

2020 Annual Report

Burwood Girls High School



8152

Introduction

The Annual Report for 2020 is provided to the community of Burwood Girls High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

This was the year for '**communication**' in learning, teaching and leading, and how important this would turn out to be as students and staff were challenged by new ways of learning as a response to COVID-19. There were no excursions, no performances, no playing, singing or dancing, no information evenings, no camps and no International Day. In fact no secondary school as we know it!

Google classroom, Microsoft Teams and Zoom became the norm. Teachers adapted to new ways for learning and so did students. Little did we realise how important communication was to be by March 2020 when schools needed to provide online learning for students working at home. When students could return to school, attendance rates indicated they were happy to be back. All year 12 students returned to everyday lessons even though other years initially returned one day a week.

Technology innovations, visual arts projects, student empowerment opportunities continued, and innovation involved the creation of a new website to assist students in subject selection for the senior school. The installation of a wonderful mural to decorate the outside toilet block was completed and the band program, operated via Zoom until Term 4, was revitalised.

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

Message from the school community

The P&C continues to thrive as a dynamic group that leads a creative approach to initiating programs and plans shared by members of the community. There was continued growth in membership and Zoom meetings were held. The School Council and P&C continued to work in partnership to manage development of a performance/STEM space and secured funding for artificial turf. A covered area for the TAS hospitality deck occurred in 2020. The uniform committee continued to work with Lowes in 2020 to review and improve uniform items.

The P&C hosted the Year 7 Welcome BBQ and supported a 'no audience' Year 12 graduation.

Kathy Totidis, President

P&C Association, 2020

Marina Pieri, Chairperson

Burwood GHS School Council, 2020

Message from the students

Our school continues to develop strong, determined and independent young women who are ready for anything, whether it be STEM, visual arts, drama, debating or performing. Students have continued to give back to the school community and uphold the school motto, 'Not for Ourselves Alone' through involvement in a wide range of programs and events including the Duke of Edinburgh scheme, Tiddas, True Colours, SRC, Prefects, Big Sisters and Sports Captains. COVID-19 did not deter involvement in activities through Zoom and Google Classroom. A website to support year 12 was created and the school community continued to demonstrate creativity in learning experiences, and provided advice online. The sense of community is strong at Burwood Girls High School, and is greatly cherished by us amongst peers and teachers.

Lucy Olsen, Amelia Pieri, Thu Tran

2020 School Captains



School vision

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

School context

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



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Educational Opportunity (Learning)

Purpose

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

Improvement Measures

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

Increase in quality feedback provided to students, staff and parents

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

All students feel known, cared for and valued

All students report opportunities to fulfill their potential are provided.

Progress towards achieving improvement measures

Process 1: Writing strategy 7-12

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Year 7 Best Start and Year 9 Check-in assessments were implemented and literacy & numeracy targets identified• Strategies for EAL/D learners were evaluated and faculties updated programs to implement writing and numeracy strategies supported by staff from the Intensive English Centre redeployed due to decreased student numbers (COVID-19).• The inconsistencies across Key Learning Areas in the development and implementation of a redirected writing strategy were not able to be addressed due to the online learning environment requiring staff training to adapt and deliver online teaching and learning programs.	<ul style="list-style-type: none">• Additional staff to support learning, \$53,610

Process 2: Wellbeing Framework

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• HT Secondary Studies (Learning Support role) was introduced to lead and manage the Learning Support team.. An evaluation of learning support resources, processes and practices led to improvements in supporting students and teachers, including equitable distribution of resources, improved communication with teachers and parents, and professional learning opportunities for staff in relation to individual student learning adjustments.. Improved. methods of collecting NCCD evidence was also achieved.• In 2021, Individual Learning Plans and teacher resourcing are areas identified for improvement.• Youth Health Liaison Nurse seconded from Youth Block Sydney Health 2 days per week from 2021.	<ul style="list-style-type: none">• SLSOs appointed, \$178,136• Additional LaST, \$43753

Process 3: Assessment strategy

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Progress on school-based assessment and reporting was delayed due to an unsuccessful partnership with the DoE Catalyst Lab project.• Progress on implementation of new assessment practices, as well as Web of Learning, were delayed due to COVID-19.	<ul style="list-style-type: none">• PL funding to support initiatives, \$86,887• PExHub funds, \$150,000

Progress towards achieving improvement measures

- Proposal to partner with UTS and create action research 'assessment for learning' and use data to develop improved assessment and reporting processes will occur in 2021.



