for the stars), emphasises our high expectations for teaching and learning and the school has maintained a consistent focus on overcoming disadvantage by improving learning outcomes for girls. The school has worked hard to maintain its high academic performance and particular emphasis has been placed on literacy, numeracy, citizenship, leadership and community involvement. The school values are personal excellence (Ad Astra); respect; responsibility; cooperation; understanding, tolerance and inclusion; and integrity. These values are firmly embedded in school culture, policies and practices and underpin the school's vision statement. They reflect the school's Code of Behaviour and will continue to support school culture in 2018–2020.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

The whole school commitment to explicit teaching has promoted active engagement and responsibility of students to reflect, perfect and evaluate their work. The direct impact has been widespread and significant student growth across stages and KLAs as well as HSC results.

The focus on developing and embedding ALARM and formative assessment has shaped and refined student practices and self perceptions as they engage with their learning journey. As self-aware and savvy consumers of the learning and teaching process, their intentions, aims and outcomes are determined by how actively they apply the skills in each stage of their progress.

Staff consensus is that whole school success in this domain has been underpinned by persistence, consistency and application towards building core skills holds rewards long term. Immersion in core literacy and numeracy skill building from stage four has led to marked value added and student growth in stage 6.

While there is always more work to be done to improve student learning, overall, the staff determined that they were EXCELLING in this domain.

Teaching

2018 marked increased collaborative practice in faculties and teams to improve individual and course group

performance. Team teaching, co–development of resources and reflection on pedagogy and practice was further supported by L..A.T.E sessions of professional learning. School based TPL was driven by promoting awareness and understanding of ALARM and Formative Assessment practices and building capacity and confidence in applying them.

Early career teachers were mentored using Beginning Teacher Support Funds to further enhance whole school support of their teaching experiences. Experienced teachers were encouraged to identify their areas of expertise and align themselves with teams, initiatives and/or programs where they could add further value.

While there are clearly significant pockets of Excelling pedagogy and collaborative efficacy, staff determined that we were SUSTAINING AND GROWING and would remain so until we could ensure that all faculties were predominantly delivering quality teaching and engaging students to achieve their best.

Leading

Within the school, there is a widespread culture of identifying leadership responsibilities in individual staff members. Teachers are reminded they are leaders in their classrooms and in any project they undertake. Building capacity for leadership is also promoted. Teachers are encouraged to submit expressions of interest for relieving positions when they arise. Every faculty as a second in charge and there is a heavy focus on embedding succession planning and training for staff.

Staff members across all KLAs are encouraged to enact the school's philosophy on leadership, recognising their individual capacity to lead teaching and learning in classrooms and whole school initiatives and teams. There is an embedded, active culture of seeking and addressing emerging needs and opportunities for growth, success and most importantly, improvement. Consequently, individuals and teams actively write proposals and pitch ideas that are data–informed and devised for the benefit of students.

The school consensus determined our school was SUSTAINING AND GROWING.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Successful Learners

Purpose

To ensure that every young person in our care becomes *a successful learner, a confident and creative individual, and an active and informed citizen*

To achieve personal excellence and success in a safe learning environment that has high expectations and fosters lifelong learning

To overcome disadvantage by adding value to students' literacy and numeracy levels and equipping students with the knowledge and skills to be active citizens

Overall summary of progress

Birrong Girls High School has sustained its focus on ensuring quality teaching, equity of opportunity and individualised learning results from engaged and successful learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain or better strong student growth from Year 7–9 and Year 9–12 in literacy and numeracy as reflected in NAPLAN and HSC data	\$68,000	<p>Students achieved excellent value–adding in the HSC across all areas. In 2018 the school was rated as excelling in the growth of student scores between Years 9 and 12 of an average of 29.11.</p> <p>Similarly, in NAPLAN the school achieved excellent value–added results from Year 7 in 2016 to Year 9 in 2018 with 75.6% of students achieving greater than or expected growth in reading. 73.6% of students achieved at or above expected growth in numeracy. These results are significantly above SSG.</p> <p>VALID Science results indicate that from Year 8 2016 to Year 10 2018, 40.8% of students achieved greater than or expected growth.</p>
Proportion of students in Bands 1 & 2 in HSC courses at or below 10%	\$10,000	As a result of the outstanding performance of the 2018 HSC cohort who predominantly performed above state average in 85% of courses undertaken, the proportion of students in Bands 1 and 2 fell below 10%.
Student attendance remains high, maintained at 92% or above	\$12,000	Student attendance has remained high and is a reflection of the engaging learning, whole school initiatives and interventions in place at BGHS. While the overall average attendance rate is 89.70% (rather than the 92% target) it has remained high and is above the state average of 88.40%.
Retention data remains high, maintained at 85% or above	\$10,000	BGHS retention data has remained high at 89%. Student surveys confirm that the majority of students feel known and cared for and most importantly, supported in their learning and overall wellbeing. The majority of student exit surveys outline a family's change of location as the reason for their departure to another school. Senior students who are not planning to pursue university,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Retention data remains high, maintained at 85% or above		value the VET opportunities and long term planning and preparation for TAFE, traineeships and full time employment.

Next Steps

There is an ongoing commitment to sustain the core focus of Strategic Direction 1– Students as Successful Learners for the duration of the current School Plan cycle and beyond. In 2019, the next steps identified include:

- Offering a range of weekly workshops, tutorials and supports to facilitate core skills in literacy and numeracy development in students across stages and KLAs, in addition to high quality teaching in the classroom
- Further developing learning protocols, organisation and study skills in students commencing from stage 4 and across all stages
- Further embed ALARM strategies across KLAs and in all classrooms
- Redesign subject selection process to include face to face meetings involving executive member, student and parent), evaluation, assessment and planning about student choices relating to courses of study and post school futures.

