

2020 Annual Report

Blacktown Girls High School



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Introduction

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

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

School contact details

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School vision

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

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

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

School context

School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 795. The school presents a vibrant culture of achievement, opportunity and success with the staff also delivering outstanding enrichment programs including Future Problem Solving, Robotics, Creative Arts, Public Speaking and Sport.

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

The School has 3.1% Aboriginal or Torres Strait Islander students and 88% of students from a language background other than English. We embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and harmony which together with a caring staff, allows students to feel safe, happy and committed to achieving their best.

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1

The Whole Child

Purpose

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

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

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: Wellbeing

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

Evaluation	Funds Expended (Resources)
The current Mentoring Program will be replaced by a school wide program titled 'CONNECT'.	

Process 2: Personalised Learning

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

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

Evaluation	Funds Expended (Resources)
ILPS exist for Selective Students in Years 7, 8 and 9. As the school unpacks the new policy, further developments in this area will take place	

Process 3: Research Informed Pedagogy

The school utilises the most current research and strategies in girls'; scheduled lesson observations,

Progress towards achieving improvement measures

Process 3: prof learning meetings, t'tabled opportunities for teacher reflection & sharing of successful pedagogy to facilitate teacher collaboration, classroom observation & the modelling of effective practice.

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

Evaluation	Funds Expended (Resources)
Faculties were able to produce a Stage 5 Teaching and Learning Program with an emphasis on Creative and Critical Thinking (PBL task).	

Strategic Direction 2

Excellence in Teaching and Learning

Purpose

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: Evidence based research:

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

Evaluation	Funds Expended (Resources)
Teachers have a clear understanding of the progress of students in identified key Numeracy and Reading skills and have developed and applied a range of teaching strategies in response to identified skill targets.	Term 4 week 5 Extended PD session

Process 2: Collaborative Practice:

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

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

Evaluation	Funds Expended (Resources)
Students demonstrate greater self-awareness of their learning capabilities and greater direction in their learning by understanding how to work towards goals.	Term 4, Ext PD week 5 - 30 minutes

Process 3: Classroom practice:

Data analysis - Minimum Standards targets using SCOUT and RAP.

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

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

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Celebrating our successes and preparing to meet our challenges 2020	T4 wk 10 team meetings & SD leaders meetings

Strategic Direction 3

Staff Learning and Leadership

Purpose

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

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: Performance Development Framework and Accreditation

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

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

Evaluation	Funds Expended (Resources)
SD3 team meeting minutes	SD3 meeting minutes.

Process 2: Leadership

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

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

Evaluation	Funds Expended (Resources)
Executive presentation	SDD

Process 3: Quality Learning Environment

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

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

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Staff to evaluate through a survey.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background funding. Funding Sources: • Aboriginal background loading (\$12 664.00)	Yarning circle was successful when ability to run was not affected by Covid. Covid impacted on external activities such as AIME. Funds have been utilised to improve the Yarning circle experience into the future and enhancing the connecting to country experience.
English language proficiency	English language proficiency funding Funding Sources: • English language proficiency (\$192 843.00)	Employment of EALD specialist teachers to create specialist English classes and assist with in class support was extremely successful and end of year evaluation strongly encourages its continuation.
Low level adjustment for disability	Low level adjustment for disability funding Funding Sources: • Low level adjustment for disability (\$247 984.00)	The employing of additional LaST and SLSOs to assist students in class was an outstanding success. Not only were the LaST's able to assist students with work but were able to engage with a number of 'at risk' students on a wellbeing level. LaSTs also worked with staff to modify programs and with the learning and Support Team.
Quality Teaching, Successful Students (QTSS)	N/A	N/A
Socio-economic background	Socio-economic background funding and School Support allocation (principal support) Funding Sources: • Socio-economic background (\$183 584.00) • School Support allocation (\$41 656.00)	Funds were expended on the employment of a Business Manager and a Technology Support Officer. Their roles were to assist and manage WHS, Finance, Technology, Properties and external contracts. This worked successfully and enabled the Principal and a number of staff to concentrate on educational leadership and student outcomes.
Support for beginning teachers	Support for beginning teacher funds Funding Sources: • Support for beginning teachers (\$38 000.00)	Beginning teachers appreciated being given choice in how their funds would be expended. General staff training was highly valued. The provision of individual, ongoing support via relief periods and mentoring by HT Teaching & Learning was possibly the most valued and successful activity by our beginning teachers. The purchase of resources and textbooks proved to be a valued expenditure of funds
Targeted student support for refugees and new arrivals	Targeted support for refugees Funding Sources: • Targeted support for refugees and new arrivals (\$2 543.00)	The employment of a SLSO for in class support proved to be an ongoing success.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	742	752	778	798