Strategic Direction 2

Innovation in Teaching Practice (Teaching)

Purpose

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

Improvement Measures

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

21st Century skills embedded in school programs and reporting procedures

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All PDPs were not yet linked to Australian Professional Standards for Teachers (APST) as planned - the PDP process was truncated due to COVID-19, however 100% of staff completed their PDP for 2020.• Professional Learning opportunities were limited due to COVID-19 restrictions, however available online training opportunities were provided.• Due to the delayed start for Quality Teaching Rounds (COVID-19), three groups successfully completed two rounds, one group completed one round..• Beginning Teachers were provided with mentor support, time and accessed appropriate Professional Learning to meet their needs.• Induction program was updated to meet the needs of all new staff, including Beginning Teachers. A new Induction program was implemented for pre-service teachers. Participants of both programs evaluated highly the benefits of the programs..	<ul style="list-style-type: none">• Professional learning, \$12,395• Beginning teacher, \$14,481

Process 2: Community Partnerships

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A successful PEXHub partnership was formed with UTS. The PEXHub local school network team was established by Burwood GHS to support pre-service teachers in network schools.• Three teachers were trained as course presenters (NESA accredited) and presented a workshop 'Supervising Teachers for the Future' to staff supervising preservice teachers. Evaluations from staff and pre-service teachers are overwhelmingly positive, in terms of the positive impact of best practice mentoring strategies for pre-service experiences.• The Increased involvement and participation of students in projects and activities beyond the school in the community did not eventuate due to COVID-19 restrictions.	<ul style="list-style-type: none">• PEXHub funding, \$62,886

Process 3: Future focussed learning

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Progress was made towards implementation of the High Potential & Gifted Education policy, using student voice. Extensive surveys provided strategies	<ul style="list-style-type: none">• Additional staff, \$88,247

Progress towards achieving improvement measures

and support for expanding and improving the program aligned with the new High Potential and Gifted Education (HPGE) policy.

- A new position for HPGE coordinator was created. Staff member is also responsible for the Futures Learning elective.
- Futures Learning classes have been mentoring Year 7 and 8 peers and are co-designing High Potential & Gifted Education curriculum for Years 7-9 from 2021.
- Students prepared videos, workshops for staff based on the HPGE policy, these were successfully received by all.



Strategic Direction 3

School Wide Improvement for All (Leading)

Purpose

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

Improvement Measures

Improved school facilities

Implementation of LMBR by all

Increased capacity of staff to use available technology and systems

Increased participation in school promotion and community service activities

Progress towards achieving improvement measures

Process 1: Infrastructure (new systems, new buildings)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The new STEM Performance Space was delayed, however construction commenced in Term 4 this year, with completion due in 2021.• Creation of new learning spaces was achieved with purchase of new furniture and repurposing of rooms and offices.• Celebrations for 90th anniversary did not go ahead as planned, however the magnificent mural was completed at the main entrance.• WHS processes and policies were reviewed, ready for 2021 audit.	<ul style="list-style-type: none">• School funds and International student funding, \$260,697• \$7916 for mural

Process 2: Student Leadership

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Successful evaluation of vertical peer mentoring HPGE program. Proposal from students to extend program and mentoring into Year 8, and to collaborate with students in HPGE elective subjects.• HPGE Student Voice proposed extension options in core subject to provide increased challenging learning opportunities. Increased mentoring programs across the school - including students supporting and mentoring International Students.• Network HPGE developed by student leadership team to share ideas and strategies. Positively evaluated.• Scheduling and structure of Recognition Ceremonies was reviewed and changes made in calendar and procedures were improved.	<ul style="list-style-type: none">• School funds, \$5600

Process 3: Staff development (new technologies)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• There has been an improvement in communication within the school at all levels.• Procedures for parent communication have improved, and parents reported excellent communication during 2020.	<ul style="list-style-type: none">• School funds, software, printers, hardware, \$156,665

