Auburn Girls High School

2019 Annual Report

8253

Introduction

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

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

School contact details

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School background

School vision statement

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

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

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

School context

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Learning

Purpose

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

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

Improvement Measures

Quantitative and qualitative measures will include:

1. State average or higher HSC value added data for students.

2. An increasing number of Year 9 students achieve in the top 3 bands in NAPLAN reading, writing and numeracy.

3. Social and emotional outcome indicators in the TTFM survey for students meet or exceed NSW norms.

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

Progress towards achieving improvement measures

Process 1:   Wellbeing

Develop a strategic and planned approach to support student wellbeing with:
 • Positive Education will be embedded into the curriculum and culture of the school for students, staff and parents
 • an integrated, strategically mapped study skill program for Years 7–12
 • consistent delivery of Positive Education lessons
 • the effective use of student school diaries
 • revised student merit system to encourage participation
 • a program for student stress management

Evaluation	Funds Expended (Resources)
Study Skills has been strategically rolled out for Years 7 to 12 with a combination of integrated timetabled lessons for Years 7 and 8 and presentations by expert presenters including Elevate and ELES, Enhanced Learning Education Services. Topic areas within study skills are mapped to ensure each year group covers topics that are stage appropriate so as students' study skills are cumulatively developed as a progression. Effective stress management is a key component of the senior years to support learning. A three year plan has begun with professional learning for teachers to be able to embed suitable study skills into their subject area. In Positive Education a plan has been strategically developed to roll out "Unleash Your Personal Potential" workshops with students Years 7–12 and professional learning for staff in 2020. UPP is a series of high impact well–being and leadership workshops that empower students to thrive as they learn, live and lead. It is based on scientifically grounded strategies that are engaging, relevant, challenging, practical and inspiring for students. The focus of the series of student workshops is on building growth mindsets, grit, well–being and leadership. Year Advisers and the Positive Education Team will be trained to lead their cohorts in this program.	Equity and PL funding

Process 2:   Curriculum

Develop differentiated Teaching & Learning (T&L) programs that engage and challenge students with a

Progress towards achieving improvement measures

Process 2: strategic focus on:
- higher order thinking and learning using the Bloom and Maker Models
- future focused learning skills
- develop cognitive skills with the ALARM Matrix

Evaluation	Funds Expended (Resources)
All faculties have worked collaboratively on faculty planning days to evaluate and refine programs ensuring that differentiation meets the needs of all students including GAT, comprehensive and learning support. New programs have been developed which were necessitated by NESA developing new syllabus. Over 2018–19 all teachers completed their GERRIC mini COGE training, an intensive 16 hour course on meeting the needs of gifted and talented students delivered by the UNSW at our school. This knowledge and understanding of strategies will facilitate effective differentiated learning for our GAT students. Improving the writing skills of all students is integral to successful learning. ALARM (A Learning and Response Matrix) integrates higher order thinking strategies (Blooms) with NESA Directive verbs has been developed with a Juniors and Seniors version. Each year group attends targeted workshops to develop their understanding of ALARM and is issued with their age appropriate ALARM card. Professional learning has been undertaken by teachers to allow them to improve their understanding, allow them to develop resources and integrate ALARM successfully into teaching and learning.	Equity funded

Process 3:   Assessment and Reporting

Implement a whole school approach of assessment best practice with a focus on:
- formative and summative assessment
- explicit, timely and quality feedback
- NESA Performance Descriptors will underpin reporting of student achievement

Evaluation	Funds Expended (Resources)
Target areas for 2020	

Strategic Direction 2

Excellence in Teaching

Purpose

Guiding statement: Teachers are empowered to be excellent practitioners**.**

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

Improvement Measures

Quantitative and qualitative measures will include:

1. Teaching programs are differentiated to accommodate the diversity of student abilities.

2. All teachers are capable in the use of data to inform their teaching practice.

3. An increase in the TTFM Survey of student engagement from 2017.

4. Increased Year 9 NAPLAN results with student gain being higher than similar schools.

5. Future focused skills are embedded into T & L programs and teaching practice.

Progress towards achieving improvement measures

Process 1:   Quality Teaching

Teaching practice will be informed, enhanced and refined by establishing school– wide best practice principles by:
 • embedding the evidence–based research of Prof. John Hattie into professional learning
 • Bloom's Digital Taxonomy and the Maker Model will be applied to develop a resource toolbox for teaching and assessment
 • professional learning to focus on differentiated teaching practices to cater for future focused skills, gifted, mainstream and support students
 • teachers competently and routinely analyse, interpret and use data to inform their planning and teaching practice
 • embedding the Australian Professional Teaching Standards into all professional learning
 • Qualified VET staff are equipped with suitable resources to meet RTO and NESA requirements for all frameworks being delivered

Evaluation	Funds Expended (Resources)
Through professional learning workshops teachers have an increased understanding of literacy, its integration into their KLA as well as a familiarisation of a common language of numeracy that will assist explicit instruction across all KLAs. Teachers have analysed types of numeracy questions used in NAPLAN to gain an understanding of the embedded literacy requirements alongside the complex language of numeracy. By identifying areas of students' strengths and weaknesses they are developing targeted resources to meet student needs. Reflection and competence in the use of RAP (Results Analysis Package) has allowed teachers to fine tune their teaching of HSC courses and move student results to a higher achievement band, particularly students with results just under the band cut offs. Extensive workshops with NESA expert Lisa O'Neil conducted in KLAs allowed teachers to develop their understanding of the HSC exam data for individual exams, identify target areas of need and develop high impact strategies to implement in the classroom.	Professional learning and equity funds.

Process 2:   Literacy Projects

Implement best practice in literacy instruction through the development, implementation, monitoring and evaluation of a whole school literacy project with:
• data analysis
• improvement targets
• explicit teaching
Active participation in the University of Sydney's Longitudinal Partnership with literacy focused professional learning and student workshops.

