

2022 Annual Report

Bankstown Girls High School



8254

Introduction

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

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

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School vision

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

School context

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

The school's teaching staff are highly experienced and committed to a focused approach to school excellence. The staffing entitlement in 2022 was 48 teaching staff and 8 non-teaching staff. The executive staff has been consistent with extensive leadership experience. Early career teachers make up 25% of our staff.

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

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

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy
- Higher School Certificate

Resources allocated to this strategic direction

Socio-economic background: \$348,820.00
: \$0.00

Summary of progress

The enablers that were evidenced in 2022 under the dedicated initiatives were a whole school data driven, evidenced approach to Reading and Numeracy. Pre data analysis determined a holistic approach to identifying both strengths and weaknesses in Reading and Numeracy. Faculties mapped the progressions against their content and delivered bespoke lessons to address the learning needs of all students. Professional learning built capacity and confidence in staff from understanding and analysing internal and external data to inform practice. The enablers for the HSC initiative included, but were not limited to, timetabled Senior Studies periods, HSC Masterclasses, Checkpoint progress meetings with senior students and monitoring structures, external programs like Atomi and quality explicit teaching along with a supportive wellbeing framework. COVID ILSP tutoring support was funded by the DEC and actioned across English, Mathematics, Science and HSIE. This small group tutorial support assisted students in enhancing Literacy and Numeracy skills compromised as a result of 2021 lockdown.. The next steps are to continue the professional learning of staff to increase confidence in delivery, maintain the holistic and collaborative approach to Literacy and Numeracy in context as well as maintain the strategies and structures currently embedded for HSC success.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading Uplift of 4.9% of students achieving in the top 2 bands in NAPLAN Reading.	2022 Reading results indicated an achievement level of 0.75% below the annual trajectory lower bound. The lower bound trajectory was 12.35% with actual achievement sitting at 11.76%
Numeracy Uplift of 4.39% of students achieving in the top 2 bands in NAPLAN Numeracy.	2022 Numeracy results did not meet the 4.39% uplift of students in the top 2 Bands. The lower bound trajectory was 17.84% whilst the school actual statistic was 7.41%.
Expected growth Increase 2% uplift from 2021 results of students achieving expected growth bands in NAPLAN reading.	Student growth in Reading 2022 could not be measured due to the unavailability of 2020 NAPLAN reports.
Expected growth Increase 2% uplift from 2021 results of students achieving expected growth	Student growth in Numeracy 2022 could not be measured due to the unavailability of 2020 NAPLAN reports.

bands in NAPLAN numeracy.	
Higher School Certificate Uplift of 4.37% of students achieving in the top 2 bands in the Higher School Certificate.	The annual trajectory lower bound of 21.42% was not met, however the 2022 actual school score was 21.05%, which indicates an upward trend.
• Higher School Certificate 100% of students meeting minimum standards	100% of students in the 2022 HSC cohort achieved minimum standards.
Improved student outcomes as measured by internal school data.	Internal data measures continue to be collected and collated with a view to meeting the 2024 growth target.

Strategic Direction 2: Engaged Learners

Purpose

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

Initiatives

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

- Wellbeing Systems and Processes
- Engagement

Resources allocated to this strategic direction

Aboriginal background: \$1,052.00

Socio-economic background: \$10,000.00

: \$10,000.00

Low level adjustment for disability: \$82,274.00

Summary of progress

During 2022 the school continued to strengthen wellbeing processes and systems. A new House points system was established to promote a whole school approach to strengthening student sense of belonging. This initiative was well received by the student body. Systems and processes that target attendance were strengthened through a whole school attendance blitz driven by the Head Teacher Wellbeing and Year Advisors. Strategies included, but were not limited to: fortnightly attendance focus meetings, phone calls home, support from the HSLO where necessary. Ongoing support services and communications were also offered to students with unsatisfactory attendance. The employment of a SSO saw an uplift in interventions and communication with home for students at risk.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance An uplift of 5.74% of students attending greater than 90% of the time attendance. Target Year 2024: Internal measures show an increase in student attendance.	Despite interventions this target was not achieved in 2022. Students were still experiencing the after effects of COVID and there was still a reluctance to send students to school if there was any sign of illness in the home.
Wellbeing An uplift of 2.7% of students demonstrating increased positive wellbeing. Target Year 2024: Internal measures show an improvement in student wellbeing.	Under Social Emotional outcomes in the Tell Them From Me Survey 2022, 71% of students indicated that they had positive relationships at school and experienced a strong sense of belonging whilst maintaining positive behaviour for learning. In comparison to the 2021 data (64%) this would suggest there has been an increase in positive wellbeing.