Progress towards achieving improvement measures

- School successfully sought feedback from parents regarding return to school options (post lockdown). Communication to parents regarding academic achievement and wellbeing of students needs to be improved in 2021.
- Teachers' classroom technology skills improved exponentially due to online learning requirements in 2020..
- Additional technology was purchased and provided to support students and staff working from home.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Coordinator relief time for PLPs and parent student meetings • Access to cultural activities beyond the school. Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$7 734.00) 	<ul style="list-style-type: none"> • Indigenous students were supported by teacher coordinator for their personalised learning plans. • Indigenous students supported to be involved in special events. • Support provided for HSC major work projects.
English language proficiency	<ul style="list-style-type: none"> • Staffing entitlement was 5.2 EAL/D teachers. • Additional EAL/D SLSO appointed to support learning needs of EAL/D students. • Employment of SLSOs to support Chinese, Vietnamese and Korean communities. • Employment of ex-students to tutor EAL/D students in the Homework Centre. Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$568 797.00) • School funds - International students money (\$547 527.00) 	<ul style="list-style-type: none"> • Recommendation to coordinate and improve communication between EAL/D SLSOs and support faculty in 2020 resulted in appointment of HT Learning Support in 2020 to coordinate learning support for EAL/D students as well as students with special needs. • Increase in EAL/D teachers for 2020. • Employment of tutors (ex-students) to support EAL/D students in homework centre.
Low level adjustment for disability	<ul style="list-style-type: none"> • Funding included staffing for 0.8 LaST teacher. • Employed additional general teacher to support high needs ear 7 class. • Additional SLSO employed to support needs of students. Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$167 675.00) • School funds - staffing (\$110 000.00) 	<ul style="list-style-type: none"> • Improved student outcomes as a result of general teacher response to support identified students. • Review of Learning Support provision and implementation of improvements in 2020 resulted in more efficient use of SLSOs. • Additional LaST allocation provided. • HT Learning Support created instead of HT Secondary Studies.
Socio-economic background	<ul style="list-style-type: none"> • Financial support provided for low SES students and students at risk. • SLSOs employed to support and mentor students at risk. • Breakfast and lunch club provides and prepared nutritious food in term 1, 4. • Youth workers supported low SES students. Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$70 193.00) 	<ul style="list-style-type: none"> • Greater sense of connection to the school. • Improved health and wellbeing outcomes as well as attendance rates. • Better and regular access to education programs. • Improved engagements of students. • Islander students valued network and activities. • Appointment of nurse for 2021. • Appointment of Student Support Officer for 2021.
Support for beginning teachers	<ul style="list-style-type: none"> • Relief time for beginning teachers and mentors incorporated into timetable where possible. 	<ul style="list-style-type: none"> • All beginning teachers received accreditation. • All beginning teachers involved in induction program

<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Employment of additional staff. • PL opportunities identified for beginning teachers. • Time in lieu provided to assist with lesson planning and preparation, as well as assessment and reporting. • Time allocated to prepare and complete accreditation documentation. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<ul style="list-style-type: none"> • The supervising teachers and mentors built educational leadership capacity for themselves as well as their colleagues. • Beginning teachers accessed many PL activities beyond the school. • Induction program supported beginning teachers. • Accreditation support provided by HT, Accreditation.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	1132	1151	1178	1146

Student enrolment has declined as a result of new Enrolment cap defined by DoE. There are many inquiries for enrolment from non-local students.

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.5	94.9	94.1	95.1
8	93.4	91.9	92.5	94.6
9	94.2	90.6	91.4	94.4
10	93.9	94.4	90.6	93.6
11	94.1	94.3	92.5	92.3
12	92.8	91.9	92.1	92.3
All Years	93.9	93	92.2	93.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

The attendance rates increased when students returned to school.

Management of non-attendance

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

positive effect on supporting our children and young people to regularly attend school.

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	0	2	3
TAFE entry	0	1	4
University Entry	0	0	88
Other	0	0	1
Unknown	0	0	3

Of the 205 students at Burwood GHS who completed the 2020 HSC, 183 applied for university places for Bachelor Degree programs across NSW and interstate. Of these, 92.3% of domestic students received offers and 72.7% of international students also received offers.

Year 12 students undertaking vocational or trade training

13.66% of Year 12 students at Burwood Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.5% of all Year 12 students at Burwood Girls High School expected to complete Year 12 in 2020 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)	13
Classroom Teacher(s)	55
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	12.97
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning included six student-free School Development Days and induction programs for staff new to our school. These days are used to improve capacity of teaching and non-teaching staff in line with the school and departmental policies.

Our professional learning was linked to the school plan and targets for 2020 focused on student voice, writing strategies, QTR and assessment.

