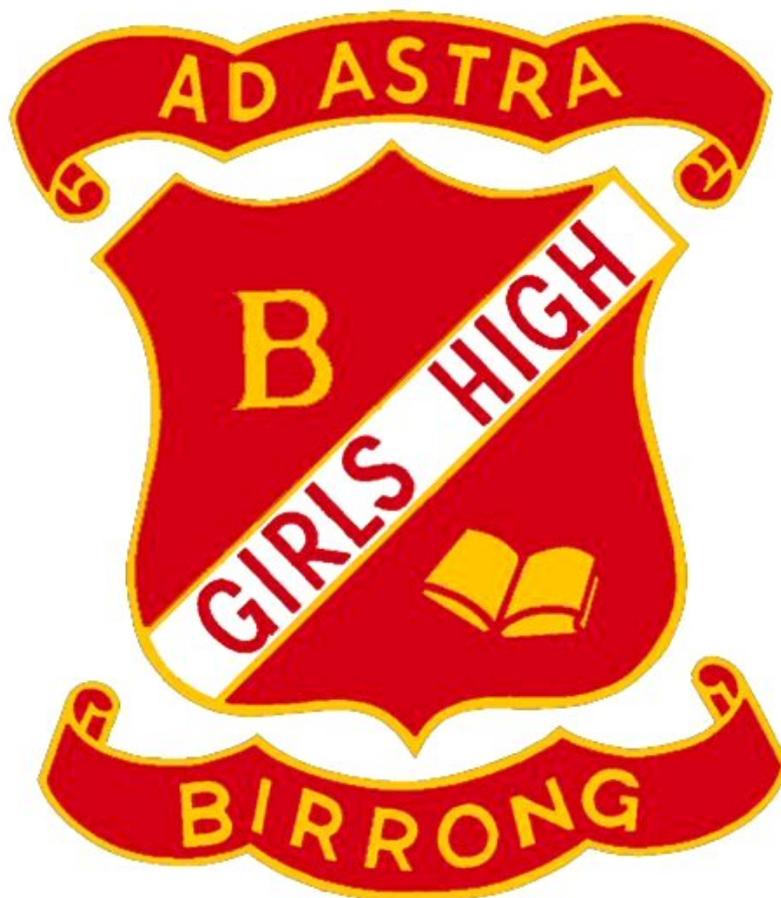


2021 Annual Report

Birrong Girls High School



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Introduction

The Annual Report for 2021 is provided to the community of Birrong 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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Message from the principal

The Birrong Girls High School Annual School Report for 2021 captures the framework within which the school community has worked collegially and innovatively to shape the future lives of the students enrolled at the school.

All school initiatives, processes and practices are designed specifically to respond to the existing and emerging needs of the diverse student body. Tasked with the responsibility of delivering exemplary, high quality, equity education, staff work collaboratively to achieve excellence in student outcomes.

The school is a rich learning environment that seeks out opportunities for students to discover their capacity and embrace the possibilities of their present and future. Most importantly, the school sustained where possible and pivoted where needed to ensure that disadvantage was minimised during the second year of the pandemic and all its implications.

The intense level of care and commitment provided to students and their families is embedded in whole-school operations and underpinned by the school's whole school learning platforms.

The 2021 Annual School Report is a snapshot of the Birrong Girls High School experience, but without the complexity, warmth and nurturing that achieves incredible value added growth across all cohorts, consistently. It is a glimpse into the school's intricate composition and character.

On behalf of the broader BGHS community, deep appreciation and acknowledgment must go to the staff who give so much of their time, effort and expertise to serve their students, investing in their future so that they can make a difference to all of ours.

Ms Zena Dabaja

Birrong Girls High School Principal

Message from the school community

2021 saw the official relaunch of a formalised P&C association. Despite unexpected disruptions to face to face interactions, the P&C continued to meet with the senior executive team, where ongoing information sessions and discussions were held about school operations and student experiences. The association has actively represented the school community and provided an additional portal of communication and information for parents and carers.

The associations 2021 plans to fundraise have been rescheduled to the 2022 calendar once the challenges of learning from home, cohorting and zoning no longer dictate the manner in which the school functions.

The BGHS P&C supports the school's mission to increase community engagement and encourage active participation and membership in school functions, information sessions and the P&C community presence and engagement strengthens the partnership between school and home, consequently, improved student learning outcomes.

The official positions in 2021 were held by:

- **President** - Rawaa Bassal
- **Vice President** - Dania Jumah
- **Secretary** - Selina Taulapapa
- **Treasurer** - Kayla Doyle

We acknowledge the work of the elected officials of the P&C and them for their service.

Message from the students

The Birrong Girls High School student leadership team, including the prefect body, SRC, media team, Social Justice and Environmental teams, have continued our proud tradition of active participation, service leadership and positive contribution within the school and broader community.

The SRC ran fundraisers to raise awareness about social issues affecting our community. Our students continued supporting our *sponsor child*, *Lightness*, building *ZONTA birthing kits* to be provided to the developing world, participating and fundraising \$10000 during the *Ration Challenge for Act for Peace*, and participating and fundraising another \$10000 for Multiple Sclerosis during the *50K in May*. Some of our senior students also volunteered with local charity *The Make A Difference (MAD) Network*, providing new clothes to the homeless and disadvantaged in Sydney.

Our student leaders were also involved in supporting school community initiatives when they were able to run, including welcoming parents and students to the Year 7 BBQ. We also continued to participate in leadership opportunities through a range of school programs, including Teen Brains on Wheels, Peer Tutoring, Peer Support and the Spelling Bee.

Students were recognised for their leadership, community and academic achievements in the Canterbury Bankstown Community Awards. Additionally, students were acknowledged through the Merit System and Student of the Month program.



Preparing the ZONTA birthing kits



Peer Support sessions

School vision

Birrong Girls High School is a learning community that is passionate about delivering the highest quality education, providing breadth of exposure and developing deep knowledge and understanding in all its students.

The school's identified priorities, Student Growth and Attainment, Leading Teacher Quality and Connecting Communities and Securing Engagement, reflect and serve the complex and diverse needs of the students enrolled at the school.

