

2021 Annual Report

Auburn Girls High School



Auburn Girls

HIGH SCHOOL

8253

Introduction

The Annual Report for 2021 is provided to the community of Auburn 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.

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School vision

Auburn Girls High School is a centre of excellence in girls' education.

We are committed to empowering young women to learn, lead and succeed. We recognise and celebrate individuality and diversity. Excellence, respect and responsibility are our core values. As an innovative learning community we actively promote, collaborate and reflect to engage and transform the lives of our students as future leaders and active global citizens.

School context

Auburn Girls High School is a partially selective and comprehensive high school with a Special Education Unit of three classes, committed to making our banner statement, 'Learn, Lead, Succeed', a reality for all our girls.

Diversity is our strength. We are a multicultural, safe and caring school with high expectations. Our girls are supported to become resilient, well-rounded high achievers with a social conscience and a desire to enrich and lead society in the future.

The school's NSW FOEI (family occupation and employment index) for 2020 is 153 which is higher than the average of 100 and the ICSEA (Australian Index of Community Socio Educational Advantage) is 948 which is lower than the average of 1000. Targeted and Equity loading funds allow the school to implement many innovative teaching and learning programs, additional classes and courses as well as the appointment of additional school funded positions. These initiatives underpin the success of our students by re-balancing the effects of any low socio-economic disadvantage.

The teaching staff is a strong mix of experienced and new scheme teachers. In addition to our centrally identified positions, AGHS has a number of school funded executive, teaching and support officer positions.

Auburn Girls High School offers a full range of subjects that cater for academic and vocational pathways in Years 11 and 12. Of our HSC students, 81% pursue further study at university or TAFE, with many receiving awards for excellence in academic and extra-curricular competitions.

Our students are involved in a wide range of activities including music, sport, debating, charity and community work.

The majority of students (98%) at Auburn Girls High School are from language backgrounds other than English. The school has a series of proactive programs that successfully develop our students' English language skills. This support allows students to excel in the Higher School Certificate examinations.

The school has a purposeful and friendly feel with students from a wide variety of cultural backgrounds learning together in harmony. Positive Education underpins our extensive wellbeing support provided for our students.

Student voice is heard and respected. Students have the opportunity to develop their leadership skills through participation in the Student Representative Council (SRC), mentoring and extensive careers programs. Students are encouraged to make a difference and to care for and respect others.

Our students' road to success is paved by our supportive and active staff, who create a rich learning environment.

This School Plan was developed using a consultative planning process during Terms 3 and 4 2020.

The development of the School Improvement Plan included the following processes:

- In Term 3 2020, Executive, staff, SRC, Prefects and parents were asked to complete a survey on teaching, learning, administration and leadership processes.
- Teachers completed a comprehensive survey of their teaching practices providing valuable insights. The survey was informed by the *School Excellence Framework* and the *What Works Best 2020* research.
- Extensive teacher evaluation of data including SCOUT, NAPLAN, HSC, wellbeing, TTFM and survey data was undertaken and used to inform "Where are we now?". The Situation Analysis was completed using this information during Executive Team Workshops.
- The Executive in teams collated the data to identify key focus areas. From this information and following reflection from the annual School Self Evaluation process the 3 key strategic directions were developed.
- Feedback on the Situation Analysis was sought from all teachers, SRC, Prefects and a focus group of parents.
- Three teams from the Executive were formed to draft the key improvement measures for each strategic direction and the Situation Analysis feedback from staff, students and parents integrated into the Strategic Directions.
- An Evaluation Team consisting of teachers, students and parents provided feedback on the draft Strategic

Directions and subsequently was used to refine the draft plan.

- The completed SIP will be presented early in Term 1, 2021 to the whole staff, student leadership teams and parents then published.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Excelling
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

We ensure students grow in their learning and attainment through explicit teaching using evidence based research. Teachers will evaluate their impact and adjust their practice through quality, systematic professional learning and through collection of and informed analysis of student data.

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.

- Data Driven Practices
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: \$69,823.00

Summary of progress

Literacy and Numeracy

Covid and Eid Impact

With almost a third of the school year consisting of Remote Learning the students' results especially in NAPLAN may not be valid indicators of achievement. With our families being of extremely low socioeconomic and high EALD backgrounds, the detrimental impact of Covid 19 during 2020 and 2021 on our students with their wellbeing and learning cannot be underestimated. While HSC outcomes were outstanding, disappointing NAPLAN results are indicative of the younger girls still developing levels of resilience and their heightened level of anxiety and stress.

Additionally, with Eid being in the middle of the NAPLAN testing period and over 90% of students celebrating, they were not faced with optimal conditions during the testing period.

