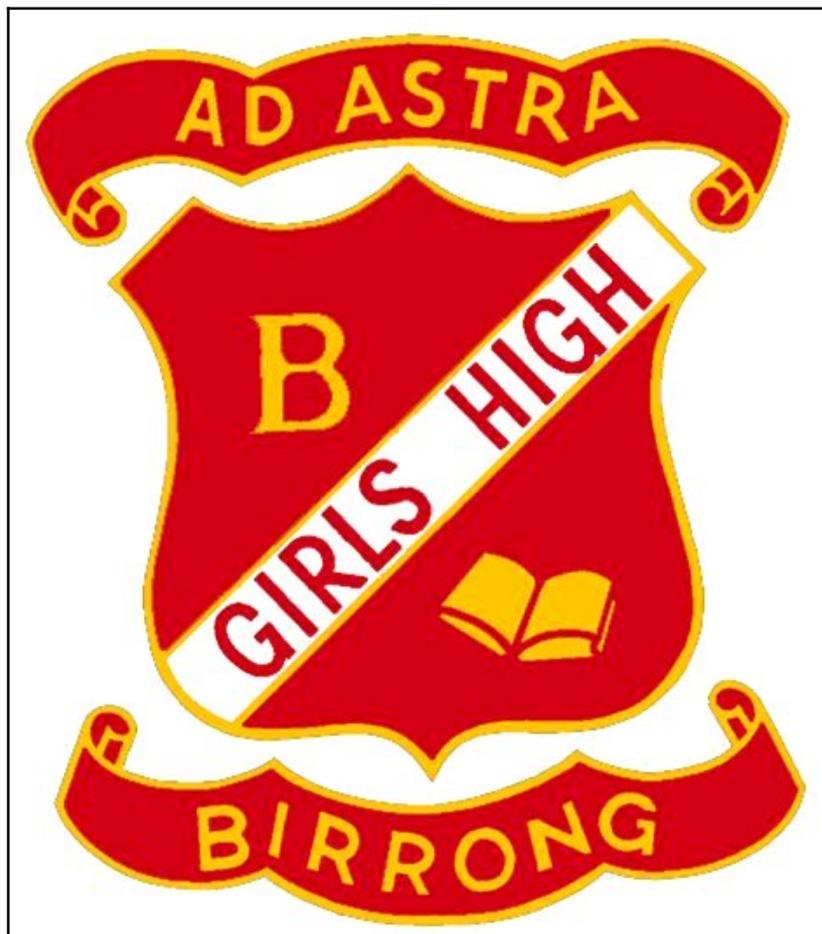


Birrong Girls High School

2019 Annual Report



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Introduction

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

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

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Message from the principal

It is a privilege and an honour to be the Principal of Birrong Girls High School. Every school day across the calendar is enriched by the collegiality, harmony, collaboration and commitment demonstrated by staff and students. 2019 was my first year as the Principal of this amazing learning and teaching community. I commenced the year ready to embrace what life 'reaching for the stars' would entail. I experienced first hand the complex, multi-layered features of the school that somehow aligned to achieve exceptional outcomes for our students. For all its complexity, Birrong Girls High School achieves success consistently and continuously for reasons that are both simple and essential. They focus on the individual student, they model key values underpinning a holistic approach to developing the whole student in preparation for leading roles in the society they will inherit. Birrong Girls High School has a long history of successful graduates and will continue to do so because of the solid foundations upon which all students stand when enrolled here.

Message from the school community

The Birrong Girls High School Parents and Citizens Association values the opportunity to support school operations. In 2019, following contributions to the consultation process, the P&C ratified the newly implemented mobile phone policy and the revamp and relaunch of uniform. Both were a great success and were progressive in refining and improving school operations, organisation and brand. Parents continued to value the opportunity to make inquiries and become familiar with implementation of new initiatives, opportunities and curriculum on offer at school. The open, transparent and mutually respectful environment in which the P&C is conducted has meant that there is a forum for discussion around new ideas and projects, providing an opportunity to develop trust and understanding. Consequently, many students have benefitted, participating in overnight leadership camps and long term workshops with external stakeholders.

Message from the students

The student leadership team was extremely active in 2019, carrying on the legacy of the SRC and Prefect bodies in the years preceding. In keeping with the school's values and philosophy, personal leadership, service learning and self regulation were promoted in weekly whole school activities.

Each fundraising event, responding to raising awareness and much needed funds were dedicated to a broad spectrum of societal needs. The annual birthing kit assembly funds were raised by the Amnesty team and resourced the assembly kit day in partnership with the Zonta Club Sydney West.

Mr Sarna was appointed as an Hon Zon for his ongoing work promoting the status of women and children through partnered Zonta initiatives. Sarah Al Helfy, our school captain, was recognised throughout 2019 by a range of institutions and bodies for her student leadership and citizenship. She was the regional finalist for Zonta's Young Women in Public Affairs award. She was also awarded the prestigious Public Education Foundation award for excellence and the NSW Governor's award for community service.

The highlight of the school's fundraising activities was our inaugural involvement in the Refugee Ration Challenge. Within two weeks, our staff, student and parent participants raised over \$29,000, placing BGHS as the second highest fundraising school across the nation. The most significant student leadership collaboration in 2019 was the prefect initiative in response to the Christchurch massacre. Senior leaders put together a specifically designed postcards that sent a heartfelt message of solidarity, love and hope to the Christchurch community. Our peer students came to understand that assertiveness and social justice can be achieved through collegial interactions where they can utilise the talents within their team and collaborate to achieve positive outcomes.

Both SRC and the Prefects came to understand the power of their collective capacity and those who strived in their efforts were rewarded by personal satisfaction and further insight into the power of their coordinated efficacy which they hope to carry through in 2020.

School background

School vision statement

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

School context

Birrong Girls High School is a vibrant, comprehensive and multicultural girls' school established in 1957 and located in the south western suburbs of Sydney. 94% percent of the 830 girls enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 49 language groups. The majority of students are from Arabic, Vietnamese, Chinese and Turkish backgrounds. 2% of students have refugee status and less than 1% of students have an Aboriginal background. Immediately identifiable from annual Year 7 cohorts and reflective of the composition of our local community, students arrive with great variation in their literacy and numeracy skills. Contributing factors to this range and variation is the result of prior primary school experience; socio-economic status; language and cultural background; and ability level. The school's Index of Community Socio-Economic Advantage (ICSEA = 943) and the school's Family Occupation and Education Index (FOEI = 141) indicate significant socio-economic disadvantage in our school community. Our parents have high expectations for their daughters but require assistance with student learning and post-school pathways. The school provides significant support to address issues associated with socio-economic disadvantage. The school's motto, 'Ad Astra' (reaching for the stars), emphasises our high expectations for teaching and learning and the school has maintained a consistent focus on overcoming disadvantage by improving learning outcomes for girls. The dedicated staff drive a culture that has sustained high academic performance with emphasis placed on literacy, numeracy, citizenship, leadership and community involvement. The school values are the pursuit of personal excellence (Ad Astra); respect; responsibility; cooperation; understanding, tolerance and inclusion; and integrity. These values are firmly embedded in school culture, policies and practices and underpin the school's vision statement. They reflect the school's Code of Behaviour and will continue to support school culture in 2018–2020.



Self-assessment and school achievement

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>

Strategic Direction 1

Successful Learners

Purpose

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

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

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

Improvement Measures

Maintain or better strong student growth from Year 7–9 and Year 9–12 in literacy and numeracy as reflected in NAPLAN and HSC data

Proportion of students in Bands 1 & 2 in HSC courses at or below 10%

Student attendance remains high, maintained at 92% or above

Retention data remains high, maintained at 85% or above

Overall summary of progress

BGHS continued to maintain strong student growth from Year 7–9 and Year 9–12 literacy and numeracy. 2019 HSC performances did not outperform 2018 results overall and there were some spikes in Band 1 and 2 performances in 2019. However, the value added identified in students from Stage 5 to their final HSC outcome in Stage 6 was identifiable in over 60% of students. The holistic growth and post school destination successes in over 90% represents the true improvement measures achieved by the school programs and initiatives designed to individualise and meet the emerging needs of our students.

Progress towards achieving improvement measures

Process 1: Quality teaching and learning programs and practices are future focused with authentic learning experiences, incorporate the explicit teaching of literacy and numeracy and develop the knowledge, understanding and skills for lifelong learning and active citizenship

Evaluation	Funds Expended (Resources)
<p>The school's commitment to quality teaching and learning programs and practices continued to ensure they they were future focused. Authentic learning experiences driven by relevance and context, within the classroom and through field trips and partnerships with external providers, initiatives and partnerships engaged students to be successful learners. The core business and philosophy at BGHS continued to stem from the solid foundation of explicit teaching of literacy and numeracy through which all additional learning in the short term and future can be accessed. It is upon these foundations that deep understanding and knowledge and lifelong learning as active citizens can be secured.</p> <p>2019 saw the commencement of the first phase of implementing a school based STEAM initiative. Prior to 2019, STEAM activities were one-off experiences designed to expose students to the STEAM field and the interdisciplinary applications in the corporate or real world context. Students continued to participate in these stimulating activities with great success. Year 10 students attended the L'Oreal Women in Science day hosted by the University of NSW and students in Stage 4 and 5 attended the STEAM program hosted by the CBA.. The Year 8 GoIT challenge saw our team reach the finals and achieve accolades for their performance as the people's choice</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Equity Funding (\$80000.00)

Progress towards achieving improvement measures

and runners up overall. Year 11 students competed in the Titration competition and placed well within the top ten in 8th place. Students came away from this competition imbued with a sense of confidence in their capacity to succeed. In addition to these field trips, competitions and awareness raising experiences.

