

# 2023 Annual Report

## Burwood Girls High School



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# Introduction

The Annual Report for 2023 is provided to the community of Burwood Girls High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## Message from the principal

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This year was the "Year for First Nations Voices" and we will remember it as the year for increasing our knowledge of Aboriginal perspectives in many ways. This was embraced by teachers, students and parents. The year also marked a considerable revival in activities and excursions across the curriculum and students once again embarked on new learning opportunities beyond the classroom. Involvement in sport, performing and creative arts exploded as students thrived at participating in concerts, performances, as well as Knock Out competitions and carnivals. The school play "Love and Information" was a great success and students embraced supporting events such as RUOK, Wear it Purple, IFTAR, Anti-Racism and International Women's Day. Our own International Day in Term 2 was outstanding due to enthusiastic participation of students, staff and parents.

Completion of a refurbishment project to enhance the playground areas with turf, new furniture and updating classrooms was well received. The use of the new STEM/Performance Space was greatly appreciated by all. The collaborative work achieved by the students, parents and staff during the year was wonderful. NSW Department of Education initiative to ban mobile phones on school grounds was smoothly implemented with excellent support from students, staff and parents.

Our School Community continues to observe safe and healthy practices and works well together to ensure a great learning environment for our students. The resilience of our students in 2023 to support others, to share concerns, to provide solutions to make our school a better and welcoming place for others, was exceptional and clearly demonstrated the strong support for our school motto "*Not For Ourselves Alone*"

Mia Kumar



## School vision

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

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

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

We prepare strong women to be future leaders.

## School context

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

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

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

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

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

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

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

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

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



## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Reading
- Numeracy
- Higher School Certificate
- Attendance

### Resources allocated to this strategic direction

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**Professional learning**  
**Integration funding support**  
**English language proficiency**  
**Beginning teacher support**

### Summary of progress

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Burwood Girls High School developed and implemented several activities to meet the annual progress measures for student growth and attainment.

The 2023 whole school literacy initiative was developed following analysis of triangulated reading data. This revealed comprehension results to be an identified area of need compared to other reading areas with a focus on explicit teaching and sustained implementation of the initiative through Teaching & Learning programs. Literacy Team leaders (from each faculty) used existing expertise to develop a list of explicit reading strategies categorised into pre-reading, during-reading, and after-reading supporting evidence-based practice. The literacy team leaders attended a two-day professional learning workshop to ensure that existing knowledge of the explicit teaching of reading is consistent with current best practice.

The Team Leaders were able to adjust the existing pre-reading, during-reading and after-reading strategies with additional strategies, and frame learning intents that focus on reading.

Professional learning was provided by the literacy leaders (experts) based on evidence-based reading strategies applied across all faculty contexts.. Team members led faculty workshops with their Head Teachers to explicitly teach reading in their faculties on Staff Development Day 3.

The HT TAL and Literacy Coordinator also led a 3 hour session with all staff to enhance teachers' understanding of how to use a pre-reading, during-reading, and after-reading activity sequence to explicitly enhance students' comprehension skills. The session covered the importance of explicit programming, the process of reading, the importance of background knowledge and the implications for students, a variety of reading strategies that target different stages in the reading process. This included before-reading activities, during reading activities, and after reading activities, samples of programs with embedded strategies and how to use technology such as *Diffit* to support planning of resources.

Teachers then applied their understanding by developing a sample lesson using the strategies, sample resources, with guidance. Lesson sequences and resources were developed by faculties and explicit reading strategies were embedded in Year 8 Teaching and Learning Programs.

In Term 3, teachers delivered updated teaching and learning programs to enhance students' reading and comprehension skills, relative to student needs. The Literacy Team leaders supported teachers as required.

Individual teachers evaluated their practice as part of their teaching and learning program registration and completed a survey developed by the Literacy Team that follows reflective practice guidelines.

The team used this to inform next steps about the continued targeted teaching of comprehension. Additional support was identified as a need in some faculties, mainly due to KLA team leader absences from critical professional learning sessions.

Across Term 4 the Literacy Coordinator worked collaboratively with faculties, in particular the KLA Literacy Team members, to support their delivery of these strategies in the classroom through co-teaching. The Coordinator provided advice during planning, resourcing (if necessary), and supported the teachers in the delivery of the lesson/s that were programmed for the term. The principles of reflective practice were included (pre planning reflection, delivery of lesson, post lesson reflection).

The Literacy Coordinator and teachers collected formative assessment to evaluate the impact of the reading comprehension strategies. Lesson reflections, lesson plans, Year 8 Teaching and Learning program adjustments were also examined by the team to determine if teachers enhanced their understanding of the explicit teaching of reading comprehension in their teaching practice. Outcomes and impact on teachers' practice were shared and this information was used to plan the next phases of the literacy initiative in 2024.

The evidence provided by each faculty demonstrated the positive impact of the strategies in the classroom and indicated the activities improved student understanding of comprehension and improved teacher practice in relation to embedding explicit comprehension reading strategies. Year 8 Term 4 Check-in assessment data demonstrated a significant improvement in reading, from the 2022 scaled score 420.0 to a scaled score of 425.3 in 2023. An uplift of 5.3 points.

Next year, in this initiative/strategic direction, the school will shift the literacy focus to include writing improvement in stage 4, with a long term goal of improving the HSC writing results.

Numeracy initiatives in 2023 focussed on explicit teaching evidence-based practices in Stage 4 to improve measurement and geometric reasoning. Numeracy team leaders participated in the online course 'Leading Secondary Numeracy' delivered by the Numeracy Lead Specialists to facilitate whole school implementation of numeracy strategies. In this course, teachers examined specific theory and strategies that can be used to support colleagues to evaluate current numeracy practices.

