

2022 Annual Report

Blacktown Girls High School



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Introduction

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

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

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School vision

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

School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 950. The school is located in Sydney's Western Suburbs.

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

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

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

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

English language proficiency: \$372,811.04

Professional learning: \$35,000.00

Socio-economic background: \$16,000.00

Low level adjustment for disability: \$261,382.00

Refugee Student Support: \$17,500.00

Summary of progress

The Strategic Direction team worked together to establish collaborative processes for staff and a shared understanding of literacy and numeracy demands across stages 4-6 in all KLAs; embedding PEAR formative assessment framework and STEM-R to establish a common language on which to align our Professional Learning for Literacy & Numeracy. These processes were successfully embedded in PL throughout the year, utilising PL to build staff confidence and provide opportunities and time for staff to embed these pedagogies into teaching and learning programs and practices. A barrier for further implementation of the PEAR framework, including opening classrooms for instructional leadership and team-teaching, as time was restricted by the need to complete various PL programs during the times set aside for PD.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Improvement in the percentage of students achieving in Top 2 NAPLAN Bands to be above the lower bound system negotiated target in Reading by 5%• Improvement in the percentage of students achieving in Top 2 NAPLAN Bands to be above the lower bound system negotiated target in Numeracy by 4%	The percentage of student achieving in the Top 2 NAPLAN Bands continues to improve in Reading and we remain on track to achieve the negotiated targets. Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance measures are not available.
<ul style="list-style-type: none">• Improvement in the percentage of students achieving in Top 2 NAPLAN Bands to be above the lower bound system negotiated target in Reading by 5%• Improvement in the percentage of students achieving in Top 2 NAPLAN Bands to be above the lower bound system negotiated target in Numeracy by 4%	The percentage of student achieving in the Top 2 NAPLAN Bands continues to improve in Reading and we remain on track to achieve the negotiated targets. Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance measures are not available.

<p>Maintain students achieving Expected Growth Literacy Reading above 72%</p> <p>70% of students achieving Expected Growth Numeracy</p>	<p>We continue to see a steady increase in Expected Growth Reading & Numeracy due to our ongoing interventions with the assistance of COVID funding. Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance measures are not available.</p>
<p>Maintain students achieving Expected Growth Literacy Reading above 72%</p> <p>70% of students achieving Expected Growth Numeracy</p>	<p>We continue to see a steady increase in Expected Growth Reading & Numeracy due to our ongoing interventions with the assistance of COVID funding. Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance measures are not available.</p>
<ul style="list-style-type: none"> • Targeted student cohorts are tracked to meet grade expectations on the NSW Learning Progressions sub-elements <i>Creating Texts</i> and <i>Number Sense and Algebra</i>. • Teachers provided with PI on using summative data to identify student learning 	<p>Number Sense and Algebra continue to be a focus for numeracy support, with NAPLAN and Check-In data providing evidence of there needing to be further support. Future focus on these areas will include embedding these focus areas into whole-school curriculum planning, as well as specific targeted support for underachieving student.</p>

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$144,600.00

Per capita: \$42,056.00

Aboriginal background: \$19,271.00

Professional learning: \$400.00

Summary of progress

Attendance: The importance and benefits of regular attendance is regularly promoted in school communications, along with a range of both formal and informal methods to celebrate excellent attendance implemented. The Attendance tiered framework of support implemented across the whole school ensures that there is a shared understanding of the tier data. Students and staff are monitoring attendance data for signs of slippage in attendance rates. In supporting students toward Tier 1 students are referred to the learning support and attendance teams and allocated an attendance/learning mentor. The Learning Support and Attendance Team collaboratively work with student and parent/carer to understand the underlying factors contributing to non-attendance such as literacy/numeracy, learning needs, disability, EAL/D (E.g., Interviews, direct correspondence, weekly parent updates on attendance rates). Attendance contracts are implemented with students and parents/carers.

