

# Blacktown Girls High School

## 2019 Annual Report



8224

## Introduction

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

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

### School contact details

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### Message from the principal

It gives me great pleasure to write this introduction to the Annual School Report for 2019. It has been another very successful year for Blacktown Girls High. A year that has allowed us to continue to deliver an inclusive education for all students including our selective stream and the local comprehensive strands by focusing on quality teaching and learning. We continue to pride ourselves on our promotion and celebration of our cultural diversity and our provision of the many positive programs that promote a culture of care, respect and tolerance; allowing our students to feel safe, happy and committed to achieving their best.

We have also continued to focus on empowering students to successfully engage in 21st century employment and life including the development of relevant skills in literacy, numeracy and ICT. This has seen the extension of our strong push and drive in Reading to Learn Literacy, our focus on Numeracy and our ongoing moves into future-focused learning.

Once again in 2019, our school continued to build on our strong results of 2018; achieving excellent results in NAPLAN literacy and numeracy; with close to half of our students achieving results in the top two bands in Writing, Reading, Spelling and Numeracy.

Developing young women who are independent, self-directed and inherently motivated learners has remained a major goal and direction for us throughout the year and has seen many staff engaging in researching current education strategies and pedagogies suitable for the future-focused learners. We aim to produce students who are independent thinkers, innovative risk takers, creative thinkers, resilient, empathetic, problem solvers and life-long learners. An education where our students' educational experiences should be holistic, real world, diverse and future focused.

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

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

The school has also focused on empowering staff to promote a culture of high expectations in an environment of professionalism, collegiality and support. We believe that purposeful, strategic and self-directed staff development within a professional and collegial environment will help ensure teacher quality and high standards for all members of the BGHS community. This in turn will lead to strengthened personal aspirations and enhanced learning for both students and staff.

Our 2019 HSC results were, once again, of an high standard. I congratulate all our HSC students and commend them on their efforts. A noteworthy number of our students being mentioned in the NSW Education Standards Authority (NESA) 'Top and Distinguished Achievers' lists. The majority of our students being successful in gaining entry to the courses of their choice at a wide range of universities. A growing number of students gained 'early entry' offers to universities while a significant number of students received multiple offers to universities. Others, gaining longed for employment.

Our connection with the BEACON Foundation, an organisation assisting schools to forge partnerships with the local business community has kept us busy all year culminating in our Year 10 students participating in their celebration dinner.

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

Another highlight is the continuous work and dedication of our Parents & Citizens Association. Although a small group, our P&C are vigorous workers. I would like to extend my sincere thanks to the members of the P & C for all their hard work during the year.

I would like to draw attention to our ongoing involvement and successes in so many extra curricula activities including, to name only a few; the Macquarie University Robotics Program and the Lego League Robotics Program – Our Robotics crew's achievement in gaining an invitation to participate in Beijing, China in 2020. Our Refugee Action Programs, The Refugee Transition Programs, Macquarie Mentoring, AIME, Vocational Education & Training programs continue to provide opportunities for a wide range of our students. The lists goes on and on as does the support from our amazing staff who conduct these programs; many on a voluntary basis and in many cases giving up their own time.

Our CAPA faculty also organizes many extra-curricular events. This year two high quality showcase events were conducted featuring the work of the Music and Dance students and Ms Kennedy never ceases to amaze us with her drive – particularly with the amazing Tribal Drum group and this year with her Taiko drumming group. Both of whom performed with distinction at our Annual Presentation Assembly. This year they have continued to perform in many places outside of the school. Students, utilising skills and techniques imparted by the CAPA staff, have won a number of awards in competitions hosted by various groups in the community. I particularly would like to thank the CAPA staff for their significant contribution in keeping the creative and performing arts alive and flourishing at BGHS.

Those of you who have had the opportunity to visit the school would be only too aware of the significant improvements that have been made to the school environment both in and outside the classrooms. Considerably attention has been paid to the enhancement of our teaching and learning facilities in 2019.

I would like to take this opportunity in my introduction to our 2019 Annual School Report, to acknowledge and thank our teachers and support staff who bring their enthusiasm, dedication and knowledge to the classroom each and every day; promoting excellence and supporting our students to, not only improve their results but do this by delivering quality teaching in order that quality learning can take place in return. This extends from the classroom into the many co-curricular and extra-curricular programs that operate at the school.