The senior executive was involved in preparing the Situational Analysis, in consultation with students, staff and parents, for preparation of the Strategic Improvement Plan 2021-2024. This also involved many sessions within the network to understand requirements and resourcing.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,878,965
Revenue	13,707,055
Appropriation	12,306,826
Sale of Goods and Services	92,256
Grants and contributions	669,226
Investment income	4,219
Other revenue	634,527
Expenses	-12,873,514
Employee related	-11,340,140
Operating expenses	-1,533,375
Surplus / deficit for the year	833,541
Closing Balance	2,712,505

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

The opening balance for 2020 is money targeted for the STEM/performance space, additional staff including a band director, refurbishment projects such as additional artificial turf.



Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	170,554
Equity Total	886,804
Equity - Aboriginal	7,734
Equity - Socio-economic	70,193
Equity - Language	641,201
Equity - Disability	167,675
Base Total	10,529,084
Base - Per Capita	283,410
Base - Location	0
Base - Other	10,245,674
Other Total	404,705
Grand Total	11,991,147

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

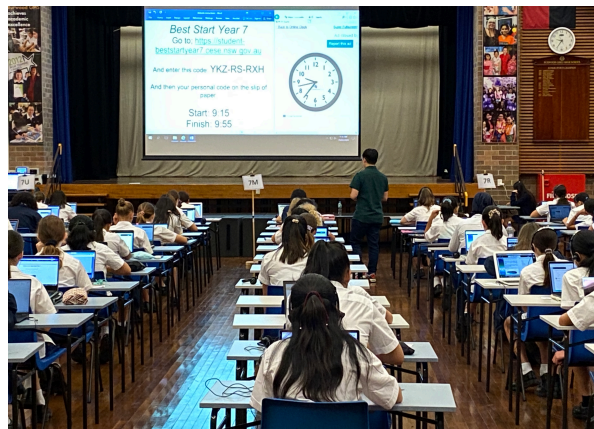
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

The school, however, was involved in the Check In test for Year 9 in Reading and Numeracy.

Results indicated 69.3% students answered reading questions correctly, compared with 57.9% state-wide.

In Numeracy, 60.0% students answered numeracy questions correctly, compared to 53.1% state-wide.

