

# 2021 Annual Report

## Burwood Girls High School



8152

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## Message from the principal

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This was the year for the environment but we will remember it as the year for COVID-19.

In terms 3 and 4, there was online learning from home, no excursions, no camps, no playing, singing, or dancing for much of the year. Information evenings were replaced by videos, webinars and Zoom or Microsoft Team meetings. Trial HSC exams were conducted online and our ability to adapt to technology grew enormously. Despite the impact of isolation and working from home, our staff and students flourished, delighted to return to school with renewed enthusiasm to learn and make connections. I would like to recognise the efforts of the executive, teachers and non-teaching staff for their incredible work in ensuring learning and wellbeing for our students. The resilience of students to explore ways to learn effectively and support each other was exceptional, demonstrating our school motto "Not For Ourselves Alone" was not forgotten.

**Mia Kumar**

***Principal***

## Message from the school community

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The P&C worked through 2021 to strengthen partnerships between the school and the community. It contributed positively to creating the nurturing environment that is Burwood GHS. The General Meetings continued to be forums where parents could learn about the activities of the school and give feedback on policies and processes. Due to COVID-19 restrictions, on-site meetings were suspended for some months, but Zoom meetings continued. The P&C worked alongside the school on the ongoing process of building the STEM/Drama space, as well as applying for grants. It continued to liaise with uniform supplier, Lowes, to ensure supply of uniforms remained as smooth as possible.

In an attempt to help parents and carers navigate the increased mental health needs of their teenagers during this difficult year, Head Teacher - Wellbeing was invited to provide needed and helpful ideas, as well as explain the school's many mechanisms implemented to support the mental and emotional health of students as well as Head Teacher - Technology Innovations also gave an enlightening presentation on the use of technology in schools in the 21st century. Burwood GHS Council continued to bring together teachers, community members, parents and students (as represented by the Student Representative Council) to discuss issues relevant to all.

Thanks to the teachers and school executives for caring for the students during remote learning. They were integral in productive dialogue on the processes used during this unprecedented time.

**Kara Gabbett**

***Burwood GHS Council President and Chairperson***

## Message from the students

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Despite the challenges and uncertainties which 2021 posed to our school community, here at Burwood GHS, we continued to act with resilience and showed a united strength towards not only our learning, but in supporting each other through difficult times. Lockdown did not stop students from participating in a variety of virtual events and opportunities, with the Prefects working hard to maintain student connection. Students also continued to give back to our wider community upholding the school's motto, "Not for Ourselves Alone", through initiatives such as Camp4Afghanistan and Wear it Purple Day Awareness. The movement to every teacher touching base with classes through Zoom was a great change for students from the 2020 lockdown, and we appreciated the efforts of teachers to maintain our learning in difficult circumstances. HSC students in particular showed incredible strength despite the huge disruption to not only their learning, but also the end of school activities which were cancelled or modified due to restrictions. Students were excited for the return to school, testament to the collegiality of the Burwood GHS community.

**Margaret Wing, Jeanette Lim, Alex Ianitto**

### ***School Prefects 2021***



## School vision

The school prepares young women to be resilient, take responsibility for their learning, and believe that they can achieve anything.

We develop independent women who value education and lifelong learning to make sound judgements, good decisions, believe in values such as collaboration, excellence, fairness, integrity, participation, respect, and responsibility. Our students have the courage advocate for others and take a stand on social justice issues.

We 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 (enrolment 1100, 65% from a language background other than English) including International students.

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.

A large executive team leads the school to ensure a wide range of opportunities is available to all students.

To inform this Strategic Improvement Plan, authentic community consultation with parents (P&C, School Council), staff, students has occurred.

The school completed a Situational Analysis that had identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement are:

- Student Growth and attainment
- Quality Teaching and Learning
- Student Communication and Empowerment.

The school's motto *"Not For Ourselves Alone"* has a powerful message for every student.





## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

### Self-assessment using the School Excellence Framework

| Elements   | 2021 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: Student growth and attainment

### Purpose

Embed whole school processes that improve literacy, numeracy and HSC outcomes for all learners underpinned by evidence-based practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy
- Higher School Certificate

### Resources allocated to this strategic direction

**Socio-economic background:** \$62,547.00

**Aboriginal background:** \$6,440.00

**English language proficiency:** \$49,591.00

**Low level adjustment for disability:** \$80,168.00

**Integration funding support:** \$187,534.00

**6101 Funds:** \$6,000.00

**Literacy and numeracy intervention:** \$10,000.00

**Professional learning:** \$20,000.00

### Summary of progress

In 2021 the school implemented the following activities to meet the targets for student growth and attainment.

