

Burwood Girls High School

2019 Annual Report



8152

Introduction

The Annual Report for 2019 is provided to the community of Burwood Girls High School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

This was the year to promote "creativity" in learning, teaching and leading. Our students participated in the Student Empowerment Project, Changemakers, bridge building, debating, poetry slams, film festivals, drama performances, Theatresports, STEM and STEAM projects, robotics, dance workshops, languages competitions, Girls in Property, Schools Spectacular, Pulse, Solar Energy Challenge and so many other events.

Students also had opportunities to participate in visits to Korea, Uluru, Duke of Edinburgh walks (Bronze, Silver and Gold) and for the first time, a band tour to Amsterdam, Bruges and Paris.

Creativity thrived with student led events for climate change, discussion forums such as "You Can't Ask That", design and technology innovations, visual arts projects, student empowerment events involving a visit to South Australian schools, and the creation of a most wonderful mural to celebrate our 90 years anniversary to coincide with International Day. The band program was revitalised by the appointment of a new, creative band director.

Our school motto "Not For Ourselves Alone" remains the key value behind all that we do in supporting students, both locally and globally.

Message from the school community

The P&C continues to thrive as a dynamic group that leads a creative approach to fundraising, initiating programs and plans shared by members of the community. There was continued growth in membership and at meetings and success in achieving financial grants. The School Council and P&C worked in partnership to manage development of a performance/STEM space, secured funding for artificial turf, as well as refurbishment of the toilets. A covered area for the TAS hospitality deck was considered for 2020. The uniform committee continued to work with Lowes in 2019 to review and improve uniform items.

The P&C continued to host the Year 7 Welcome BBQ, participated in school presentations, Year 12 graduation, Year 7 Orientation Day, Year 7/8 Disco, International Day and selection panels.

Parents play an important role in supporting school initiatives for school improvement and for school decision making.

P&C and School Council 2019

Message from the students

Our school continues to develop strong, determined and independent young women who are ready for anything, whether it be STEM, visual arts, drama, debating, or successfully walking up the stairs in flippers without tripping. Students have continued to give back to the school community and uphold the school motto, 'Not for Ourselves Alone' through our

involvement in a wide range of programs and events including the Duke of Edinburgh scheme, Mini Mind Matters team, Tiddas, True Colours, International day, SRC, Prefects, Big Sisters and Sports Captains. Students have also continued to expand their horizons through their participation in the band program, sporting events and teams, debating and public speaking groups and the dance ensembles. As a result of involvement in these programs, the school community continued to demonstrate creativity in learning experiences, but also co-curricular activities in which skills such as communication, teamwork and shared responsibility are strengthened. The sense of community is strong at Burwood Girls High School, and is greatly cherished by us amongst peers and teachers.

Lucy Olson, Amelia Pieri, Thu Tran (School Captains)



School background

School vision statement

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

School context

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



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Educational Opportunity (Learning)

Purpose

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

Improvement Measures

Increase in number of students achieving in the top two bands in NAPLAN writing

Increase in quality feedback provided to students, staff and parents

Assessment 'for', 'of' and 'as', is embedded by teachers to increase quality feedback to students

All students feel known, cared for and valued

All students report opportunities to fulfill their potential are provided.

Progress towards achieving improvement measures

Process 1: Writing strategy 7–12

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Decision to implement Best Start for 2020• Key Learning Areas were inconsistent in the development and implementation of writing strategies.• The need for improved coordination of Learning Support strategies was identified and a restructure required for an executive position in 2020.	<ul style="list-style-type: none">• Printing of writing journals• Employment of tutors to support writing• PL funds used for data analysis team.• Additional LaST personnel employed to support writing strategies for students requiring additional support. Funding Sources: <ul style="list-style-type: none">• English language proficiency (\$100000.00)• Socio-economic background (\$60000.00)

Process 2: Wellbeing Framework

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Successful Wellbeing Framework understood and used by all members of the wellbeing team• Additional Homework Centre established 2 days a week was successful to support student needs.• Wellbeing Conference attended by all local schools with positive ongoing support and networking.• Nurse to be employed in 2020, shared by network schools, to address current wellbeing issues.• Intersectoral approach coordinated by schools to support students.	<ul style="list-style-type: none">• Use of High Resolves to plan teaching and learning programs with teachers.• Establish a wellbeing network with local school and shared resources.• Employment of SLSOs to support wellbeing of students.• Employment of additional school chaplain to assist with the emotional wellbeing of at risk students.• Employment of outside agencies to plan workshops for students• An additional SASS member employed to assist with wellbeing documentation Funding Sources:

Progress towards achieving improvement measures

- Successful Wellbeing Framework understood and used by all members of the wellbeing team
- Additional Homework Centre established 2 days a week was successful to support student needs.
- Wellbeing Conference attended by all local schools with positive ongoing support and networking.
- Nurse to be employed in 2020, shared by network schools, to address current wellbeing issues.
- Intersectoral approach coordinated by schools to support students.

- Aboriginal background loading (\$5000.00)
- English language proficiency (\$90000.00)
- Socio-economic background (\$105000.00)

Process 3: Assessment strategy

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Student report evaluation moved to 2020.. • Reporting and assessment schedules published for students, teachers and parents. • Futures Learning student designed reports evaluated. Continued for 2020. 	<ul style="list-style-type: none"> • Teachers involved in workshops with Catalyst Lab and Fusion Lab. • Professional Learning activities focussed on assessment strategies and improved ways of providing feedback. • Use of student voice in year 9 to outline needs for improving the assessment of learning. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$10000.00) • Professional Learning Funds (\$40000.00)



Strategic Direction 2

Innovation in Teaching Practice (Teaching)

Purpose

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

Improvement Measures

Increased student participation and engagement in learning opportunities beyond the classroom involving community partnerships

21st Century skills embedded in school programs and reporting procedures

Increase in the number of high performing teaching staff as measured against the Australian Professional Standards

Progress towards achieving improvement measures

Process 1: Professional Learning (PDP, Accreditation, Instructional Leadership)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• PDPs were not fully completed by all staff• Accreditation documentation was achieved to a high standard• Quality Teaching Rounds successfully completed by 20 staff• Beginning Teachers accessed appropriate Professional Learning to meet their needs.• Induction program revised for new staff and preservice teachers	<ul style="list-style-type: none">• HT Accreditation appointed to support teachers• Period allocation adjusted for Beginning Teachers and their mentors.• Professional Learning funds used to support PDP goals. Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$100000.00)• Professional Learning (\$60000.00)

Process 2: Community Partnerships

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Smooth implementation of PEXHUB with UTS and developing network schools.• Increased involvement and participation of students in projects and activities beyond the school in the community.• Performance/STEM space on hold pending approval from DoE• Successful 90th anniversary mural installed at front of new administration block• New BEP director conducted an audit of equipment and a review of systems and processes.	<ul style="list-style-type: none">• New HT position to manage PEXHUB and network with local schools established.• Use of local community groups to extend learning opportunities for our students.• Purchase of new STEM equipment and resources to support programs.• Appointment of new director for BEP as well as tutors and conductors. Funding Sources: <ul style="list-style-type: none">• UTS funding (\$150000.00)• Community groups (\$50000.00)• School funds – BEP (\$105000.00)

