

2022 Annual Report

Auburn Girls High School



Auburn Girls

HIGH SCHOOL

8253

Introduction

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

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

School contact details

Auburn Girls High School

Hunter St & Braemar Ave

Auburn, 2144

<https://auburng-h.schools.nsw.gov.au/>

auburng-h.school@det.nsw.edu.au

9649 6949

School vision

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

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

School context

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

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

The school's NSW FOEI (family occupation and employment index) for 2022 is 151 which is higher than the average of 100 and the ICSEA (Australian Index of Community Socio Educational Advantage) is 943 which is lower than the average of 1000. Targeted and Equity loading funds allow the school to implement many innovative teaching and learning programs, additional classes and courses as well as the appointment of additional school funded positions. These initiatives underpin the success of our students by re-balancing the effects of any low socio-economic disadvantage.

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

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

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

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

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

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

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

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	Sustaining and Growing
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	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices
- Explicit Teaching

Resources allocated to this strategic direction

Professional learning: \$76,159.00

Socio-economic background: \$500,000.00

Summary of progress

.Professional learning with John Hattie provided staff with a clear focus on how to engage student understanding and help students self-assess their own progress using the success criteria. Staff are implementing Learning Intentions and Success Criteria (LISC) into their teaching practice to support student progress.

Each faculty Head Teacher and all HSC teachers worked with Graham Wright to unpack HSC data and reflect on their teaching and learning programs. Each faculty produced HSC summaries that outlined the different components of their courses and how well students are faring. Faculties used data to identify areas of support and prioritise areas that yield greater results. This has resulted in updated and targeted teaching and learning programs in HSC courses with a focus on extending students into the next band.

The LAST team have unpacked data to identify student learning needs and collaborated with staff to support the learning needs of students. This includes varied levels of differentiation and scaffolding.

NESA presentations regarding assessment and grading offered strategies of explicit teaching and setting clear criteria to help staff utilise data and their professional judgement to make informed judgements about student learning progress in their courses.

Teachers in Year 7 Teams have unpacked data for their year 7 students and collaborated to build strategies and opportunities to enhance student learning experiences in their classrooms.

In Semester 1, the Literacy and Numeracy PL ran every second week with two different teams of staff. The programs covered data driven practices including backward mapping, data analysis and how to identify gaps in student learning and then help students address their learning gaps. Due to teacher shortages and the collapsed classes, this PL did not continue in Semester 2 however progress and distributed leadership meant that some faculties continued down the data and teaching path when developing their programs.

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
Literacy - Reading: Improvement in the percentage of students achieving in the top two NAPLAN bands to be at or above the schools lower bound system negotiated target in Reading of 17.1%.	<ul style="list-style-type: none">• In Reading, 18.75% of Year 9 students performed in the top 2 bands which is 1.65% above the agreed lower target and 0.25% below the agreed upper target. This is a 1.95% improvement from the 2019 results.

Numeracy: Improvement in the percentage of students achieving in the top two NAPLAN bands to be at or above the schools lower bound system negotiated target in Numeracy of 21.6%.	<ul style="list-style-type: none"> • In Numeracy, 20.63% of Year 9 students performed in the top 2 bands which is 0.97% below the agreed lower target and 2.87% below the agreed upper target. This is a 2.08% improvement from the 2019 results.
Numeracy: Improvement in the percentage of students achieving expected growth to be at the school's lower bound system negotiated target in numeracy of 69.4%.	No NAPLAN held in 2020, so unable to assess growth.
Literacy: Improvement in the percentage of students achieving expected growth to be at the school's lower bound system negotiated target in Reading of 66.8%.	No NAPLAN held in 2020, so unable to assess growth.
HSC Improvement in the percentage of HSC course results in the top TWO bands to be at or above the lower bound system negotiated target of 30.4%.	34.72% of HSC students performed in the Top 2 Bands. This is 4.32% above the agreed lower target and 1.82% above the agreed upper target.
HSC Improvement in the percentage of HSC course results in the top THREE bands to be at or above the lower bound system negotiated target of 60.2%.	66.67% of HSC students performed in the Top 3 Bands. This is 6.47% above the agreed lower target and 3.97% above the agreed upper target.
Attendance Improvement in the percentage of students whose attendance at school is 90% or greater to the lower bound system negotiated target of 63.5%.	The students were highly impacted by covid and influenza during the course of 2022. Consequently, the very high absenteeism rate significantly reduced the number of students being able to attend 90% of the time was reduced to 44%.

