2023 Annual Report

Blacktown Girls High School

8224

Introduction

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

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

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School vision

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

School context

Blacktown Girls High School is an inclusive school with an enrolment of both academically selective students and local comprehensive students totalling 990. The school is located in Sydney's Western Suburbs.

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

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

The school's staffing entitlement in 2023 was 70 teaching staff and 25 non-teaching staff. The school also employs a Business Manager and Technology Support Officer from school funds. The executive staff has limited turn-over with an average tenure of 12 years. 8% of the teaching staff are in the early stages of their career. Staff turnover is very low with less than 2% turnover of staff each year. The school enjoys the support of its culturally and linguistically diverse community.

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

English language proficiency
Professional learning
Low level adjustment for disability
Refugee Student Support
Integration funding support

Summary of progress

In 2023 the school focus was on the use of explicit teaching practices to improve student literacy and numeracy skills. High Impact Professional Learning guided school teams through the process of developing consistent evidence-informed practices, intensive support and withdrawal as well as the use of short formative assessments in the form of subject specific pre-tests were implemented. Faculty groups worked to develop and deliver teaching strategies that put targeted student needs at the forefront. Teachers used student data to plan and embed quality practices into their teaching, and adapt resources and teaching programs. Differentiated support in the form of coaching and mentoring has been provided for staff at their point of need, however further support for new scheme and early career teachers is required. Student learning outcomes have been tracked through the collection and analysis of assessment data and improvement has been observed, this has also been evidence by external platforms; HSC and NAPLAN. The success of these processes has been shared with all stakeholders. Next year in this initiative the school will work with staff to establish a process to provide staff with opportunities to observe and share best practice, this will provide consistency and further improve teaching practice across the school.

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
• An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021. • Student cohorts can demonstrate improved reading scores compared to 2021 and 2022 cohorts, using Check In assessment data.	An analysis of Check-in Assessment data for reading indicates an increase in the mean scaled score All HSC students achieved Minimum Standards in Reading in 2023.
• An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021. • Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts, using Check In assessment data.	Numeracy mindsets was implemented with students as part of numeracy support. An analysis of Check-in Assessment data for numeracy in Year 7 indicates an increase in the mean scaled score. An analysis of Check-in Assessment data for numeracy in Year 9 indicates a decrease in the mean scaled score.

• Teachers demonstrate explicit use of summative data to identify student learning and validate formative assessment practices. • SEF assessment of the elements "Curriculum Provision" and "Assessment"	Evidence of teacher engagement with PEAR was assessed through staff surveys, attendance and engagement in staff PL opportunities each term, and the embedding of the PEAR framework in at least ONE year group, in every KLA's teaching and learning programs.

• Teachers demonstrate explicit use of summative data to identify student learning and validate formative assessment practices. • SEF assessment of the elements "Curriculum Provision" and "Assessment"	Evidence of teacher engagement with PEAR was assessed through staff surveys, attendance and engagement in staff PL opportunities each term, and the embedding of the PEAR framework in at least ONE year group, in every KLA's teaching and learning programs.

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background
Student Support Officer
Professional learning
Aboriginal background
Low level adjustment for disability

Summary of progress

In 2023 the school embedded and consolidated a tiered framework of attendance monitoring and support, a whole of school approach to analysing and monitoring attendance data at both an individual and cohort level. Wellbeing team processes were aligned to the tiers to target attendance slippage, including both whole day absence and lateness. A proactive preventative approach was maintained in promoting, recognising and celebrating excellent student attendance. As a result, a positive shift of 30% in whole school student attendance was evident, includig an uplift of 9% for students attending over 90%, as well as a significant shift in the reduction of students attending less than 80% of the time by 21%. Whole school wellbeing programs, student voice initiative, extra-curricular opportunities and an expansion of Wellbeing team roles have contributed to the maintenance of students' positive sense of belonging, advocacy and high expectation. Next year a two-pronged approach addressing engagement and wellbeing through evidence informed initiatives and processes to increase students' sense of belonging and empowerment will be implemented at a whole school level, with targeted supports for vulnerable and at-risk students.

