

# 2021 Annual Report

## Bankstown Girls High School



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## Introduction

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

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

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## School vision

At BGHS we believe that transformational education is at the core of literate, numerate and creative learners who are resilient and have a strong sense of belonging. The provision for this will be delivered through dynamic, collaborative, expert staff who constantly strive for excellence.

## School context

Bankstown Girls High School is a comprehensive secondary school established in 1960, located in Sydney's South West. The student population of 520 girls is drawn from diverse cultural, religious and socio-economic backgrounds. While 98% of students have a non-English speaking background, 30% require some level of EAL/D (English as an additional language or dialect) support. Students participate in a wide range of learning experiences focusing on design thinking and inquiry based learning in the pursuit of academic improvement and excellence.

The school's teaching staff are highly experienced and committed to a focused approach to school excellence. The staffing entitlement in 2021 was 48 teaching staff and 8 non-teaching staff. The executive staff has been consistent with extensive leadership experience. Early career teachers make up 25% of our staff.

The school flourishes under the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with local primary schools, universities, cultural institutions, businesses and community groups. Students represent the school across the metropolitan area in music and a wide range of sporting activities, with regional representation.

Through our situational analysis, we have identified areas for future focus including evidence based practice, structured and integrated wellbeing frameworks and the strengthening of school - community conduits.

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.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in the process will be essential for success.

This plan was developed in consultation with the whole school community.



## 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	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling



## Strategic Direction 1: Student growth and attainment

### Purpose

Improve student learning outcomes in literacy, numeracy and Higher School Certificate.

### Initiatives

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

- Reading
- Numeracy
- Higher School Certificate

### Resources allocated to this strategic direction

**Socio-economic background:** \$374,354.00

**School support allocation (principal support):** \$5,000.00

**Integration funding support:** \$26,106.00

### Summary of progress

The enablers that were evidenced in 2021 under the dedicated initiatives were a whole school data driven, evidenced approach to Reading and Numeracy. Pre data analysis determined a holistic approach to identifying both strengths and weaknesses in Reading and Numeracy. Faculties mapped the progressions against their content and delivered bespoke lessons to address the learning needs of all students. Professional learning built capacity and confidence in staff from understanding and analysing internal and external data to inform practice. The enablers for the HSC initiative included, but were not limited to timetabled Senior Studies periods, HSC Masterclasses, Checkpoint and monitoring structures, external online programs like Edrolo and quality explicit teaching along with a supportive wellbeing framework. The significant barrier to achieving the full scope of positive outcomes across all three initiatives was the Covid-19 Lockdown. The next steps are to continue the professional learning of staff to increase confidence in delivery, maintain the holistic and collaborative approach to Literacy and Numeracy in context as well as maintain the strategies and structures currently embedded for HSC success.

### 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
Reading Uplift of 2% of students achieving in the top 2 bands in NAPLAN Reading.	Due to no comparative NAPLAN data in 2020 comparisons were made to the 2019 data which saw no significant uplift in the top two bands for Reading.
<b>Numeracy</b> Uplift of 2% of students achieving in the top 2 bands in NAPLAN Numeracy	Due to no comparative NAPLAN data in 2020 comparisons were made to the 2019 data which saw an uplift of 3% in the top two Numeracy bands.
Expected growth Increase 1% uplift from 2020 results of students achieving expected growth bands in NAPLAN reading.	Expected growth of 1% was not met in Literacy 2021 from the projected 2020 data.
Expected growth Increase 1% uplift from 2020 results of students achieving expected growth bands in NAPLAN numeracy	Numeracy exceeded the 1% uplift of student expected growth by 3%.

<b>Higher School Certificate</b>  Increase 2% uplift from 2020 results of students achieving top 2 band in HSC	In 2021 Bankstown Girls High School achieved the target of an increased 2% uplift from 2020 results in students achieving top two bands in the HSC.
<b>Higher School Certificate</b>  100% of students meeting minimum standards	100% of students in the 2021 HSC cohort met minimum standards
Improved student outcomes as measured by internal school data.	School staff working towards a whole school approach to collecting valid internal data that can be shared across all faculties in order to identify student need. This process was significantly impacted by COVID disruptions.