Strategic Direction 3: Teaching excellence

Purpose

To drive improved student learning outcomes through transformative educational practices.

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$55,228.00

Socio-economic background: \$5,000.00

Per capita: \$72,506.00

: \$25,000.00

Summary of progress

The enablers for working towards achieving the initiatives in Strategic Direction 3 included the collaboration of staff working cross curricular in achieving a shared understanding and commitment towards making improvements in areas of feedback, assessment and innovative teaching. The groundwork in 2022 has effectively set the framework for developing greater depth and quality through each targetted area.

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
2022 Improvement measure Increased proportion of staff delivering effective feedback to support learning from baseline measure.	Focus in 2022 was in developing a clear understanding of feedback through teacher and student surveys. The team adopted strategies in the classroom and this helped inform a shared understanding. As a result of professional learning, staff indicated increased confidence in delivering quality feedback.
2022 Improvement measure An increased capacity of staff to utilise, use and analyse assessment data to inform practice from baseline. .	The team ratified a number of assessment processes establishing a clear consistency for the assessment cycle. Teachers engaged in professional learning about quality assessment and data analysis.
2022 Improvement measure An increased number of staff confidently teach STEAM programs An increased number of staff use literacy tools and embed strategies in programs compared to 2021.	Faculties implemented a STEaM program across all year groups culminating in a STEaM showcase. This required building knowledge and skills to enable staff to deliver programs effectively. All faculties were able to showcase a STEaM project. Faculty programs indicate that literacy tools and strategies are increasingly embedded as a result of literacy team PL and support.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,327.00</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"> • release time to engage staff in targeted professional learning • strengthening orientation and transition program for identified students • intensive English language and learning support to increase educational outcomes for students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: Improved learning and wellbeing outcomes for refugee students.. Staff awareness has been raised regarding the particular needs and circumstances of refugee students Teaching and learning programs have been adjusted to accommodate identified needs.</p> <p>After evaluation, the next steps to support our students will be: Tto continue to strengthen the refugee orientation program as well as to continue to share information and teaching strategies that will enhance the learning outcomes of refugee students.</p>
<p>Integration funding support</p> <p>\$40,493.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bankstown Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes for students with additional learning needs as a result of intensive learning and behaviour support offered across all KLAs. PLSPs are developed and reviewed on a regular basis in order to ensure that student learning needs are being met.</p> <p>After evaluation, the next steps to support our students will be: To continue facilitating opportunities for staff to make the required levels of adjustments for students with additional learning needs. Continue to offer PL to build staff capacity in understanding the range of need and how to make appropriate adjustments and accommodations to Teaching and Learning programs.</p>
<p>Socio-economic background</p> <p>\$363,820.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bankstown Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$363,820.00</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"> • Reading • Numeracy • Wellbeing Systems and Processes • Teacher Excellence through Innovation • Higher School Certificate <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 literacy and numeracy programs to support student learning • employment of additional staff to support the Senior Studies program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ol style="list-style-type: none"> 1. Improved learning and wellbeing outcomes for students from a low socio economic background. 2. Improved understanding and delivery of literacy and numeracy strategies across the curriculum. 3. Equitable distribution of resources to support the ongoing needs of the students. <p>After evaluation, the next steps to support our students will be: To continue to review, evaluate and implement initiatives, programs and strategies that will improve the learning outcomes of all students at Bankstown Girls High School.</p>
<p>Aboriginal background</p> <p>\$1,052.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bankstown Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Wellbeing Systems and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Continuing to work with local Aboriginal elders to create a yarn circle and native garden. The school identifying various opportunities to invite the local aboriginal community to share stories and experiences of cultural significance with the students , in particular , the student leadership team.</p> <p>After evaluation, the next steps to support our students will be: To continue to develop partnerships with local Aboriginal elders with a view to strengthening relationships and cultural understanding.</p>
<p>English language proficiency</p> <p>\$57,390.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bankstown Girls High School.</p> <p>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>English language proficiency</p> <p>\$57,390.00</p>	<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 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: Greater accessibility to EAL/D support for targeted students. Increased capacity to team teach with mainstream teachers and model best practice of EAL/D delivery. Improved learning outcomes for EAL/D students..</p> <p>After evaluation, the next steps to support our students will be: To continue to provide the maximum level of support required to improve the learning outcomes of EAL/D students through the provision of additional EAL/D teaching staff.</p>
<p>Low level adjustment for disability</p> <p>\$82,274.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bankstown Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: The employment of 2 SLSOs to support targetted students with additional learning needs across all KLAs.</p> <p>After evaluation, the next steps to support our students will be: To continue to fund the SLSO program in order to best cater for students with identified additional learning needs.</p>
<p>COVID ILSP</p> <p>\$449,700.00</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 <p>The allocation of this funding has resulted in the following impact: The employment of literacy and numeracy tutors who run small group tutorials in order to improve literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: To continue delivery of the literacy/numeracy tutorial program in an equitable manner across KLAs.</p>
<p>Per capita</p> <p>\$72,506.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bankstown Girls High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Per capita</p> <p>\$72,506.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Teacher Excellence through Innovation <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Delivery of whole school STEaM projects under Teacher Excellence Through Innovation • Purchase of resources to support the delivery of programs across all KLAs. <p>The allocation of this funding has resulted in the following impact: All students participating in STEaM activities in order to deepen their knowledge of and skills in STEaM. Staff have developed their skills through collaborative programming and greater resourcing.</p> <p>After evaluation, the next steps to support our students will be: To establish outdoor learning spaces and continue to provide resources to meet the requirements of the innovative practice that has been embedded across all KLAs.</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 Bankstown 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"> • Employment of a SSO <p>The allocation of this funding has resulted in the following impact: The Student Support Officer has worked closely with students on a referral basis to improve and enhance general student wellbeing. The Student Support Officer also facilitates agencies and program delivery to best support student wellbeing with a view to improving student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be:</p> <ol style="list-style-type: none"> 1. To continue with the employment of a Student Support Officer. 2. To investigate further opportunities where the SSO can build on her current expertise in supporting students.
<p>Professional learning</p> <p>\$55,228.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bankstown Girls High School.</p> <p>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"> • Teaching Excellence through Assessment & Feedback • Teacher Excellence through Innovation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole staff engaged in a range of PL activities including some which were delivered online. <p>The allocation of this funding has resulted in the following impact: Staff participated in PL that predominantly addressed the Strategic Directions in the SIP. Particular emphasis was placed on Design Thinking to place staff in a strong position to deliver innovative teaching and learning programs in order to drive the whole school STEaM initiative.</p> <p>After evaluation, the next steps to support our students will be: PL funds will continue to be used to target priority areas identified in the SIP.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	553	550	525	521

