

# 2021 Annual Report

## Blacktown Girls High School



BLACKTOWN  
**GIRLS**  
HIGH SCHOOL

*A Partially Selective  
Girls High School*



8224

# Introduction

The Annual Report for 2021 is provided to the community of Blacktown Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Blacktown Girls High School

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## School vision

At Blacktown Girls High School we value strong academic achievement; students are empowered to learn to their fullest potential in an environment in which everyone is known, valued and respected. An environment where there is a commitment to continuous improvement and where our students have a strong foundation in literacy and numeracy, deep content knowledge and are empowered to meet current and future challenges. Our students are enabled to develop social awareness, civic responsibility and personal growth to become informed citizens in a rapidly changing global community. Our school community embraces the school motto, *The School That Makes a Difference*, we continue to celebrate cultural diversity and value our contribution to the broader world.

## School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 850. The school is located in Sydney's Western Suburbs.

All pathways to university, TAFE and work are encouraged and studied. Our HSC program includes traditional academic subjects along with vocational education, work placement and traineeships that lead to industry accreditation and certification. The school celebrates a vibrant culture where students experience a sense of achievement, opportunity and success across a variety of academic and co-curricular domains, including public speaking, robotics, the creative and performing arts and sport.

The School has 2.3% Aboriginal students and 86% of students from a language background other than English. Equity programs to support students from a Language Background Other Than English and Aboriginal students are also delivered by staff and outside agencies. We have also fostered strong partnerships with universities, businesses and community groups and have established strong industry partnerships.

The school's staffing entitlement in 2021 was 58 teaching staff and 12 non-teaching staff. The school also employs a Business Manager and Technology Support Officer from school funds. The executive staff has limited turn-over with an average tenure of 12 years. 8% of the teaching staff are in the early stages of their career. Staff turnover is very low with less than 2% turnover of staff each year. The school enjoys the support of its culturally and linguistically diverse community.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan but reflective of the school and community context and vision.. The staff at Blacktown Girls High School is committed to continually improving effective classroom practice with robust professional dialogue and professional learning being the key to ensuring continued upward shifts in student attainment. Professional learning will ensure that student literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school will refine and further embed literacy and numeracy development, point in time assessments and critical and creative thinking programs in order to maintain student engagement in Stage 4 and 5. These programs are used to further develop effective classroom practice identified through research to enhance learning outcomes for students. There will also be continued focus on Higher School Certificate performance including staff professional learning around deeper pedagogical content knowledge and data analysis to develop targeted student groups and whole cohort support programs.

The school prepares students to be resilient and take responsibility for their learning, It has high expectations for students and staff and the school consistently achieves outstanding academic results.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to analyse summative assessment data to identify the learning progress of individual students and student cohorts. The school's curriculum provision and evidence-based teaching practices will provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

### 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.

- Develop, review and share best practice - Literacy
- Develop, review and share best practice - Numeracy
- Develop, review and share best practice - data analysis

### Resources allocated to this strategic direction

**Professional learning:** \$1,500.00

### Summary of progress

The Strategic Direction team worked together to establish collaborative processes for staff and a shared understanding of literacy and numeracy demands across stages 4-6 in all KLAs. There was a gap in the collection of internal assessment data and in the variety of assessment processes available to us during the COVID online learning process. There was also a delay in opportunities to implement evidence-based practices.

### 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
<b>25%</b> of students in Top 2 Bands Literacy <b>35%</b> of students in Top 2 Bands Numeracy	34% of students achieved in Top 2 Bands Reading. 40.4% of students achieved in Top 2 Bands Numeracy. This indicates school achievement of targets is exceeding average growth for both Numeracy and Literacy and exceeding SSSG and State growth rates.
Maintain students achieving Expected Growth Literacy Reading above 72% <b>60%</b> of students achieving Expected Growth Numeracy	The percentage of students achieving expected growth in Reading increased to 73.88% from 72.73% in 2019. The percentage of students achieving expected growth in Numeracy increased to 61.54% from 51.89% in 2019.
Yr 8 targetted for tracking. Summative data sources selected = Check In and Best Start	Student lists created and PLAN 2 PL conducted.

## Strategic Direction 2: Connect, Succeed and Thrive

### Purpose

To develop and expand structures and processes that identify, support and monitor the needs, performance and wellbeing of each individual student. To ensure all students can access and participate fully in the school's learning programs and promote the involvement of students in the life of the school.