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.6	94.5	93.7	94.9
8	90.5	91.9	93.1	92.6
9	90	89.4	90	92.6
10	89.2	88.2	87.6	91.4
11	87.6	88.2	90.3	89.7
12	85.3	85.4	90.6	91.1
All Years	89.6	89.8	91	92.2
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.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2.3
Employment	0	1	15.7
TAFE entry	1	1	10.2
University Entry	0	1	68.5
Other	0	0	2.2
Unknown	0	0	1.1

For the first time ever a Year 11 student has had early entry into university without the HSC qualification. This student has worked with the BGHS International Students coordinator and the DEC International Students Unit to reach this goal. There was a 7.5% increase in the number of students from BGHS gaining entry to university with 61 students accepting their respective course offers. Of note was the 44 students who received both Unconditional/Conditional offers via 'Direct Application' (Early Entry) to UNSW, MQU, WSU & ANU. Successful applicants chose a wide variety of degrees with an increasing number undertaking 'Double Degree's'. The top 5 Universities Year 12 Graduates of 2020 chose were; MQU (30%), UTS (23%), UNSW (20%), USYD (9%) & WSU (7%).

Year 12 students undertaking vocational or trade training

17.65% of Year 12 students at Blacktown Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

87.9% of all Year 12 students at Blacktown 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)	9
Classroom Teacher(s)	40.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	10.48
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.

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	1,049,964
Revenue	9,443,463
Appropriation	9,106,330
Sale of Goods and Services	34,391
Grants and contributions	275,877
Investment income	3,359
Other revenue	23,505
Expenses	-9,269,364
Employee related	-8,304,395
Operating expenses	-964,969
Surplus / deficit for the year	174,099
Closing Balance	1,224,063

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.

	2020 Approved SBA (\$)
Targeted Total	58,100
Equity Total	658,952
Equity - Aboriginal	12,664
Equity - Socio-economic	183,584
Equity - Language	214,720
Equity - Disability	247,984
Base Total	7,832,572
Base - Per Capita	187,112
Base - Location	0
Base - Other	7,645,460
Other Total	390,030
Grand Total	8,939,654