Student attendance profile

School				
Year	2019	2020	2021	2022
7	85.9	91.6	89.4	84.6
8	82.1	83.8	85.4	78.5
9	84.1	85.7	80.3	77.4
10	82.4	86.0	75.1	73.7
11	82.4	86.8	80.9	66.9
12	85.3	82.8	77.5	75.1
All Years	83.7	86.2	81.4	76.2
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	3.8
Employment	0	3.7	3.8
TAFE entry	1.96	1.2	16.8
University Entry	0	0	58.4
Other	5.88	9	11.6
Unknown	0.98	6	5.19

Year 12 students undertaking vocational or trade training

29.27% of Year 12 students at Bankstown Girls High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

93.9% of all Year 12 students at Bankstown 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)	7
Classroom Teacher(s)	30.3
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	9.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	928,262
Revenue	9,121,896
Appropriation	8,925,326
Sale of Goods and Services	33,903
Grants and contributions	108,855
Investment income	5,437
Other revenue	48,375
Expenses	-9,253,600
Employee related	-7,968,582
Operating expenses	-1,285,018
Surplus / deficit for the year	-131,704
Closing Balance	796,558

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	43,820
Equity Total	1,586,970
Equity - Aboriginal	1,052
Equity - Socio-economic	952,094
Equity - Language	356,185
Equity - Disability	277,640
Base Total	5,984,140
Base - Per Capita	132,606
Base - Location	0
Base - Other	5,851,534
Other Total	480,644
Grand Total	8,095,575