The school's core values focus on the pursuit of excellence, equity, social justice and integrity. The school's staff model the work ethic, productivity and commitment that is expected of the students. There is a strong and active partnership between the school's key stakeholders to achieve the best outcomes for each individual student.

The school's core focus areas are reflected in the key learning platforms of Quality Teaching, Literacy, Numeracy, ALARM, Formative Assessment, STEAM, Wellbeing and Service Learning.

Birrong Girls High School has an embedded culture committed to whole school and individual student improvement. Open-door classrooms, an authentic commitment to quality teaching and DoE reforms are reflected in the explicit delivery of tailored initiatives across KLAs and stages.

School context

Birrong Girls High School is a vibrant, comprehensive and multicultural girls' school established in 1957 and located in the south western suburbs of Sydney. 94% percent of the 860 girls enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 49 language groups. The majority of students are from Arabic, Vietnamese, Chinese and Turkish backgrounds. 2% of students have refugee status and less than 1% of students have an Aboriginal background. Immediately identifiable from annual Year 7 cohorts and reflective of the composition of our local community, students arrive with great variation in their literacy and numeracy skills. Contributing factors to this range and variation is the result of prior primary school experience; socio-economic status; language and cultural background; and ability level. The school's Index of Community Socio-Economic Advantage (ICSEA = 951) and the school's Family Occupation and Education Index (FOEI = 141) indicate significant socio-economic disadvantage in our school community. Our parents have high expectations for their daughters but require assistance with student learning and post-school pathways. The school provides significant support to address issues associated with socio-economic disadvantage. The school's motto, 'Ad Astra' (reaching for the stars), emphasises our high expectations for teaching and learning and the school has maintained a consistent focus on overcoming disadvantage by improving learning outcomes for girls. The dedicated staff drive a culture that has sustained high academic performance with emphasis placed on literacy, numeracy, citizenship, leadership and community involvement. The school values are the pursuit of personal excellence (Ad Astra); respect; responsibility; cooperation; understanding, tolerance and inclusion; and integrity. These values are firmly embedded in school culture, policies and practices and underpin the school's vision statement. They reflect the school's Code of Behaviour and will continue to support school culture in 2021-2024.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

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

External Validation

Birrong Girls High School engaged in the External Validation process in Term 4, 2021. This was a beneficial process of reflection and assessment of the school's progress across a broad range of elements in the School Excellence Framework. The school was validated in their self-assessment in 13 of the 14 elements. The school was identified as *Sustaining and Growing* in the element of *Effective classroom practice*.

- The school was identified as *excelling* in the element of *Assessment* in the domain of *Learning*. This confirmed that there are consistent school-wide practices for assessment used to monitor, plan and report on student learning across the curriculum. Formative assessment is also integrated into teaching practice in every classroom, confirming that students learn what is taught.
- In the domain of *Teaching*, the school was identified as *excelling* in *Learning and development*. Professional learning is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is always evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

- In the Leading domain, the school was identified as *excelling* in *School planning, implementation and reporting*. The principal is the primary instructional leader in the school and the school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Future Directions

Birrong Girls High School is committed to ongoing improvement. The follow captures our future directions for the 2022 - 2026 school planning cycle:

- **Assessment** - Continuing the focus on consistent quality assessment practices across all faculties, through the University of Newcastle Partnership project and continued mentoring in High Leverage Strategies for success in the HSC in all faculties.
- **Reporting** - Evaluating and revising the current report template for improved communication between the school and parents.
- **Learning Culture** - Working in partnership with students and parents to improve attendance rates, reducing lateness and unjustified absences. This includes ensuring effective communication with the community about the impacts of absences on learning and achievement with the use of positive reinforcement through the Merit system for students who are demonstrating good attendance.
- **Learning Culture** - Encouraging a broader range of opportunities for parent engagement with the school through planned information sessions and events of interest and relevance to parents to enhance school partnerships.
- **Learning Culture** - Individualising face-to-face communication with parents about student interventions with explicit directions and resourcing for parents to support at home.
- **Effective classroom practice** - Continued development in the induction and development of experienced and new teachers in the school's learning platforms is required, especially in building the capacities of new instructional leaders.
- **Data skills and use** - Formulation of a whole school Data Team focused on overseeing the collection and analysis of data across the school setting, promoting key data sets, driving professional learning on data analysis, overseeing analysis, including triangulation of data to inform evaluation, refinement of implementation and future directions.

Strategic Direction 1: Student growth and attainment

Purpose

Strategic Direction 1 focuses on key initiatives driving ongoing growth and improvement in individual student skill and capacity. BGHS recognises that within the diverse student community it serves, growth and attainment presents in a variety of forms and is committed to facilitating student success while it simultaneously responds to emerging needs. Student growth and attainment will be framed around guiding student work ethic, developing identified processes and practices to secure deep knowledge and understanding and responding to explicit feedback to achieve further success. The key initiatives within this strategic direction serve to enhance the established foundational programs delivered through the whole school learning platforms.

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.

- Immersion Learning
- BICEP Flex: Birrong Improves Core Educational Performance

Resources allocated to this strategic direction

COVID ILSP: \$480,000.00

Socio-economic background: \$152,140.00

Integration funding support: \$45,534.00

Refugee Student Support: \$923.04

Aboriginal background: \$5,023.16

English language proficiency: \$290,908.14

Low level adjustment for disability: \$319,063.09

Summary of progress

School priorities continued to shift in 2021 to focus on minimising any inequity of access to class learning materials during learning from home periods, resulting in the cessation of some initiatives and targeted interventions for varying lengths of time. Despite this cohort not yet meeting the school targets, the average growth of Birrong Girls High School students exceeded the average state growth in all literacy and numeracy domains in 2021.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Target Increase the number of Year 9 students achieving in the top 2 two bands in Reading with an uplift of 1.5% from baseline.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for Reading, 2.3% below target and 0.8% below baseline, indicating progress yet to be seen toward the annual progress measure.
NAPLAN Target Increase the number of Year 9 students achieving in the top 2 two bands in Numeracy with an uplift of 1.5% from baseline.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for Numeracy, 5.1% below target and 3.6% below baseline, indicating progress yet to be seen toward the annual progress measure.
NAPLAN Target Increase the number of Year 9 students achieving expected growth in Reading with an uplift of 1% from baseline.	In Reading, 58.9% of students were at or above expected growth in 2021, which is 6.3% above the state average, and 10.4% above similar schools. The average NAPLAN growth score in Reading is also 15.6 points above the state average. Despite this, BGHS is yet to meet the school target (7.66% below target, 6.66% below baseline).