Year 7

- In Term 2 NAPLAN results results show our students performed slightly above SSG and slightly below State averages.
- The Term 4 Check-in data reveals our students performed comparatively well in both Numeracy and Reading. In Numeracy they were 4.2% above SSG and 2.6% less than state average. In Reading students performed 2.4% higher than SSG and 2.4% below state average.

Year 8

- The Term 2 Check-in data reveals the students performed comparatively well in Numeracy and Reading. In Numeracy they were 3.7% above SSG and 1.7% less than state average. In Reading students performed 7.5% higher than SSG and 2.8% above state average.

Year 9

- In Term 2 NAPLAN results in Reading show 14.3% of Year 9 students achieved in the top two bands which is 1.5% above the baseline target. Unfortunately student expected growth at 43% sits 19.1% less than the baseline target. Reading will be a target area for this cohort in 2022. With Numeracy, students sit 2.1% above the baseline target of students in the top two Bands. Unfortunately student expected growth at 47% sits 17.5% less than the baseline target. This is contrary to Check-in Data where students achieved 6% above SSG.
- The Term 4 Check-in data reveals the students performed comparatively better in Numeracy than they did in Reading. In Numeracy they were 6% above Similar School SSG and 0.4% less than state average. In Reading students performed 3% below SSG and 8% below state average.

Following our Term 2 analysis of Check In and Best Start data, the Literacy team resumed fortnightly PL in October with a focus on developing explicit teaching skills in Writing, linking to the Creating Texts Writing Progressions. Following this, teachers are embedding strategies into their 2022 teaching and learning programs.

A Head Teacher Numeracy was appointed and formed the 2022 Numeracy Team. Numeracy professional learning workshops were developed for implementation during Tuesday Numeracy Team Workshops in 2022.

The NAPLAN data was analysed and will be presented to staff. This will inform professional learning workshops in Term

Numeracy and Literacy data will be triangulated for each cohort and target areas of need will be addressed for each year group in 2022.

Year 7 Teams continue to use Best Start data to inform teaching and learning practices in the classroom.

HSC

- HSC top 2 bands: 34.7 students achieved results in the top 2 bands. This exceeded the baseline target by 7% and exceeded the lower bound target by 4.3%.
- HSC top 3 bands: 66.7 students achieved results in the top 3 bands. This exceeded the baseline target by 8.7% and exceeded the lower bound target by 6.5%.
- Band 6 results: 31
- Band 5 results: 120

RAP analysis workshops were undertaken by all HSC teachers, led by KLA Head Teachers. High impact, evidence-based professional learning focused on improving student achievement and increasing the number of students who achieve top bands in the HSC. Each Faculty KLA HSC analysis was presented to the Executive and made available to all teachers. New teachers attended workshops as did teachers needing a refresher. RAP analysis allowed teachers to target particular syllabus content areas as well as exam type questions. The analysis conducted of each course required a targeted focus on identifying student strengths as well as areas requiring further development with each course outlining clear goals and initiatives required for improvement. Course outcomes were evaluated against similar schools and state averages, articulating which course results required either improvement or a targeted subject selection processes for students.

Additionally, 27 teachers attended HSC professional learning on a broad range of subjects offered by the Department In Term 4. This involved high impact, evidence based professional learning focused on improving student achievement and increasing the number of students achieving in the top two bands.

Resultant student HSC outcomes were outstanding with the school receiving the best results in its history with significant improvement in the top 2 Bands(152) and a significant reduction of students in the the bottom 2 bands.

In 2022 additional teachers will attend the HSC professional learning workshops and all HSC teachers will have the opportunity to attend additional workshops each term. The school will further engage the services of *Educonsulting* to evaluate the HSC results of specific subjects with individual KLAs and provide recommendations regarding future subject choices. This will allow teachers to adjust their teaching and the school to fine tune subject selection processes.

Notes

With a deepening teacher understanding and competence in the use of data analysis we are seeing a stronger use of data to inform teaching and learning. The next key area of professional learning will focus on strategies from *Visible Learning* (SDD2) in each lesson to make explicit to students what is required for growth and attainment. Stronger school structures that focus on student growth and attainment will continue to be implemented including having the LaSTs and Covid Tutors work with identified students on system negotiated targeted programs and using student data to direct priorities.

Teacher professional learning sessions during 2021 needed to be adapted to include online teaching requirements.

Attendance data is also indicative of the challenges of a significant proportion of students who did not adapt well to online learning despite the many wellbeing measures put in place by the school to support attendance and engagement.

