

# 2022 Annual Report

## Burwood Girls High School



8152

# Introduction

The Annual Report for 2022 is provided to the community of Burwood Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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This was the 'Year for Kindness' and we will remember it also as the year for the completion of the STEM/Performance Space. A very welcome act of kindness!

We returned to enjoying learning in the classroom, excursions, extra-curricular activities, concerts, assemblies, graduations, and celebrations! Our school community embraced the new freedom but continued to observe safe and healthy practices, as well as showing kindness and understanding to each other.

We were excited for the return of parents to school events. It was fabulous to reconnect in person!

The resilience of students in 2022 to support others, was exceptional and demonstrated the incredible support for our school motto, *"Not for Ourselves Alone"*.

Mia Kumar

## Message from the school community

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2022 was welcomed by our community as Covid restrictions began lifting and we were able to meet and celebrate together the amazing accomplishments of the students and the school. Parents loved having face to face P&C meetings and a forum where they could engage with each other as well as Executive Leaders, in working to improve the education opportunities for all. Guest speakers were invited to meetings, including Alecia Brown, HT HSIE, and Melissa Caltabiano, HT PDHPE, to talk about the elements of their programs. A joint project with Ashfield BHS, resulted in parents involvement in 'Consent' education led by expert, Dr Jason Coulson. The P&C provided funds for:

- School benches in the playground
- Air conditioning in the hall (which makes exam time less uncomfortable and events in summer much more pleasurable)
- Stylish new shirts for the Vocal Ensemble
- Sun Squirt Kiosk so students have easy access to sunscreen on site.

An intrepid group of parents fundraised and ran a Trivia Night with an 80's theme. Julia Alvarado wrote questions to challenge us and the community donated items from Christmas pudding, luxury dog bed, flower bouquets, and handmade silver jewellery. The atmosphere was excellent, and funds were raised to further support students. .

Burwood School Council continued to bring together teachers, community members, parents and students to discuss and resolve issues relevant to the school.

Kara Gabbett, P&C President and Chairperson, School Council

## Message from the students

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The year 2022 was the year that saw the Burwood GHS community emerge from the COVID-19 induced disruptions of the previous two years and start to return to some kind of normality. For the most part this meant students and staff were able to reconnect with the wider community, with many of our much loved school events returning to the school calendar. This included events such as International Day, camps for years 7 and 11 and the hugely anticipated, Prefect run 'Lip Sync Battle'.

As always, the school continued to foster an environment which was inclusive and positive, and one where students learnt to be resilient, to take responsibility for their learning and to achieve their personal goals. 2022 was also the 'Year of Kindness', with several dedicated events aimed at making our community a brighter place for everyone. We learnt that kindness can boost feelings of confidence and optimism. We also learnt that kindness may encourage others to repeat the good deeds they have experienced themselves - contributing to a more positive community, thus upholding the school's motto "*Not for Ourselves Alone*".

The school's Student Representative Council (SRC) had its most successful year to date, running a number of initiatives aimed to support students, community groups and various charities. More money was raised than ever before with each year group generously donating profits to organisations such as:

- The Stars foundation - supporting Indigenous youth
- Days for Girls - educating and providing access to sanitary products
- Mahboba's Promise - assisting Afghan refugees

It was wonderful to see and feel the school humming again and to celebrate the outstanding teaching and learning that occurs at our school.

Ruby Hensley, Year 11

SRC and Prefects



## School vision

Burwood Girls High School celebrates its diverse and inclusive culture, offering an extensive, responsive curriculum and extensive co-curricular opportunities.

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

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

We prepare strong women to be future leaders.

## School context

The local community is diverse in terms of ethnicity, culture, and socio-economic mix. Burwood Girls High School is a large inner west comprehensive school for girls with a highly culturally diverse population (enrolment 1100, 65% from a language background other than English) including International students.

The school community has high expectations for students and staff and the school consistently achieves outstanding academic results.

Burwood Girls High School offers six languages and opportunities to be involved in band, dance, debating, drama, and public speaking.

The school also achieves excellent results in sport and has a long tradition of excellence and innovation.

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

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

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

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

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



## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

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

### Initiatives

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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
- Attendance

### Resources allocated to this strategic direction

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**Student support officer (SSO):** \$96,058.00

**Professional learning:** \$72,000.00

**Socio-economic background:** \$57,870.00

**English language proficiency:** \$63,095.00

### Summary of progress

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Burwood Girls High School strategically focused on Literacy and Numeracy initiatives in 2022. The following activities were implemented to meet the targets for student growth and attainment.