The course also examined the insights gained to anticipate the extent and nature of the changes at Burwood GHS required to achieve numeracy improvement priorities, and plan for managing these changes.

Topics such as: managing change, effective task design, learning intentions and success criteria, learning dispositions, tools and teaching strategies, change management and sustaining the changes in numeracy were also examined. This informed the planning for the numeracy initiatives in 2023 and beyond.

Analysis of scout data revealed that a large proportion of students showed difficulty with questions in measurement, fractions and geometric reasoning, and the school selected these as focus areas for improvement. Following the evaluation of the 'Leading Secondary Numeracy' course, team leaders were confident in implementing the identified changes required to achieve numeracy improvement priorities, as well as planning to manage the changes.

Throughout the planning stage, school strengths were identified, including staff resourcefulness and collaboration. Opportunities for improvement needed to include staff resilience to attempt new strategies to improve numeracy skills. It was determined a whole school approach was required to understand the transferrable nature of numeracy skills.

A Numeracy Lead Specialist led a 3 hour workshop in Term 2 with two staff members from each KLA to explore ways to support students in the area of fractions and proportional reasoning. The workshop focussed on evidence-based teaching strategies, professional learning opportunities, using the national numeracy progressions and resources and tools located within the DoE Universal Resources Hub. The workshop also provided opportunities for staff to plan and embed explicit teaching of numeracy into Year 8 lesson plans for Semester 2. The Numeracy Coordinator assisted the staff members to identify elements of a quality numeracy-based lesson activity.

In semester 2, members of the numeracy team reflected on enablers for positive dispositions in numeracy and the team coordinator modelled a sample lesson activity to enhance the team's understanding of student dispositions within numeracy activities. Following the planning, staff implemented lessons that involved the explicit teaching of numeracy.

Year 8 numeracy lessons were evaluated by the team at the end of Term 4. Teaching and learning programs with annotated examples of explicit teaching practices were evaluated. The evaluation determined that some faculties were embedding explicit numeracy teaching strategies effectively. A need was identified to focus on a whole school approach in 2024, inclusive of all faculties and teachers. The importance of promoting and embedding numeracy in teaching and learning activities was identified. Year 8 will remain a focus in 2024, with the goal to include Year 7 and Stage 5 in 2025.

Sharing numeracy strategies in faculties and the impact on teacher practice were also identified as a future direction for improvement of student numeracy achievement. The Year 8 Term 4 check-in assessment scaled score was 431.2 compared to 427.3 in Year 8 2022. This was an uplift of 3.9 points.

The Higher School Certificate initiative concentrated on providing relevant Professional Learning for staff in their subject areas. Staff were supported to attend a range of HSC professional learning opportunities where 25% of staff attended HSC specific events to lift HSC results.

Most of these workshops created communities of practice to identify growth within their own HSC student work samples using their subject specific discriminating feature of high achievement. Teachers also assessed new, high-quality resources co-designed by HSC teachers within the DoE HSC strategy team.

In 2023, the school increased the number of students in the top 2 HSC bands from 48.21% in 2022 to 51.98%. This was an uplift of 3.9%.

In Term 4 2023, staff reviewed their HSC results using a new matrix to recognise subject specific areas to target for improvement in 2024. Next year in this initiative the school will audit every faculty review and propose explicit teaching strategies to improve HSC results. The school will focus on areas of writing to improve student achievement, examine writing strategies to support teachers, and continue to support teachers to attend high quality HSC professional learning opportunities.

In Term 1, the wellbeing team analysed the 2022 attendance data, focussing on school refusers to identify patterns, behaviours, and reasons for non-attendance. Strategies were proposed and implemented to support non-attending students. Students with poor attendance were identified and interviewed by the Head Teachers Wellbeing, School Counsellor, HSLO and Deputy Principals. Inaccurate roll marking procedures and use of incorrect attendance codes were also identified as an issue negatively affecting student attendance rates.

Inaccurate roll marking in Roll Call was identified as a major concern. In response to this, an earlier (5 mins) moving bell was implemented at 8.40 am to encourage movement of students and staff to arrive in Roll Call on time (8.45 am) to ensure accurate roll marking. Executive monitored student movement to Roll Call to ensure students were arriving on time. Regular staff presentations and emails on the importance of accurate roll marking were regularly implemented.

An audit of administrative student attendance procedures concluded that more consistency was required when using student codes and removing school leavers from the enrolment data. SASS staff received targeted training and subsequently revised the administrative attendance procedures. Special Religious Education and Study Period roll marking procedures were also adjusted to accurately reflect student attendance.

At the end of 2023, a review of student attendance revealed a higher proportion of teachers and students are in Roll Call on time. Sustained student and parent interviews related to the improved procedure of early identification of poor attendance patterns have also contributed to a significant increase in the number of students attending school on a regular basis.

The increase has been significant, a 10.35% increase in the student attendance rate from 2022. Improvement in roll marking accuracy has also contributed to the increase in overall attendance. A significant number of students apply for extended leave to visit family overseas. This affects attendance and hence we have not achieved our target of students attending over 90%.

Next year we will continue to focus on sustained parent and student communications regarding school attendance. There has been a significant number of factors that affected outcomes for students over the last three years. Attendance, in particular, was negatively affected by COVID.

Next year, the school will add an additional Year 7 class to reduce class sizes in year 7. Teachers to focus on strategies to strengthen student sense of belonging in Year 7, as well as improved individualised learning and support to meet the needs of every student.

