

2020 Annual Report

Bankstown Girls High School



8254

Introduction

The Annual Report for 2020 is provided to the community of Bankstown 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

Bankstown Girls High School

Mona St

Bankstown, 2200

www.bankstowng-h.schools.nsw.edu.au

bankstowng-h.school@det.nsw.edu.au

9709 6788



School vision

At Bankstown Girls High School we are focused on developing empowered, creative, thoughtful young women who are proud, responsible, active local and global citizens. We will achieve this through the provision of innovative practices delivered by dynamic and committed staff in an inclusive, safe and supportive learning community.

STUDENT EXIT OUTCOMES

Social Outcomes A young adult who is:

- An effective, ethical and responsible communicator: will appropriately convey information clearly and successfully.
- Cooperative and Resilient: will willingly and persistently work in harmony with others towards a common goal.
- Civic Minded: will have a sense of belonging to the wider Australian and global community and participate as a constructive, conscientious member.
- Respectful: will display positive regard based on awareness and/or knowledge of someone or something.
- Generous of spirit: will embody empathy, acceptance and understanding.
- Courteous: will be polite, well mannered, attentive and considerate of others.
- Responsible: will accept moral accountability for her actions to people and the environment
- Motivated: will be determined, inspired and energetic, with drive and desire.
- Honest: will be fair to others, truthful and trustworthy.

Academic Outcomes A young adult who is:

- Literate: will be able to write, read, listen, and speak appropriately in a range of contexts using critical analysis in order to meaningfully function in society.
- Numerate: will be able to think mathematically and apply mathematical tools confidently for different purposes and contexts.
- A critical thinker: will be able to analyse and evaluate options, make judgments and employ sound reasoning.
- Technological: will be an ethical, proficient and creative digital citizen.
- A problem solver: will be able to identify relevant facts, plan appropriate strategies and operations, solve the problem and review the process and solution.
- An inquisitive learner: will actively seek knowledge by being an interested and curious learner.
- An independent learner: will take responsibility for their learning and show initiative.
- Demonstrating achievement of KLA outcomes: will have an understanding of subject content, skills, and values.

School context

Bankstown Girls High School is a comprehensive girls' high school established in 1960 situated in south-western Sydney. The school population comprises of approximately 536 girls from diverse cultural, religious and socio-economic backgrounds, with 98% of the girls from a language background other than English, predominantly Middle Eastern, South-East Asian, Pacific Islander and African. The school NSW FOEI (family occupation and employment index) for 2018 is 155 which is higher than the average of 100 indicating significant socioeconomic and educational disadvantage of our school community.

The school's overwhelming strength is reflected in our value added data and our HSC: relative performance from year 9 data that shows that the difference our school makes to the achievement of all students is significant over time. We have achieved almost 10% growth of students in the top two bands of NAPLAN in 2018, with significant growth in Numeracy and Reading in Year 9.

In 2011, the school was selected to be a *Centre for Excellence for Teacher Quality* as part of the *Smarter Schools National Partnership on Improving Teacher Quality*. This initiative acknowledges the consistent approach our teaching and leadership staff has to teaching, learning, and teacher professional learning leading to improved student achievement and now underpins the innovative programs and practices evident in our school.

The school has received numerous awards for excellence in teaching and learning. The school's wellbeing focus for all students is being a *safe, respectful, learner* through developing each girls' learning habits of *Resourcefulness, Reciprocity, Reflectiveness and Resilience (4Rs)*.

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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Students are successful learners, leaders and active global citizens

Purpose

To provide a learning environment with high expectations that develops critical and creative thinking capabilities that enable students to contextualise learning beyond the classroom. To nurture student voice and leadership through empathy, resilience and lifelong learning

Improvement Measures

- Internal literacy and numeracy results demonstrate a growth rate of at least 10% above the cohort average between pre and post data, across all KLAs.
- HSC cohorts demonstrate an increased percentage of students moving from lower to middle bands.
- 40% of students engaged in Future Focused Initiatives and learning activities and attain results in the demonstrated level.
- Students engage at or above the NSW Government norms in Tell Them From Me survey in "Sense of Belonging"
- Increased percentage of students in the top 2 bands of Literacy and Numeracy as per Premiers targets in Reading and Numeracy.