### 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.

- Collective responsibility for student wellbeing and success
- Whole school and personalised attendance approaches

### Resources allocated to this strategic direction

**Professional learning:** \$10,000.00

### Summary of progress

#### Collective responsibility for student wellbeing and success

Teachers collaborate to build individual and collective wellbeing through a climate of care and positivity.

#### Whole school and personalised attendance approaches

Key staff worked collaboratively to amend current documents and processes that form the transition process of both Y6-Y7, as well as transitioning in to our school in other grades. Document and process modifications included amending the confidential background information check and the introduction of a live spreadsheet enabling tracking of student identified learning & wellbeing needs etc. An online Virtual Tour Platform, requiring the purchase of Rise 360 software and license, was developed and published on the school's webpage to enable all Y6 students and parents access to tours, student videos, curriculum summaries and important dates and information. This allows for a more efficient dissemination of information. In addition a Live Q&A session was held via zoom to guide parents and students through the platform, as well as answer any questions. The 'Virtual Orientation' has been expanded to enhance transition for all new students to BGHS, from grades 7 - 12 and includes both student and parent feedback surveys. Working in strong collaboration with Y6 students, parents, primary teachers and staff, student survey results indicated that 79.2% found the Virtual Orientation platform 'Very helpful / Extremely helpful' and 20.8% 'Somewhat helpful' in orientating them to high school.

Term 4 establishment of an Attendance team, development of roles statements aligned to the 'Tiers of intervention'. A situational analysis of attendance administration processes conducted by the team to inform planning & role distribution / staff deployment for 2022. Draft Attendance Matters @ BGHS initiative presented to Executive, Wellbeing and Learning & Support Teams for collaborative feedback. Term 4 introduction of Sentral Parent and Student Portal enabling access to attendance data to promote self-monitoring and prevent slippage.

### 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
<ul style="list-style-type: none"><li>• Uplift Student TTFM Data in the area of advocacy at school; expectations of success; sense of belonging by 2%</li><li>• 80% of CONNECT teachers are confident delivering lessons according to the scope and sequence</li></ul>	<p>Sense of belonging and expectations of success - drivers of wellbeing have been addressed explicitly in weekly Connect sessions</p> <p>Changes in teaching and learning :Connect program was developed, implemented and review is underway for 2022.</p> <p>Elements of student voice are evident through student surveys, these have informed future programs</p> <p>Positive impact: Year advisers meeting with faculty teams to co-develop</p>

<ul style="list-style-type: none"> <li>• Uplift Student TTFM Data in the area of advocacy at school; expectations of success; sense of belonging by 2%</li> <li>• 80% of CONNECT teachers are confident delivering lessons according to the scope and sequence</li> </ul>	<p>programs, sharing of personal interest programs with students and showcasing of talents, it has opened a pathway for an aspiring leadership role for a senior teacher and connecting to a regional leadership development opportunity. (Middle leadership)</p>
<ul style="list-style-type: none"> <li>• Uplift in Scout Wellbeing data by 2%</li> <li>• Uplift in Student Attendance data by 3%</li> <li>• Uplift the proportion of students attending &gt;90% of the time by 3%</li> <li>• Decrease the proportion of students attending &lt;80% of the time by 3</li> </ul>	<p>Attendance and advocacy sense of belonging and expectations of success</p> <p>Expected to see an uplift of 3% for the proportion of students attending 90% of the time - impact of Covid, unable to provide clear data as student were learning online, however wellbeing checks were made on a daily basis for all students that did not engage for two or more consecutive days.</p> <p>Unexpected positive impact: As a result of staff regularly monitoring engagement in online learning, families have responded positively to school concerns and inquiries on students attendance.</p> <p>The use of tracing and monitoring data (follow on and follow through) has informed a whole of school and personalised attendance approach that will improve regular attendance rates for all students, including those at risk.</p>
<p>Commence staff review of Connect</p>	<p>Staff have identified that Connect is valued and should continue. The Curriculum and Timetable teams ensure systems and structures exist for it to continue into 2022 and beyond. Student surveys highlight success of Connect. Staff surveys highlight benefit for students.</p>

## Strategic Direction 3: Collaboration and Practice

### Purpose

To develop a culture where every staff member is engaged in ongoing self assessment, evidence-informed practice and strategic planning.