Process 3: Future focussed learning

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- Students were an asset on the SA tour, with ideas and contributions to enable new style thinking for Principals involved in the LAB tour.
 - Students prepared videos, workshops for educators, which were successfully received by all.
 - Future focussed elective was embraced by students and staff
- Use of community groups for funding
 - STEAM resources purchased for iLumin8 and STEM projects
 - Establishment of LAB team and involvement in South Australian school tour with network Principals
 - PL funding to support activities
- Funding Sources:**
- Professional Learning (\$20000.00)
 - External agencies (\$40000.00)



Strategic Direction 3

School Wide Improvement for All (Leading)

Purpose

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

Improvement Measures

Improved school facilities

Implementation of LMBR by all

Increased capacity of staff to use available technology and systems

Increased participation in school promotion and community service activities

Progress towards achieving improvement measures

Process 1: Infrastructure (new systems, new buildings)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All new office areas allow for collaborative and efficient work practices to support administration at all levels• Clarification of roles and responsibilities, incorporating new positions negotiated and finalised.• WHS processes improved to reflect practices to support the safety and wellbeing of staff and students.• Health Plans for students reviewed, evaluated and improved as well as the management and implementation of first aid kits.	<ul style="list-style-type: none">• New furniture, carpet, technology, painting required for refurbishment of new spaces• \$700000 allocated to DoE for management of performance/STEM space• PL required to support website, WHS requirements and training for EfPT and SAP systems• Appointment of gardener to maintain grounds and outdoor learning areas.• Technology expenditure increased for hardware and software. Funding Sources: <ul style="list-style-type: none">• Principal support funds (\$60018.00)• School funds – technology (\$120000.00)• School funds – refurbishment (\$60000.00)• School funds – ground maintenance (\$7000.00)

Process 2: Student Leadership

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• SRC functioned successfully in year cohorts to implement specific projects.• Recognition ceremonies reviewed and revitalised to celebrate the importance of student achievement in both academic and co-curricular activities.• Increased opportunities for student leadership	<ul style="list-style-type: none">• Regular meeting times established for planning, promoting and publishing• Local network schools invited to youth empowerment forums• Prefects developed Facebook page, Instagram, to promote school events Funding Sources:

Progress towards achieving improvement measures

<ul style="list-style-type: none"> • SRC functioned successfully in year cohorts to implement specific projects. • Recognition ceremonies reviewed and revitalised to celebrate the importance of student achievement in both academic and co-curricular activities. • Increased opportunities for student leadership 	<ul style="list-style-type: none"> • School funds – period allocation (\$10000.00)
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Process 3: Staff development (new technologies)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Increased number of parents and students accessing the Sentral portal • TTFM surveys completed and data reviewed for further school improvement • Student and staff handbooks and student diary reviewed to reflect current needs. • PL activities promoted and encouraged collaboration and innovative practices. 	<ul style="list-style-type: none"> • Technology needs assessed for all KLAS and purchased accordingly. • Performance/STEM room plans submitted to Burwood Council. • Purchase of technology resources to promote innovation and collaboration as well as support new syllabus requirements such as Arduino boards and coding software.. <p>Funding Sources:</p> <ul style="list-style-type: none"> • School funds – Technology (\$126000.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • HT Wellbeing and Tiddas Coordinator relief time for PLPs and parent student meetings • Access to cultural activities beyond the school. Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 129.00) 	<ul style="list-style-type: none"> • Indigenous students were supported by teacher coordinator for their personalised learning plans. • Indigenous students supported to attend special events such as Bangarra dance and Vivid performance at Barangaroo.
English language proficiency	<ul style="list-style-type: none"> • Staffing entitlement was 5.0 EAL/D teachers. • Additional EAL/D SLSO appointed to support learning needs of EAL/D students. • Employment of SLSOs to support Chinese, Vietnamese and Korean communities. • Employment of ex-students to tutor EAL/D students in the Homework Centre. Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$572 167.00) • School funds – International students (\$130 000.00) 	<ul style="list-style-type: none"> • Recommendation to coordinate and improve communication between EAL/D SLSOs and LaST faculty in 2020. • Recommendation to appoint HT Learning Support in 202 to coordinate learning support for EAL/D students.
Low level adjustment for disability	<ul style="list-style-type: none"> • Funding included staffing for 0.8 LaST teacher • Employed additional general teacher to support high needs year 7 class.. • Additional SLSO employed to support needs of students Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$164 049.00) • School funds – staffing (\$110 000.00) 	<ul style="list-style-type: none"> • Improved student outcomes as a result of general teacher response to support identified students • Review of Learning Support provision and implementation of improvements for 2020.
Socio-economic background	<ul style="list-style-type: none"> • Financial support provided for low SES students and students at risk. • SLSOs employed to support and mentor students at risk. • Breakfast and lunch club provides and prepares nutritious food. • Youth workers support low SES students Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$67 463.00) 	<ul style="list-style-type: none"> • Greater sense of connection to the school. • Improved health and wellbeing outcomes. as well as attendance rates. • Better and regular access to education programs
Support for beginning teachers	<ul style="list-style-type: none"> • Relief time for Beginning teachers and mentors incorporated into timetable where possible. 	<ul style="list-style-type: none"> • All Beginning teachers received accreditation • The supervising teachers and mentors built educational leadership capacity for

Support for beginning teachers

- Employment of additional staffing
 - PL opportunities identified for beginning teachers.
 - Time in lieu provided to assist with lesson preparation, planning as well as assessment and reporting
 - Time made available to prepare and complete accreditation documentation.
- Funding Sources:**
- Support for beginning teachers (\$74 199.00)

themselves as well as their colleagues.

- Beginning teachers accessed many PL activities beyond the school.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	1158	1132	1151	1178

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.7	95.5	94.9	94.1
8	94.9	93.4	91.9	92.5
9	93.9	94.2	90.6	91.4
10	94.6	93.9	94.4	90.6
11	93.1	94.1	94.3	92.5
12	93.6	92.8	91.9	92.1
All Years	94	93.9	93	92.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Attendance rates for all years are well above state averages (92.2% compared to 88% statewide).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	0	1	4
TAFE entry	0	1	5
University Entry	0	0	83
Other	0	0	1
Unknown	0	0	6

Of the 212 Burwood Girls students that completed the 2019 HSC, 189 had applied for Commonwealth Supported Places (CSP/HECS) or International Fee (IFEE) paying places for Bachelor degree programs at universities across NSW and interstate.

Of these 189 applicants, 167 (or 88.4%) were offered a CSP/IFEE place. Of the total Year 12 cohort, that equates to 78.8% of students being offered a place in such a degree program at university.

This includes one student undertaking Medicine; 18 in Law programs and other students being successful gaining places for Actuarial (4), Optometry (2), and Pharmacy (2) for 2020.