- Reading Renaissance in Years 7 and 8
- Education Perfect in English teaching and learning programs
- Employment of an ILSP Literacy Facilitator and Numeracy Support Teacher
- Participation in the School Strategic Support for Numeracy program
- HSC Professional Learning Quality Teaching training
- Whole staff focussed Literacy Professional Learning workshops
- Aboriginal Background English Language Proficiency Professional Learning

Based on the success of the Reading Renaissance Program in 2021, a decision was made to begin the program in Year 7. In 2022, the program was run in both years 7 and 8. In 2023, the program will run in Year 7, and Year 8 will continue with their reading practice during scheduled lessons. Years 9 and 10 will continue reading in the study period. Results from the Reading Renaissance program in 2022 indicated 96% of students achieved at or above benchmarks for reading at the conclusion of the program.

The whole school literacy focused professional learning program continued to achieve positive improvements in developing the skills of staff in the explicit teaching of reading. Literacy expert staff members effectively modelled strategies and led workshops to support staff in the implementation of strategies into Stage 4 teaching and learning programs, including Super 6, EAL/D and HPGE strategies. Evidence provided by each faculty demonstrated the impact of the strategies in the classroom. The program will continue in 2023 and will be further supported by the reemployment of a literacy instructional leader (0.4). Results from Year 9 NAPLAN indicated a significant growth in Reading. 44.9% of students achieved in the top 2 bands, compared to 41.2% in 2021.

The Numeracy Targeted Intervention program (under the ILSP) was successful in boosting the growth of Stage 4 students identified as needing extra support in numeracy. The identified students, 114 in Year 7 and 96 in Year 8, achieved a growth rate on average of 2.2 years in Year 7 and 1.6 years in Year 8.

Burwood GHS participated in the School Strategic Support Numeracy Program in Terms 2 and 3. All staff professional learning was focused on this support program for both terms. The purpose was to embed evidence-based numeracy practices to improve student numeracy outcomes. Based on data, Measurement and Geometric Reasoning were identified as focus areas for improvement in Stage 4 Numeracy. The whole school focussed on explicit teaching and effective feedback evidence-based practices in Stage 4 to improve measurement. Additionally, the mathematics faculty focused on evidence-based practices to improve geometric reasoning. 93% of staff reported the explicit numeracy strategies could be used in their teaching. Increased teacher knowledge of current content and evidence-based teaching practice in most teaching areas, as well as knowledge of evidence-based effective numeracy strategies (including explicit teaching) were evident in most teaching and learning programs. The program's evaluation concluded progress was on track to deploy effective numeracy teaching strategies and practise evidence-based teaching strategies. A sustainability plan was designed based on the evaluation of the program. In 2023, the school will participate in the Leading Secondary

Numeracy course to continue improving numeracy initiatives across the school.

It is expected that the concentrated focus on literacy and numeracy in 2022 will be reflected in an increased uplift in Reading and Numeracy results in 2023.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Uplift of 3.7% of students achieving top 2 bands in NAPLAN Numeracy from baseline	In Year 9 NAPLAN 2022, 34.9% of students achieved in the top 2 bands in numeracy, compared to 31% in 2021. This indicates an uplift of 3.9%, successfully achieving above the annual progress measure of 3.7%, although below the baseline. There was an uplift of 9% of students achieving a band 5 in 2022. This indicates progress is working towards our lower-bound target of 51.1%.
Uplift of 4.4% of students achieving top 2 bands in NAPLAN Reading from baseline	In Year 9 NAPLAN 2022, 44.9% of students achieved in the top 2 bands in reading, compared to 41.2% in 2021. This indicates an uplift of 3.7%, nearly achieving the annual progress measure of 4.4%. However, 44.9% is 0.1% short of reaching the upper-bound target of 45%. This indicates progress towards achieving above our upper-bound target.
Uplift of 2.9% of students achieving in the top 2 bands in the HSC course results from baseline	48.2% of HSC course results were in the top 2 bands in 2022., below the baseline of 57.7%. The percentage of students in the top 2 bands continues to be well above state average. 60% of subjects were above the state average.
Uplift of 5.3% of students attending greater than 90% of the time from baseline.	The number of students attending greater than 90% of the time in 2022 was 61.52%, well below the 2021 percentage of 80.58% and well below the baseline target of 77.6%. Attendance statistics were influenced by the significant disruptions (online learning) throughout 2020-21. Returning to school on a regular basis in 2022 was challenging for some students and wellbeing strategies have been implemented to support students who have difficulty consistently attending school.
Uplift of 2% of students achieving expected growth in NAPLAN reading from baseline.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
Uplift of 2.2% of students achieving expected growth in NAPLAN numeracy from baseline.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.