### 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 Collaborative Practice
- A Learning and Responding Matrix - ALARM

### Resources allocated to this strategic direction

**Professional learning:** \$56,772.16

### Summary of progress

- SD 3 Team teachers started utilising the ALARM framework to demonstrate understanding of high expectations, explicit teaching and effective feedback. Most SD 3 Team teachers have built knowledge and understanding of ALARM. The framework does not apply to all courses and can be used differently in changing contexts.
- The use of RAP data to inform practice is utilised throughout staff in the school but needs constant refreshing and training of staff. Many teachers engage in analytical discussions of HSC results and content. Most teachers aware of HSC RAP data analysis.
- Leadership sharing sessions and professional development have successfully occurred in executive meetings.

### 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
<ul style="list-style-type: none"><li>• Improvement in the percentage of HSC course results in top three bands to 70% or above.</li><li>• Improvement in the percentage of HSC course results in top two bands to 45% or above.</li></ul>	<ul style="list-style-type: none"><li>• The percentage of HSC course results in top three bands is at 70.2% for 2020 results. This is beyond higher bound target measures.</li><li>• The percentage of HSC course results in top two bands is at 44.6% for 2020 results. This is beyond higher bound target measures.</li></ul>
<ul style="list-style-type: none"><li>• SD 3 Team teachers demonstrate understanding of high expectations, explicit teaching, effective feedback and use of data to inform practice.</li><li>• SD 3 Team teachers build knowledge and understanding of ALARM.</li><li>• Teachers engage in analytical discussions of HSC results and content.</li><li>• Teachers aware of HSC RAP data analysis.</li></ul>	<ul style="list-style-type: none"><li>• SD 3 Team teachers started utilising the ALARM framework to demonstrate understanding of high expectations, explicit teaching and effective feedback. The use of RAP data to inform practice is utilised throughout staff in the school but needs constant refreshing and training of staff. Teachers engage in analytical discussions of HSC results and content and utilise HSC RAP data package.</li><li>• SD 3 Team teachers have built knowledge and understanding of ALARM. The framework does not apply to all courses and can be used differently in changing contexts.</li></ul>



Funding sources	Impact achieved this year
<p>Flexible Funding for Wellbeing Services</p> <p>\$28,752.01</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Blacktown 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>• Other funded activities</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>• staffing release for case conferences and developing intervention strategies</li> <li>• the development and implementation of trauma informed resources</li> <li>• staffing release to provide individual transition preparation support to identified students</li> <li>• employment of Student Support Officer to support vulnerable students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted wellbeing program in conjunction with external providers aimed at students e at risk of not completing school - especially yr 10 into yr 11 Release time to prepare CONNECT programs and resources</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Delivery of Attendance Matters Policy and Wellbeing support programs. Staff PD on a culture of care and trauma informed practice. PD workshops based on student need. Working with outside agencies to deliver wellbeing programs. Breakfast club. Student Support Officer working closely with Year Advisers and Counselors as well as Transition staff.</p>
<p>Integration funding support</p> <p>\$64,322.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blacktown 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>• 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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staffing to assist students with additional learning needs - especially in Stages 4 and 5 Additional staffing to assist students with extension - especially in Stage 6 - Extension Mathematics, English, History and Science courses.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Staffing release for individual case conferences and development of Personalised Learning and Support Plans Consultation with external providers for the implementation of Growth Mindset in numeracy and targeted Reading for meaning programs</p>
<p>Refugee Student Support</p> <p>\$338.45</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>Refugee Student Support</p> <p>\$338.45</p>	<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 additional staff for targeted student support</li> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> <li>• additional staffing to map individual students against the EAL/D progressions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> More intensive support of Refugee students with assessment and with outside scholarship and grant applications. Staff PD on impact of change and trauma on Refugee students in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue one- on-one intervention. Provide extra SLSO time with specific cultural expertise. Trauma informed Practice PD for whole staff.</p>
<p>Socio-economic background</p> <p>\$160,827.11</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown 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>• Other funded activities</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>• Hire Business Manager for the whole school year to assist with administrative practices therefore continuing to enhance educational leadership by Senior Executive.</li> <li>• Hire Technology Support Officer for the whole school year to assist with technology across the school therefore continuing to enhance the use of Information and Communication Technology in the classroom.</li> <li>• equitable access to specialist resources</li> <li>• professional development of staff through [program] to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Business Manager assisted senior executive with administrative practices to enhance educational leadership by Senior Executive. Audits and Compliance Support became strong focus points.</p> <p>Technology Support Officer successfully assisted with technology across the school therefore continuing to enhance the use of Information and Communication Technology in the classroom and equitable distribution of technology to students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Additional resourcing of a Business Manager and Technology Support officer successfully enhanced student access to resources and Senior Executive delivery of educational leadership. This will continue in the future and additional funding will be provided toward QTR to enhance Reading to Learn pedagogy professional learning in the school.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown Girls High School. Funds under</p>