Year 12 students undertaking vocational or trade training

17.35% of Year 12 students at Burwood Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

There was 99.1% Year 12 students at Burwood Girls High School expected to complete Year 12 in 2019 and receive a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	56.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	5
School Counsellor	1
School Administration and Support Staff	13.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Our professional learning was linked to the school plan and targets for 2019 and focused on assessment, Quality Teaching Rounds (QTR), differentiation, accreditation, cognitive load theory and use of data to inform practice.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,711,367
Revenue	14,001,248
Appropriation	12,045,063
Sale of Goods and Services	103,247
Grants and contributions	1,276,357
Investment income	16,917
Other revenue	559,665
Expenses	-13,833,650
Employee related	-10,880,580
Operating expenses	-2,953,070
Surplus / deficit for the year	167,598

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The opening balance for 2019 is money targeted for the performance/STEM space to be completed in 2020.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	40,933
Equity Total	809,807
Equity - Aboriginal	6,129
Equity - Socio-economic	67,463
Equity - Language	572,167
Equity - Disability	164,049
Base Total	10,360,037
Base - Per Capita	270,162
Base - Location	0
Base - Other	10,089,874
Other Total	450,132
Grand Total	11,660,909

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.

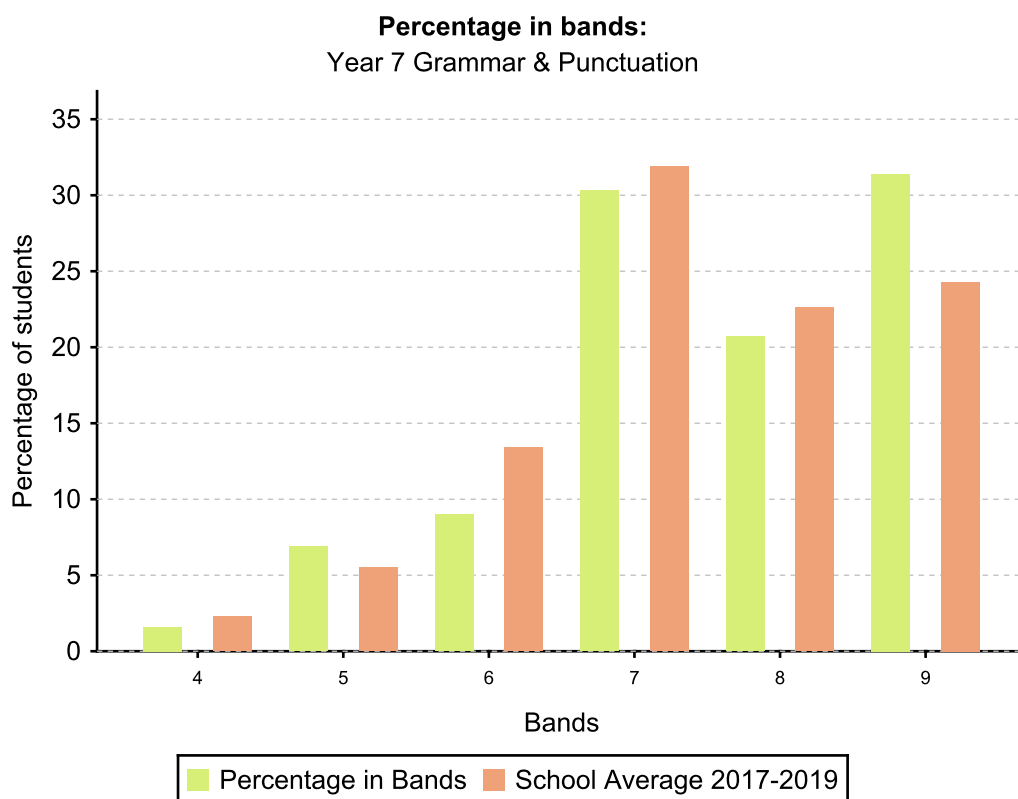


School performance - NAPLAN

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.

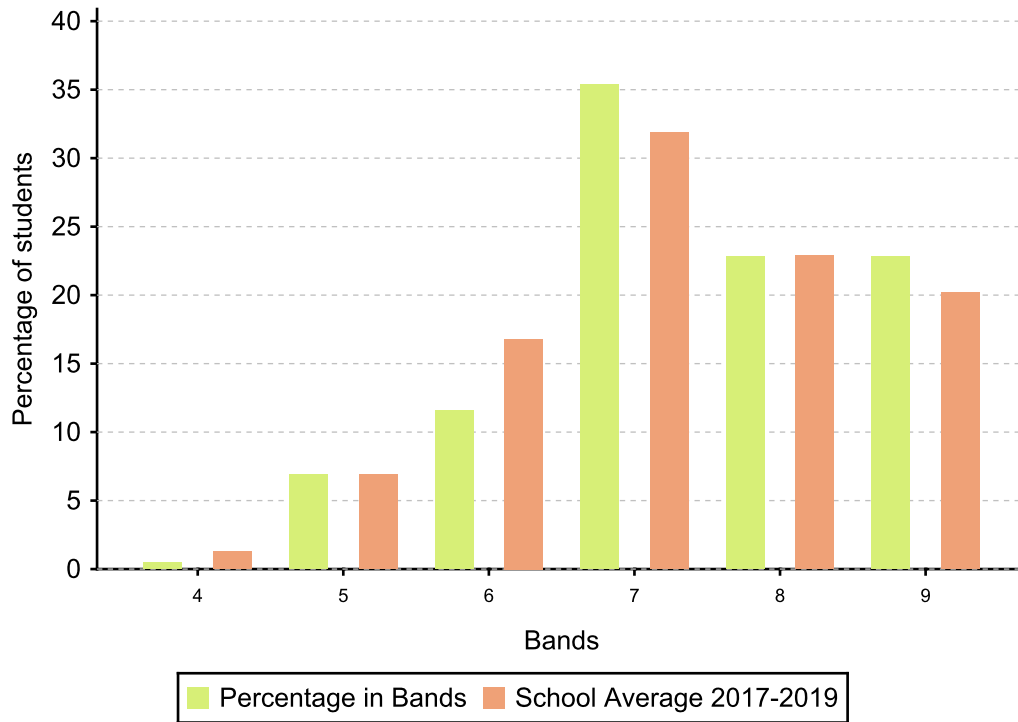
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



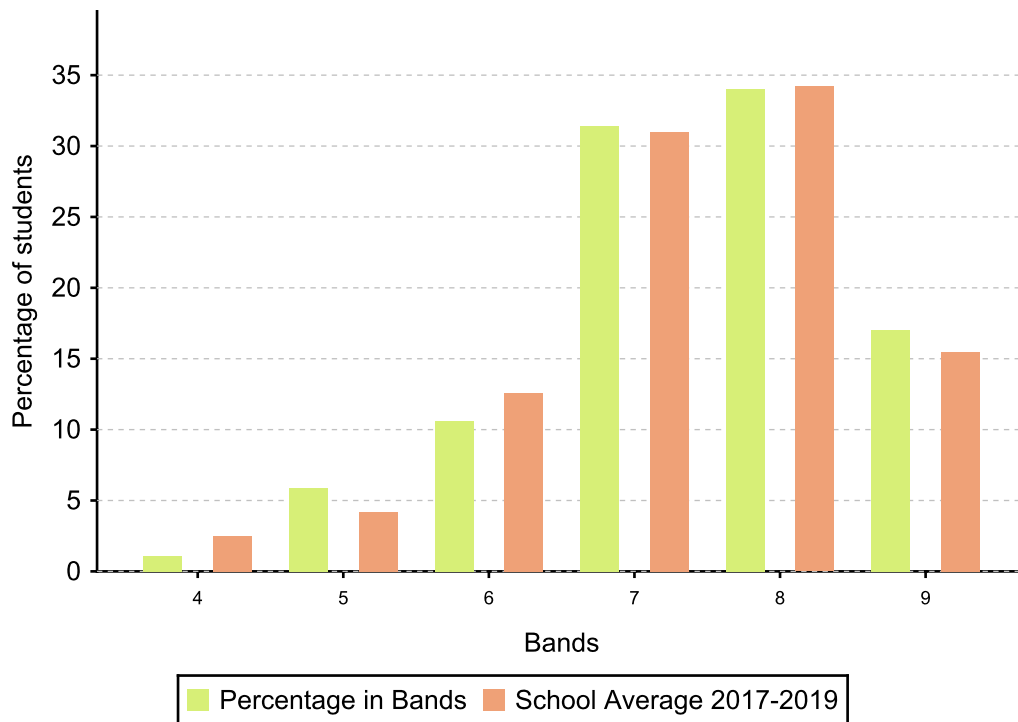
Band	4	5	6	7	8	9
Percentage of students	1.6	6.9	9.0	30.3	20.7	31.4
School avg 2017-2019	2.3	5.5	13.4	31.9	22.6	24.3

