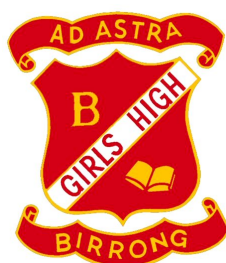


2022 Annual Report

Birrong Girls High School



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Introduction

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

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

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Message from the principal

2022 was a year focused on transitioning to a new era of post-COVID adjustment, consolidation and future focus.

The whole-school and faculty-based programs and initiatives focus on student growth and attainment. The secondary school experience at Birrong Girls High School is holistic and individualised. It is driven by a collective commitment to provide a breadth and depth of opportunities in a variety of contexts allowing students to explore, take risks and experience rich learning and teaching.

The academic, extra-curricular, service learning and leadership opportunities are available to all students. Birrong Girls High School is proud of the diverse, inclusive and enthusiastic environment within which all students can thrive.

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

Ad Astra.

Ms Zena Dabaja

Birrong Girls High School Principal

Message from the school community

The BGHS P&C association continued to strengthen its partnership with the school in 2022, with options to connect both in person and online at termly meetings.

The BGHS P&C supports the school's mission to increase community engagement and encourage active participation and membership in school functions and information sessions.

The official positions in 2022 were held by:

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

We acknowledge the work of the elected officials of the P&C and thank them for their service. We also extend our thanks to Fatima El-Halou and Dania Juma who have faithfully served in the BGHS P&C for many years.

Message from the students

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

The SRC ran fundraisers to raise awareness about social issues affecting our community. We continued supporting our sponsor child, Lightness; building ZONTA birthing kits to be provided to the developing world, participating and fundraising nearly \$13000 during the Refugee Ration Challenge for Act for Peace. Students also raised funds to support local charity The Make A Difference (MAD) Network, providing new clothes to the homeless and disadvantaged in Sydney.

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

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



Birrong Girls raised \$128000 for Act for Peace Refugee Ration Challenge



Students ready to participate in the 2022 Refugee Ration Challenge

School vision

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

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

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

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

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

School context

Birrong Girls High School is a vibrant, comprehensive and multicultural girls' school established in 1957 and located in the south western suburbs of Sydney. 94% percent of the 860 girls enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 49 language groups. The majority of students are from Arabic, Vietnamese, Chinese and Turkish backgrounds, 2% of students have refugee status and less than 1% of students have an Aboriginal background.

Immediately identifiable from annual Year 7 cohorts and reflective of the composition of our local community, students arrive with great variation in their literacy and numeracy skills. Contributing factors to this range and variation is the result of prior primary school experience; socio-economic status; language and cultural background; and ability level.

The school's Index of Community Socio-Economic Advantage (ICSEA = 951) and the school's Family Occupation and Education Index (FOEI = 149) indicate significant socio-economic disadvantage in our school community. Our parents have high expectations for their children but require assistance with student learning and post-school pathways.

The school provides significant support to address issues associated with socio-economic disadvantage. The school's motto, 'Ad Astra' - to the stars - emphasises our high expectations for teaching and learning and the school has maintained a consistent focus on overcoming disadvantage by improving learning outcomes for girls. The dedicated staff drive a culture that has sustained high academic performance with emphasis placed on literacy, numeracy, citizenship, leadership and community involvement.

The school values are the pursuit of personal excellence (Ad Astra); respect; responsibility; cooperation; understanding, tolerance and inclusion; and integrity. These values are firmly embedded in school culture, policies and practices and underpin the school's vision statement. They reflect the school's Code of Behaviour and will continue to support school culture in 2021-2025.

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$125,000.00

Low level adjustment for disability: \$50,000.00

Summary of progress

School priorities continued to focus on the development of literacy and numeracy skills, with an investment on intervention programs such as Quicksmart and working with the big ideas in number (Di Siemon, RMIT). In addition, BGHSL participated in a school strategic support program in Terms 3 and 4 with the NSW Department of Education targeting students who achieved high middle to top two bands of NAPLAN - Numeracy. The school also continued to invest in the *Ad Astra Centre for Learning* (Homework Centre) and the *Senior Learning Centre*.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Target Increase number of Year 9 students in top two bands in Reading, with uplift of 4.8% from baseline.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for Reading, indicating progress yet to be seen toward the annual progress measure.
NAPLAN Target Increase number of Year 9 students in top two bands in Numeracy with, uplift of 4% from baseline.	NAPLAN scores indicate an improved percentage of students in the top two skill bands for Numeracy since 2021, indicating some progress toward the annual progress measure.
NAPLAN Target Increase number of Year 9 students achieving expected growth in Reading with uplift of 2% from baseline.	Student growth data cannot be calculated for 2022 as the NAPLAN tests were not run in 2020.
NAPLAN Target Increase number of Year 9 students achieving expected growth in Numeracy with uplift of 2% from baseline.	Student growth data cannot be calculated for 2022 as the NAPLAN tests were not run in 2020.