NAPLAN Target

Increase the number of Year 9 students achieving expected growth in Numeracy with an uplift of **1%** from baseline.

In Numeracy, 50.8% of students were at or above expected growth in 2021, which is 1.3% above the state average. The average NAPLAN growth score in Numeracy is also 8.1 points above the state average. Despite this, BGHS is yet to meet the school target (1.25% below target, 0.25% below baseline).

Strategic Direction 2: Leading Quality Teaching

Purpose

The core purpose of the learning and teaching community is delivering a holistic approach to achieve excellence in growth and attainment outcomes for every student. Leading Quality Teaching will focus on whole school and targeted professional learning to enhance individual teachers and teams in their pedagogy and leadership of student growth, attainment and engagement.

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.

- Effective classroom practice applying high leverage strategies
- Explicit Behaviour Development
- Team Leadership for Whole School Improvement in Collaborative Efficacy

Resources allocated to this strategic direction

Professional learning: \$48,000.00

Socio-economic background: \$150,000.00

Summary of progress

School priorities continued to respond to emerging needs through 2021 to focus on minimising the inequity of access to class learning materials during learning from home periods across both years, resulting in the cessation of initiatives of targeted interventions for varying lengths of time.

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
HSC Target Increase the number of Year 12 students achieving in the top 2 bands in the HSC with an uplift of 1% from baseline.	A decreased percentage of students attained results in the top two bands, 8.2% below target, 7.2% below baseline, demonstrating progress yet to be seen toward the lower bound target.
HSC Target Increase the number of Year 12 students achieving in the top 3 bands in the HSC with an uplift of 1% from baseline.	A decreased percentage of students attained results in the top two bands, 7.7% below target, 6.7% below baseline, demonstrating progress yet to be seen toward the lower bound target.
Explicit Behaviour Development Increase in teacher observations of student engagement with an uplift of 4% from baseline.	Attendance was measured differently across the Department through the year, and student engagement in 2021 cannot be fairly compared to any engagement measures in previous years due to periods of learning from home, and heavily disrupted periods of individual, classes and cohorts of students isolating due to being identified as close contacts or being diagnosed with COVID-19. The TTFM Staff Survey highlighted that staff collaboration was strongest in discussing strategies to increase student engagement with other teachers (8.4), indicating that this remains a whole-school priority.
Collaborative Efficacy Increase collaborative efficacy within and across KLAs with an uplift of 3%	Several whole-school initiatives ceased for various time periods in 2021. Collaborative efficacy in 2021 cannot be accurately compared to previous years due to the impacts of COVID-19. BGHS Staff scored collaboration in the school as 8.0 out of 10, above NSW DoE Secondary Schools score of

from baseline.

7.5, in the 2021 TTFM Survey Data. TTFM highlighted that staff collaboration was strongest in discussing strategies to increase student engagement with other teachers (8.4), and sharing lesson plans and assessment strategies with each other (both 8.3). The school continued to prioritise cross-KLA staff collaboration through the Literacy, Numeracy, ALARM and Formative Assessment teams, with faculty representation on each team. The STEAM team also worked together to facilitate integrated projects for Years 7 and 8.

Strategic Direction 3: Community connections and securing engagement

Purpose

Birrong Girls High School values its partnership with key stakeholders are what enhance the teaching and learning opportunities, experiences and impact on their students.

The school values a positive and productive partnership with parents, in order to maximise the potential success of each child.

The school's partnerships with external stakeholders from the corporate sector, industry, the creative and performing arts sector and community service organisation draw direct connections between the work within the school and the capacity for broader impact now and in the future.

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.

- Whole School Wellbeing: The Resilience Project
- Leadership and Wellbeing : Teen Brains Coaching
- Parent Partnerships and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$100,000.00

Flexible Funding for Wellbeing Services: \$19,168.80

Professional learning: \$10,000.00

Summary of progress

The school continued to respond to emerging wellbeing needs through 2021, investing heavily in supporting student wellbeing through integrated programs that build strength and resilience and ongoing mentoring support through learning from home periods. Relationships continue to be strengthened through the school's partnership building with the P&C as well as facilitating important communication sessions for the wider community during learning from home.

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
Attendance Increase the percentage of students attending 90% of the time or more with an uplift of 1% from baseline.	Attendance was measured differently across the NSW Department of Education through the year, and cannot be fairly compared to attendance measures in previous years.
Wellbeing Increase the number of students experiencing positive wellbeing with an uplift of 1% from baseline.	The school invested heavily in wellbeing during 2020 and 2021. This performance measure cannot be fairly compared with previous years due to the ongoing impacts of COVID-19. The school has implemented a 30-minute weekly wellbeing period across Years 7-12 in response to whole-school wellbeing needs. During these sessions, <i>The Resilience Project</i> program is delivered, with a focus on Gratitude, Empathy, Mindfulness and Emotional Literacy.
Parent Participation and Engagement Baseline data collected from: <ul style="list-style-type: none">• P&C membership• P&C attendance• Parent attendance at Parent	The P&C continued to meet termly via Zoom and maintained a consistent core membership during this time, but it cannot be fairly compared to previous years. Year meetings and parent information sessions were conducted online to address COVID restrictions. While parent attendance at these sessions were calculated between 5-15 on average, it was difficult to monitor accurately because some parents attended on the same device as students.