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
Numeracy: Improvement in the percentage of Year 9 students in the top 2 bands of NAPLAN Numeracy to be above the school's system negotiated target baseline of 18.1%.	Numeracy: 16% of Year 9 students achieved in the top two Bands in NAPLAN. This is 2.1% below the baseline target. Literacy: 14.3% of Year 9 students achieved in the top two bands in Reading in NAPLAN. This is 1.5% above the baseline target.

<p>Literacy: Improvement in the percentage of Year 9 students in the top 2 bands of NAPLAN Reading be above the school's system negotiated target baseline of 12.8%</p>	
<p>Numeracy: Improvement in the percentage of Year 9 students in NAPLAN Numeracy achieving expected growth to be above the system negotiated target baseline of 64.5%.</p> <p>Literacy: Improvement in the percentage of Year 9 students in NAPLAN Reading achieving expected growth in Reading to be above the system negotiated target baseline in reading of 62.1%</p>	<p>Numeracy: 47% of Year 9 students achieved expected growth in NAPLAN. This is 17.5% less than the baseline target.</p> <p>Literacy: 43% of Year 9 students achieved expected growth in NAPLAN. This is 19.1% less than the baseline target.</p>
<p>HSC</p> <p>Improvement in the percentage of HSC course results in top 2 bands from 27.7% baseline trending towards the lower bound target 30.4%.</p> <p>Improvement in the percentage of HSC course results in top 3 bands from 58% baseline trending towards the lower bound target 60.2%.</p>	<p>HSC top 2 bands: 34.7 students achieved results in the top 2 bands. This exceeded the baseline target by 7% and exceeded the lower bound target by 4.3%.</p> <p>HSC top 3 bands: 66.7 students achieved results in the top 3 bands. This exceeded the baseline target by 8.7% and exceeded the lower bound target by 6.5%.</p>
<p>Attendance</p> <p>Increase the proportion of students whose attendance at school is 90% or greater from a 2020 baseline of 59.7% to 63.5% by 2024.</p>	<p>Attendance: 55.8% of students attended school for 90% of the time. This is 3.9% less than the baseline target.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers are supported in creating challenging and engaging high quality lessons that meet the needs of all students and extend gifted and talented students. Assessment explicitly supports visible learning with teachers collaborating effectively to ensure students achieve personal excellence.

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.

- Extending High Potential and Gifted Students
- Assessment to Support Learning
- Visible Learning

Resources allocated to this strategic direction

Socio-economic background: \$208,161.00

Summary of progress

1. EXTENDING HIGH POTENTIAL AND GIFTED STUDENTS

A continued focus on building teacher capacity so they can meet the needs of HPGE students has seen our Selective and Enrichment students engage in learning that is appropriately challenging. Acceleration programs continue to provide opportunities for students to work beyond their cohort, with acceleration programs in place for Mathematics and Chemistry. These strategies have resulted in a high level of retention within our selective stream, with a junior retention rate of 98%. HSC results will inform our progress towards the measure of expected growth between NAPLAN and HSC results.

The HPGE policy review by the HPGE team was postponed to 2022 due to Covid.

The Acceleration Policy and Procedures for Mathematics have been completed.

All new temporary and permanent teachers to the school have received training in catering for the needs of High Potential and Gifted students by completing the GERRIC Mini COGE Certificate.

2. ASSESSMENT TO SUPPORT LEARNING

The process of improving assessment practices commenced with an evaluation of assessment practices where DP's reviewed their faculty's practices and shared their findings with the faculty. This process was paused due to the extensive learning from home period undertaken where formal assessments were replaced with Common Graded Tasks until the end of the year.

Faculties completed an evaluation of their current assessment tasks term 1, 2021. This evaluation focussed on:

- * modes of formal assessment used in junior year groups
- * inclusion of formative assessment strategies.
- * practices to ensure consistent and comparable judgements are made
- * percentage of submission rates for junior years

During the period of learning from home, formal assessments were replaced with Common Graded Tasks. These tasks saw faculties create assessments that achievable based on no more than two outcomes with the facility for student self assessment. Where appropriate faculties included model responses for A-E grades with the notification. Tasks were compact, achievable and focussed on informing students, parents and teachers of learning progress.

AGHS Assessment and reporting policy is in progress as a result of the assessment evaluation with publication due early

3. VISIBLE LEARNING

Our Visible Learning School Capability Assessment provided insight into the learning culture at AGHS. . This information was extensively evaluated with the Executive gaining a clear understanding of the feedback provided by teachers. This assessment described that although students had access to assessment criteria and results, there was limited evidence that students are currently taught to be assessment capable. There are pockets across the school where students are being empowered in their ability to improve their attainment. Visible Learning experienced significant interruptions during the period of Learning from Home. This impacted the capacity for us to evaluate learning tasks and the students ability to understand their role in learning progress. The remainder of the program was been postponed to term 1 2022 due to Covid-19 however will continue in 2022.