Evaluation	Funds Expended (Resources)
The Lexile program has been rolled out to Year 7 and 8 students with each class having a dedicated fortnightly English lesson spent developing their reading skills through the program. Students and parents are able to clearly identify reading strengths as well as areas for developments. Teachers are able to use the available data to apply targeted strategies that lead to improvement in student's reading fluency and comprehension. Parents and carers are informed of their daughter's Lexile levels and provided with evidence on how to support reading improvement at home. Year 7 teachers have become increasingly competent in the use of both PLAN2 and SCOUT to map Best Start results and identify students' areas of strengths and weaknesses. This analysis has led to the development of targeted strategies to improve student outcomes, particularly in the areas of Numeracy and Comprehension. Year 7 teachers attended regular fortnightly workshops to develop their understanding of student's skills, design appropriate teaching and learning and collaborate with other Year 7 teachers. These workshops work towards a holistic, evidence driven approach to teaching and learning that improves both student learning and the transition from Primary to High School.	Equity funds

Strategic Direction 3

Excellence in Leadership

Purpose

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

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

Improvement Measures

Quantitative and qualitative measures will include:

1. The SRC is more efficient, vocal and all participants are active leaders in the school community.

2. Increased proportion of students active in programs or activities that allow them to build or demonstrate leadership skills.

3. Improved communication across the school and community. Communication mediums have been designed and meet the needs of the school community.

4. Increased parental engagement in the learning and wellbeing of students.

5. Leadership capacity of staff within the school is developed to ensure the sustainability of school improvement with an increased number of staff applying for leadership positions within the school and wider education community.

Progress towards achieving improvement measures

Process 1:   **Students**

Develop a coordinated framework for targeted leadership development opportunities for aspiring student leaders.

Staff

The Executive provides a focus on distributed leadership developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Parents

Develop strategies and educational programs to support the active participation of parents in forums and meetings to allow them to engage with their daughter's learning.

Communication

Develop streamlined communication systems and structures that support effective teaching and learning, communication, school administration and that promote the school.

Evaluation	Funds Expended (Resources)
Students: Leaders and aspiring leaders from Years 7 to 12 were supported to: attend leadership development workshops on site and off site, successfully apply for formal positions, lead school based initiatives and represent the school as ambassadors in formal events. Teachers: Leaders and aspiring leaders were supported to: attend leadership development seminars, were mentored and coached to become Year Advisors, Head Teachers and Deputy Principals. Suitable teachers were	Equity funds

Progress towards achieving improvement measures	
actively encouraged to consider applying for "Highly Accomplished" accreditation in 2020 with workshops, team meetings and guided support. Parents: A series of parent presentations were delivered and well received on areas of need including: NAPLAN results and analysis, HSC results and analysis, Supporting your daughter during the HSC year, Supporting your daughter with her studies, Effective parenting, our literacy Lexile program and Numeracy Program. Communication: The School launched a facebook page as well as investigated the implementation of the Schoolbag App to improve communication with parents and promote the school in the local community. Stronger ties were developed with the local paper, Auburn Review, featuring the school in many positive articles with school events and especially regarding the schools HSC results. The School was featured on the Premiers facebook page and covered in the channel 9 news and SBS news on how our girls were being prepared and supported for their HSC exams.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$659	The student had an individual learning plan(ILP) and was encouraged to attend the Homework Centre and Mathematics Tutoring. The school camp was subsidised and excursions, subject fees and uniform financed as needed.
English language proficiency	$46 293	A student Learning Support Officer was hired to support individual students in their class to develop literacy skills and cope with the demands of the high school classroom. The funding provided paid for .8 of the support officer's salary.
Low level adjustment for disability	$139 670	A Head Teacher EALD/Support was appointed to lead and work collaboratively with the faculty in developing programs and resources. Leadership of the faculty ensured that there was transparency in the allocation of support, whole school resources were provided and greater accountability ensuring improved student outcomes and staff satisfaction.
Socio–economic background	$1 042 459	**1. Resources:** 3 additional teachers appointed **Outcomes:** Additional classes in Years 7, 11 and 12. Increased number of elective options 9–12. Year 7 teacher teams were timetabled to met weekly to discuss teaching practice and student progress. **2. Resources:** 2 Stage Head Teachers including a HT Administration and HT Teaching and Learning continued to be appointed **Outcomes:** Increased range of gifted and talented opportunities, band program, cross curricula and interschool extension activities, links with universities and robotics competitions. **3. Resources:** a third Deputy Principal was permanently appointed **Outcomes:** Each of the 3 DPs manage a stage allowing for each DP to engage in Increased proactive welfare and discipline programs, improved transition from primary to high school for students and greater parental communication/engagement. **4. Resources:** a Community Partnership Officer continued to be appointed **Outcomes:** Greater engagement and involvement of parents in their daughters' learning and improved advocacy/partnerships for the school within the local community. **5. Resources**: Programs and outcomes evaluated in the 3 Strategic Directions in the previous section.

Support for beginning teachers	$18 399	Beginning Teachers had reduced teaching loads to support the development of their skills in the first year and were provided with ongoing feedback and support that was embedded in the collaborative practices of the school. Each Beginning Teacher had a mentor with training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback. Additionally, Beginning Teachers had access to professional learning that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care–givers.
Targeted student support for refugees and new arrivals	$5085	Students were supported with SLSO assistance, financial assistance for uniform, stationary, excursions and subject fees.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	0	0	0	0
Girls	801	786	800	776

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	92.6	91.6	92.1	92.8
8	91.6	86.7	89.4	91.6
9	90.3	87.9	87.5	90.1
10	89.5	87.3	85.9	88.9
11	89.9	88.8	90	91
12	88.4	87.7	91.2	91.8
All Years	90.5	88.3	89.3	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	4
Employment	0	3	5
TAFE entry	5	4	10
University Entry	0	0	71
Other	0	0	1
Unknown	0	0	9

2019 saw continued success in HSC results, with 10 girls achieving an ATAR above 90, 21 students with a Band 6 and 127 with Band 5 results.

90% of the total cohort has progressed to either full–time employment or further education and training.

65 students (83% of the ATAR eligible cohort) received university degree offers, with the vast majority of these being offered prior to ATARs being released. These include early offers for leadership and community involvement, School Recommendations and over 100 offers based solely on HSC results rather than ATAR. The remaining 13 students from the ATAR cohort all received firm offers to pathway programs.

Health, Education, Social Sciences and Business continue to be popular course choices, but there has been an increase in Engineering, Criminology, IT and Cyber Security, as well as Psychology and Cognitive Science.