Strategic Direction 2: Excellence in Teaching

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$166,500.00

Summary of progress

Our HPGE policy review took place in 2022, with the draft updated policy presented to staff during professional learning time. This policy is due for publication in 2023. Acceleration Procedures are in place for Mathematics, with consistent selection and academic attainment procedures applied to our Accelerated Chemistry course. New temporary and permanent teachers continue to participate in GERRIC training, ensuring that all staff are well equipped to differentiate the curriculum to meet the needs of our High Potential and Gifted Students.

Stage 4 assessment tasks reflect improving practices in assessing students using a variety of modes. Strategic professional learning from NESA targeted skill development in the allocation of grades and assessment design for stage 6. This has enabled staff to backward map, informing assessment design in stage 4 and 5. Assessment submission rates remain consistent from 2020 to 2022, accounting for the COVID disruptions in 2021. Moving forward we will look to work within the curriculum reform process to develop strategies of regular formative assessment

Informed by our School capability Assessment in 2021 all staff undertook extensive training on Learning Intentions and Success Criteria. Our Executive team used the Evidence into Action days 1 and 2 to collaboratively set school wide goals and processes of evaluation. With our classroom observations beginning in 2023, we have observed that LISC presence and understanding can be evidenced in 25% of classrooms, with 28% of students demonstrating a clear understanding of Learning Intentions and steps required to achieve progress.

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
70% of High Potential and Gifted students meet expected growth between Year 9 NAPLAN/Check-In and HSC results	Growth data for 2022 NAPLAN unavailable due to the cancellation of 2020 assessments.
88% Retention of Selective Students	Retention rates of selective students in years 7-10 improved in 2021 to 95%. 2022 retention rates are on track to improve further and will be compiled at the conclusion of the 2022 school year.
97% of Selective and Enrichment students gain University places	100% of the 2021 HSC Selective students were offered university places. Of the students that were placed in an English or Mathematics Enrichment Class in year 10, 93% of students were offered university places.

<p>10% improvement in the submission rates of assessment tasks in Stages 4 and 5.</p> <p>Teachers develop a greater understanding of feedback. Most feedback is delivered within the agreed timeframe and actionable.</p> <p>Using the proforma as a guide, KLAS evaluate teaching and learning programs to ensure the authentic inclusion of cross curricular priorities and formative assessment.</p> <p>Assessment tasks for Stage 4 demonstrate the implementation of a variety of modes of delivery.</p>	<p>Stage 4 non-submissions</p> <p>2020 - 136 (282 students)</p> <p>2021 - 135 (311 students)</p> <p>2022 - 136 (320 students)</p> <p>Stage 4 Assessment submission rates have slowly increased, reflecting changes in task design and supporting pedagogy.</p> <p>Semester 1 Year 7 Teams led a focus on providing actionable feedback to students. Using the assessment evaluation form as a guide to evaluate assessment strategies and results to inform teaching and learning programs. Sample assessment tasks demonstrate a variety of modes of delivery in 2022.</p> <p>An assessment focus has informed our staff professional learning to include all teachers completing the NESA course on allocating grades and subsequent participation in faculty based grade allocation workshops. Executive staff undertook further NESA training on designing authentic assessment.</p>
<p>30% of students are confident in understanding their role in their learning and how to improve their attainment.</p> <p>30% of learning tasks are answerable, transparent & clear. Tasks are modelled as needed, lesson activities and learning intentions are obvious.</p>	<p>School Executive Staff completed Evidence into Action Day 1 and 2 training.</p> <p>All teaching staff participated in the Learning Intentions and Success Criteria self paced course. 2023 teaching and learning programs will include LISC.</p> <p>Data collection structures planned for 2022 (walk through and surveys) were postponed due to casual supply issues.</p> <p>Informal observations reflect increased teacher confidence in using LISC to drive learning tasks to be answerable, transparent and clear.</p>