<p>\$18,113.39</p>	<p>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> <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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans and to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> better designed Personalised Learning Plans and the delivery of student selected enhanced culturally relevant resources to Aboriginal Learning Space. Engagement with external providers eg Brewongle, use of AECG expertise and local Elders to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Great er connections to country and culture, students identifying with Aboriginal heritage. Student pride and voice. Staff PD on embedding Aboriginal perspectives and insight into learning, greater parent/carer engagement.</p>
<p>English language proficiency</p> <p>\$218,207.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown 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>• Other funded activities</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>• employment of additional bilingual staff to support communication and to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and for staff support to assist differentiation initiatives in programs</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in:</b> provide EAL/D Progression levelling PL to staff</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</p>

<p>English language proficiency</p> <p>\$218,207.88</p>	<p>provision of additional EAL/D support in the classroom and as part of differentiation initiatives during programming</p>
<p>Low level adjustment for disability</p> <p>\$252,084.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Blacktown 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>• Other funded activities</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students undertaking HSC Disability Provisions and/or Life Skills;</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students are provided with an evidence-based intervention Minimum Standards attainment program to increase learning outcomes</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will develop staff capacity to create a needs-based learning and support program in which specialist staff collaborate with classroom teachers to build capacity in meeting the social and literacy / numeracy needs of identified students.</p>
<p>COVID ILSP</p> <p>\$287,132.77</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/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identified students for targeted small group tuition in numeracy and literacy</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading and number sense</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy during Learning from Home</li> </ul> <p><b>The allocation of this funding has resulted in:</b> employing/releasing staff to coordinate the program employing and releasing staff to work in small groups with targeted students employing and releasing staff to create and deliver PD</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> releasing staff to participate in professional learning in Reading for purpose and Writing - focus on specific texts types to be confirmed after data analysis. employment of additional staff to support the delivery of COVID ILSP funding</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	752	778	798	852

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.5	93.7	94.9	93.8
8	91.9	93.1	92.6	91.6
9	89.4	90	92.6	87.7
10	88.2	87.6	91.4	87.5
11	88.2	90.3	89.7	85.7
12	85.4	90.6	91.1	83
All Years	89.8	91	92.2	88.8
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	0	0	2
Employment	0	1	13
TAFE entry	0	4	6
University Entry	0	0	64
Other	23	9	2
Unknown	0	0	13

### Year 12 students undertaking vocational or trade training

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24.66% of Year 12 students at Blacktown Girls High School undertook vocational education and training in 2021.

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

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90.6% of all Year 12 students at Blacktown 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)	9
Classroom Teacher(s)	42.2
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	10.88
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>	1,224,063
<b>Revenue</b>	10,266,514
Appropriation	9,993,171
Sale of Goods and Services	28,294
Grants and contributions	232,825
Investment income	1,389
Other revenue	10,835
<b>Expenses</b>	-10,396,264
Employee related	-9,208,600
Operating expenses	-1,187,664
<b>Surplus / deficit for the year</b>	-129,750
<b>Closing Balance</b>	1,094,313

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

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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>	64,660
<b>Equity Total</b>	649,233
Equity - Aboriginal	18,113
Equity - Socio-economic	160,827
Equity - Language	218,208
Equity - Disability	252,085
<b>Base Total</b>	8,205,165
Base - Per Capita	196,794
Base - Location	0
Base - Other	8,008,371
<b>Other Total</b>	443,470
<b>Grand Total</b>	9,362,529