Strategic Direction 2: Leading quality teaching

Purpose

The core purpose of the learning and teaching community at Birrong Girls High School is facilitating a holistic education to achieve excellence in growth and attainment outcomes for every student. *Leading quality teaching* will focus on evidence-based whole-school and targeted professional learning to enhance individual teachers and teams in their pedagogy and leadership of student engagement, growth and attainment.

Initiatives

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

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

Resources allocated to this strategic direction

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

Professional learning: \$21,417.60

Summary of progress

The school has committed to a HIPL model of sustained professional learning, with teams meeting to focus on practice, implementation, evaluation, reflection and sharing. Cross-faculty teams continued to meet twice termly, with a core focus on improving consistent use of evidence-based teaching strategies for improved student learning. Evidence of impact of the targeted teaching strategies has been measured using the progress vs achievement tool, lesson observations and feedback, lesson studies and student pre and post work samples across learning platforms.

Birrong continued its focus on improving effective classroom practice through its partnership with UoN to enrich student learning through quality assessment. All faculties have responded to baseline data on their coded assessment tasks, and made amendments to increase their quality. The school also has the highest engagement rates with the NSW Department of Education's HSC professional learning, with 100 participants in 2022 across 4 terms. This has been complemented by school-based targeted professional learning and teacher mentoring to create a culture, centred on teachers being able to identify the discriminating feature of Bands 5 and 6 in student work and utilise high leverage teaching strategies to develop this in students' responses.

Explicit behaviour development has continued to be a focus for the school, with senior executive and executive members accessing professional development opportunities for the implementation of the IER policy in Term 4, 2022. The school also secured a Student Support Officer (SSO) to provide an additional layer of preventative support for students displaying at-risk behaviours, requiring mediation or returning from suspension.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
HSC Target Increase the number of Year 12 students achieving in the top 2 bands in the HSC with an uplift of 2.4% from baseline.	A decreased percentage of students attained results in the top two bands, demonstrating progress yet to be seen toward the lower bound target.
HSC Target Increase the number of Year 12 students achieving in the top 3 bands in the HSC with an uplift of 1.9% from baseline.	A decreased percentage of students attained results in the top three bands, demonstrating progress yet to be seen toward the lower bound target.

<p>Increase in teacher observations of student engagement with an uplift of 8% from baseline.</p>	<p>The TTFM Staff Survey highlighted that staff collaboration was strongest in discussing strategies to increase student engagement with other teachers (8.5, up from 8.4 in 2021), indicating that this remains a whole school priority. Teachers also reported that students become fully engaged in class activities (7.7, up from 7.3 in 2021). This represents an uplift of 5.5% from 2021.</p>
<p>Increased collective efficacy within and across KLAs with an uplift of 8% from baseline.</p>	<p>BGHS staff continued to score highly in school collaboration at 8.2 out of 10 (up from 8.0 in 2021), above NSW DoE Secondary Schools score of 7.8, in the 2022 TTFM Survey Data. TTFM highlighted that staff collaboration was strongest in discussing assessment strategies (8.9) and strategies to increase student engagement with other teachers (8.5). The school continued to prioritise cross-KLA staff collaboration through the Literacy, Numeracy, ALARM and Formative Assessment teams, with faculty representation on each team. The STEAM team also worked together to facilitate integrated projects for Years 7 and 8.</p>



Students receiving their participation and graduation awards from the QuickSmart program.



School leaders collaborating in the Parent Partnerships Learning Ecosystems action learning project.

Strategic Direction 3: Partnerships in learning

Purpose

The Birrong Girls High School teaching and learning community recognises the impactful nature of engaging parents/carers, community and industry in strong partnerships in learning. *Partnerships in learning* will enhance the teaching and learning opportunities, experiences and impact for our students.

The school values positive and productive partnerships with parents/carers, in order to maximise the potential success of each child. The school's partnerships with external stakeholders from the corporate sector, industry, the creative and performing arts sector, and community service organisations draw direct connections between the work within the school and the capacity for broader impact now and in the future.

Initiatives

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

- The Resilience Project
- Parent Partnerships and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$43,404.97

Summary of progress

Birrong Girls High School has maintained its relentless pursuit for student and staff wellbeing, timetabling a weekly wellbeing session for students and reducing face-to-face teaching time for staff. Staff and students alike overwhelmingly rated The Resilience Project (TRP) positively, agreeing that it is both useful and important. Birrong is continuing to work towards embedding GEM strategies into curriculum lessons to complement the work and language of TRP sessions.