Wellbeing: There is a shared understanding of Advocacy and Sense of Belonging school wide. Trends can be identified from TTFM Student Survey results.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Uplift the proportion of students attending >90% of the time by 2%.• Decrease the proportion of students attending <80% of the time by 2%.	<p>Proportion of students below 80% - A total of 122 students in Y7-10 have slipped to below 80% attendance rate at the end of Semester 1.</p> <p>Tier 2 - 50-79% At the end of term 1 a total of 110 students are in tier two of 50 - 79%. At the end of Semester 1 a total of 140 students had slipped to 50-79%.</p> <p>A total of 108 students in Y7-10 have slipped to 50-79% attendance tier 2 at the end of Semester 1.</p> <p>An over representation of Y10 students in both this tier, as well as Tier 3, is of particular concern. This downward trend indicates a significant slippage in attendance data for this year group.</p> <p>Moving forward it is recommended that additional close monitoring could be potentially beneficial. for both future Year 10 and Year 11 student cohorts.</p>

<ul style="list-style-type: none"> • Uplift the proportion of students attending >90% of the time by 2%. • Decrease the proportion of students attending <80% of the time by 2%. 	<p>Tier 3 - 0-49% - Fortnightly data tracking completed for the year, across all four terms and incorporating a breakdown of data across all Y7-Y12 year groups.. Total of 33 students in this tier at the end of term 1. At the end of Semester 1 a total of 20 students had slipped to 0-49%. Future data harvest will assess Y7-10 only. A total of 14 students in Y7-10 have slipped to 0-49% attendance tier 3 at the end of Semester 1.</p> <p>Results indicate that there is an over representation of Year 10 students in this tier is of particular concern</p> <p>Future directions include an alignment of specific resources / personnel to the Y10 cohort, overseen by potentially the HT T&L and Careers Adviser and supported by personnel including Year Adviser, SSO, SSC etc., enabling closer monitoring, tracking and feedback to targets within this tier at a vulnerable stage in their learning journey. Whole school introduction of Sentral SMS messaging to parents/carers for whole period partial absence (Truancy), in conjunction with school wide access to all parents and students of attendance data are in place in an effort to prevent non-attendance in 2023.</p>
<ul style="list-style-type: none"> • Uplift the proportion of students attending >90% of the time by 2%. • Decrease the proportion of students attending <80% of the time by 2%. 	<p>The importance and benefits of regular attendance is regularly promoted in school communications, along with a range of both formal and informal methods to celebrate excellent attendance implemented. Students and staff are monitoring attendance data for signs of slippage in attendance rates.</p> <p>At the end of term 1 a total of 322 students are in the Proactive affirmation tier of 95%+ At the end of term 2 a total of 485 students were in the combined Proactive 95%+ and Proactive Fine Tuning 90%+ tier. At the end of term 1 a total of 215 students Y7-Y12 are in the Proactive fine tuning tier of 90-94%. (a total of 243 students in Y7-Y10). At the end of Semester 1 a total of 289 students Y7-Y12 were at 90-94% attendance rate.</p> <p>At the end of Semester 1 as per the system negotiated target for Y7-10, a total of 215 students remain at 90-94% attendance rate. The slippage rate of Y7-Y10 students in 90-94% from Term 1 to Term 2 totaled 28 students, the most significant downward trend occurring in Y7. A total 52.6 % of all students Y7-12 are attending at or above the targeted 90%. A total of 367 students in Y7-10 remain at or above the expected 90% attendance tier at the end of Semester 1.</p> <p>In order to maintain the momentum moving forward, with specific strategies to engage Y6-7 transitioning students and their parents/carers. School wide approach involving all staff in every classroom - display posters, complete MyPL training. The role of the Connect teacher does not adequately prepare them for this role. Moving forward into T2 and beyond the Proactive and Fine Tuning data and role will be incorporated in the bottom tier - incorporating the Proactive Fine Tuning Approach within the Proactive Affirmation Approach. A proactive affirmation focus for Year 7 Students throughout Term 2 could be potentially beneficial, with pre-reminders that whole school events are compulsory.</p> <p>In Tier 1 - 80-89% by the end of term 1 a total of 238 students are in tier one 80-89%. At the end of Semester 1 a total of 252 students had slipped to 80-90%. Years 7-10 at the end of Semester 1 a total of 182 in Tier 1. The slippage from above 90% to below 80-89% is proportionally most significant in the senior year groups, a proportion of these senior absences can be attributed to 'new' sign in procedures and timetable modifications in early Stage 6.</p> <p>Moving forward to uplift students from Tier 1 in to the proactive and fine-tuning tiers, senior sign in and sign out procedures to be explicitly taught and reinforced at the commencement of the year to avoid absences being recorded mistakenly, and change of class forms to be completed by students and their parents early on to ensure they are processed and their respective timetables update efficiently.</p>