## Strategic Direction 2: Engaged Learners

### Purpose

To create a connected community of engaged learners that will enhance student wellbeing and a sense of belonging.

### 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.

- Wellbeing Systems and Processes
- Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$1,402.00

**Socio-economic background:** \$5,000.00

**Refugee Student Support:** \$1,846.00

**Professional learning:** \$15,000.00

**Flexible Funding for Wellbeing Services:** \$25,000.00

### Summary of progress

One of the major enablers during the Covid-19 Lockdown period was a targeted approach to enhancing wellbeing whilst students were working from home. This approach took the form of ensuring every student had access to a device and appropriate technology, daily phone calls, morning check-ins, Wellbeing Wednesday activities, whole school and year meeting zoom assemblies/meetings, teacher/student emails and counsellor support. The barriers experienced during this period were the disengagement and difficulties with online learning as well as the Mental Health escalation. Increased covid positive cases amongst families compounded the disruption to learning. The next steps to maintaining a strong wellbeing system and improved attendance will be to review and strengthen the current systems that are in place which include fortnightly attendance meetings, phone calls home and ongoing support service communication and interventions. Another strategy to improving a sense of engagement and belonging is the creation of a new whole school house system.

### 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>Attendance</b>  An increase 2% uplift of students improving attendance  Establish baseline using internal data	This target was not achieved in 2021 due to COVID disruptions. Bankstown Girls High School was in a LGA that experienced prolonged lockdowns and significant disruption to daily attendance.
<b>Wellbeing</b>  Increased 1% of students demonstrate positive wellbeing.  Establish baseline using internal data	The Tell Them from Me survey 2020 indicated that 63% of students felt a strong sense of belonging. These students felt accepted and valued by their peers and by others at the school. Using this information as baseline data, it was noted that in 2020 64% of students articulated the same strong sense of belonging, suggesting that the target of 1% improvement in student well being was achieved.

### Strategic Direction 3: Teaching excellence

#### Purpose

To drive improved student learning outcomes through transformative educational practices.

#### 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.

- Teaching Excellence through Assessment & Feedback
- Teacher Excellence through Innovation
- Collaborative Practice

#### Resources allocated to this strategic direction

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

**Per capita:** \$132,000.00

#### Summary of progress

The enablers for working towards achieving the initiatives in Strategic Direction 3 included the collaboration of staff working cross curricular and the resilience in working towards a shared understanding and commitment towards making improvements in areas of Feedback, Assessment and Innovative Teaching. Teachers were able to adapt to the changes imposed by COVID and learning from home to provide quality learning and assessment for all students.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
2021 Improvement measure  Establish an understanding of current practices and understanding of feedback.  Develop a working framework to address staff confidence with the nature and scope of effective feedback.  Establish how it can be used to improve student learning outcomes.	This target was not fully achieved due to COVID disruptions. Staff shared current practice of feedback and an introduction to what constitutes effective feedback. Based on a survey of staff, areas of improvement were identified that can be developed into a consistent whole school approach to improve student feedback.
2021 Improvement measure  All staff have access to SCOUT.  Internal and external data is used to develop an understanding of student needs.  Develop effective strategies to interrogate HSC data and plan for using this analysis to provide tailored and appropriate learning activities.	All staff have access to SCOUT and staff began to collectively gather an analysis of HSC data which was shared within the faculty and was presented at executive meetings. Staff also accessed RAP data to refine their understanding of student achievement and identify areas of need.  Staff were using internal data through pre and post testing to identify student need and tailor Teaching and Learning programs accordingly.

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2021 Improvement measure  Develop STEAM programs and a literacy tool  Organise STEAM showcase	All faculties implemented STEaM programs in Years 7-10 in a limited capacity due to COVID disruptions including prolonged lockdowns. This prevented the opportunity to present a STEaM showcase. Heming ...Way Literacy website was developed and made available to staff as a collection of assessment strategies that can be implemented in Teaching and Learning Programs.