I would also like to recognise and offer my sincerest thanks to my strong Executive Team for their dedication and tireless efforts. To the Deputy Principals, whose ideas, effort, constancy of commitment and energy seem to know no bounds, I offer my heart-felt appreciation and thanks.

To the Administrative Staff, although they often work in the background to support the operation of the school, they are the very backbone of the school. Thank you.

Our parent body continues to support us and works in partnership in the education of their daughters. Both I and my staff continue to rely on and value their support as we work together to build a supportive and nurturing school community.

Our school motto is '*the school that makes a difference*'. Each and every day I see this happening in the talents, dedication, eagerness to succeed and the engagement with teaching and learning here at BGHS.

I believe that together, we have built a school community that caters to the needs and interests of our students. An inclusive school community that believes in itself and all of the wonderful things our young women can achieve. A school community that does not put barriers or excuses in the way, but one that works hard and values our students and what they can achieve. To add substance to that often repeated saying: "*There is nothing a BGHS girl cannot do*".

I feel extraordinarily privileged to be Principal of this exceptional school.

**Jeff Lumb**

**PRINCIPAL**

### **Message from the school community**

Blacktown Girls High P&C, although a very small group, plays an important role in providing support for students and

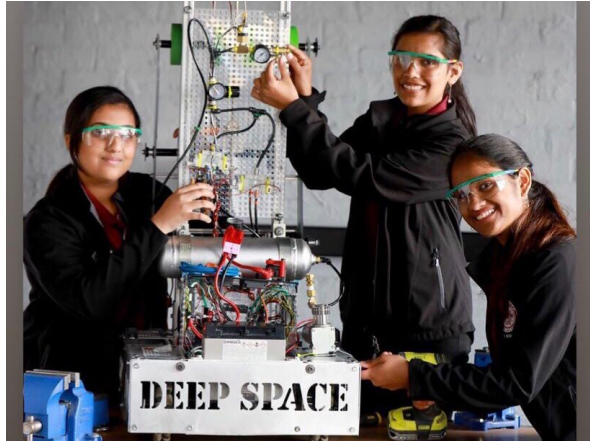
teachers at the school. The school encourages and values the contributions of the P&C, consulting with the it on a regular basis.

As a consequence of declining numbers, it was necessary to reduce the frequency of our meetings this year. We were, however, still able to maintain contact electronically.

We look forward to continuing our role in supporting both students and staff at the school in 2020.

**April Grace**

**PRESIDENT**





# School background

## School vision statement

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

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

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

## School context

### School context

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

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

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

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



## Self-assessment and school achievement

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### The Whole Child

#### Purpose

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

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

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

#### Improvement Measures

1. Ongoing evaluations of faculties and whole school programs: faculty and Assessment and Reporting. Ongoing evaluation of implementation of performance and development framework.
2. Well-developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs in a timely manner.
3. Analysis of value added data for NAPLAN and HSC. Feedback from student, teacher and parent surveys (TTFM, focus groups, teacher professional learning meetings).
4. Teacher engagement in professional learning and collaborative sharing of learning – teacher professional learning realised in annual evaluations.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Staff engage in targeted professional learning around growth mind sets; designing and evaluating programs that target specific and general student wellbeing; training students in growth mind-sets and strategies for resilience.

Evaluation	Funds Expended (Resources)
The BOUNCE program continues to be an integral wellbeing program timetabled for all year 7 students. The focus on Growth Mindset was well received and will continue into 2020. Investigation into an appropriate Mentor Program has been delayed until 2020.	\$10,000 Professional Development Funds allocated overall to Strategic Direction 1  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$10000.00)</li></ul>

##### Process 2: Personalised Learning

Every KLA has and continues to develop high quality programs that embed the elements of Quality Teaching, the Australian Curriculum general capabilities, Every Student, Every School adjustments, Gifted and Talented Education and have explicit criteria, assessment standards and provisions for targeted and timely feedback.