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
<p>65% of High Potential and Gifted students meet expected growth between Year 9 NAPLAN/Check-In and HSC results.</p> <p>85% retention of Selective Students.</p> <p>96% of Selective and Enrichment students gain University places.</p>	<p>A continued focus on building teacher capacity so they can meet the needs of HPGE students has seen our Selective and Enrichment students engage in learning that is appropriately challenging. Acceleration programs continue to provide opportunities for students to work beyond their cohort, with acceleration programs in place for Mathematics and Chemistry. These strategies have resulted in a high level of retention within our selective stream, with a junior retention rate of 98%. HSC results in December will inform our progress towards the measure of expected growth between NAPLAN and HSC results.</p>
<p>5% improvement in the submission rates of assessment tasks in Stages 4 and 5.</p> <p>AGHS develops an agreed timeframe in line with assessment and reporting policy.</p> <p>Proforma created for all programs to include mandatory cross-curricular priorities and regular formative assessment.</p> <p>Faculties complete an evaluation of their current assessment tasks and modes of delivery.</p>	<p>Faculties completed an evaluation of their current assessment tasks term 1, 2021. This evaluation focussed on:</p> <ul style="list-style-type: none"> * modes of formal assessment used in junior year groups * inclusion of formative assessment strategies * practices to ensure consistent and comparable judgements are made * percentage of submission rates for junior years <p>During the period of learning from home, formal assessments were replaced with Common Graded Tasks. These tasks saw faculties create assessments that achievable based on no more than two outcomes with the facility for student self assessment. Where appropriate faculties included model responses for A-E grades with the notification. Tasks were compact, achievable and focussed on informing students, parents and teachers of learning progress.</p> <p>AGHS Assessment and reporting policy is in progress as a result of the assessment evaluation with publication due early 2022.</p>
<p>20% of students are confident in understanding their role in their learning and how to improve their attainment.</p> <p>20% of learning tasks are answerable, transparent & clear. Tasks are modelled as needed, lesson activities and learning intentions are obvious.</p>	<p>Visible Learning experienced significant interruptions during the period of Learning from Home. This impacted the capacity for us to evaluate learning tasks and the students ability to understand their role in learning progress.</p> <p>Our Visible Learning School Capability Assessment provided insight into the learning culture at AGHS. This assessment described that although students had access to assessment criteria and results, there was limited evidence that students are currently taught to be assessment capable. There are pockets across the school where students are being empowered in their ability to improve their attainment.</p>

Purpose

The school enables a self-sustaining and self-improving community through positive collaborations and enhanced educational leadership initiatives. These include a student/parent combined learning program focusing on Literacy and Numeracy; promotion of positive school spirit and improved teacher capacity with educational leadership opportunities.

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.

- Community Engagement - Fair Education Project
- Learning Culture - School Spirit
- Performance Management and Development

Resources allocated to this strategic direction

Socio-economic background: \$210,823.00

Professional learning: \$74,860.00

Summary of progress

Community Engagement

The Fair Education Project has been initiated with the targeted Year 8 students. Staff have been trained in Quick Smart and parents of targeted students have been extensively consulted. Due to Covid-19 Learning from Home, the Fair Education Project was put on hold in Term 3 as a result the students have not been post-tested. The Fair Education Project will recommence in 2022.

School Spirit

The new whole school student leaderships teams roles and responsibilities have been shared with teachers and student leaders. The new roles were implemented from Term 1. Additionally the Year 11 Peer Mediation Team was established, trained and began mediation sessions with Years 7-10. Workshops were conducted with students to refine the SRC policy in Term 4.

During the Covid learning from home period a Positive Education weekly newsletter for students and staff was enthusiastically received by all members of the school community. The success of this newsletter is evidenced by extensive positive feedback and an outstanding level of contribution.

Educational Leadership

The Executive Team Coaching Program was introduced in Semester 1 and was well received, implementation was completed in Term 4 with feedback from the Executive revealing they felt far more empowered in the use the Powerful Conversations Framework and Tools to conduct genuine two-way dialogue, build trust, connections and relationships with their staff.

Teachers interested in Highly Accomplished Accreditation attended information sessions, workshops and undertook research on the requirements. These staff were supported by the Head Teacher Teaching and Learning (Literacy) and have engaged in both professional development and professional learning networks. For most of the staff undertaking this process, they have spent 2021 planning as both the Covid-19 Learning From Home period and the anticipation of updated requirements from NESA have impacted their progress. In 2022, these staff will continue to work towards this level of proficiency and other teachers may self-identify or be identified to begin the process. Moving forward the group of aspiring teachers will begin the process as soon as the new HALTs Policy is approved by the Minister in 2022.