The school continues to strengthen its partnership with parents/carers, reestablishing relationships and opportunities for engagement with the community post-COVID restrictions. The Parent Partnerships and Learning Ecosystems (PPLE) project has developed into a 2-year pilot following a pause in Term 2. Terms 3 and 4 allowed for the PPLE team (Principal, two DPs, 1 TQA and four HTs) to continue to brainstorm ideas, liaise and consult with parents and students, collect baseline data and build a case for change that highlights the essential nature of strong home-school partnerships for students undertaking the HSC. The PPLE team is developing a framework for effective parent engagement across Stages 4 - 6.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance Increase the percentage of students attending 90% of the time or more with an uplift of 2% from baseline.	The students attending 90% of the time or more continued to decline in 2022, indicating progress towards the lower bound target yet to be seen. The school continues to invest in parent partnerships, student wellbeing initiatives, a breadth of curriculum and extra-curricular opportunities in response to this decline.
Wellbeing Increase the number of students experiencing positive wellbeing with an uplift of 2% from baseline.	The school continued to invest heavily in wellbeing during 2022 and the percentage of students experiencing positive wellbeing improved from the 2021 data as a result. This indicates that there has been progress towards the lower bound target.
Parent Participation and Engagement Increase parent engagement with an uplift of 3% from baseline.	A focus group of parents was established to collect baseline data about parent engagement with the school and their child's learning. Parent engagement in school events in the second half of the year has noticeably improved.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,347.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Birrong Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: This funding was allocated to eligible students to ensure targeted and specialised support. Students with additional learning needs were catered for in an inclusive manner with our team of Learning and Support Teachers (LaSTs) and Student Learning Support Officers (SLSOs). These specialists worked collaboratively to provide direct support in social integration, language and communication, Literacy, Numeracy, behavioural needs and social and emotional needs, through a range of strategies. PLaSPs or Individual Transition Plans (ITPs) were implemented in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Students entitled to Integration Funding Support will continue to receive this individualised and targeted support to increase equity of opportunity in student learning.</p>
<p>Socio-economic background</p> <p>\$1,291,423.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Birrong Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Resilience Project • BICEP Flex: Birrong Improves Core Educational Performance • Parent Partnerships and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • additional staffing and classes to provided targeted support to students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: Equity funding plays an essential role in serving the diverse and complex needs of the BGHS community and it is utilised across all three of our strategic directions for the following impacts: In 2022, 90% of students gaining entry into university, TAFE or college courses. This demonstrates the incredible commitment of BGHS staff to ensure that the school's learning culture and work ethic reflects the school motto and values in pursuit of excellence. Tutorial assistance was provided to Year 12 students four days per week and in specialised clinics during the holidays. Value added growth from Year 9 to 12 continues to be 'excelling'. This funding resulted in the employment of additional support teachers, to ensure targeted support to students who needed it across the curriculum. It also secured two equity funded deputy principals who drive literacy and</p>

<p>Socio-economic background</p> <p>\$1,291,423.41</p>	<p>numeracy improvement in the school. 100% of Year 12 students met the minimum standard for literacy and numeracy.</p> <p>The school continued to fund a weekly wellbeing period and program in 2022. This resulted in a move towards our lower-bound wellbeing target in 2022; this is the first upward shift since COVID-19.</p> <p>The school committed to the PPLE project in 2022, targeting the improvement of parent/carer engagement with the school as partners in improving student learning. The result has been an increase in the breadth of parent/carer workshops available with early indicators that attendance and engagement at these targeted events will be a positive step forward in building impactful relationships.</p> <p>All students have also been able to access educational programs either heavily subsidised or fully paid for by the school, to improve equity of access to support for learning at home.</p> <p>After evaluation, the next steps to support our students will be: The socio-economic background staff and flexible funding will continue to provide opportunities for students in the BGHS community to improve the equity of their access to services, resources and support. This includes our ongoing commitment to the homework centre, senior learning centre, HSC clinics, student assistance and additional staff to provide targeted learning support.</p>
<p>Aboriginal background</p> <p>\$5,145.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birrong Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 additional staff to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: These funds provided a small contribution towards funding the employment of additional staff to provide targeted support to Aboriginal and Torres Strait Islander students.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to contribute to the broader range of equity funding support that the school invests and uses to improve equity of access to students from Aboriginal backgrounds.</p>
<p>English language proficiency</p> <p>\$367,747.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Birrong Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: The school supported EAL/D students by timetabling specialist and discreet classes in Stages 4, 5 and 6. The explicit teaching delivered in these classes was further supplemented by EAL/D allocation to team teach and</p>