Percentage in bands:
Year 7 Reading



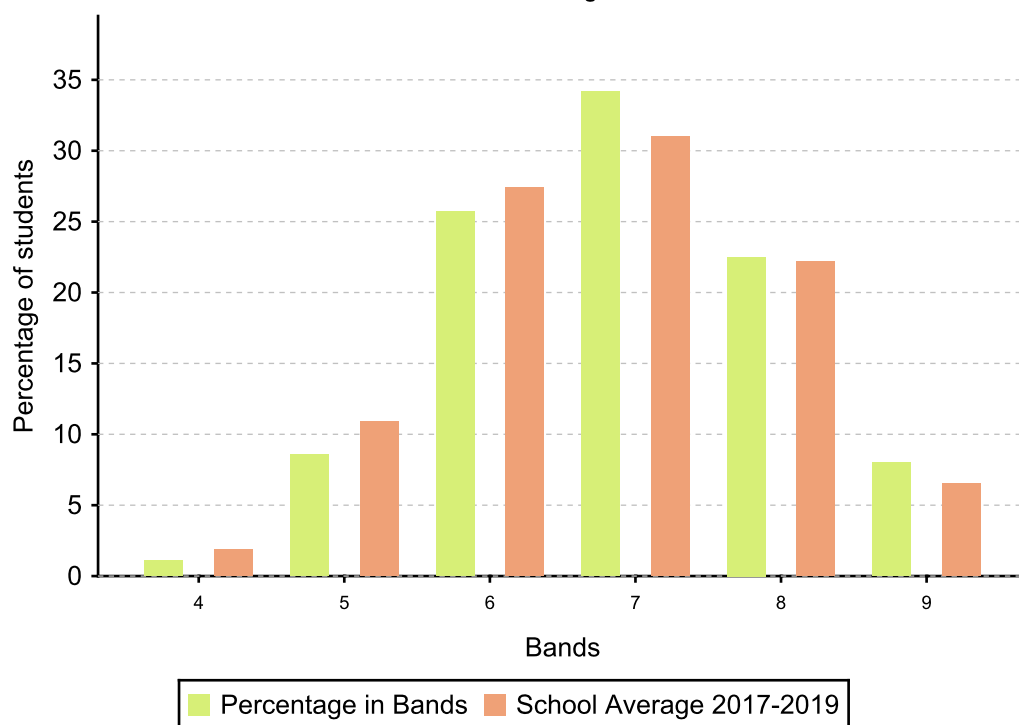
Band	4	5	6	7	8	9
Percentage of students	0.5	6.9	11.6	35.4	22.8	22.8
School avg 2017-2019	1.3	6.9	16.8	31.9	22.9	20.2

Percentage in bands:
Year 7 Spelling



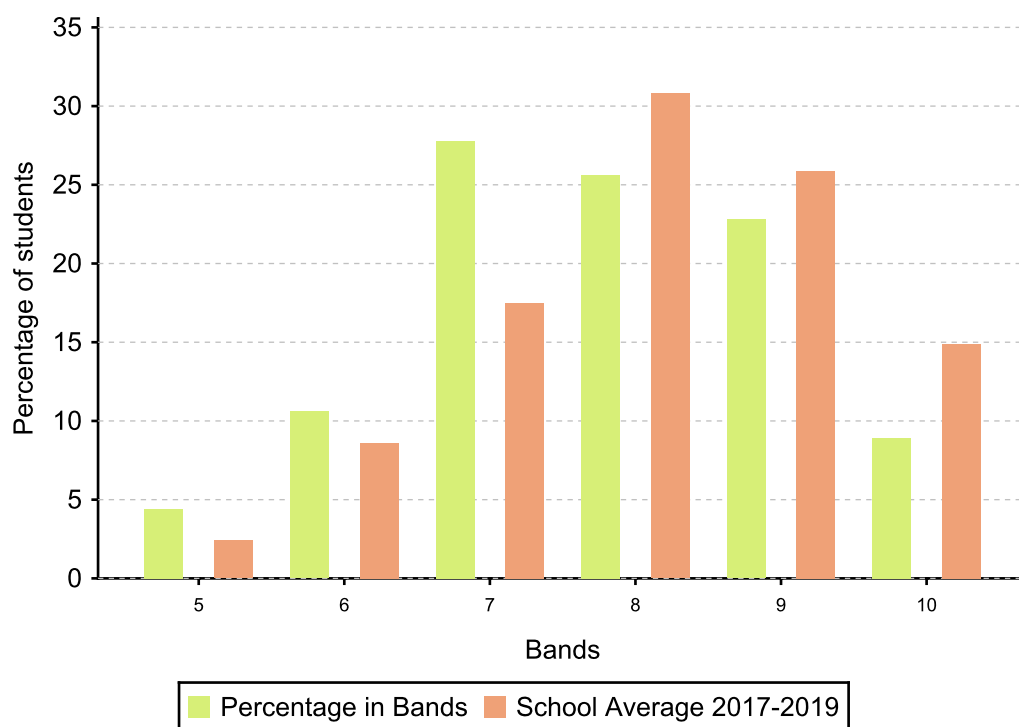
Band	4	5	6	7	8	9
Percentage of students	1.1	5.9	10.6	31.4	34.0	17.0
School avg 2017-2019	2.5	4.2	12.6	31	34.2	15.5

Percentage in bands:
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	1.1	8.6	25.7	34.2	22.5	8.0
School avg 2017-2019	1.9	10.9	27.4	31	22.2	6.5