Year 12 students undertaking vocational or trade training

38.46% of Year 12 students at Auburn Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.5% of all Year 12 students at Auburn 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)	10
Classroom Teacher(s)	43.4
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	13.08
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[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.

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	799,073
Revenue	10,857,394
Appropriation	10,551,343
Sale of Goods and Services	56,511
Grants and contributions	243,547
Investment income	4,040
Other revenue	1,954
Expenses	-10,589,494
Employee related	-9,526,236
Operating expenses	-1,063,258
Surplus / deficit for the year	267,900

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** ($)
Targeted Total	767,341
Equity Total	1,826,691
Equity - Aboriginal	659
Equity - Socio-economic	1,245,219
Equity - Language	153,009
Equity - Disability	427,803
Base Total	7,380,100
Base - Per Capita	195,937
Base - Location	0
Base - Other	7,184,163
Other Total	468,351
Grand Total	10,442,482

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.
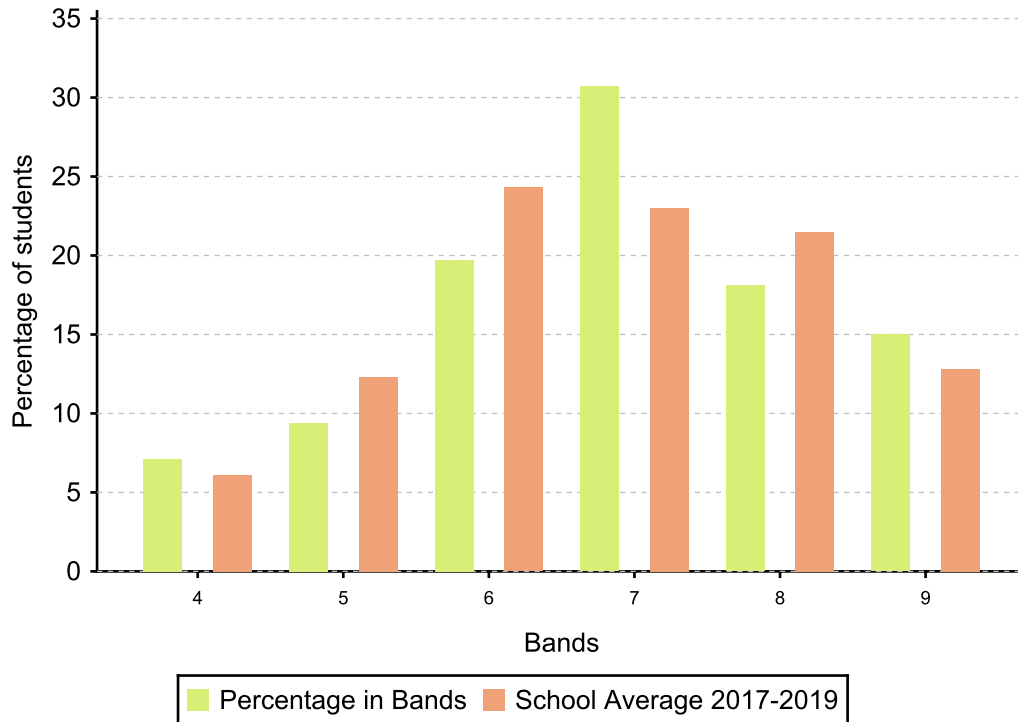
Literacy and Numeracy Graphs

Percentage in bands:

Year 7 Grammar & Punctuation
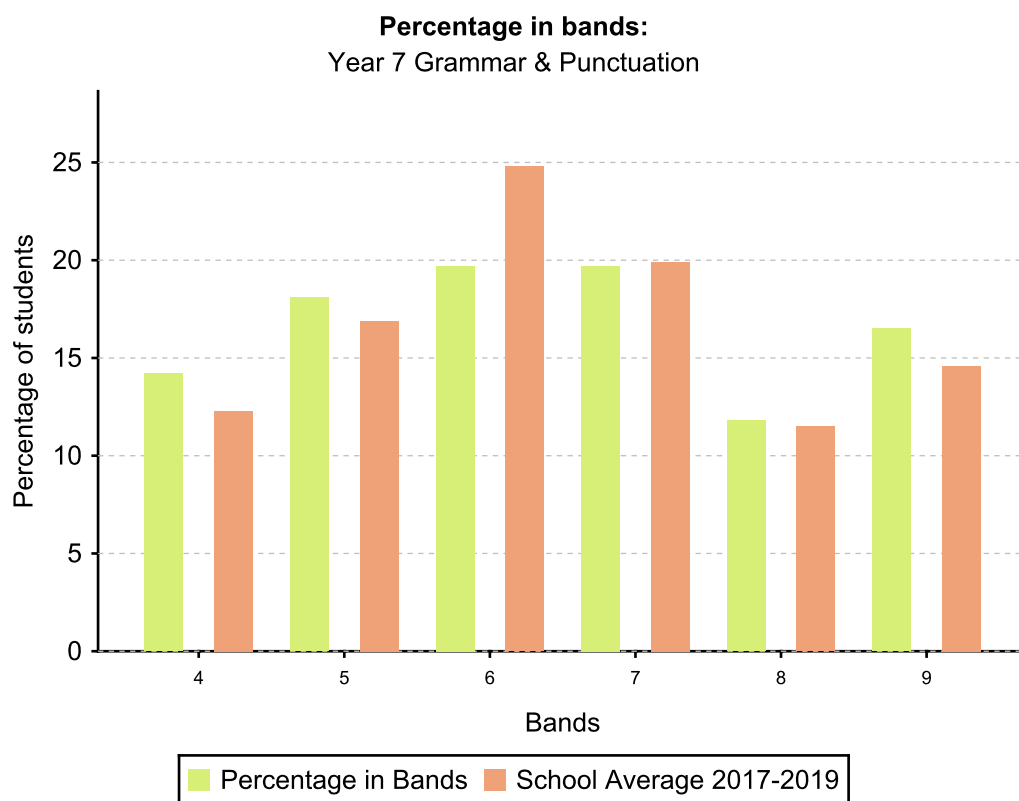
Band	4	5	6	7	8	9
Percentage of students	14.2	18.1	19.7	19.7	11.8	16.5
School avg 2017-2019	12.3	16.9	24.8	19.9	11.5	14.6