In 2024, planning for Student Growth and Attainment will focus on Literacy and Numeracy. The HSC initiative will move to Strategic Direction 3 (HSC Learning Pathways) and Attendance will move to Strategic Direction 2 - Attendance and Engagement. The updated School Improvement Plan guidelines have enabled the school to plan a more flexible and purposeful focus on a small number of improvement measures. In 2023 the school has increased student achievement in Literacy, Numeracy, HSC and Attendance.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Uplift of 2.9% of students achieving in the top 2 bands in the HSC course results from baseline	In 2023, there was a decrease in the number of students achieving in the top two bands in the HSC courses from baseline data, however there was a 3.77% uplift from the 2022 results.
Uplift of 5.3% of students attending greater than 90% of the time from baseline.	In 2023, there was a decrease in the percentage of students attending school greater than 90% of the time from the baseline, however there was 10.35% increase in students attending school greater than 90% of the time between 2022-2023.
An increase in the Check-in Assessment mean scaled score for reading in Year 8 for 2023 compared to Year 8 in 2022.	There was a significant increase in the Check-in Assessment mean scaled score of 5.3 for Reading in Year 8 for 2023 compared to Year 8 in 2022.
An increase in the Check-in Assessment mean scaled score for numeracy in Year 8 for 2023 compared to Year 8 in 2022.	There was a significant increase in the Check-in Assessment mean scaled score of 3.9 for Numeracy in Year 8 for 2023 compared to Year 8 in 2022.





## Strategic Direction 2: Quality Teaching and Learning

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

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#### Professional learning

#### Summary of progress

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Quality Teaching and Learning is an important priority to ensure the school is maximising teacher capacity to meet the needs of all students, including adjustments to support learning as well as increasing challenge for high potential learners. In 2023, the focus was on differentiating and adjusting learning tasks for students with identified learning needs. This was in response to the increasing number of students with diagnosed complex learning adjustments.

Two professional learning workshops were delivered by the learning and engagement team in terms 1 and 3. The first workshop provided an update on students with specific learning needs and the adjustments required in order to support their participation in the classroom as well as achievement of learning outcomes. Following the session, teachers used the information to make adjustments to an assessment task for Term 1 for a student or groups of students. Evaluation from the session indicated that staff required additional resources to support them to make adjustments and understand differentiation strategies for the increasing number of students with a wide range of complex learning needs at the school.

In term 2, the learning and engagement team developed a resource for teachers that addressed internalising disorders, neurodevelopmental disorders and other specific learning disorders. An explanation to increase teacher knowledge and understanding of the learning needs was provided, as well as a comprehensive list of strategies that may help students. Following the completion of the resource, in term 3 teachers participated in workshops to support the use of this resource. The workshops included differentiating and making adjustments to class and assessment tasks for students with identified learning needs. Teachers had the opportunity to view examples of adjustments across subjects and opportunities to seek advice from members of the Learning Support Team whilst planning resources.

The 2023 Tell Them From Me (TTFM) teacher survey indicated that the Inclusive School Driver of Learning remained similar to the 2022 results. Feedback from the professional learning activities indicated that teachers were feeling overwhelmed by the increase in complex student learning needs and were feeling there was not enough time to help and support every student adequately.

At the end of 2023, there was a review of the Learning and Engagement team procedures and structures. A review of funding was completed, and areas were identified to increase the available funding for students requiring support. In 2024, a new Head Teacher Learning and Engagement will lead the team and review procedures and processes to ensure all students with a diagnosis of a learning disability have a current Individual Education Plan (IEP). An increase in student diagnoses of identified learning disabilities has also highlighted the need for additional staff professional learning to meet the needs of these students. The professional learning would include additional training on how to effectively use the resource produced by the school, as well as planning time to differentiate and adjust resources with support from the expert team. Fortnightly meetings with the HT Learning and Engagement and HTs Wellbeing, School Counsellor as well as Deputy Principals (where necessary) will be scheduled in 2024 to ensure a collaborative, planned approach to meet the needs of all students.

In 2023, the high potential programs and extension opportunities in class continued from 2022. The school focused on providing professional learning opportunities for staff training. In 2024, there will be a review of the high potential programs, including an audit of co-curricular and extension opportunities in teaching and learning programs. Future planning includes whole school training in high potential and gifted education to embed meaningful extension activities in all teaching and learning programs in 2025.

The data team held regular meetings to determine staff baseline use and understanding of data to improve student

learning outcomes. The team also reviewed the available data to determine strategies to improve teacher use of data to inform practice. Although the data was examined, and strategies developed, many members of the team were absent from strategic meetings, including the team leader. Many aspects of including the use of data were addressed in other whole school and faculty planned professional learning activities for school improvement. The decision has been made not to move forward with this initiative in 2024. A small executive team is informing the Literacy, Numeracy, HSC Pathway, Formative Assessment, Wellbeing and Differentiation teams on using the data to support these priorities, leading to improved staff use of data to inform practice.

**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
Teachers demonstrate knowledge and capabilities to embed strategies to differentiate the curriculum to address individual identified student needs.	To a large extent teachers demonstrated in their teaching and learning programs and assessment tasks the knowledge and capabilities to embed strategies to differentiate the curriculum for students with identified learning needs. Teachers indicated they need additional support to ensure they are meeting the needs of all students, due to the increasing number of students with complex learning diagnoses.
Uplift from baseline data of the data literacy, skills and capabilities of staff across all Key Learning Areas.	The school identified data literacy, skills and capabilities as an area for whole school improvement and collected baseline data. The uplift was not measured.