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

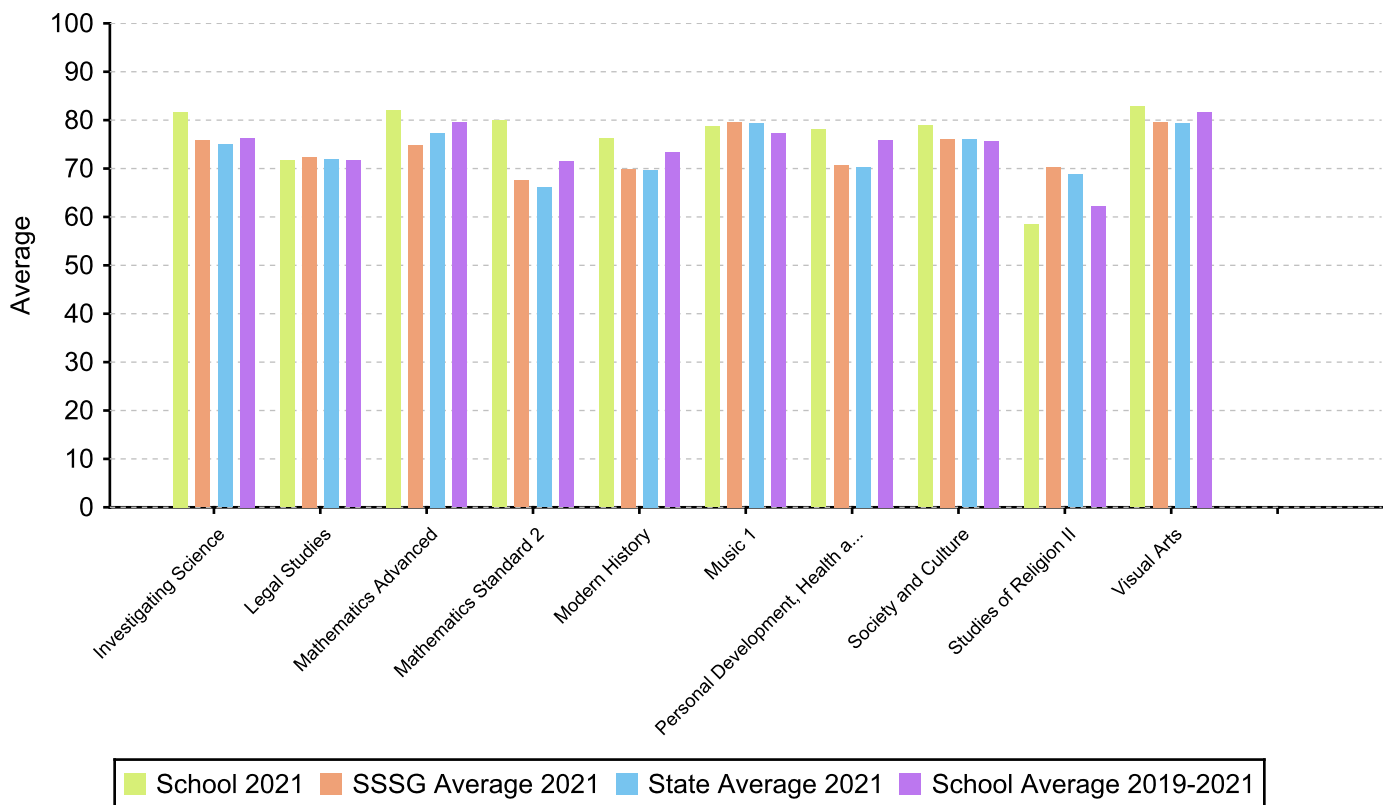
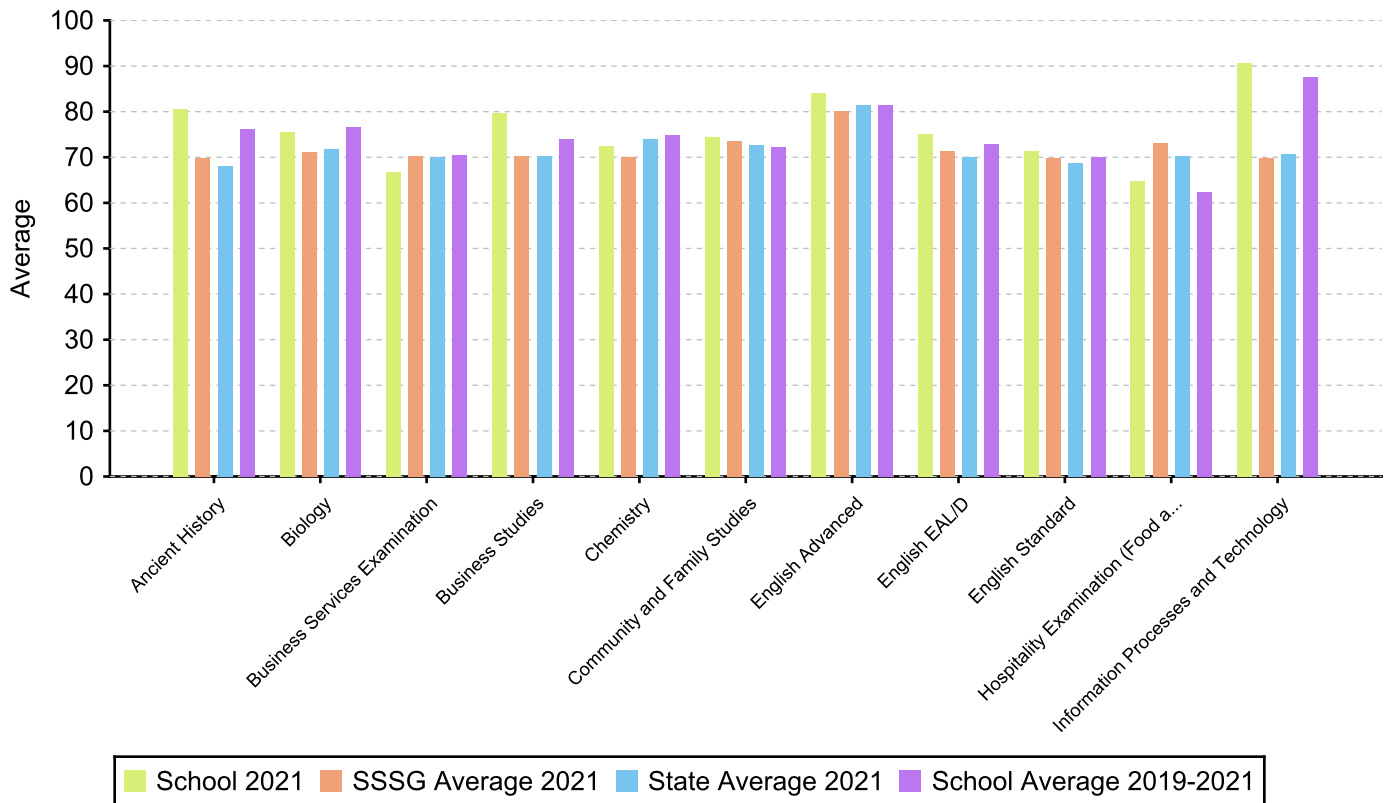
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