- Reading Renaissance for Year 8
- Word Flyers in the English program
- Employment of Literacy Instructional Leader, ILSP Facilitator, Numeracy Support Teacher
- HSC Professional Learning Quality Teaching training
- Creation of a Literacy Working Group
- Creation of Leaders of Literacy program

Pleasing results were seen in the growth in Year 8 reading engagement through the Reading Renaissance program, with surveys indicating that 59% of parents had seen an increase in the child's reading habits since the implementation of the program.

The Leaders of Literacy program made pleasing progress to develop the skills of staff in the explicit teaching of reading strategies. The employment of a literacy instructional leader allowed for effective modelling of strategies which were then incorporated into teaching programs. The progress of this initiative was interrupted by the movement to online learning and the loss of key staff, but will continue to be implemented in 2022. This is also true of the Literacy Working Group.

The Stage 4 Numeracy Targeted Intervention program (under the ILSP) was successful in boosting the growth of students identified as needing extra support in numeracy. The identified students achieved a growth rate of 1.7 years of learning in 8 months compared to 1.3 years for the whole cohort.

Overall, the implementation of initiatives to improve outcomes in Reading, Numeracy and HSC performance were affected by significant disruptions (online learning) throughout 2020-21. It is expected that the progress that was made in the implementation of these strategies will be reflected in the 2022 NAPLAN results, rebounding from the decline in 2021.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure                | Progress towards achievement  |
|--|---|
| Uplift of 2% of students achieving the | 31.18% of students achieved in the Top 2 Bands for Numeracy in 2021, well |

|   |  |
|---|--|
| top two bands in NAPLAN numeracy from baseline.                                       | below the baseline of 47.45%. This is a minimal improvement since 2019 (30.17%) and well below our lower target of 51.1%. Progress is yet to be seen toward the lower-bound target.  |
| Uplift of 2% of students achieving the top two bands in NAPLAN reading from baseline. | The proportion of students in the Top 2 Bands in NAPLAN Reading has shown growth since 2019 from 32.78% to 36.56% . This is above the school's baseline target of 35.6% and progressing towards meeting the negotiated lower-bound target of 40%.  |
| Uplift of 1.5% of students achieving top 2 bands in HSC course results from baseline. | 50.05% of HSC course results were in the Top 2 bands in 2021, below the baseline of 57.75%. While growth in previous years tracked with the lower bound trajectory, the 2021 results demonstrated a dip in tracking towards the final lower bound target of 60.6%. The percentage of students in the top 2 bands continues to be well above state average. |
| Uplift of 2.3% of students attending greater than 90% of the time. from baseline      | The number of students attending greater than 90% of the time in 2021 was 80.58%, above our baseline of 77.65%. This indicates achievement of 2021 lower-bound target of 80.28%.   |
| Uplift of 1% of students achieving expected growth in NAPLAN reading from baseline.   | The percentage of students achieving expected growth in Reading was 62.5%. This is below our baseline of 67.51% and our lower target of 69.21% indicating progress is yet to be seen.  |
| Uplift of 1% of students achieving expected growth in NAPLAN numeracy from baseline.  | The percentage of students achieving expected growth in Numeracy was 42.86%. This is below our baseline of 69.6% and our lower target of 71.4% indicating progress is yet to be seen.  |



## Strategic Direction 2: Quality Teaching and Learning

### Purpose

Maximise teacher capacity to meet the needs of individual students to enhance engagement and improve educational outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiating for Individual Student Needs
- Using Data to Inform Practice

### Resources allocated to this strategic direction

**Professional learning:** \$51,000.00

### Summary of progress

Three Professional Learning workshops were delivered to staff in Terms 1 and 2 by the Learning and Engagement Team. These included an introduction to the whole-school system developed to identify students as requiring learning support and adjustments., how to access data, required adjustments, reporting requirements, Life Skills, recording adjustments and accessing support from the Learning and Engagement team. The ongoing whole-staff training culminated in an Adjusting Assessment practical workshop. Every teacher brought examples of assessment/learning activities requiring adjustments to the workshop and were assisted by five specialist support teachers as they worked on their adjustments.

The evaluation of the final workshop was overwhelmingly positive. The support for teachers from their specialist colleagues was valued and exit slips indicated that staff had a better understanding of how to adjust teaching programs to meet the needs of identified students more successfully. Exit slips included comments such as 'this is the best professional learning I have attended. to improve my teaching'. The 2021 Tell Them From Me teacher survey shows an improvement of 5% in teachers making sure students with identified learning need receive valuable feedback on their work, using individual education plans to set goals and creating opportunities for success for students who are learning at a slower pace.