In addition, the BGHS STEAM initiative was an important step forward in curriculum development for students. The cross curricular investigative and problem solving project aligned KLA learning modules in TAS, CAPA, Science and Maths to focus on bacteria and infectious diseases. Students worked in collaborative teams to present their knowledge and findings at the STEAM fair. Skills based boot camps were conducted to equip students with the capacity to undertake the project and their final products and findings presented students who were highly engaged and immersed in learning they found relevant and exciting. The successful implementation of the first phase will serve as an important foundation for phase 2 in 2020.

The Student Media Team experienced important changes in 2019 to further enhance its significance and output as a whole school extra curricular and leadership opportunity. Comprised of students across stages, the SMT was engaged in professional learning to develop their expertise in co-leading and managing the upgrading of the school's website, social media presence and newsletter processes and content. This intensive professional learning undertaken alongside key members of staff, teaching, executive and senior executive staff developed student knowledge and understanding in a number of key areas. They learned about the power of language and the production and selection of quality images in establishing key messaging and contributing to whole school brand. They experienced coordinated and effective collaboration and the importance of logistics and deadlines. The team honed their ICT skills and developed their strategy of succession planning for implementation.

A multi-tiered approach to address whole school skills in numeracy and faculty based success in mathematics was implemented in 2019.

Students were engaged in a range of intensive learning activities, particularly in Stages 4 and 5 to address data informed weaknesses in fractions, percentages and decimals. The student response to the 'aMATHing' race where KLAs worked in partnership to design a numeracy skills based obstacle course was reflected in the active participation on the day and the growth measured in pre and post testing. Pre and post results validated the connection between relevance, high levels of engagement and skills immersion and retention.

Students identified in Stage 4 to be functioning significantly below expected levels in basic skills continued to be targeted by the school's QUICKSMART program. Student engagement and consequently, success levels in this program continued to be high. The tracked growth of students as they progress in the program was exceptional and parents and students were resounding in their positive experiences at the graduation and celebration events upon conclusion.

In response to requirements to meet the HSC Minimum Standard, student learning was addressed through after school clinics and workshops targeting areas of weakness and providing remedial support. All students graduating from BGHS in 2019 met the Minimum Standard as a direct result of interventions.

HSC students undertaking Maths courses continued to engage in extra clinics and workshops to improve their understanding and performance, particularly at the more challenging Extension levels.

Students across stages experienced a range of interventions, workshops and information sessions modelling best practice in learning protocols. Explicit teaching of effective organisation was delivered in the use of student diaries,

Progress towards achieving improvement measures

learning planners and key revision strategies. These were identified, explained and modelled in a range of forums. Teachers embedded this practice in daily class routines. Year Advisers, supported by their Deputy Principals presented workshops in regular year meetings focusing on effective study skills and organisation, reflective of the needs of the stage. Elevate Education were also commissioned as external providers of study skills sessions to support these practices. The most intensive workshops were provided to Stage 6 and the success and impact of these sessions led to workshops being booked and delivered to Stages 4 and 5 subsequently.

Process 2: Consistent assessment and reporting practices across all years are underpinned by the principles of formative assessment and Quality Teaching (Assessment) and include explicit success criteria, quality feedback and opportunities for student reflection to support student engagement and attainment

Evaluation	Funds Expended (Resources)
<p>The focus on securing consistent assessment and reporting practices across all years was prioritised in 2019. The key principles of formative assessment and Quality Teaching (Assessment) continued to include explicit success criteria, quality feedback and opportunities for student reflection to support student engagement and attainment.</p> <p>Data from 2018 evaluations inform refinements to Formative Assessment Team's plans for 2019. Formative Assessment Team fulfilled their brief to focus on student responses and self regulation to feedback (Level 3) as well as facilitate upskilling and refresher courses for new staff. A review of assessment processes, practices and procedures, identified emerging needs to further refine the quality of tasks. Key stakeholder feedback from students and parents.</p> <p>Student work samples across all stages were reviewed to track application of formative assessment by teachers and students. Most importantly, intensive work was undertaken across KLAs to monitor how students responded to explicit feedback in order to determine how to immerse all students into this pattern of productivity. HSC data analysis of the most successful students in each course were matched by work samples that identified strong uptake and engagement in explicit feedback. The most consistent and highest performing faculties contained higher numbers of students in their cohort responding actively to explicit feedback provided through formative assessment.</p> <p>Data from diagnostic testing informs students targeted for the range of interventions and support. Intensive and explicit strategies were implemented to ensure tailored responses are delivered, particularly for students who placed below minimum standards. testing and skills immersion clinics were enhanced features of the additional interventions strategy (GetItGotItGood) and these were predominantly conducted beneath the overarching umbrella of the Homework Centre provided supervised and expert support, after school, four days every week. Best Start, Quicksmart, NAPLAN and HSC Minimum Standard interventions, in addition to HSC clinics were all run weekly to further support improved student learning outcomes and counteract student disadvantage. Extensive, intensive professional learning was undertaken in Term 4, 2019 as part of the school's long term partnership with the Dr Andrew Miller and the University of Newcastle, specifically focusing on coding against the Quality Teaching Framework. Teacher representatives from all Key Learning Areas are allocated to this professional learning annually to introduce or further develop their pedagogy to further support the school's strategic directions focusing on teacher quality to achieve excellence in student outcomes.</p> <p>The ALARM team undertook an immersion strategy targeting all KLAS. The supporting resource package included highly visible materials that students could refer to in every classroom to ensure message abundance and further facilitate student application of strategies to their writing. The guided and closely supported implementation of the ALARM strategies complimented</p>	

Progress towards achieving improvement measures

intensive professional learning provided to all staff and expectations of implementation in every classroom in the school.

Next Steps

BGHS will sustain the highly effective pedagogy and supports that have consistently led to successful learners and post school futures. The second and third phase implementation of embedding a STEAM focus within the school's curriculum delivery will be enacted in 2020–2021. The whole school numeracy strategy will intensify in its focus with further strategic numeracy development activities incorporated across stages and KLAs. Further refinement of assessment and reporting procedures will be prioritised in 2020–2021 with the establishment of an Assessment and Reporting committee. Quality Teaching and student engagement will continue to be prioritised. Additional student engagement measures and interventions will be activated to raise attendance levels and active student participation, particularly for students identified as additionally vulnerable or at risk.

2020 will also see the full scale implementation of ALARM as evidenced by student application of the strategies and skills in their thinking, analysis of questions and extended responses.



Strategic Direction 2

Quality Teaching

Purpose

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

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

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

Improvement Measures

All staff engages in quality teacher professional learning that develops a deep understanding of NSW Quality Teaching Framework and addresses professional learning goals and accreditation requirements

Recommendations from annual faculty and program reviews inform future planning through evidence based research

Student achievement data demonstrate that teachers are proficient in the teaching of literacy and numeracy and the effective implementation of formative assessment processes

Overall summary of progress

BGHS staff are committed to improving pedagogy and practice. In 2019 they worked collegially and collaboratively to further build on successful strategies that achieved noteworthy HSC results and overall student learning outcomes in the year prior. This collaborative culture continued to strengthened the overall achievements of students within the school.

Progress towards achieving improvement measures

Process 1: Professional Learning is aligned with the Australian Professional Standards for Teachers and the Performance and Development Framework and incorporates: **Targeted programs** for probationary teachers, ECTs; under-performing teachers; teachers aspiring to higher levels of accreditation and promotion; **School identified targets** (quality teaching, formative assessment, literacy and numeracy, effective use of student assessment data)

Evaluation	Funds Expended (Resources)
<p>The whole school numeracy plan was jointly devised by the Principal and the relevant numeracy team members. This was data informed and considered executive expertise in developing core skills.</p> <p>Lesson Study observations fine-tuned numeracy pedagogy and flying squad TPL was provided to all staff. Numeracy team members partnered with individual faculty members to provide guidance in delivering numeracy skills immersion tasks. Survey monkey and focus group discussions about teacher observations are fed back to the numeracy team as initiative progresses.</p> <p>Each year on a rotational basis, faculty audits and reviews are conducted. The purpose of these reviews and audits are to intensify the level of evaluative reflection undertaken and to ensure the focus is always on improvement and compliance. In 2019, faculty reviews were conducted in Maths, PDHPE and CAPA. All faculties were subject to an internal audit to ensure they were NESAs compliant and prepared for an external audit by NESAs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Equity (\$100000.00)

Progress towards achieving improvement measures

Process 2: Leaders ensure authentic, future focused, quality teaching and learning programs reflect school identified targets, Department of Education priorities and NESA syllabus requirements

Evaluation	Funds Expended (Resources)
<p>The school's development of teacher skill, capacity and practice was driven by a focus on quality teaching. Quality teaching mentors led the whole school team to provide individualised support for teachers to improve and/or refine their delivery. This individualised support involved lesson observations, pedagogy analysis, planning and resource development; all with a QT focus.</p> <p>The Quality Teaching Framework and Australian Professional Teaching Standards underpinned cross curricular planning and programming to support the implementation of STEAM and other whole school initiatives, including ALARM and Literacy and Numeracy strategies.</p> <p>Cross curricular sharing about successful value adding, core skills and HSC strategies was delivered at the Executive conference. The first of two in 2019 focused on HSC data analysis, evaluation and future projections. The purpose of this sharing and success of this annual activity is to identify the strategies of high performing faculties and share the in-faculty evaluations that have led to planned improvements</p> <p>The ALARM team piloted ALARM strategies and refined practice. They presented vital professional learning pedagogy and resource packaging to secure whole school implementation. Pilot projects implementing ALARM by key team members, supported by data analysis of significant student value added was presented to staff. Staff were provided with individual resource packages to apply the same strategies and the ALARM team utilised their expertise across KLAs to provide advice and guidance to teachers commencing implementation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Equity (\$75000.00)

Next Steps

The STEAM team will undertake professional learning with the University of Sydney's STEM Academy to facilitate the next phase of STEAM implementation.

Internal EOI will appoint an QT Instructional Leader, further facilitating the QT focus and support pedagogy for both experienced and early career teachers.

Further whole school sharing and collaboration in the areas of Literacy, Numeracy and ALARM strategies to further consolidate and build upon effective and impactful pedagogy.