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

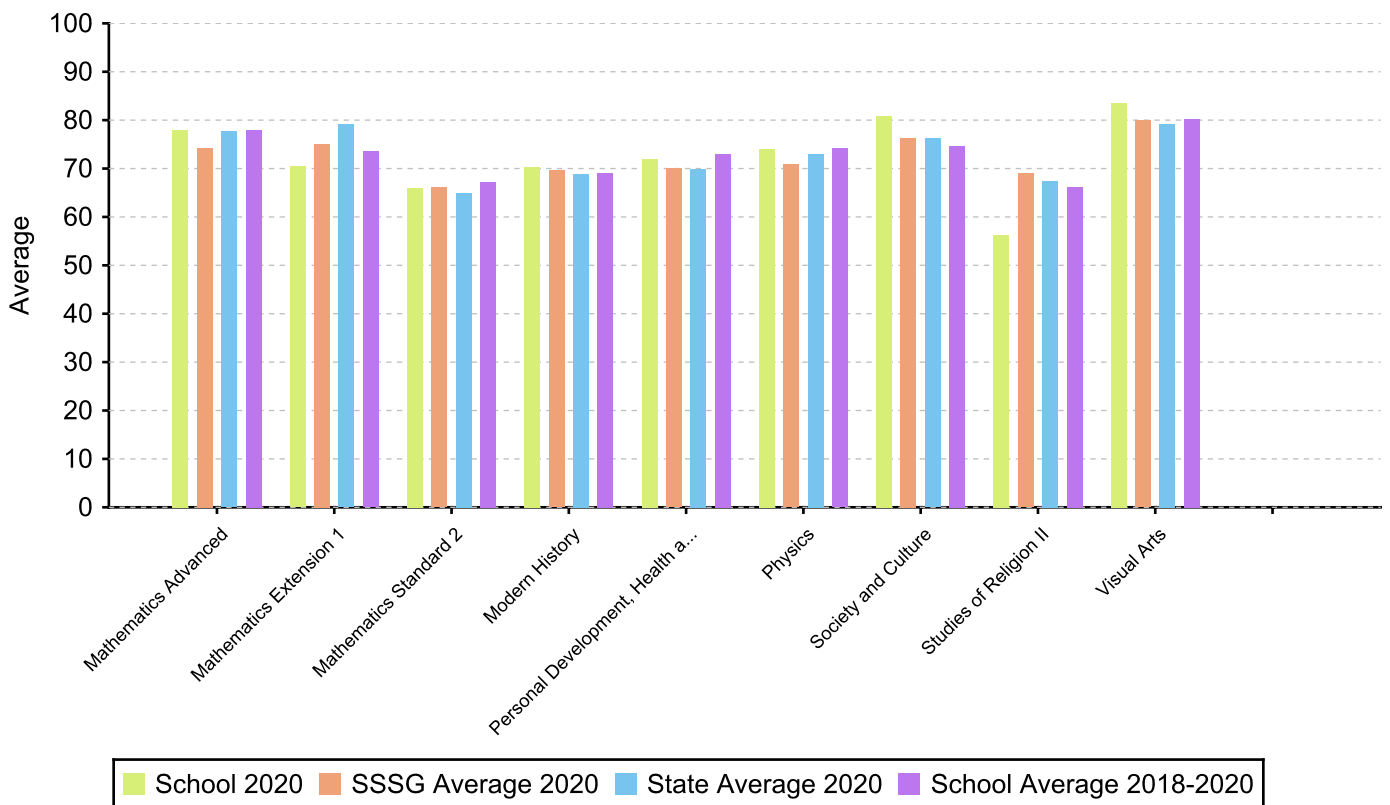
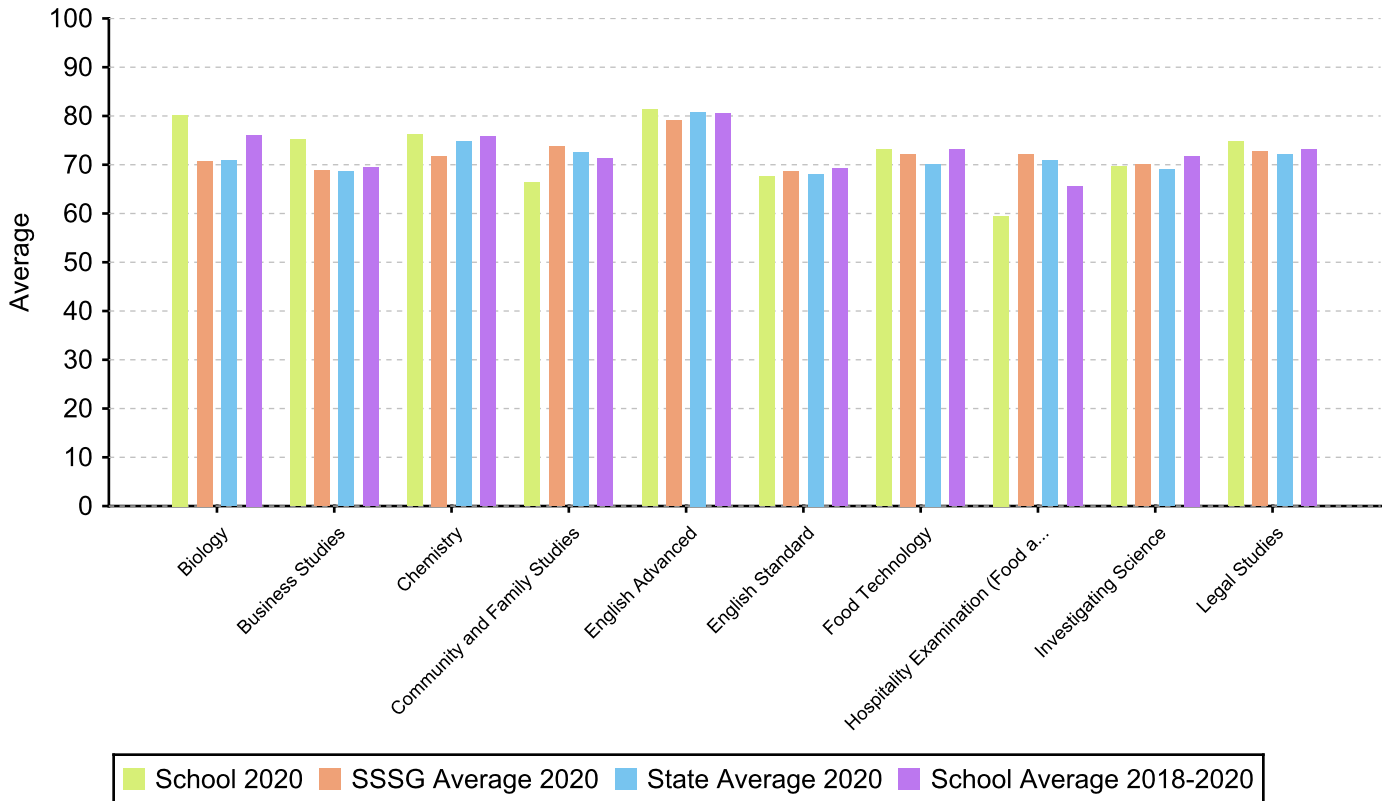
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