Strategic Direction 2

Quality Teaching

Purpose

To maximise authentic learning opportunities for students, build teacher capabilities and support high expectations for enhanced collaboration, innovation and effective use of student assessment data

To improve teacher capacity in quality teaching and assessment through the implementation of the NSW Quality Teaching Framework and formative assessment practices for enhanced student engagement and effective feedback for learning

To support teachers in meeting professional standards, accreditation and registration requirements and develop leadership capacity

Overall summary of progress

The school's ongoing focus on quality teaching and formative assessment was maintained as a key professional learning priority with teachers utilising the principles of assessment for learning to drive teaching and learning practices.

Head Teachers led faculties in program development and evaluation processes in preparation for the implementation of new syllabuses.

Teacher professional learning plans reflected identified and negotiated learning needs, were aligned with Australian Professional Standards for Teachers and supported the delivery of quality teaching.

The literacy team provided a number of training workshops after school to revisit reading and writing strategies with staff and consolidate best practice. The literacy coordinator led professional learning to develop team expertise and strengthen the delivery of literacy across the curriculum.

The numeracy team focused on data analysis to address students' learning needs. Team members worked across the curriculum to develop data based resources that reinforced concepts addressed in mathematics classes.

Quality teaching mentors and literacy mentors supported early career teachers and staff generally in quality teaching, assessment for learning, and literacy strategies for effective classroom practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff engages in quality teacher professional learning that develops a deep understanding of NSW Quality Teaching Framework and addresses professional learning goals and accreditation requirements	\$38,000	All school delivered TPL is aligned with the Australian Professional Teaching Standards. Staff engage directly with the Quality Teaching Framework in the collaborative work they do coding lessons and unpacking delivery of skills and content in-faculty and across KLAs. There is an active mentoring and buddy system operating in each KLA and the induction program for Early Career and newly commencing teachers adds an additional layer of support focusing on practice. All professional learning was undertaken to directly pursue the school strategic directions and improve student learning outcomes.
Recommendations from annual faculty and program reviews inform future planning through evidence based research	\$10,000	Annual faculty reviews are fundamental to the BGHS staff culture and commitment to evaluative practice in the pursuit of improvement and excellence. The PDHPE Faculty Review was undertaken with complete faculty ownership. Their collegial and collaborative practices are reflected in their above state average HSC results in PDHPE

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Recommendations from annual faculty and program reviews inform future planning through evidence based research		and CAFS.
Student achievement data demonstrate that teachers are proficient in the teaching of literacy and numeracy and the effective implementation of formative assessment processes	\$15,000	Sustained growth in Literacy has confirmed the impact of explicit whole school professional learning and authentic implementation of pedagogy targeting core skills. Success in Literacy has further highlighted the need to implement the same level of whole school commitment and application of core skill development in Numeracy in order to achieve comparable results.

Next Steps

The school will maintain its focus on quality teaching for improved classroom practice. Following the very positive review of the mentor program, the program will be expanded to facilitate additional support for teachers, particularly in literacy and numeracy and the application of the Quality Teaching Framework. Flexible structures (including the Learn Apply Tell Embed model) will continue to support teacher professional learning and address gaps between role requirements and teacher knowledge, understanding and skill. School teams (literacy, numeracy, formative assessment, ALARM, professional learning) will work collaboratively across faculties to ensure consistency of curriculum delivery, modelling of effective practice and provision of feedback to drive and sustain ongoing improvement in teacher practice and student outcomes. The development of new course programs in response to NESA syllabus timelines will necessitate rigorous review and evaluation processes as teachers design, develop and trial new programs.

Strategic Direction 3

Collaborative Partnerships

Purpose

To support a high performing school with a community that is engaged and upholds the school's vision and values

To sustain and create high quality collaborative partnerships that foster student achievement and wellbeing

To provide opportunities to enhance relevance and significance of student learning and support post-school pathways

Overall summary of progress

Student achievement and wellbeing was enhanced through ongoing partnerships with universities, Technical and Further Education (TAFE), local businesses and educational providers. Noteworthy opportunities promoting student engagement were provided by the Australian Business and Community Network (ABCN), University of Technology Sydney (UTS) Summer School and University of New South Wales (UNSW) Aspire program. Participation in extra curricular initiatives supported the school's aspirational culture by providing a diverse range of opportunities for girls as learners. More than 200 students participated in extracurricular Science, Technology, Engineering and Mathematics (STEM) activities. The school's partner base broadened with the following companies/universities providing a range of experiences which included workshops, tours, seminars and mentor programs: UTS, UNSW, Google, Australian Museum, Commonwealth Bank, Macquarie University and L'Oreal.

Co-curricular activities developed student skill and talent through leadership programs, sport, public speaking and debating, drama, band, academic competitions, and Artist and Writer in Residence programs. Continued partnerships with local primary schools were supported through the highly successful CAPA initiative, Advancing Creative Minds and the PDHPE Display.

School systems were expanded to support improved communication with families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in parent and community engagement partnerships and programs to deliver quality learning experiences and/or support student wellbeing	\$10,000	Important partnerships with external agencies, programs and initiatives were sourced and secured to benefit the broad range of existing and emerging needs. Ranging from the exciting and extensive widening participation and outreach partnerships with all major universities to vital and engaging holistic community programs in the fields of sport, creative arts and industry links, student learning experiences were enriched significantly as a result. Further work and success is required still in securing more extensive parental engagement. While this is a recognised area of need across SSGs, BGHS is determined to pursue future improvement in this area.
Student wellbeing data reflect levels of motivation and belonging above state norms	\$30,000	Student morale is generally high across stage groups and this is directly linked to a sense of connectedness and school spirit. In 2018, there were approximately 3–7% of students in each year group who were faced with significant challenges that impacted on their sense of wellbeing. These challenges resulted in a level of disengagement in all areas of their life and eventually impacted on their sense of wellbeing and overall purpose. The important indicators from these contexts is that the students falling within this specific 'at-risk' percentage were responding to interventions and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student wellbeing data reflect levels of motivation and belonging above state norms		attempting to engage as a result.
Student wellbeing (Tell Them From Me) data reflect levels of student engagement above state norms	\$1000	TTFM data has identified that student levels of engagement differ based on experiences across KLAs. While overall student engagement levels are high, there is work to be done to secure deeper levels of commitment in Science and Mathematics. The suite of data collated, including student and parent surveys, focus group discussions and moderated assessments indicated that the skill deficiencies requiring remediation have played a role in how students perceive their capacity, to succeed, particularly in STEM related subjects.
Student participation in tertiary studies increases by 5%	\$10,000	As a direct consequence of the successful HSC performances across the 2018 cohort, there was a marked increase of tertiary placement offers, and scholarships awarded.