Purpose

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

Initiatives

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

- Community Engagement
- Learning Culture - School Spirit
- Performance Management and Development

Resources allocated to this strategic direction

Socio-economic background: \$107,750.00

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

Professional learning: \$5,000.00

Summary of progress

Community Engagement

The Fair Education Project has been initiated with the targeted Year 8 students in 2021. While staff were upskilled in QuickSmart, and students were progressing well with this learning framework, the ongoing viability of the Fair Education Project was deemed not sustainable. AGHS did not continue with participation in the program. However, skills, resources and experiences from the initial stages of the project have been adopted by the Learning and Support Team for implementation with target students or small groups as appropriate.

School Spirit

The new whole school student leaderships teams roles and responsibilities have been shared with teachers and student leaders. The new roles were implemented from Term 1. Additionally the Year 11 Peer Mediation Team was established, trained and began mediation sessions with Years 7-10. Workshops were led by the Principal with the SRC to develop a new Student Code of Conduct which has been reviewed by staff, students and parents for implementation for the 2023 academic year.

The Year 12 2022/3 Captain, Vice Captain and Sports Captain gained their positions based on improved nomination and election procedures including a panel interview.

Unfortunately, the School Spirit Committee initiative did not start in Semester 2. This project will be initiated in 2023. Additional School Spirit initiatives for 2023 include a revamp of the role of the SRC as well as implementing key projects from the Inclusive, Engaging and Respective Schools, implementing improved Positive Education Resources and the initiation of a new Executive Role.

Educational Leadership

The Executive Team continued to undertake coaching. At the Executive Conference, school leaders were able to complete workshops in the areas of personal resilience, leading in uncertainty, feedback and difficult conversations. These sessions were well received and have helped build the repertoire of skills that our leaders bring to their roles.

Teachers who were interested in higher levels of accreditation were encouraged and supported by the Head Teacher Teaching & Learning Literacy. Given ongoing, state-wide updates to this process these teachers did not begin the application process and instead used the PDP process to engage in with the Strategic Directions of the school at a higher level. Teachers interested in Highly Accomplished or Lead Teacher status will attend professional learning and begin their applications in 2023 after the release of the new processes.

The High Impact Professional Learning model was introduced to staff and used to improve performance and development plans so staff actively work towards engaging with the AGHS SIP. The HIPL Team used this model to develop improved structures for whole-school professional development in response to a need for increased uptake and implementation of learning. Activities from Terms 3 and 4 were delayed and will be examined for relevance to 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
Increase post Progressive Achievement Test (PAT) results for targeted Year 8 students by 5% from the pre test.	Auburn Girls High school did not continue with this project due to ongoing staff shortages and lack of progress.
<p>Increase the positive sense of belonging of students from 76% in the 2020 survey results from the Tell Them From Me (TTFM) survey to 79% by 2023.</p> <p>Increase student's sense of school pride from 49% as reported in the School's What Works Well student survey to over 55% of students having a sense of school pride by 2023.</p> <p>Decrease the incidences of bullying particularly in middle schooling from 26% from the 2020 TTFM survey to 23% in 2022.</p>	<p>Both 2022 TTFM student surveys showed a decline in sense of student belonging from the comparison data of 2020. The final snapshot of the year 54%. However, this can be linked to the ongoing covid issue and subsequent staff shortages which have meant that connections to the school through consistent teaching and learning expectations have been impacted.</p> <p>Contrastingly, proactive anti-bullying and mediation programs as well as more targeted Positive Education lessons have actively supported a continuous decline in students who are the victims of bullying. Where this had previously been at 26%, AGHS is now below the NSW government norm and is at only 18%.</p> <p>Auburn Girls did not complete the What Works Well student survey in 2022 and so comparison to the baseline data cannot be made.</p>
<p>All Head Teachers and aspiring leaders are completing a coaching program.</p> <p>A number of teaching staff at AGHS are working towards Highly Accomplished Teacher accreditation.</p> <p>Year Advisers are becoming confident in their new roles, undertake continued professional learning to build capacity and feel supported by the Senior Executive.</p>	<p>The Executive Team continued to complete coaching through BTS Spark. As part of the Executive Conference all Head Teachers completed two sessions from:</p> <ul style="list-style-type: none"> • Personal Resilience • Lead in Uncertainty • Feedback • Difficult Conversations <p>The Head Teachers Teaching and Learning are working consistently to identify high achieving staff to complete higher levels of accreditation. New procedures for achieving these levels are being released and this will inform ongoing initiatives in this area.</p> <p>The Year Advisers are taking an active role in developing targeted behaviour and wellbeing programs for individuals and groups. Several professional learning workshops and conferences by the team have been undertaken on Behaviour Management and Positive Education. Year Advisors' leadership capacity has strengthened as demonstrated by the high number who applied for internal promotion positions in the wellbeing area.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$47,415.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Auburn Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Improved student learning and well-being outcomes.</p> <p>After evaluation, the next steps to support our students will be: A continuation of this program with targeted students.</p>
<p>Refugee Student Support</p> <p>\$7,487.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • Students were supported with laptops, financial assistance for uniform, stationary, excursions and subject fees. <p>The allocation of this funding has resulted in the following impact: Students are supported with learning support and requirements essential for their learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students.</p>
<p>Socio-economic background</p> <p>\$2,292,600.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Auburn Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Explicit Teaching • Extending High Potential and Gifted Students • Community Engagement • Visible Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Head Teacher Teaching and Learning - Literacy continued to be appointed • 3 classroom teachers appointed • a third Deputy Principal continued to be funded