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 the proportion of students attending >90% of the time by 5%. • Decrease the proportion of students attending <80% of the time by 5%.	The number of students attending less than 80% of the time or more has decreased by 4.3% from 18.2% in 2022 to 13.9%. in 2023 In addition, the number of Aboriginal students attending less than 80% of the time or more has decreased by 21% from 63% to 42%.
• Uplift the proportion of students attending >90% of the time by 5%. • Decrease the proportion of students attending <80% of the time by 5%.	The number of students attending greater than 90% of the time or more has increased by 9% from 55% to 64% in 2023.
• Uplift Student Tell Them From Me (TTFM) Data in the area of *advocacy* at school; expectations of success; sense of belonging by 4%.	Across the period of 2021-2024 TTFM data reports students positive wellbeing outcomes have increased from 65% in 2021 to 67% in 2022 whilst decreasing at the beginning of 2023 with the TTFM survey revealing that 63% of students reported positive wellbeing outcomes, indicating a decrease of 2% from 2021. According to TTFM, in the area of advocacy at school, students at BGHS have reported no change with a steady score of 6.3 from 2021 and 2023

• Uplift Student Tell Them From Me (TTFM) Data in the area of *advocacy* at school; expectations of success; sense of belonging by 4%.	and a score of 7.6 in expectations of success across 2021-2023 from.
• The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF: Learning, Wellbeing) • Students have positive and respectful relationships with each other, their teachers and the community.	The expansion of the Wellbeing Team over the course of 2021-2024 has ensured that all students at BGHS have access to a Year Adviser, Student Support Officer, Multicultural Community Liaison Officer and School Counsellors. Non-teaching staff will continue to coordinate evidence-based mental health and wellbeing programs for our school endorsed by the DoE to build students wellbeing and resilience. TTFM data across 2021-2023 indicate that student students with positive relationships have remained the same at 80%. A score of 6.5 in 2023 for positive teacher-student relations has decreased by 1% from 2021.

Strategic Direction 3: Collaboration and Practice

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning
Per capita
Beginning teacher support

Summary of progress

In 2023 members of this Strategic Direction worked towards achieving the Improvement Measures identified in the School Improvement Plan. The analysis of RAP data remains a continued focus, with targeted professional learning being delivered to all staff by a NESA representative to further embed the importance of RAP analysis. From this PL, faculties were able to identify specific strategies to be implemented with Stage 6 students in order to shift student achievement, with a particular focus on students within the borderlines of respective Band achievement. Staff completed a survey to identify their confidence with the ALARM Matrix, identifying that sufficient professional learning had been provided, current resources were sufficient and time was now required to establish quality programs featuring ALARM strategies.

Research was conducted in relation to instructional leadership, lesson observations and appropriate models to be implemented within BGHS faculty areas. As a result of the information gathered, the lesson observation framework at BGHS will be termed 'Learning Partnerships' and and will have a variety of focus areas such as: PEAR, ALARM, behaviour management, Do Now activities and explicit teaching strategies. The team was able to identify the most significant barrier for future planning is providing sufficient release for staff involved in observations.

Due to staffing shortages, the Faculty Review has been held over until 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
HSC attainment • Increase the percentage of HSC course results in top two bands to surpass upper bound system negotiated targets. • Increase the percentage of HSC course results in top three bands to surpass upper bound system negotiated targets.	38.8% of students attained results in the top two bands demonstrating an increase of 8.1% of achievement in Band 6 and a represents a significant uplift in students achieving at the highest levels. 62.9% of students attained results in the top three bands demonstrating a significant uplift in students achieving in the top two bands and an increase in student enrolment in Extension subjects. In Extension subjects, student achievement is exemplified by the fact that a slight uplift in attainment in the top two bands was present.
HSC attainment • Increase the percentage of HSC course results in top two bands to surpass upper bound system negotiated targets. • Increase the percentage of HSC course results in top three bands to	38.8% of students attained results in the top two bands demonstrating an increase of 8.1% of achievement in Band 6 and a represents a significant uplift in students achieving at the highest levels. 62.9% of students attained results in the top three bands demonstrating a significant uplift in students achieving in the top two bands and an increase in student enrolment in Extension subjects. In Extension subjects, student