Percentage in bands:
Year 7 Reading
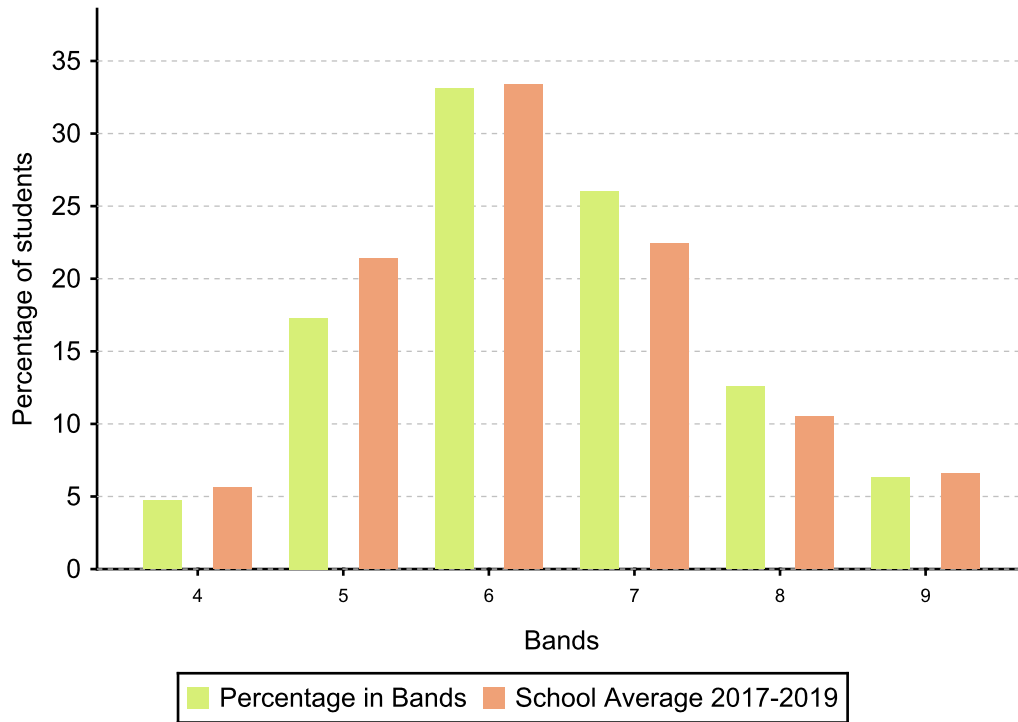
Band	4	5	6	7	8	9
Percentage of students	4.7	17.3	33.1	26.0	12.6	6.3
School avg 2017-2019	5.6	21.4	33.4	22.4	10.5	6.6

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	7.1	9.4	19.7	30.7	18.1	15.0
School avg 2017-2019	6.1	12.3	24.3	23	21.5	12.8

Percentage in bands:
Year 7 Writing
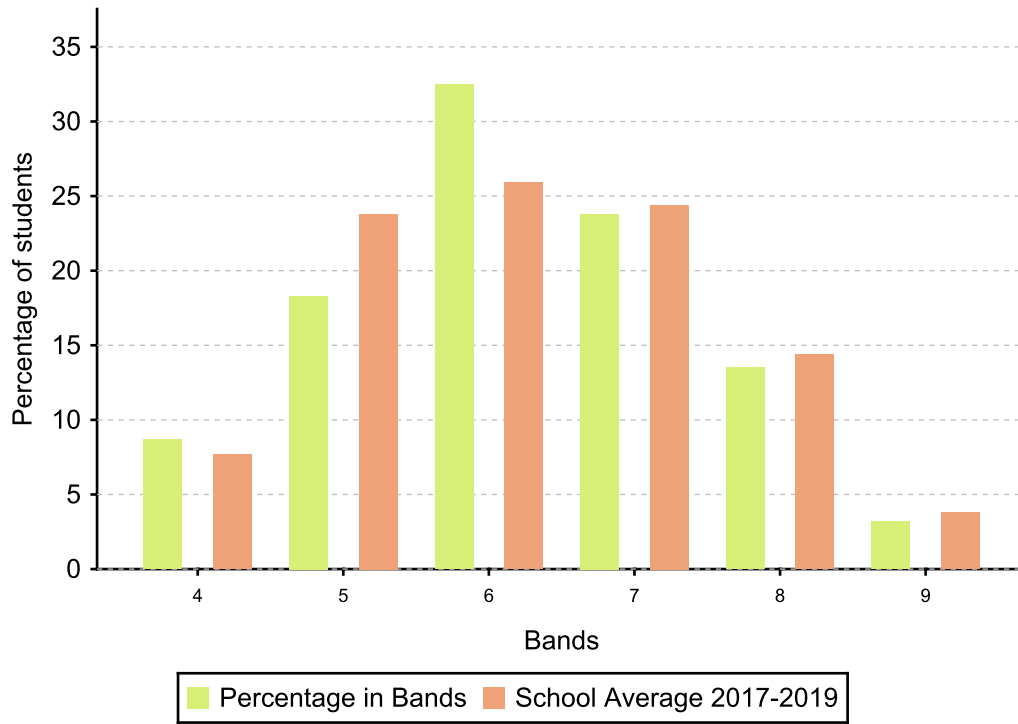
Band	4	5	6	7	8	9
Percentage of students	8.7	18.3	32.5	23.8	13.5	3.2
School avg 2017-2019	7.7	23.8	25.9	24.4	14.4	3.8