<p>Socio-economic background</p> <p>\$2,292,600.00</p>	<ul style="list-style-type: none"> • a Community Partnership Officer continued to be appointed • ongoing fortnightly Professional Learning for teams of teachers in numeracy and literacy - semester one <p>The allocation of this funding has resulted in the following impact:</p> <p>*3 additional teachers appointed allowed for additional classes in Years 7-10; additional courses for Years 11 and 12 and; an increased number of elective options in Years 9-10.</p> <p>* Meeting times timetabled for Year 7 Teacher Teams allowed teachers to meet weekly to collaborate and reflect on student student literacy and numeracy data, teaching practice and student progress.</p> <p>* HT Teaching and Learning - Literacy and HT Secondary Studies continued to be appointed facilitated an increased range of gifted and talented opportunities, band program, cross curricula and extension activities and links with universities.</p> <p>* Funding for a third Deputy Principal continued, allowing each of the 3 DPs to manage two cohorts facilitating increased proactive well-being and discipline programs, improving transition from primary to high school for students and greater parental communication/engagement.</p> <p>* Appointing a Community Partnership Officer facilitated greater engagement and involvement of parents in their daughters' learning and improved advocacy/partnerships for the school within the local community.</p> <p>After evaluation, the next steps to support our students will be: To continue the appointment of these positions and use feedback to inform our programs.</p>
<p>Aboriginal background</p> <p>\$2,155.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Auburn Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • Overview of activities partially or fully funded with this equity loading include: <p>The students have a Personal learning plan (PLP) and were supported by the Special Ed Unit Subject fees and uniform were financed as needed.</p> <p>The allocation of this funding has resulted in the following impact: Students are supported with support and requirements essential for their learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students.</p>
<p>English language proficiency</p> <p>\$361,576.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Auburn Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$361,576.00</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students are provided with support and requirements essential for learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students.</p>
<p>Low level adjustment for disability</p> <p>\$439,440.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Auburn Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students are provided with support and requirements essential for learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students.</p>
<p>COVID ILSP</p> <p>\$613,599.00</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 • development of resources and planning of small group tuition • providing intensive small group tuition for identified students who were impacted through the pandemic. <p>The allocation of this funding has resulted in the following impact: Students are provided with support and requirements essential for learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Auburn Girls High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Culture - School Spirit <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Implementation of numerous programs including Positive Education