<ul style="list-style-type: none"> • Uplift Student Tell Them From Me (TTFM) Data in the area of <i>advocacy</i> at school; expectations of success; sense of belonging by 2%. 	<p>Tell Them From Me (TTFM) Student Survey results - Student Outcomes and School Climate</p> <ul style="list-style-type: none"> - Sense of belonging: Students feel accepted and valued by their peers and by others at their school. This survey asks students whether they feel included and accepted at school and if they make friends easily. - Advocacy: Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The survey asks students if they have someone at school who cares about them, provides encouragement and who can be turned to for advice. <p>Membership and participation on Year Group and Cultural Celebration Google Classrooms.</p> <p>Faculty minutes - examples from two faculties</p> <p>TTFM Secondary Shortened 2022 II analysis, results indicate;</p> <ul style="list-style-type: none"> - Sense of belonging: Blacktown Girls High School mean result of 67% exceeded NSW Govt Norm > 66%., most notably in the senior years of Y9, Y11 and Y12. - Advocacy: Blacktown Girls High School mean result of 6.4% exceeded NSW Govt Norm > 6.0%., most significantly, these results were either at or above state average across all year groups Y7-Y12. <p>Increased participation in cultural celebrations promoting connection and pride.</p> <p>In planning for 2023 consideration of the evidence based research from CESE of a whole school approach and shared understanding of sense of belonging will be best maintained / achieved through 'Effective classroom management'. * Effective classroom management, teaching relevant content, leading by example in the classroom, positive teacher-student relationships and advocacy (or support) at school can all enhance students' sense of belonging. As such this section needs to move directly in to the 2023 implementation and progress monitoring section Positive Behaviour Intervention & Support along the Care Continuum (PBISCC)</p>
<ul style="list-style-type: none"> • Key staff review operational components of Connect • Teachers are developing their expertise within the faculty 	<p>Question</p> <p>How well did students engage with O'Week? Will this be evidenced by improved engagement at school?</p> <p>Data</p> <p>Extra-curricula lists</p> <p>Analysis</p> <p>O Week in Term 1 re-introduced all extra curricular activities to the school and provided students the opportunity to find areas to which they could engage outside of the classroom. Students could participate in small activities as 'tasters' for the opportunities available to them. Data from O Week was collated to provide students with a complete list of extra curricular available to students for the entirety of 2022.</p> <p>Implications</p> <p>Moving forward greater promotion of extra curricular activities via whole school assemblies, year group assemblies & Google Classrooms, social</p>

- Key staff review operational components of Connect
- Teachers are developing their expertise within the faculty

media platforms & school website, will increase visibility of areas to which students can find a sense of belonging to BGHS.

Question

Have CONNECT teachers engaged with the Attendance data and with students in the PFT tier?

Data

Weekly attendance data

Analysis

Due to staff not having the chance to PL on how to incorporate attendance in a meaningful manner, CONNECT teachers were no longer expected to engage explicitly with attendance.

Implications

As CONNECT teachers are not adequately equipped to engage in conversations about attendance, moving forward lessons exploring the importance of attendance and engaging students to monitor their own attendance could be more beneficial.

Question

Does the CONNECT survey indicate students value the weekly sessions?

Data

CONNECT Teacher survey results

TTFM Student Survey 1

Analysis

Surveying CONNECT teachers on the value of the program has provided data about what staff and students find valuable. Based on survey results, staff and students find more practical activities that allow students to engage with one another in a non-confrontational manner as valuable. Staff found opportunities where open discussions about topics that were relevant to students was also another important element of CONNECT that needed greater emphasis moving forward.

Implications

Moving forward CONNECT teachers are to be involved in the preparing and planning of CONNECT lessons to ensure value is placed on the lessons delivered. CONNECT teachers are given the opportunity to reflect each term on the value of their lessons through surveys, individual conversations with students and regular communication with YAs, SSOs & HT Wellbeing about students.