Next Steps

Birrong Girls High School values the collaborative partnerships formed across the wider community. Programs and initiatives (including STEM) will be consolidated and new programs sourced to foster student achievement and aspiration. A whole school approach to student wellbeing will be strengthened through streamlined practices, improved student tracking processes and implementation of programs of support for disengaged and disconnected Stage 5 students.

The school will continue to provide opportunities for students to develop an understanding of the significance and relevance of course content through access to real life contexts and the provision of field trips, excursions and other 'hands on', practical activities.

Exciting new partnerships, initiatives and opportunities are planned for 2019–2020, including deepening ties with Western Sydney University, the Australian Business Community Network and The Helmsman Project. Each of these collaborative partnerships will be fostered to further facilitate equity of opportunity and breadth of experiences for our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Flexible \$2,914.00	<p>The four Aboriginal students in our school community were provided with explicit support to facilitate their holistic growth and development.</p> <p>This support commenced with data informed and stakeholder negotiated planning. Funds further facilitated this support by allocating an Aboriginal Education Coordinator, SLSO and LsST teaching were required.</p> <p>Funds also facilitated access to post school tutoring and widening participation and engagement with Aboriginal culture directly within the curriculum and incorporated in extra-curricular and targeted community based initiatives and programs.</p>
English language proficiency	Staffing \$208,226.00 Flexible \$43,844.00	<p>94% of students are identified with LBOTE.</p> <p>Newly immigrated students were placed in classes where team teachers from the Learning Support faculty and specialists in ESL provided them with direct support with their language acquisition. Discreet ESL classes were further provisioned at the Homework Centre to facilitate accessibility of content and language acquisition. Team teaching schedules maximised resource allocation to support students explicitly.</p>
Low level adjustment for disability	Staffing \$187,403.00 Flexible \$99,466.00	<p>Aboriginal students were provided tailored support that was data informed and planned following stakeholder discussions and negotiations. Each student was allocated a mentor and additional check-ins from the Year Adviser. An SLSO was allocated to directly oversee learning needs of key identified students.</p> <p>Specialist resources were purchased to further enhance student learning and provide more individualised guidance during sessions in the Homework Centre.</p>
Socio-economic background	Staffing \$229,049.00 Flexible \$682,577.00 • Socio-economic background (\$9 500.00)	<p>The school's overarching commitment to providing equity of opportunity.</p> <p>Socio-economic allocation of funding empowers the school teams and initiatives to expose students to breadth of curriculum and extra curricular experiences.</p> <p>An extra class in Year 10 reduces student numbers. Funding facilitated additional course offerings in stages 5 and 6 to ensure a breadth of curriculum and response to a variety of learning and vocational needs. These range from academically rigorous subjects to subjects that channel students pursuing a non-ATAR pathway to build skill and prepare for post school vocations.</p> <p>The Homework Centre runs four afternoons a week for two hours each day. The centre has</p>

<p>Socio-economic background</p>	<p>Staffing \$229,049.00</p> <p>Flexible \$682,577.00</p> <ul style="list-style-type: none"> • Socio-economic background (\$9 500.00) 	<p>become an established learning and teaching hub where students receive additional guidance in their learning.</p> <p>The purchase of an additional class set of Chrome books to support ICT access and skill development was a resource shared across KLAs.</p> <p>Ongoing funding for whole school initiatives that pursue outcomes in Wellbeing and Learning was also sustained.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$995.00</p>	<p>The Learning Support Team invested planning and programming time in devising a refugee and new arrival induction program. Working in collaboration with the Wellbeing Team, students were assigned peer buddies and a range of social activities were introduced in the playground and library.</p> <p>ESL and LaST teachers were assigned to classes where students could gain the most benefit from team teaching and additional support.</p> <p>Refugee and new arrival retention rates are equivalent to or higher on average to the rest of the BGHS cohort.</p> <p>STARS team established to oversee wellbeing concerns of refugees and new arrivals.</p> <p>2018 HSC ESL results were above state and SSG average.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	802	784	807	786

Birrong Girls High School remains a single-sexed school setting that is successfully empowering female students to prepare for their future leadership in broader society. While there have been some minor fluctuations in student enrolments over the past three years, it is clear that the gender specific setting is catering successfully to the demands of its community.

Despite the all-female student cohort, our students are performing across KLAs at a high standard and predominantly above similar school groups and often above state average. HSC results in, but not exclusively to English and PDHPE, are particular examples of sustained achievement at this level.

It is expected that ongoing work building capacity and relationships with feeder primary schools, growth in our local demographic and sustained success in academic growth and achievement from 7–12, will impact positively on growth of enrolment numbers.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.6	94.7	93.6	92.5
8	91.5	91.4	92.6	89.5
9	92.4	87.8	92.3	89.5
10	90.6	91.4	88.8	90.2
11	92.4	90.8	92.7	85.8
12	91.6	92.7	91.2	91.1
All Years	92.1	91.4	91.8	89.7
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

BGHS acknowledges the direct relationship between student attendance and student engagement. One of the school's key messages to all students is that they are full time students and their core business is learning. This same message is reiterated to parents.

School attendance is the commitment of every staff member at BGHS. The Senior Executive Team work closely with the Head Teacher Administration and the Wellbeing Team to monitor and oversee student attendance and interventions.

Rolls are marked every period. Parents are notified by daily text message about student absences. Concerns about truancy are also communicated as soon as they are detected. The Wellbeing and Learning Support Teams profile students of concern and devise individualised responses to address their absences, support their interaction with learning and respond to their specific needs and contexts.