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

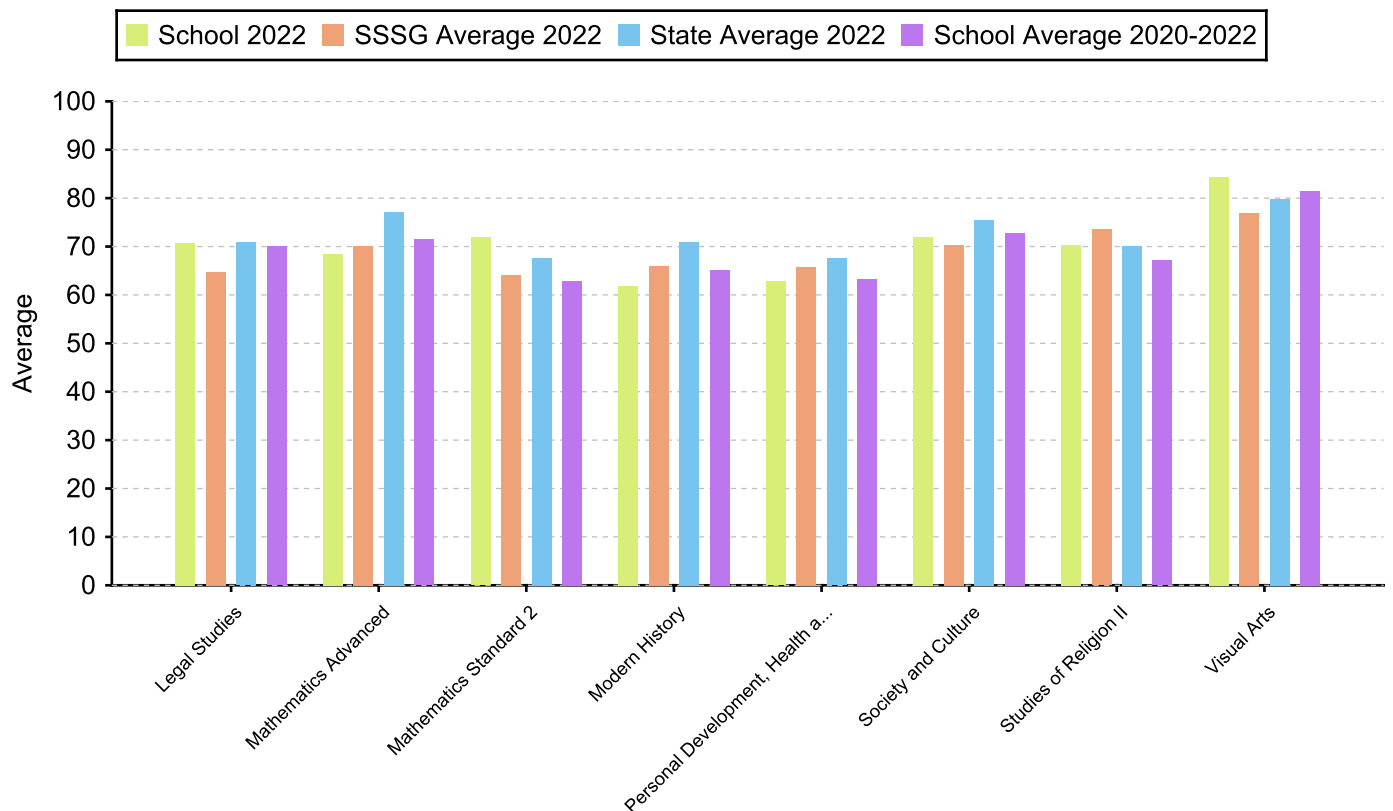
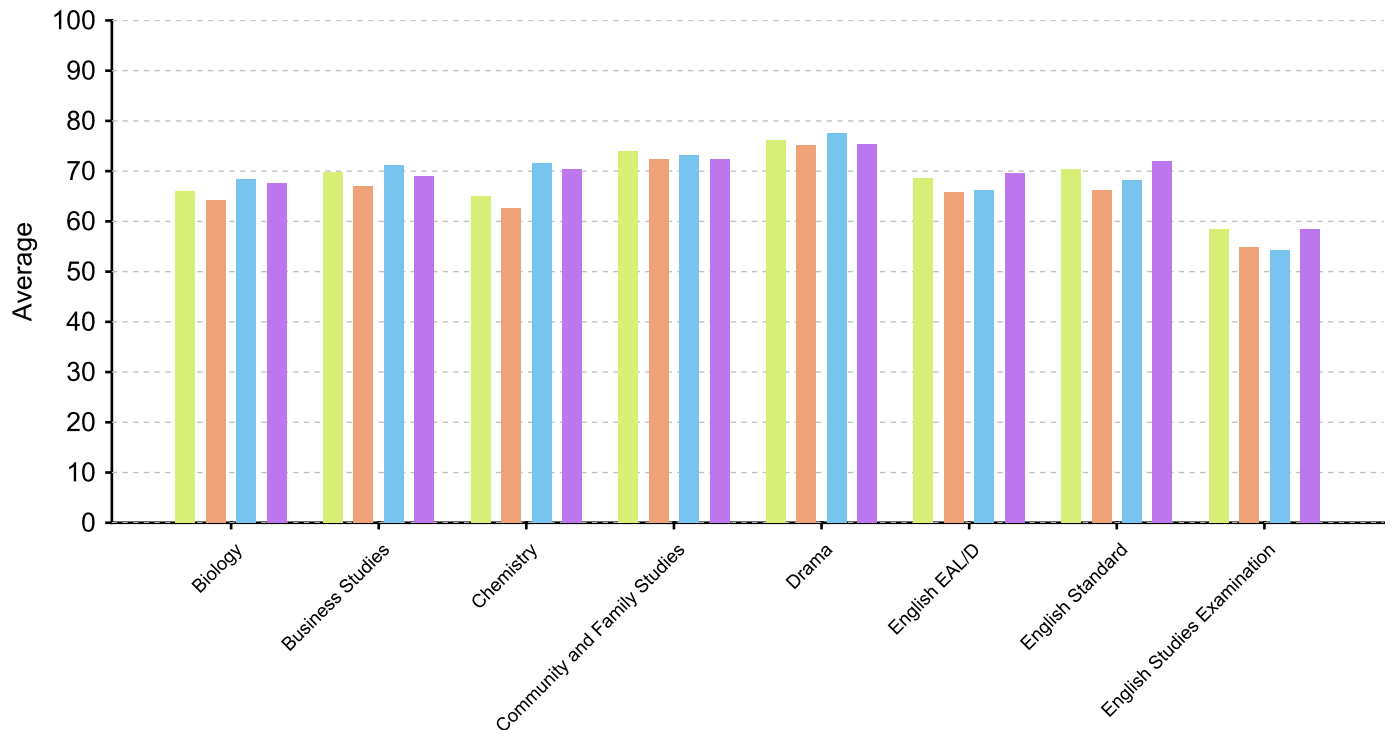
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	66.0	64.1	68.5	67.6
Business Studies	69.8	67.1	71.2	69.0
Chemistry	65.0	62.6	71.7	70.4
Community and Family Studies	74.0	72.4	73.2	72.4
Drama	76.2	75.1	77.5	75.4
English EAL/D	68.6	65.8	66.1	69.7
English Standard	70.4	66.1	68.1	71.9
English Studies Examination	58.5	54.8	54.3	58.4
Legal Studies	70.7	64.8	70.8	70.0
Mathematics Advanced	68.4	70.1	77.1	71.5
Mathematics Standard 2	71.9	64.1	67.6	62.8
Modern History	61.9	66.0	70.9	65.1
Personal Development, Health and Physical Education	62.8	65.8	67.5	63.3
Society and Culture	72.0	70.3	75.5	72.8
Studies of Religion II	70.3	73.6	70.1	67.1
Visual Arts	84.4	76.9	79.8	81.5

Parent/caregiver, student, teacher satisfaction

In 2022 BGHS sought opinions from parents, staff and students to gauge their satisfaction with decisions and directions that the school was making in order to improve student learning outcomes.