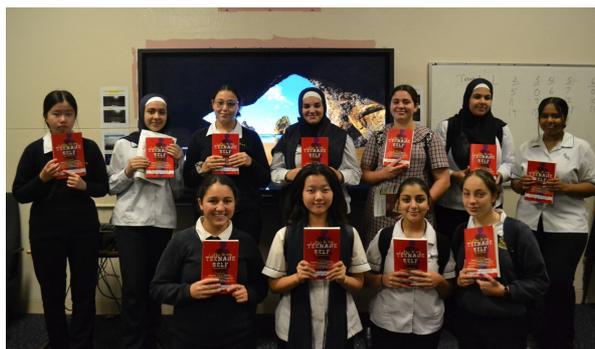
Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$45,534.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Birrong Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • BICEP Flex: Birrong Improves Core Educational Performance <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Integration Funding Support is individualised funding for students with a diagnosed disability. This funding was allocated to these specific students to ensure targeted and specialised support. Students with additional learning needs were catered for in an inclusive manner with our team of Learning and Support Teachers (LaSTs) and School Learning Support Officers (SLSOs). These specialists worked collaboratively to provide direct support, which included the areas of social integration, language and communication, Literacy, Numeracy, behavioural needs and social and emotional needs, through a range of strategies. PLaSPs or Individual Transition Plans (ITPs) were developed for implementation in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students entitled to Integration Funding Support will continue to receive this individualised and targeted support to increase equity of opportunity in student learning.</p>
<p>Socio-economic background</p> <p>\$402,140.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Birrong 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"> • Effective classroom practice applying high leverage strategies • Whole School Wellbeing: The Resilience Project • BICEP Flex: Birrong Improves Core Educational Performance • Immersion Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing and classes to provide targeted support to students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>Equity funding plays a vital role in serving the diverse and complex needs of the BGHS community. The Homework Centre continued to provide tangible and additional opportunities for teachers to assist students to consolidate their learning and deliver explicit feedback. All KLAs are represented in the teaching roster allocated to the Homework Centre. The consistency of opening the centre four days each week facilitates a resourced environment that students can access after hours under direct supervision. The Homework Centre was facilitated via Zoom during all learning from home periods in Terms 3 and 4.</p>

<p>Socio-economic background</p> <p>\$402,140.00</p>	<p>HSC minimum standards clinics also ran after school within the framework of the Homework Centre. In 2021, even despite the ongoing impact of COVID, additional resources were allocated to ensure that every student identified met the HSC minimum standard upon completing the school year.</p> <p>The importance of the HSC Tutorial program was magnified because of the instability and uncertainty of events across the year. Its success is reflected in the 2021 Year 12 cohort, with 87.8% of students gaining entry into university, TAFE or college courses. This demonstrates the incredible commitment of BGHS staff to ensure that the school's learning culture and work ethic reflects the school motto and values in pursuit of excellence. Tutorial assistance was provided to Year 12 students four days per week and in specialised clinics during the holidays. To counter the loss of practical lessons during the learning from home period, Year 11 and 12 students engaged in immersion days for all practical subjects to ensure their major works and assessments were on track.</p> <p>An audit was conducted to collect data about teachers', students' and their families' access to data and technology. Additional laptops and Chromebooks were purchased and provided to staff and students who required them off-site. This response to emerging needs fell within the established plan to upgrade technological resources and facilities already underway.</p> <p>Student learning activities were subsidised heavily. Students in need were regularly provided with assistance to ensure they had equity of opportunities and resources to enhance their learning. This included field trips, competitions, presentations and knockout/representative sporting activities. Learning charges and uniform were also subsidised through student learning assistance funds. The uniform shop completed its first full year of operation in 2020 and has been extremely successful since, providing ready access to all uniform items at cost or below cost for those in need in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The socio-economic background staff and flexible funding will continue to provide opportunities for students in the BGHS community to improve the equity of their access to services, resources and support. This includes our ongoing commitment to the homework centre, senior learning centre, HSC clinics, student assistance and additional staff to provide targeted learning support.</p>
<p>Aboriginal background</p> <p>\$5,023.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birrong 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"> • BICEP Flex: Birrong Improves Core Educational Performance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <p>100% of Aboriginal students engaged in specialised workshops and clinics to support their literacy and numeracy development. Students were channelled into the initiatives identified as appropriate to their needs, informed by a range of diagnostic testing and suite of data, with the aim to achieve significant progression and personalised growth.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Aboriginal background</p> <p>\$5,023.16</p>	<p>This funding will continue to contribute to the broader range of equity funding support that the school invests and uses to improve equity of access to students from Aboriginal backgrounds.</p>
<p>English language proficiency</p> <p>\$290,908.14</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Birrong 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"> • BICEP Flex: Birrong Improves Core Educational Performance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in:</p> <p>The school supports EAL/D students by timetabling specialist and discreet classes in Stages 4, 5 and 6. The explicit teaching delivered in these classes was further supplemented by EAL/D allocation to team teach and develop differentiated resources across KLAs. The Learning Support faculty worked closely with the whole school literacy, numeracy, ALARM and formative assessment teams to ensure that EAL/D pedagogy was being delivered effectively and consistently in all classrooms. EAL/D students also received additional support at the school's Homework Centre where many frequent after school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This funding will continue to contribute to the broader range of equity funding support that the school invests and uses to improve equity of access to students from EAL/D backgrounds, including employment of additional teaching and support staff.</p>
<p>Low level adjustment for disability</p> <p>\$319,063.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Birrong 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"> • BICEP Flex: Birrong Improves Core Educational Performance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • providing targeted students with an evidence-based interventions such as QuickSmart to increase learning outcomes <p>The allocation of this funding has resulted in:</p> <p>The Learning Support Team identified students with learning support needs who required interventions. PLaSPs or Individual Transition Plans (ITPs) were developed for implementation in the classroom. The Learning Support Faculty identified and disseminated information on targeted students' learning needs to staff through weekly support meetings. The faculty allocated specialist staff to support identified students in Years 7-12. Students with additional learning needs were catered for in an inclusive manner with our team of Learning and Support Teachers (LaSTs) and</p>