Percentage in bands:
Year 9 Grammar & Punctuation
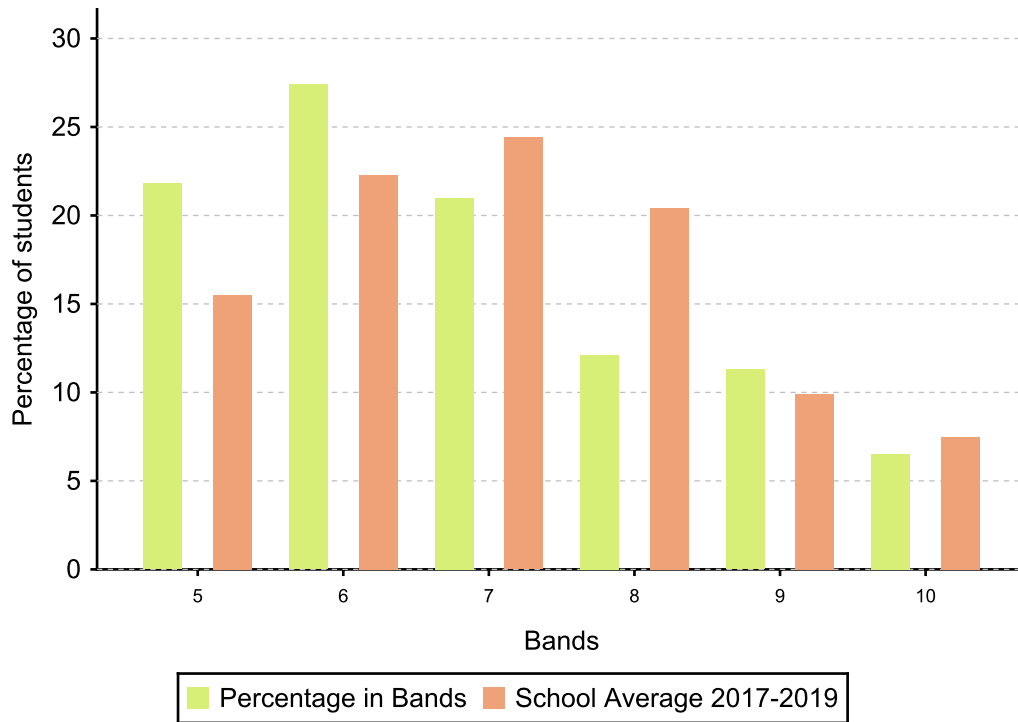
Band	5	6	7	8	9	10
Percentage of students	21.8	27.4	21.0	12.1	11.3	6.5
School avg 2017-2019	15.5	22.3	24.4	20.4	9.9	7.5

Percentage in bands:
Year 9 Reading
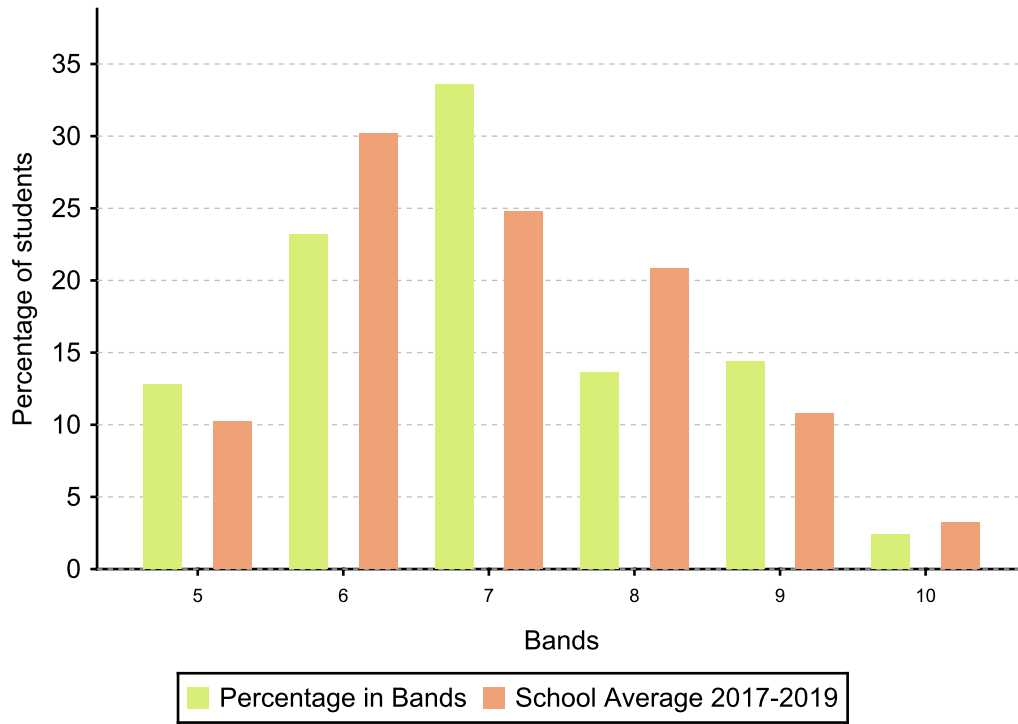
Band	5	6	7	8	9	10
Percentage of students	12.8	23.2	33.6	13.6	14.4	2.4
School avg 2017-2019	10.2	30.2	24.8	20.8	10.8	3.2

Percentage in bands:
Year 9 Spelling
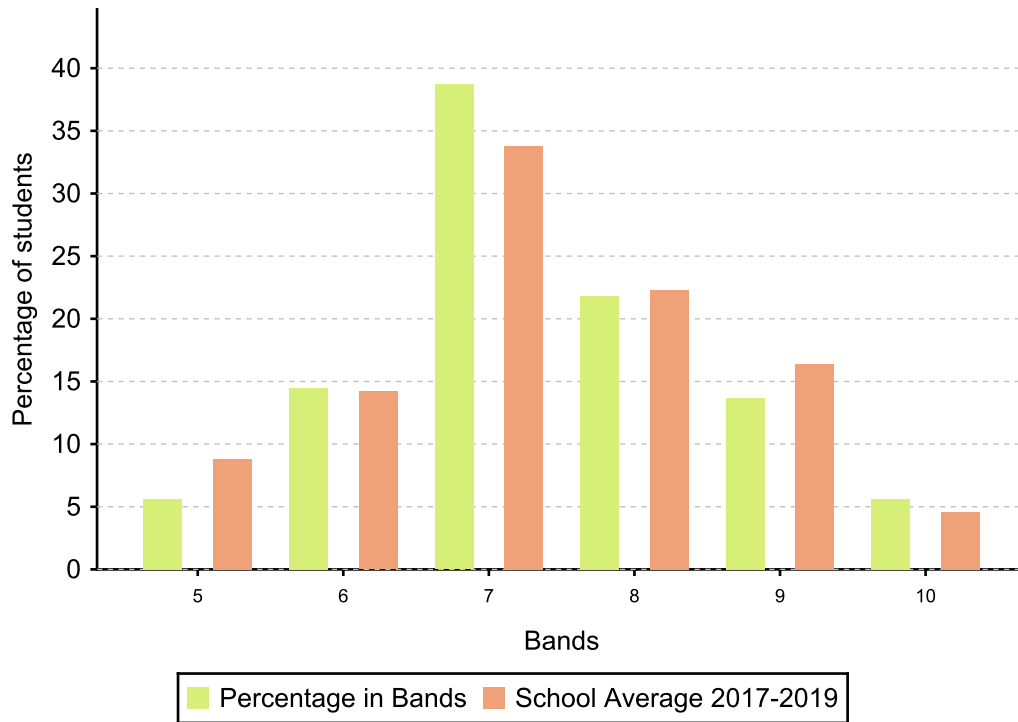
Band	5	6	7	8	9	10
Percentage of students	5.6	14.5	38.7	21.8	13.7	5.6
School avg 2017-2019	8.8	14.2	33.8	22.3	16.4	4.6