surpass upper bound system negotiated targets.	achievement is exemplified by the fact that a slight uplift in attainment in the top two bands was present.
• 80% of teachers demonstrate understanding of high expectations, explicit teaching, effective feedback and Use of data to inform practice. • 70% of teachers build knowledge and understanding of ALARM. • 80% of teachers engage in analytical discussions of HSC results and content. • 90% of teachers analyse HSC RAP data.	Staff at BGHS continue to value the identified and targeted Literacy and Numeracy strategies that have focused on building both staff proficiency, student engagement and skill development. Beginning with a deep analysis of RAP data, including liaison with external providers, the school emphasis on continuous PL has allowed staff to become proficient and develop confidence in a range of targeted strategies such as PEAR, R2L and ALARM. This commitment to ongoing professional engagement has led to improvement in student attainment levels, as emphasised by the uplift in student band attainment.

Funding sources	Impact achieved this year
Integration funding support	Integration funding support (IFS) allocations support eligible students at Blacktown Girls High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Develop, review and share best practice - Numeracy **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** When implementing these strategies, collaboration among educators, administrators, parents, and external professionals is key to creating a comprehensive support system for all students. Regular assessment and adjustment of these strategies based on student progress and needs has contributed to a more inclusive and effective learning environment. **After evaluation, the next steps to support our students will be:** The success of these strategies depends on effective implementation, ongoing evaluation, and a commitment to continuous improvement. Regular feedback and collaboration among stakeholders are crucial to ensure that the strategies are meeting their intended goals and making a positive impact on student learning and well-being.
Professional learning $81,539.74	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blacktown Girls High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Develop, review and share best practice - Literacy • Collective responsibility for student wellbeing and success • Quality Collaborative Practice **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. **The allocation of this funding has resulted in the following impact:** These activities have positively impacted quality teaching, professional development, teacher qualifications, school culture, health and safety, and overall student outcomes. Investing in ongoing professional development and diverse learning methods contributes to a dynamic and responsive educational environment. **After evaluation, the next steps to support our students will be:** Next steps include regularly reassessing strategies, soliciting feedback, and making adjustments as needed to ensure a dynamic and responsive learning environment. Recognising and celebrating the achievements and improvements resulting from these initiatives and positive reinforcement can

Professional learning $81,539.74	motivate both teachers and students to continue their efforts.
Refugee Student Support $1,818.38	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Develop, review and share best practice - Numeracy **Overview of activities partially or fully funded with this targeted funding include:** • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students • engage with external providers and specialist to provide intensive language support to identified EAL/D students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students **The allocation of this funding has resulted in the following impact:** These activities have contribute to the linguistic, academic, and socio-emotional development of EAL/D learners, fostering a more inclusive and supportive learning environment. Regular assessment and adjustment of these initiatives based on the evolving needs of EAL/D students are crucial for sustained positive impacts. **After evaluation, the next steps to support our students will be:** Establish regular professional learning sessions specifically focused on EAL/D education. These will provide a forum for teachers to share experiences, discuss challenges, and collaboratively develop effective strategies. Investigations will be made into integrating technology tools and resources that support language development. these educational apps, online language programs, and digital resources can provide additional support outside of the regular classroom.
Socio-economic background $148,525.84	Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collective responsibility for student wellbeing and success • Whole school and personalised attendance approaches **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff in PEAR to support student learning • staff release to increase community engagement • employment of additional staff to support intensive learning program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** These activities collectively contribute to a holistic support system for