The Positive Education team have developed a school website for teachers to access lesson resources which have been differentiated into three levels for 2021/2. These groups were Year 7, Year 8 and Year 9 as well as Years 10-12. These lessons have a centralised theme for the week, but the content and activities associated were adjusted to suit students at varied stages of high school. Anecdotal feedback from staff and students is that these lessons being differentiated improved the engagement of students with the ideals of the PERMAH model adopted at AGHS. In order to further engage students and build stronger relationships between students and their Year Advisers in 2022, Positive Education will be delivered by Year Advisers and will be directly tailored to each cohort's needs. Year Advisers will also be able to differentiate the lessons further so that there is engagement across the spectrum of abilities.

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
Increase post Progressive Achievement Test (PAT) results for targeted Year 8 students by 3% from the pre test.	Due to Covid-19 Learning from Home, the Fair Education project was put on hold as a result the students have not been post-tested. The Fair Education project will recommence in 2022 and it is hoped that these targets will be met or exceeded.
<p>Increase the positive sense of belonging of students from 73% in the 2020 survey results from the Tell Them From Me (TTFM) survey to 76% by 2022.</p> <p>Increase student's sense of school pride from 49% as reported in the School's 2020 What Works Well student survey to over 52% of students having a sense of school pride by 2021.</p> <p>Decrease the incidence of bullying particularly in middle schooling from 26% from the 2020 TTFM survey to 25% in 2021.</p>	<p>Due to the Covid-19 Learning from Home, Auburn Girls High School did not participate in Snapshot 2 of the Tell Them From Me Survey or the What Works Well student survey. Progress with regards to positive belonging of students, student pride and incidents of bullying will be evaluated in 2022 once students complete the surveys.</p>
<p>All Head Teachers and aspiring leaders have started a coaching program.</p> <p>Aspiring teachers undertake research and workshops to research the Highly Accomplished Teacher accreditation.</p>	<p>The whole Executive has completed a Developing Education Leaders Coaching program run by BTS Sparks. This program involved a whole day workshop where members of the executive learned about different strategies to facilitate and direct powerful and meaningful conversations. The second part of the coaching process was two half day workshops about group coaching. These workshops were practical and allowed for development of a common language around conversations and provided opportunities for members to practice their new skills.</p> <p>Seven teachers identified themselves as wishing to attain the Highly Accomplished Teacher status and have begun to undertake this process. These staff are supported by the Head Teacher Teaching and Learning (Literacy) and have engaged in both professional development and professional learning networks. For most of the staff undertaking this process, they have spent 2021 planning as both the Covid-19 Learning From Home period and the anticipation of updated requirements from NESA have impacted their progress. In 2022, these staff will continue to work towards this level of proficiency and other teachers may self-identify or be identified to begin the process.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$47,415.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Auburn Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Improved student learning and well-being outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: A continuation of this program with targeted students.</p>
<p>Refugee Student Support</p> <p>\$13,261.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Students were supported with targeted SLSSO assistance, laptops, financial assistance for uniform, stationary, Zoom excursions and subject fees. <p>The allocation of this funding has resulted in: Students are supported with learning support and requirements essential for their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support for targeted students.</p>
<p>Socio-economic background</p> <p>\$1,788,783.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Auburn Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement - Fair Education Project • Explicit Teaching • Data Driven Practices • Visible Learning • Extending High Potential and Gifted Students • Assessment to Support Learning • Learning Culture - School Spirit • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 3 additional teachers appointed • meeting times timetabled for Year 7 teacher teams to met weekly • 2 Head Teachers including a HT Administration and HT Teaching and