The school has developed explicit processes to collect, analyse and report internal and external student performance data. (TTFM, RAP, SMART, SCOUT, NAPLAN, annual evaluations)

Evaluation	Funds Expended (Resources)
A process for ILPs for GAT students has been developed and refined for 2020. The development of a GAT policy had been delayed to 2020 due to the publication of the DoE HPGE Policy late 2019.	As Above

**Process 3: Research Informed Pedagogy**

The school utilises the most current research and strategies in girls'; scheduled lesson observations, prof learning meetings, t'tabled opportunities for teacher reflection & sharing of successful pedagogy to facilitate teacher collaboration, classroom observation & the modelling of effective practice.

Fosters engagement in learning through a culture of thinking by focusing on assessment *for* and assessment *as* learning, metacognitive strategies & visible thinking routines in teaching & learning programs & classroom practice.

Evaluation	Funds Expended (Resources)
Teachers have developed a shared understanding of Creative and Critical Thinking. This will be a focus in 2020 where faculties will apply to a Stage 5 program. Feedback from the Year 8 Day has continued to be positive, consequently a Year 10 Creative and Critical Day will be planned for 2020.	As Above





## Strategic Direction 2

Excellence in Teaching and Learning

### Purpose

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

### Improvement Measures

1. Classroom observations.
2. Targeted professional development and mentoring in R2L, Critical Thinking skills (GAT), Feedback.
3. Increase use of internal student performance data.
4. Regular and structured opportunities for feedback, feed up, feed forward.
5. Increase use of external student performance data (RAP, NAPLAN, SMART/SCOUT) to increase HSC Band 6 by 5% (with focus on cusp students) and increase the % of students achieving Band 8 and above in NAPLAN.
6. Staff embedding R2L and GAT strategies in all KLAs Stage 4 – 6.

### Progress towards achieving improvement measures

#### Process 1: Evidence based research:

Teaching staff will be involved in one or more teaching rounds with focus on R2L, student/teacher feedback.

Evaluation	Funds Expended (Resources)
Teachers clearly understand, develop and apply a full range of assessment strategies when monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.	Term 4 week 8 PD session

#### Process 2: Collaborative Practice:

Develop guidelines for teachers to use when giving feedback for tasks with a focus on literacy, numeracy and Hattie's research.

Develop guidelines for teachers to use when identifying, supporting and evaluating RAP, & SCOUT data.

Evaluation	Funds Expended (Resources)
An evaluation of collective actions that have impacted positively on the desired outcomes of student engagement and learning.	T4 Wk8 Extended PD

#### Process 3: Classroom practice:

Data analysis – Minimum Standards targets using SCOUT and RAP.

Teaching and learning programs across all KLAs are dynamic and incorporate GAT, R2L strategies and reflective evaluation.

The drafting process is embedded as an integral part of assessment tasks providing opportunities for student reflection and feedback.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Teachers have developed a sound understanding of the literacy and numeracy demands of their courses as linked to the learning progressions.

\$10,000 Professional Development Funds allocated overall to Strategic Direction 2

\$8,000 RAM Equity Funds allocated overall to Strategic Direction 2



## Strategic Direction 3

### Staff Learning and Leadership

#### Purpose

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

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

#### Improvement Measures

1. All teachers maintaining current accreditation standards.
2. Increased proportion of teachers working towards achieving higher levels of accreditation
3. Increased proportion of Executive engaging with the Leadership and Management credential
4. Sentral and Edval working by end of 2018
5. All staff trained in the five modules of mandatory training evidenced, with certificates, and monitored

#### Progress towards achieving improvement measures

##### Process 1: Performance Development Framework and Accreditation

Enhanced PDP processes will provide opportunities for staff to identify and pursue self-targeted professional development. Beginning teachers will be supported in their first year of the accreditation cycle at Proficient.

Staff will be supported through the PDP process to explore and engage with higher levels of accreditation, further tertiary education and professional development opportunities such as HSC marking.

Evaluation	Funds Expended (Resources)
PDP process explicitly included in planned professional development sessions to allow staff time to reflect and plan appropriately. This will continue next year so that a process can become ingrained sustainable practice.	\$60,000 Professional Development Funds allocated overall to Strategic Direction 3  \$100,000 allocated for Business Manager

##### Process 2: Leadership

Executive and suitable staff will explore the Leadership and Management credential and the Australian Professional Standard for Principals

Teachers will be encouraged to partake in leadership opportunities throughout the school.