Strategic Direction 3: Collaboration and Practice

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$43,500.00

Integration funding support: \$96,000.00

Summary of progress

In 2022 members of this Strategic Direction worked towards achieving the Improvement Measures identified in the School Plan. Analysis of RAP data continues to be an activity valued by all staff members, and as such will continue into 2023 with the process embedded more focus on using data analysed to embed explicit teaching strategies through a sustained approach by individual faculties. The team continued their investigation into the ALARM Matrix and its expansion into more faculties. Experts within the team led Professional Development within the team and created the Google Drive for staff use. The team have indicated an interest in seeing this activity continue into 2023 and have acknowledged a barrier this year being the planned external Professional Learning in Semester Two, which limited the opportunity for the team to deliver Professional Learning. Both activities had clear links to the delivery of Professional Learning on High Expectations for Learning, linked to CESE's *What Works Best* module, which was well received by faculties.

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 attainment <ul style="list-style-type: none">• Increase the percentage of HSC course results in top two bands to surpass upper bound system negotiated targets.• Increase the percentage of HSC course results in top three bands to surpass upper bound system negotiated targets.	The HSC results from the 2022 cohort reflect the following: <ul style="list-style-type: none">• The percentage of HSC course results in top three bands is at 66.3%, which is beyond baseline and lower bound target measures.• The percentage of HSC course results in top two bands is at 34%, which is beyond baseline and lower bound target measures.
HSC attainment <ul style="list-style-type: none">• Increase the percentage of HSC course results in top two bands to surpass upper bound system negotiated targets.• Increase the percentage of HSC course results in top three bands to surpass upper bound system negotiated targets.	The HSC results from the 2022 cohort reflect the following: <ul style="list-style-type: none">• The percentage of HSC course results in top three bands is at 66.3%, which beyond baseline and lower bound target measures.• The percentage of HSC course results in top two bands is at 34%, which beyond baseline and lower bound target measures.
<ul style="list-style-type: none">• 80% of teachers demonstrate understanding of high expectations, explicit teaching, effective feedback and Use of data to inform practice.	Staff at BGHS continue to value the dedicated professional learning time allocated to analysing RAP data. A future direction for the 2023 SIP will be to embed each term into KLA professional learning time to link more closely with Stage 6 teaching and learning programs and assessment. This time will

- 70% of teachers build knowledge and understanding of ALARM.
- 80% of teachers engage in analytical discussions of HSC results and content.
- 90% of teachers analyse HSC RAP data.

also allow new staff teaching a HSC course an opportunity to work with 'experts' to build proficiency. In those KLAs who use ALARM, there has been evidence of positive change in relation to increased submission of tasks; students using higher order thinking skills; improved language skills, resulting in students achieving at a higher level.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$96,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blacktown Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Quality Collaborative Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSOs employed to support student learning <p>The allocation of this funding has resulted in the following impact: Improved NAPLAN results</p> <p>After evaluation, the next steps to support our students will be: Small group withdraw and PLAN 2 targeted support in literacy and numeracy 2023</p>
<p>Professional learning</p> <p>\$78,900.00</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 Blacktown 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"> • Develop, review and share best practice - Literacy • Develop, review and share best practice - Numeracy • Quality Collaborative Practice • A Learning and Responding Matrix - ALARM • Whole school and personalised attendance approaches <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Review and implement numeracy skills • collaboration • staff PL <p>The allocation of this funding has resulted in the following impact: Some faculties needing extra PL in ALARM,</p> <p>After evaluation, the next steps to support our students will be: Some KLAs will not use ALARM, not suited to them, some need ALARM champions, these will require PL time</p>
<p>Refugee Student Support</p> <p>\$37,500.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop, review and share best practice - Literacy • Other funded activities <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 • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students