## Strategic Direction 3: Student Communication and Empowerment

### Purpose

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

### Initiatives

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

- Quality Feedback
- Reporting Learning

### Resources allocated to this strategic direction

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#### Professional learning

#### Summary of progress

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Student communication and empowerment have always been considered a priority, as the school believes in shared responsibility where teachers and students are partners in learning. In 2023, the focus was on developing consistent school-wide practices for formative assessment and reviewing current school reporting practices to implement an updated school report.

On Staff Development Day 1, each member from the Formative Assessment Team led small cross-faculty groups to enhance teachers' understanding of formative assessment strategies for Year 7. The leaders summarised the feedback from the Year 7 2022 Reflection Form in order to backward map the session's goals. One significant area of feedback was the need to establish consistency with students and provide support for students with additional learning needs. The team leaders modelled a range of strategies including seating plans, Y-charts for constructing class expectations, do-now activities, learning intents and success criteria as well as exit slips. Teachers were supported by the team to develop their own learning intents for lessons in Week 1. Staff were provided with a range of sentence starters to support their understanding for writing effective statements.

Sample lesson plans were collected as evidence of learning intents and success criteria embedded in Year 7 lessons in Week 1 and beyond.

During term 1, an additional formative assessment professional learning workshop was delivered to ensure all teachers were provided with the necessary skills and understanding to implement consistent practices for formative assessment.

Staff participated in a presentation led by the SIP team members for Formative Assessment. This presentation updated their knowledge and practice in relation to assessing student learning and achievement of learning intents. Teachers were provided with a variety of formative assessment strategies that can be applied across subject areas. Staff then selected a strategy and applied this to a lesson plan that was delivered before the end of term.

The team collected post reflection data following implementation of strategies and staff were generally positive in their reflections, particularly of individual staff sharing successful formative assessment strategies used in their classrooms.

Semester 2 planning was delayed due to the whole school focus on literacy and numeracy. In 2024 the team will engage in action research in order to improve self-assessment from students. Samples will be collected of self-assessment that teachers currently use with students. The samples will be evaluated and used to design a model of self-assessment to use in practical and written subjects. The model will be trialled and evaluated, then implemented to all staff, improving the consistency of formative assessment strategies used across the school. Additionally, the Formative Assessment Team Leader will conduct focus groups with students to ascertain their understanding of self-assessment and the support needed in the classroom.

The Reporting initiative was completed this year. The team met regularly throughout the year. Initially the team conducted a horizon scan to look at a range of different school reporting processes and examples with a particular focus on student-informed reports. Companies were approached to understand the possibility of a reporting process that included student input and examples, based on student feedback to improve school reports. This was disappointing as a program could not be sourced to meet the requirements of the school and support established school systems. Following the scan, they surveyed key stakeholders to establish the baseline of whole school reporting data requirements and liaised with Sentral to build updated reporting procedures. Finally, the team presented the draft reports to the school community and trialled the updated reporting systems and processes. Next year the updated reports will be implemented for all students.

The reporting initiative will not move forward in 2024 as the initiative has been completed.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Consistent school-wide practices for formative assessment implemented.	The school has achieved consistent school-wide practices for formative assessment to a small extent, based on feedback from faculties. The whole school focus on literacy and numeracy delayed the progress towards the achievement of consistent school-wide practices in semester 2.
Baseline of whole school reporting processes involving internal and external key stakeholders established.	The school reporting processes were reviewed, and a new school report was developed ready to implement in 2024. The reporting initiative is complete.



Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Burwood Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release for targeted professional learning around literacy, numeracy and learning adjustments.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students are demonstrating progress towards their personalised learning goals. Improved communication with staff regarding student Individual Education Plans (IEPs) has led to an improvement in students receiving targeted personalised learning in the classroom. IEPs are regularly reviewed and updated to meet student learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Learning and engagement team will regularly review funded students to ensure students are receiving appropriate support. Review of Sentral notifications and flags to ensure staff identify funded students to support differentiation strategies and required adjustments in teaching and learning programs are implemented.</p>
<p>Socio-economic background</p> <p>\$58,826.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Burwood Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support Wellbeing programs and implementation of special targeted activities.</li> <li>• professional development of staff through School Development Days to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved attendance of targeted students Increased levels of Literacy Better engagement of students in school activities and events Access to equipment and technology</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to engage staff to facilitate the Renaissance Reader Program, increase the number of students accessing the Homework Centre, increase the number of tutors available to support students at the Homework Centre, and identify community organisations to work with disengaged cultural groups.</p>