<p>Low level adjustment for disability</p> <p>\$319,063.09</p>	<p>School Learning Support Officers (SLSOs). These specialists worked collaboratively to provide direct support, including the areas of social integration, language and communication, Literacy, Numeracy, behavioural needs and social and emotional needs, through a range of strategies.</p> <p>The Learning and Support Team provided additional support through targeted Google Classrooms and smaller group Zoom sessions during the learning from home periods and live lessons. Extra assistance was also available to students at recess and lunch times when on site. Lunch-time activities were run from the Library to promote connection and social skills for students, building social capacity and self regulation.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to contribute to the broader range of equity funding support that the school invests to improve equity of access to students with a low level adjustment for disability, including employment of additional teaching and support staff and intervention programs that target literacy and numeracy development.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Birrong 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"> • Whole School Wellbeing: The Resilience Project <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted wellbeing program in conjunction with an external provider to promote staff and student wellbeing <p>The allocation of this funding has resulted in: This funding contributed to the provision of The Resilience Project resources and the establishment of a weekly wellbeing period for all students Years 7 - 12.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to contribute to the broader range of equity funding that enables the school to invest in staff and student wellbeing in the BGHS community.</p>
<p>COVID ILSP</p> <p>\$530,998.96</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"> • Immersion Learning • BICEP Flex: Birrong Improves Core Educational Performance • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing additional teachers to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in numeracy - working flexibly with numbers • employing staff to coordinate a targeted numeracy program • releasing staff to participate in professional learning [Working with the Big Ideas] • employing staff to provide online tuition to student groups in literacy/numeracy

<p>COVID ILSP</p> <p>\$530,998.96</p>	<p>The allocation of this funding has resulted in:</p> <p>The COVID ILSP funding was used to employ additional teaching staff to provide targeted literacy, numeracy and HSC support. These additional teachers provided small group tuition, in-class support, support through the school's homework centre and senior learning centre.</p> <p>Further, the funding allowed for employment of additional SLSOs to coordinate the QuickSmart program, to develop students' automaticity when operating with numbers.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The impact of COVID on the BGHS community has been significant, and this ongoing funding in 2022 will continue to contribute to the broader range of funding to minimise its impacts and increase the equity of access to services, resources and targeted support for students.</p>
<p>Refugee Student Support</p> <p>\$923.04</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"> • BICEP Flex: Birrong Improves Core Educational Performance <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in:</p> <p>New arrivals and refugee students were provided with an orientation program upon enrolment. Analysis of data (external and diagnostic testing) identified language proficiency levels, and discrete tuition groups for students at the developing phase, targeting specific language deficiencies. The EALD teacher provided in-class support for Years 7-11 enabling students to access subject specific language. EALD students were also connected to extra-curricular cultural programs and events. Support was also provided by the Refugee Coordinator for these students including release time and Teacher Professional Learning. The Refugee Coordinator supported applications for scholarships and facilitated STARRTS to engage our refugee parents/carers.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This funding will continue to contribute to the broader range of equity funding support that the school invests to improve equity of access to students from refugee backgrounds, including employment of additional teaching and support staff.</p>



Fast Forward program, 2021

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	786	778	830	845

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.5	90.9	93.1	86.9
8	89.5	89.3	91.5	88.7
9	89.5	86.5	92.1	87.4
10	90.2	87.7	88.7	86.6
11	85.8	87.8	91.1	84.5
12	91.1	85.6	90.8	86
All Years	89.7	88	91.3	86.7
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	0
Employment	1.2	0.7	4.5
TAFE entry	1.8	5.2	13.6
University Entry	0	0	74.2
Other	10.8	2.4	6.8
Unknown	0	0	0.8

The vast majority of Birrong Girls High School students exit Year 12 to pursue higher education at university or TAFE. In 2021, this accounted for 87.8% of students. In addition, a further 6.8% pursued traineeships or apprenticeships and 4.5% went on to full-time employment.

In Years 10 and 11, the majority of school leavers were due to a change in school as a result of moving house, moving interstate or moving overseas. A 5.2% proportion of Year 11 students exited early to enrol at TAFE.

Year 12 students undertaking vocational or trade training

36.92% of Year 12 students at Birrong Girls High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.3% of all Year 12 students at Birrong Girls High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification. Students who completed the Higher School Certificate to pursue a university degree, enrolled at WSU, UTS, Macquarie University, UNSW, USYD and ACU. In addition, a smaller percentage enrolled in university courses interstate. Many of these students received early entry offers prior to the HSC examinations. In 2021, the Year 12 graduates who pursued tertiary pathways at either university, TAFE or other colleges, the majority (41%) enrolled in courses in the Arts, Science, Health, Medical or Nursing. An additional 17% pursued courses in Business, Law, Police or Criminology, and another 16% enrolled in courses in Education.

In 2021, 127 students in Year 12 attained a Higher School Certificate. Students achieved additional vocational educational qualifications in:

- Hospitality (Kitchen Operations) - 21 students achieved a Certificate II
- Retail Services - 20 students achieved a Certificate III
- Business Services - 7 students achieved a Certificate II

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	10.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

Staff type	Benchmark 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.

All professional learning delivered and accessed across the 2021 year was aligned directly to the school plan, strategic directions, staff PDPs and the impact of on-line learning practices due to COVID. In addition to mandatory training, teachers continued to focus on the established key learning school-based platforms comprising of Quality Teaching, ALARM, Literacy, Numeracy and Formative Assessment. Staff continued to engage in professional learning via Zoom for team/faculty and whole-school meetings. The continued successful roll out of ALARM strategies was still a main focus for all staff.

Staff engaged in individual and whole school professional learning focusing on evidence-based High Leverage Strategies in the HSC. Resource documents were provided to support continued whole-school implementation of the strategies for Stage 6 students. This was led by Livia Bolanca, a senior English teacher at the school who was also leading this professional learning across the state for the NSW Department of Education.

We broadened our partnership with the University of Newcastle to include Assessment Auditing against the Quality Teaching Framework. Drew Miller led the whole school via Zoom through assessment coding and assessment editing to improve the focus and overall outcome of assessment tasks across Year 7 - 12. This was the starting point for an ongoing focus to improve assessment quality across the school.

Early Career Teachers were supported in completing their accreditation in 2021. The Beginning and New Teachers' Induction Program has provided a forum for Early Career Teachers to work together to develop their teaching skills and learn about the culture of Birrong Girls High School, the quality teaching framework and the Australian professional standards for teachers.