Socio-economic background $148,525.84	students from low socio-economic backgrounds. By addressing both academic and non-academic barriers, the school has created a more equitable learning environment, fostering the success and well-being of all students. Regular evaluation and adaptation of these initiatives based on feedback and evolving needs is crucial for sustained positive impacts. **After evaluation, the next steps to support our students will be:** Establish a systematic process for regular evaluation and adaptation of support initiatives. Strengthen partnerships with local businesses, non-profit organisations, and government agencies to provide additional resources. Te school will enhance mentorship opportunities for students.. The school's Homework Center and senior tutoring club provide opportunities for extended learning to reinforce academic skills and provide additional support beyond regular school hours.
Aboriginal background $13,814.01	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collective responsibility for student wellbeing and success **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** These activities encourage partnerships, by seeking feedback from students, families, and the community the school ensures ongoing relevance and effectiveness. Additionally, fostering a culturally safe and inclusive school environment is essential for the holistic well-being and success of Aboriginal and Torres Strait Islander students. **After evaluation, the next steps to support our students will be:** Employing additional staff in EAL/D leadership positions will enhance English as an Additional Language or Dialect (EAL/D) pedagogy, supporting the linguistic and academic development of Aboriginal students. Employing additional staff to support literacy and numeracy programs will improve program delivery, ensuring that the specific needs of Aboriginal students are effectively addressed.
English language proficiency $434,095.08	English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown Girls High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Develop, review and share best practice - Literacy **Overview of activities partially or fully funded with this equity loading include:** • 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 • additional staffing to implement Individual Educational Plans for all EAL/D students • additional staffing intensive support for students identified in beginning

English language proficiency $434,095.08	and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in the following impact:** Informed Instruction: Providing professional learning opportunities on EAL/D progressions provides staff with the knowledge to tailor instruction to different language proficiency levels, ensuring more effective teaching. Developing a core practice ensures that all educators have a consistent and informed approach to supporting EAL/D students, promoting a unified and effective strategy across the school. **After evaluation, the next steps to support our students will be:** Engagement of EAL/D Specialist Teacher for modeling strategies: Increased Teacher Confidence: Engaging a specialist teacher to model EAL/D strategies enhances the skills and confidence of other teachers. This collaborative approach promotes best practices and improves overall classroom instruction.
Low level adjustment for disability $261,794.29	Low level adjustment for disability equity loading provides support for students at Blacktown Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Develop, review and share best practice - Numeracy • Collective responsibility for student wellbeing and success **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions, Minimum Standards support groups. **The allocation of this funding has resulted in the following impact:** These activities collectively contribute to a comprehensive and individualised support system for students with diverse learning needs. The collaborative efforts of specialist staff, additional support personnel, and evidence-based interventions aim to create an inclusive learning environment that fosters the success and development of all students. These initiatives are regularly assessed and adapted based on feedback and evolving needs. **After evaluation, the next steps to support our students will be:** Leaders will explore the possibility of introducing new initiatives or programs based on emerging research and educational practices. Staff will stay informed about innovative approaches to support students with diverse learning needs. Staff will be supported to utilise inclusive curriculum practices, teachers will be encouraged to incorporate diverse teaching methods, resources, and assessment strategies to meet the varied learning needs of all students.
Beginning teacher support $84,751.96	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Blacktown Girls High School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Quality Collaborative Practice