<p>Socio-economic background</p> <p>\$1,788,783.00</p>	<p>Learning continued to be appointed</p> <ul style="list-style-type: none"> • a third Deputy Principal was permanently appointed • a Community Partnership Officer continued to be appointed • ongoing fortnightly Professional Learning for teams of teachers in numeracy and literacy <p>The allocation of this funding has resulted in:</p> <p>* 3 additional teachers appointed allowed for additional classes in Years 7-10; additional courses for Years 11 and 12 and; an increased number of elective options in Years 9-10.</p> <p>* Meeting times timetabled for Year 7 Teacher Teams allowed teachers to meet weekly to collaborate and reflect on student literacy and numeracy data, teaching practice and student progress.</p> <p>* 2 Stage Head Teachers including a HT Administration and HT Teaching and Learning continued to be appointed facilitated an increased range of gifted and talented opportunities, band program, cross curricula and extension activities and links with universities.</p> <p>* A third Deputy Principal being permanently appointed facilitated continuity and allowed each of the 3 DPs to manage two cohorts facilitating each DP to engage in increased proactive well-being and discipline programs, improving transition from primary to high school for students and greater parental communication/engagement.</p> <p>* Appointing a Community Partnership Officer facilitated greater engagement and involvement of parents in their daughters' learning and improved advocacy/partnerships for the school within the local community.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the appointment of these positions and use feedback to inform our programs.</p>
<p>Aboriginal background</p> <p>\$2,105.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Auburn 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> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The students have a Personal learning plan (PLP) and were supported by the Special Ed Unit Subject fees and uniform were financed as needed. <p>The allocation of this funding has resulted in: Students are supported with support and requirements essential for their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support for targeted students.</p>
<p>English language proficiency</p> <p>\$258,022.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Auburn Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>English language proficiency</p> <p>\$258,022.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO staff to support delivery of targeted initiatives 1.8 EALD teachers appointed as part of our English language proficiency entitlement • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Students are supported with learning support and requirements essential for their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued learning support for targeted students.</p>
<p>Low level adjustment for disability</p> <p>\$431,872.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Auburn Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. Additionally, 2.7 teachers were funded from our staffing entitlement. <p>The allocation of this funding has resulted in: Targeted students are more settled and enjoy greater engagement with their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To use feedback and data to refine our practices and continue to employ SLSOs and additional Learning Support Teachers to support target students.</p>
<p>COVID ILSP</p> <p>\$511,332.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy and numeracy • Development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Improved literacy and numeracy outcomes and greater engagement of targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of this program in 2022 and use of feedback from all stakeholders to refine programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	800	776	784	850

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.1	92.8	91.2	90.9
8	89.4	91.6	88.2	88.5
9	87.5	90.1	90.9	85.6
10	85.9	88.9	86.8	85.4
11	90	91	89.8	87.9
12	91.2	91.8	89.7	83.5
All Years	89.3	91	89.4	87.2
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

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	3
Employment	0	0	15
TAFE entry	0	2	11
University Entry	0	0	62
Other	2	4	3
Unknown	0	0	7

2021 was a challenging year for our students, with considerable anxiety and stress (both emotional and financial) because of ongoing COVID restrictions and lockdowns. For this reason, a higher percentage than previous years have elected to take up employment options rather than participate in further education and training directly after Year 12.

Despite the challenges, our HSC results continued their upward trend, and our partner universities provided considerable security with a larger number of early offers based on Year 11 results. This alleviated exam stress and helped the students to perform to the best of their capabilities.

- In total, 74% of the total cohort moved on to further education and training (university, TAFE or other)
- 90% of our ATAR eligible students gained entry to university, with only 9% of these being a Diploma or Foundation pathway program.
- 84% of students achieved an offer for their first preference
- 78% of students gained multiple offers
- WSU continues to be our highest enrolling university, followed by MQU, ACU and UTS. UNSW and USYD were joined by UOW and ND to make up the rest of the enrolments.
- Psychology and Nursing courses have seen a rise in enrolments - possibly due to increased awareness through the challenges of COVID
- Criminology and Law degrees are also showing an increase.
- STEM courses continue to be popular, along with Business and Commerce.

Year 12 students undertaking vocational or trade training

39.20% of Year 12 students at Auburn Girls High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.5% of all Year 12 students at Auburn 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)	10
Classroom Teacher(s)	45.5
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	13.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	917,599
Revenue	12,068,535
Appropriation	11,915,648
Sale of Goods and Services	53,133
Grants and contributions	86,265
Investment income	511
Other revenue	12,978
Expenses	-11,656,300
Employee related	-10,433,081
Operating expenses	-1,223,219
Surplus / deficit for the year	412,236
Closing Balance	1,329,835

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 SBAR Adjustments (\$)
Targeted Total	60,676
Equity Total	1,991,999
Equity - Aboriginal	2,105
Equity - Socio-economic	1,300,000
Equity - Language	258,022
Equity - Disability	431,871
Base Total	8,707,622
Base - Per Capita	201,414
Base - Location	0
Base - Other	8,506,208
Other Total	446,168
Grand Total	11,206,465