Additional professional learning for executive staff on critical feedback, developing smart goals, lifting teacher performance and teacher collective efficacy.

Strategic Direction 3

Collaborative Partnerships

Purpose

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

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

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

Improvement Measures

20% increase in parent and community engagement partnerships and programs to deliver quality learning experiences and/or support student wellbeing

Student wellbeing data reflect levels of motivation and belonging above state norms

Student wellbeing (Tell Them From Me) data reflect levels of student engagement above state norms

Student participation in tertiary studies increases by 5%

Overall summary of progress

Community partnerships and networks played a significant role in the successes achieved by students across stages in 2019. Progress towards achieving improvement measures outlined below are a but a snapshot of the wealth of experiences, interactions and opportunities that were made available to students throughout the year. In summary, progress achieved by the school's leadership team and the student body are all underpinned by understanding the value interdependence that exists between school and society. Partnerships and connectedness are key to productive and successful projects and initiatives for the individual and the whole.

Progress towards achieving improvement measures

Process 1: School Community Partnerships and Networks

Consolidate and source new quality business / university / educational providers to develop programs and initiatives (including STEM) that foster student achievement and aspiration and diversify career options

Evaluation	Funds Expended (Resources)
<p>In 2019, Birrong Girls High School sustained preexisting community partnerships that promoted opportunities and learning experiences for our students through a range of avenues and serving the broad range of student needs. Engagement with offerings from all tertiary institutions and industry were sustained and built upon wherever possible. Students engaged in summer school courses through the University of Technology (UTS). The University of New South Wales (UNSW) offered a broad range of field trips and experiences for students across stages to engage with their Law, Economics, Engineering and Science faculties. The University of Sydney continued to engage BGHS students through their Widening Participation and Outreach programs, including 'Promote Yourself' targeting scholarship application writing. A new partnership formed in 2019 was with Western Sydney University (WSU). Birrong Girls High School signed up for WSU's Fast Forward program that commences in Year 9 and continues until the student participant graduates in Year 12. Students who actively participate across the four years are then eligible to apply for the specialised tertiary scholarship attached to the program worth over \$20,000 across the span of their further study. In 2019, Year 12 students applied for a broad range of scholarships on offer across the spectrum of tertiary institutions and 64% of students from BGHS who applied were successful in attaining a scholarship, early entry offer and/or bursary.</p>	

Progress towards achieving improvement measures

BGHS's partnership with the Australian Business Community Network (ABCN) has been highly valued since its inception. Prior to 2019, this partnership was reflected in key programs targeting students who would most benefit from mentorship, goal setting and vocational insight from the corporate sector. In 2019, BGHS's Principal was invited by ABCN to present and consult with the Business Council of Australia's Governance Committee to promote more authentic partnerships with schools that offer projects and insights into real life applications of skills and the post school vocation landscape. The outcome of these exchanges and the heightened relationship with ABCN translated in a range of new initiatives and partnerships with ABCN affiliates. UBS, the global finance company partnered with BGHS seeking to provide pathways for more females to access careers in the finance sector. The core message from ABCN and their partners was the intent to make connections, build relationships and provide opportunities, because they recognise the capacity that students from our school environment possess. This validation of the capacity recognised in our student community has been passed onto the students through the ongoing opportunities and experiences made available to them. One of the greatest successes in 2019 was that two Year 10 students from Birrong Girls High School were successful recipients of prestigious ABCN scholarships. Only 31 were offered nationally and span three years (including the first year of tertiary study), including financial aid and mentoring from a corporate partner.

Positive and action-based responses from presentation to the Australian Business Council Governance Committee. References to expanding and tailoring the Cadets to Careers program and introducing community based projects in partnership with the corporate sector are the next steps. These have been accessed specifically for BGHS students to pilot.

Tell Them From Me (TTFM) surveys continued to be a vital source of feedback from key community stakeholders. In relation to community engagement, parent and student surveys conducted during parent teacher evenings provided timely insight into emerging issues and stakeholder perspectives. BGHS highly values parent and student feedback (in addition to all other key stakeholders) and has embedded practices in place to seek genuine understanding and insight prior to major decision making. Adjustments to existing policies and the introduction of new ones in response to emerging needs have been guided by these surveys and focus groups.

The BGHS Media Team was reformed in 2019 to consist of two subsets, one comprised of staff and one comprised of students. The two subsets formed in 2019 to establish a working partnership that would effectively undertake the implementation of the BGHS Media, Communication and Engagement Strategy. The first phase of the strategy involved formalising social media presence on Facebook and Instagram to communicate directly to BGHS stakeholders and promote the school's achievements and partnerships with the broader community. Clear communication protocols were established in keeping with DoE guidelines and working closely with the DoE Media and Communications branch. Members from each of the key stakeholder groups have commented and reacted positively to the school's social media presence. This presence has aligned well with preexisting communication forums, including Skoolbag and the Birrong Bulletin Media. 2019 data related to community traffic via the school's social media outlets indicated an average of 20–25% rate of immediate activity from community stakeholders in response to any given post. Parents also contact the school asking for event-related posts in anticipation. Parents in particular have demonstrated their support and positive response to the immediacy of communication through official social media channels. An enhanced strategy is planned for 2020–2021 in response to emerging needs within the school. Evidence of preliminary work is supported through impact data demonstrating heightened numbers of positive engagement with stakeholders across all key stakeholder groups.

Process 2: Consolidate and strengthen a whole school approach to student wellbeing in which students can

Progress towards achieving improvement measures

Process 2: connect, succeed and thrive

Evaluation	Funds Expended (Resources)
<p>Student Wellbeing and Leadership programs were streamlined and refined to achieve greater transparent purpose, skill development and progress. The evaluation of 2019 progress has informed adjustments and additional preparations for 2020 implementation.</p> <p>A weekly schedule of Year Meetings were conducted as part of a whole school wellbeing strategy focusing on spotlighting school values and explicitly teaching behaviour and learning protocols that reflected them. Students were provided with consistent messages about expectations and had them modelled and reinforced regularly through high levels of communication and role playing. A key focus in 2019 was communication through multimedia with particular attention paid to cyberbullying. Police Youth Liaison Officers also presented to students on this subject. Year Advisers and our school counsellors presented explicitly on bullying and role played positive language and interactions.</p> <p>The implementation of the mobile phone policy had a major impact on student behaviour on the school premises. There was an immediate and sustained increase in student engagement and interactions amongst students and between students and staff on the school premises. Conduct of students in the playground during break times was visibly different. Students actively requested opportunities for more physical activities and this was supported through the provision of jump rope, table tennis, handball and even bingo and board games. This routine was sustained throughout the year and the challenge to the mobile phone policy has remained low following its initial spike in confiscations.</p> <p>A new partnership with the corporate sponsored Helmsman Project was an important leadership opportunity introduced to students in 2019. Targeting Year 9 girls specifically, the leadership program required commitment and grit in order to achieve the personal development and self regulation that the collaborative mentorship allows for. The culmination of the project was achieved through the outdoor camping challenge and community project where the students had to rely on themselves to achieve the goals set before them. The Helmsman Project was a great success with every student enrolled completing the entire initiative and achieving significant and visible growth in the process. The community project packaging hygiene packs for homeless women was also an important achievement for the students and their donation to MAD for Homelessness was highly valued.</p> <p>The Student Leadership Team (SRC and Prefect members) conducted an audit and review of the school's implementation of the healthy eating strategy and worked in partnership with the Senior Executive Team and the Canteen to secure healthy eating options were provided to all school community members.</p> <p>Consultation with all stakeholder groups about the school's student leadership framework and investigations about how it could be improved/expanded. This consultation is with a view to maximise leadership development and opportunities in all students across stages within the school.</p>	

Next Steps

BGHS values strengthening intra and inter-community relationships and partnerships because it recognises the power and impact that comes from collaboration, shared wisdom, shared resources and securing equity of opportunity.

To further prioritise the wellbeing of students across stages, 2020–2021 will involve a further refinement of roles and

responsibilities in support of preexisting and successful interventions and initiatives. The scope and sequence of wellbeing experiences and initiatives will be evaluated, reviewed and refined to ensure that they are having the maximum impact on student attendance, engagement and learning. Year Adviser roles will include a more direct role in supporting interventions in relation to student attendance. The role and responsibilities of the school's Pathways Transition Officer will target students with identified learning and engagement needs and work in partnership with them and their families to ensure their progress through school is positive and productive with appropriate and achievable goals in place.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$3 381.00) 	Aboriginal background funding was used to provide professional learning and facilitate resource development in Aboriginal Education strategies, including the 'Eight Ways'. These have underpinned and supported Personalised Learning Plans (PLPs) written by teachers in consultation with the Learning Support Team and the Aboriginal Education Officer. Our school also works closely with the ACLO (Aboriginal Community Liaison Officer) who participate in the refinement of (PLPs) Personalised Learning Pathways.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • Equity (\$25 000.00) • Flexible (\$221 146.00) 	The school supports EAL/D students by timetabling EAL/D targeted classes and providing EAL/D specialist teachers in Stages 4, 5 and 6. This has increased student engagement and English language acquisition. Key staff communicate with parents in relation to student wellbeing and academic progress. They facilitate strong relationships with our parent and community members and coordinate educational workshops. Additionally, LS staff assist in student transition and ILP meetings.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Equity (\$50 000.00) • Integration funding (\$302 757.00) 	The Learning Support Faculty identifies and disseminates information on targeted students' learning needs to staff through weekly support meetings. The faculty allocates specialist teachers to support identified students in Years 7–12. Students with additional learning needs are catered for in an inclusive manner with our team of Learning and Support Teachers (LaSTs) and School Learning Support Officers (SLSOs). These specialists work collaboratively to provide direct support, including the areas of social integration, language and communication, Literacy, Numeracy, behavioural needs and social and emotional needs, through a range of strategies. Extra assistance was available to students at recess and lunchtimes. Lunchtime activities are run from the Library to promote connection and social skills for students, building social capacity and self regulation. The Learning Support Team (LST) identifies students with learning support needs who require interventions. PLaSPs or Individual Transition Plans (ITPs) are developed for implementation in the classroom.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Flexible (\$957 339.00) 	Bridges to Higher Education supports student aspiration and access to tertiary pathways through a breadth of awareness, enrichment and engagement experiences. The Homework Centre runs four days weekly and is funded to employ two qualified teachers to support students at any given time. HSC Minimum Standard Clinics are run to remediate students with identified skill