Early Career Teachers are given opportunities to link teaching practice to the standard descriptors and reflect on their teaching under the guidance of their supervisor, the senior executive and the instructional leader quality teaching. Local and regional network meetings, Early Career Teacher Conferences and accreditation workshops provided further opportunities for professional learning. Two Early Career Teachers were accredited at Proficient in 2021. The program provided professional learning opportunities in a wide range of areas including; the DOE Code of conduct, girls' education, SENTRAL applications, trends in NAPLAN, HSC analysis and monitoring, community involvement, understanding the responsibilities, processes, requirements and stages of accreditation, linking the Australian Professional Standards for Teachers to everyday work, and ensuring critical self-reflection statements and detailed annotations of evidence are completed. Early Career Teachers had the opportunity to develop their classroom management skills through professional learning involving the micro-skills of behaviour management and coding using the quality teaching framework.



International Women's Day at Birrong Girls.

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	3,126,181
Revenue	12,554,000
Appropriation	12,314,883
Sale of Goods and Services	105,112
Grants and contributions	117,588
Investment income	1,592
Other revenue	14,825
Expenses	-12,220,014
Employee related	-10,986,489
Operating expenses	-1,233,525
Surplus / deficit for the year	333,986
Closing Balance	3,460,168

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	46,457
Equity Total	1,914,994
Equity - Aboriginal	5,023
Equity - Socio-economic	1,300,000
Equity - Language	290,908
Equity - Disability	319,063
Base Total	8,428,099
Base - Per Capita	204,560
Base - Location	0
Base - Other	8,223,540
Other Total	454,092
Grand Total	10,843,643

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.

2021 NAPLAN

In 2021, the National Assessment Program (or NAPLAN) proceeded after its cancellation in 2020. The Education Council agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021. Birrong Girls High School completed the NAPLAN paper tests and will move to online tests in 2022.

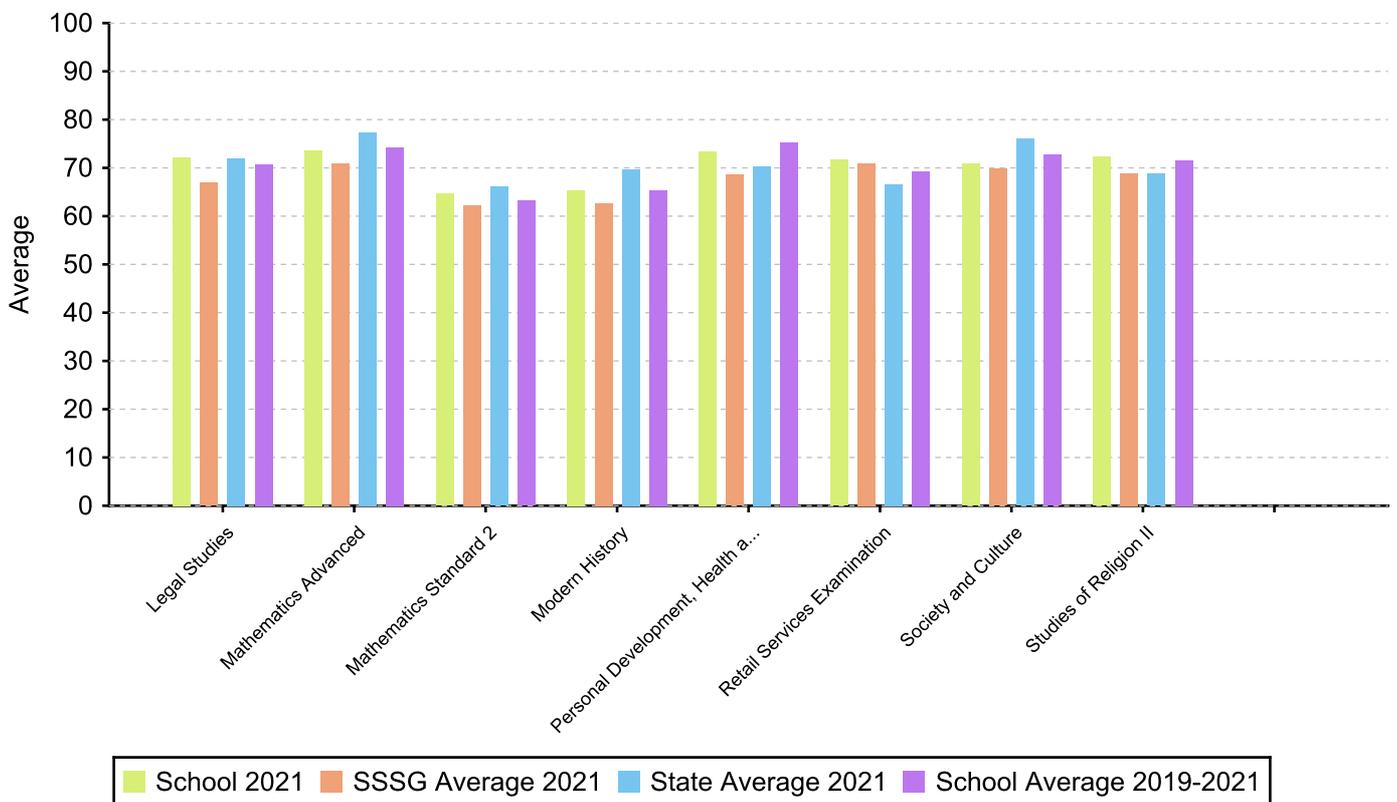
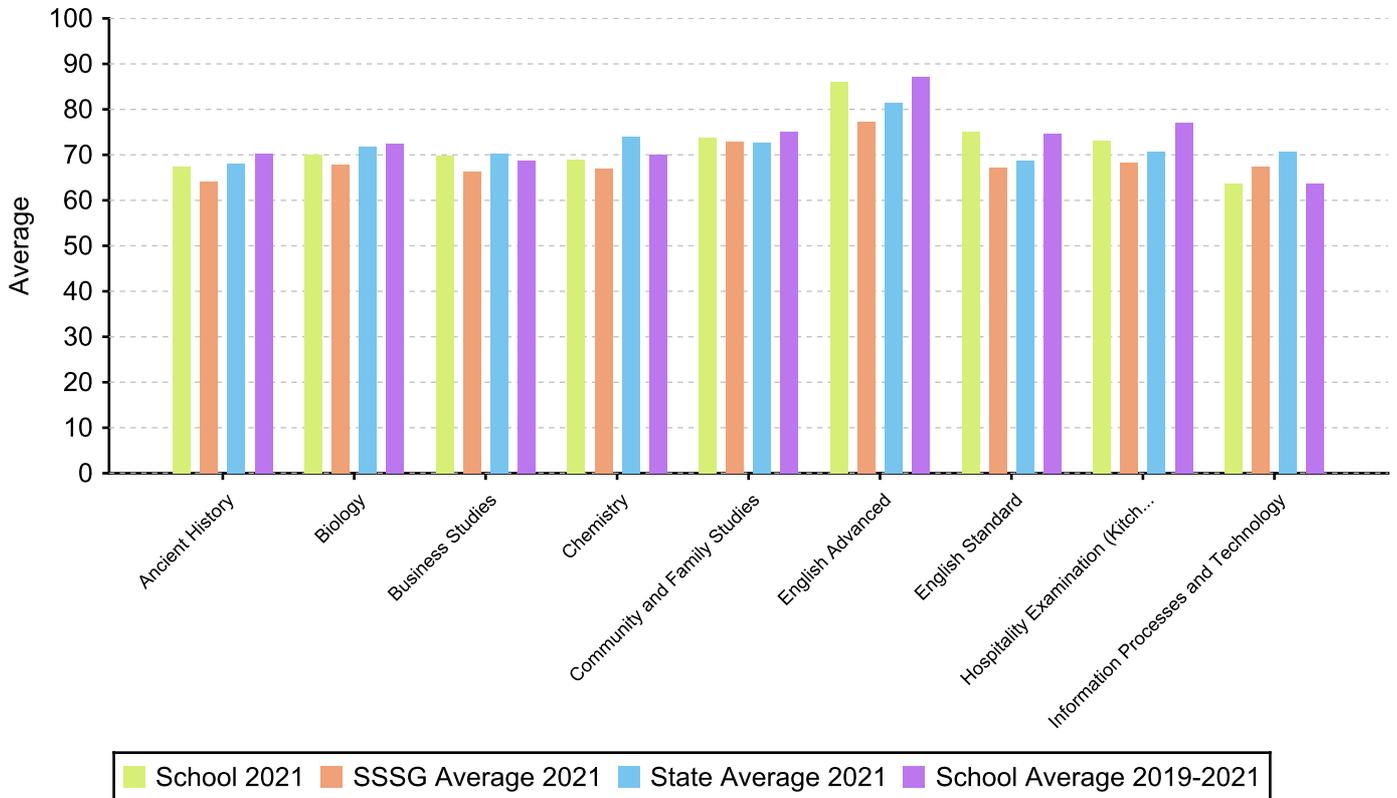
The continuity of learning for students continued to be heavily impacted throughout 2021, accumulating on an unprecedented school year in 2020. Despite this, the percentage of students who were *at or above expected growth* from Year 7 to 9 was *above* state average across most domains, and approximately equal to the state in one domain.