Beginning teacher support $84,751.96	**Overview of activities partially or fully funded with this initiative funding include:** • ongoing feedback and support that is embedded in the collaborative practices of the school • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. **The allocation of this funding has resulted in the following impact:** Beginning teachers gain essential skills and strategies for effective classroom and behavior management with increased confidence in maintaining a positive learning environment. Beginning teachers develop a stronger foundation of teaching skills, boosting their confidence in managing classrooms, engaging students, and building relationships. **After evaluation, the next steps to support our students will be:** Beginning teachers benefit from the collective wisdom of experienced colleagues. This will improve the student experience with enhanced classroom dynamics and a positive learning atmosphere. Collaborative professional practices offer ongoing opportunities for learning and growth.
COVID ILSP $184,339.56	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program • 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 **The allocation of this funding has resulted in the following impact:** Educators equipped with up-to-date knowledge who contribute to improved teaching practices. Increased teacher effectiveness and student learning outcomes. Effective coordination and streamlined processes reduce potential inefficiencies, this ensured smooth implementation of the program. **After evaluation, the next steps to support our students will be:** Providing targeted, explicit Instruction and intensive support targets specific needs, potentially leading to significant improvements. Close monitoring and immediate feedback to accelerate progress for struggling students. Tailored instruction focuses on specific literacy/numeracy needs, potentially leading to accelerated progress.
Student Support Officer $99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Blacktown Girls High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collective responsibility for student wellbeing and success **Overview of activities partially or fully funded with this Staffing - Other**

| Student Support Officer

$99,516.00 | **include:**
 • 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.
 • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.
 • Establish referral pathways to appropriate local services through community partnerships.
 • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.
 • working collaboratively with external and other government agencies in their support of students and their families.

The allocation of this funding has resulted in the following impact:
A holistic approach to student support that accessed additional resources and expertise to the benefit of students and families. The SSO established a comprehensive support network, addressing various aspects of student/family needs with the involvement of specialised agencies.

After evaluation, the next steps to support our students will be:
Collaboration with the Wellbeing Team and the School Counseling service to enhance the overall support system for students. Evidence-based programs and strategies utilised to address specific needs, promoting mental health and resilience.
 Students receive tailored support that aligns with their individual and collective requirements, fostering a positive learning environment that strengthens the sense of community and belonging for students.
Students feel connected and supported, reducing feelings of isolation. |

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	0	0	0	0
Girls	798	852	919	990

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
7	94.9	93.8	90.2	91.8
8	92.6	91.6	85.9	88.8
9	92.6	87.7	86.2	87.9
10	91.4	87.5	81.3	85.1
11	89.7	85.7	82.8	81.9
12	91.1	83.0	85.6	83.3
All Years	92.2	88.8	85.7	87.1
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

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	1	1
TAFE entry	0	2	6
University Entry	0	0	92
Other	0	0	1
Unknown	1	0	0

Year 12 students undertaking vocational or trade training

12.66% of Year 12 students at Blacktown Girls High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

92.4% of all Year 12 students at Blacktown 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)	10
Classroom Teacher(s)	49.8
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher EAL/D	3.2
School Counsellor	1
School Administration and Support Staff	13.17
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[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
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

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 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** ($)
Opening Balance	1,173,007.81
Revenue	12,614,703.26
Appropriation	12,214,172.52
Sale of Goods and Services	27,330.46
Grants and contributions	320,053.14
Investment income	38,237.14
Other revenue	14,910.00
Expenses	-12,446,436.61
Employee related	-10,668,584.38
Operating expenses	-1,777,852.23
Surplus / deficit for the year	168,266.65
Closing Balance	1,341,274.46

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 **SBAR Adjustments** ($)
Targeted Total	84,204
Equity Total	858,229
Equity - Aboriginal	13,814
Equity - Socio-economic	148,526
Equity - Language	434,095
Equity - Disability	261,794
Base Total	9,900,559
Base - Per Capita	239,127
Base - Location	0
Base - Other	9,661,432
Other Total	594,871
Grand Total	11,437,864