<p>Aboriginal background</p> <p>\$4,389.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Burwood Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved provision of PLPs reflecting the required needs of students, for example Aboriginal Studies students focused on HSC major works examining cultural heritage. An external provider, Fusion, was engaged to deliver increased learning and engagement and attendance for students of Aboriginal Background.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To implement whole school strategies to improve understanding and support for First Nations people, culture and traditions. Engage the EAL/D team to participate in the development of PLPs.</p>
<p>English language proficiency</p> <p>\$260,338.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Burwood Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Emerging EAL/D students in Year 9 2023 were 16.8% higher than the state average in the top two bands for reading in the Check-in Assessment. Year 8 were 22.6% higher than the state average.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to fund the Stage 5 EAL/D elective. Create a separate EAL/D faculty to facilitate whole school EAL/D support. Increase the number of bilingual SLSOs to support EAL/D learners and assist in the Homework Centre.</p>
<p>Low level adjustment for disability</p> <p>\$262,108.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Burwood Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Low level adjustment for disability</p> <p>\$262,108.59</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in Life Skills, development of Individual Learning Plans/Profiles and improvement in providing HSC Disability Provisions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A more consistent approach to student learning support. An increased number of learning support referrals. Continuation of the Inclusive Dance Ensemble and the inclusive school drama production.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing expansion in the Dance and Drama Inclusive Ensemble Programs. Regular review meeting regarding Life Skills students and learning support allocations.</p>
<p>Professional learning</p> <p>\$87,726.40</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Burwood Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Reading</li> <li>• Numeracy</li> <li>• Higher School Certificate</li> <li>• Differentiating for Individual Student Needs</li> <li>• Quality Feedback</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning in HSC, reading, numeracy and wellbeing</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example Diabetes and first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> PL activities funded to support staff to embed evidence-based reading and comprehension practices has improved student reading. Renaissance Reader data indicates an increase in student reading, including parent data. The school achieved a significant increase in the 2023 Year 8 reading scaled score (5.3) Check-in Assessment. Staff completing the HSC Professional Learning experienced high impact professional learning and developed skills to deliver higher-quality Stage 6 teaching activities and tasks. In Numeracy, the school focussed on measurement and proportional reasoning in Year 8 teaching and learning programs. The school achieved a significant increase in the 2023 Year 8 numeracy scaled score (3.9) Check-in Assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To employ additional EAL/D staff to support staff to model explicit evidence-based comprehension and writing strategies across KLAs to continue to improve student literacy. Staff to be supported to continue involvement in the HSC Professional Learning courses to lift student achievement in the HSC. To expand numeracy focus to every KLA and embed explicit teaching numeracy strategies in Stage 4 programs.</p>

<p>COVID ILSP</p> <p>\$58,467.26</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of students in this program achieved significant progress in meeting their learning outcomes in various curriculum areas, as well as their chosen electives. The ILSP teachers were successful in identifying students to be targeted as a result of poor attendance during online learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to use sub-elements of phonological awareness and understanding texts correctly to review student progress. To continue using Plan 2 to capture data.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Burwood Girls High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Seventeen parents were trained by the Burwood GHS SSO in Youth Mental Health First Aid resulting in increased understanding of how to support their child experiencing poor mental health at home and school. The SSO provided additional wellbeing support to students, including 42 students who access SSO support on a regular basis. Students have improved class attendance following SSO interventions. Year 10 has the highest rate of accessing the SSO during class time, followed by Year 9. On average the SSO managed over 130 students out of class interventions per term.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Running the Teen Mental Health First Aid Course. Continuing to support individual students on a needs basis, as well as supporting programs such as Fusion, Raise Mentoring and Breakfast Club. Increasing SSO support and involvement with students refusing to attend school.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	0	0	0	1
Girls	1146	1094	1092	1113

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	95.1	95.4	89.9	91.8
8	94.6	92.5	90.2	90.4
9	94.4	92.6	88.6	92.2
10	93.6	90.2	88.1	89.5
11	92.3	90.9	88.1	89.9
12	92.3	89.5	87.8	89.7
All Years	93.7	91.8	88.8	90.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	0
Employment	0	0	1.6
TAFE entry	0	0	3.7
University Entry	N/A	0	92.7
Other	0	0.5	3
Unknown	N/A	N/A	N/A

## Year 12 students undertaking vocational or trade training

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16.52% of Year 12 students at Burwood Girls High School undertook vocational education and training in 2023.

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

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98.3% of all Year 12 students at Burwood Girls High School expected to complete Year 12 in 2023 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)	12
Classroom Teacher(s)	53.3
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher EAL/D	1.6
School Counsellor	1
School Administration and Support Staff	13.57
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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

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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

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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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	3,525,197.00
<b>Revenue</b>	14,410,323.05
Appropriation	12,814,604.45
Sale of Goods and Services	82,506.86
Grants and contributions	1,210,493.66
Investment income	88,567.08
Other revenue	214,151.00
<b>Expenses</b>	-14,211,081.18
Employee related	-12,263,704.56
Operating expenses	-1,947,376.62
<b>Surplus / deficit for the year</b>	199,241.87
<b>Closing Balance</b>	3,724,438.87

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	273,021
<b>Equity Total</b>	585,663
Equity - Aboriginal	4,389
Equity - Socio-economic	58,826
Equity - Language	260,339
Equity - Disability	262,109
<b>Base Total</b>	10,736,746
Base - Per Capita	284,126
Base - Location	0
Base - Other	10,452,621
<b>Other Total</b>	619,110
<b>Grand Total</b>	12,214,541

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

There has been an upward trajectory in results for NAPLAN across reading and writing since 2021 with scores exceeding both the statistically similar school group (SSSG) and the state for the first time since 2018.

The school results for NAPLAN in writing indicated that students performed above state average. In Year 7, students achieved higher than the state average in the top score in 7/10 criteria. In Year 9, students achieved higher than the state average in the top score in all 10/10 criteria.

Due to the changes in the NAPLAN performance bands for 2023, the data for reading and numeracy does not show comparisons with the SSSG and the state. On the other hand, the data from the Check-in Assessments shows 50.6% of Year 9 students have achieved in the upper group for Reading, which is 7.5% higher than the SSSG and 24.3% higher than the state. This is an increase of 12.9% from 2022. In Numeracy, 46.8% achieved in the upper group, which was similar to the SSSG and 20.8% higher than the state. This is an increase of 9.1% from 2022.