The High Potential and Gifted Education (HPGE) Excellence in Action Team was established in Term 1 2021. The team implemented new procedures to identify HPGE students, including input from parents, staff and students based on the domains of potential to inform the new whole-school identification process. The Year 7 HPGE program was extended to Year 8 in 2021. The Year 8 HPGE program was co-designed by the 7-10 HPGE students. Due to restrictions in 2021, the HPGE physical launch event was unable to be held. A website was developed to celebrate the achievements of HPGE of students. The website is evidence of the work completed by students, including their self-assessment and filmed class presentation (for all family members/friends to view). Students presented to their class instead of the launch event. The website included every Year 7, Year 8 HPGE project, as well as the Stage 5 Future's Learning elective projects. Student evaluation indicated presenting to their class was one aspect of the program they valued the most. This component of the 'COVID' modified program will remain in the program, as well as the HPGE website showcasing student work, feedback and evaluation. In 2022, a physical launch will be held to celebrate student achievement. The project is evidence of ensuring students are challenged resulting in improved student learning. In 2021 The HPGE coordinator was also available for Stage 4 HPGE parent interviews on our Parent Teacher evenings. This is evidence of increased teacher involvement with parents to support HPGE outcomes and to share expected outcomes. The 2021 Tell Them From Me teacher survey data indicated 91% of staff set high expectations for student learning, a 4% increase from 2020. Future directions include establishing baseline data of teaching and learning opportunities and strategies for HPGE students across all KLAs and maximising opportunities for extension for all HPGE students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure   | Progress towards achievement   |
|---|--|
| Develop whole school system to identify students with learning needs, | Whole school systems to identify HPGE students have been implemented to include a collaborative identification process aligned with the domains of |



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| including high potential and those with additional learning needs.                                     | <p>potential.</p> <p>The restructure of the Learning Support Team, including the appointment of a substantive Head Teacher Learning and Engagement position, has facilitated the implementation of an effective whole school system to identify all students with additional learning needs.</p> |
| Baseline of data literacy, skills and capabilities of staff across all Key Learning Areas established. | <p>Delay in implementing the Using Data to Inform Practice initiative in 2021 has required this work to be postponed to 2022.</p>  |



## Strategic Direction 3: Student Communication and Empowerment

### Purpose

Embed a culture of shared responsibility where students and teachers are partners in learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Feedback
- Reporting Learning

### Resources allocated to this strategic direction

**GTIL NERA (PEx Hub):** \$20,000.00

**6101 Funds:** \$5,000.00

**School support allocation (principal support):** \$54,183.00

**Professional learning:** \$5,000.00

### Summary of progress

A Formative Assessment Action Research Team was established in Term 1, 2021. Baseline data was collected from students and teachers to determine the focus for the action research. Key findings from staff believe their learning environment is saturated with feedback. Student feedback indicated otherwise, as students may not always interpret feedback to benefit their learning, nor understand the benefits of informal feedback. The team established a common language associated with feedback and explicitly researched and identified evidence-based methods for feedback to trial with a range of classes across Years 7, 10 and 11. Student surveys and work samples were collected to determine the impact of the feedback strategies on student learning. The comparison between work samples demonstrated an improvement in student writing. Critical thinking was evident, and the students supported their findings with more statistics and clearer links to the topic. Comprehensive data was collected throughout the trial to determine the effectiveness of teacher feedback using the proposed formative assessment strategies. Based on the improvements in student learning when the feedback strategies were applied to the eight classes throughout the action research process, the team developed a 'Types of Feedback' guide to be displayed in every classroom for students and teachers. A self-assessment guide was also created to develop a common language and practice in relation to feedback and self-assessment. The training of teachers planned for Term 3, and student focus groups planned for Term 4, were delayed until 2022 due to the disruptions to learning from term 3.