Attendance monitoring plans are implemented following negotiated interventions to support improved attendance, involving key stakeholders (parents, students and relevant school staff). BGHS works in close communication and partnership with the Home School Liaison Officer in more serious cases. The impact of poor attendance is discussed in parent forums and workshops in order to shift parental attitudes about extended leave, especially trips overseas.

Programs focused on student engagement and attainment, as well as targeted service learning ventures adopted by specific year groups and the whole school community have been implemented in order to increase attendance. In partnership with ABCN and each of our 5 university partners, students are encouraged to value education and plan for a future that is underpinned by a solid educational grounding. Study skills and mindfulness sessions have been highly successful in providing targeted responses to identified student needs and improving wellbeing.

There is a deliberate and strategic tracking of the spread across the student body engaging in targeted programs to ensure that it is equitable and that students at risk have tailored responses and support.

Consequently, in a recent study published by CESE, Birrong Girls High School was identified for their success in sustaining high levels of student attendance because of the personalised rapport and holistic approach delivered to secure overall student success.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2.5	0.5
Employment	0	0.8	2.5
TAFE entry	3.3	6.6	5
University Entry	0	0	83
Other	0	3.3	8
Unknown	0	0.8	1

Year 12 students undertaking vocational or trade training

In 2018 32% of Year 12 students studied at least one Vocational Education and Training (VET) course delivered at the school; 10% studied Retail and 22% studied Hospitality. Four students studied a VET course delivered off-site, Certificate III in Health Services Assistance (Assisting in Nursing Work in Acute Care).

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 128 students in Year 12, 100% attained an HSC in 2018. Students achieved additional vocational educational qualifications in:

* Hospitality (Kitchen Operations) – 80% students achieved a Certificate II

* Retail Services – 89% students achieved a Certificate II

* Off-site VET Courses –100% students achieved a Certificate III in Health Services Assistance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.9
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	10.08
Other Positions	1

*Full Time Equivalent

In 2018, Birrong Girls High School did not have any Aboriginal teachers on staff.

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	10

Professional learning and teacher accreditation

Teacher professional learning priorities were aligned to the school plan 2018 – 2020 and teacher performance goals through their PDP's were focused on continuing to improve student performance and wellbeing. Teacher professional learning included school based professional learning workshops and training and development courses led by school staff, universities, approved providers and private companies. Total school expenditure on professional learning for teaching and non-teaching staff amounted to almost \$27,000.00. This total is for teacher professional learning and does not include casual staff costing.

The main priorities for professional learning continued to focus on: literacy, numeracy, quality teaching and assessment; effective use of student data; formative assessment practices for improved student engagement; teacher accreditation and enhanced leadership capacity. An inclusion of whole school ALARM writing strategies was also a professional learning priority in 2018. All staff across the school

participated in professional learning activities maintaining a whole-school approach to teacher professional learning. Expert teachers successfully worked in classrooms with teachers and provided professional learning for all staff on school development days, at staff meetings and through the after hours LATE model. Quality Teaching Mentors continued to lead collaborative workshops sharing effective classroom practice and worked with targeted staff across the school to strengthen teaching and learning.

The literacy team led workshops on reading practices and processes and the literacy team leader mentored early career teachers, providing explicit strategies to enhance the teaching of reading and writing in the classroom. The ALARM team supported staff in understanding the ALARM processes and the links to enhancing effective writing strategies for students. The school's formative assessment team led professional learning in eliciting evidence and embedding effective teacher feedback strategies for improved learning outcomes. Student self-regulation was also an area that was investigated as a staff priority and strategies were developed, trialled and implemented. In addition, the Numeracy team worked with a range of faculties to incorporate the teaching of number and data across the curriculum. The school values this approach to professional learning because of its focus on student learning and effective pedagogy; and because it provides opportunities for teachers to work collaboratively and collegially, and observe and reflect on classroom practice and student assessment data for improved student outcomes.

School development days were successfully utilised: compliance training issues were addressed; whole school ALARM training was implemented; student wellbeing around emotional regulation was addressed; and teachers were provided with opportunities to analyse student data for effective planning and individualised learning. Leadership capacity was strengthened through a distributive model, through opportunities for relieving in higher positions, and through formal and informal mentoring programs.

The successful academic partnership with the Faculty of Education at Newcastle University, in its ninth year, focused on consistency of practice in lesson observation with new staff and on assessment coding with experienced staff. The processes of lesson and assessment coding and analysis provided a rich forum in which teachers could discuss effective pedagogy, share expertise and engage and reflect on the critical role of the teacher in student learning. Evaluations were overwhelmingly positive with teachers identifying a deeper understanding of the Quality Teaching Framework and greater consistency in lesson and assessment coding as significant areas of impact. Forty-two per cent of staff participated in these workshops; 99% of staff have now participated in at least one of the university partnership professional learning days. Early career teachers were well supported through a structured, school based induction program which provided workshops on the school context, the Quality Teaching Framework, classroom communication and management, Department of Education policies and NESA accreditation processes.

Local and regional network meetings, Early Career Teacher Conferences and accreditation workshops provided further opportunities for professional learning.

In 2018, three Early Career Teachers, Lucinda Wessels (PDHPE), Georgette Athos (EAL/D – Support) and Evon Zomaya (History), were accredited at Proficient. Six staff participated in the Early Career Teacher Induction Program and were in the process of gaining NESA accreditation at Proficient: Phil Farrugia (Science), Omar Sabih (Social Science), Lisa Stewart (Social Science), Maysa Hassan (Social Science), Madalyne McEwen (PDHPE), Gaye Temizus (Support). There were also eight New Scheme Teachers working on maintaining their accreditation at Proficient. Additionally all pre-2004 service teachers at BGHS became accredited at Proficient, as per 2016 legislation, and were working towards maintaining accreditation through the attendance/involvement in teacher identified and NESA approved professional learning.