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>lessons and Peer Mediation</p> <p>The allocation of this funding has resulted in the following impact: Has supported the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.</p> <p>After evaluation, the next steps to support our students will be: Use feedback and data to further support the SSO and the wellbeing initiatives for our students.</p>
<p>Professional learning</p> <p>\$81,159.00</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 Auburn Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Performance Management and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school Staff Development Days with target activities derived from the SIP <p>PL activities identified in individual teachers PDP including Faculty goals</p> <p>The allocation of this funding has resulted in the following impact: Improved confidence and confidence of teachers in teaching Progress in achieving school goals identified in the SIP Progress towards achieving school targets</p> <p>After evaluation, the next steps to support our students will be: Use feedback and data to inform and refine our 2023 milestones</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	776	784	850	835

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.8	91.2	90.9	86.2
8	91.6	88.2	88.5	84.8
9	90.1	90.9	85.6	82.1
10	88.9	86.8	85.4	79.9
11	91.0	89.8	87.9	85.2
12	91.8	89.7	83.5	84.8
All Years	91.0	89.4	87.2	83.9
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

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	0	0	4
TAFE entry	3	1	9
University Entry	0	0	83
Other	0	2	1
Unknown	0	0	1

2022 continued to be a challenging year for our students, with considerable anxiety and stress(both emotional and financial) resulting in a slight dip in HSC results.

Despite the challenges, strong HSC results and together with our partner universities provided considerable security with a large number of early offers. This alleviated exam stress and helped the students to perform to the best of their capabilities.

- 87 ATAR eligible students. 76 received a total of 298 early offers (an average of 4 each), with a further 135 offers via ATAR or associated with individual HSC Band results.
- 81 ATAR students are now enrolled in university undergraduate courses; and a further 5 students are commencing university Diploma pathway courses. One ATAR student has elected to undertake a Traineeship due to family circumstances. In addition, 4 Non-ATAR students have also commenced Extended Diplomas at WSU.
- Most popular fields of study were Health and Social Science (including Arts and Education). STEM has become increasingly popular, with Engineering, Science and IT degrees accounting for a considerable number of enrolments.
- 18 x Band 6 (one Accelerated Chemistry in 2021) + 3 Notional (E3 in MX2), 5 x E4 and a further 5 x E3.
- 7 ATARs above 90 - top of 98.5.

Year 12 students undertaking vocational or trade training

47.29% of Year 12 students at Auburn Girls High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

91% of all Year 12 students at Auburn 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)	10
Classroom Teacher(s)	46.7
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	14.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	961,931
Revenue	13,007,389
Appropriation	12,795,422
Sale of Goods and Services	70,268
Grants and contributions	131,769
Investment income	5,500
Other revenue	4,430
Expenses	-12,498,767
Employee related	-11,015,547
Operating expenses	-1,483,220
Surplus / deficit for the year	508,622
Closing Balance	1,470,553

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	44,914
Equity Total	2,090,530
Equity - Aboriginal	2,155
Equity - Socio-economic	1,300,000
Equity - Language	359,098
Equity - Disability	429,277
Base Total	9,109,737
Base - Per Capita	224,071
Base - Location	0
Base - Other	8,885,665
Other Total	595,242
Grand Total	11,840,422