In addition, the *average scaled growth* for the school from Year 7 to Year 9 was *above* both state and similar school group averages across all domains of the assessment. This means students at Birrong Girls High School, on average, improved their skills at a higher rate in numeracy, reading, writing, spelling, and grammar and punctuation than the state. In the areas of reading, spelling, and grammar and punctuation, our students grew between 15.6 and 22.2 points *more than* the state growth.

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	67.5	64.1	68.1	70.2
Biology	70.1	67.9	71.9	72.5
Business Studies	69.9	66.3	70.4	68.6
Chemistry	68.9	67.0	74.1	70.1
Community and Family Studies	73.8	72.8	72.7	75.0
English Advanced	86.1	77.3	81.4	87.2
English Standard	75.1	67.1	68.8	74.6
Hospitality Examination (Kitchen Operations and Cookery)	73.1	68.3	70.8	77.0
Information Processes and Technology	63.8	67.5	70.8	63.8
Legal Studies	72.2	66.9	72.0	70.7
Mathematics Advanced	73.6	70.9	77.4	74.3
Mathematics Standard 2	64.6	62.2	66.1	63.2
Modern History	65.3	62.7	69.7	65.4
Personal Development, Health and Physical Education	73.4	68.6	70.3	75.2
Retail Services Examination	71.7	70.9	66.6	69.3
Society and Culture	70.8	69.8	76.0	72.7
Studies of Religion II	72.3	68.9	68.8	71.5

The Class of 2021 is to be congratulated for their HSC results. Amidst a challenging year, these students showed strength and resilience, and achieved some outstanding results. There were outstanding performances across all English subjects, Drama, PDHPE, Visual Arts and Retail Services. This was in addition to 53% of courses achieving above state average results and 94% of courses outperforming similar school groups.

The Birrong Girls High School Dux scored an ATAR of 97.4. Three students also achieved ATARs over 90.

Twelve students appeared on the Distinguished Achievers list with top band results in English Extension 1, English Advanced, English Standard, Mathematics Extension 1, Mathematics Advanced, Mathematics Standard 2, Biology, Business Studies, Legal Studies, Community and Family Studies, Hospitality and Visual Arts. Many students also secured university placements and scholarships prior to the HSC examinations commencing.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school through the Tell Them From Me surveys. The 2021 data is as follows:

Students

In 2021, 98% of students from Years 7-12 participated in the *Tell Them from Me - Student Survey*.

In the area of academic self-concept, which measures how well students feel they can do well in their school work, 93% of students rated their levels as medium to high. In Years 11 and 12, 96-97% of students had aspirations for finishing high school (above the NSW DoE norms of 86-92%) and 81% of Year 12 students indicated they aspired to pursue a university pathway (significantly above the NSW DoE norm of 67%).

Across the school, 90% of students indicated that they display positive behaviours whilst at school and do not display disruptive or inappropriate behaviours compared with the NSW DoE Norm of 87%.