Progress towards achieving improvement measures

Process 1: Numeracy Strategy

Employ a Numeracy Coordinator (1.0) to lead Numeracy initiatives across the school, inclusive of

- Team teaching
- Consultation
- Programming- embedding strategies across all KLAs
- Professional Learning

Evaluation	Funds Expended (Resources)
<p>NUMERACY</p> <p>NUMERACY</p> <p>2020 internal data across Stage 4 varied between year groups and participating KLAs.</p> <p>In Year 7, data showed a range of numeracy skill proficiency and growth between pre-test and post-tests. The Numeracy in Mathematics program focusing explicitly on teaching problem solving strategies in context provided students with opportunities to apply their mathematical skills in real-life situations. A significant proportion of students achieved success, with an average increase of 12.5% across the cohort.</p> <p>The results in HSIE- History were consistent with previous years. The significant overall average improvement of 21.5% demonstrates the ownership that the History staff have in explicitly teaching numeracy skills in context of their KLA. This has been supported by the connected curriculum program in Mathematics with the topics of integers and Ancient Egypt.</p> <p>The results in Science were supported by the new Numeracy in Science program implemented in Term 3 : building teacher capacity and explicitly teaching numeracy in context. There was an average overall improvement of 15.75% in student achievement over the course of the program. Individual class improvement ranged from 12% to 18%.</p> <p>Targets were also met in TAS and PDHPE with average improvements</p>	<p>NUMERACY</p> <ul style="list-style-type: none">• Employment of Numeracy Teacher 0.6 \$62,468• Professional learning 10 days 45500• Athletics Program \$3578

Progress towards achieving improvement measures

of 10.75% and 14.75% respectively..

In Year 8, several factors influenced the achievement of students. The disruption caused by COVID-19 had a significant impact on some of the lower achieving students, where the need for support was greater. In Mathematics there was an overall improvement of 9% in student achievement. Individual class improvement ranged from 6% to 13%. Student achievement in HSIE continued to show improvement with an average overall growth of 14.8%. Science results were consistent with Mathematics results. Year 8 overall average results were 10.9%, demonstrating the desired growth rate.

Process 2: Literacy Strategy

Employ a Literacy Coordinator (1.0) to lead Literacy initiatives across the school, inclusive of

- Team teaching
- Consultation
- Programming- embedding strategies across all KLAs
- Professional Learning

Evaluation	Funds Expended (Resources)
<p>Curriculum provisions through programming, team teaching and Professional Learning saw Year 7 students individually mapped against NAPLAN reading and writing criteria, mapping growth rates. Between the pre-test and post-test, the Year 7 cohort increased their average score by 7 which is a 32% increase on their pre-score. Year 7 writing was also mapped against the NAPLAN criteria and between the pre and post-test the Year 7 cohort increased their average score by 7 which is a 17% increase on their pre-score.</p> <p>The Year 8 cohort undertook an intensive Reading program that explored the 4 levels of comprehension. Between pre and post testing Year 8 experienced an increase of inferential skills by 30% from pre-test score whilst literal skills increased by 11%.</p> <p>Best Start and Check In data provided external data. Year 7 Best Start indicated that students were answering 20.8 of the questions correctly in Reading, with Processes the highest performing area of the examination with a score of 73.9%. Year 9 Check In data indicated that the school was performing above the state average of 57.9%, with achievement levels of 59.4% in Reading. Again, the criteria of Processing was the highest performing area of the examination with students answering 62.7% of questions correctly.</p>	<p>Literacy Coordinator 1.0 \$104,113.00</p> <p>Wordflyers Licence Fee \$2082</p> <p>Professional Learning 22 days \$12,100</p>

Process 3: Future Focused Learning

Under the guidance of the head teacher of Teaching and Learning, Future Focused --*initiatives are facilitated 7-10 and embedded in whole school practice, inclusive of