<p>English language proficiency</p> <p>\$367,747.20</p>	<p>develop differentiated resources across KLAs. The Learning Support faculty worked closely with the whole school literacy, numeracy, ALARM and formative assessment teams to ensure that EAL/D pedagogy was being delivered effectively and consistently in all classrooms. EAL/D students also received additional support at the school's Homework Centre where many frequented after school.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to contribute to the broader range of equity funding support that the school invests and uses to improve equity of access to students from EAL/D backgrounds, including employment of additional teaching and support staff.</p>
<p>Low level adjustment for disability</p> <p>\$264,858.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Birrong Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • BICEP Flex: Birrong Improves Core Educational Performance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The Learning Support Team identified students with learning support needs who required interventions. PLaSPs or Individual Transition Plans (ITPs) were developed for implementation in the classroom. The Learning Support Faculty identified and disseminated information on targeted students' learning needs to staff through weekly support meetings. The faculty allocated specialist staff to support identified students in Years 7-12. Students with additional learning needs were catered for in an inclusive manner with our team of Learning and Support Teachers and SLSOs. These specialists worked collaboratively to provide direct support, including the areas of social integration, language and communication, literacy, numeracy, behavioural needs and social and emotional needs, through a range of strategies. Lunch-time activities were also run from the Library to promote connection and social skills for students, building social capacity and self regulation.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to contribute to the broader range of equity funding support that the school invests to improve equity of access to students with a low level adjustment for disability, including employment of additional teaching and support staff and intervention programs that target literacy and numeracy development.</p>
<p>Professional learning</p> <p>\$70,944.58</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 Birrong Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Behaviour Development • Effective classroom practice applying high leverage strategies • Other funded activities

<p>Professional learning</p> <p>\$70,944.58</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher professional development to build capacity using evidence-based frameworks and teaching strategies • teacher access to quality, evidence based professional learning linked to PDPs and the SIP <p>The allocation of this funding has resulted in the following impact: All professional learning delivered and accessed across the 2022 year was aligned to the school plan, strategic directions, staff PDPs and wellbeing (both staff and student. The significant investments of the BGHS professional learning funding in 2021/22 were: (1) Staff participation in the NSW Department of Education HSC Strategy Professional Learning, providing teacher development of the research-based high leverage teaching strategies for success in the HSC, (2) Staff participation in professional learning developed by the University of Newcastle following a Quality Teaching Audit of the schools assessment tasks, (3) Targeted training for VET courses, (4) Leadership professional development through the SPC and NSWSDPC.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the BGHS community will continue to build the whole-school culture for implementing the High Leverage Strategies in all Stages 4 - 6 classes. This will require investment in school structures to provide opportunities for participants in the HSC PL to implement the learning into their classrooms, in addition to the ongoing school-based professional learning for staff whose subjects are not available in the suite of HSC professional learning.</p>
<p>COVID ILSP</p> <p>\$637,199.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - multiplicative thinking and working flexibly with numbers • development of resources and planning of small group tuition • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: The COVID ILSP funding was used to employ additional teaching and support staff to provide targeted literacy, numeracy and HSC support. These additional teachers provided small group tuition, in-class support, support through the school's homework centre and senior learning centre. Further, the funding allowed for employment of additional SLSOs to coordinate the QuickSmart program, to develop students' automaticity when operating with numbers.</p> <p>The Homework Centre provided tangible and additional opportunities for teachers to assist students to consolidate their learning and deliver explicit feedback. All KLAs are represented in the teaching roster allocated to the Homework Centre. The consistency of opening the centre four days each week (three days in person, one day online) facilitates a resourced environment that students can access after hours under direct supervision. HSC minimum standards clinics also ran after school within the framework of the Homework Centre. In 2021, even despite the ongoing impact of COVID, additional resources were allocated to ensure that every student identified met the HSC minimum standard upon completing the school year. The importance of the HSC Tutorial program continued to play a crucial role after the instability and uncertainty of events across 2020 - 2022. Its</p>

<p>COVID ILSP</p> <p>\$637,199.00</p>	<p>success is reflected in both the 2021 and 2022 Year 12 cohorts, with approximately 90% of students gaining entry into university, TAFE or college courses. This demonstrates the outstanding commitment of BGHS staff to ensure that the school's learning culture and work ethic reflects the school motto, Ad Astra, and values in the pursuit of excellence. Year 11 and 12 students also engaged in immersion days for all practical subjects to ensure their major works and assessments were on track.</p> <p>After evaluation, the next steps to support our students will be: The impact of COVID on the BGHS community has been significant, and this ongoing funding in 2023 will continue to contribute to the broader range of funding in the school to minimise its impacts and increase the equity of access to services, resources and targeted support for 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 Birrong Girls High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Behaviour Development <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of SSO <p>The allocation of this funding has resulted in the following impact: The Student Support Officer (SSO) was employed work in BGHS to enhance the wellbeing and learning outcomes of students. The SSO has a breadth of experience working with young people to improve their wellbeing and mental health, and worked closely with the school counselling service, wellbeing team and senior executive team to offer an additional layer of support to young people at BGHS. The SSO offered targeted strength-based programs and strategies to students to help them develop social and emotional skills that build resilience, coping skills and positive relationships. They also had a pivotal role in working collaboratively with external and other government agencies in their support of students and their families.</p> <p>After evaluation, the next steps to support our students will be: The SSO will continue to partner with the school counselling, wellbeing and senior executive teams as an invaluable additional layer of support in providing strength based programs and strategies to students.</p>
<p>Refugee Student Support</p> <p>\$831.87</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"> • funding of refugee family support initiative to forge connections between parents/carers and the school <p>The allocation of this funding has resulted in the following impact: These funds provided a small contribution towards funding the facilitation of STARRTS to engage our refugee parents/carers with school.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to contribute to the broader range of equity funding support that the school invests to improve equity of access to students from refugee and refugee-like backgrounds, including employment, professional learning and release time of additional teaching and support staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	778	830	845	792