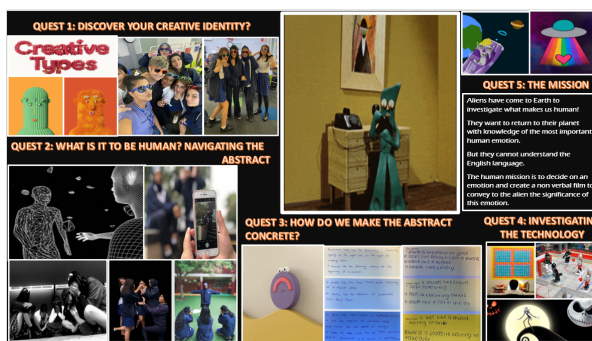
Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,846.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</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 additional staff for targeted student support</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> <li>• engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning and wellbeing outcomes for refugee students. The students feel well supported and demonstrate consistent engagement in all classroom activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to strengthen the refugee orientation program as well as build capacity and knowledge in staff to best meet the needs of refugee students.</p>
<p>Integration funding support</p> <p>\$26,106.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bankstown Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning outcomes for students with additional learning needs as a result of the intensive learning and behaviour support offered across all KLAS. Students now have comprehensive PLSPs which are used by teaching staff to monitor, regulate and measure progress of students with additional learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To facilitate opportunities for staff to make the required levels of adjustments for students with additional learning needs. Offer PL opportunities to build capacity in staff to better understand the range of need and how to best support these students.</p>
<p>Socio-economic background</p> <p>\$491,472.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bankstown 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</b></p>

<p>Socio-economic background</p> <p>\$491,472.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Higher School Certificate</li> <li>• Numeracy</li> <li>• Reading</li> <li>• Wellbeing Systems and Processes</li> <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>• professional development of staff through literacy and numeracy program to support student learning</li> <li>• employment of additional staff to support Senior Studies program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning and wellbeing outcomes for students. Improved understanding and delivery of literacy and numeracy strategies across the curriculum. Equitable distribution of resources to support the ongoing needs of the student body.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to implement, evaluate and develop the current strategies in order to provide the greatest opportunities for all students at BGHS.</p>
<p>Aboriginal background</p> <p>\$1,402.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bankstown 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><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>• Wellbeing Systems and Processes</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>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school has engaged local aboriginal elders to work with the student leadership team to write an acknowledgement to country particular to Bankstown Girls High School as well as investigating the establishment of a yarn circle and native garden.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to develop a partnership with the local Aboriginal elders to strengthen relationships and cultural understanding among the student body.</p>
<p>English language proficiency</p> <p>\$52,105.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bankstown 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</b></p>

<p>English language proficiency</p> <p>\$52,105.20</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Greater accessibility to EAL/D support for students. Increased capacity to team teach with mainstream teachers and model best practice of EAL/D delivery. Improved learning outcomes for EAL/D students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide the maximum level of support required to improve learning outcomes for EAL/D students through the additional provision of teaching staff. Continue to provide PL to mainstream staff in EAL/D strategies.</p>
<p>Low level adjustment for disability</p> <p>\$68,100.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bankstown 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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of 2 SLSOs to support targeted students with additional learning needs across all KLAs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to fund the SLSO program in order to best cater for students with additional learning needs.</p>
<p>Professional learning</p> <p>\$20,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bankstown 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>• Engagement</li> <li>• Teaching Excellence through Assessment &amp; Feedback</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>• Whole staff engaged in a range of PL activities which were delivered predominantly online due to COVID restrictions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In summary, staff participated in 403 PL events with 77% being school based events and 33% delivered by external providers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> PL funds will continue to be used to target priority areas identified in the school plan</p>

<p>School support allocation (principal support)</p> <p>\$5,000.00</p>	<p>School support allocation funding is provided to support the principal at Bankstown Girls High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Funds were allocated to supplement the role of Business Manager(0.2)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of SAM for 2 days per week to fulfill the role of Business Manager</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consolidation of the Business Manager role and activities</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$25,000.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Bankstown 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>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data</li> <li>• delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students developing a strong sense of wellbeing through a systematic, structured wellbeing program supported internally by a strong wellbeing team and externally by agencies and wellbeing services.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to review existing school based wellbeing programs as well as explore external agencies and services in order to best meet the wellbeing needs of the students at Bankstown Girls High School.</p>
<p>COVID ILSP</p> <p>\$466,939.12</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>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of literacy and numeracy tutors who run small group tutorials in order to improve literacy and numeracy outcomes.</p>