A Student to Teacher Feedback Team was established in Term 1 2021 to determine how teachers explicitly use feedback from student surveys to inform and improve their teaching practice. The English Faculty trialed Student to Teacher surveys across year groups to gather feedback to scale consistent practice relating to feedback for teachers from students. A report was presented to the Student to Teacher Feedback Team that demonstrated how the feedback was used and measured by the English faculty to improve teaching and learning practices. In term 3, a whole-school survey to determine baseline student feedback practices was delayed due to the disruptions to learning from term 3.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement  |
|--|---|
| Team is established to lead formative assessment across all KLAs and supported by action research protocols and professional learning by external providers. . | The Formative Assessment Action Research Team (across all KLAs) was established and they completed a 24-hour Learning Design Course in partnership with UTS resulting in an evidence-based model to implement effective methods of formative assessment across the whole school.. The whole-school implementation of the model has been delayed until 2022 due to the unforeseen disruptions in learning in terms 3 and 4.. |
| Baseline of whole school reporting processes involving key stakeholders established.   | Delay in implementing the Reporting Learning initiative in 2021 has required this work to be postponed to 2022.   |

| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Integration funding support</p> <p>\$187,534.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Burwood Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>all eligible students demonstrating progress toward their personalised learning goals. All PLSPs were regularly reviewed and updated to meet student learning needs. Teachers' understanding the needs of students and differentiating learning has progressed and students receive improved personalised learning in their classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed, adjustments made in response to PLSPs.</p>  |
| <p>Socio-economic background</p> <p>\$62,547.00</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Burwood Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• engage with external providers to support student engagement and retention</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Year 9 Reading NAPLAN results for the lowest SES quarter demonstrate a major lift from a raw score of 545.39 in 2019 to 568.76 in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>continuing to engage staff to facilitate the Reading Renaissance program, access to homework tutors and community organisations to work with targeted cultural groups such as Fusion.</p> |
| <p>Aboriginal background</p> <p>\$6,440.00</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Burwood Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>  |

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|---|--|
| <p>Aboriginal background</p> <p>\$6,440.00</p>                | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>all Aboriginal families engaging in the PLP process and Aboriginal students accessing indigenous events.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue using funding to support Aboriginal students.</p>   |
| <p>English language proficiency</p> <p>\$49,591.00</p>        | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Burwood Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>student progress showing high growth on EAL/D learning progressions with over 50% of the EAL/D English cohort achieving in the top 2 bands with the school average being above the SSG and state average by 7% .<br/>EAL/D students are more confident and prepared to take risks with their language use as evidenced in teacher observations and work samples. One EAL/D student elected as School Captain.<br/>Provision of additional Stage 5 EAL/D elective for students classified as emerging.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue funding the Stage 5 EAL/D elective, provide additional EAL/D support in the Homework Centre and provide PL for SLSOs working with EAL/D students.</p> |
| <p>Low level adjustment for disability</p> <p>\$80,168.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Burwood Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in Life Skills and HSC Special Provisions.</li> <li>• employment of additional LaST</li> </ul>  |



|   |   |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$80,168.00</p> | <ul style="list-style-type: none"> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals. Subsequently there were collaborative learning support activities developed such as 'Acts of Inclusion'.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. Implement personalised and targeted professional learning for teachers on learning adjustments.</p>   |
| <p>Literacy and numeracy intervention</p> <p>\$10,000.00</p>  | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Burwood Girls High School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>identified students achieving a growth rate of 1.7 years of learning in Numeracy over 8 months compared to 1.3 years for the whole cohort.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>continuation of Numeracy tutorial programs in Mathematics classrooms, increasing employment of teacher by 0.2.</p>   |
| <p>COVID ILSP</p> <p>\$90,000.00</p>                          | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in Reading.</li> <li>• providing intensive small group tuition for identified students who were not meeting growth targets in Numeracy and/or Literacy</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The majority of students in the program achieved significant progress in meeting their learning outcomes in various curriculum areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>use learning progressions sub-elements of phonological awareness and understanding texts correctly and capture in PLAN2.</p> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 0          | 0    | 0    | 0    |
| Girls    | 1151       | 1178 | 1146 | 1094 |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 94.9 | 94.1 | 95.1 | 95.4 |
| 8         | 91.9 | 92.5 | 94.6 | 92.5 |
| 9         | 90.6 | 91.4 | 94.4 | 92.6 |
| 10        | 94.4 | 90.6 | 93.6 | 90.2 |
| 11        | 94.3 | 92.5 | 92.3 | 90.9 |
| 12        | 91.9 | 92.1 | 92.3 | 89.5 |
| All Years | 93   | 92.2 | 93.7 | 91.8 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 91.8 | 91.2 | 92.1 | 89.7 |
| 8         | 89.3 | 88.6 | 90.1 | 86.7 |
| 9         | 87.7 | 87.2 | 89   | 84.9 |
| 10        | 86.1 | 85.5 | 87.7 | 83.3 |
| 11        | 86.6 | 86.6 | 88.2 | 83.6 |
| 12        | 89   | 88.6 | 90.4 | 87   |
| All Years | 88.4 | 88   | 89.6 | 85.9 |

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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