## Strategic Direction 2: Quality Teaching and Learning

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

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

**Aboriginal background:** \$5,852.00

**Low level adjustment for disability:** \$76,130.00

**Per capita:** \$50,000.00

### Summary of progress

The High Potential and Gifted Education (HPGE) team continued to modify and improve the procedures to identify HPGE students, including input from parents, staff and students based on the guidelines from the HPGE policy and the domains of potential. The Stage 4 HPGE program was delivered in Years 7 and 8, and a vertical mentoring model was implemented. Stage 5 students from the Future's Learning (Critical Thinking) elective mentored Stage 4 students in a series of workshops co-designed by the HPGE staff and students. The HPGE website continued post learning form home as it showcases student work, feedback and evaluation for the school community to access. In 2022, a new initiative was developed to showcase the HPGE program at the Year 7 Celebration of Learning event, held at the end of the year for parents, staff and students. The HPGE program is evidence of ensuring students are challenged, resulting in improved student learning outcomes. The HPGE team also participated in the literacy initiative and delivered PL on specific HPGE Literacy strategies. The 2022 Tell Them From Me (TTFM) teacher survey indicated 91% of staff set high expectations for student learning, an increase of 4% since 2020. In the TTFM student survey, expectations for success has remained consistent, even throughout the disruptions to learning in 2020 and 2021, and is well above state average.

The Learning and Engagement team have improved communication and support for staff required to make the identified adjustments negotiated in student Individual Education Plans. In the TTFM staff survey, teachers striving to understand the learning needs of students with special needs has increased 6% since 2020 and teachers creating opportunities for success and being able to help students with special learning needs has also improved.

Future directions include implementing strategies for HPGE students across KLAs and maximising opportunities for extension for all HPGE students. The Learning and Engagement team will deliver practical workshops to assist staff to adjust assessments and learning activities. An increase in student diagnoses of identified learning disabilities has also highlighted the need for improved staff professional learning to meet the needs of those students.

In 2022, most Professional Learning was targeted towards comprehensive Literacy and Numeracy initiatives in the school. In 2023, the *'Excellence in Action'* teams will be reformed, and activities will be developed and implemented to meet all progress measures.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Develop whole school system to identify students with learning needs, including high potential and those with additional learning needs.	Whole school systems to identify HPGE students were adjusted and improved in 2022 and continue to include a collaborative identification process aligned with the domains of potential.  The Learning and Engagement team has improved the processes to identify all students with additional learning needs as well as communication with



<p>Develop whole school system to identify students with learning needs, including high potential and those with additional learning needs.</p>	<p>staff regarding Individual Education Plans (IEPs), and supporting staff to adjust learning activities and assessments for these identified students.</p>
<p>Baseline of data literacy, skills and capabilities of staff across all Key Learning Areas established.</p>	<p>Delay in implementing the Using Data to Inform Practice Initiative in 2022 has required this initiative to be postponed to 2023.</p>



## Strategic Direction 3: Student Communication and Empowerment

### Purpose

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

### Initiatives

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

- Quality Feedback
- Reporting Learning

### Resources allocated to this strategic direction

Professional learning: \$4,000.00

### Summary of progress

A formative assessment group was established in Term 4 2022 to determine greater consistency of teacher practice using formative assessment strategies. Data collected from 2022 Year 7 students indicated there was a lack of consistency between teacher expectations in the classroom. Initial planning led to the development of whole-school workshops in preparation for the first School Development Day in term 1 2023, aimed at improving consistency in the delivery of learning intentions. Teacher survey data from the workshops will be used to inform planning for the Formative Assessment 'Excellence in Action' team in 2023.

In 2022, most Professional Learning was targeted towards comprehensive Literacy and Numeracy initiatives in the school. In 2023, the 'Excellence in Action' teams will be reformed, and activities will be developed and implemented to meet all progress measures.

### 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
Consistent school-wide practices for formative assessment developed.	The whole school focus on literacy and numeracy delayed the progress towards achievement of the formative assessment initiative. The formative assessment initiative became a focus in term 4, 2022. Progress was made to address a lack of consistency in using learning intentions across KLAS.. The Formative Assessment Team will continue to build upon delivering effective methods of formative assessment practice across the school in 2023.
Consistent school-wide practices for current school reporting systems implemented.	Delay in implementing the Reporting Learning initiative in 2022 has required this work be postponed to 2023.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$235,927.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Burwood Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing (teachers and SSLOs) to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around literacy and numeracy strategies</li> <li>• employment of staff above allocation to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students are demonstrating progress towards their personalised learning goals. Improved communication with staff regarding student Individual Education Plans (IEPs) has led to an improvement in students receiving targeted personalised learning in the classroom.. IEPs are regularly reviewed and updated to meet student learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Learning and engagement team will regularly communicate funding decisions and changes to finance committee to ensure funding is regularly reviewed. Review of Sentral notifications and flags to ensure that staff identify students to support differentiation strategies and required adjustments in teaching and learning programs.</p>
<p>Socio-economic background</p> <p>\$57,870.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Burwood Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement programs to support identified students with additional needs.</li> <li>• resourcing to increase equitability of resources and services, such as necessary meals.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• engage with external providers to support student engagement and retention.</li> <li>• supplementation of co-curricular activities to improve student engagement.</li> <li>• professional development of staff through staff meetings to monitor attendance to support learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Year 9 Reading NAPLAN results for the lowest SES quarter demonstrate a major lift from a raw score of 574.11 in 2021 to 597.17 in 2022. The Year 9 Numeracy NAPLAN results for the lowest SES quarter demonstrate a major lift from a raw score of 577.56 in 2021 to 610.42 in 2022. Overall the greatest uplift was in the lowest SES quarter.</p>