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Percentage in bands:
Year 9 Writing
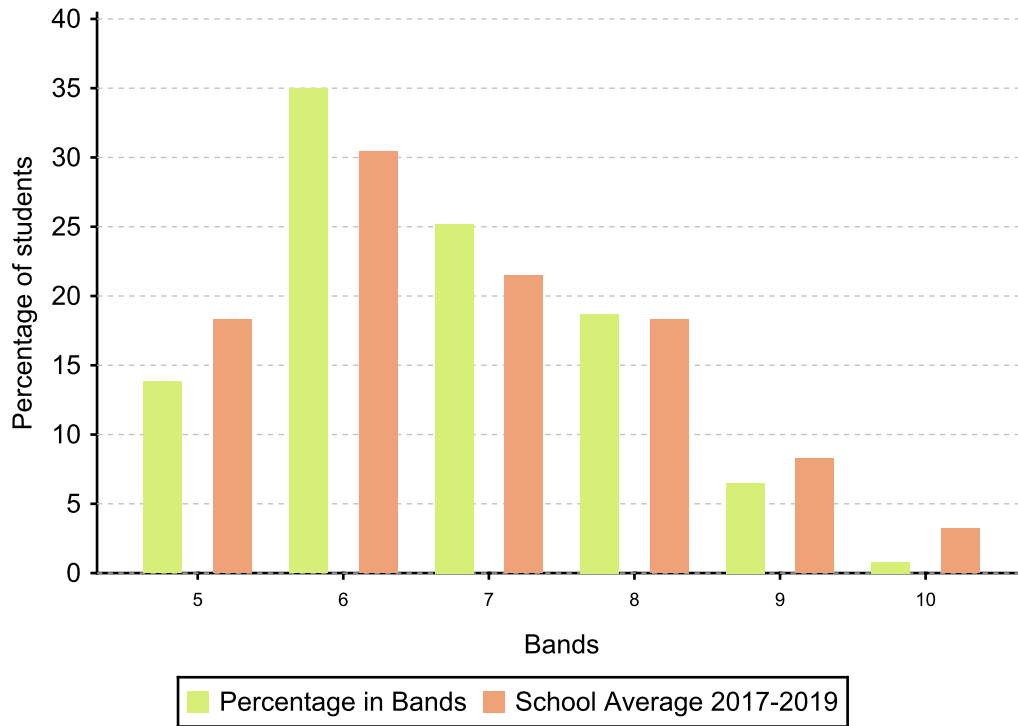
Band	5	6	7	8	9	10
Percentage of students	13.8	35.0	25.2	18.7	6.5	0.8
School avg 2017-2019	18.3	30.4	21.5	18.3	8.3	3.2

Percentage in bands:
Year 7 Numeracy
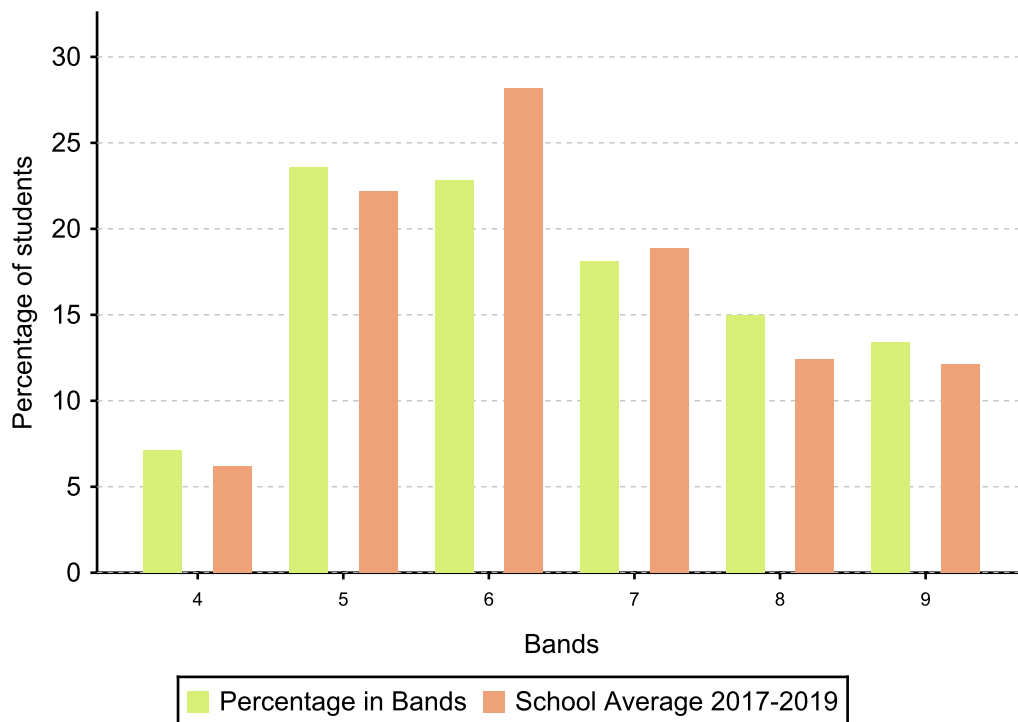
Band	4	5	6	7	8	9
Percentage of students	7.1	23.6	22.8	18.1	15.0	13.4
School avg 2017-2019	6.2	22.2	28.2	18.9	12.4	12.1