School performance - HSC

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

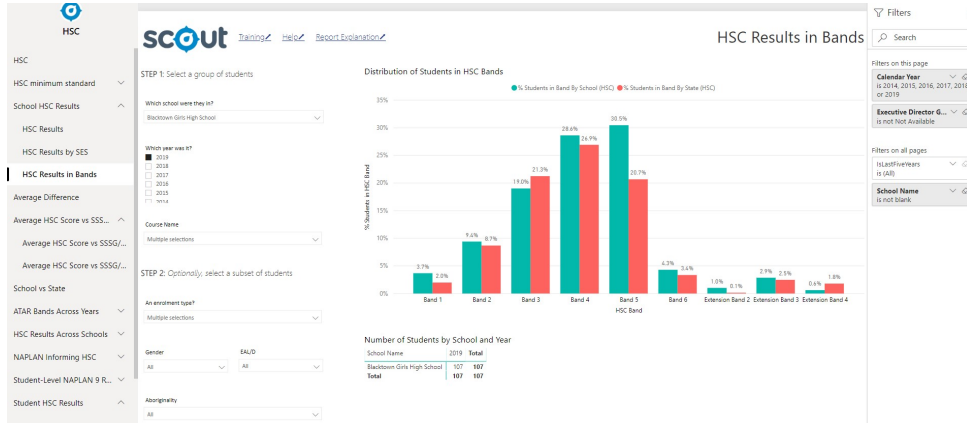
The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



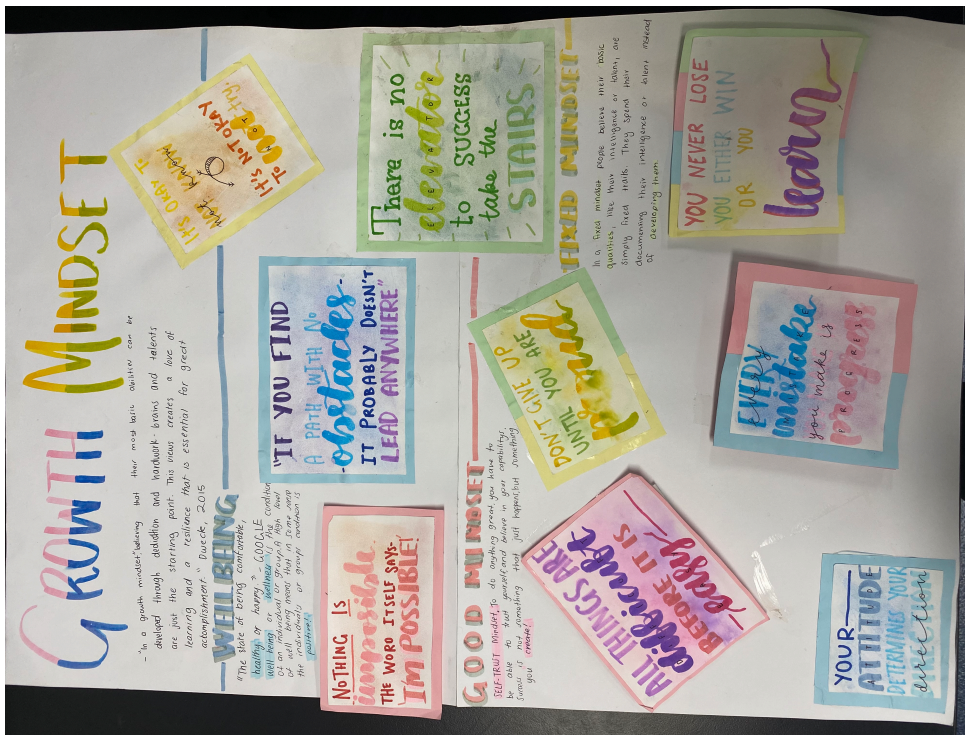
Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	80.2	70.8	70.8	76.1
Business Studies	75.1	68.9	68.6	69.4
Chemistry	76.2	71.8	74.8	75.8
Community and Family Studies	66.4	73.8	72.4	71.3
English Advanced	81.3	79.1	80.8	80.6
English Standard	67.5	68.7	68.1	69.3
Food Technology	73.2	72.2	70.2	73.2
Hospitality Examination (Food and Beverage)	59.5	72.1	70.8	65.6
Investigating Science	69.6	70.1	69.0	71.8
Legal Studies	74.7	72.8	72.1	73.2
Mathematics Advanced	78.0	74.3	77.7	78.0
Mathematics Extension 1	70.4	75.1	79.1	73.5
Mathematics Standard 2	66.0	66.1	64.9	67.2
Modern History	70.3	69.6	68.9	69.1
Personal Development, Health and Physical Education	72.0	70.0	69.9	73.0
Physics	74.1	70.8	73.0	74.1
Society and Culture	80.9	76.3	76.2	74.7
Studies of Religion II	56.3	68.9	67.5	66.2
Visual Arts	83.5	79.9	79.2	80.2