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 to access the school data.
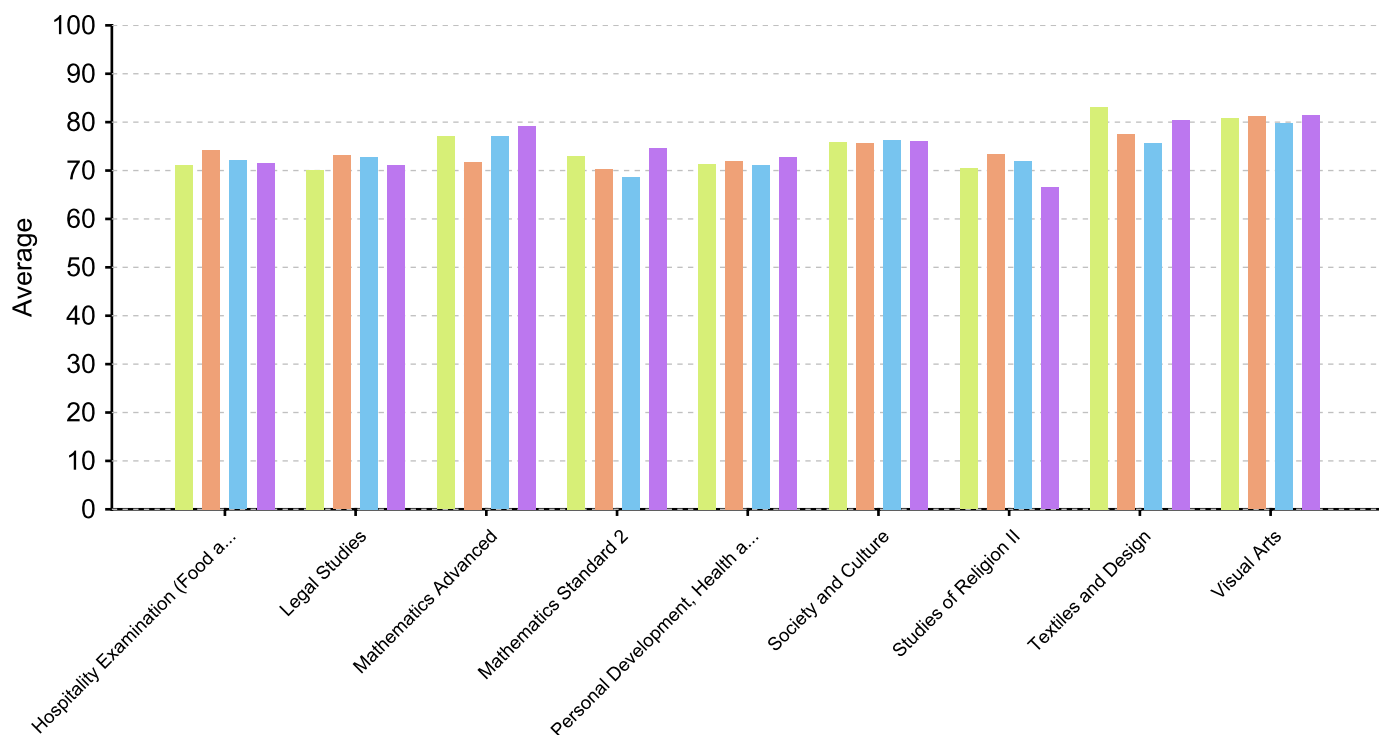
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
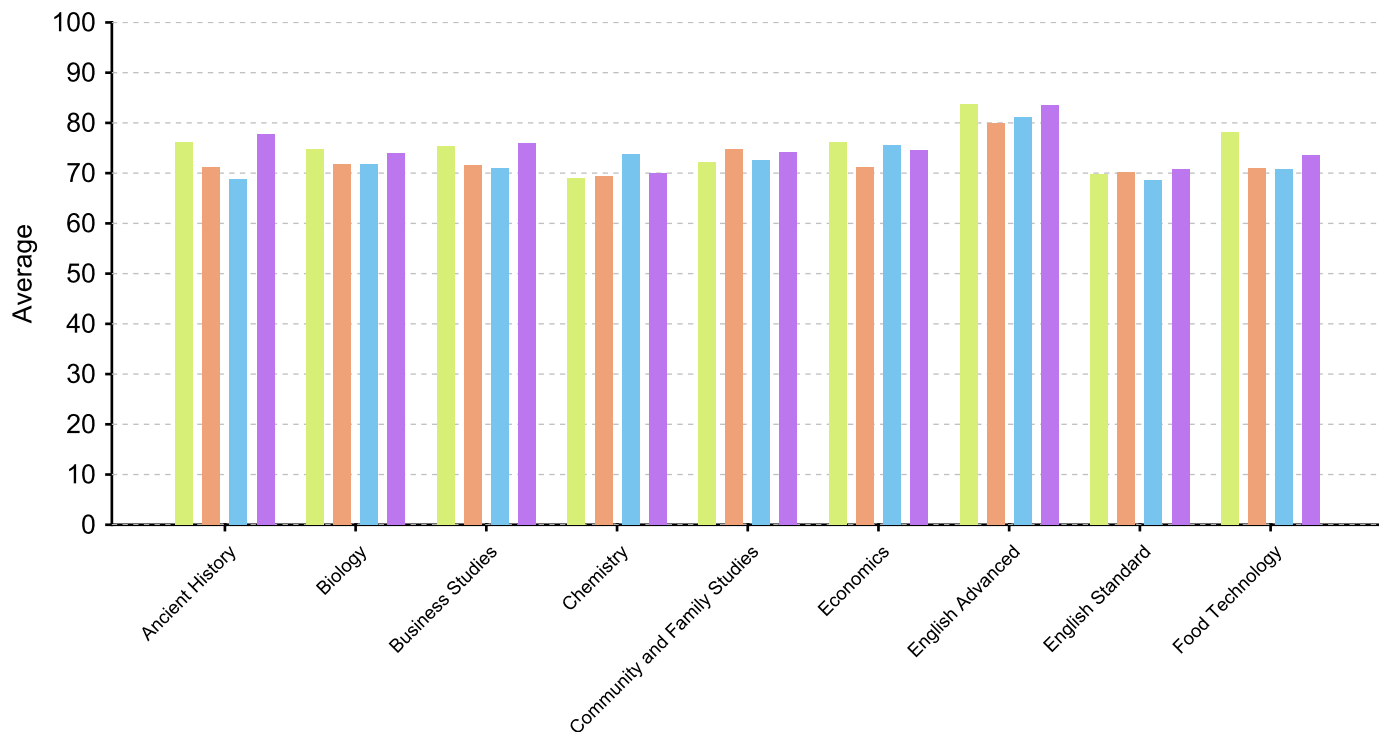
Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	76.2	71.2	68.7	77.7
Biology	74.7	71.9	71.8	74.0
Business Studies	75.4	71.6	70.9	75.9
Chemistry	69.0	69.3	73.7	69.9
Community and Family Studies	72.1	74.7	72.7	74.2
Economics	76.2	71.1	75.5	74.6
English Advanced	83.8	79.9	81.2	83.4
English Standard	69.7	70.1	68.5	70.8
Food Technology	78.2	71.0	70.8	73.5
Hospitality Examination (Food and Beverage)	71.1	74.3	72.1	71.6
Legal Studies	70.1	73.1	72.9	71.1
Mathematics Advanced	77.0	71.8	77.0	79.2
Mathematics Standard 2	73.0	70.4	68.7	74.7
Personal Development, Health and Physical Education	71.3	71.9	71.0	72.8
Society and Culture	75.9	75.7	76.3	76.1
Studies of Religion II	70.4	73.4	71.9	66.5
Textiles and Design	83.1	77.5	75.7	80.4
Visual Arts	80.9	81.2	79.8	81.4

Blacktown Girls High School 8224 (2023)

Parent/caregiver, student, teacher satisfaction

63 respondents in this school completed the Tell them from me Parent Survey on 16 Oct 2023. Student, staff and parent surveys were conducted two times in the last 12 months covering: sense of wellbeing, access to technology, school facilities, school values and behaviour expectations. These informed purchasing of extra resources, communication with parents and students about BYOD, changing school core values, school signage, school murals as well as developing access to the Sentral parent portal & School Bytes.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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