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.9	93.1	86.9	84.6
8	89.3	91.5	88.7	81.5
9	86.5	92.1	87.4	81.9
10	87.7	88.7	86.6	83.0
11	87.8	91.1	84.5	82.5
12	85.6	90.8	86.0	82.2
All Years	88.0	91.3	86.7	82.6
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	0
Employment	0.6	0.7	4
TAFE entry	1.4	9.3	7
University Entry	0	0	68
Other	14.3	4	20
Unknown	0	0.7	1

The vast majority of Birrong Girls High School students exit Year 12 to pursue higher education at university, TAFE or through a college pathway. In 2022, this accounted for 90% of students. In addition, a further 4% transitioned into full-time employment. In Year 10, the vast majority of school leavers (12.9% of 'Other') were due to a change in school as a result of moving house. A very small percentage of students transitioned into TAFE or full time employment. In Year 11, the majority of school leavers transitioned into TAFE (9.3%) or College (0.7% of 'Other') and a small portion due to a change in school as a result of moving house, moving interstate or moving overseas (3.3%).

Year 12 students undertaking vocational or trade training

50.40% of Year 12 students at Birrong Girls High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.2% of all Year 12 students at Birrong Girls High School expected to complete Year 12 in 2022, received a Higher School Certificate or equivalent vocational education and training qualification.

Students who completed the Higher School Certificate to pursue a university degree, enrolled at WSU, UTS, ACU, Macquarie University, Notre Dame UNSW, USYD and UOW. In addition, a smaller percentage enrolled in university courses interstate. Many of these students received early entry offers prior to the HSC examinations. In 2022, the Year 12 graduates who pursued tertiary pathways at either university, TAFE or other colleges, the majority enrolled in medical


science and nursing courses . Students also pursued courses in IT, Business/Law, Education and Community Services.

In 2022, Year 12 students achieved additional vocational educational qualifications in:

- Hospitality (Kitchen Operations and Cookery) - 23 students achieved a Certificate II
- Retail Services - 27 students achieved a Certificate III
- Business Services - 3 students achieved a Certificate II



Hospitality students and teachers, 2022




BIRRONG GIRLS HIGH SCHOOL
COOPER ROAD BIRRONG
www.birronggir-h.schools.nsw.edu.au

CONGRATULATIONS

TO THE CLASS OF 2022 ON THEIR HSC RESULTS

The following students appeared on the HSC Distinguished Achievers List with top band results:
There were 8 students with a total of 13 nominations.

Layal Alameddine
The Dux with an ATAR of 94.7 achieved 3 nominations
– English Advanced,
English Extension 1 and
Society and Culture



2 subjects – Celine Bakkour
1 subject – Isabelle Heng, Mariam Kassem, Razan Khodragha,
Natania Levula, Rukaya Mallouk

We wish all the 2022 HSC class success and happiness in the future.

For further details please contact the Principal, Ms Zena Dabaja
Ph: 9644 5057
*Our statement of purpose:
To achieve personal excellence and success in a safe learning environment*

Congratulations to school dux, Layal Alameddine!

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	42.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	11.48
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.

All professional learning delivered and accessed across the 2022 year was aligned directly to the school plan, strategic directions and staff PDPs. In addition to mandatory training, teachers continued to focus on the established key learning school-based platforms comprising of Quality Teaching, ALARM, Literacy, Numeracy, STEAM and Formative Assessment.

The whole school approach to HSC professional learning continued in 2022. All staff participated in several school-based professional learning sessions, facilitated by Teacher Quality Advisor, Livia Bolanca and supported by Stage 6 Teacher Leads who were identified to provide targeted faculty support based on teacher identified needs. Approximately 25-30 teachers engaged in the NSW Department of Education HSC Professional Learning each term. Faculties were represented in every available subject in the HSC PL, highlighting the relentless whole-school commitment to supporting students to elicit the discriminating features of Bands 5 and 6 through the use of evidence-based High Leverage Strategies.

The school continued its partnership with the University of Newcastle to include Assessment Auditing against the Quality Teaching Framework. Dr Drew Miller led the whole school through assessment coding and assessment editing to improve the focus and overall outcome of assessment tasks across Year 7 - 12 and facilitated a targeted session for school executive, identifying target areas across faculties. The school focus areas for improvement were High Expectations and Higher Order Thinking.

