

2023 Annual Report

Auburn Girls High School



Auburn Girls
HIGH SCHOOL

8253

Introduction

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

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

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School vision

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

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

School context

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

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

The school's NSW FOEI (family occupation and employment index) for 2023 is 141 which is higher than the average of 100 and the ICSEA (Australian Index of Community Socio Educational Advantage) is 959 which is lower than the average of 1000. Both these measures reflect the lower socioeconomic status of the community. Targeted and Equity loading funds allow the school to implement many innovative teaching and learning programs, additional classes and courses as well as the appointment of additional school funded positions. These initiatives underpin the success of our students by re-balancing the effects of any low socio-economic disadvantage.

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

Auburn Girls High School offers a full range of subjects that cater for academic and vocational pathways in Years 11 and 12. Of our HSC students, 84% pursue further study at university or TAFE, with many receiving awards for excellence in academic and extra-curricular competitions.

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	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	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Data Driven Practices

NAPLAN performance measures changed in 2023. This is the first-year student performance was measured against four proficiency standard levels: **Exceeding, Strong, Developing, and, Needs Additional Support**. This change means that the previous Numerical Bands and National Minimum Standards data used to measure student NAPLAN performance in previous years cannot be used to give a comparable measure of student progress in 2023 NAPLAN results. NAPLAN results were informative and provide information about student learning needs which faculties and teachers have used in their school based formative and summative assessments. Year 9 performance was strong and the Year 7 cohort demonstrated growth potential.

HSC Data - Faculty Head Teachers ran PL with their staff during staff meetings whereby staff completed a template that guided them through the process of reviewing the 2022 HSC data. Teachers used Scout and RAP data to evaluate their students' performance in their courses. Teachers in Faculty teams identified areas of weakness and strength and used this information to adjust their teaching and learning programs and assessments. Faculties worked collaboratively to come up with strategies that they implemented as a team to strengthen their teaching and learning programs. Head Teachers collated their staffs' evaluations and strategies and presented these to the Principal and Deputy Principal in their evaluation presentation. These presentations were also shared at executive meetings which helped the executive identify common challenges and opportunities across the school and how these can be addressed at whole school level. HSC data for 2023 showed a lower Band 6 performance however there was an increase in Band 5 which resulted in a decrease in the number of the lower bands in the 2023 HSC results. Faculties will evaluate the 2023 HSC Data in 2024 to further refine their programs and assess the impact of their 2023 initiatives. In school assessments are a strong predictor of student final exam marks. Staff continue to build and strengthen internal assessments to maintain accuracy and growth opportunities for students.

Explicit Teaching

Professional Learning Communities were established in 2023 and staff were grouped across faculties to encourage dialogue, reflection and increase staff engagement across faculties. 2023 saw a continuation of the LISC strategies. The PL offered to staff applies LISC and staff are clear on the standards and benefits of establishing explicit and clear direction for learning in their classrooms. Workshops included developing meaningful LISC for students and co-constructing LISC with students to provide students with voice and agency in the classroom.

A new *Numeracy Team* was established in 2023. Head Teacher Maths, EALD teacher, a Maths Teacher and a Deputy Principal participated in a Professional Learning Workshop designed to identify the learning needs of EALD students when completing numeracy based tasks. Participants of this professional learning, the numeracy team completed projects for the PL and will be sharing their learning with faculties in 2024 to enhance numeracy awareness in the curriculum for both staff and students.

HPGE Committee established (Head Teachers Teaching and Learning, Deputy Principal and classroom teacher), reviewed the school's policies of HPGE and are working to streamline systems and protocols for Enrichment Classes, Accelerated Class in the middle to senior years as well as the Extension classes. Funding was put forward for the Project Zero Professional Learning to inform the development of a model where the HPGE team will work with faculties, PL Groups and Year 7 Teams to consolidate implementation of classroom and assessment strategies to build on the High

Potential domains in Gagnes model. This initiative focuses on student engagement and builds on school culture.

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 increase in Checkin Assessment Mean Scaled Score for Numeracy in Year 8 for 2023 compared with Year 8 2022 cohort.	2023: Student achievement in Year 8 Numeracy Check-In Assessment improved from 54.5% questions answered correctly in 2022 to 59.8% in 2023
An increase in Checkin Assessment Mean Scaled Score for Reading in Year 8 for 2023 compared with Year 8 2022 cohort.	2023: Student achievement in Year 8 Reading Check-In Assessment improved from 46.1% of questions answered correctly in 2022 to 49.1% in 2023
<p>HSC</p> <p><i>Improvement in the percentage of HSC course results in the top 2 bands from lower bound target 30.4% (trending towards upper target of 35.4% with the goal of attaining 32.9%)</i></p>	<p>2023: 25.53% of HSC students performed in the top 2 bands. This is 4.87% lower than the agreed lower target. Contributing factors to the slight decline include staffing disruptions and minimal supervision throughout the year.</p> <p>123 students completed the HSC in 2023. There was a slight dip in the Band 5 & 6 in the 2023 HSC results compared to the 2022 HSC Results. 23% achieved Bands 5/6, 62% achieved Bands 3/4. Considerable improvement in the Extension course results in 2023. School to State comparison was strong with 13 subjects achieving above state average.</p>
<p>HSC</p> <p>Improvement in the percentage of HSC course results in the top 3 bands from lower bound target 60.2% (trending towards upper target of 65.2% with the goal of attaining 62.7%)</p>	2023: 60.97% of HSC students performed in the top 3 bands. This is 0.77% above the agreed lower target.
Attendance Improvement in the percentage of students whose attendance at school is 90% or greater.	<p>2023:</p> <ul style="list-style-type: none"> • There was positive 10.64% improvement in student attendance in 2023 (compared to 2022). • 54.23% of students attended 90% of time or more. • Head Teacher Wellbeing and the Year Advisors were regularly meeting parents and working alongside HSLO to engage with families and ensure all students had the opportunity to support student attendance. • Regular meetings between Deputy Principals and Year Advisors was also a factor that ensured staff working on attendance were across the different cases. • Overall School Attendance Rate was 88.5% which is comparable to the state attendance rate.