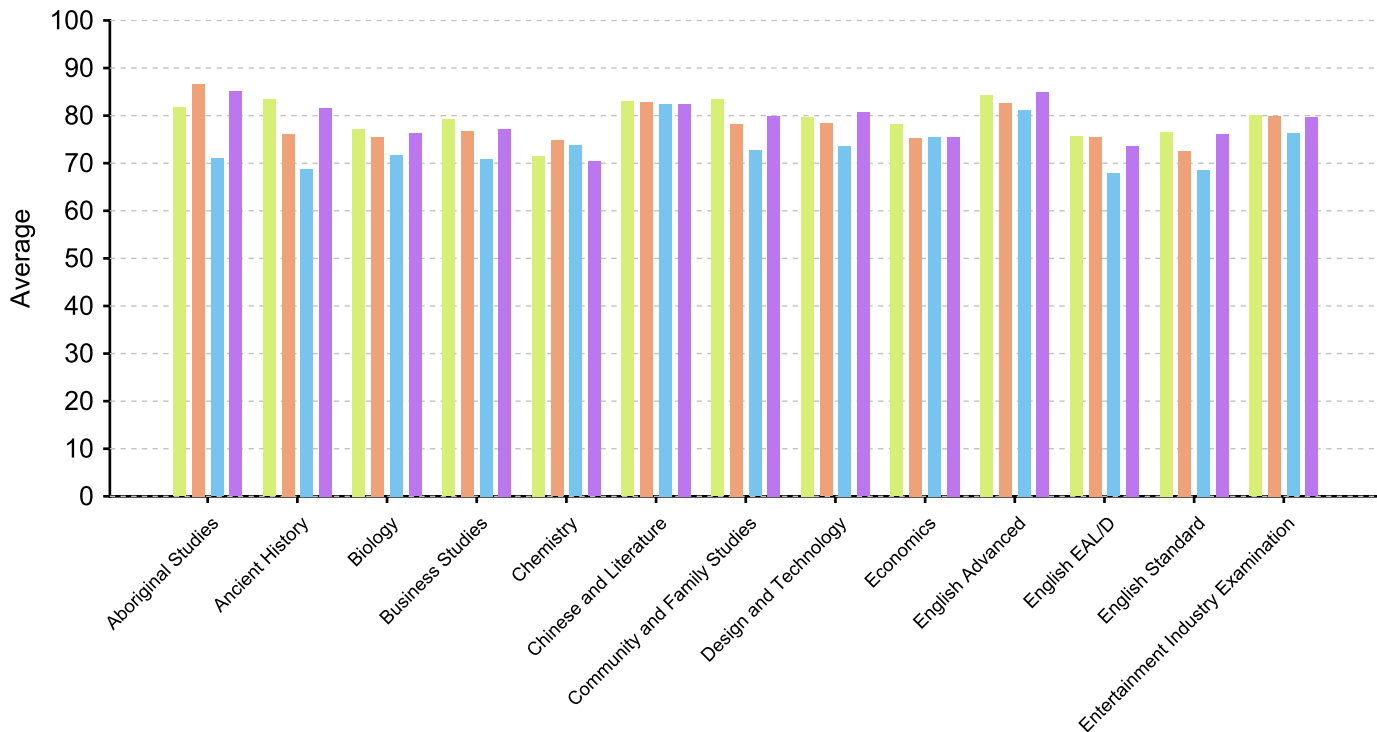
Additionally, the results in Year 8 showed an increase in the mean scaled score from the Check-in Assessment for both reading and numeracy in comparison with Year 8 in 2022, which has resulted in both improvement measures being met in these areas for 2023.