Evaluation	Funds Expended (Resources)
Two leadership credentials completed and then bespoke in house executive development was maintained in lieu of leadership credential modules. These included finance, staffing, management, HSC Analysis, HSC documentation and reviews.	As Above

##### Process 3: Quality Learning Environment

Physical premises will continue to be improved to help enhance quality teaching and learning

## Progress towards achieving improvement measures

**Process 3:** The introduction of SENTRAL will help to streamline processes and practices to assist teachers on focussing on their core business; quality teaching and learning

Hiring a business manager will help manage and coordinate school infrastructure and organisational improvements to help equip staff, therefore enabling student learning excellence.

Evaluation	Funds Expended (Resources)
SENTRAL working effectively to assist teachers in planning and organisation.	As Above





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$14 023.00)	Yarning circle and AIME were successful. Maternity leave impacted hiring of staff member. Funds to be utilised at future date.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$215 532.00)	Employing an number of EALD specialist teachers to assist with in class support was extremely successful and end of year evaluation strongly encourages it's continuation. EALD training for staff through professional learning afternoons was extremely successful. Practical tips through active participation in these sessions was especially appreciated by staff. The creation of ILP's gave teaching staff key knowledge of the learning needs of EALD students in their class.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$248 253.00)	The employing of additional LaST teachers to assist students in class was an outstanding success. Not only were the LaST's able to assist students with work but were able to engage with a number of 'at risk' students on a wellbeing level. The allocation of funds for NCCD training for staff was another success. Staff were able to engage, to a far greater degree, with specific student needs and facilitate meaningful differentiation of work. The creation of ILP's gave teaching staff key knowledge of the learning needs of EALD students in their class.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$193 119.00)	Funds were expended on the employment of a Business Manager. The employment of a Technology Support Officer and SLSO. Their roles were to assist and manage WHS, Finance, Technology, Properties and external contracts. This freed up the Principal and a number of staff to concentrate on their individual areas of responsibility.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$88 500.00)	Beginning staff appreciated being given choice in how their funds would be expended. General staff training was highly valued. The provision of individual, ongoing support via relief periods and mentoring by HT Teaching & Learning Teaching was possibly the most valued and successful activity by our beginning teachers. The purchase of resources and Textbooks proved to be an excellent expenditure of funds.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted student support for refugees and new arrivals (\$36 000.00)	The employing of a SLSO for in class support proved to be an ongoing success. Staff commented on an improvement in attitude, performance and increased confidence in class as a result. An additional amount of \$10, 808 was dedicated for the purchase of computer hardware. This technology was earmarked for refugee and newly arriving students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	710	742	752	778

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.1	93.6	94.5	93.7
8	94	90.5	91.9	93.1
9	90.9	90	89.4	90
10	88.8	89.2	88.2	87.6
11	85.7	87.6	88.2	90.3
12	84.5	85.3	85.4	90.6
All Years	89.8	89.6	89.8	91
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

### 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	2
Employment	0	2	19
TAFE entry	0	5	16
University Entry	0	0	61
Other	5	0	2
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

30.83% of Year 12 students at Blacktown Girls High School undertook vocational education and training in 2019.

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

91.7% of all Year 12 students at Blacktown Girls High School expected to complete Year 12 in 2019 received 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)	9
Classroom Teacher(s)	38.9
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	10.08
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



# 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 (\$)
<b>Opening Balance</b>	876,158
<b>Revenue</b>	9,279,358
Appropriation	8,787,744
Sale of Goods and Services	44,157
Grants and contributions	415,587
Investment income	10,962
Other revenue	20,908
<b>Expenses</b>	-9,105,552
Employee related	-7,880,514
Operating expenses	-1,225,038
<b>Surplus / deficit for the year</b>	173,806

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.



## 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 (\$)
<b>Targeted Total</b>	58,833
<b>Equity Total</b>	670,918
Equity - Aboriginal	14,023
Equity - Socio-economic	193,119
Equity - Language	215,523
Equity - Disability	248,253
<b>Base Total</b>	7,387,874
Base - Per Capita	176,354
Base - Location	0
Base - Other	7,211,520
<b>Other Total</b>	403,662
<b>Grand Total</b>	8,521,287

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.