<p>Socio-economic background</p> <p>\$57,870.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continuing to engage staff to facilitate the Renaissance Reader Program, increase the number of students accessing the Homework Centre, and identify community organisations to work with disengaged cultural groups.</p>
<p>Aboriginal background</p> <p>\$5,852.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Burwood Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <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>• Differentiating for Individual Student Needs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal and Islander students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved provision of PLPs reflecting the required needs of students, for example Aboriginal Studies students focussed on HSC major works examining cultural heritage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To identify the need to learn about First Nations people, culture and traditions. Organise Professional Learning for staff to meet the needs for Aboriginal Education for all.</p>
<p>English language proficiency</p> <p>\$361,889.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Burwood Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student progress in Years 7 and 9 for the Developing EAL/D group showed high growth in Literacy and Numeracy in the top 2 bands, an increase of 22%. Student progress in Years 7 and 9 for the Consolidating EAL/D group showed high growth in Literacy and Numeracy in the top 2 bands, an increase of 20.5%.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to fund the Stage 5 EAL/D elective. Increase the number of bilingual teaching staff and SLSOs to support EAL/D learners and assist in the Homework Centre.</p>
<p>Low level adjustment for disability</p> <p>\$168,066.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Burwood Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$168,066.80</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>• Differentiating for Individual Student Needs</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in Life Skills programs, as well as supporting students with Special Provisions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  A more consistent approach to student learning support.  An increased number of learning support referrals.  Inclusive Dance Ensemble established</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Expansion in the Dance and Drama Inclusive Ensemble Programs.  Regular review meetings regarding learning support allocations.</p>
<p>Professional learning</p> <p>\$91,000.00</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 Burwood Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Reading</li> <li>• Numeracy</li> <li>• Higher School Certificate</li> <li>• Differentiating for Individual Student Needs</li> <li>• Using Data to Inform Practice</li> <li>• Quality 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>• Cost of PL courses and release time for staff to participate in professional learning relating to the Strategic Improvement Plan, including 12% staff trained in Mental Health First Aid.</li> <li>• Maximum participation of staff in HSC Professional Learning workshops</li> <li>• Professional Learning LaST training to support increase in student identified needs/diagnoses</li> <li>• Professional Learning HPGE training for identified staff to lead and model evidence-based approaches to HPGE learners.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  PL activities funded to support staff to embed evidence-based reading practices has improved student reading. Renaissance Reader data indicates a significant increase in student reading, including parent data. The school also achieved the upper target for reading in the top 2 bands in NAPLAN which was a significant improvement. Staff completing the HSC Professional Learning experienced high impact professional learning and developed skills to deliver higher-quality Stage 6 teaching activities and tasks. There has also been an increased focus on Numeracy, and evidence supports that staff have considered how to embed explicit evidence-based numeracy strategies in the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To employ a literacy specialist to support staff to develop and model explicit evidence-based reading and writing strategies across KLAs to continue improving student literacy</p>

Professional learning \$91,000.00	Staff to be supported to continue involvement in the HSC Professional Learning courses to lift student achievement in the HSC To participate in the Leading Secondary Numeracy Course to improve student numeracy from the baseline established in 2022. To support teachers to use data more efficiently to improve student learning outcomes. To support HPGE extension activities based on the HPGE policy to ensure all students are extended and challenged in the classroom.
COVID ILSP \$90,000.00	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 2022.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <b>Overview of activities partially or fully funded with this targeted funding include:</b> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> The majority of students in the program achieved significant progress in meeting their learning outcomes in various curriculum areas. as well as their chosen electives. The ILSP teachers were successful in identifying students to be targeted as a result of poor attendance during online learning.  <b>After evaluation, the next steps to support our students will be:</b> Learning progressions will be used to review sub-elements of phonological awareness and understanding texts correctly. This is captured in PLAN2.
Student support officer (SSO) \$96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Burwood Girls High School  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b> <ul style="list-style-type: none"> <li>• Individual student support</li> <li>• Wellbeing Programs including teacher professional learning</li> <li>• Working with parents and carers</li> <li>• Community Engagement</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> Twelve staff were trained by the Burwood GHS SSO in Youth Mental Health First Aid resulting in Year Advisors and Assistant Year Advisors understanding how to support students experiencing poor mental health at school. The school is now able to run the Teen Mental Health First Aid course in 2023 following the staff training. The SSO has also provided additional wellbeing support to students, including 30 students who access SSO support on a regular basis. Students have improved class attendance following SSO interventions. Year 10 has the highest rate of accessing the SSO during class time, followed by Year 9. On average the SSO managed over 150 student out of class interventions per term.  <b>After evaluation, the next steps to support our students will be:</b> Running the Teen Mental Health First Aid Course Continuing to support individual students on a needs basis, as well as supporting wellbeing programs such as Fusion and Breakfast Club. Increasing the SSO support and involvement with students refusing to