- Stage 4 Foundation for Learning
- Inquiry /Learning
- STEM/STeAM

Evaluation	Funds Expended (Resources)
<p>Students were involved in a cross curricular program to enhance their ability to transfer knowledge between KLAs - results and submission rates indicated strong engagement and participation.</p> <p>Students who demonstrated aptitude in the STEAM fields were recognised and exposed to the program to enhance understanding of STEAM career opportunities, critical and creative thinking skills as well as collaboration.</p>	<p>Head Teacher Teaching & Learning 1.0 \$143,000</p> <p>Professional learning 25 days \$13,750</p> <p>Resources and prizes \$5,000</p>

Progress towards achieving improvement measures

All Year 10 students were active participants in the Guided Inquiry Process as evidenced in 100% participation and submission rates.

Students demonstrated a strong aptitude in the Grok Learning platform across the year.

2021 Future Focussed Learning plan will reflect the needs of the students with consideration given to Future Focussed Learning skills.

Process 4: Student Wellbeing

Under the guidance of HT Wellbeing a systematic approach is embedded through the wellbeing scope and sequence, this is inclusive of

- Empower Me program yr 8-12
- The Best me program yr 7
- Antbullying Programs
- Student Voice
- Targeted intervention programs

Evaluation	Funds Expended (Resources)
<p>In 2020 the Student Welfare team engaged in ongoing professional learning and programming days to revise, implement and deliver as well as evaluate whole school wellbeing programs. The Empower Me Program was embedded across all Year groups and delivered during weekly Year meetings.</p> <p>All Year Advisors participated in the Mental Health First Aid Program.</p> <p>Year 10 cohort was trained in the Mental Health First aid program.</p>	<p>Professional Learning 82 days \$45,100</p>



Strategic Direction 2

Staff are innovative, collaborative and dynamic

Purpose

To foster an engaged, collaborative staff who embody a growth mindset providing high quality educational outcomes. To provide innovative curriculum, quality teaching, support structures and leadership capability that inspires learning and drives high quality student achievement

Improvement Measures

- All staff engage in targeted PL through PLCs and other PL activities to improve practice.
- Evidence or high quality assessment that embeds Future Focused Learning outcomes.

Progress towards achieving improvement measures

Process 1: Profession Learning Community

Targeted pedagogical Professional Learning through the development of PLCs with staff understanding action research that is targeted toward the strategic directions.

Evaluation	Funds Expended (Resources)
<p>Due to the disruption evidenced by COVID PLCs were devoted to working within the faculty to support student learning through the remote learning period and on the transition back to school.</p> <p>Staff engaged in a significant number of professional learning events despite issues related to COVID. PL that would have previously been attended in person was replaced with either online zoom meetings or online based courses. A total of 72 teaching and non teaching staff engaged in 727 events throughout the course of the year. All staff also engaged in an online course in Google Classroom to support the remote learning of students during the school shutdown due to COVID. Feedback from this course was extremely positive with all staff feeling it made a difference to their understanding of using Google Classroom as a Learning Management System.</p> <p>The Teacher Mentor worked with 7 permanent and casual staff to guide them towards accreditation. The process involved period relief and a mentor to gather and annotate evidence highlighting their ability to meet the standards and show they were working at a proficient level.. Of the staff involved in the program all bar one have submitted their accreditation report with one finalising the documentation.</p>	<p>Teacher Mentor 0.2 \$21,877</p> <p>Professional Learning Funds Expended \$107,465</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$21876.00)

Process 2: Future Focussed Assessment and reporting

The development of authentic, consistent, collaborative assessment and reporting practices that embed Future Focused Learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Documentation of new procedures will be available on Sentral and communicated to staff through executive , staff and faculty meetings. Students will be provided copies of assessment procedures in 2021 in term 1 and communicated through year meetings.</p>	<p>Professional Learning \$2000</p>

Process 3: Professional Development of Non-Teaching Staff

Building the capacity of non-teaching staff through job sharing and the establishment of a Professional Learning Community to provide efficient support of teachers in their jobs to improve student learning outcomes

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Evaluation results from all professional learning conducted show that it was valuable to staff, enhanced their understanding of their roles and offered opportunities to enhance their chances of career development.	Professional Learning \$4000



Strategic Direction 3

A school community that is inclusive, informed and engaged

Purpose

To build upon our collaborative school community who promote shared values of inclusivity, high expectations and a culture of success. To develop a school that is reflective of its practices and responsive to educational innovation and learning priorities.