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Flexible (\$957 339.00) 	<p>deficiencies so that they can be supported to attain their HSC. The HSC tutorial program is designed to assist in achieving equitable educational outcomes for HSC students. It provides tutorial assistance to Year 12 students in schools identified on the basis of need, the socio-economic status of the school community and the previous performance of students in the HSC. All students are able to access the internet and computer technology to complete homework and assessment tasks within this safe learning environment after hours.</p> <p>Students are regularly provided with assistance to ensure they have equity of access to learning opportunities and the resources to support them. The majority of funds distributed to families as student assistance support the purchase of uniforms and learning charges. Support is allocated to students and families who can demonstrate need. The school is committed to providing equity of access and use equity funds to make that possible.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Flexible (\$2 006.00) 	<p>New arrivals and refugee students are provided with an orientation program upon enrolment. Analysis of data (external and diagnostic testing) identifies language proficiency levels, and discrete tuition groups for students at the developing phase take place, targeting specific language deficiencies. The EALD teacher is providing in-class for Years 7–11 enabling students to access subject specific language. EALD students are also connected to extra-curricular cultural programs and events. Support is also provided by appointing a coordinator for these students including release time and Teacher Professional Learning. Over 20 applications of scholarships were written resulting in a majority receiving additional finances or ICT.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	784	807	786	778

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.7	93.6	92.5	90.9
8	91.4	92.6	89.5	89.3
9	87.8	92.3	89.5	86.5
10	91.4	88.8	90.2	87.7
11	90.8	92.7	85.8	87.8
12	92.7	91.2	91.1	85.6
All Years	91.4	91.8	89.7	88
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	n/a	0	2
Employment	n/a	1	10
TAFE entry	n/a	3	27
University Entry	n/a	0	55
Other	n/a	3	6
Unknown	n/a	1	0

The post school destinations of students who graduate from Birrong Girls High School have been facilitated by a range of interventions, initiatives, support programs and experiences across all stages. The careers and transition program, VET program and mentoring from internal and external stakeholders have played a pivotal role in preparing our students holistically. been successful in providing insight, developing skills and includes a range of comprehensive supports for the diverse needs of individual students across late stage 5 and stage 6.

Year 12 students undertaking vocational or trade training

45.30% of Year 12 students at Birrong Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Birrong Girls High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Year 12 students undertaking vocational or trade training

In 2019, 53% of Year 12 students studied at least one Vocational Education and Training (VET) course delivered at the school. Three students studied a VET course delivered off-site, Certificate III in Health Services Assistance (Assisting in Nursing Work in Acute Care).

Hospitality 15

Business Services 6

Retail 39 (One State Ranking Top 10)

Nursing 3 (One State Ranking Top 10)

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 113 students in Year 12, 100% attained a HSC in 2019. Students achieved additional vocational educational qualifications in:

- Hospitality (Kitchen Operations) – 100% students achieved a Certificate II
- Retail Services – 100% students achieved a Certificate II
- Business Services – 100% students achieved a Certificate II
- Off-site VET Courses – 100% students achieved a Certificate III in Health Services Assistance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.4
Learning and Support Teacher(s)	1.8
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 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.

Teacher Accreditation

Several Early Career teachers have been supported in completing their accreditation in 2019. The Beginning and New Teachers' Induction Program provided a forum for Early Career teachers to work together to develop their teaching skills and learn about the culture of Birrong GHS, the quality teaching framework and the professional standards.

Early Career teachers were given opportunities to link teaching practise to the standard descriptors and reflect on their teaching under the guidance of their supervisor, the senior executive and the instructional leader quality teaching. Local and regional network meetings, Early Career Teacher Conferences and accreditation workshops provided further opportunities for professional learning. Three early career teachers were accredited at Proficient, eight staff were in the process of gaining NESA accreditation at Proficient and thirteen teachers maintained their accreditation at the Proficient stage of the Australian Professional Standards for Teachers.

The program provided professional learning opportunities in a wide range of areas including; the DOE Code of Conduct, girls' education, trends in NAPLAN, HSC analysis, community involvement, understanding the responsibilities, process, requirements and stages of accreditation, linking the National Teaching Standards to everyday work and ensuring critical self-reflection statements and detailed annotations of evidence are completed. Early Career teachers had the opportunity to develop their classroom management skills through professional learning involving the microskills of behaviour management and coding using the quality teaching framework.

Professional Learning

All professional learning delivered and accessed across the 2019 year was aligned directly to the school plan, strategic directions and staff PDPs. In addition to mandatory training, teachers continued to focus on the established key learning platforms comprised of Quality Teaching, ALARM, Literacy, Numeracy and Formative Assessment.

Whole school teams delivered professional learning specifically tailored to meet the progress reached by staff in the third phase of whole school priorities. The successful cross curricular piloting of ALARM strategies were presented to all staff, with evidence based results and key resource package provided to support whole school implementation. The Numeracy team presented insightful professional learning to identify the key distinction between numeracy and mathematics. There was close focus placed on fundamental skill deficiencies in percentages, decimals and fractions. Cross KLA presentations provided tangible resources and practices that would achieve improved student outcomes if implemented consistently across the school. Staff investigated and considered student performance data to identify and understand how to realign teaching and learning programs to address student needs. The school's ongoing partnership with the University of Newcastle and academics specialising in Quality Teaching, with particular emphasis on coding was sustained.

School administration staff were all trained in First Aid and began a rotational schedule of shadowing other staff members in order to train in alternative roles and understand the responsibilities of the roles of others. This was part of a systematic plan for succession planning and building overall capacity and flexibility within the sass staff.

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	2,997,166
Revenue	10,002,190
Appropriation	9,693,540
Sale of Goods and Services	61,624
Grants and contributions	213,944
Investment income	8,763
Other revenue	24,319
Expenses	-9,835,312
Employee related	-8,542,524
Operating expenses	-1,292,788
Surplus / deficit for the year	166,878

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	48,056
Equity Total	1,484,623
Equity - Aboriginal	3,381
Equity - Socio-economic	957,339
Equity - Language	221,146
Equity - Disability	302,757
Base Total	7,478,738
Base - Per Capita	184,426
Base - Location	0
Base - Other	7,294,312
Other Total	397,365
Grand Total	9,408,781

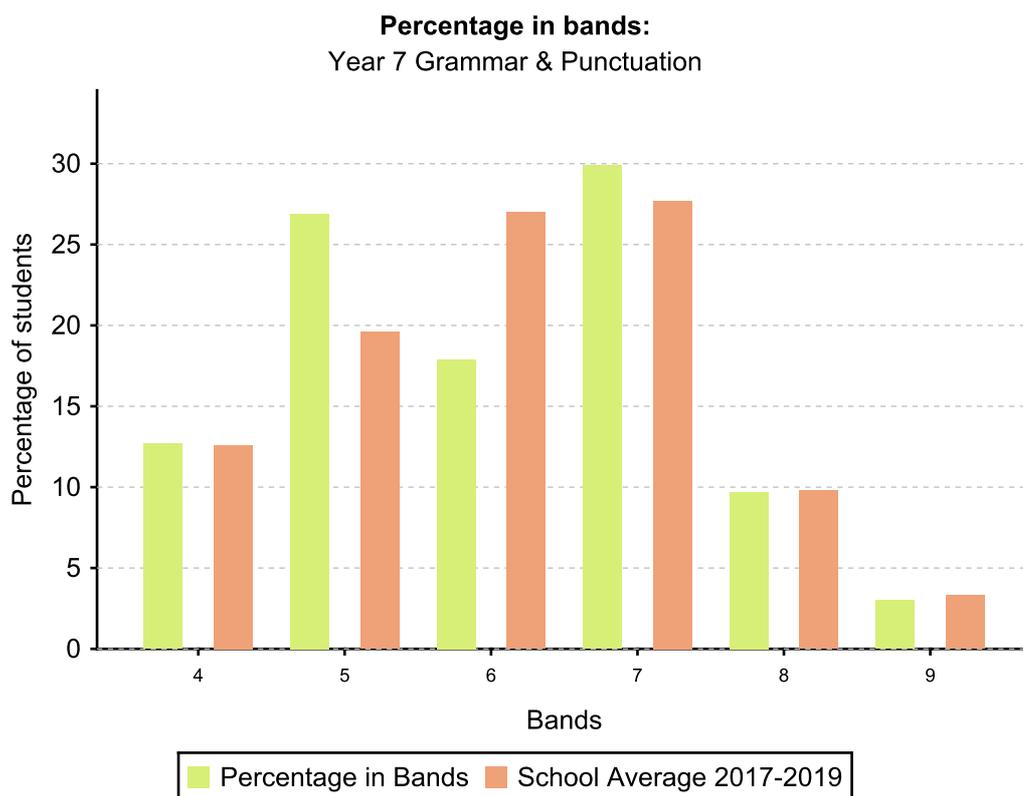
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