Student support officer (SSO) \$96,058.00	attend school.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	1178	1146	1094	1092

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.1	95.1	95.4	89.9
8	92.5	94.6	92.5	90.2
9	91.4	94.4	92.6	88.6
10	90.6	93.6	90.2	88.1
11	92.5	92.3	90.9	88.1
12	92.1	92.3	89.5	87.8
All Years	92.2	93.7	91.8	88.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	0
Employment	0	1	2
TAFE entry	0	0.5	2
University Entry	0	0	96
Other	0.2	N/A	0
Unknown	N/A	N/A	0

## Year 12 students undertaking vocational or trade training

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20.85% of Year 12 students at Burwood Girls High School undertook vocational education and training in 2022.

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

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98% of all Year 12 students at Burwood GHS expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	53.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	13.97
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	2,885,857
<b>Revenue</b>	14,275,756
Appropriation	12,765,977
Sale of Goods and Services	84,019
Grants and contributions	1,199,470
Investment income	25,195
Other revenue	201,095
<b>Expenses</b>	-13,633,023
Employee related	-11,920,104
Operating expenses	-1,712,918
<b>Surplus / deficit for the year</b>	642,733
<b>Closing Balance</b>	3,528,590

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	235,927
<b>Equity Total</b>	593,680
Equity - Aboriginal	5,852
Equity - Socio-economic	57,870
Equity - Language	361,890
Equity - Disability	168,067
<b>Base Total</b>	10,690,784
Base - Per Capita	276,432
Base - Location	0
Base - Other	10,414,353
<b>Other Total</b>	617,882
<b>Grand Total</b>	12,138,273

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



## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

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

The school results indicated that the students performed above state average.

In Year 7, students performed above state average in reading, writing, spelling as well as grammar and punctuation.

In Year 9, students performed above state average in reading, writing, as well as grammar and punctuation.

For numeracy, results were close to state average for Year 7 as well as Year 9.