Improvement Measures

- Strong reciprocal relationships with business and university partners as evidenced by qualitative feedback and the celebration of achievements through school based and non school-based media.

Progress towards achieving improvement measures

Process 1: School Community Engagement, Partnerships and Networks

- Through the provision of CLO we aim to expand our community partnerships- University, TAFE, charity organization, business partnerships and parent and carer to enhance student voice and strengthen global community citizenship.

Evaluation	Funds Expended (Resources)
<p>A community engagement officer was employed for three days per week in 2020. The community engagement officer was responsible for expanding and strengthening community partnerships as well as maintaining open lines of communication with the school's parent body be it through P&C meetings, phone calls or other electronic means.</p> <p>Due to COVID restrictions experienced in 2020 a number of initiatives that were planned by the community engagement officer had to be suspended. In place, the community engagement officer focussed on the learning from home strategy, ensuring that all students had a working device and were engaging with learning from home. The officer also made regular phone calls home ensuring that families and students were coping with the new learning environments.</p>	Community Engagement Officer 0.6 \$51,484

Process 2: Communication Strategy

The school community is active in the promotion of communicating success through

- Website upgrade and promotion
- School Facebook
- Skoolbag app
- School Intranet
- School feedback systems
- SPaRo

Evaluation	Funds Expended (Resources)
Analysis shows an increase in the effectiveness of communication between the school, parents and students. A staff member trained to become a website administrator and this is now being updated more frequently. During 2020 the website was the primary source of information for parents and students in relation to the working from home period. The School Facebook site is being regularly updated with school activities and is being actively viewed by parents. The Skoolbag app was used to inform parents of meetings and events at school. This will be phased out for 2021 and the SENTRAL Parent and Student Portal as well as email will be the focus for school information for parents and students.	Skoolbag \$700 Professional Learning \$1000

Process 3: School Community Engagement, Partnerships and Networks

Progress towards achieving improvement measures

Process 3: • Strengthen educational connections with primary school by providing Orientation day, high school for a day, STEAM and transition initiatives.

Evaluation	Funds Expended (Resources)
Due to COVID restrictions experienced in 2020 a number of initiatives that were planned by the middle school officer had to be suspended. The middle school officer worked with primary schools on the transition process to ensure a smooth transition to school for the year 7 students due to arrive in 2021.	Casual Relief 7 days \$3850



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	EADL/D staffing 2.2 \$229,048.60 Head Teacher Teaching & Learning 1.0 \$143,000	<ul style="list-style-type: none"> • 2021 EALD plan will reflect the needs of the future cohort based in their progressions as indicated by ongoing assessment and evaluation of the 2020 program
Low level adjustment for disability	<ul style="list-style-type: none"> • Learning and Support Teacher 1.7 \$ 185,953 • Support and Learning Student Officer 1.0 \$33,221 	<ul style="list-style-type: none"> • 2021 EALD plan will reflect the needs of the future cohort based in their progressions as indicated by ongoing assessment and evaluation of the 2020 program • Adjustment map established and rolled out to all KLAs
Socio-economic background	Socio-Economic Staffing Executive \$167,335 Classroom Teacher \$175,014 Flexible Funding \$639,983	<ul style="list-style-type: none"> • Equity resourcing continued to provide students with access to additional support in Literacy and Numeracy through the work of Literacy and Numeracy teams who worked across KLAs to deliver quality initiatives in order to improve learning outcomes. • Inquiry Based learning and STEM initiatives continued to be a focal point of innovative program delivery practice. These programs helped students develop skills which enabled them to work efficiently in an ever changing world. • The senior student cohort was strongly supported by a dedicated Senior Studies co-ordinator who developed a comprehensive study skills program and practical preparation strategies for the HSC.
Support for beginning teachers	Teacher Mentor 0.2 \$21,877	All accreditation applications met the standards set and were signed off by the Principal and submitted to NESA.
Targeted student support for refugees and new arrivals	Professional Learning 2 days \$1,100	<ul style="list-style-type: none"> • Evaluation of excursion by students will determine the future success of similar experiences • 2021 Refugee plan will reflect feedback provided by refugee students who were involved in the student voice committee • 2021 International Student plan will reflect the needs of the future cohort based in expectant enrolments and evaluation of the 2020 program
Flexible Wellbeing	Flexible Funding \$53,414	<ul style="list-style-type: none"> • Flexible Wellbeing funding was used to employ a community engagement officer for three days per week. The community engagement officer was responsible for expanding and strengthening community partnerships as well as maintaining open lines of communication with the school's parent body be it through P&C meetings, phone calls or other electronic means.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	546	547	553	550