# 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 2019-2021</b>
Ancient History	80.6	69.9	68.1	76.3
Biology	75.5	71.1	71.9	76.6
Business Services Examination	66.7	70.3	70.1	70.6
Business Studies	79.6	70.2	70.4	74.1
Chemistry	72.4	70.1	74.1	75.0
Community and Family Studies	74.4	73.6	72.7	72.3
English Advanced	84.0	80.1	81.4	81.4
English EAL/D	75.1	71.4	70.0	72.8
English Standard	71.3	69.8	68.8	70.2
Hospitality Examination (Food and Beverage)	64.8	73.2	70.3	62.5
Information Processes and Technology	90.7	69.9	70.8	87.6
Investigating Science	81.7	75.8	74.9	76.3
Legal Studies	71.7	72.4	72.0	71.7
Mathematics Advanced	82.1	74.9	77.4	79.5
Mathematics Standard 2	79.9	67.5	66.1	71.4
Modern History	76.2	69.9	69.7	73.3
Music 1	78.7	79.6	79.4	77.2
Personal Development, Health and Physical Education	78.1	70.7	70.3	75.8
Society and Culture	78.9	76.1	76.0	75.7
Studies of Religion II	58.6	70.3	68.8	62.2
Visual Arts	82.8	79.6	79.4	81.7