<p>Refugee Student Support</p> <p>\$37,500.00</p>	<p>The allocation of this funding has resulted in the following impact: Staff aware of the role of PEAR in their KLA, staff collaboration</p> <p>After evaluation, the next steps to support our students will be: More PL, especially in pre-testing and feedback via goal setting</p>
<p>Socio-economic background</p> <p>\$160,600.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Develop, review and share best practice - Literacy • Develop, review and share best practice - Numeracy • Collective responsibility for student wellbeing and success • Whole school and personalised attendance approaches <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through staff meetings to support student learning • employment of additional staff to support implementation of wellbeing <p>The allocation of this funding has resulted in the following impact: Hakka warriors</p> <p>After evaluation, the next steps to support our students will be: Investing in Pacific Waves and other PCYC programs Connect lessons reinvigorated via Safe Schools program</p>
<p>Aboriginal background</p> <p>\$19,271.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown 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"> • Collective responsibility for student wellbeing and success <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: AEO employed extra days Aboriginal Education team Junior AECG</p> <p>After evaluation, the next steps to support our students will be: Held Junior AECG meetings Connect with local schools Reinvigorate Yarn Circle Term 2 whole school PL</p>
<p>English language proficiency</p> <p>\$372,811.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown Girls High School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$372,811.04</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop, review and share best practice - Literacy • Develop, review and share best practice - data analysis <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Each KLA focusing on year group for PEAR More bilingual SLSO staff</p> <p>After evaluation, the next steps to support our students will be: Thorough testing for LBOTE census in term 1</p>
<p>Low level adjustment for disability</p> <p>\$261,382.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Blacktown Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Develop, review and share best practice - Literacy • Develop, review and share best practice - Numeracy <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 and numeracy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: More SLSOs to work on Lit and Numeracy Mac Lit and STEMR training of LAST and SLSO team</p> <p>After evaluation, the next steps to support our students will be: Employ SLSOs in library lunch time homework club Additional staff homework centre Tues/Thurs Specialized support in consult with CT by SLSO</p>
<p>COVID ILSP</p> <p>\$257,968.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • 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 literacy/numeracy - [focus area]

<p>COVID ILSP</p> <p>\$257,968.00</p>	<ul style="list-style-type: none"> • employing/releasing teaching staff to support the administration of the program • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Improved Literacy and Numeracy data, especially literacy - evidenced in NAPLAN</p> <p>After evaluation, the next steps to support our students will be: Further targeted small group tuition, in class support of more students</p>
<p>Student support officer (SSO)</p> <p>\$99,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Blacktown Girls High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • SSO and CLO organizing and running small group well being initiatives <p>The allocation of this funding has resulted in the following impact: Small group and whole school wellbeing projects</p> <p>After evaluation, the next steps to support our students will be: Small group and whole school wellbeing projects</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	778	798	852	919

Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.7	94.9	93.8	90.2
8	93.1	92.6	91.6	85.9
9	90.0	92.6	87.7	86.2
10	87.6	91.4	87.5	81.3
11	90.3	89.7	85.7	82.8
12	90.6	91.1	83.0	85.6
All Years	91.0	92.2	88.8	85.7
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

A deliberate and specific attendance focus has been developed, including tiered monitoring as well as parent notifications of whole and partial day absences.

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

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	2
Employment	N/A	N/A	5
TAFE entry	N/A	1	5
University Entry	N/A	N/A	88
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

21.57% of Year 12 students at Blacktown Girls High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.7% of all Year 12 students at Blacktown Girls High School 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)	9
Classroom Teacher(s)	45.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	12.37
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	1,013,138
Revenue	11,217,512
Appropriation	10,851,938
Sale of Goods and Services	46,259
Grants and contributions	284,277
Gain and Loss	13,636
Investment income	11,589
Other revenue	9,813
Expenses	-10,796,963
Employee related	-9,900,454
Operating expenses	-896,508
Surplus / deficit for the year	420,549
Closing Balance	1,433,687

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 SBAR Adjustments (\$)
Targeted Total	98,170
Equity Total	813,540
Equity - Aboriginal	18,419
Equity - Socio-economic	160,516
Equity - Language	372,811
Equity - Disability	261,794
Base Total	8,856,159
Base - Per Capita	215,384
Base - Location	0
Base - Other	8,640,775
Other Total	565,168
Grand Total	10,333,037