Early Career Teachers were supported in completing their accreditation in 2022. The Beginning and New Teachers' Induction Program provided a forum for Early Career Teachers to work together to develop their teaching skills and learn about the culture of Birrong Girls High School, the quality teaching framework and the Australian professional standards for teachers. The program provided professional learning opportunities in a wide range of areas including; the DOE Code of conduct, requirements and stages of accreditation, teaching EAL/D students, induction sessions on Quality Teaching, ALARM, Behaviour Management and Report Writing.

Eight Early Career Teachers were accredited at Proficient in 2022.

A total of 27 Proficient Teachers maintained their accreditation at Proficient in 2022.

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	3,063,505
Revenue	12,495,817
Appropriation	12,178,841
Sale of Goods and Services	113,046
Grants and contributions	178,799
Investment income	15,173
Other revenue	9,958
Expenses	-14,663,006
Employee related	-10,107,029
Operating expenses	-4,555,977
Surplus / deficit for the year	-2,167,189
Closing Balance	896,316

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.

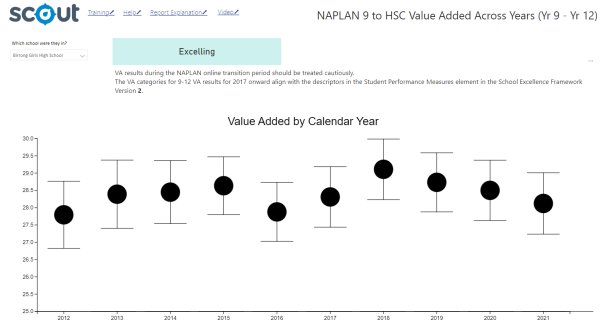
	2022 SBAR Adjustments (\$)
Targeted Total	43,179
Equity Total	2,077,188
Equity - Aboriginal	5,145
Equity - Socio-economic	1,300,000
Equity - Language	447,255
Equity - Disability	324,788
Base Total	8,435,742
Base - Per Capita	213,464
Base - Location	0
Base - Other	8,222,279
Other Total	568,284
Grand Total	11,124,393

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.