In 2022, 93% of students from Years 7-12 completed the Tell Them From Me Survey. 70% of students responded that they felt a strong sense of belonging and were socially engaged with the school. 92% of students felt that they demonstrated positive behaviour at school (they did not get in trouble at school for inappropriate or disruptive behaviour). 42% of students found learning interesting, enjoyable and relevant and felt intellectually challenged. and 70% of students had high expectations for success.

Staff also responded to the Tell Them From Me Survey. Staff responses indicated that they recognised that the school had a strong learning culture; this included setting high expectations (8.9 out of 10), talking with students about the barriers to their learning (8.2 out of 10) and giving students timely feedback in the written form (9.0 out of 10). Staff indicated that BGHS is a collaborative school where teachers work with each other to develop cross curricular or common learning opportunities. They also reported that they collaboratively approach discussions regarding assessment strategies, learning goals and learning problems of particular students.. Another strong indicator of staff satisfaction was the use of data to inform practice. Staff responded that they regularly use assessments to help them understand where students are having difficulty. Similarly, they used student performance data to inform lesson planning and 'where to from here'.

The Tell Them From Me Survey Parent Survey indicated high levels of satisfaction with the school's learning culture and high expectations. Parents also indicated that BGHS is an inclusive school where they feel supported and welcomed as part of the school community.. Parents were also very happy with timely communication from the school regarding their daughters' learning and/or behaviour.

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.

Other School Programs (optional)

CAPA Program 2022:

Visual Arts, Music and Drama students at BGHS experienced a wonderful year of learning and achievement. The achievements of Year 12 Visual Arts, Music and Drama students deserve to be celebrated and recognised. The works and performances they produced were of an outstanding quality and each student should be proud of their dedication, technical skill, conceptual depth, polished performances and capabilities they have demonstrated throughout their journey.

CAPA night is always a key event on the school calendar and was very well supported by students, teachers and parents. The HSC Drama cohort of 2022 achieved significant success with both their group and individual projects. Performances, Costume Designs and Poster and Promotions projects were celebrated on this night. Year 12 Music students had the opportunity to perform two of their HSC repertoires to a live audience and received outstanding feedback. CAPA night also gave the HSC Visual Arts cohort an opportunity to showcase the diversity of their concepts and art forms. Compliments to both Maria Kontakos and Vivienne Al Mallah for being awarded the Teachers' Choice and Students' choice awards for the best HSC artworks of the year.

2022 was also a year that saw outstanding recognition from the external HSC markers . In Drama, Esther Kabah's Individual performance was nominated for ONSTAGE- the state wide acknowledgement of HSC excellence in Drama. Music student, Naomi Lee, was nominated for ENCORE for her exceptional and highly technical guitar skills showcased in her HSC Music 1 practical examination.

A particular congratulations goes to Year 12 Visual Arts student, Maria Kontakos whose Body of Work was nominated and selected for ARTEXPRESS 2023. This is an annual showcase of the HSC Visual Arts Bodies of Work exhibition representing exemplary and dynamic artworks created by NSW Visual Arts students for the HSC examination. Maria worked diligently and tirelessly throughout the HSC course to produce a technically accomplished and powerful Body of Work, titled *Ever present* which consists of a series of paintings represented in a realistic manner. inspired by Neoclassicism, Maria's work depicts humanity morphed through the ages, exploring the power mankind holds in a rapidly evolving world. By being listed for nomination and included in this exhibition, Maria's work is listed in the top 5% of HSC artworks in the state. Maria's outstanding Body of Work will be exhibited in The Armory, Sydney Olympic Park followed by a rural exhibition at the Mudgee Arts Precinct.

Nomination and/or selection for any of the HSC showcase exhibitions is an exceptional achievement. To have students from BGHS acknowledged in three highly prestigious areas is a wonderful acknowledgement of the talent and dedication to learning that students demonstrate at BGHS, always supported by quality teaching from expert staff.