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

### Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | N/A       | N/A       | 1.0       |
| Employment   | 0.5       | 1.0       | 7.7       |
| TAFE entry   | 1.0       | 2.0       | 5.0       |
| University Entry   | N/A       | N/A       | 80.3      |
| Other  | N/A       | N/A       | 3.0       |
| Unknown  | N/A       | N/A       | 3.0       |

### Year 12 students undertaking vocational or trade training

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27.06% of Year 12 students at Burwood Girls High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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98.4% of all Year 12 students at Burwood Girls High School expected to complete Year 12 in 2021 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)                    | 53.3  |
| Learning and Support Teacher(s)         | 0.8   |
| Teacher Librarian                       | 1     |
| Teacher ESL                             | 4.2   |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 4.40%   |
| Teachers       | 3.30%                  | 3.20%   |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2021 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 2,712,505        |
| <b>Revenue</b>                        | 13,308,231       |
| Appropriation                         | 12,301,861       |
| Sale of Goods and Services            | 82,362           |
| Grants and contributions              | 699,394          |
| Investment income                     | 2,227            |
| Other revenue                         | 222,386          |
| <b>Expenses</b>                       | -12,952,059      |
| Employee related                      | -11,474,260      |
| Operating expenses                    | -1,477,799       |
| <b>Surplus / deficit for the year</b> | 356,171          |
| <b>Closing Balance</b>                | 3,068,676        |

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.

|                         | 2021 <b>SBAR Adjustments (\$)</b> |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 187,534                           |
| <b>Equity Total</b>     | 759,335                           |
| Equity - Aboriginal     | 6,440                             |
| Equity - Socio-economic | 62,547                            |
| Equity - Language       | 520,487                           |
| Equity - Disability     | 169,862                           |
| <b>Base Total</b>       | 10,459,938                        |
| Base - Per Capita       | 282,434                           |
| Base - Location         | 0                                 |
| Base - Other            | 10,177,504                        |
| <b>Other Total</b>      | 589,515                           |
| <b>Grand Total</b>      | 11,996,323                        |

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](https://myschool.edu.au) to access the school data.

NAPLAN participation at Burwood GHS is high, at 99% compared to 95% statewide.

Data for 2021 indicates that there has been some improvement in NAPLAN results in all areas. The school performed close to the average performance for year 7 in Reading, Writing, Grammar and Numeracy but above average for Spelling.

For Year 9, performance is close to the average in reading Writing and Numeracy but above average in Spelling and Grammar.

There has been steady progress in literacy over recent years, but a decline in Numeracy performance over the last five years, hence a necessary focus on Numeracy to be established in 2022.