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	2,330,298
Revenue	9,738,804
Appropriation	9,398,066
Sale of Goods and Services	52,804
Grants and Contributions	260,173
Gain and Loss	0
Other Revenue	19,027
Investment Income	8,733
Expenses	-9,071,936
Recurrent Expenses	-9,071,936
Employee Related	-8,288,034
Operating Expenses	-783,902
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	666,868
Balance Carried Forward	2,997,166

As part of the organisational and management structures within the school, our Finance committee

meets formally once a term as part of the planning, implementation and evaluative cycle. All school community stakeholder groups are represented on the Finance committee. All members of the senior executive attend in partnership with our school administration manager and a representative from executive, teaching and parent groups. Student representatives are invited subject to emerging needs in order to promote student voice, leadership and engagement in the strategic decision making undertaken to improve the student learning outcomes.

The predominant expenditure in 2018 was on human resourcing in order to provide the highest quality teaching service to our school community. This was supported through a strategic and interdependent allocation of teacher resources to oversee core pedagogy and supplementary programs and initiatives designed to enhance whole school aims to meet individual student needs.

2018 was the first year in the implementation of the 2018–2020 School Plan. Investment into Professional Learning was focused on developing teacher quality to further support the school's focus on authentic commitment to quality teaching across all KLAs. The principle behind the majority of fund allocation was to secure equity of opportunity for all students. Programs were carefully selected and funded in order to address the full spectrum of student needs ranging from intensive remediation to enrichment.

2019 and 2020 expenditure will sustain resource allocation to facilitate strategic directions identified in the School Plan. Additional expenditure will specifically focus on improving teaching and learning spaces including air conditioning, upgrade of commercial grade hospitality kitchens and phased in upgrade of the school's technology facilities.

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	7,438,349
Base Per Capita	156,049
Base Location	0
Other Base	7,282,300
Equity Total	1,453,479
Equity Aboriginal	2,914
Equity Socio economic	911,625
Equity Language	252,070
Equity Disability	286,870
Targeted Total	45,920
Other Total	143,723
Grand Total	9,081,471

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.

NAPLAN – Literacy

The average Year 7 literacy scores were below the state average in all areas except writing; however, the Birrong Girls High School average scores were mostly above those of statistically similar groups. Spelling (527.2) was above statistically similar groups (522.39) but below the state average of 543.5. The average

grammar and punctuation score in Year 7 was 516.5, significantly below 538, the state average, but comparable to the score of 516 of statistically similar groups. The average writing score in Year 7 was 502.5, above the state at 500 but also well above the 477 of statistically similar groups. The one exception to this was reading, our greatest weakness for Year 7, where the average score was 498.5 (compared with 533.3 for the state and 514 for statistically similar groups).

The average Year 9 literacy scores were above the state average in writing and spelling but below in reading and grammar. In all areas, however, the school scored above average scores of statistically similar groups. The school average for writing was 545.4 while the state average was 534 and the statistically similar group average was more than 30 points less than the school average at 512.9. The school's Year 9 average score for spelling was 586.9, above the state average of 581.5 and significantly above the average of statistically similar groups 561.2. Grammar and punctuation (573.6) was only marginally below the state average (574.1) but above the average of statistically similar groups (554.49). The average reading score in Year 9 was 570.5, below 578.3 for the state but above the 562.6 of statistically similar groups.

NAPLAN – Numeracy

The average numeracy score in Year 7 was 499.25, well below the state average of 544.8 and below the statistically similar group score of 520. The Numeracy Team and Key Learning Areas focused on the following skills areas: area and volume, units of measurement, geometry and space, and financial mathematics.

The average numeracy score in Year 9 was 576.2, significantly below 594 for the state but above the 569.4 score of statistically similar groups. Areas targeted for development by the Numeracy Team and Key Learning Areas included geometric and number patterns, geometry and space, probability, financial mathematics and algebra.

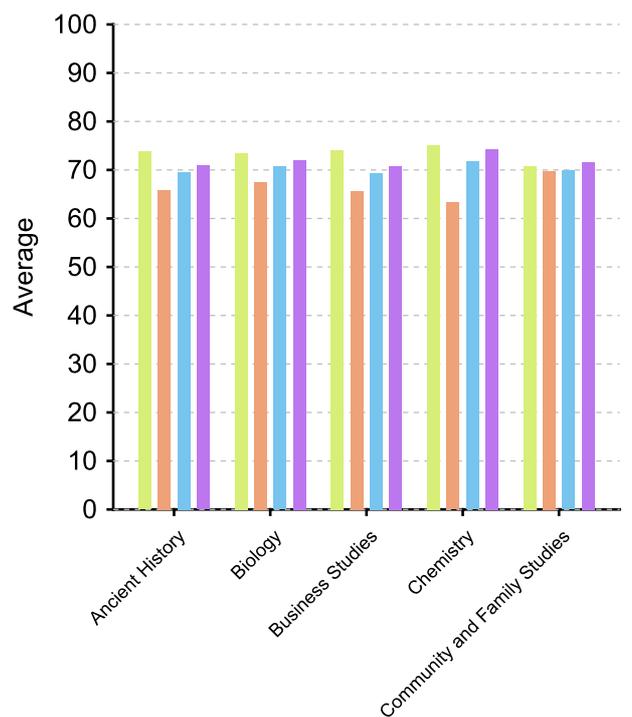
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