### NAPLAN Online

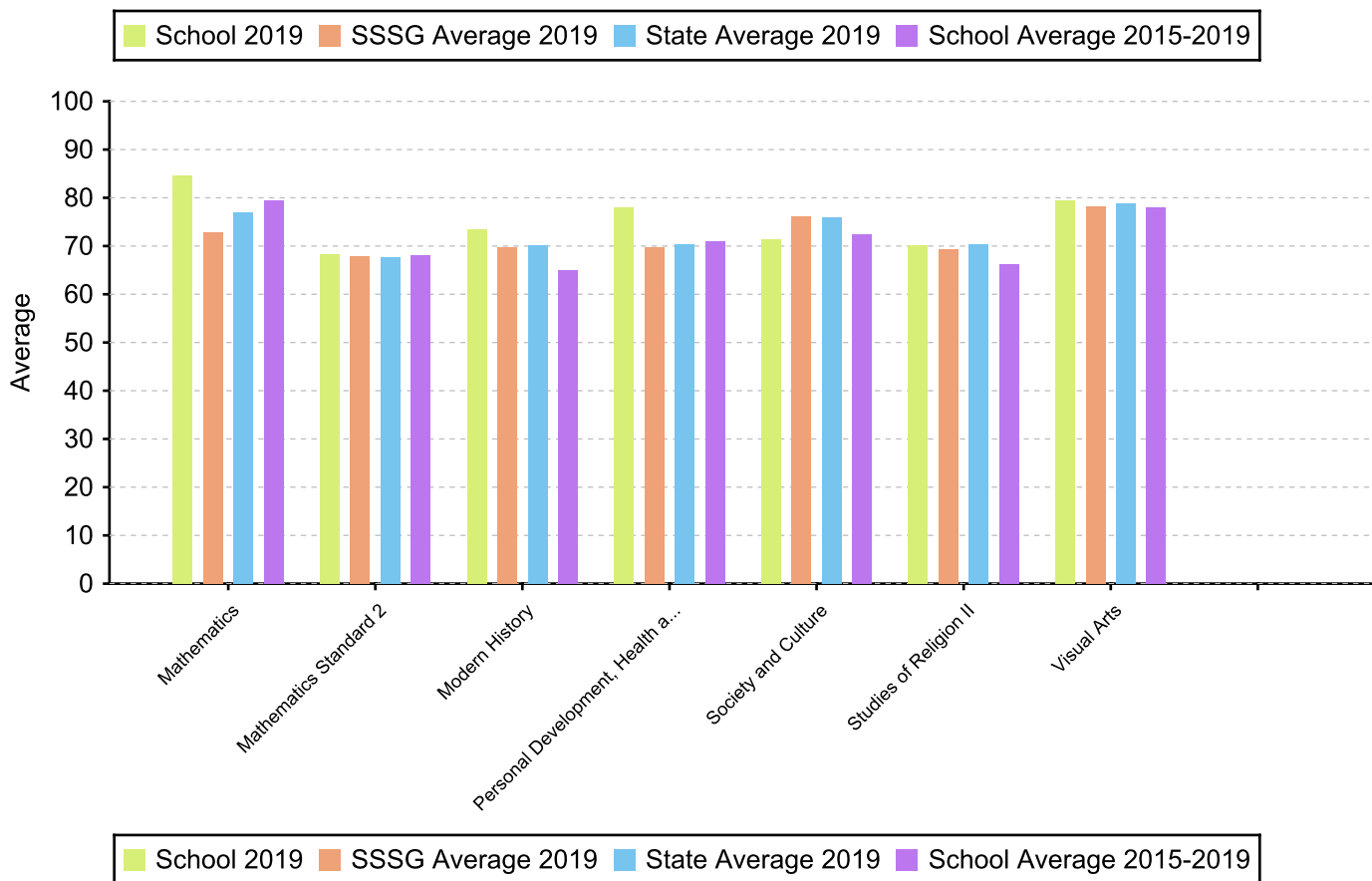
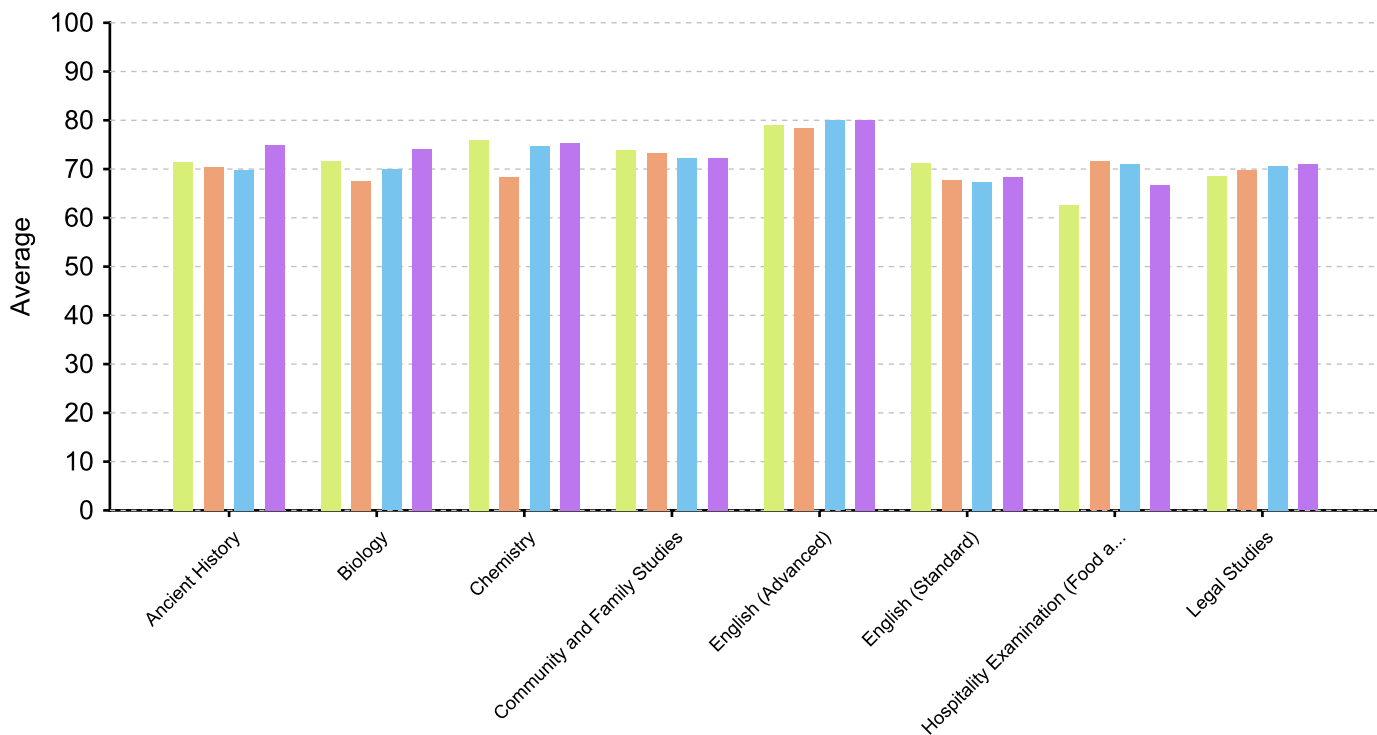
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