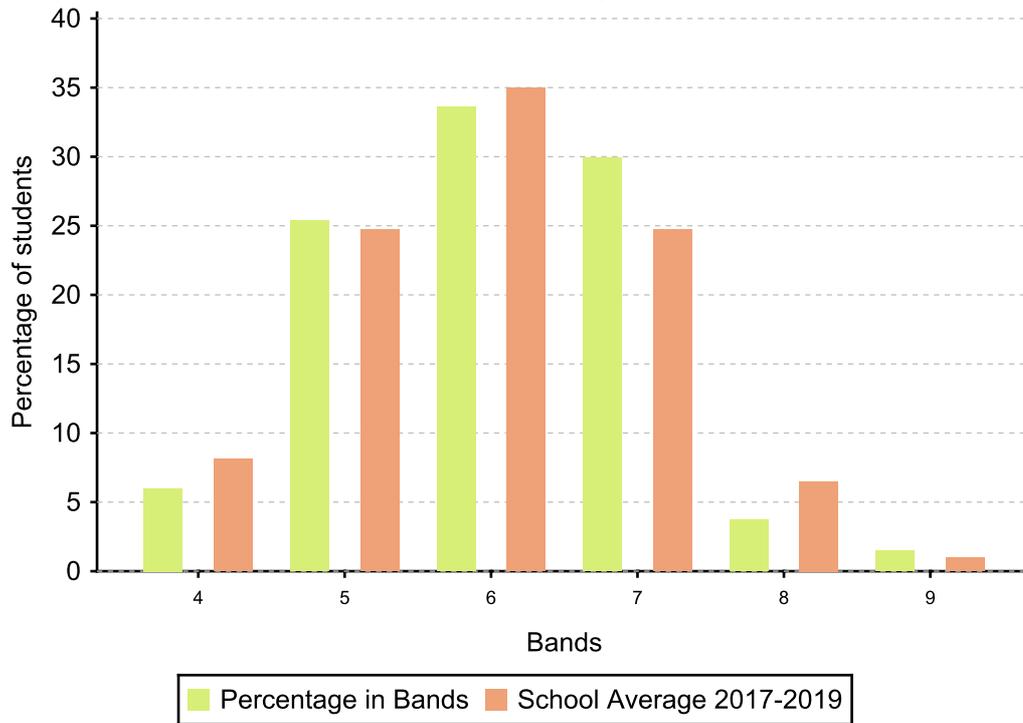
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



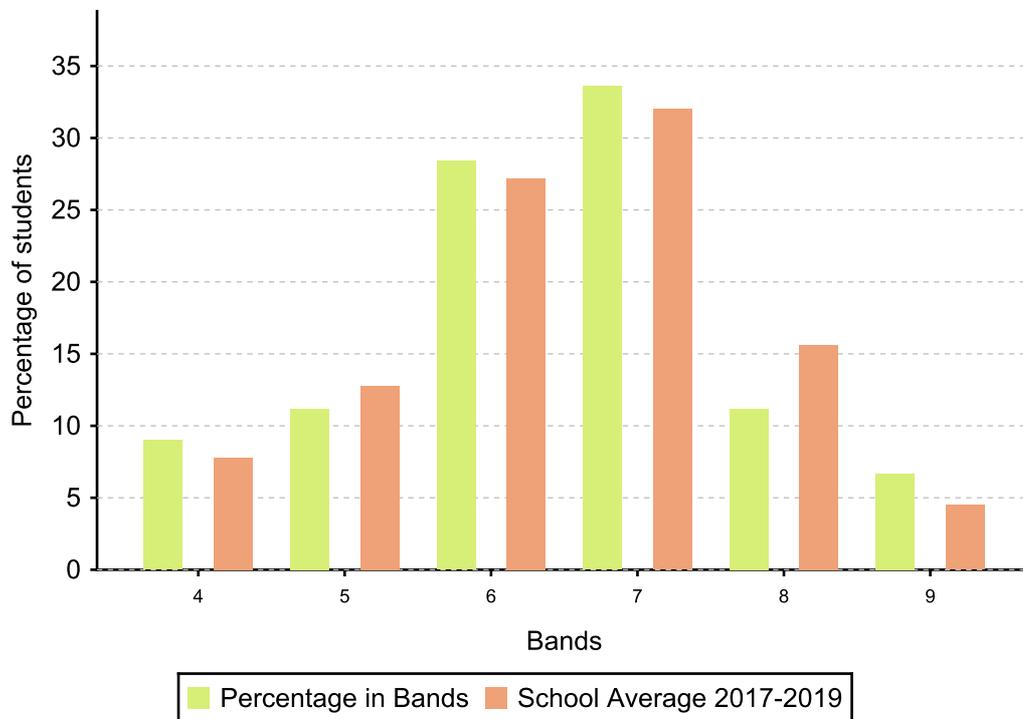
Band	4	5	6	7	8	9
Percentage of students	12.7	26.9	17.9	29.9	9.7	3.0
School avg 2017-2019	12.6	19.6	27	27.7	9.8	3.3

**Percentage in bands:
Year 7 Reading**



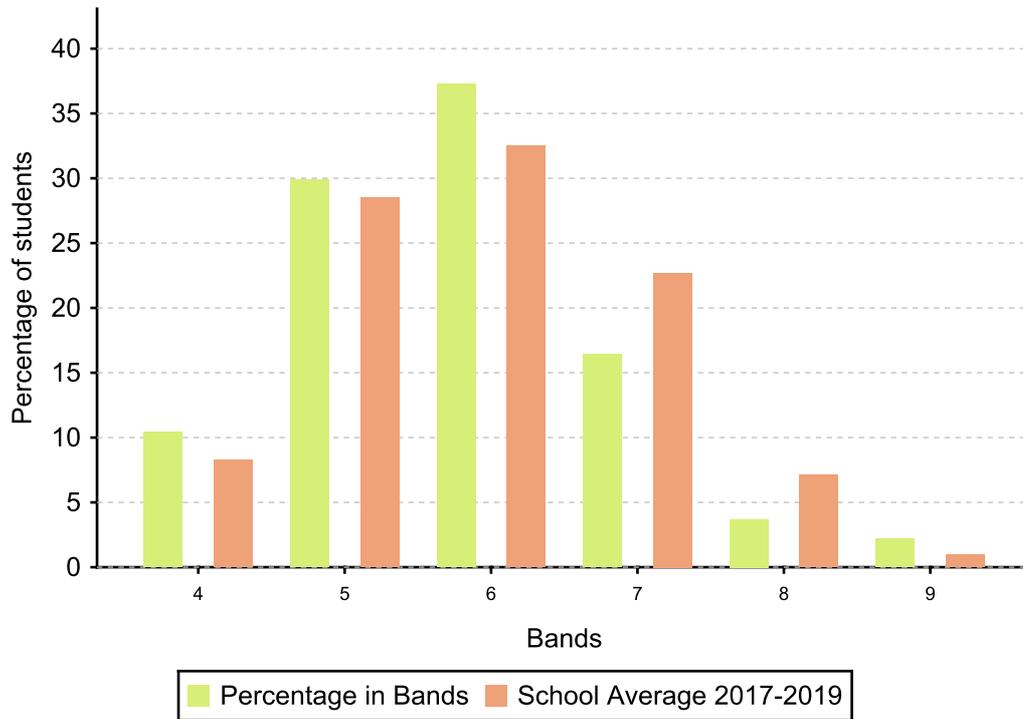
Band	4	5	6	7	8	9
Percentage of students	6.0	25.4	33.6	29.9	3.7	1.5
School avg 2017-2019	8.1	24.7	35	24.7	6.5	1

**Percentage in bands:
Year 7 Spelling**



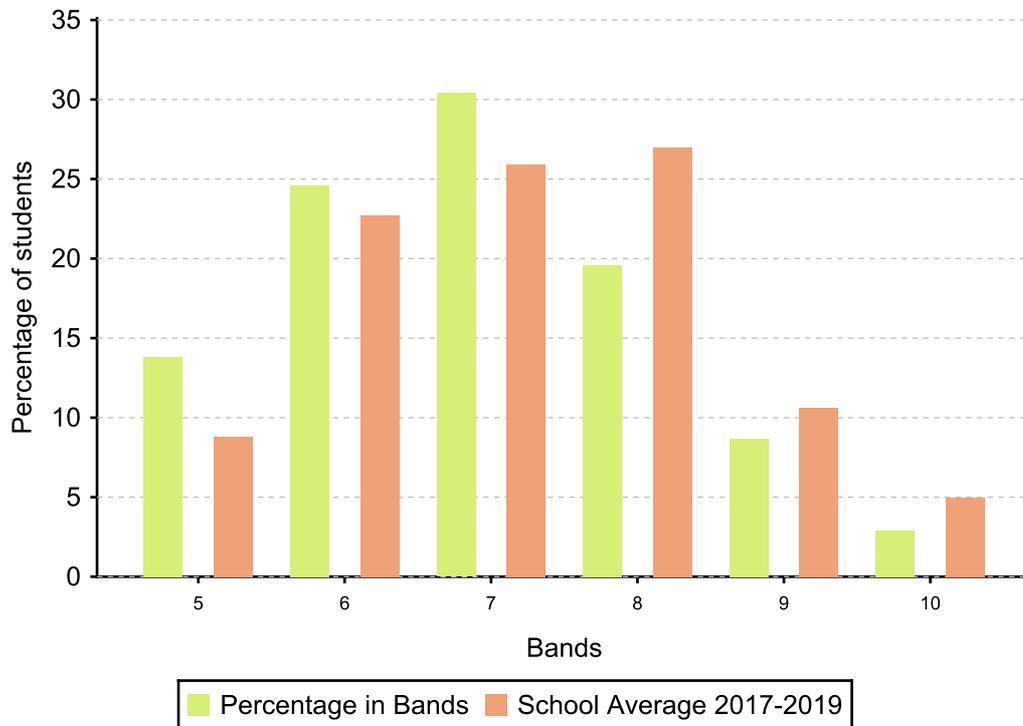
Band	4	5	6	7	8	9
Percentage of students	9.0	11.2	28.4	33.6	11.2	6.7
School avg 2017-2019	7.8	12.8	27.2	32	15.6	4.5