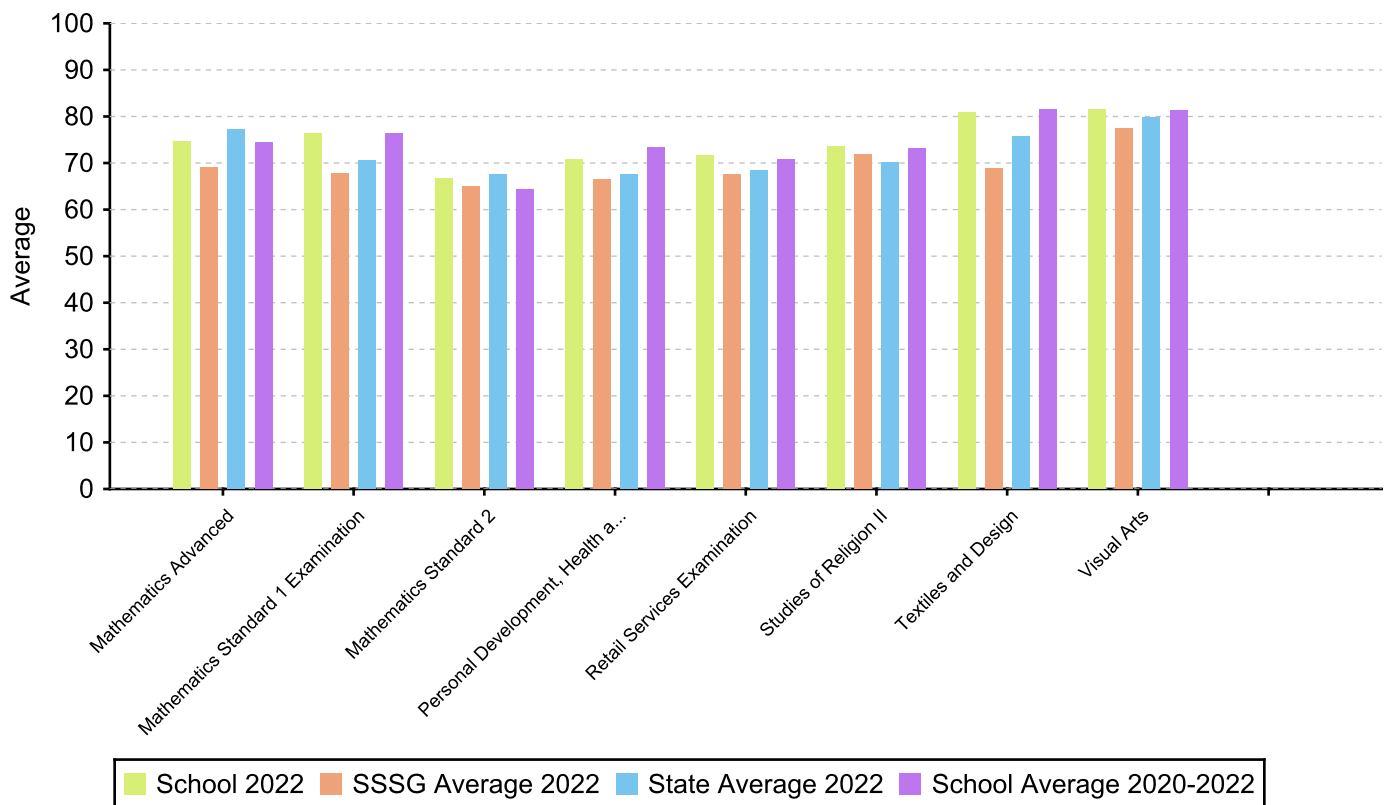
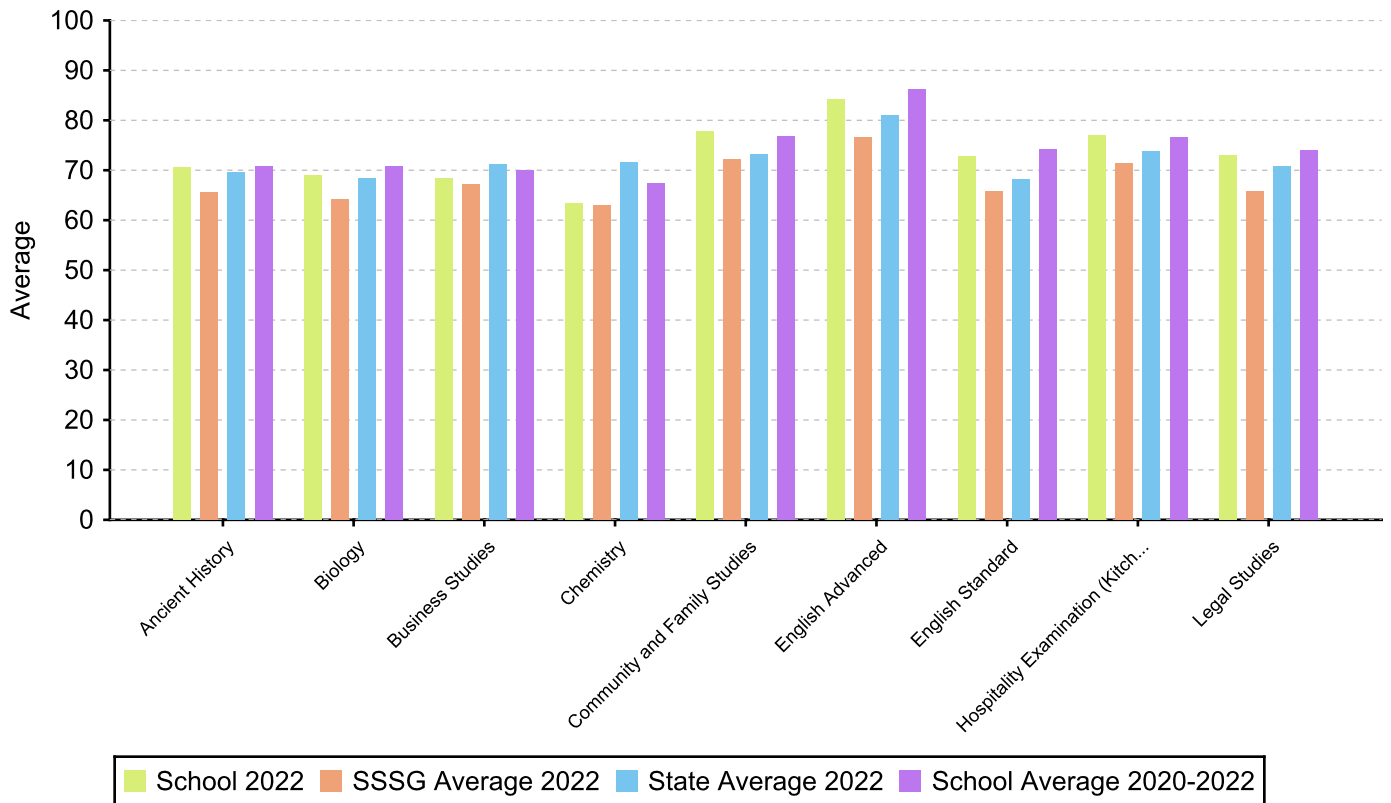


Scout data reveals that Birrong Girls High School value-added growth from Year 9 to 12 is 'excelling'.