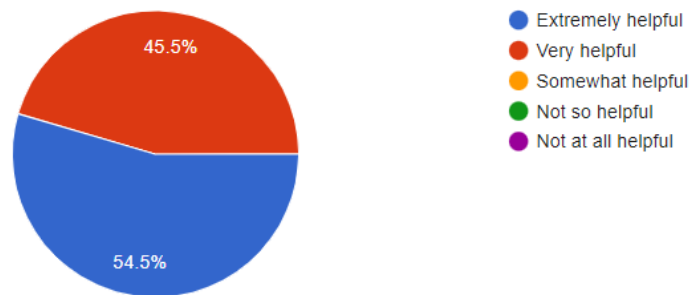
# Parent/caregiver, student, teacher satisfaction

In the 2021 TTFM survey 88% of Aboriginal students at BGHS indicated that BGHS teachers had a good understanding of their culture, an increase from the 2019 TTFM data that showed only 58%. In 2021 76% of Aboriginal students agreed they felt good about their culture at school in comparison to 62% in 2019. Parents and elders have commented positively on the quality and frequency of the opportunities provided for students to engage with country and culture.

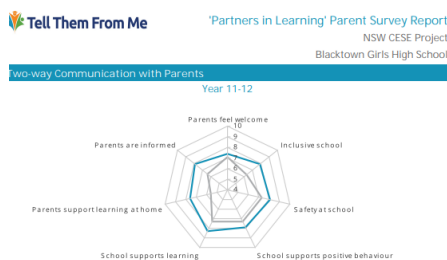
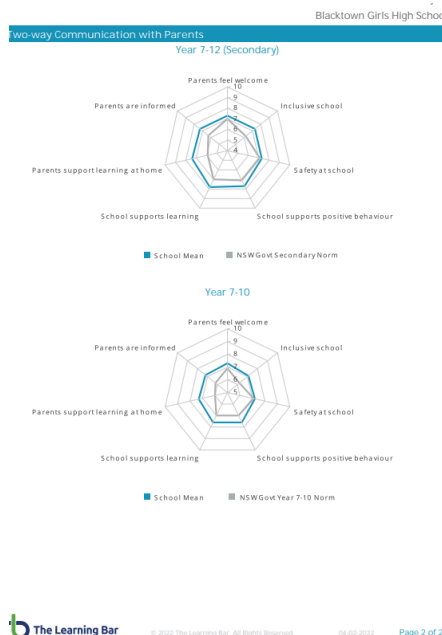
In the 2021 TTFM data the school mean of 7.2 is above the State Norm of 6.2 for students feeling that learning time was effective in classes and a school mean of 6.4 is reported for students who find classroom instruction relevant to their everyday lives as compared to a mean of 5.8 across the State.

Was the Virtual Tour useful in providing information to you and your student?

11 responses



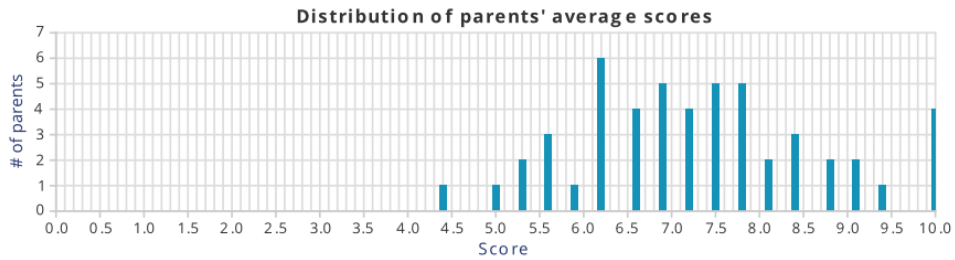
Parent response to Virtual Orientation Tour