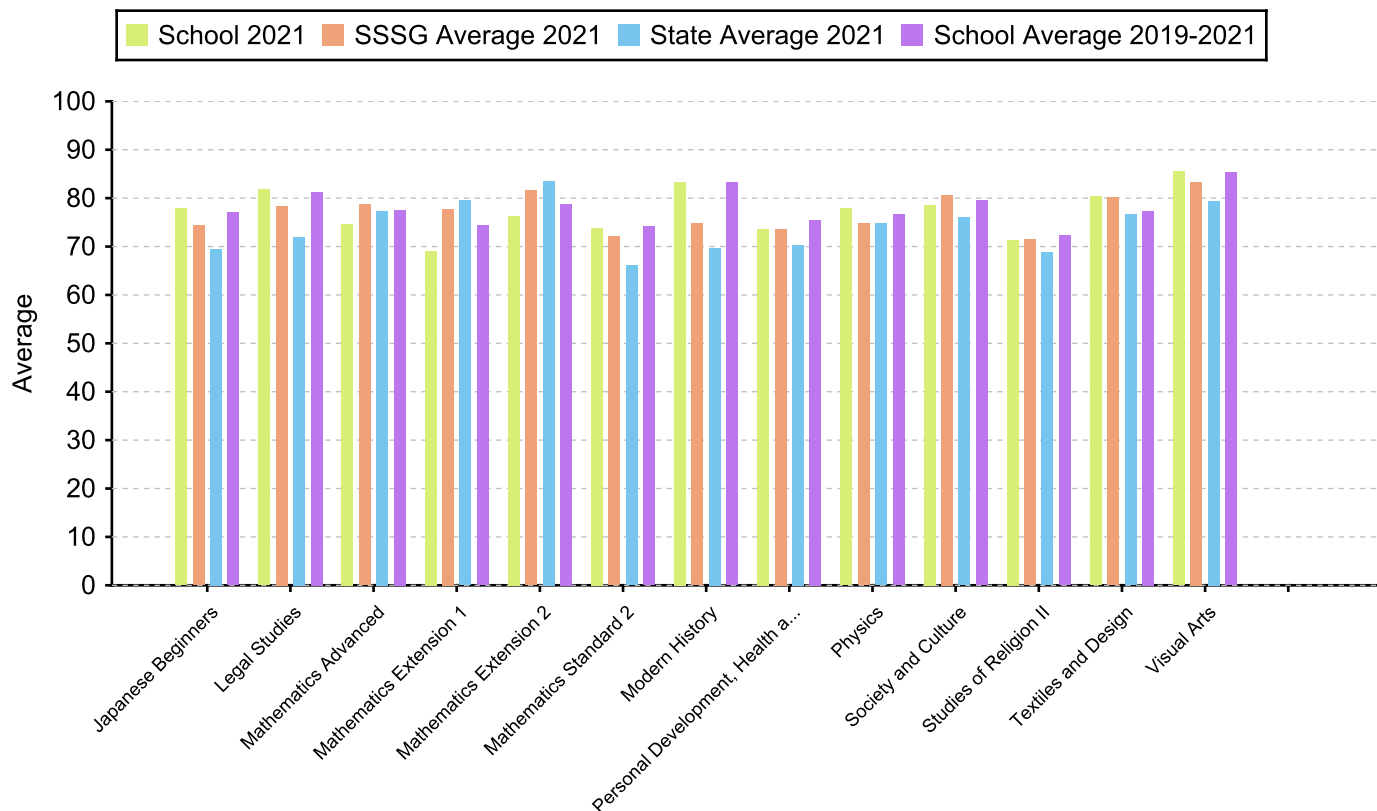
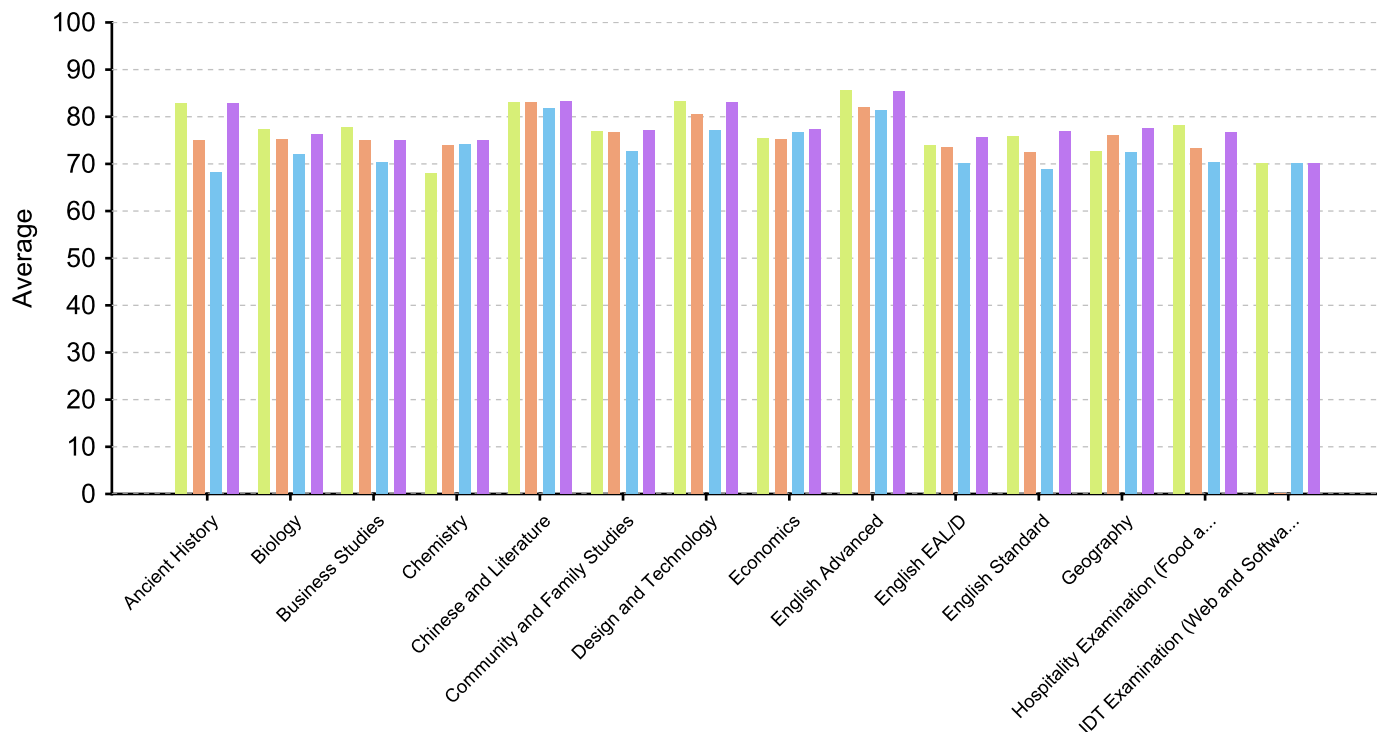
It is important to point out that results in literacy and numeracy are above (sometimes well above) performance for all Australian Students.