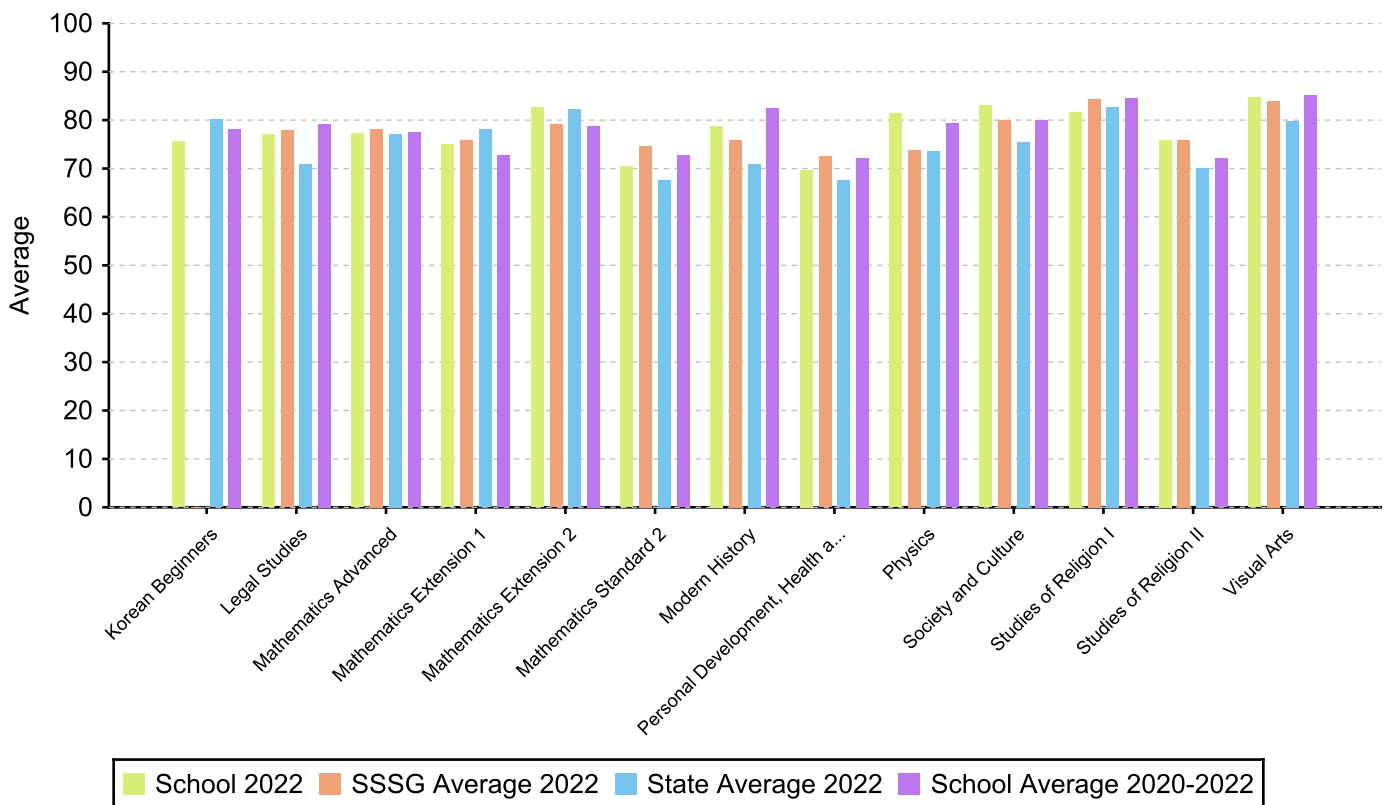
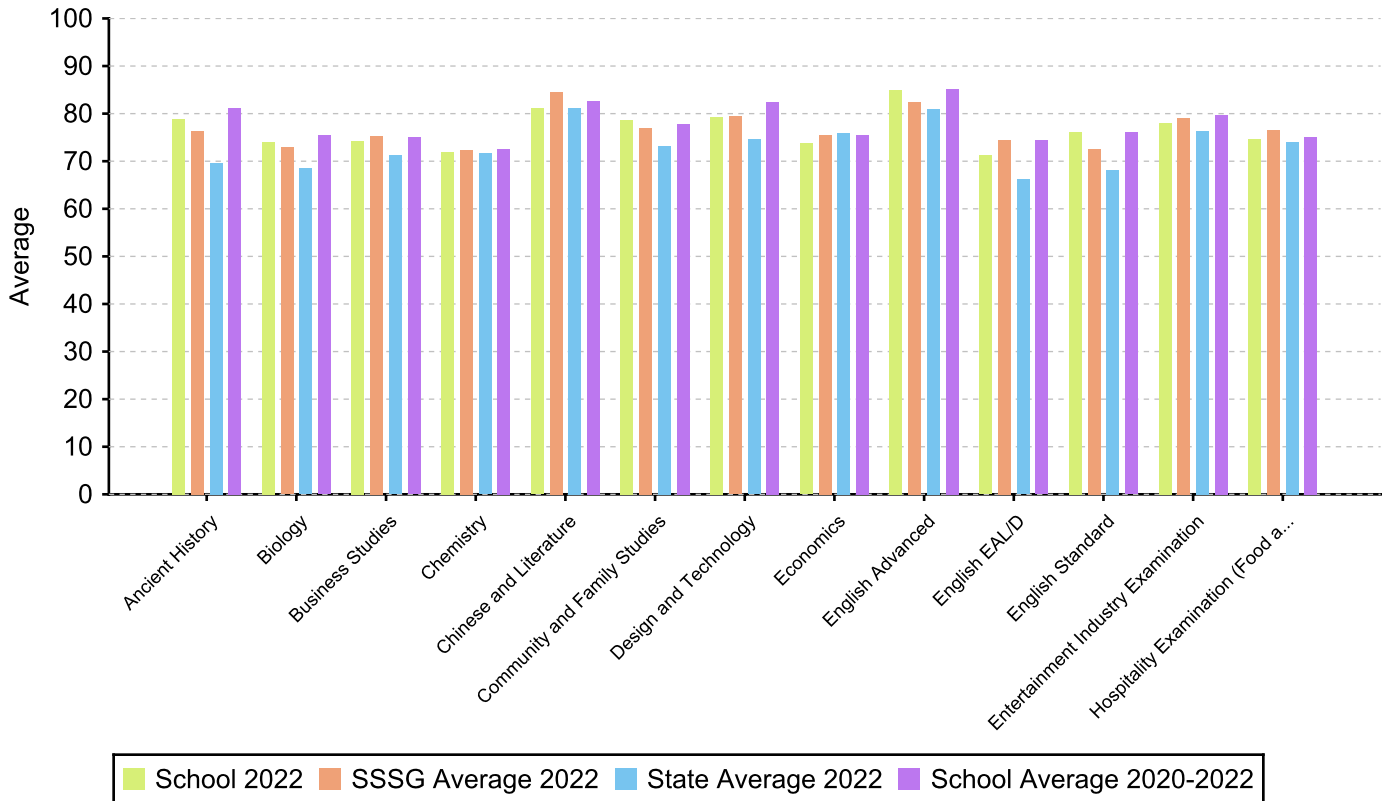
For 2022 the school was involved in the School Strategic Support Numeracy program to uplift results for 2023.