**Two-way Communication with Parents**

Parents feel welcome

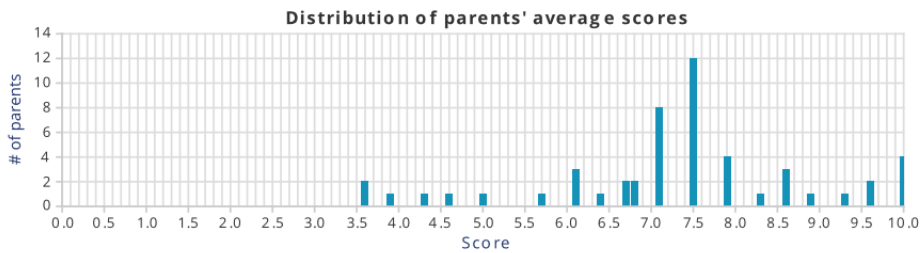
School Mean (NSW Govt Norm)	7.3 (7.4)
I feel welcome when I visit the school.	7.8
I can easily speak with my child's teachers.	7.2
I am well informed about school activities.	7.9
Teachers listen to concerns I have.	6.8
I can easily speak with the school principal.	6.0
Written information from the school is in clear, plain language.	8.1
Parent activities are scheduled at times when I can attend.	6.3
The school's administrative staff are helpful when I have a question or problem.	8.4



**Two-way Communication with Parents**

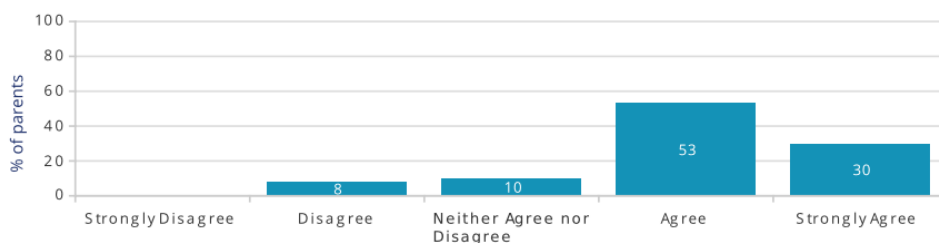
Parents are informed

School Mean (NSW Govt Norm)	7.3 (6.6)
Reports on my child's progress are written in terms I understand.	8.1
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	7.8
I am informed about my child's behaviour at school, whether positive or negative.	7.4
The teachers would inform me if my child were not making adequate progress in school subjects.	7.5
I am well informed about my child's progress in school subjects.	7.2
I am informed about opportunities concerning my child's future.	6.7
I am informed about my child's social and emotional development.	6.5



Recommend High School

I would recommend my child's high school to parents of primary school students.



# 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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All ATSI students have a PLP to guide and map literacy and numeracy progress as well as cultural aspirations. These pathways are reviewed with parents/carers and the individual student. This consultative approach has improved student engagement and aspirations; mentoring programs creating genuine opportunities for students to participate in work experience and learning opportunities have also been designed and implemented. This program has resulted in the employment of an Aboriginal SLSO two days a week to improve student engagement and supporting students to complete work.

The BGHS Yarn Circle is a highly successful weekly initiative, run in close alignment to the interests of our students and the local AECG. Students attend weekly sessions, fostering positive relationships between students of all age groups and enabling them to enjoy their own space with a range of wellbeing activities and opportunities. The Aboriginal Outdoor Learning Circle proactively addresses equity issues in line with the NSW AECG and NSW Department of Education Partnership Agreement creating an opportunity and a physical space within the school to reinforce that Aboriginal identity, culture, heritage and the languages of Aboriginal students are encouraged and welcomed through respectful places and relationships. Each assembly and meeting is opened with an Acknowledgement of Country and used as an opportunity to reflect on the rich cultural and academic endeavours of First Nations people. ATSI students have representation on the SRC, as peer support leaders and in the school prefect body.

## 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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BGHS has a newly trained Anti-Racism Contact officer (ARCO) who plays an important role in assisting the principal to implement three major aspects of the NSW DoE Anti-Racism policy:

- promoting anti-racism education
- supporting the handling of complaints
- monitoring incidents of racism

## 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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BGHS is committed to building a diverse and inclusive learning environment that benefits all students including those from language backgrounds other than English. Multicultural education at the school provides programs promoting anti-racism and community harmony and positive relationships between students from diverse cultural backgrounds. The educational needs of specific groups of students from language backgrounds other than English and/or who have parents or carers who speak a language other than English at home are addressed with discreet EAL/D classes and EAL/D support across all KLAs.

### **Other School Programs (optional)**

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The executive and timetable teams worked together to deliver an allocated period (Connect) each week for students to focus on personal growth and mindset matters. The Connect program at BGHS was designed in response to TTFM surveys, student voice and parent surveys. This program promotes a culture of inclusion and high expectations for all by reviewing practice, utilising data and creating a shared vision that will align with the current SIP that places great value on collaboration.