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

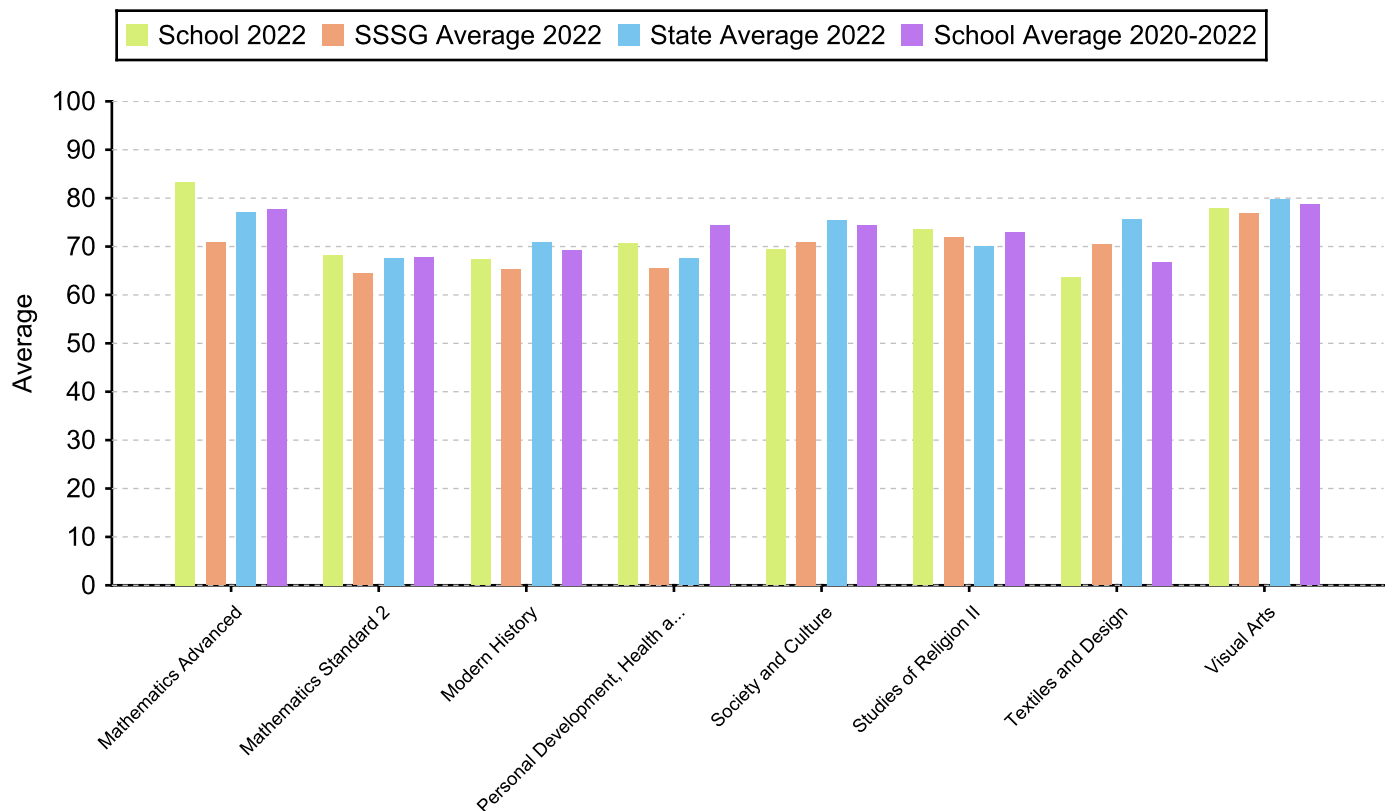
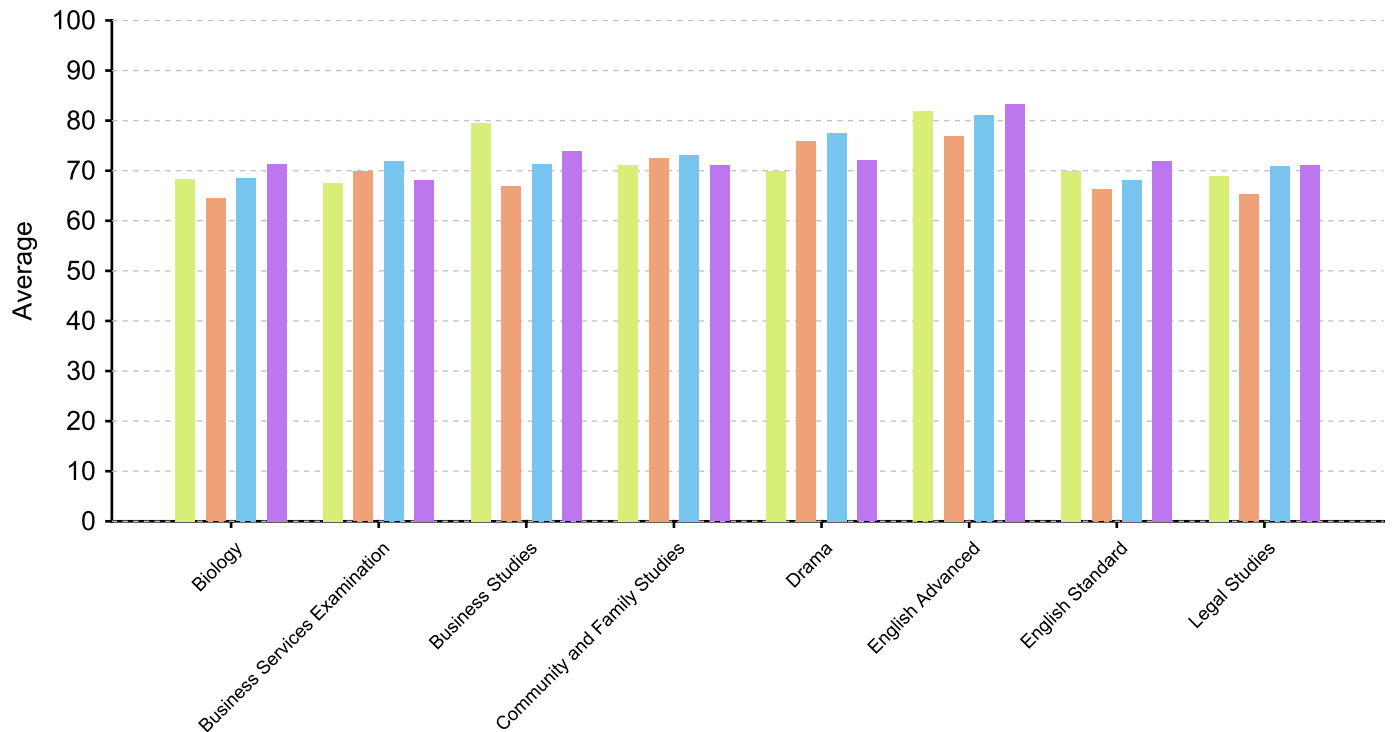
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	68.3	64.4	68.5	71.3
Business Services Examination	67.5	69.8	71.8	68.2
Business Studies	79.5	66.8	71.2	73.8
Community and Family Studies	71.1	72.5	73.2	71.1
Drama	69.9	75.9	77.5	72.0
English Advanced	81.8	76.9	81.0	83.3
English Standard	70.0	66.3	68.1	71.9
Legal Studies	68.9	65.3	70.8	71.1
Mathematics Advanced	83.3	70.8	77.1	77.8
Mathematics Standard 2	68.2	64.4	67.6	67.8
Modern History	67.3	65.4	70.9	69.3
Personal Development, Health and Physical Education	70.6	65.5	67.5	74.4
Society and Culture	69.4	71.0	75.5	74.4
Studies of Religion II	73.5	71.9	70.1	73.0
Textiles and Design	63.7	70.4	75.7	66.8
Visual Arts	78.0	76.9	79.8	78.7

Parent/caregiver, student, teacher satisfaction

There were no parent surveys conducted in 2022. Due to the consistency of low (less than 1%) parental response, the school chose to spend time in 2022 focusing on building stronger relationships with parents, as opposed to the prioritisation of surveys. The focus on building relationships has ensured that parents feel supported on a practical level and will ideally contribute to an increase of parent participation in these surveys in the future.

TTFM Student Survey

- 89% of students self-report engaging in positive behaviour at AGHS in 2022. This is 2% above the government norm for public schools in 2022.
- 18% of students feel that they have been victims of bullying in 2022. This is a decrease of 2% from 2021 and is 3% below the government norm for bullying victims.
- There was mean score of 5.7 for students who felt that AGHS has a positive learning environment. This is 0.1 above the state average.
- 75% of our students are planning on attending university and this number is 7% above the government norm.
- 34% of our students self-reported as having high levels of perseverance and resilience, and of this percentage, the proportion was highest in our Year 7 students.
- 44% of students have agreed that technology has helped them learn, however this is a drop from 2021 where 63% of students agreed technology helped them learn.
- 83% of our students are confident that they know where to seek help if they are feeling bullied
- Staff expectations for student success are at the government norm with a mean of 7.0.

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.