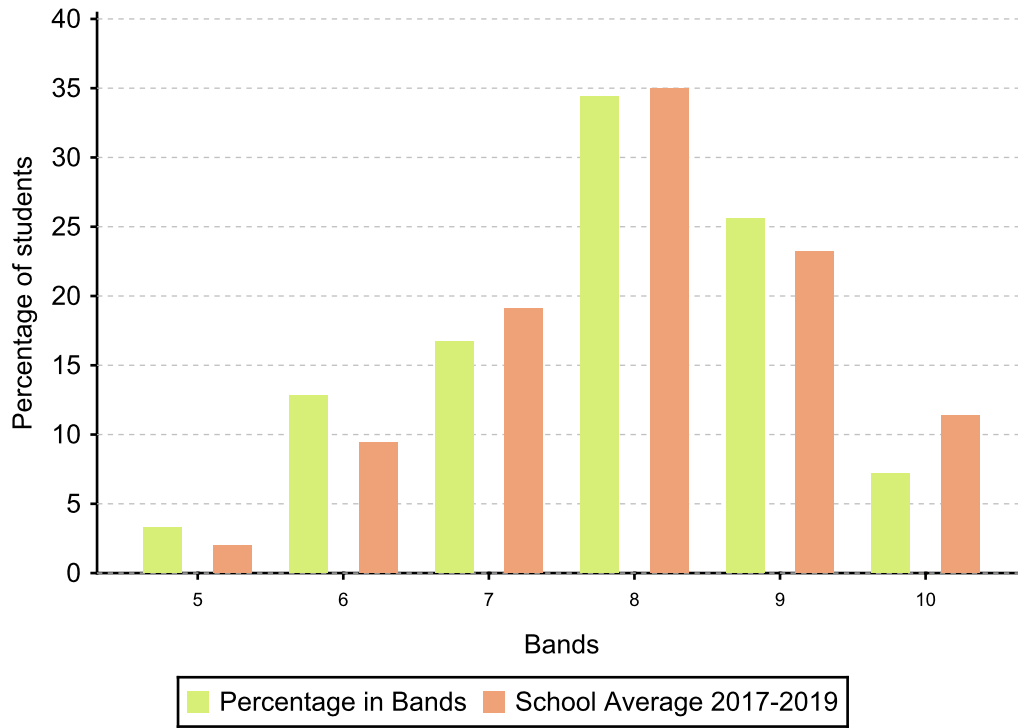
Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	4.4	10.6	27.8	25.6	22.8	8.9
School avg 2017-2019	2.4	8.6	17.5	30.8	25.9	14.9

Percentage in bands:

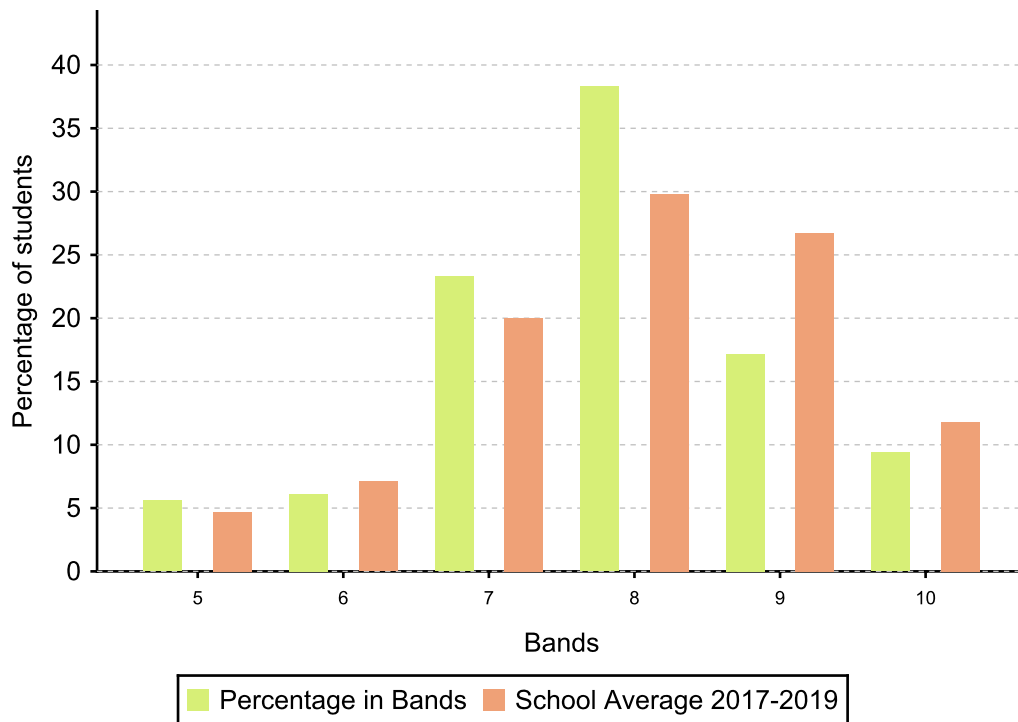
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	3.3	12.8	16.7	34.4	25.6	7.2
School avg 2017-2019	2	9.4	19.1	35	23.2	11.4

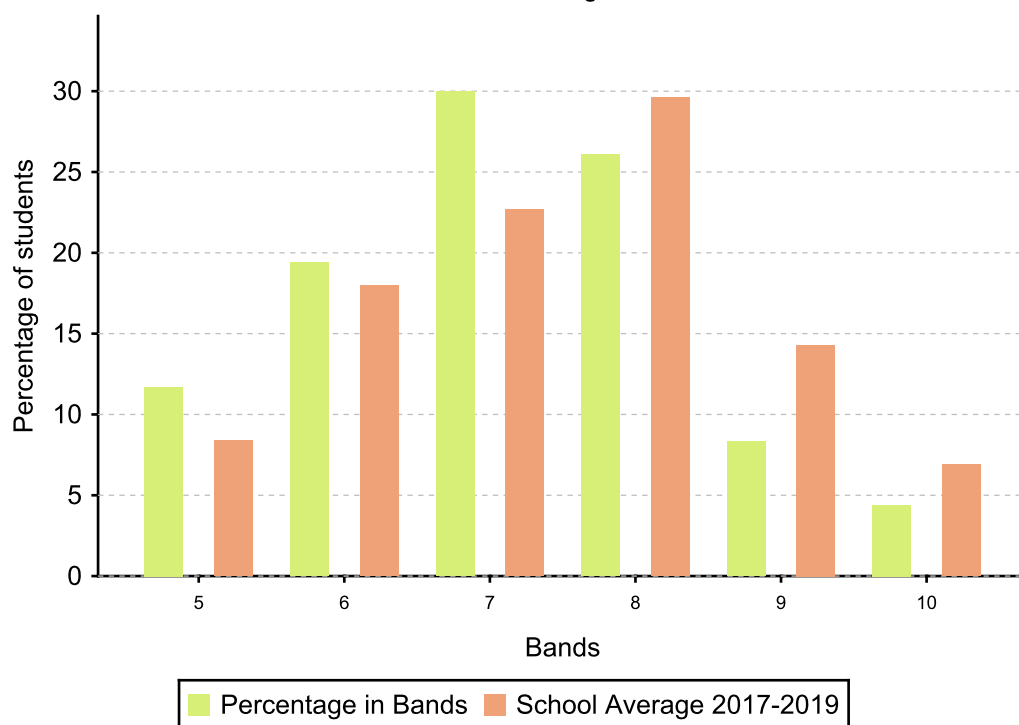
Percentage in bands:

Year 9 Spelling



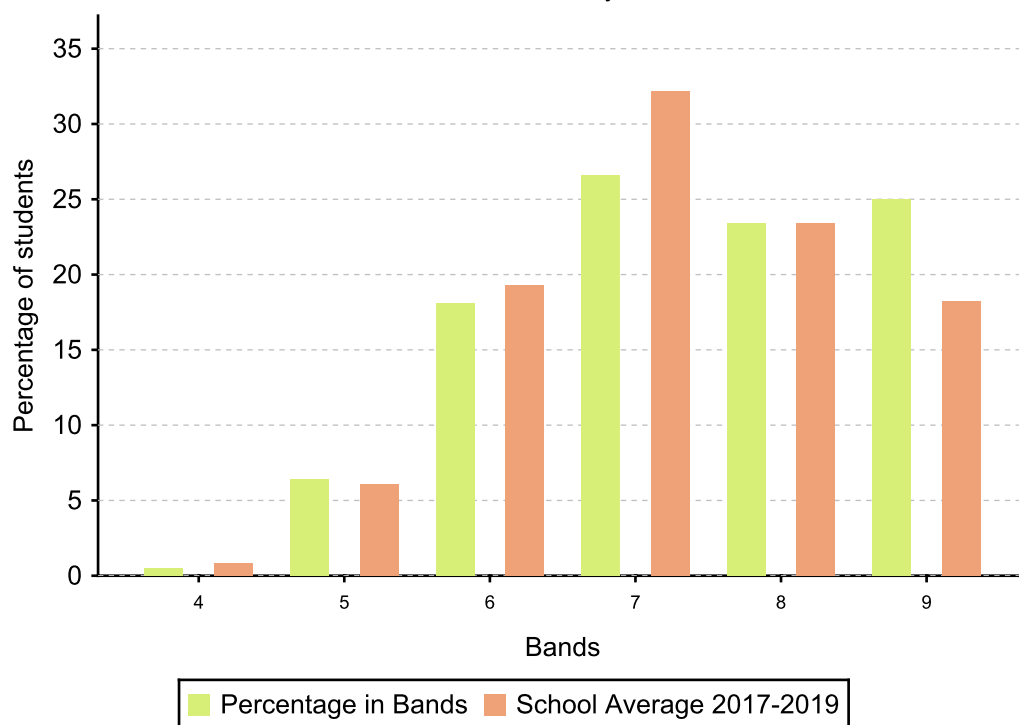
Band	5	6	7	8	9	10
Percentage of students	5.6	6.1	23.3	38.3	17.2	9.4
School avg 2017-2019	4.7	7.1	20	29.8	26.7	11.8

Percentage in bands:
Year 9 Writing



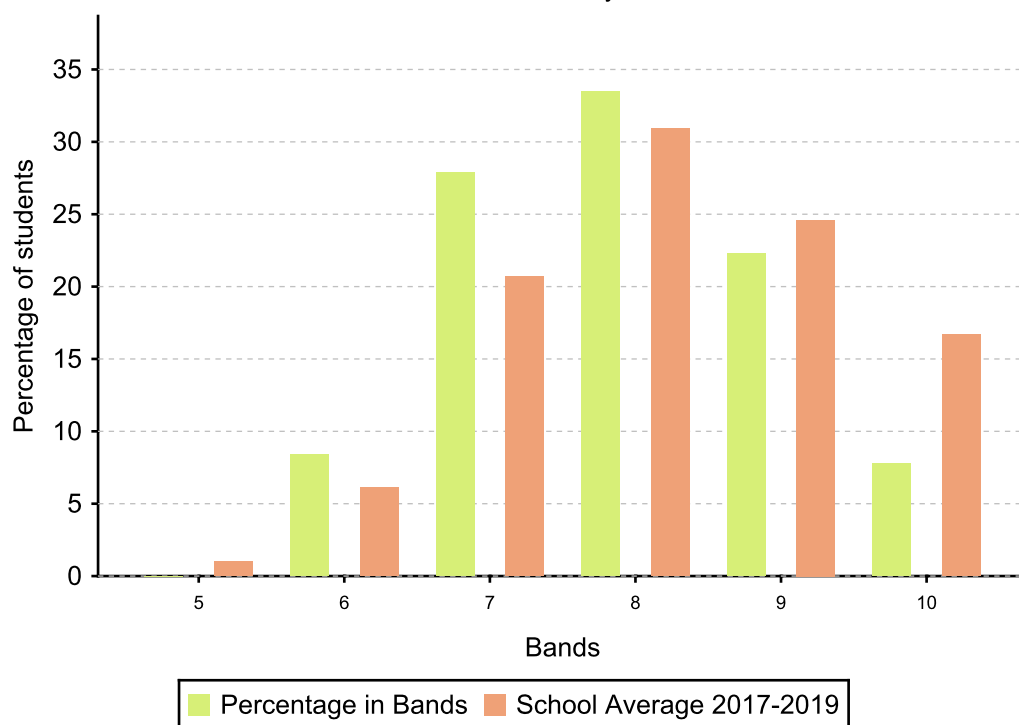
Band	5	6	7	8	9	10
Percentage of students	11.7	19.4	30.0	26.1	8.3	4.4
School avg 2017-2019	8.4	18	22.7	29.6	14.3	6.9

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.5	6.4	18.1	26.6	23.4	25.0
School avg 2017-2019	0.8	6.1	19.3	32.2	23.4	18.2