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

School performance - NAPLAN

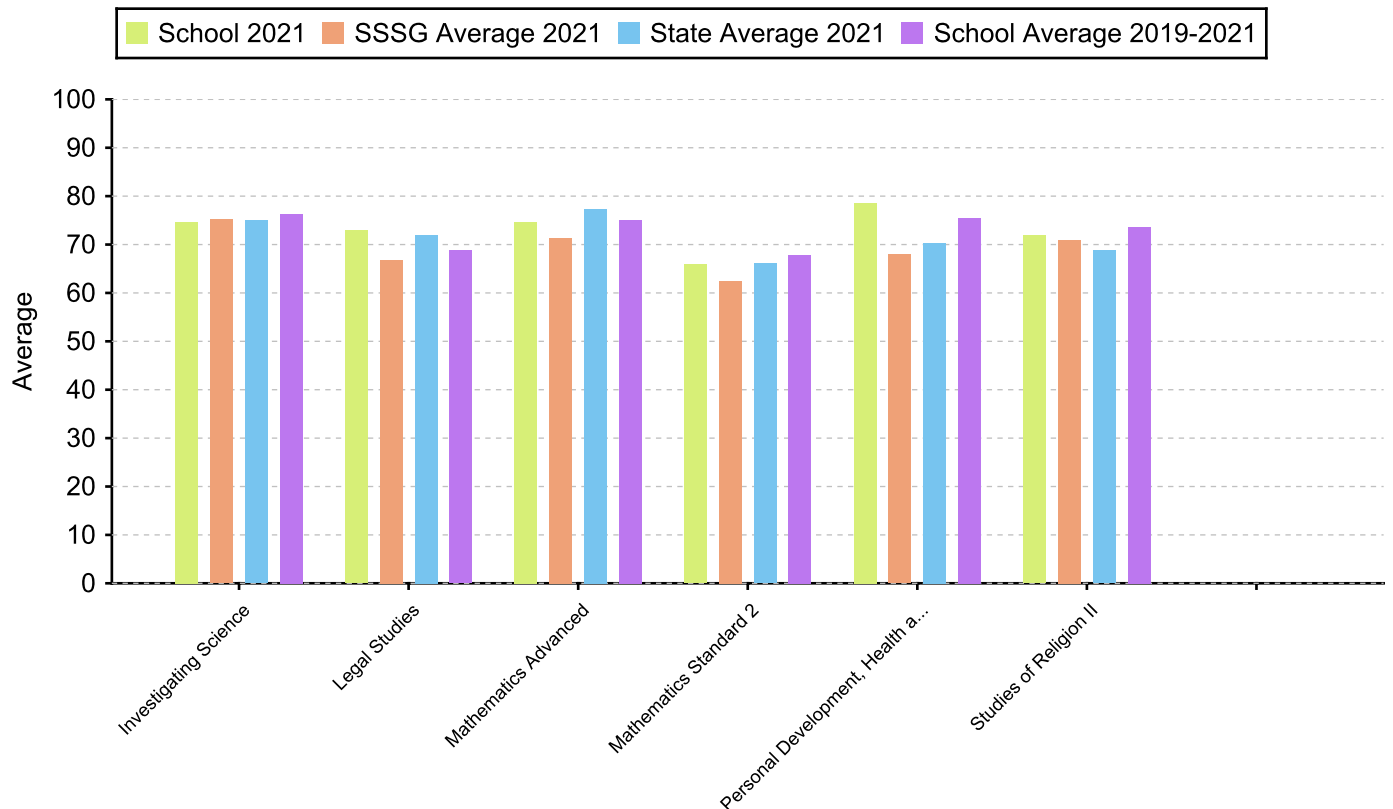
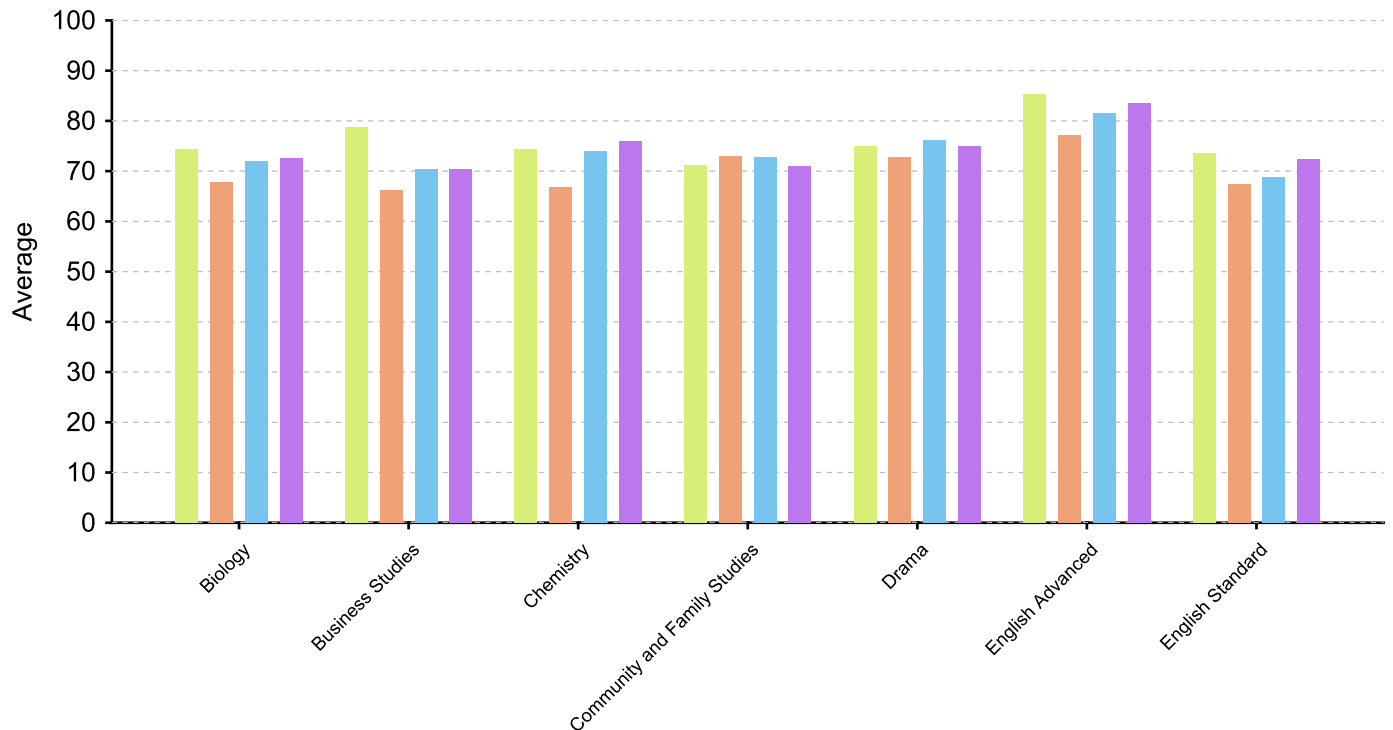
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	74.3	67.7	71.9	72.7
Business Studies	78.7	66.1	70.4	70.4
Chemistry	74.3	66.8	74.1	75.9
Community and Family Studies	71.2	73.1	72.7	71.1
Drama	75.0	72.9	76.1	75.0
English Advanced	85.4	77.1	81.4	83.6
English Standard	73.5	67.5	68.8	72.4
Investigating Science	74.6	75.2	74.9	76.3
Legal Studies	72.9	66.8	72.0	68.7
Mathematics Advanced	74.7	71.4	77.4	75.1
Mathematics Standard 2	65.9	62.4	66.1	67.9
Personal Development, Health and Physical Education	78.6	67.9	70.3	75.5
Studies of Religion II	71.9	70.9	68.8	73.7