# 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.





| <b>Subject</b>                                      | <b>School 2021</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2019-2021</b> |
|---|--------------------|-------------|--------------|-------------------------------------|
| Ancient History                                     | 82.9               | 74.9        | 68.1         | 82.8                                |
| Biology   | 77.3               | 75.2        | 71.9         | 76.2                                |
| Business Studies                                    | 77.7               | 75.0        | 70.4         | 74.9                                |
| Chemistry   | 68.0               | 73.8        | 74.1         | 75.0                                |
| Chinese and Literature                              | 83.0               | 83.1        | 81.7         | 83.3                                |
| Community and Family Studies                        | 76.9               | 76.6        | 72.7         | 77.1                                |
| Design and Technology                               | 83.3               | 80.6        | 77.2         | 83.0                                |
| Economics   | 75.4               | 75.1        | 76.7         | 77.3                                |
| English Advanced                                    | 85.6               | 82.0        | 81.4         | 85.3                                |
| English EAL/D                                       | 74.0               | 73.6        | 70.0         | 75.6                                |
| English Standard                                    | 75.9               | 72.4        | 68.8         | 77.0                                |
| Geography   | 72.7               | 75.9        | 72.4         | 77.5                                |
| Hospitality Examination (Food and Beverage)         | 78.2               | 73.3        | 70.3         | 76.8                                |
| IDT Examination (Web and Software Applications)     | 70.1               | 0.0         | 70.2         | 70.1                                |
| Japanese Beginners                                  | 77.9               | 74.3        | 69.5         | 77.0                                |
| Legal Studies                                       | 81.8               | 78.3        | 72.0         | 81.3                                |
| Mathematics Advanced                                | 74.6               | 78.7        | 77.4         | 77.5                                |
| Mathematics Extension 1                             | 69.1               | 77.8        | 79.5         | 74.3                                |
| Mathematics Extension 2                             | 76.3               | 81.6        | 83.5         | 78.8                                |
| Mathematics Standard 2                              | 73.8               | 72.1        | 66.1         | 74.1                                |
| Modern History                                      | 83.4               | 74.8        | 69.7         | 83.2                                |
| Personal Development, Health and Physical Education | 73.6               | 73.6        | 70.3         | 75.4                                |
| Physics   | 77.9               | 74.7        | 74.8         | 76.6                                |
| Society and Culture                                 | 78.6               | 80.6        | 76.0         | 79.5                                |
| Studies of Religion II                              | 71.3               | 71.4        | 68.8         | 72.3                                |
| Textiles and Design                                 | 80.3               | 80.2        | 76.6         | 77.4                                |
| Visual Arts   | 85.5               | 83.3        | 79.4         | 85.3                                |

Despite significant disruption to learning for Year 12 in 2021, the school was immensely proud of the HSC results achieved.

- 62% of subjects achieved above the state average
- 68 students (32%) appeared on the Distinguished Achievers List
- 4 students were HSC All Rounders
- 1 student was first in the state in Korean Continuers
- 7 students appeared on the Top Achievers list for six different subjects: Ancient History - 4th, English EALD - 3rd, Modern History - 5th, Information and Digital Technology (VET) - 5th, Japanese Beginners - 5th, Indonesian Extension - 3rd and 4th.
- 50.1% of exams sat achieved in the top two bands
- Outstanding results were achieved in numerous subjects, but the school was particularly pleased with 100% of students (6) achieving Band 6 in Aboriginal Studies.

# Parent/caregiver, student, teacher satisfaction

## Parent/Caregiver Satisfaction

In 2021, surveys were conducted online to find out information about communication, student learning and wellbeing. The results indicated:

- Year 7 parents (95%) reported their child understands the requirements of leaning online.
- Year 7 parents (80%) reported their child was coping well with online learning.
- In Year 8, 90% parents reported their child coping well with remote learning.
- Year 7-10 parents (95%) reported appreciation that rolls were marked for each lesson and that teachers started each lesson with a video call.