Percentage in bands:
Year 9 Numeracy



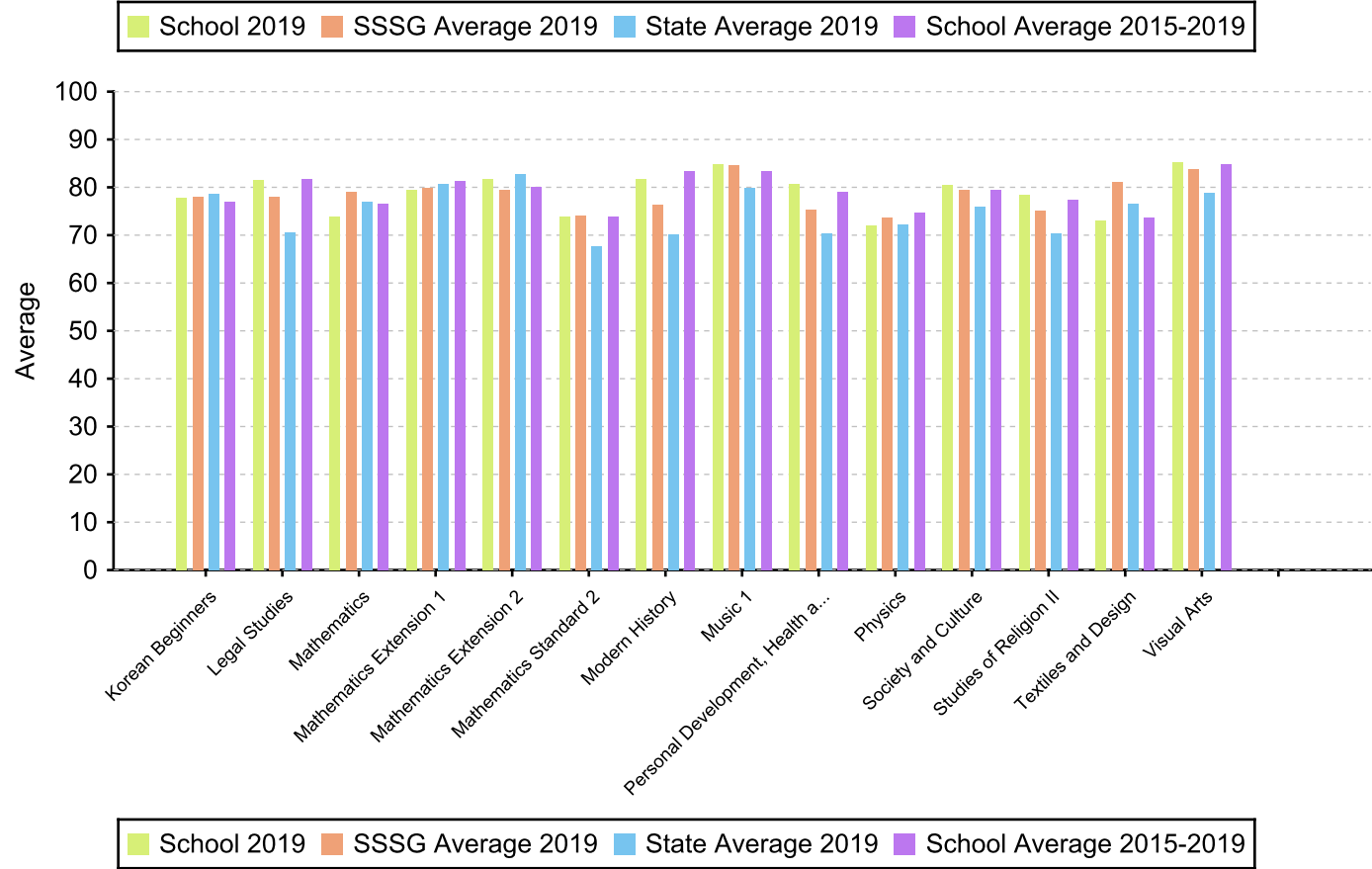
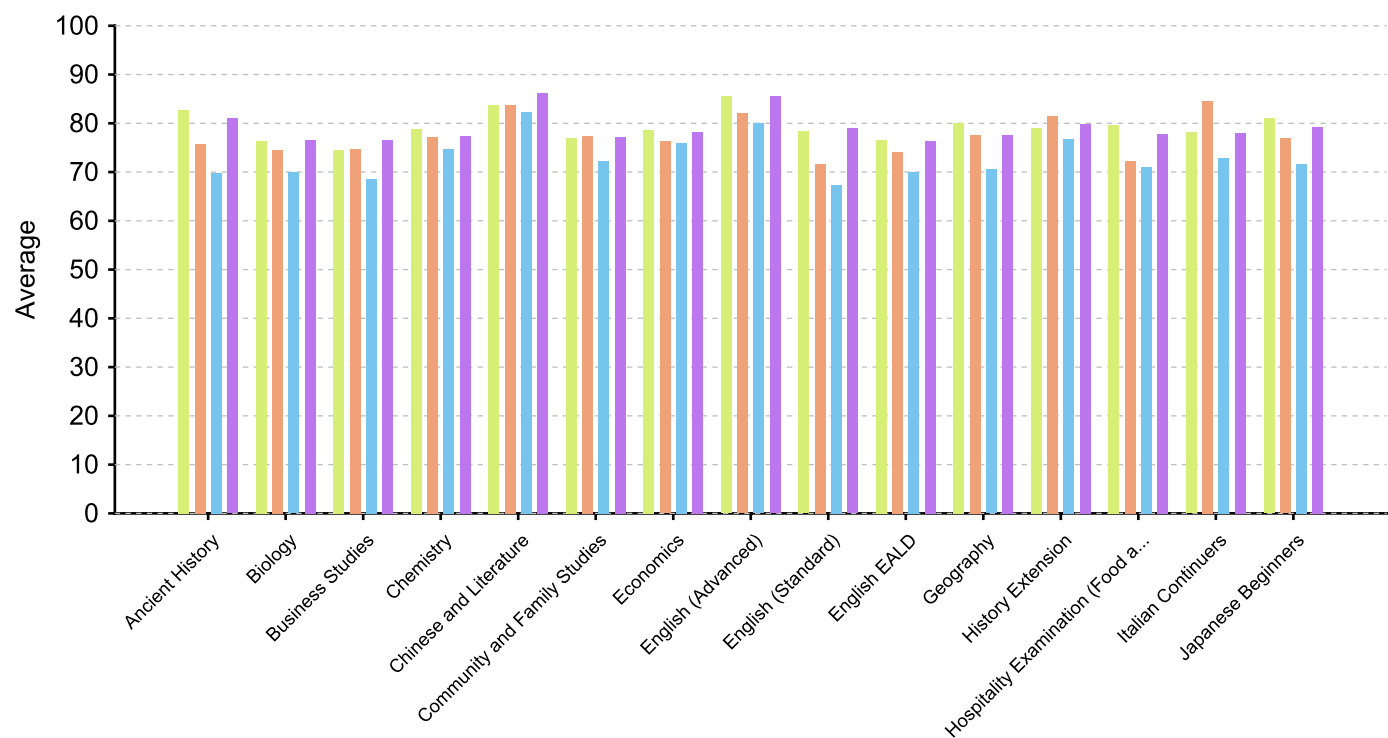
Band	5	6	7	8	9	10
Percentage of students	0.0	8.4	27.9	33.5	22.3	7.8
School avg 2017-2019	1	6.1	20.7	30.9	24.6	16.7



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	82.7	75.8	69.9	81.0
Biology	76.4	74.5	69.9	76.5
Business Studies	74.5	74.7	68.6	76.6
Chemistry	78.8	77.1	74.7	77.3
Chinese and Literature	83.7	83.8	82.3	86.2
Community and Family Studies	77.0	77.4	72.2	77.2
Economics	78.7	76.3	75.9	78.2
English (Advanced)	85.5	82.0	80.0	85.5
English (Standard)	78.3	71.6	67.3	78.9
English EALD	76.5	74.2	70.0	76.4
Geography	80.1	77.7	70.6	77.6
History Extension	79.0	81.5	76.8	79.9
Hospitality Examination (Food and Beverage)	79.7	72.3	71.1	77.8
Italian Continuers	78.1	84.5	72.9	78.0
Japanese Beginners	81.0	76.9	71.6	79.2
Korean Beginners	77.8	78.1	78.6	77.0
Legal Studies	81.5	78.0	70.6	81.8
Mathematics	73.9	79.1	76.9	76.5
Mathematics Extension 1	79.5	79.9	80.6	81.4
Mathematics Extension 2	81.7	79.6	82.7	80.0
Mathematics Standard 2	73.8	74.2	67.7	73.8
Modern History	81.7	76.4	70.2	83.3
Music 1	84.9	84.5	79.9	83.3
Personal Development, Health and Physical Education	80.7	75.2	70.5	79.1
Physics	72.0	73.7	72.1	74.6
Society and Culture	80.5	79.5	75.9	79.4
Studies of Religion II	78.4	75.1	70.4	77.3
Textiles and Design	73.1	81.2	76.6	73.6
Visual Arts	85.2	83.9	78.8	84.8

The school is proud to acknowledge the strong HSC results in 2019 and exceptional individual achievements, including:

- Eight students achieved the Premier's All-round Excellence Award having achieved a Band 6 in at least 10 units. This is the highest number of All Rounders since 2013.
- Five students achieved ATARs over 99, and one student achieved our highest ATAR of 99.90
- Eleven students achieved ATARs over 97.0
- 33% of students appeared on the Distinguished Achievers list (achieving at least one Band 6)
- students achieved a Band 4, 5 or 6 In 84% of all examinations undertaken