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92	87.4	85.9	91.6
8	91.6	85.3	82.1	83.8
9	91.2	87.3	84.1	85.7
10	81.7	84.3	82.4	86
11	84.7	82.5	82.4	86.8
12	86.8	87.6	85.3	82.8
All Years	87.8	85.7	83.7	86.2
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	1
Employment	0	0	2
TAFE entry	0	1	8
University Entry	0	0	63
Other	10.2	10.4	16
Unknown	0	0	8.5

Year 12 students undertaking vocational or trade training

43.33% of Year 12 students at Bankstown Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

89.4% of all Year 12 students at Bankstown Girls High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Of the 82 students who completed the HSC, 63% gained university places, with offerings from 10 universities.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	7
Classroom Teacher(s)	32
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	8.08
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, 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	953,198
Revenue	8,283,381
Appropriation	8,080,341
Sale of Goods and Services	36,182
Grants and contributions	85,781
Investment income	1,213
Other revenue	79,863
Expenses	-8,322,022
Employee related	-7,406,571
Operating expenses	-915,451
Surplus / deficit for the year	-38,641
Closing Balance	914,556

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	15,650
Equity Total	1,547,054
Equity - Aboriginal	678
Equity - Socio-economic	982,332
Equity - Language	289,224
Equity - Disability	274,820
Base Total	5,981,113
Base - Per Capita	132,951
Base - Location	0
Base - Other	5,848,162
Other Total	352,667
Grand Total	7,896,484