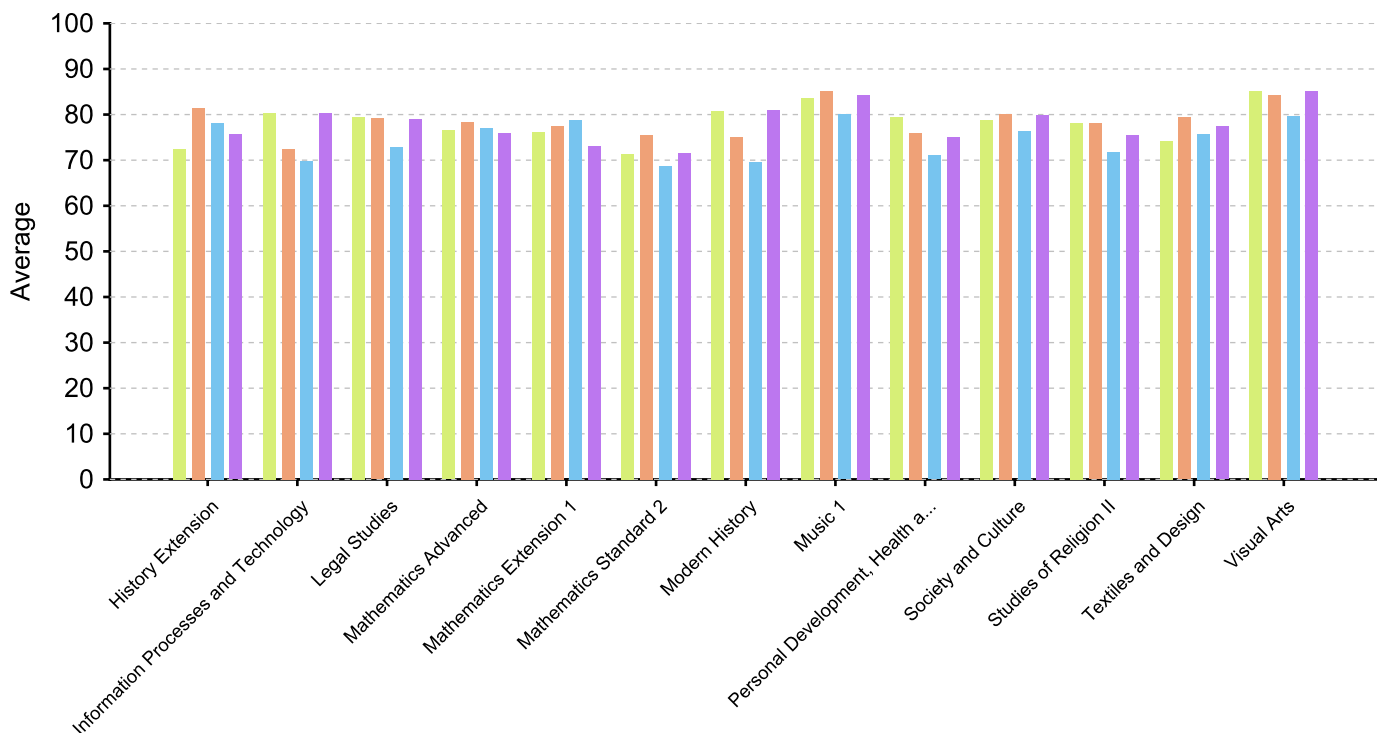
# School performance - HSC

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

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



Legend: School 2023 (light green), SSSG Average 2023 (orange), State Average 2023 (blue), School Average 2021-2023 (purple)



Legend: School 2023 (light green), SSSG Average 2023 (orange), State Average 2023 (blue), School Average 2021-2023 (purple)



Subject	School 2023	SSSG	State	School Average 2021-2023
Aboriginal Studies	81.7	86.6	71.0	85.1
Ancient History	83.4	76.1	68.7	81.7
Biology	77.2	75.4	71.8	76.2
Business Studies	79.2	76.8	70.9	77.3
Chemistry	71.5	74.7	73.7	70.4
Chinese and Literature	83.0	82.9	82.5	82.5
Community and Family Studies	83.4	78.3	72.7	79.9
Design and Technology	79.7	78.3	73.6	80.6
Economics	78.1	75.3	75.5	75.5
English Advanced	84.3	82.6	81.2	84.9
English EAL/D	75.6	75.5	67.8	73.6
English Standard	76.5	72.5	68.5	76.2
Entertainment Industry Examination	80.0	79.9	76.3	79.6
History Extension	72.5	81.4	78.2	75.6
Information Processes and Technology	80.3	72.5	69.8	80.3
Legal Studies	79.5	79.2	72.9	79.0
Mathematics Advanced	76.5	78.5	77.0	76.1
Mathematics Extension 1	76.2	77.5	78.7	73.1
Mathematics Standard 2	71.3	75.4	68.7	71.7
Modern History	80.7	75.0	69.6	81.1
Music 1	83.6	85.1	80.0	84.4
Personal Development, Health and Physical Education	79.5	76.0	71.0	75.1
Society and Culture	78.8	80.1	76.3	79.9
Studies of Religion II	78.2	78.1	71.9	75.6
Textiles and Design	74.2	79.4	75.7	77.4
Visual Arts	85.1	84.3	79.8	85.1

Excellent results were achieved in a range of subjects in the 2023 HSC. The share of subjects above the state average was 62%. The share of HSC results in the top two bands (51.98%) showed ongoing improvement from both the 2021 (50.1%) and 2022 (48.21%) results. In 2023, 13% students achieved an ATAR over 90, with the highest ATAR at 99.70. Good to report 33% students appeared on the Distinguished Achievers List, achieving at least one Band 6/E4.



# Parent/caregiver, student, teacher satisfaction

## Parent/Caregiver Satisfaction

In 2023, a survey was conducted for Year 7 parents at the end of semester one to find out information about communication, student learning, transition from primary school and student wellbeing. The results indicated:

- Year 7 parents (50%) reported their child transitioned extremely well into high school, 48% reported their child transitioned well and 2% reported a neutral response.
- Pleasing to note 64% parents reported no bullying at school, 30% reported some minor issues they were aware of that did not concern their child, and 6% reported some instances of concern. There were no responses for major bullying issues of concern.
- Also good that 80% parents reported their child had a great time at the Year 7 Orientation camp, 14% reported an OK time, and 6% reported they expressed some concerns.
- The Reading Renaissance program used by Year 7 students has been a successful program with 86% parents aware and supporting with 35% reporting an increase in their child's reading habits.

Parents reported they appreciated emails from the school, the newsletter Event as well as information posted on social media accounts. The school website was the least used platform to access information about the school.

In the 2023 Tell Them From Me (TTFM) survey, 13% parents responded with the following results:

- Parents valued the positive school culture and inclusive values of the school.
- Parents are welcomed and informed
- School supports learning
- Students feel safe at school.

An area for improvement based on parent feedback is that the school needs to create more opportunities for students who are learning at a slower pace and improve understanding of the learning requirements of students with identified needs.

## Teacher Satisfaction

There were 58 teachers (74%) who responded to the 2023 TTFM staff survey. The school excelled in the areas of **data informs practice** and **use of technology** to support learning. The area that was significantly lower compared to 2022 was overcoming obstacles to learning, particularly relating to effectively working with students with behavioural problems.

Other interesting responses included:

- 95% teachers agreed that Burwood Girls High School (BGHS) is a welcoming place for all students
- 96% agreed BGHS is a culturally safe place for all students.
- 87% teachers feel they belong at BGHS, 10% neither agreed nor disagreed.
- The three main factors identified by teachers that would help them feel more supported at school were less administrative work, reduced workload and more time to do their job.