# 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 2022	SSSG	State	School Average 2020-2022
Ancient History	78.9	76.3	69.6	81.2
Biology	74.1	72.9	68.5	75.4
Business Studies	74.2	75.3	71.2	75.0
Chemistry	71.9	72.3	71.7	72.6
Chinese and Literature	81.1	84.6	81.2	82.7
Community and Family Studies	78.6	77.0	73.2	77.8
Design and Technology	79.3	79.4	74.6	82.4
Economics	73.7	75.5	76.0	75.5
English Advanced	84.9	82.4	81.0	85.2
English EAL/D	71.2	74.4	66.1	74.4
English Standard	76.1	72.6	68.1	76.0
Entertainment Industry Examination	78.0	79.1	76.4	79.7
Hospitality Examination (Food and Beverage)	74.6	76.6	74.0	75.1
Korean Beginners	75.6	0.0	80.2	78.1
Legal Studies	77.0	77.9	70.8	79.3
Mathematics Advanced	77.2	78.2	77.1	77.4
Mathematics Extension 1	75.0	75.8	78.0	72.7
Mathematics Extension 2	82.6	79.1	82.2	78.8
Mathematics Standard 2	70.4	74.7	67.6	72.7
Modern History	78.8	76.0	70.9	82.4
Personal Development, Health and Physical Education	69.7	72.5	67.5	72.2
Physics	81.4	73.9	73.5	79.3
Society and Culture	83.0	80.0	75.5	80.1
Studies of Religion I	81.7	84.4	82.7	84.5
Studies of Religion II	75.9	75.9	70.1	72.1
Visual Arts	84.7	84.0	79.8	85.2

Despite significant disruption to learning in the Preliminary Course (Year 11) in 2021, the school was incredibly proud of the efforts of our Year 12 students. Outstanding results were achieved in numerous subjects and by many of our students:

- 21% students on Distinguished Achievers list
- 57% subjects above state average
- 48.5% exams sat by students achieved top two bands
- Approximately 13 ATARs over 95.00
- Approximately 28 ATARs over 90.00
- Highest ATAR was 99.80
- Two top achievers in Indonesian (2nd and 4th in the state)

While HSC results are important, what we admired most about the 2022 cohort was their level of emotional intelligence, kindness, thoughtfulness, empathy, and the ability to build strong relationships with both their peers and staff.



# Parent/caregiver, student, teacher satisfaction

## Parent/Caregiver Satisfaction

In 2022, surveys were conducted at Parent/Student /Teacher evenings online for Years 7-11, to find out information about communication, student learning and wellbeing. The results indicated:

- Year 7 parents (97%) reported their child transitioned well into high school, maintaining good peer relationships .
- Year 7 and 8 parents (84%) reported their child was coping well with learning and accessed the reports and checked attendance through the Parent Portal.
- In Year 8, 62% parents reported they noticed changes in their child's mental wellbeing after remote learning and were happy that learning at school was returning to normal with excursions and events.
- Year 8 parents felt that Online Safety was the greatest issue facing children.
- Year 9 parents (23%) reported minor issues of bullying with 68% reporting nothing at all.
- There was 47% Year 9 parents who had noticed changes in their child's mental wellbeing and 73% felt that peer relationships were a bigger issue
- There was 70% Year 9 parents who supported the uniform policy with 75% satisfied with the current range of uniform options
- Year 10 parents (45%) reported that they had noticed changes in their child's mental wellbeing post lock-down
- Year 7-10 parents (87%) reported information from the school is timely and feedback is provided promptly when they contact the school
- Year 11 parents reported (66%) that their child coping with senior studies

Parents commented that they appreciated emails from the school, the newsletter Event as well as information posted on Social media and our Website. 'A very content-rich environment and really supportive staff provides for wonderful learning opportunities' as stated by a parent.

In the 2022 Tell Them From Me (TTFM) survey, only (5%) parents responded with the following results that:

- Parents are welcomed and informed
- Safe and inclusive school
- School supports learning
- The most useful communication was email, Parent/student/teacher interviews, telephone contact and informal meetings

## Teacher Satisfaction

There were 60 (72%) teachers who responded to the 2022 TTFM survey. The eight drivers of student learning and the school's results are compared against the NSW Government School Norm. The school exceeded the state average in areas of inclusivity, teaching strategies, collaboration, learning culture, quality feedback and technology.