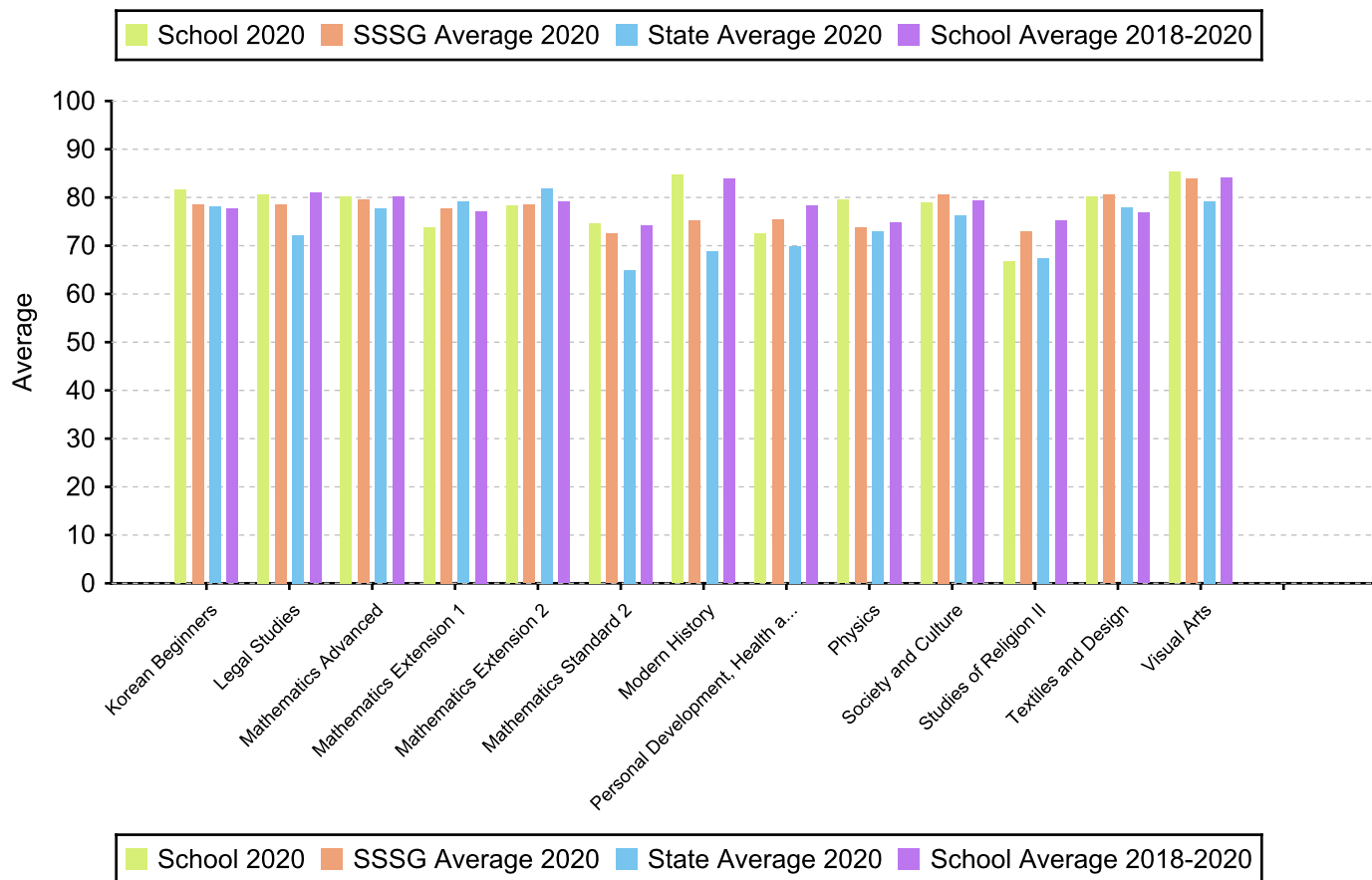
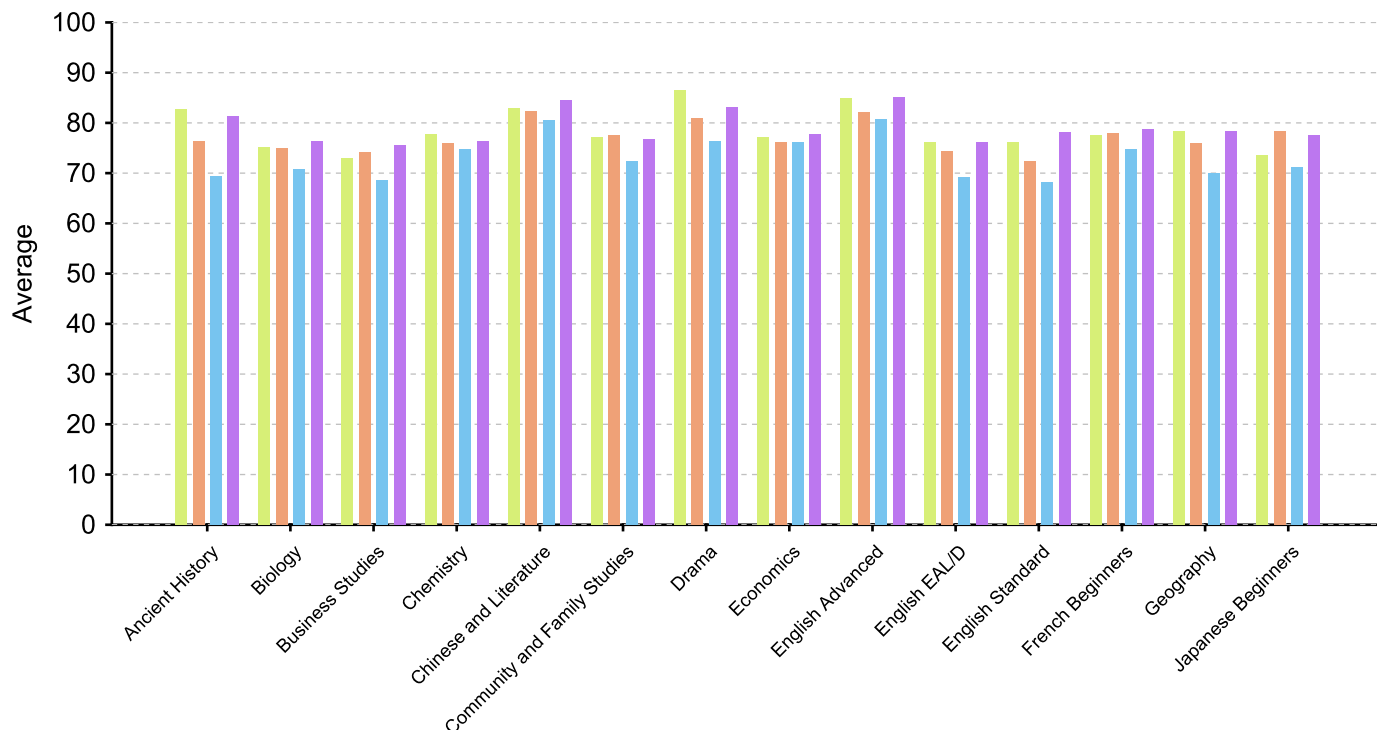
Year 7 students also sat for the Best Start tests and results provided valuable information for identification of areas for support.