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

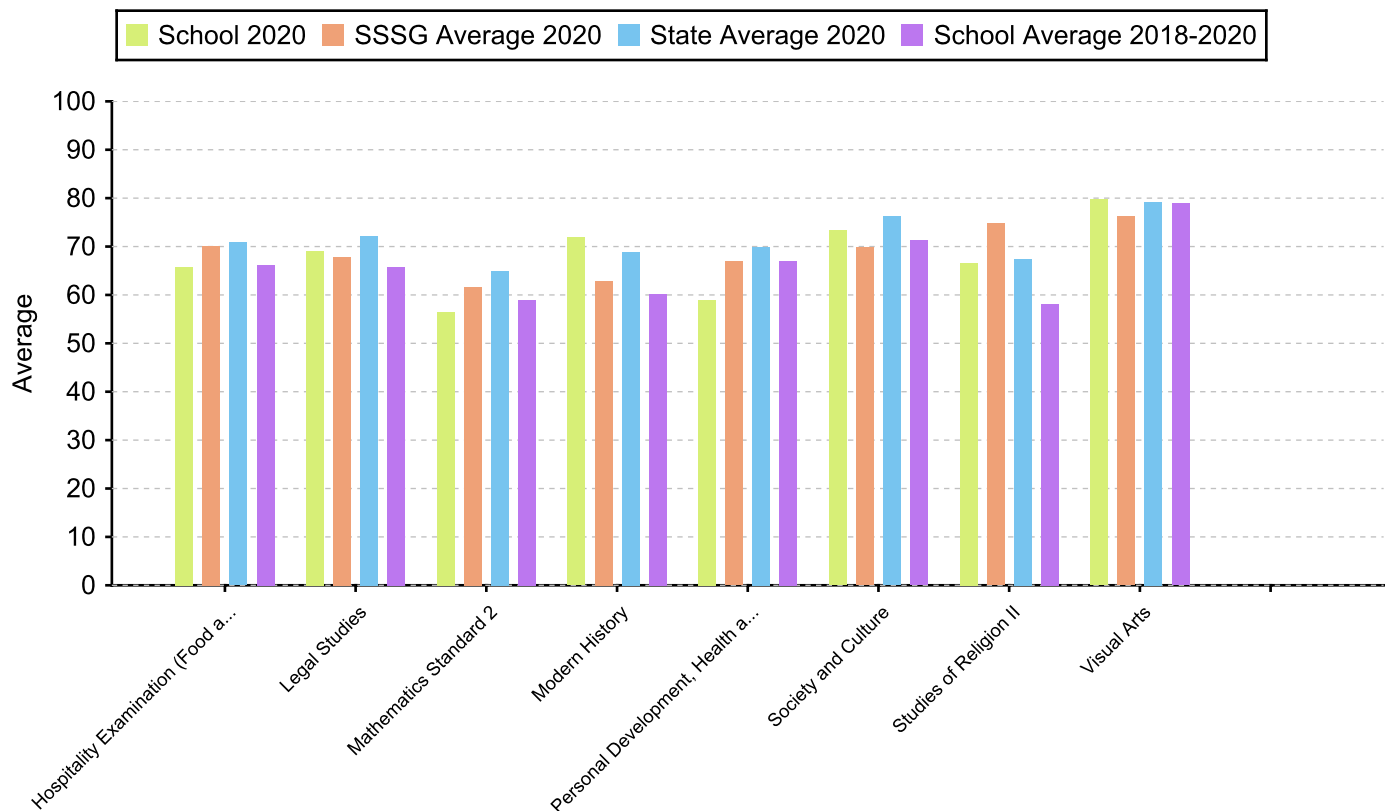
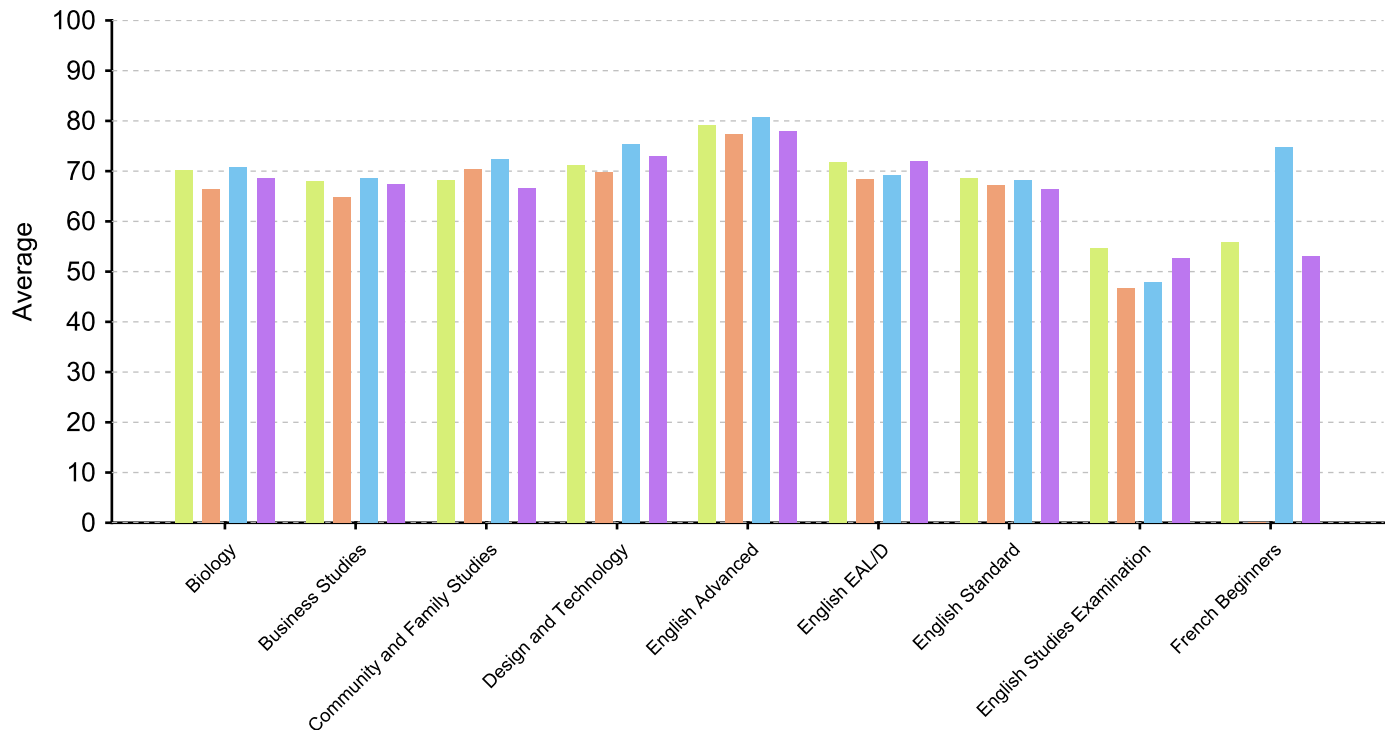
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	70.1	66.5	70.8	68.7
Business Studies	67.9	64.8	68.6	67.4
Community and Family Studies	68.2	70.3	72.4	66.5
Design and Technology	71.1	69.7	75.4	73.0
English Advanced	79.1	77.4	80.8	77.9
English EAL/D	71.8	68.4	69.3	72.0
English Standard	68.5	67.2	68.1	66.4
English Studies Examination	54.6	46.7	47.9	52.6
French Beginners	55.8	0.0	74.7	53.1
Hospitality Examination (Food and Beverage)	65.8	70.2	70.8	66.2
Legal Studies	69.1	67.9	72.1	65.8
Mathematics Standard 2	56.5	61.6	64.9	59.0
Modern History	71.9	62.9	68.9	60.1
Personal Development, Health and Physical Education	58.9	66.9	69.9	67.0
Society and Culture	73.3	69.8	76.2	71.2
Studies of Religion II	66.6	74.7	67.5	58.1
Visual Arts	79.7	76.2	79.2	78.9