Percentage in bands:
Year 9 Numeracy
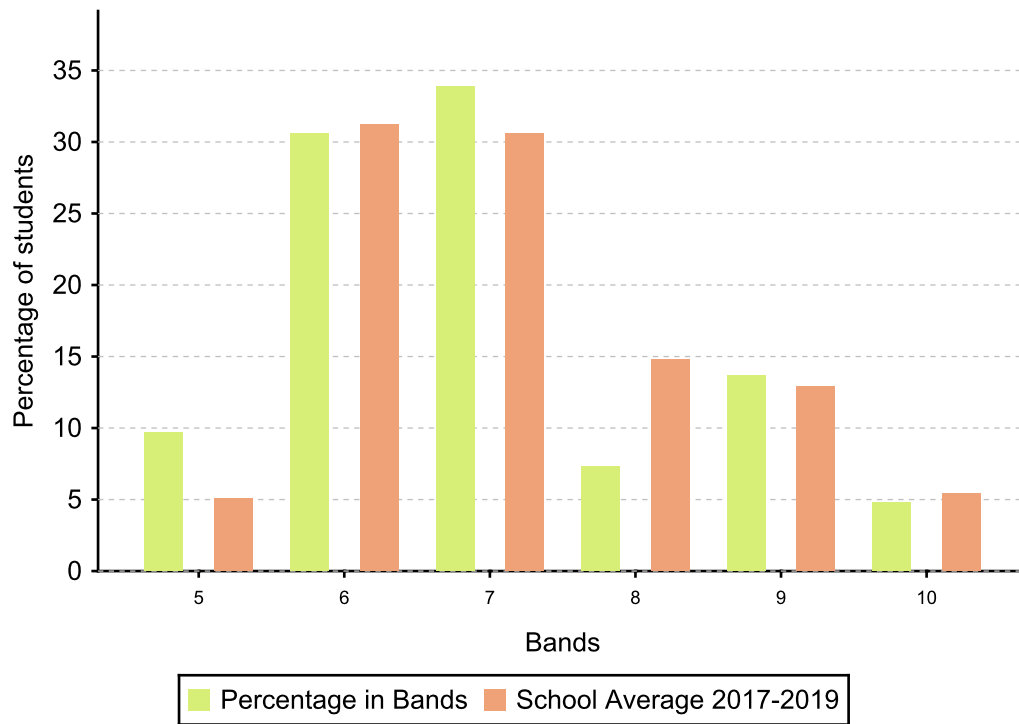
Band	5	6	7	8	9	10
Percentage of students	9.7	30.6	33.9	7.3	13.7	4.8
School avg 2017-2019	5.1	31.2	30.6	14.8	12.9	5.4