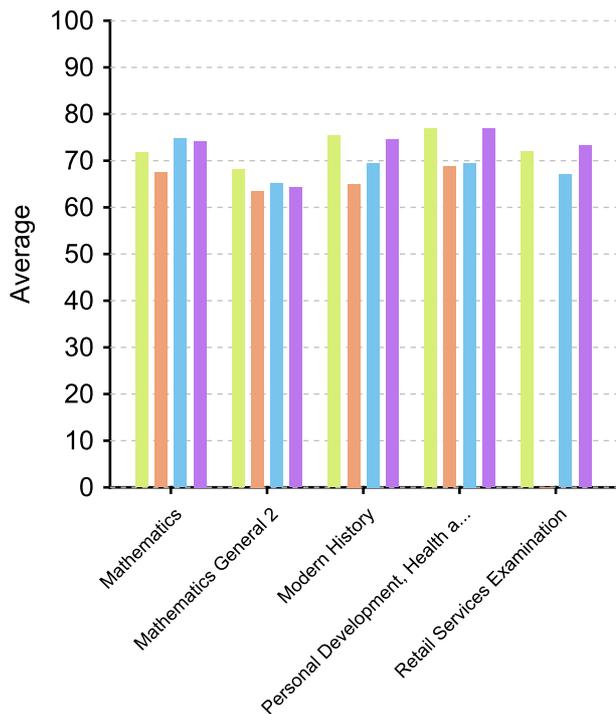
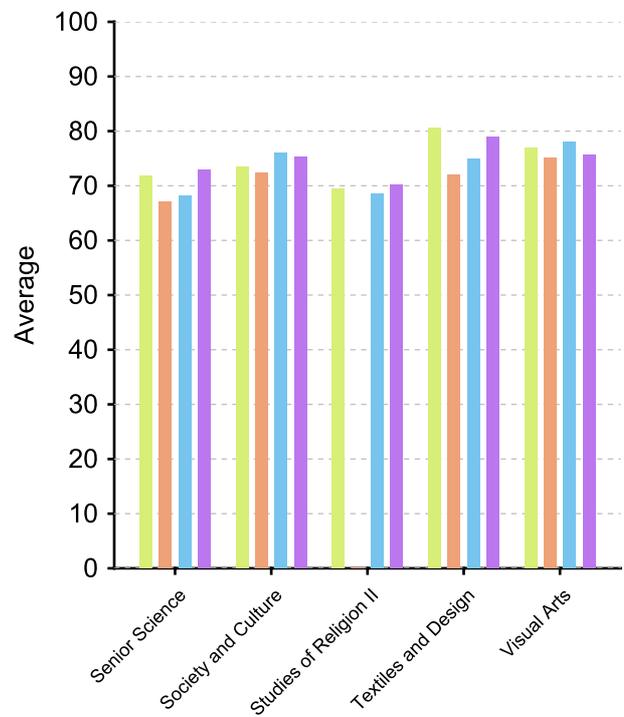
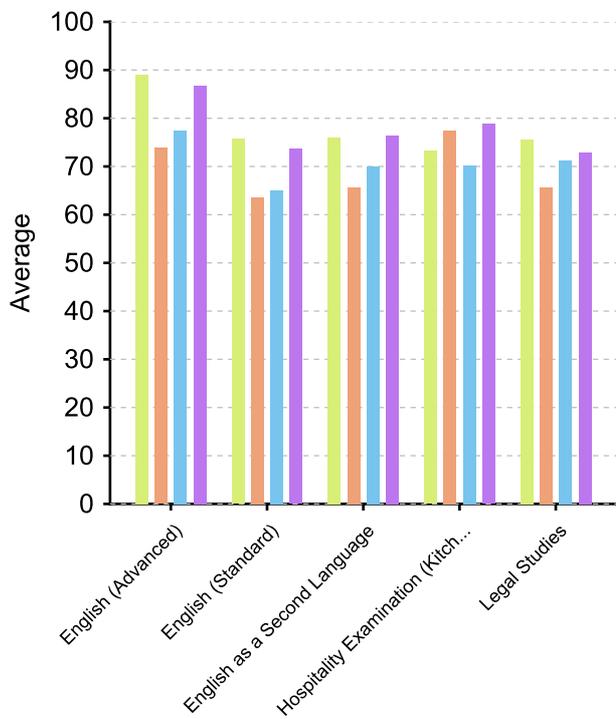
There were two students in Year 7 and one student in Year 9 who identified as Aboriginal and were involved in NAPLAN testing in 2018. While their performances did not fall in the top two bands, the individualised learning plans and mentor support provided to them played as significant role in their growth and overall success across KLAs throughout the course of the year. The school's Learning Support and Wellbeing Teams have sustained high levels of communication with key stakeholders involved in overseeing student progress to ensure that the identified students are progressing towards the top two NAPLAN bands and in pursuit of HSC Minimum Standards in future.

Higher School Certificate (HSC)

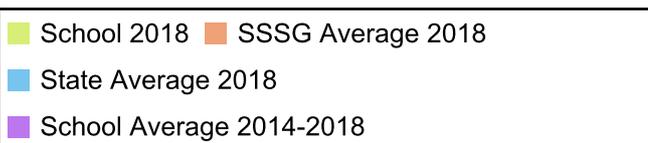
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The 2018 HSC cohort responded to the long term supports and holistic interventions and resources provided to them during their course of study. The schools commitment to Quality Teaching and Formative Assessment supported effective teaching and learning to produce excellent student growth and performance. The embedding of ALARM strategies across KLAs achieved significant impact upon student performance, empowering them with the vital transferable skills necessary for success. Combined with the school's strategic focus on explicit teaching and explicit feedback secured student preparedness en masse to ensure they were equipped to demonstrate their knowledge and understanding. The 2018 HSC success was celebrated in the Sydney Morning Herald and featured in recently published CESE reporting, identifying BGHS as a significant force 'Punching Above Our Weight' in the face of significant socioeconomic disadvantage.





Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	73.8	65.8	69.5	70.9
Biology	73.5	67.5	70.7	72.0
Business Studies	74.1	65.7	69.3	70.8
Chemistry	75.1	63.3	71.8	74.3
Community and Family Studies	70.8	69.8	69.9	71.7
English (Advanced)	89.1	73.8	77.5	86.7
English (Standard)	75.7	63.6	65.0	73.7
English as a Second Language	76.0	65.7	70.1	76.4
Hospitality Examination (Kitchen Operations and Cookery)	73.2	77.5	70.3	78.8
Legal Studies	75.6	65.7	71.2	72.9
Mathematics	71.8	67.5	74.8	74.2
Mathematics General 2	68.1	63.5	65.1	64.3
Modern History	75.4	65.0	69.5	74.5



Personal Development, Health and Physical Education	76.9	68.7	69.5	76.9
Retail Services Examination	72.0	0.0	67.0	73.3
Senior Science	71.9	67.1	68.2	72.9
Society and Culture	73.5	72.3	76.1	75.3
Studies of Religion II	69.5	0.0	68.5	70.2
Textiles and Design	80.6	71.9	74.9	79.0
Visual Arts	76.9	75.2	78.0	75.7

Overall, the 2018 HSC results reflected strong performance across KLAs. 85% of courses offered in 2018 performed above the average state and similar school group results. It is these results that vindicate the high quality learning and teaching delivered at Birrong Girls High School, underpinned by the consistent and impactful whole school initiatives focusing on core skills, deep understanding and extended writing.. The outstanding results in Advanced English were followed by Textiles and Design and PDHPE where there was a significant difference between our school's above average results and those of the state and SSGs. In the three subject areas where students did not perform above state average, they fell just short of those results but outperform SSGs. There was not course where students performed below state and SSGs combined.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Year 12 students described their satisfaction with the school and the programs offered through surveys at various times throughout the year. The survey results indicated that students felt staff were very supportive, enthusiastic and always willing to help them improve. The positive and supportive learning culture was unanimously identified as contributing factors for overall student engagement and success. Students also indicated they enjoyed their time at Birrong Girls and were appreciative of the whole school community. This feedback indicates 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. Exit surveys taken by graduating Year 12 students and all students who 'sign out' of the school to relocate to other areas/schools, enrol in TAFE or take up employment opportunities, also 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 and numeracy.

Eighty-nine per cent of students from Years 7–12 participated in the Tell Them from Me – Student Survey in 2018. In the area of academic self-concept, which measures how well students feel they can do well in their school work, 95% of students rated their levels as medium to high. Ninety-one per cent of students had aspirations for finishing high school (above the NSW DoE norm of 85%) and 83% of students indicated they aspired to pursue a post-secondary education (significantly above the NSW DoE norm of 67%). Seventy-one per cent of students reported they had a positive sense of belonging where they felt accepted and valued by their peers and by others at the school (above the NSW DoE norm of 66%). Ninety-five per cent of students reported they do not get in trouble at school for disruptive or inappropriate behaviour (above the NSW DoE norm of 87%).

Responses to the Tell Them from Me – Staff Survey continued to endorse the school's shared clarity of purpose, high expectations, clear and fair discipline and purposeful leadership as the most significant aspects contributing to school success. The importance of collaborative purposeful teaching with a strong learning culture and quality feedback were identified as driving forces behind the continued academic success of students.

Responses to the Tell Them from Me – Parents Survey indicated very high levels of satisfaction with the school's culture of high expectations and positive behaviour. Parents agreed that their daughters felt safe and secure in the school environment and expressed confidence in the school's communication with them. Parents also acknowledged the additional support provided for students by the school. Parents are invited to provide input into school decision making processes through the P&C, Finance Committee and anonymous surveys conducted at parent-teacher meetings biannually. Survey results reflected strong satisfaction with the range of communication methods the school uses to connect with parents including the school's website, the SMS text messaging system, the Skoolbag App and the Birrong Bulletin. The majority of parents indicated that they were well-informed about school activities.

Policy requirements

Aboriginal education

Five students of Aboriginal background were enrolled from Years 7–12 in 2018. Individual learning pathways, developed in consultation with the students and their families, identified strengths, target areas for improvement, and set academic and personal goals. Aboriginal perspectives are embedded in all curriculum areas. University partnerships have been established with UTS to provide programs for senior students. The school continues to provide an aboriginal contact officer

to support students to thrive in all areas of school life.

Multicultural and anti-racism education

Ninety-four per cent of students are from Language Backgrounds Other than English. The student population included a range of cultural backgrounds representing 49 language groups. The majority of families were from Arabic, Chinese, Vietnamese, Turkish and Pacific Islander backgrounds.

The values of respect and understanding, tolerance and inclusion underpin all aspects of teaching and learning and complement the rich diversity of our student population. Teaching and learning programs integrate multicultural perspectives to develop in students the knowledge, skills and understandings required for a culturally diverse society and support students in learning to understand their own identity in relation to others from different cultures and backgrounds.

Parent partnerships continue to be maintained through the use of interpreters within the school and access to the telephone interpreter service as appropriate. Teacher interpreters support parents at parent-teacher sessions and in special purpose meetings.

The school showcases multiculturalism during Harmony Week with activities, stalls, demonstrations and fundraising initiatives for Amnesty International and/or UNICEF. The school continues to have an Anti Racism Contact Officer (ARCO) available for student and staff support.

Other school programs

Other school programs

Student leadership

Students continue to be involved in school governance through the prefects and the SRC; in programs such as peer support and peer tutor reading; and in a range of committees including the environment team and Amnesty International team. The prefect body worked cohesively in leading fundraising initiatives, chairing assemblies and organising activities which supported our Code of Behaviour and Values. They underlined the aspirational culture of the school through assembly presentations on inspirational women, encouraging students to live by our motto, Ad Astra. SRC students effectively represented the student voice and maintained their sponsorship of a student in Tanzania. Student leaders were outstanding ambassadors for the school, hosting school and community events and participating in a range of volunteer programs. Birrong Girls High School continues to demonstrate a strong social conscience. During 2018, the Amnesty Team raised \$3,503.15 for birthing kits which were assembled in a weekend workshop with the ZONTA Club of Western Sydney. Year 10 Commerce students supported the fundraising for Amnesty International and Human Appeal International through their Mothers' Day

initiative. The Prefects and SRC combined raised over \$1,000 for the Red Shield Appeal. The SRC raised just under \$500 for the Cancer Council whilst raising awareness about breast cancer. Formal training in leadership was provided through student attendance at a range of conferences including the Young Leaders' Conference, the Secondary Students' Leadership Program, SRC conferences, Young Women's Leadership seminars and leadership initiatives supported by local councils.