There were excellent results achieved in a wide range of subjects:

- In English (Advanced), 84% students achieved a Band 5 or 6 compared to 62% statewide and 100% of students achieving a Band 4, 5 or 6
- In English (Standard), 43% students achieved a Band 5 or 6 compared to 12% statewide
- In English EAL/D, 48% students achieved a Band 5 or 6 compared to 24% statewide
- In Ancient History, 62% students achieved a Band 5 or 6 compared to 36% statewide
- In French Beginners, 75% students achieved a Band 5 or 6 compared to 47% statewide
- In Legal Studies, 63% students achieved a Band 5 or 6 compared to 42% statewide
- In Mathematics Standard 2, 44% students achieved a Band 5 or 6 compared to 24% statewide
- In Music 1, 87% students achieved a Band 5 or 6 compared to 66% statewide
- In PDHPE, 54% students achieved a Band 5 or 6 compared to 32% statewide
- In Studies of Religion I, 75% students achieved a Band 5 or 6 compared to 46% statewide
- In Visual Arts, 91% students achieved a Band 5 or 6 compared to 62% statewide
- In Dance, 75% students achieved a Band 5 or 6 compared to 54% statewide
- In Drama, 100% students achieved a Band 5 or 6 compared to 43% statewide
- In Modern Greek Beginners, 100% students achieved a Band 5 or 6 compared to 75% statewide



Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

Parents were surveyed at Parent/ Teacher/ Student evenings and results included:

- 96% Year 7–10 parents believed the school provided a successful transition to high school (Year 7) and effective feedback about their daughter's learning
- 40% Year 8 parents expressed concern about the implementation of Maths Pathways program so a decision was taken to discontinue the program into Year 9
- 96% parents have accessed the parent portal
- 87% parents regularly reported reading Event newsletter
- 84% parents regularly referred to the school's website

Parents were asked for suggestions as to what priorities Burwood GHS should have for the future. Their responses included:

- Continued focus on the whole child, student engagement, critical thinking and creativity
- Continued focus for teachers on best practice pedagogy and evidence based professional learning
- Increased support for students in Years 7–8 to develop time management and study skills
- Greater connections and collaborations with boys schools
- Parents requested warmer uniform options for winter

Parents were also surveyed using the annual TTFM survey the highest response rate was recorded for 2019:

- 88% indicated great satisfaction with the wide range of subjects available at this school
- 82% were satisfied with communication from the school including newsletters, emails, school website and social media
- 84% agreed that they would recommend our school to parents of primary school students
- 94% believed that Burwood GHS has a good reputation in the local community

Teacher Satisfaction

Teachers participated in the Tell Them From Me (TTFM) survey.. The eight drivers of student learning and the school's results were compared against the NSW Government school norm. The school exceeded the state average in areas of learning culture, data informs practice, teaching strategies and technology. The school was on the state average in collaborative practice and inclusiveness and was below state average in the area of leadership and parental involvement.

Morale among staff was high with 65% reporting they agreed or strongly agreed that morale at my school is good. There was 75% teachers who believed school leaders were successfully leading improvement and change. There was 80% teachers believed school leaders clearly communicated strategic vision and values for our school.

When asked if teachers were interested in contributing to co–designing learning for more innovative curriculum, 20% were interested and 37% were highly interested.

Teachers were surveyed about the Performance and Development Plan (PDP) process in terms of improving their teaching and learning practices. It was revealing that 50% teachers did not find it very useful and only 21% found it was useful. A review of the PDP process at the school will be conducted in 2020 to ensure improvement measures will be implemented for greater value in this professional development practice.

Student Satisfaction

There were 1047 student responses to the 2019 Tell Them From Me survey, which includes ten measures of student engagement, categorised as social, institutional and intellectual engagement.

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

- Positive sense of belonging at school 73% (66% NSW Govt Norm)
- Participation in co–curricular and sports 67% (58% NSW Govt Norm)
- Students with positive relationships 83% (78% NSW Govt Norm)

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

- Students that value schooling outcomes 70% (72% NSW Govt Norm)
- Students with positive attendance 95% (90% NSW Govt Norm)
- Students with positive behaviour at school 97% (87% NSW Govt Norm)
- Students with positive homework behaviours 68% (54% NSW Govt Norm)

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

- Students who are interested and motivated 31%(28% NSW Govt Norm)
- Student effort 70% (66% NSW Govt Norm)
- Students who are appropriately challenged 44%(42% NSW Govt Norm)

Drivers of Student Engagement – research shows that four school–level factors consistently relate to student engagement, our schools results on this 10 point scale are:

- Quality instruction 6.5 (6.3 NSW Govt Norm)
- Positive teacher–students relationships 6.6 (5.7 NSW Govt Norm)
- Positive learning climate 6.7 (5.6 NSW Govt Norm)
- Expectations for success 7.5 (7.0 NSW Govt Norm)

At Burwood GHS there is significant growth in positive teacher–student connections, collaboration and a rich learning environment.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

There were eleven Aboriginal and Torres Strait Islander students attending Burwood GHS in 2019 and all these students had Personal Learning Pathways developed in consultation with their families to ensure academic success and social and emotional wellbeing.

Our Tiddas Girls student leadership group and Stage 6 Aboriginal Studies students led celebrations for the whole school community for NAIDOC and Reconciliation Weeks. Our annual International Day was a highlight, with Torres Strait Islander, Christine Anu performing as a featured artist and sharing her stories and songs.

Year 10 students witnessed an important historical event on their trip to Uluru as it coincided with the closing of Uluru to climbers. Indigenous students were invited to perform with *Erth* and their huge *Marri Dyin* puppet in a spectacular cultural event during the Vivid Festival at Barangaroo.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Burwood Girls High School is an inclusive and harmonious school and we are extremely proud to acknowledge that there were no incidents of racism reported in 2019.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The school is extremely proud that the school community regularly celebrated our cultural, linguistic and religious diversity both within the curriculum and at special events. The Crescent Girls group supported Muslim students and hosted our sixth annual Iftar dinner during Ramadan and our Sisters in Society student leadership group expanded their community support program for refugee girls. Lunar New Year and the Moon Festival were celebrated with support from the local community.

Our students represented 90 different countries and 75% students and 35% staff have English as an Additional Language or Dialect (EAL/D). There were 165 international students from China, Korea and Vietnam in 2019, with an international student coordinator, a special student adviser and three community liaison officers supporting their wellbeing.

Italian, French, Japanese, Korean, Indonesian, Chinese and Greek were taught at the school. Many students also studied a range of languages at the NSW School of Languages or Saturday School of Community Languages.

Twelve Pacific Islander students met regularly with their community liaison officer to promote learning and plan cultural activities. Overseas excursions to Korea and Europe provided valuable cultural experiences for students.

International Studies, Society and Culture, Studies of Religion, English, Visual Arts, seven language courses and Asia literacy in Year 7 promoted cultural awareness. Our school hosted exchange students from France, Italy, Switzerland and Argentina as well as hosted education groups from Japan, Korea, Indonesia and China. International Day and Harmony Day, celebrated annually, promoted and celebrated cultural diversity.