Parent/caregiver, student, teacher satisfaction

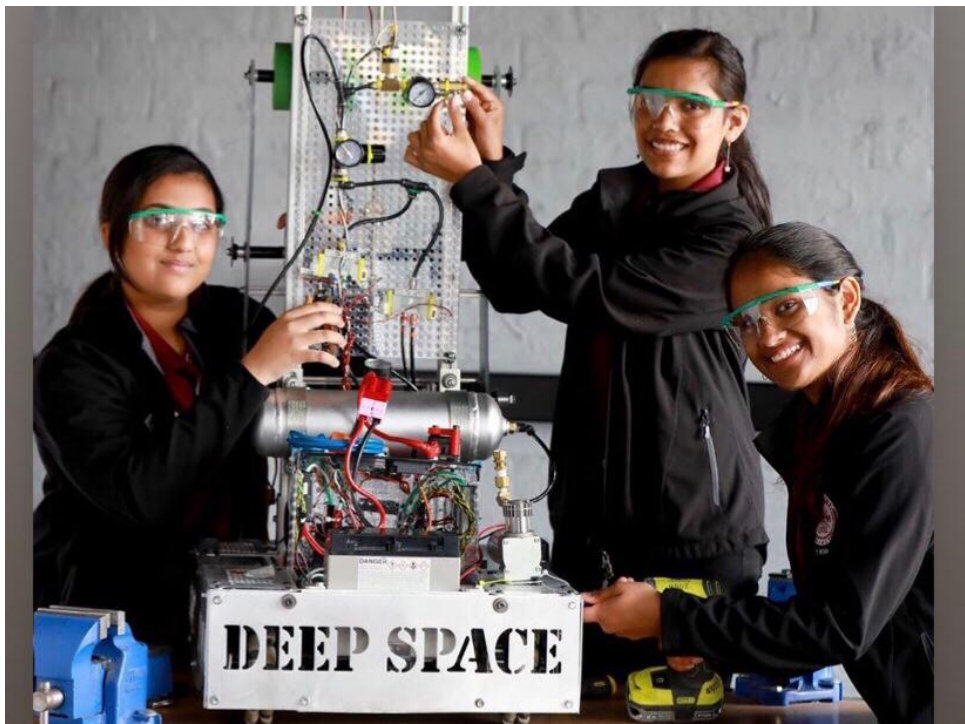
The voices of our community, parents, staff and students form an important aspect of our school review processes. The school uses various ways to communicate and hear the opinions of key stakeholders, in 2020 Blacktown Girls High School conducted interviews, surveys and information sessions to gather data, opinions and review the needs of our community. The feeling was one of satisfaction with teaching and learning, well-being and school culture. However, parents often requested more communication in relation to extra-curricular activities as well as specifics for targeted groups. This has been addressed for future planning. The attached documents provide insight into a variety of extra-curricular activities as well as survey questions.



HSC Results in Bands



Growth Mindset



Robotics



HSC Dance



HSC Major Works Textiles



Art Masterclass



Junior Science



BGHS Drumming



NAPLAN Reading Bands analysis

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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