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

School performance - NAPLAN

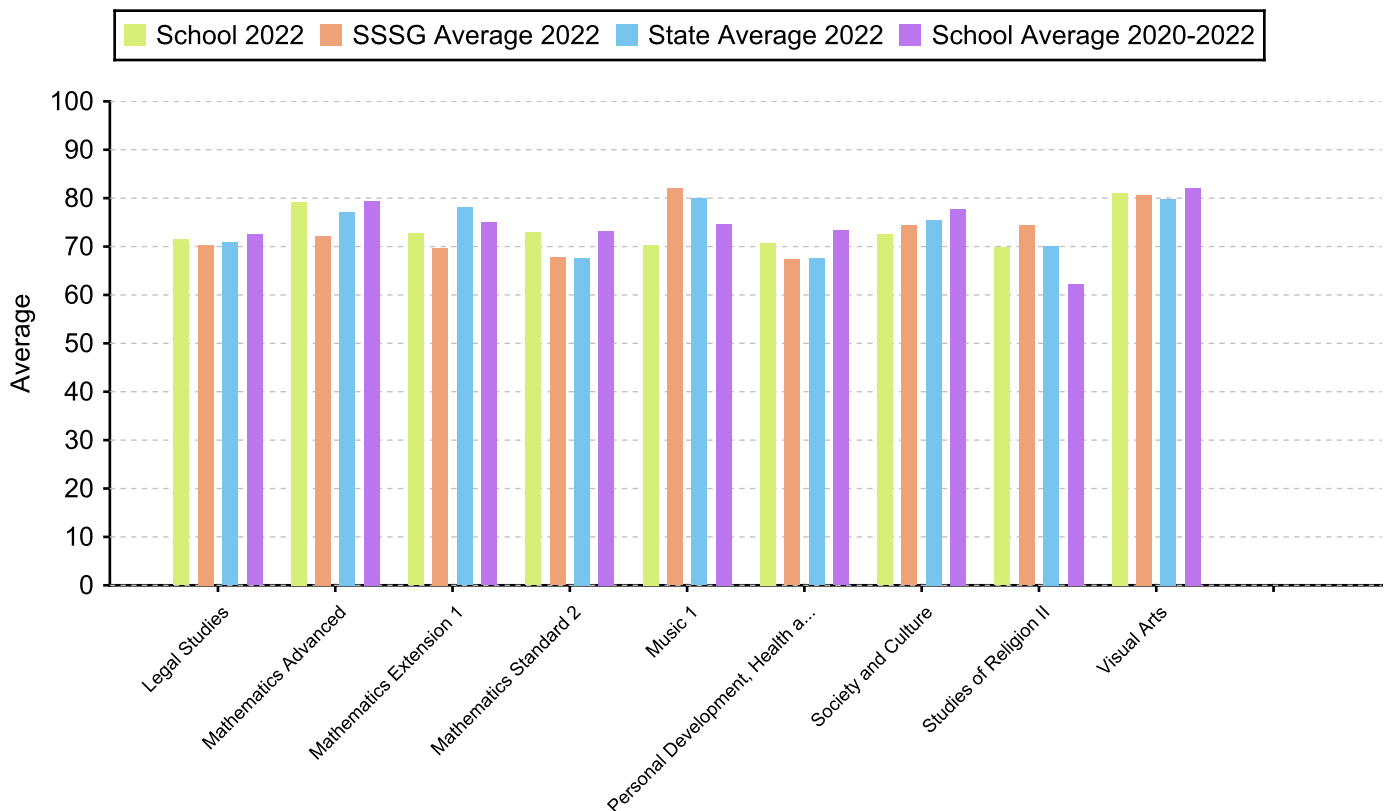
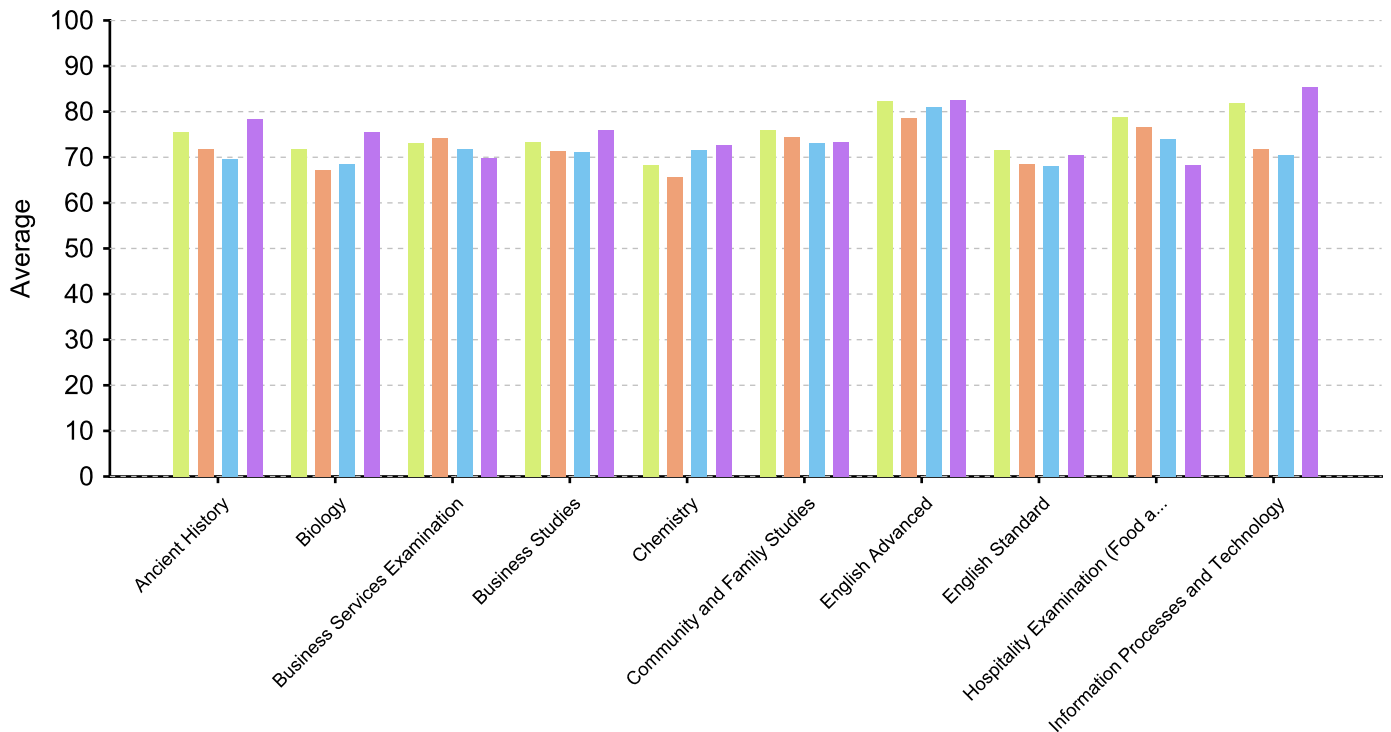
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	75.5	71.8	69.6	78.3
Biology	71.9	67.2	68.5	75.6
Business Services Examination	73.1	74.2	71.8	69.8
Business Studies	73.4	71.4	71.2	76.0
Chemistry	68.4	65.7	71.7	72.6
Community and Family Studies	75.9	74.4	73.2	73.4
English Advanced	82.3	78.5	81.0	82.5
English Standard	71.5	68.5	68.1	70.4
Hospitality Examination (Food and Beverage)	78.9	76.6	74.0	68.2
Information Processes and Technology	81.8	71.8	70.5	85.3
Legal Studies	71.5	70.3	70.8	72.5
Mathematics Advanced	79.2	72.2	77.1	79.4
Mathematics Extension 1	72.7	69.7	78.0	75.0
Mathematics Standard 2	72.9	67.7	67.6	73.2
Music 1	70.3	82.0	79.9	74.7
Personal Development, Health and Physical Education	70.7	67.4	67.5	73.3
Society and Culture	72.5	74.4	75.5	77.8
Studies of Religion II	69.8	74.3	70.1	62.3
Visual Arts	81.1	80.7	79.8	82.1

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey (2022) parent responses show that the school has a strong reputation in the community. Parents reported feeling welcomed by the school. most parents said they would recommend the school to their friends and family. There were no contributions from parents who identify as Aboriginal or Torres Strait Islander .

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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