<p>COVID ILSP</p> <p>\$466,939.12</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to deliver this program in a comprehensive and systematic manner.</p>
<p>Per capita</p> <p>\$132,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bankstown 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>• Teacher Excellence through Innovation</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Establishment of specialist rooms to cater for innovative teaching and learning programs</li> <li>• Establishment of school cafe to support Stage 6 VET courses</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved facilities to cater for the diverse learning needs of students in meeting the requirements of innovative practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Establish outdoor learning spaces and provide current resources to meet the requirements of the innovative practice that is embedded across all KLAS.</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	547	553	550	525

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.4	85.9	91.6	89.4
8	85.3	82.1	83.8	85.4
9	87.3	84.1	85.7	80.3
10	84.3	82.4	86	75.1
11	82.5	82.4	86.8	80.9
12	87.6	85.3	82.8	77.5
All Years	85.7	83.7	86.2	81.4
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	1.2
Employment	0	0	9.8
TAFE entry	1.21	6	12.3
University Entry	0	0	54
Other	9.7	7	14.8
Unknown	0	0	7.4

### Year 12 students undertaking vocational or trade training

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31.52% of Year 12 students at Bankstown Girls High School undertook vocational education and training in 2021.

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

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93.9% of all Year 12 students at Bankstown 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)	7
Classroom Teacher(s)	31.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	8.08
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	914,556
<b>Revenue</b>	8,772,988
Appropriation	8,614,404
Sale of Goods and Services	40,048
Grants and contributions	63,647
Investment income	576
Other revenue	54,314
<b>Expenses</b>	-8,597,503
Employee related	-7,706,889
Operating expenses	-890,614
<b>Surplus / deficit for the year</b>	175,485
<b>Closing Balance</b>	1,090,041

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>	27,952
<b>Equity Total</b>	1,556,758
Equity - Aboriginal	1,402
Equity - Socio-economic	999,546
Equity - Language	276,342
Equity - Disability	279,467
<b>Base Total</b>	5,945,258
Base - Per Capita	135,584
Base - Location	0
Base - Other	5,809,674
<b>Other Total</b>	397,221
<b>Grand Total</b>	7,927,189