Percentage in bands:
Year 7 Writing



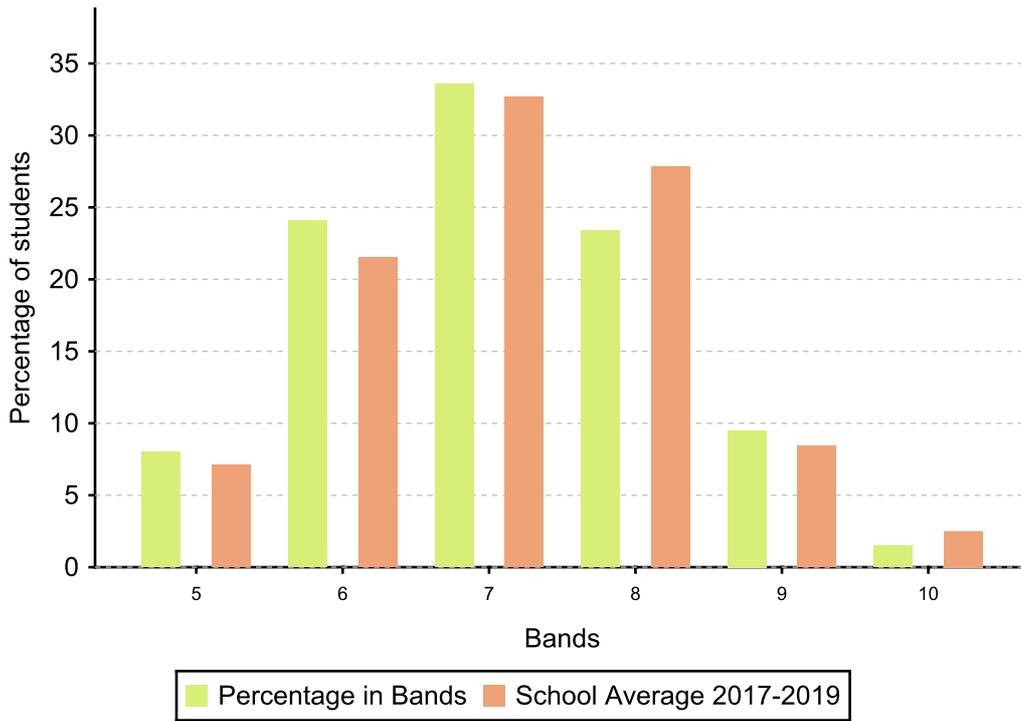
Band	4	5	6	7	8	9
Percentage of students	10.4	29.9	37.3	16.4	3.7	2.2
School avg 2017-2019	8.3	28.5	32.5	22.7	7.1	1

Percentage in bands:
Year 9 Grammar & Punctuation



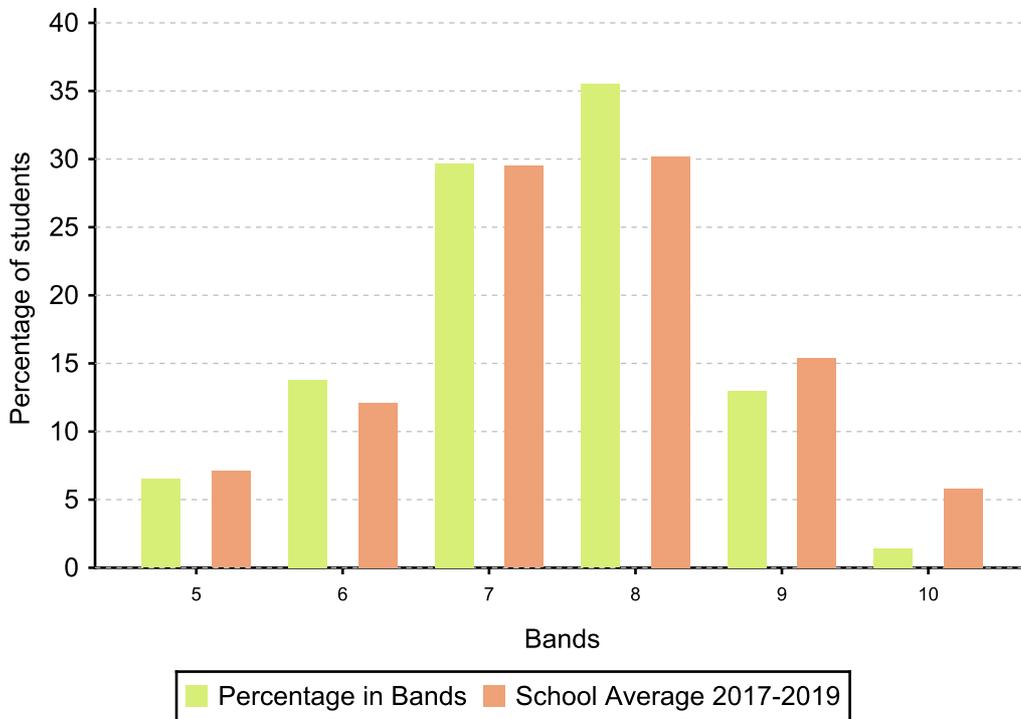
Band	5	6	7	8	9	10
Percentage of students	13.8	24.6	30.4	19.6	8.7	2.9
School avg 2017-2019	8.8	22.7	25.9	27	10.6	5

Percentage in bands:
Year 9 Reading



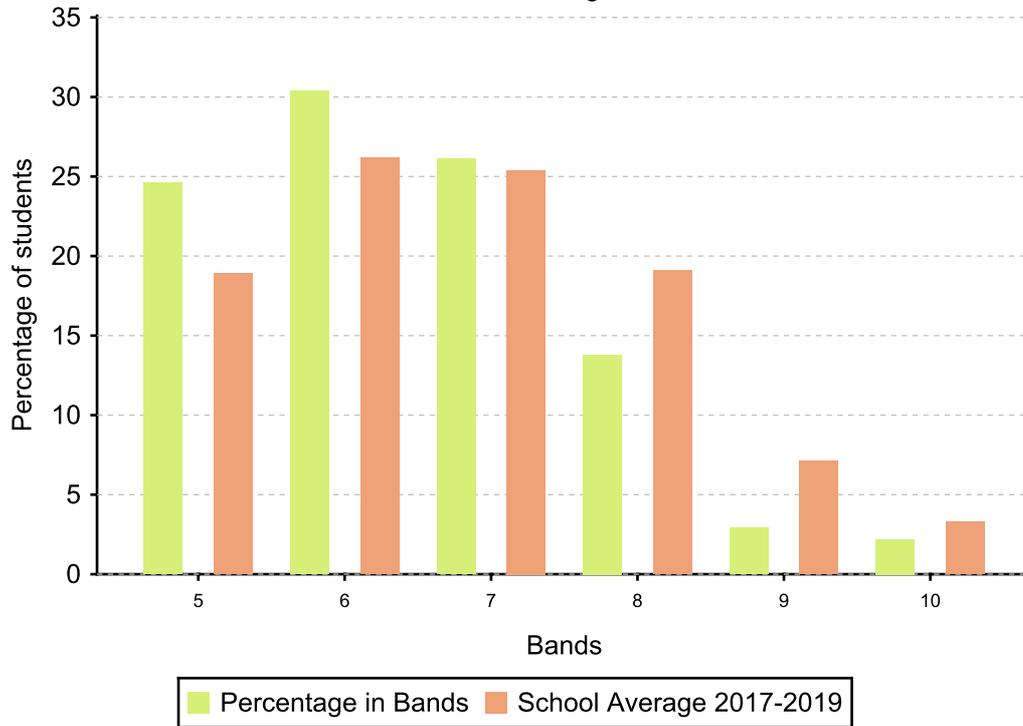
Band	5	6	7	8	9	10
Percentage of students	8.0	24.1	33.6	23.4	9.5	1.5
School avg 2017-2019	7.1	21.5	32.7	27.8	8.4	2.5

Percentage in bands:
Year 9 Spelling



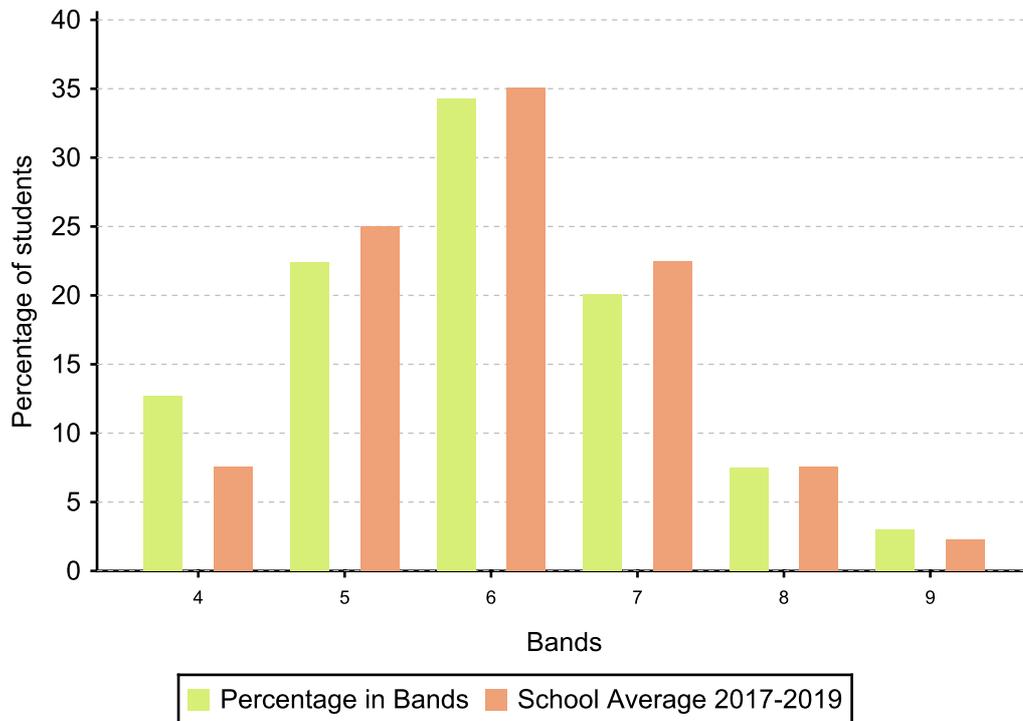
Band	5	6	7	8	9	10
Percentage of students	6.5	13.8	29.7	35.5	13.0	1.4
School avg 2017-2019	7.1	12.1	29.5	30.2	15.4	5.8