Achievements in the arts

The Arts

Selected Year 11 English students participated in the Story Factory's Novella Project with Farah Alameddine and Lara Matar successfully publishing their original works. Vivian Pham volunteered her time at the Sydney Writers' Festival and attended Story Factory's International Conference in LA. She was invited to present a speech advocating for social justice from the perspective of a Western Sydney young adult. She delivered this before a diverse audience of her peers and world renowned authors, including Chimamand Ngozi Adichi.

The theme of the English faculty's annual writing competition was 'It's a Whole New World'. This stimulus attracted quality prose and poetry entries and graphic stories from a broad range of students. Awards were presented at the school's annual presentation day. Our Prose winners were: Aya Sabourni 7B and Farah Alameddine 11 Advanced. Poetry winners were: Arielle Taulapapa 7B and Farah Alameddine 11 Advanced. Our graphic novel winners were: Kimberly Lin 7B and Erika Vorn 10E2. The school continues to promote a culture of reading through the Premier's Reading Challenge; 417 students engaged with the challenge. 76 students completed it which is an

exceptional increase compared to previous years. One student, Hajer Al Mosawi was awarded the Premier's Medal, 7 students received the Platinum award and 4 were awarded the Gold.

Public Speaking and Debating

Years 7-10 competed in the school's annual Henrietta Wooster Public Speaking Competition. The topic for this year was "Save the Date!" The senior winner for this year was Sarina Abdallah of Year 10. The junior winner was Sulaiyah Iqbal of Year 8. In addition, all Year 9 students participated in the annual Spoken Word Competition. The school fielded three competitive teams in the Sydney South West Regional Debating Competition. Sarah Steel and Talia Jbara of Year 9 represented the school in the Legacy Junior Public Speaking Competition.

Creative and Performing Arts

Students across years 7-12 participated in a variety of enriching experiences including a harbour side drawing excursion, guided visits and art making sessions to exhibition spaces such as the SH Ervin Gallery, Art Gallery of NSW and Museum of Contemporary Art.

Students attended ArtExpress as well as a Visual Arts HSC Study Morning. Visual Arts also offered an incursion that included a children's book illustrator as well as the opportunity to attend a 2 day art making camp to Bundanon. In Music, elective students attended orchestral and concert band performances at the Opera House and junior classes were offered an incursion with Sound Sessions.

Students were given opportunities to enter numerous competitions. A Music student was given the opportunity to audition for TAP. All Year 7 Visual Arts students created artwork submissions for the Young Archie Portrait Prize at the Art Gallery of NSW. The CAPA Faculty hosted Advancing Creative Minds. This involved a group of creative Year 5 students from surrounding primary schools participating in workshops at our Ross McBride Art Centre, to develop talent in music and the visual arts. All student artworks were displayed in the foyer gallery outside the art rooms.

The annual CAPA Extravaganza took place in Term 3. Students, friends and families filled the exhibition space in the Ross McBride Art Centre to view and admire the artworks created by talented students from all year groups. HSC students showcased their creative, high quality, practical submissions. Musical performances added to the ambience of the occasion, including pieces performed by the Pop Band, soloists and the Vocal Ensemble.

Drama

Year 9–12 Drama students approached their courses with discipline and dedication, providing compelling performances for audiences. A notable event was Nadine Johnston Araujo's ongoing extra-curricular participation in the Belvoir St Theatre and Griffin Theatre Ambassador programs which saw a new range of performance skills exhibited in our HSC performances. Empathy as an outcome of Drama continues to be fostered through various experiential activities and especially through live theatre excursions to a range of plays from Shakespeare to Legally Blonde. Birrong Girls High School continues to grow, thrive and evolve in all areas of the arts. We seek every opportunity to expose students to innovative artistic approaches in a diverse range of areas.

Sport

2018 was an outstanding year with many rewarding sporting accomplishments. Students participated in school carnivals, field days, Years 7 and 8 swim school, Jump Rope 4 Heart and Year 11 Life Ready to develop leadership, sporting and problem solving skills. Leadership opportunities for physical activity and sport studies students continued including the organisation of Jump Rope 4 Heart and the coordination of Regents Park Cross Country Carnival. Students gained valuable coaching experience and developed strong leadership skills. The Jump Rope 4 Heart 'Jump off' raised \$1030.85 for the prevention of and research into heart related conditions.

The PDHPE Dance Display demonstrated student skills in choreography and dance to the wider community.

Two performances were held for local primary school students and our own junior students. The school's PDHPE Dance Display transition model continues to be a huge success and gains tremendous support from all primary feeder schools. Record attendance at swimming and athletics carnivals, along with enthusiastic participation and strong team spirit, resulted in a significant number of students representing our school at zone, regional and state levels.

Nadine Johnston Araujo was the recipient of the prestigious Pierre de Coubertin Award and Daliya El Helou represented the school at State level for swimming. This was the first time in several years that a student has represented at such a high level in swimming. Students represented the school at zone competitions in touch football, soccer and basketball.

Several Birrong girls represented the zone in the following sports:

Basketball: Anaseini Rokolati

Soccer: Skye Casacchia, Jasmine Maxwell, Lara Maxwell, Chloe Hildred, and Amira Charouk

U/16 Touch: Victoria Heywood, Skye Casacchia, Jasmine Maxwell and Talea Tutunea

Netball: Aaliya Lahega

Mariam Mohammad received the Premier Sporting Challenge award for her commitment to fair play, achievement in her sporting discipline and dedicated approach and contribution to the school's weekly sporting program.

Twenty-four junior students attended the inaugural Edmondson Cup which is an initiative designed to increase competitive participation in junior students. Teams competed in a round robin competition in soccer and netball. Birrong Girls High School provided a vast range of activities to enrich and encourage student participation in sport in 2018. This commitment to active participation is long term. Current successes will be sustained and further resources will be allocated to increase participation in 2019.