Parents commented that not only were teachers doing a great job with online learning, but administration staff followed up with students who were not engaging with online learning and made regular phone contact with parents.

New framework for online learning in 2021 was vastly improved to 2020 and students felt more connected with their peers, teachers and the school.

Some parents reported that the lessons were too long, so in response to the survey, online lessons for Years 7-10 were restricted to 45 minutes online. This made a huge difference for students' engagement.

In the 2021 Tell Them From Me (TTFM) survey, 217 (20%) parents responded with the following results that:

- Parents are informed
- School supports learning
- School is safe and inclusive

In terms of perception of school facilities, learning from home and communication:

- 86% parents found the school physical environment welcoming.
- 87% parents said school is well maintained.
- 74% parents reported that school provided excellent support.
- 82% said teachers provided excellent resources for learning from home.
- 84% reported communication from school was useful as well as regular updates appreciated.
- 88% parents valued emails from the school.

## Teacher Satisfaction

There were 60 (71%) teachers who responded to the 2021 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 inclusivity, teaching strategies, collaboration, learning culture, quality feedback and technology.

The strengths of the results from teachers indicated:

- promoting a sense of belonging for students.
- teachers felt prepared for learning online in 2021 compared to 2020.
- confidence in handling teaching of literacy (78%).
- very confident in providing the environment for students to thrive (84%)

Teachers reported the school is a welcoming and culturally safe place (92%) for all students, however 45% teachers reported they have no knowledge to engage students on Aboriginal culture and histories. This is an area for development.

An increased number of teachers reported providing quality feedback and overcoming obstacles to learning. Communication of strategic vision was high (85%) though only 73% teachers reported school leader leading improvement and change.

## Student Satisfaction

In 2021, 879 (80%) students responded to the TTFM survey. Results indicated:

- Student participation in school sports was 60% compared to 48% (NSW Government norm).
- Participation in extracurricular activities was 40% in March but 35% in June due to COVID-19 compared to 24% (NSW Gov norm).
- Positive behaviour at school 98% compared to 87% (NSW Gov norm).
- Intellectual engagement, effort, interest and motivation plummeted during online learning.
- Students reported the most important skills to develop were communicating with others (93%), working as part of a team (88%), thinking creatively (84%), and problem solving (84%).
- 83% students aspired to go to university compared to 67% (NSW Gov norm).
- 63% students believe teachers did not understand Aboriginal culture (which agrees with teachers' attitudes).

- 81% students agreed the school facilities are clean and well looked after.

Students are generally happy with opportunities at the school and continued focus on student voice and leadership opportunities is appreciated by them.



# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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There were nine Aboriginal and Torres Strait Islander (ATSI) students attending Burwood GHS in 2021, and each student had a Personal Learning Pathway developed in consultation with family and our ATSI coordinators.

Our TIDDAS group continued to meet and engage with Indigenous communities beyond the school, as well as meet to discuss issues of importance to ATSI students. Our Stage 6 Aboriginal Studies students thrived and all achieved Band 6 in the HSC. This group also organised community consultation and engaged with our local ATSI member, Uncle Jimmy for his expertise and advice.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Burwood GHS is an inclusive and harmonious school with three Anti-Racism Contact Officers (ARCOs) and is proud to acknowledge there were no incidents of racism reported in 2021. Our Student Representative Council (SRC) continue to look for avenues to maintain clear understanding of cultural difference to avoid racism in any form. Hence a forum on "Wearing a Hijab" was received well by the student body.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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The school values our cultural diversity and is extremely proud that our school community regularly celebrates our cultural, linguistic and religious diversity. The Crescent Girls Group support Muslim students and our Sisters in Society student leadership group plan programs to support refugee girls. Lunar New Year continues to be celebrated.

Our students represent 91 different countries with 65% students and 36% staff having English as an Additional Language or Dialect (EAL/D). There were only 60 international students from China, Korea and Vietnam in 2021,

supported by an International Student Coordinator, a special student adviser and three community liaison officers to manage their wellbeing. Three students completed their HSC in China.

Italian, French, Japanese, Korean, Indonesian and Chinese continue to be taught at the school with many students accessing languages such as German, Greek, Vietnamese and Spanish at NSW 'School of Languages' or Saturday School of Community Languages.

Ten Pacific Islander students were supported by their community liaison officer to promote learning and plan cultural activities.

All overseas excursions were cancelled due to COVID-19.

International Studies, Society and Culture, Studies of Religion, English, Visual Arts, six language courses and Asian Literacy in Year 7 promoted cultural awareness.

Our happiest achievement was that we were able to celebrate International Day in 2021!