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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.
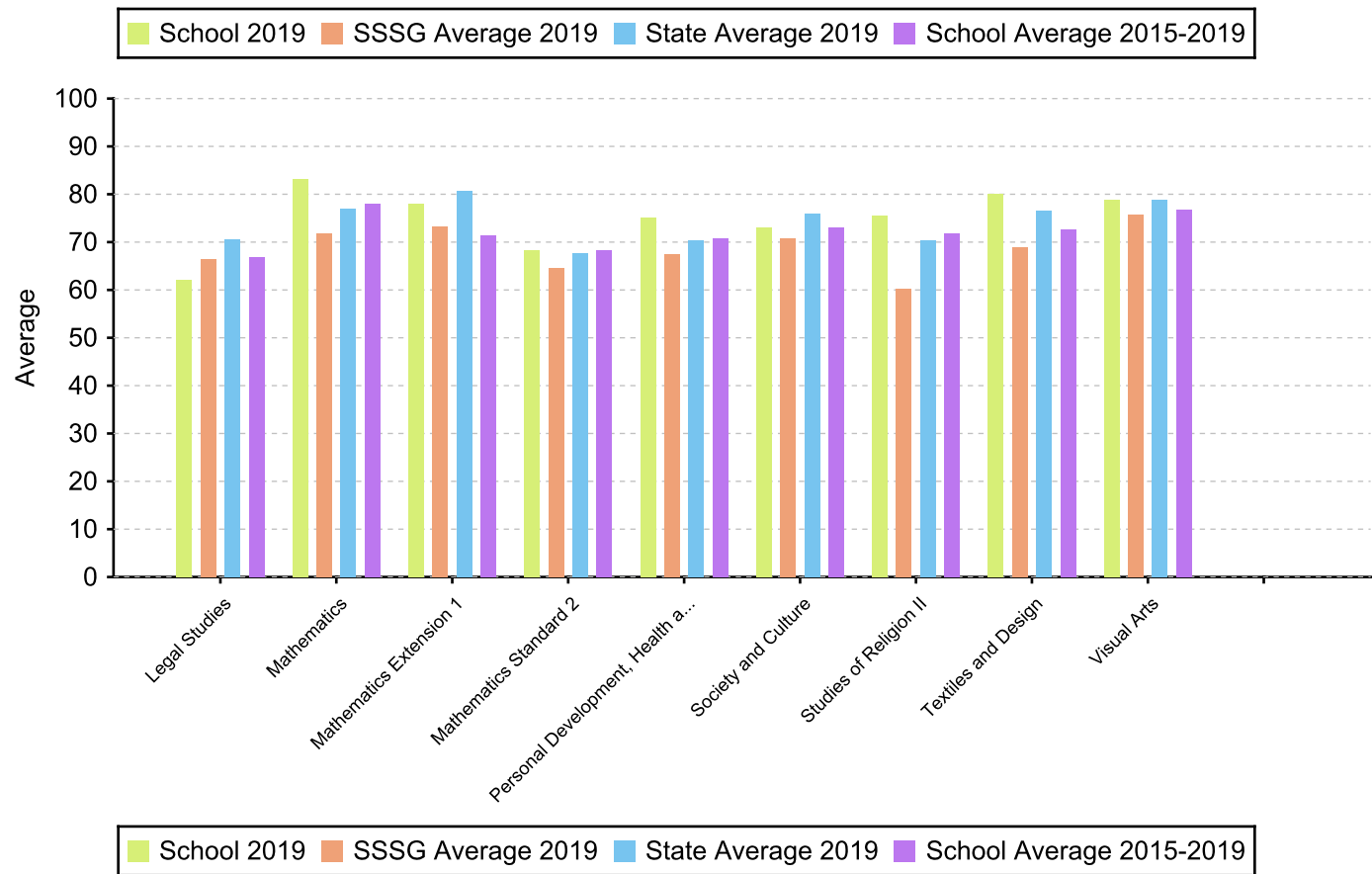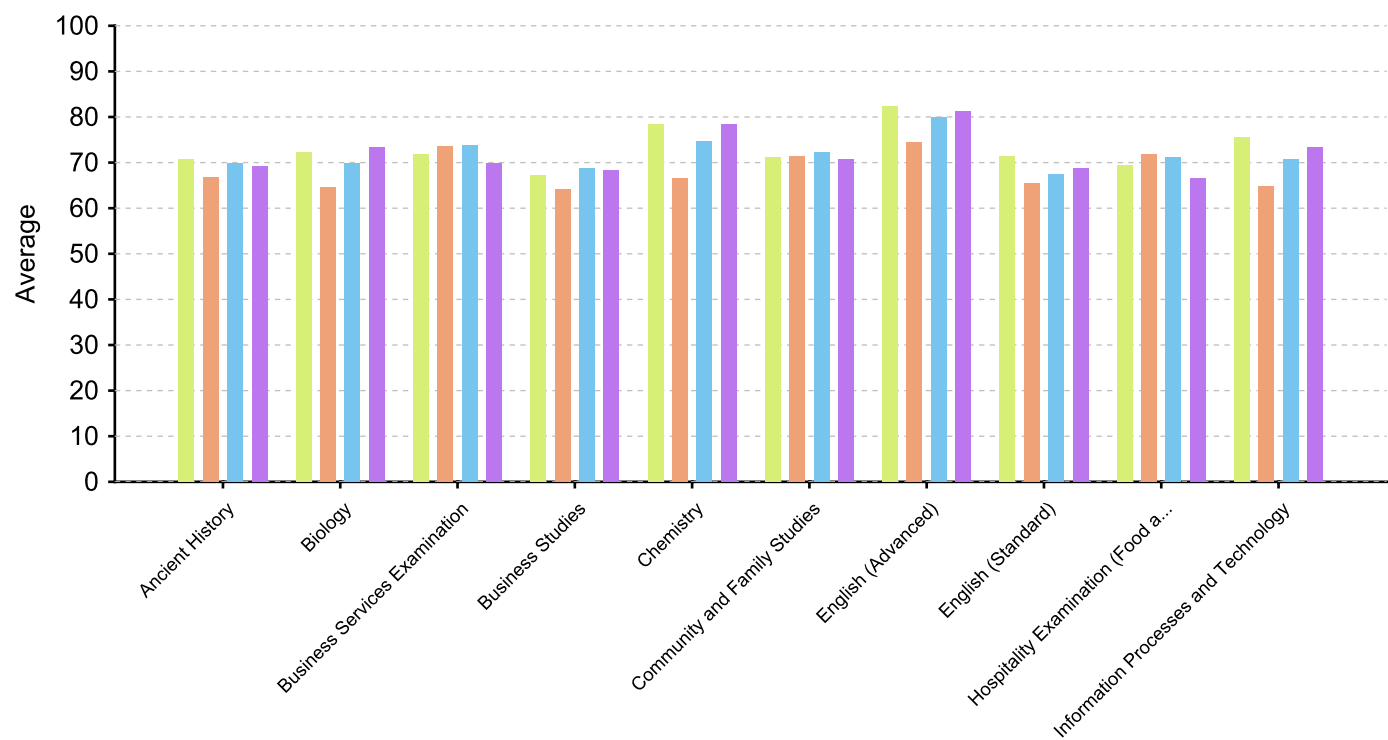
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	70.8	66.8	69.9	69.2
Biology	72.3	64.7	69.9	73.3
Business Services Examination	71.9	73.6	73.7	69.9
Business Studies	67.3	64.2	68.6	68.4
Chemistry	78.5	66.6	74.7	78.3
Community and Family Studies	71.1	71.4	72.2	70.6
English (Advanced)	82.3	74.5	80.0	81.3
English (Standard)	71.4	65.6	67.3	68.8
Hospitality Examination (Food and Beverage)	69.3	71.8	71.1	66.6
Information Processes and Technology	75.5	64.8	70.8	73.3
Legal Studies	62.1	66.4	70.6	66.8
Mathematics	83.1	71.8	76.9	78.1
Mathematics Extension 1	78.0	73.3	80.6	71.5
Mathematics Standard 2	68.3	64.6	67.7	68.3
Personal Development, Health and Physical Education	75.1	67.5	70.5	70.7
Society and Culture	73.1	70.7	75.9	73.1
Studies of Religion II	75.5	60.1	70.4	71.9
Textiles and Design	80.0	69.0	76.6	72.6
Visual Arts	78.8	75.7	78.8	76.8

Parent/caregiver, student, teacher satisfaction

In 2019 the school conducted the Learning Bar's *Tell Them From Me* student, teacher and parent surveys to gain valuable feedback from members of the school community. The results of the *Tell Them From Me* surveys are outlined below.

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

- Parents feel welcome when visiting the school 93%
- Parents feel that the school is inclusive 87%
- Parents feel that their daughter is safe at school 95%
- Parents feel that the school supports positive behaviour 95%
- Parents feel that the school supports learning 97%
- Parents feel that they support learning at home 86%
- Parents feel informed by the school 92%

Student Survey: 592 students completed the survey with results as follows:

*70% of students were identified as having a high sense of belonging; they feel accepted and valued by their peers and by others at their school.

*74% of students were identified as having positive relationships; friends they can trust and who encourage them to make positive choices.

*76% of students in this school valued their schooling and believe that education will benefit them personally and economically, and will have a strong bearing on their future.

*61% of students feel they are intellectually engaged

*76% of students in this school stated that school staff emphasizes academic skills and hold high expectations for all students to succeed.

Staff Survey: This survey was related to dimensions of classroom and school practices. Most of our teachers completed the survey with the questions asking our teachers to consider the following four dimensions of classroom and school practices.

*74% of teachers identified that they provided challenging and visible learning goals for students and they enable students to achieve these learning goals.

*74% of teachers identified that they planned learning opportunities which involve an intentional transfer of skills and knowledge with clear learning intentions.

*72% of teachers identified that quality feed back guides students' effort and attention.

*74% 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.

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.

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.