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

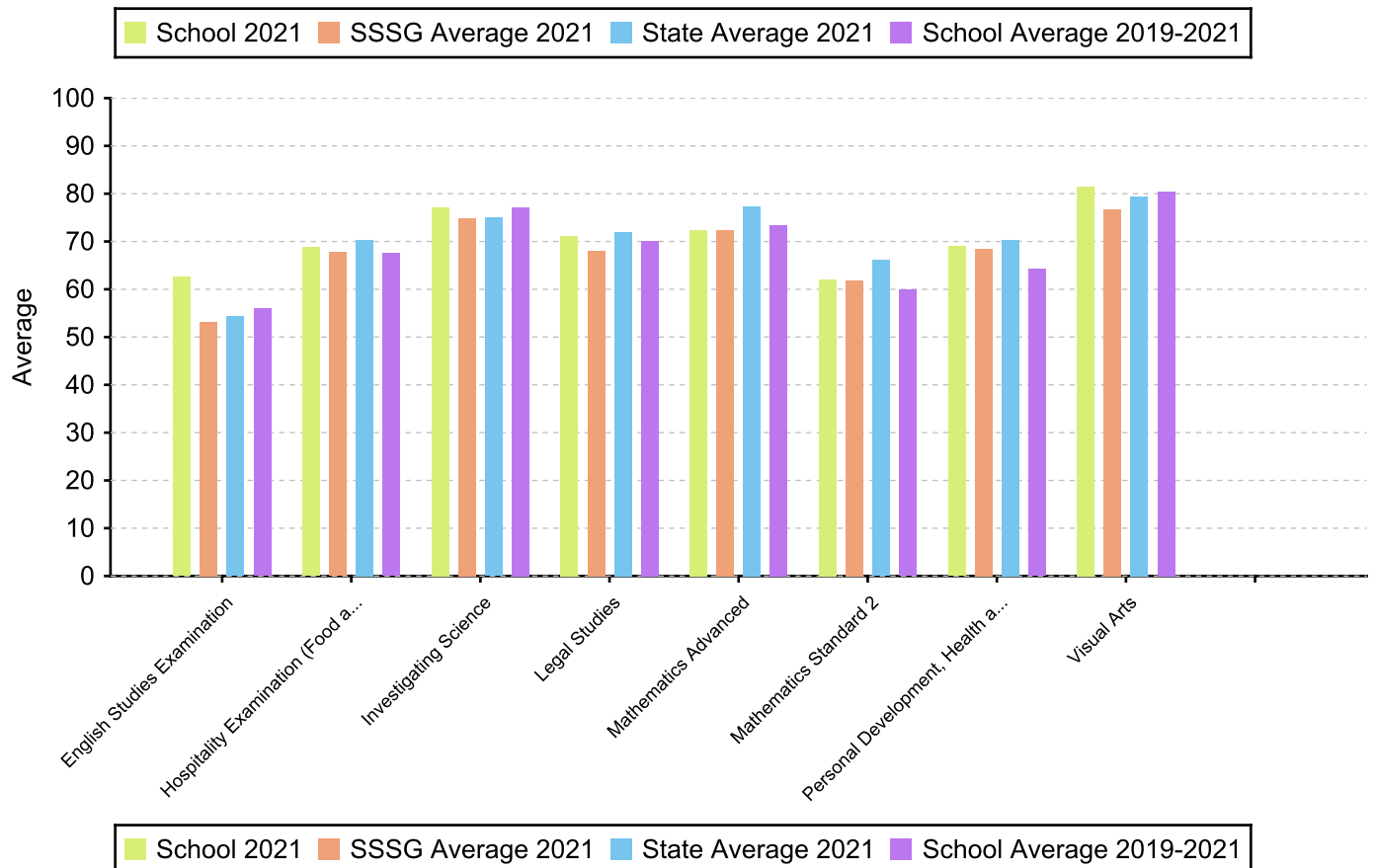
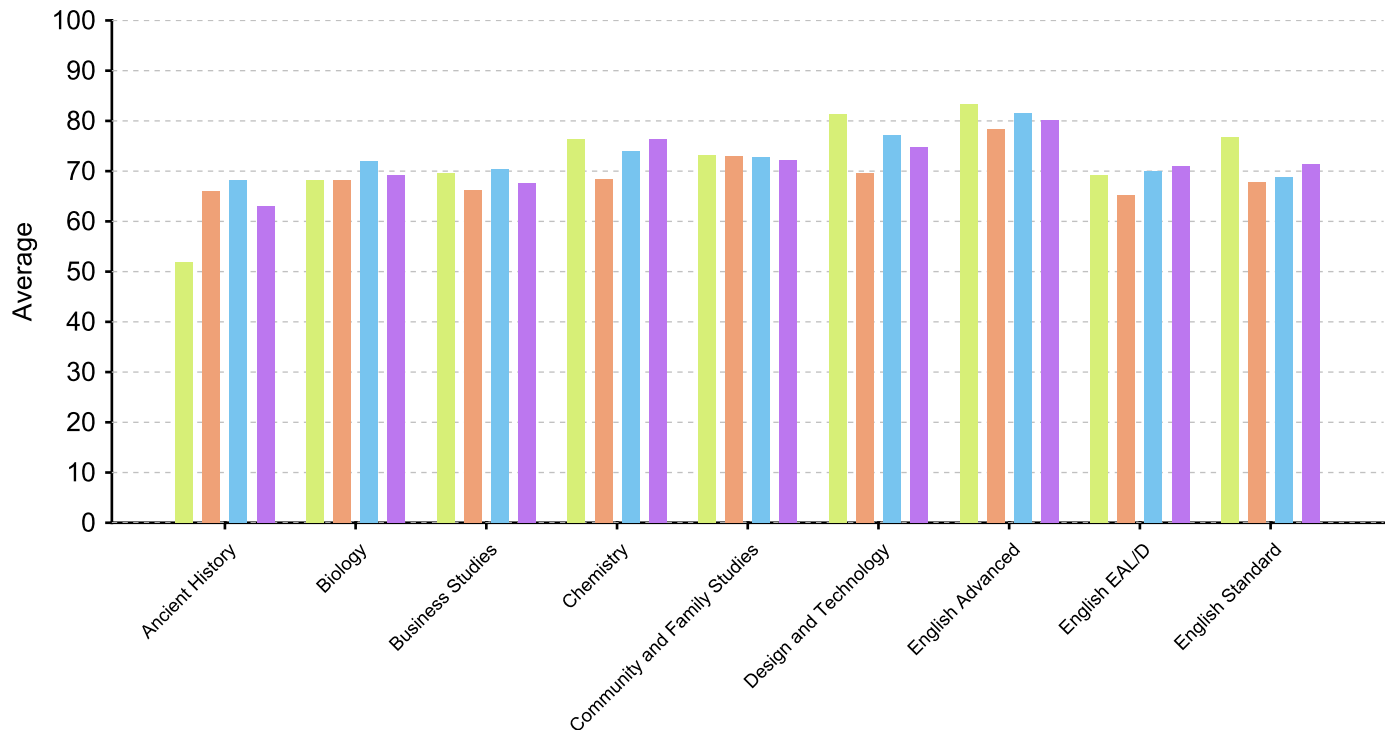
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