Parent/caregiver, student, teacher satisfaction

In 2020, Bankstown Girls' High School sought opinions from parents, staff and students to gauge their satisfaction with the directions and decisions the school was making in order to improve student outcomes. Parents were asked to answer surveys and questionnaires as well as participate in discussions based on their views of the school and student learning. Parent questions ranged from how confident they were with school decisions to what they would like to see moving forward as a school community. Overwhelmingly parents answered that they had great confidence in the quality of the teaching and learning programs, extra curricular programs and wellbeing programs. Fewer parents felt that discipline and homework could be improved. Moving forward, parents indicated that they would like to see further strengthening of student support and greater community involvement.

Similarly, staff were surveyed to gain insight into their satisfaction with the school. They were asked to participate in The Tell Them From Me Survey where the eight drivers of student learning and the school's results were compared against the government norm. Staff responses indicated that Leadership, Teaching Strategies, Collaboration, Learning Culture, Data Informs Practice, Inclusive School and Technology were all above the state government norm while Parent Involvement fell marginally below.

70% of staff felt that school leaders were effectively leading improvement and change. 65% agreed that staff morale was good and 65% also agreed that the strategic vision and values of the school were clearly communicated to them.

Through The Tell Them From Me Survey, students indicated that they were on par with the state government norm when asked about positive behaviour at school. 87% of students indicated that they do not get in trouble at school for any form of negative behaviour. They were also above the norm in Intellectual Engagement stating that they felt that they were intellectually engaged and found learning interesting, enjoyable and relevant. Students also indicated a strong response in participation in school sports and extra curricular activities. 89% of students responded that they were given opportunity to and participated in either sporting or extracurricular school activities such as art, drama or music groups



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.