## 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.





<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	71.4	70.5	69.9	74.9
Biology	71.6	67.6	69.9	74.1
Chemistry	76.0	68.4	74.7	75.3
Community and Family Studies	73.9	73.3	72.2	72.2
English (Advanced)	79.1	78.5	80.0	80.1
English (Standard)	71.2	67.8	67.3	68.4
Hospitality Examination (Food and Beverage)	62.6	71.5	71.1	66.8
Legal Studies	68.6	69.7	70.6	70.9
Mathematics	84.7	72.9	76.9	79.5
Mathematics Standard 2	68.2	67.8	67.7	68.2
Modern History	73.4	69.8	70.2	65.0
Personal Development, Health and Physical Education	78.0	69.8	70.5	70.9
Society and Culture	71.5	76.2	75.9	72.4
Studies of Religion II	70.2	69.3	70.4	66.3
Visual Arts	79.5	78.2	78.8	78.1

# Parent/caregiver, student, teacher satisfaction

## Parent Survey

Our parents rated the school as follows:

Parents feel welcome when visiting the school, are well informed about school activities and parent activities are scheduled at times that are suitable for parents (7.4/10)

The school supports learning, teachers have high expectations for my daughter to succeed and my daughter is encouraged to do her best work (7.5/10)

The school helps prevent bullying, my child feels safe at school and behavioural issues are dealt with in a timely manner (7.8/10)

Parents are informed about their child's progress in school subjects, social and emotional development and positive or negative behaviour at school (7.4/10)

## Student Survey

Results from the 2019 *'Tell Them From Survey'* indicate that our students have a strong sense of belonging (71%) and have positive expectations for success (87%). These figures are in line with State norms.