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 2020	SSSG	State	School Average 2018-2020
Ancient History	82.7	76.4	69.4	81.4
Biology	75.1	75.0	70.8	76.4
Business Studies	73.0	74.1	68.6	75.6
Chemistry	77.7	76.0	74.8	76.3
Chinese and Literature	83.0	82.4	80.5	84.4
Community and Family Studies	77.2	77.5	72.4	76.7
Drama	86.5	81.0	76.4	83.2
Economics	77.1	76.2	76.1	77.8
English Advanced	85.0	82.2	80.8	85.0
English EAL/D	76.1	74.4	69.3	76.2
English Standard	76.1	72.4	68.1	78.1
French Beginners	77.5	77.9	74.7	78.7
Geography	78.3	76.0	70.1	78.4
Japanese Beginners	73.6	78.3	71.2	77.5
Korean Beginners	81.6	78.6	78.1	77.7
Legal Studies	80.6	78.6	72.1	81.0
Mathematics Advanced	80.2	79.5	77.7	80.2
Mathematics Extension 1	73.8	77.8	79.1	77.2
Mathematics Extension 2	78.3	78.5	81.8	79.1
Mathematics Standard 2	74.6	72.5	64.9	74.3
Modern History	84.7	75.2	68.9	83.9
Personal Development, Health and Physical Education	72.5	75.5	69.9	78.4
Physics	79.5	73.7	73.0	74.8
Society and Culture	79.0	80.7	76.2	79.3
Studies of Religion II	66.8	73.0	67.5	75.3
Textiles and Design	80.2	80.5	77.9	76.8
Visual Arts	85.3	83.8	79.2	84.2

Despite the extraordinary circumstances they faced throughout the year, Year 12 students of 2020 achieved outstanding HSC results, a credit to their resilience and determination. These results included:

- 73% of subject being above state average
- 45% of students appearing on the Distinguished Achievers list (at least one Band 6 or E4 result)
- 60% of exams sat by students achieving in the top two bands
- 23 ATARs over 95.00 and 47 over 90.00
- 1 Student achieving an ATAR of 99.95
- 4 students achieving All Round status
- 3 students placed first in the state in a course (Indonesian Extension, Vietnamese Continuers and English (EAL/D))
- 5 students placed in the top 10 of the state in a course

Furthermore, students gained recognition for their Major Works in a range of subjects, with nominations for HSC Showcases in Art Express (Visual Arts), OnSTAGE (Drama), Textstyle (Textiles and Design), Shape 2020 (Design and Technology), ENCORE 2021 (Music) and Callback (Dance).

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

In 2020, there was no opportunity to survey parents at Parent Teacher Evenings as they did not proceed as a result of COVID-19. Parents were surveyed regarding online learning and opportunities for return to classes. There was 98% parents supporting the school's plan to return Year 12 to classes everyday while other years returned one day each week initially.

In the 2020 Tell Them From Me (TTFM) survey, 314 (27%) parents responded with the following results that:

- Written information from the school is in clear and plain language.
- Reports on their child's progress are written in terms that are understood.
- Their child is encouraged to do their best work.
- Their child feels safe at school.
- Teachers take an active role in making sure all students are included in activities.

In terms of communication about school news, parents' results indicated:

- 75% parents found text messages useful.
- 70% parents valued the school website.
- 70% parents valued the school newsletter.
- 86% parents liked emails from the school.