Parent/caregiver, student, teacher satisfaction

Parent Survey: Due to Covid-19 the Tell Them From Me Survey(TTFM) was not conducted with parents in 2021.

During the Covid lockdown, extensive parental contact and support was provided by the school including the following:

- the school's Administration Officers and Student Learning Support Officers made 4736 phone calls to parents and or to students to discuss individual student's engagement in their learning. This is in addition to classroom teachers and Executive contact.
- 90 laptops were issued to students who did not have a computer at home
- 30 dongles were given to students who did not have internet connection
- 47 care packs were delivered home to disadvantage students in partnership with charity organisations
- 27 families who were infected by COVID-19 and informed the school were supported by regular phone calls by AGHS Partnership Officer. Parents felt valued by the school, supported, being advised where to seek help and put at ease having the virus but encouraged to seek help and get immunised.
- All Year 11 and 12 students were issued with a Care Pack from the school.
- Years 7 to 10 students who were active learners during the period of home learning were acknowledged with much valued prizes consisting of stationery.

Staff Survey: Due to Covid-19 the Tell Them From Me Survey(TTFM) was not conducted with staff in 2021.

TTFM Student Survey

610 students completed the survey with results as follows:

- 67% of students identified as having a high sense of belonging. They feel accepted and valued by others at the school. This figure is 1% above NSW schools norm.
- 90% of students have identified that they feel they display positive behaviour in school and that they do not engage in disruptive or inappropriate behaviour. This figure is 3% above NSW schools norm.
- 64% of students understand there are clear rules and expectations for classroom behaviour. This figure is 8% above NSW schools norm.
- 77% of students feel staff emphasise academic skills and hold high expectations for all students to succeed. This figure is 7% above NSW schools norm.
- 65% of students feel classroom instruction is well organised with a clear purpose and with immediate feedback that helps them learn. This figure is 1% above NSW schools norm.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

Multicultural Education Policy

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.