Other School Programs (optional)

Library Program:

2020 was a busy year in the library and required some different solutions to providing safe access to resources and supporting reading improvement at BGHS. Students were quick to adapt to using the reservation features in Oliver (our online Library Management System) to book items for pickup during COVID lockdown. Our school captain submitted a proposal to the Library to investigate the provision of eBooks and this led us to enter into a consortium arrangement with Bankstown Senior College in order to offer the Wheelers ePlatform to BGHS students and staff.

During the lockdown phase of 2020, the BGHS Library also moved into a Google Classroom to continue to support many of our students who are avid readers. The BGHS Book Club also continued in a virtual format and keen participants enjoyed the opportunities that were presented when isolation meant that reading gave them somewhere to travel to, whether a real or fictional setting, even though they had to stay at home.

Regardless of the challenges of accessing books, BGHS had a group of students who took on the Premier's reading Challenge and achieved their certificates of completion.

In 2020 an opportunity of a new reading support program was offered to support Year 8 students. Each morning during ELP (Essential Learning Period) a peer reading support program was delivered in the Library by Year 11 volunteers who had been trained by a reading support specialist from Kingsgrove North High school. The Year 11 Reader Leaders were taught how to engage with Year 8 students to improve their reading fluency and increase their vocabulary acquisition. Starting each day with encouragement helped build friendships and had a positive impact on attendance and punctuality.

To encourage student voice, the Student Library Committee was formed in 2020. This group is an active group of volunteers who have completed basic training in resource shelving and book processing and are ready for an even

busier year in 2021.

CAPA Program:

The strength of the arts at Bankstown Girls' High is demonstrated by the range of opportunities for student performances and artistic endeavours, within and beyond the school. A diverse range of disciplines was offered to both Visual Arts and Music students throughout the year. Students were encouraged to participate and showcase musical and creative talents at assemblies and ensemble pieces and in exhibitions.

Visual Arts and Music students at Bankstown Girls' High experienced a wonderful year of learning and achievement. Throughout 2020 students were provided with a range of opportunities to exhibit their work and gain valuable knowledge from intensive workshops and on-line learning experiences. Remote learning made this year's HSC process more challenging, as students worked on their artworks and music performances at home and used zoom meetings, videos and photos to communicate and provide feedback.

The achievements of Year 12 Visual Arts and Music students deserve to be celebrated and recognised. The works and performances they have produced are of an outstanding quality and each student should be proud of the dedication, technical skill, conceptual depth, polished performances and resilience they have demonstrated through this journey.

The HSC Body of Work exhibition is always a key event on our calendar and was very well supported by a covid safe viewing in 2020. The exhibition gave the Year 12 girls an opportunity to showcase the diversity of their concepts and art forms. Compliments to both Ward Moukaddem, and Thuy Linh Ngo for being awarded the Teachers' Choice and Students' Choice awards for the best HSC artworks of the year.

Year 12 Visual Arts student Ward Moukaddem's HSC Body of Work, was nominated and selected for ARTEXPRESS. This is an annual showcase of Higher School Certificate Bodies of Work exhibition representing exemplary and dynamic artworks created by New South Wales, Visual Arts students for the 2020 Higher School Certificate examination. Ward's collection of work titled *A portrait is only the ghost of a human*, consists of digital illustrations, paintings, chalk pastel and coloured pencil drawings. The work depicts a series of portraits represented in a highly realistic manner.

By being listed for nomination and included in this exhibition, places Ward Moukaddem's work in the top 5% of HSC artworks in the state. Ward's outstanding Body of Work will be exhibited at *The Armory, Sydney Olympic Park* on 2 March - 11 April. A nomination and selection for ARTEXPRESS is an incredible achievement and Bankstown Girls High School congratulate Ward for creating such a high quality and resolved work.

Talented Visual Arts students from Year 9 had great success in the Operation Art competition. Our students enter the competition every year. and has been kept for display in the Westmead Children's Hospital.

Anna Suryantoko and Lian Alaslani both received outstanding feedback and their abstract cubist collages were ranked in the top 50 artworks entered into Operation Art this year. The artworks were showcased at *The Armory, Sydney Olympic Park* and are currently being exhibited on a regional tour around 50 galleries and were selected to be on a permanent display at Westmead Children's Hospital.