When these two key domains are combined, the data reflects that 68% of our students possess both a strong sense of belonging to the school community **and** high expectations, two measures of positive student wellbeing.

In the 'Drivers of student outcomes' domain, results in all elements were well above State norms.

**Effective learning time** – Students indicated that key concepts were taught well; class time is used efficiently; and homework and evaluations support class objectives.

**Rigour** – Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

**Positive teacher-student relations** – Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

**Positive learning environment** – Students understand there are clear rules and expectations for classroom behaviour.

Connection to learning is through meaningful and engaging personalised learning experiences, whereby students will have positive, respectful relationships with each other, their teachers and the community.

## Staff Survey

This survey was related to dimensions of classroom and school practices. A little over 50% our teachers completed the survey. This number was considerably down on previous years. The questions in the survey asked our teachers to consider the following four dimensions of classroom and school practices.

75% of teachers identified that they provided challenging and visible learning goals for students and they enable students to achieve these learning goals.

75% of teachers identified that they planned learning opportunities which involve an intentional transfer of skills and knowledge with clear learning intentions.

76% of teachers identified that quality feedback guides students' effort and attention.

79% of teachers identified that they provide support for students to overcome obstacles to achieving their learning goals.

# Policy requirements

## Aboriginal Education 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.

In 2019, ATSI students at BGHS were involved with the AIME program through fortnightly in-school mentoring sessions as well as 3 major program days throughout the year.

At a school level, our ATSI students attended weekly Yarn Circles where we discussed a range of opportunities and ideas. The students worked together to create a banner for NAIDOC week based on the theme 'Voice. Treaty. Truth. Let's work together for a shared future'.

Additionally, throughout 2019 a number of new girls, including several junior students, stepped up to speak on assemblies and take part in performing Acknowledgement of Country for formal assemblies and other meetings throughout the year.

## 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.

The role of that member of staff is to educate and act as a mediator and mentor and promote acceptance and the peaceful resolution of conflict.

Multicultural perspectives are featured in all teaching programs. This encourages our commitment to inclusivity, acceptance and pride in our multicultural school community.

An event in 2019 particularly worthy of mention was the relaunch of our *Yellow Ribbon Program*

Yellow Ribbon is designed for young people to support young people. It aims to create an environment at Blacktown Girls where everyone belongs; encouraging and empowering young women to be tolerant, accepting and kind. The program is two-fold: encouraging students to ask for help in a time of need; providing a safe environment for leaders to speak up and help students in need.

The role of the Yellow Ribbon Leaders will be the intermediary or the connection between the student who may need help to those in the school or community who can provide help. Many students will find it easier to approach and talk to a student rather than a teacher. The Year 10 leaders are to assist and support students from year 7. The main message they will be promoting will be 'Bullying No Way', and to be kind to on another whilst assisting, supporting and directing students on where to get help. They are not the counsellor or a peer mediator, rather their main aim is to direct issues to the correct support person, which may be the year advisor, class teacher or mentor.

The program was relaunched at Blacktown Girls High School in March 2019 to coincide with Harmony Day and the National day of action against Bullying and Violence.

## 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 BGHS curriculum is inclusive of all students from non-English speaking backgrounds. It takes into account and responds in positive ways to the cultural and linguistic backgrounds of EALD students and addresses their specific learning needs. It reflects the rights, needs and contributions of all students, while recognising and celebrating the cultural diversity of its student population. With over 84.6% of BGHS students coming from a background where English is not the first language, multicultural education continues to be a priority at Blacktown Girls. The school ethos which drives our organisational and teaching practice is that diversity should be recognised, celebrated and used productively to provide experiences that are accessible to all.