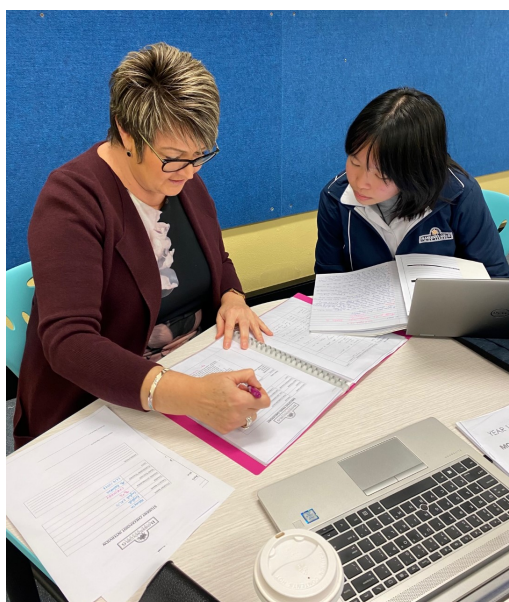
## School performance - HSC

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.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	51.8	66.0	68.1	62.9
Biology	68.2	68.2	71.9	69.3
Business Studies	69.5	66.1	70.4	67.6
Chemistry	76.3	68.5	74.1	76.4
Community and Family Studies	73.2	72.9	72.7	72.1
Design and Technology	81.3	69.7	77.2	74.8
English Advanced	83.3	78.4	81.4	80.2
English EAL/D	69.2	65.2	70.0	71.0
English Standard	76.8	67.8	68.8	71.3
English Studies Examination	62.6	53.1	54.3	55.9
Hospitality Examination (Food and Beverage)	68.8	67.7	70.3	67.6
Investigating Science	77.1	74.9	74.9	77.1
Legal Studies	71.2	68.0	72.0	70.1
Mathematics Advanced	72.4	72.4	77.4	73.4
Mathematics Standard 2	62.0	61.9	66.1	59.9
Personal Development, Health and Physical Education	69.0	68.4	70.3	64.2
Visual Arts	81.5	76.7	79.4	80.5



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of their school community to gather feedback on school performance and satisfaction.

In 2021, BGHS sought opinions from parents/carers, staff and students to gauge their level of satisfaction regarding the eight drivers of student learning (Tell Them from Me Survey). The results from the 2021 survey indicated an overall positive response from students regarding a positive sense of belonging, valuing schooling outcomes, positive homework behaviours, positive behaviour at school, intellectual engagement and overall effort. Students were satisfied with their performance at school and results indicated that they were above the state government norm in these areas.

Similarly parents valued the fact that teachers had high expectations for their daughters and encouraged them to do their best. Parents were satisfied with the school's positive behaviour approach and that their daughters clearly understood the rules for school behaviour. Parents felt welcomed when they visited the school and were well informed about school activities.

Staff were also surveyed using the TTFM survey. In 2021, staff responses indicated that staff collaboration, learning culture, data informs practice, teaching strategies and inclusive schooling were sitting above the state government norm. Parent involvement was marginally below the norm. Survey results suggested that overall, staff demonstrated a strong level of satisfaction with the school, its direction and decision making.



# 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.

## 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.

## 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.