The strengths of the results from teachers indicated:

- promoting a sense of belonging for students
- setting high expectations for student learning
- teachers felt strongly supported with technology initiatives
- clear expectations established for student behaviour
- confidence in handling teaching of literacy (80%)
- teachers make an effort to include students with special learning needs in class activities.
- students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter
- teachers give students written feedback on their work. and how to improve performance
- very confident in providing the environment for students to thrive (84%)
- teachers willing to discuss learning problems of particular students with other teachers

Teachers reported the school is a welcoming and culturally safe place (92%) for all students, however 45% teachers reported they have little knowledge to engage students on Aboriginal culture and histories. This is an area for development in 2023.

Teachers (70%) reported school leaders in this school are leading improvement and change and that 69% clearly communicate their strategic vision. A large percentage (96%) said that our school is a welcoming place for all students. with 98% saying school is a culturally safe place for all students.

## Student Satisfaction

In 2022, 877 (80%) students responded to the TTFM survey. Results indicated:

- Student participation in school sports was 60% compared to 48% (NSW Government norm).
- Participation in extracurricular activities was 66% compared to 58% (NSW Gov norm).
- Positive behaviour at school 99% compared to 87% (NSW Gov norm)

- Positive attendance at school 96% compared to 90% (NSW Gov norm).
- Positive learning climate was 6.6 compared to 5.6 (NSW Gov norm)
- Intellectual engagement, effort, interest and motivation plummeted during online learning.
- Students reported the most important skills to develop were communicating with others (93%), working as part of a team (89%), reading (81%), thinking creatively (86%), and problem solving (87%).
- 99% students had positive behaviours at school compared to 87% (NSW Gov norm).
- 82% students plan to attend university compared to 67% (NSW Gov norm).
- 38% students had scores that placed them in the desirable quadrant with high skills and high challenge while 17% did not find classes challenging
- 81% students agreed the school facilities are clean and well looked after.
- 10% students felt they were subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. compared to 21% (NSW Gov norm).

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



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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- 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.

There were seven Aboriginal and Torres Strait Islander (ATSI) students attending Burwood Girls High School in 2022 and each student had a Personal Learning Pathway developed in consultation with family, and our ATSI Student Coordinator.

Engagement with Indigenous communities continued in providing advice and support. Uncle Jimmy was an important part of our International Day, commencing with Welcome to Country prior to Closing the Gap activities for all students. Our Tiddas student leadership group continued to meet and discuss issues of importance to Indigenous students within the school., establishing an Indigenous garden as a major work. Although we were unable to meet as a whole student body to celebrate NAIDOC Week, our Aboriginal Studies students prepared an education campaign around the 2022 NAIDOC Week theme *Get Up! Stand Up! Show Up!*

The responsibility for implementing 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. In 2021 our students recognised that staff needed to learn more about Aboriginal Education. and this is the target for 2023. We will definitely make progress in this area, and this is why 2023 is nominated to be the 'Year for First Nations Voices'.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Burwood GHS is an inclusive and harmonious school with two Anti-Racism Contact officers and is extremely proud to

acknowledge that there were no incidents of racism reported in 2022. An interested group of students had investigated 'casual racism' and after reviewing survey results ensured a forum on *Wearing a Hijab* was introduced for the students.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Multicultural and anti-racism education - School Statement

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The school is extremely proud to celebrate our cultural, linguistic and religious diversity both within the curriculum and at special events. The Crescent Girls group support Muslim students and our Sisters in Society student leadership group plan support programs for refugee girls. Lunar New Year was celebrated with support from the local community early in 2022.

Our students represent 80 different countries with 68% students and 40% staff having English as an Additional Language or Dialect (EAL/D). There were 40 international students from China, Korea and Vietnam in 2022, with an international students coordinator, a special student adviser and three community liaison officers supporting their wellbeing. We also employed a Pacific Islander liaison officer to support our Aboriginal and Islander students.

Eleven Pacific Islander students met regularly with their community liaison officer to promote learning and plan cultural activities.

Italian, French, Japanese, Korean, Indonesian and Chinese were taught at the school. Many students also studied a range of languages at the NSW School of Languages or the Secondary School of Languages.

All overseas excursions were not planned because of COVID-19, but we hope to continue in 2024.

International Studies, Society and Culture, Studies of Religion, English, Visual Arts, six language courses and Asia literacy in Year 7, promoted cultural awareness. The school continues to use 40 'hanboks', Korean national dress, received from our sister school in Seoul.

## Other School Programs (optional)

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The Duke of Edinburgh program was very popular in 2022 with almost 100 students signed up to complete Bronze. There were two groups who managed walks, Year 10 who were not able to participate in 2021 as well as a large group of Year 9 students who were determined to undertake this program. Special thanks to parents who ensured that large groups of students were equipped and supported.

There were 45 Year 10 students (who were not able to complete the walk in 2021) as well as 51 Year 9 students who completed the Bronze Walk.

There were ten Year 11 students who completed the Silver Walk. For 2023, 20 students have committed to Silver.