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	70.6	65.6	69.6	70.8
Biology	68.9	64.2	68.5	70.7
Business Studies	68.3	67.1	71.2	70.1
Chemistry	63.3	63.0	71.7	67.3
Community and Family Studies	77.7	72.1	73.2	76.8
English Advanced	84.3	76.5	81.0	86.2
English Standard	72.8	65.8	68.1	74.2
Hospitality Examination (Kitchen Operations and Cookery)	76.9	71.3	73.7	76.6
Legal Studies	73.0	65.8	70.8	74.1
Mathematics Advanced	74.7	69.1	77.1	74.4
Mathematics Standard 1 Examination	76.4	67.9	70.5	76.4
Mathematics Standard 2	66.6	65.0	67.6	64.2
Personal Development, Health and Physical Education	70.7	66.4	67.5	73.3
Retail Services Examination	71.6	67.6	68.4	70.7
Studies of Religion II	73.6	71.9	70.1	73.2
Textiles and Design	80.9	68.9	75.7	81.5
Visual Arts	81.6	77.4	79.8	81.3

The Birrong Girls High School Dux scored an ATAR of 94.7 in 2022. One of our Visual Arts students was also featured at the ARTEXPRESS exhibition at the NSW Art Gallery.

Exceptional results were achieved in Advanced English, English Extension, Community and Family Studies, Mathematics Standard 2, PDHPE, Legal Studies, Society and Culture and Textiles. Students and teachers are to be congratulated on their hard work, dedication, and commitment.

Many students also secured university placements and scholarships prior to the HSC examinations commencing.



BGHS Visual Arts student featured in 2022 ARTEXPRESS at the Art Gallery of NSW.

Parent/caregiver, student, teacher satisfaction

Students

In 2022, 86% of students from Years 7-12 participated in the *Tell Them from Me - Student Survey*. In the area of academic self-concept, which measures how well students feel they can do well in their school work, 93% of students rated their levels as medium to high. In Years 11 and 12, 91-97% of students had aspirations for finishing high school (NSW DoE 92%) and 78% of Year 12 students indicated they aspired to go to university (significantly above NSW DoE 67%). Across the school, 94% of students indicated that they display positive behaviours whilst at school and do not display disruptive or inappropriate behaviours (NSW DoE 87%.) Students scored the effectiveness of their learning time as 7.2 out of 10 (NSW DoE 6.3).

Teachers

Responses to the *Tell Them from Me - Staff Survey* continued to endorse the school's shared clarity of purpose, with 90-91% of staff agreeing that the school leadership team is leading improvement and change and clearly communicating their strategic vision and values for our school.

In all seven domains of Leadership, Collaboration, Learning Culture, Data informs Practice, Teaching Strategies, Technology and Inclusive School, the data from the TTFM survey for Birrong Girls was at or above DoE averages for secondary schools. In particular, the following scored highly and are relative areas of strength in our teaching community:

- **Leadership:** Teachers identified that they work with school leaders to create a safe and orderly school environment, scoring an average of 8.9 out of 10.
- **Collaboration:** Teachers in our school identified that they are collaborative in their approach to teaching. They share materials, and discuss strategies for assessment and engagement with their colleagues. All elements for collaboration scored 8.5-8.9 out of 10.
- **Learning Culture:** Teachers identified that they set high expectations for student learning, rating this element at 8.9 out of 10.
- **Learning Culture/Data Informs Practice:** Teachers' high expectations are complemented by their provision of written feedback on student work and formal assessments, scoring 8.7 and 8.9 out of 10 respectively.
- **Teaching Strategies:** Teachers also identified that they link new concepts to previously mastered skills and knowledge rated, scoring this at 8.7 out of 10.

Parents

In the 2022 *Tell Them from Me - Parents Survey*, 86% of parents/carers indicated that the school offers the subjects their child wants to study. Across our survey participants, the majority of parents/carers indicated they would recommend the school to primary school parents and believed we have a good reputation in the local community.

In 2022, a randomly selected group of parents/carers participated in a focus group interview. The parents/carers gave helpful insights about the school and 100% of the participants were positive about their relationship with the school, its leaders and teachers. They summed up their interviews with comments about the school like: "I just want to say thank you", "The communication is awesome. I wouldn't change it [the school]", "The teachers are fantastic".

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

The staff and students at Birrong Girls High School acknowledge that our school is on Dharug land and we pay our respects to elders past, present and emerging. 'Birrong' is the Dharug word for 'star', intricately connected to our school motto, *Ad Astra - To the stars*.

Birrong Girls High School Seven students of Aboriginal background were enrolled from Years 7-11 in 2022. Individual learning pathways, developed in consultation with the students and their families, identify strengths, target areas for improvement, and set academic and personal goals.

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

The school continues to provide an Aboriginal students' contact teacher to ensure students thrive in all areas of school life. This coordinator works in close partnership with senior executive, year advisers, the pathway transition officer and parents/carers to ensure that an individualised approach to each identified student is provided strategically to maximise learning outcomes and post school destinations.

Anti-Racism Policy

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

Anti-Racism - School statement

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

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

The student population at Birrong Girls High School includes 95% from Language Backgrounds Other than English. The 2022 student population was comprised of a rich tapestry of ethnic backgrounds with the majority of families from Arabic, Chinese, Vietnamese, Turkish and Pacific-Islander origins.

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

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

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



Our Annual Harmony Day Dance Performance