Teacher Satisfaction

There were 71 (85%) teachers who responded to the 2020 TTFM survey. The eight drivers of student learning and the school's results are compared against the NSW Government School norm. The school exceeded the State average in areas of leadership, parent involvement and technology. The strengths of the results from teachers indicated:

- I work with school leaders to create a safe and orderly school environment.
- I talk with other teachers about strategies to increase student engagement.
- I discuss my assessment strategies with other teachers.
- I set high expectations for student learning.
- I give students feedback on how to improve their performance on formal assessment tasks.
- I use two or more teaching strategies in most class periods.
- I establish clear expectations for classroom behaviour.
- When I present a new concept, I try to link it to previously mastered skills.

Teachers reported the school is well maintained (82%) and 89% reported a strong sense of belonging by students. There were 71% teachers who agreed that there was school support for learning from home.

Student Satisfaction

In 2020, 901 (78%) students responded to the TTFM survey. Results indicated:

- Student participation in school sports was 38% compared to 48% (NSW Gov norm)
- Participation in extra curricular activities was 35% compared to 24% (NSW Gov norm)
- Positive sense of belonging 69% compared to 66% (NSW Gov norm)
- 87% students have friends at school they trust and who encourage them to make positive choices compared to 78% (NSW Gov norm)
- 60% students do homework for their classes with a positive attitude (54% NSW Gov norm)
- 97% students have positive behaviour at school compared to 87% (NSW Gov norm)
- However, 15% did not find learning challenging compared to 11% (NSW Gov norm)

The skills that students thought important for career plans were writing, teamwork, critical and creative thinking, reading and communicating with others.

Students are generally happy with opportunities at the school and recent focus on increased student voice and leadership opportunities is genuinely appreciated.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

There were nine Aboriginal and Torres Strait Islander (ATSI) students attending Burwood Girls High School in 2020, and each student had a Personal Learning Pathway developed in consultation with family, and our ATSI Student Coordinator.

Unfortunately, COVID-19 significantly impacted our ability to meet with and engage with Indigenous communities outside of the school, however our Tiddas Girls student leadership group continued to meet and discuss issues of importance to Indigenous students within the school. Although we were unable to meet as a whole student body to celebrate NAIDOC Week, our Stage 6 Aboriginal Studies students prepared an education campaign around the 2020 NAIDOC Week theme: Always Was, Always Will Be. The campaign was highly successful with widespread engagement from the broader student population on social media, and at school.

Our school was successful in awarding a Deadly Kids Award to one of our Senior Indigenous students for her continued academic and sporting successes. Additionally, our ATSI Student Coordinator was awarded the Deadly Kids Gamarada Award for contributions to Indigenous Education from a non-Indigenous member of staff.

The Stage 6 Aboriginal Studies class organised community consultation and engagement as part of their Aboriginal Studies major works. This included engagement with community elders such as Latoya Brown and Tim Ella for their expertise on native plants and their medicinal and edible uses, as well as Adam Goodes and Michael O'Loughlin who were interviewed to describe their experiences as elite Indigenous athletes.

We also received a framed copy of the Uluru Statement from the Heart from Dr Fiona Martin MP which is proudly displayed in our foyer.

Anti-Racism Policy

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

Burwood GHS is an inclusive and harmonious school with two Anti-Racism Contact officers and is extremely proud to acknowledge that there were no incidents of racism reported in 2020. An interested group of students investigated 'casual racism' and conducted a survey where reviews were shared at the Metro Regional Youth Summit 2020 at Parliament House, sponsored by Together for Harmony. This was well received and will be expanded in 2021.

Multicultural Education Policy

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

The school is extremely proud that the school community regularly celebrates our cultural, linguistic and religious diversity both within the curriculum and at special events. The Crescent Girls group support Muslim students and our Sisters in Society student leadership group put their planned support program for refugee girls on hold. Lunar New Year internal was celebrated with support from the local community early in 2020.

Our students represent 90 different countries with 68% students and 38% staff having English as an Additional Language or Dialect (EAL/D). There were 96 international students from China, Korea and Vietnam in 2020, with an international students coordinator, a special student adviser and three community liaison officers supporting their wellbeing. Unfortunately due to COVID-19 some of our International Students completed their HSC studies in China via online learning.

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

Eleven Pacific Islander students met regularly with their community liaison officer to promote learning and plan cultural activities.

All overseas excursions were cancelled because of COVID-19.

International Studies, Society and Culture, Studies of Religion, English, Visual Arts, six language courses and Asia literacy in Year 7 promoted cultural awareness. The school was delighted to receive 40 'hanboks', Korean national dress, from our sister school in Seoul.

Our greatest disappointment was that in 2021 there was no celebration for International Day.