Percentage in bands:
Year 9 Writing



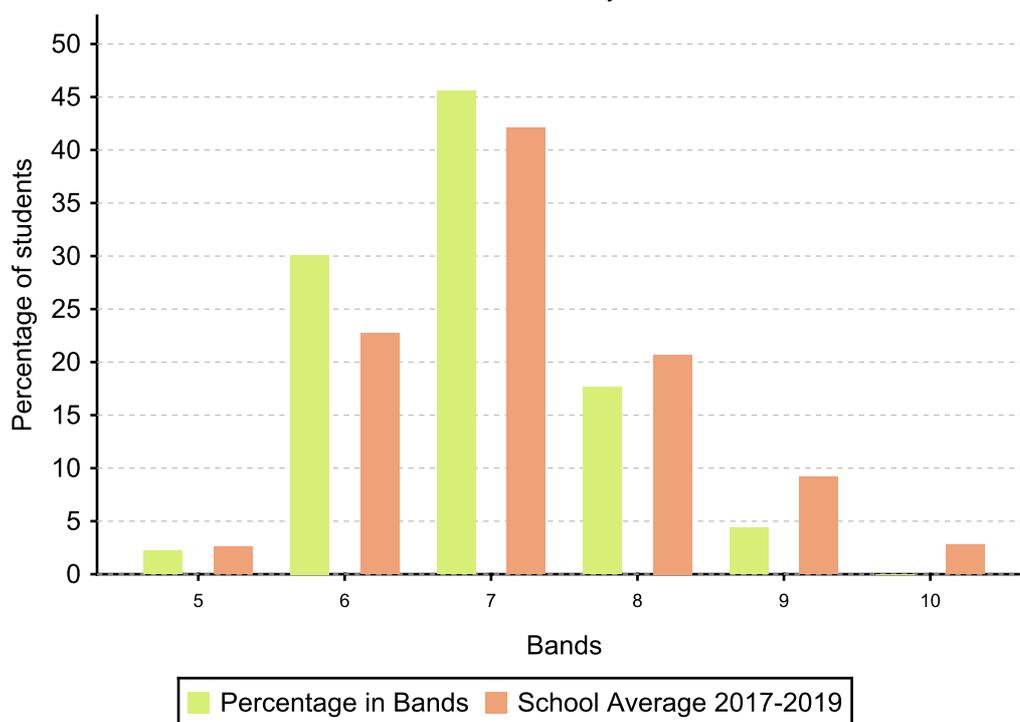
Band	5	6	7	8	9	10
Percentage of students	24.6	30.4	26.1	13.8	2.9	2.2
School avg 2017-2019	18.9	26.2	25.4	19.1	7.1	3.3

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	12.7	22.4	34.3	20.1	7.5	3.0
School avg 2017-2019	7.6	25	35.1	22.5	7.6	2.3

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	2.2	30.1	45.6	17.6	4.4	0.0
School avg 2017-2019	2.6	22.7	42.1	20.7	9.2	2.8

NAPLAN – Literacy

The average Year 7 literacy scores were below the state average in all areas but comparable to the similar school groups in most areas. Spelling (526.7) was equal to the statistically similar groups but below the state average of 545.8. The average grammar and punctuation score in Year 7 was 502.8, significantly below the state average of 533.4 and the 510.3 of statistically similar groups. The average writing score in Year 7 was 492, below 505.5 for the state but well above 487.4 of statistically similar groups. Reading continues to be a significant weakness for Year 7 students, where the average score was 505.1 (compared with 538.2 for the state and 519.5 for statistically similar groups).

The average Year 9 literacy scores were below the state average in all areas but above the average scores of statistically similar groups, except for reading. The school average for writing was 522.1 while the state average was 536.7 and the statistically similar group average was less than the school average at 516.6. Grammar and punctuation (555.2) was below the state average (567.6) but above the average of statistically similar groups (550.5). The average reading score in Year 9 was 555.9, below 575 for the state and the 561.40 of statistically similar groups. The school's Year 9 average score for spelling was 578.8, below the state average of 582.5 but significantly above the average of statistically similar groups 568.4.

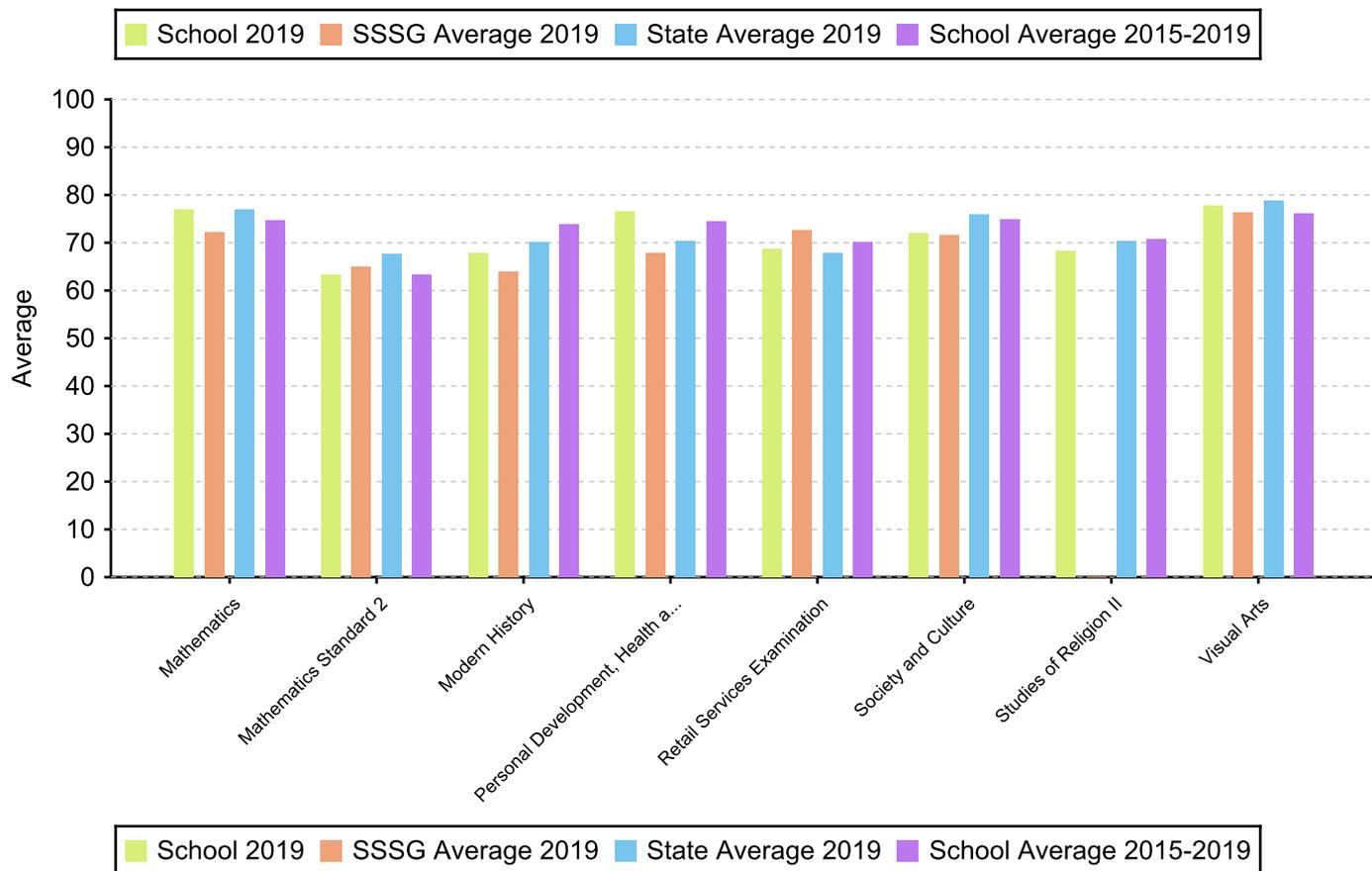
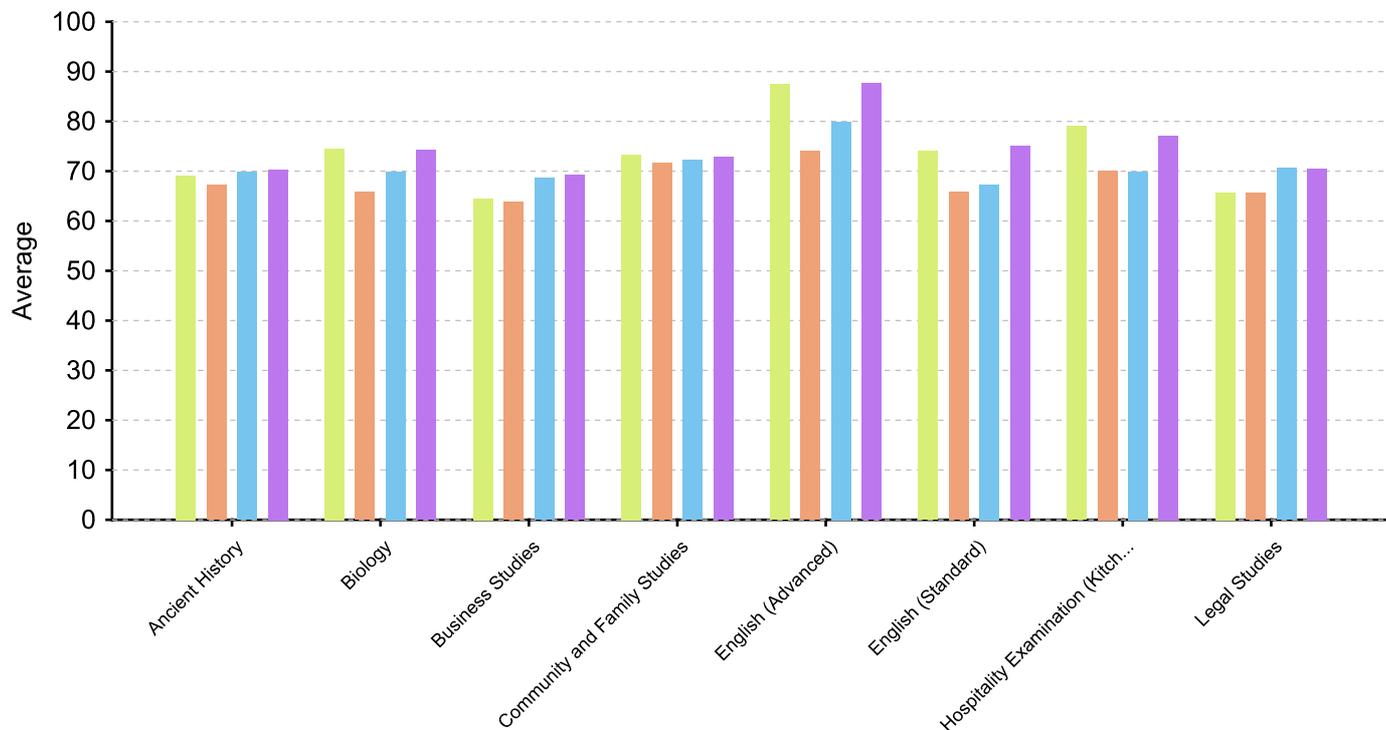
NAPLAN – Numeracy