Teachers

Responses to the *Tell Them from Me - Staff Survey* continued to endorse the school's shared clarity of purpose, high expectations, clear and fair discipline and purposeful leadership as the most significant aspects contributing to school success. The importance of collaborative purposeful teaching with a strong learning culture and quality feedback were identified as driving forces behind the continued academic success of students.

In the six domains of *Leadership, Collaboration, Learning Culture, Data informs Practice, Teaching Strategies* and *Technology*, the data from the TTFM survey for Birrong Girls was above DoE norms for secondary schools. In particular, the following scored highly and present as relative areas of strength in our teaching community:

- *Leadership*: Teachers identified that they work with school leaders to create a safe and orderly school environment, scoring an average of 8.3 out of 10.
- *Collaboration*: Teachers in our school identified that they are collaborative in their approach to teaching. They share materials, and discuss strategies for assessment and engagement with their colleagues. All elements for collaboration scored 8.3-8.4 out of 10.
- *Learning Culture*: Teachers identified that they set high expectations for student learning, rating this element at 8.7 out of 10.
- *Teaching Strategies*: Teachers also identified that they link new concepts to previously mastered skills and knowledge rated, scoring this at 8.7 out of 10.

Parents

Responses to the *Tell Them from Me - Parents Survey* indicated very high levels of satisfaction with the school's culture of high expectations and positive behaviour.

In 2021, 86% of parents indicated that the school offers the subjects their child wants to study in Stages 5 and 6.

Across our survey participants, 96% of parents/carers indicated they would recommend the school to primary school parents and 92% of parents believe we have a good reputation in the local community.



Cross Country, 2021



Harmony Day Cultural Performances

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.

Aboriginal Education - School statement

Seven students of Aboriginal background were enrolled from Years 7-10 in 2021. Individual learning pathways, developed in consultation with the students and their families, identify strengths, target areas for improvement, and set academic and personal goals.

Birrong Girls High School continued to embed deep knowledge and understanding of Aboriginal cultures and history within the curriculum across KLAs. The rich learning experiences students engaged in during the course of 2021 incorporated Aboriginal perspectives, promoting the value of First Nation peoples and their knowledge, expertise and interaction with the natural environment so deeply integral to their world view.

The school continues to provide an Aboriginal students' contact teacher to ensure students thrive in all areas of school life. The school's ATSI coordinator works in close partnership with Senior Executive, Year Advisers, the Pathway Transition Officer and parents to ensure that an individualised approach to each identified student is provided strategically to maximise learning outcomes and post school destinations.

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.

Anti-Racism - School statement

The values of respect and understanding, tolerance and inclusion underpin all aspects of teaching and learning and complement the rich diversity of our student population at Birrong Girls High School. Teaching and learning programs integrate multicultural perspectives to develop in students the knowledge, skills and understandings required for a culturally diverse society and support students in learning to understand their own identity in relation to others from different cultures and backgrounds.

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.

Multicultural and anti-racism education - School Statement

The student population at Birrong Girls High School includes 96% from Language Backgrounds Other than English. The 2021 student population was comprised of a rich tapestry of ethnic backgrounds with the majority of families from Arabic, Chinese, Vietnamese, Turkish and Pacific-Islander origins.

Parent partnerships continued to be valued and fostered, with a focus on phone and online contact due to restrictions. However, in 2021, it continued to be recognised that school and family partnerships were more vital than ever, in order to facilitate and foster excellence in student outcomes.

The diversity of our school's parent and student community is matched by the diversity in staff, which includes a range of language and ethnic backgrounds. Interpreters are provided during school gatherings and secured for parent interviews with key staff members and the senior executive of the school, building capacity for inclusion.

The school sustained an ongoing commitment to multiculturalism and inclusivity through key events such as the Harmony Day Cultural Performances, and fundraising and awareness-raising initiatives, including the Social Justice team's 'Birthing Kit Assembly Day' initiative.

School staff and students are aware that there is a designated Anti-Racism Officer that they can report to in relation to any relevant issues.

Other School Programs (optional)

Extra curricular, community service and representative events are promoted as part of the rich learning journey that develops each of our students during their time at Birrong Girls High School. 2021 was another challenging year for our school community, as COVID-19 restrictions in schools were maintained to protect students and staff, which minimised the school calendar of activities. Many events and initiatives were cancelled or postponed, and during this time, school staff continued to innovate and be flexible in their solutions-based approach.

When students were required to learn from home from Term 3 - Week 4, Term 4, the Wellbeing and Learning Support Teams played important roles in leading the intensive support to ensure that the diverse needs of our student community were provided, nurtured and secured. All staff and students continued to access and practice The Resilience Project, with a weekly dedicated wellbeing period included on the school timetable for all years.

The staff prepared and facilitated learning online against normal timetabled lessons. Students who required a device were provided one on loan and those who required the opportunity to access learning through alternate resources were provided with booklets to complete. Assessments were conducted online for senior students. The Library provided book boxes that students could borrow from. Teachers banded together to develop teaching modes and resources that would sustain student progress and secure an ongoing connection to individual students. Teachers developed engaging online lessons, including cooking scones, caramel popcorn and cake in a cup, and producing demonstration videos to support students to participate in physical activity.

Some school co-curricular programs were successfully facilitated during Terms 1, 2 and 4, including the Years 7 and 8 STEAM programs. These programs blend and connect the learning between students' Science, Technology, Visual Arts and Mathematics classes in a small group project. Year 7 participated in a 2-week small group challenge to design and create a roller-coaster within a certain set of parameters in Term 4. In Term 2, Year 8 students worked in small groups over a 5-week period to answer the driving question "*How can Birrong Girls HS be more sustainable?*". Student groups participated in a Shark Tank challenge and shared their STEAM-focused solutions to the problem through their presentations.

Birrong Girls High School Knock Out Basketball Team successfully won their first two games and represented the school at the central venue against the top six school teams. One student was also selected for the Zone Basketball Team to play at the CHS State Championships.

The school's commitment to extra curricular experiences and service learning remains strong, representative of a core commitment to the importance of a rich school culture and equity of opportunity.