A professional learning survey was conducted at the end of 2023 for teachers. The results indicated that teachers wanted greater opportunities to collaborate across different KLAs, and also valued a continuing focus on Literacy and Numeracy in 2024.

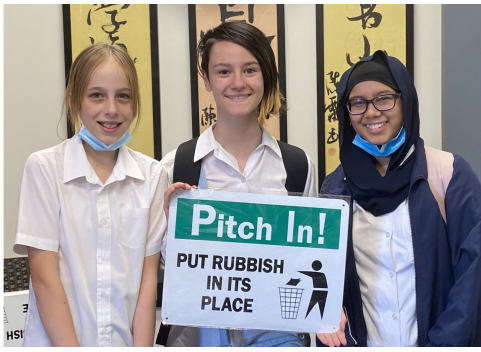
## Student satisfaction

In 2023, 727 students (69%) responded to the TTFM survey. Results indicated:

- Participation in extracurricular activities was 34% compared to 24% (NSW Government norm)
- Participation in school sports was 54% compared to 45% (NSW Govt norm)
- Students with positive relationships was 82% compared to 78% (NSW Govt norm)
- Students with positive behaviour at school was 97% compared to 87% (NSW Govt norm)
- Students who are victims of bullying was 14% compared to 21% (NSW Govt norm)

Drivers of student learning outcomes that were significantly higher than the NSW Govt norm include important concepts are taught well, class time is used efficiently, homework and evaluations support class objectives, and students find classroom instruction relevant to their everyday lives. Additionally, students feel teachers are responsive to their needs, encourage independence with a democratic approach and students understand there are clear rules and expectations for classroom behaviour were significantly above the NSW Govt norm.

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



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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In 2023, Burwood GHS had a focus on the "Year for First Nations Voices". This included increasing our knowledge of Aboriginal education and perspectives, across the curriculum. Staff were involved in professional learning activities including a "Walk on Country" with Uncle Jimmy in Cabarita. Our students explored ways to utilise new knowledge which resulted in "Acknowledgement of Country" signage installed at the entry to the school. House Captains changed the names of Sports Houses to reflect First Nation leaders in the Wangal area: Barangaroo, Bennelong, Cora and Pemulwuy. Members of SRC planted natives provided by Burwood Council. Students in Visual Arts commenced planning and preparing for a mural of Wangal leaders for the assembly hall, for completion in 2025/26.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Burwood GHS is an inclusive and harmonious school with one Anti-Racism Contact Officer (ARCO) and is extremely proud that there were no incidents of racism reported in 2023. An interested group of students investigated "casual racism" in 2022 and results of their survey were shared with teachers. Anti-racism professional learning was undertaken by all staff after an introduction to the issues by the ARCO on a School Development Day. International students participated in a forum to discuss strategies to manage any incidents of casual racism.

## Multicultural Education Policy

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

## Multicultural and anti-racism education - School Statement

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The school is extremely proud to celebrate our cultural, linguistic and religious diversity both within the curriculum and at special events. Our greatest event to celebrate is our annual International Day! The Crescent Girls group supports Muslim students and our Sisters in Society student leadership group plan activities and programs for refugee girls. Lunar New Year was celebrated with support from the local community, and especially appreciated by International Students.

Students at Burwood GHS represent 82 countries with 62% students and almost 50% staff having English as a Second

Language or Dialect (EAL/D). There were 70 international students from China, Korea and Vietnam in 2023 with an international student coordinator, a special student adviser and three community liaison officers supporting their wellbeing. A Pacific Islander liaison officer was employed to support and provide activities for Aboriginal and Islander students.

Six languages (Indonesian, Italian, French, Japanese, Korean and Mandarin) continue to be taught at the school with many students accessing a range of languages at NSW School of Languages or the Secondary School of Languages. There were no overseas excursions in 2023 but planning for trips to Korea and Japan in 2024. The school continues to host educators and schools from Korea and Japan. The school was delighted to be invited to the 50-Year Anniversary for Multicultural Education at Addison Road Community Centre. Students and staff were thrilled to participate in the event to promote multiculturalism with Andrew Giles.

## Other School Programs (optional)

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### Duke of Edinburgh

Duke of Edinburgh program was popular in 2023 with 76 students signed up to complete Bronze and Silver programs. There were 45 students in Year 9 who completed Bronze walk and 23 students in Years 10/11 undertaking Silver with 8 Year 11 students completing a Silver cycle trip. Special thanks to the P&C for providing additional support for this program.

### High Potential and Gifted Education (HPGE)

The Burwood GHS HPGE program continued to thrive as students who were accepted into the program were given opportunities to challenge themselves academically, socially and creatively. Throughout the year, students participated in mini workshops with the HPGE coordinator and the Year 10 Critical Thinking elective class. These workshops aimed at building the skills needed for 21st century learning and focused on building the student's understanding of "soft skills" needed to thrive and be successful in an ever-changing world. These included communication, creativity, collaboration, critical thinking and research skills.

The program resulted in projects chosen by students themselves where they were challenged to solve a problem through the project and utilise various components including:

- A research report using various sources
- a peer-teaching lesson delivered to their class relevant to their topic
- a creative mode and overall display for their end of year showcase.

Students from Year 7 and 8 who were involved in the program achieved success as they were challenged to come up with creative ideas for their project and 'creative mode'. Some of the ideas that were explored this year include: Sustainable Architecture, Endangered Animals that are overlooked, Fast Fashion and a guide to re-use fashion, The "Ideal Library", Missing Persons, Crime Scenes, The Education System and "Ideal School", Multiple Intelligences, Horse Rehabilitation, Refugees, The Concept of Greed and Expressing Your True Self.