The average numeracy score in Year 7 was 501, well below the state average of 549 and also below the statistically similar group score of 523.9. The average numeracy score in Year 9 was 554.5, significantly below both the statistically similar groups (571.5) as well as the state at 590.4. Critical analysis of numeracy performance underpinned a whole school commitment to revitalise numeracy interventions across KLAs to ensure their depth and intensity match the interventions already embedded and proven successful in Literacy. Significant investigation was undertaken in 2019 to identify the specific issues relating to numeracy deficiencies in students across the cohort. Students commencing secondary schooling with increasing skill deficiencies in number facts were struggling to interact successfully with numeracy demands at their stage level, further widening the gaps in their learning. Professional learning and resource development commenced in 2019 to address this. Future plans include co-designing a numeracy strategy in partnership with members from the local community of schools so that the interventions are systems based and forward planning.

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	69.1	67.2	69.9	70.3
Biology	74.5	65.9	69.9	74.2
Business Studies	64.5	63.8	68.6	69.2
Community and Family Studies	73.3	71.6	72.2	72.8
English (Advanced)	87.4	74.1	80.0	87.7
English (Standard)	74.0	65.8	67.3	75.0
Hospitality Examination (Kitchen Operations and Cookery)	79.0	70.1	70.0	77.1
Legal Studies	65.7	65.6	70.6	70.5
Mathematics	76.9	72.2	76.9	74.8
Mathematics Standard 2	63.3	65.1	67.7	63.3
Modern History	67.8	64.0	70.2	73.8
Personal Development, Health and Physical Education	76.6	67.8	70.5	74.5
Retail Services Examination	68.7	72.7	68.0	70.1
Society and Culture	72.0	71.6	75.9	74.9
Studies of Religion II	68.3	0.0	70.4	70.9
Visual Arts	77.7	76.4	78.8	76.2

2019 HSC results continued the school's trend of valued added student achievement and above state average performances in numerous KLAs. Despite overall performances not being as strong as 2018, the school celebrated a remarkable three state ranks in English Advanced, Retail Services and Hospitality (Kitchen Operations and Cookery). Of the 16 courses offered, 7 achieved above state average results. English Advanced, English Standard, PDHPE, Community and Family Studies and Hospitality sustained their consistent track record of high achievement. Biology made outstanding gains in 2019 with a significant number of students within the cohort achieving Band 5 and above. Comparison between the 2019 state average and 2015–2019 school average also identifies the school's consolidated success in engaging, individualising and lifting student achievement.

The school's commitment to explicit quality teaching, formative assessment and feedback has been further bolstered by a culture of collaborative, open door teaching practices and collegial sharing, prioritising student improvement and pursuit of excellence. Annual faculty reviews of faculty systems, processes, learning and teaching programs and teacher practice have also played a major role in the long term HSC success achieved in partnership with key stakeholders.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, Student and Teacher Satisfaction

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

Students

90% of students from Years 7–12 participated in the Tell Them from Me – Student Survey in 2019. In the area of academic self-concept, which measures how well students feel they can do well in their school work, 96% of students rated their levels as medium to high. 92% of students had aspirations for finishing high school (above the NSW DoE norm of 85%) and 80% of students indicated they aspired to pursue a post-secondary education (significantly above the NSW DoE norm of 67%). 73% of students reported they had a positive sense of belonging where they felt accepted and valued by their peers and by others at the school (above the NSW DoE norm of 76%), an increase of 3% from 2018. 93% of students indicated they display positive behaviours whilst at school and do not display disruptive or inappropriate behaviours compared with the NSW DoE norm of 87%. Exit surveys completed by graduating Year 12 students and all students who 'sign out' of the school to relocate to other areas/schools, enrol in TAFE or take up employment opportunities, overwhelmingly endorsed the school's supportive learning environment, the positive relationships between teachers and students, the willingness of staff to assist students with their learning and the school's ongoing focus on literacy and numeracy.

Teachers

Responses to the Tell Them from Me – Staff Survey continued to endorse the school's shared clarity of purpose, high expectations, clear and fair discipline and purposeful leadership as the most significant aspects contributing to school success. The importance of collaborative purposeful teaching with a strong learning culture and quality feedback were identified as driving forces behind the continued academic success of students. The results from teacher responses reflect a high performing and high functioning staff with Leadership 7.7 (DoE norm 7.1), where teachers identify 'I work with school leaders to create a safe and orderly school environment.' scoring 8. In keeping with CESE research of highly effective schools, teacher collaborative practice scored 8.5 (DoE norm 7.8) and 'I talk with other teachers about strategies that increase student engagement.' scored an exceptionally high 9.1. In the realm of Learning Culture, teachers scored 8.4 (DoE norm 8.0) 'I give students written feedback on their work.' reflects the school's deeply embedded formative assessment culture with a score of 9.1. It also supports processes where Data informs Practice 8.5 (DoE Norm 7.8). The majority of teachers confirmed 'I give students feedback on how to improve their performance on formal assessment tasks.', scoring 9.0 and 'My assessments help me understand where students are having difficulty.' scoring 8.9. The renowned quality of pedagogy delivered at BGHS was also captured in teacher responses. Teaching Strategies scored 8.3 (DoE norm 7.9). 'When I present a new concept I try to link it to previously mastered skills and knowledge.' scored 9.2 and another indicator of what is working effectively with students. Staff engagement with technology placed at 7.1 (DoE norm 6.7) with a predominant focus on supporting student use effectively: 'I help students use computers or other interactive technology to undertake research.' scoring 8.3. Teachers also recognised BGHS as an inclusive school scoring 8.2 and behaviour management was underpinned by establishing clear expectations at a rate of 9.3. Perceptions by teachers of parent involvement came in as the lowest score, 5.7 compared with the DoE norm of 6.8 and parental understanding of teacher expectations at 6.6.

Parents

Responses to the Tell Them from Me Parents Survey indicated very high levels of satisfaction with the school's culture of high expectations and positive behaviour. The high levels of satisfaction were reflected in higher than normal results identified by the DoE as average responses. The school scored 7.3 in the domain of 'School Supports Learning' 7.3 (DoE norm 7.3). High expectations of teachers was captured in responses to 'Teachers expect homework to be done on time.' with a score of 8.7 and 'Teachers expect my child to work hard.' scoring an 8.6. This was important confirmation of the connection between high expectations and student performance, particularly when those expectations are reflected in ongoing communications between the school and parents. 80% of parents indicated that the school offers the subjects their daughter wants to study in Stages 5 and 6. 17% percent of parents indicated they would not recommend the school to primary school parents. 18% percent of parents believed BGHS do not have a good reputation in the local community, but this was counteracted by the high demand in enrolments, particularly of non-local students specifically because of their belief in the exceptional reputation of the school. Parents also identified their appreciation of meetings with school personnel was valued with 84% identifying informal meetings and 79% identifying formal meetings as a useful / very useful mode of communication when discussing their child. Parent surveys confirmed that their daughters felt safe and secure in the school environment and expressed confidence in the school's communication with them. Parents also acknowledged the additional support provided for students by the school. Parents are invited to provide input into school decision making processes through the P&C, Finance Committee and anonymous surveys conducted at parent-teacher meetings biannually. Survey results reflected strong satisfaction with the range of communication methods the school uses to connect with parents including the school's website, the SMS text messaging system, the Skoolbag App and the Birrong Bulletin. The majority of parents indicated that they were well-informed about school activities.

Policy requirements

Aboriginal Education 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.

Birrong Girls High School continued to embed deep knowledge and understanding of Aboriginal culture and history within the curriculum across KLAs. The rich learning experiences students engaged in during the course of 2019 incorporated Aboriginal perspectives, promoting the value of first nation peoples and their knowledge, expertise and interaction with the natural environment so deeply integral to their world view.

6 students of Aboriginal background were enrolled from Years 7–12 in 2019. Individual learning pathways, developed in consultation with the students and their families, identify strengths, target areas for improvement, and set academic and personal goals. The school continues to have an Aboriginal students contact teacher for student and staff support.

The school's ATSI coordinator worked in close partnership with Senior Executive, Year Advisers, the Pathway Transition Officer and parents to ensure that an individualised approach to each identified student is provided opportunities and experiences that are strategic and maximise their learning outcomes and post school destinations.

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

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.

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

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

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