Strategic Direction 2: Excellence in Teaching

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning

Summary of progress

Extending High Potential and Gifted Students

Targeted transition teams have improved differentiation for High Potential Gifted and Exceptional (HPGE) students (7S & 7E). Year 7 transition teams moved from a comprehensive delivery model to a targeted approach specifically designed to upskill teachers in extending and supporting HPGE students. This adjusted strategy strengthened our commitment to differentiating classroom instruction to meet students' specific needs. This initiative ensures that our resources and efforts are aligned with the challenges and aspirations of HPGE students as they navigate their educational journey.

New temporary and permanent staff completed the University of NSW Mini Certificate of Gifted Education, ensuring that teachers are skilled to tailor the curriculum effectively to meet the needs of our High Potential and Gifted Students.

Assessment to Support Learning

By implementing targeted initiatives to refine our approach to formative assessment we have made progress on our goal to ensure assessment is used effectively to support learning. The introduction of targeted Professional Learning (PL) groups, specifically designed for formative assessment fostered a collaborative learning environment, contributing to improvements in teacher competency and the practical application of formative assessment strategies. Alongside this, eight teachers completed the Writing in Secondary (WiS) training over the year, and integrated targeted assessment practices for writing skills, demonstrating a positive impact on student engagement and performance. The formation of an Assessment Committee will advise on assessment and reporting design, ensuring our approaches align with best practices and meet the evolving needs of our diverse student body. The initiation and continuation of these programs has led to us meeting, and in some cases exceeding, the targets set by the Annual Progress Measures.

Visible Learning

All staff completed the Visible Learning modules, which encompassed aspects such as the Role of Feedback and the Instruction Feedback Model. These modules provided teachers with valuable tools for planning, aimed at enhancing learners' experiences through effective feedback mechanisms. Furthermore, two professional learning (PL) sessions were conducted to bolster the implementation of the Learning Intentions, Success Criteria (LISC), and feedback strategies within classroom settings. These sessions not only reinforced the understanding of the concepts taught in the modules but also provided practical guidance on their application in teaching and learning programs. Quantitative data collected by walk-throughs demonstrate that teachers are routinely embedding strategies to support visible learning in the classroom.

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
<p>70% of High Potential and Gifted students meet expected growth between Year 9 NAPLAN/Check-In and HSC results</p> <p>88% Retention of Selective Students</p> <p>97% of Selective and Enrichment students gain University places</p>	<p>2023 NAPLAN and HSC growth comparison does not yet appear in SCOUT.</p> <p>2023 Sign-out data is currently being finalised by our Enrolments Officer.</p>
<p>10% improvement in the submission rates of assessment tasks in Stages 4 and 5.</p> <p>Teachers develop a greater understanding of feedback. Most feedback is delivered within the agreed timeframe and actionable.</p> <p>Using the proforma as a guide, KLAs evaluate teaching and learning programs to ensure the authentic inclusion of cross curricular priorities and formative assessment.</p> <p>Assessment tasks for Stage 4 demonstrate the implementation of a variety of modes of delivery.</p>	<p>Stage 4 non-submissions</p> <p>2020 - 136 (282 students)</p> <p>2021 - 135 (311 students)</p> <p>2022 - 136 (320 students)</p> <p>2023 - 85 (297 students)</p> <p>Stage 4 Assessment non-submission rates have decreased, reflecting effective changes in task design and supporting pedagogy.</p> <p>Progress has been evident in our commitment to improving educational practices, particularly in the realm of formative assessment and feedback. The introduction of Targeted Professional Learning (PL) groups, delivered learning specifically to support the use of formative assessment. All teaching staff participated in a series of small group PL sessions, designing and reflecting on Formative Assessment strategies and informal feedback to students.</p> <p>The Writing in Secondary program has encouraged continuous learning among our teaching staff. Eight WIS teachers have successfully integrated targeted assessment practices in their classrooms, demonstrating a practical impact on student engagement in writing. These teachers modified existing and new teaching programs to include the explicit instruction of Writing in Science, PDHPE, English, Maths, Geography, and History. Two hours of PL sessions were delivered through the Community of Practice PL structures to all teaching staff focusing on the explicit instruction of writing. 2024 will see Auburn GHS continue this program with teachers from CAPA, TAS, English, and History.</p> <p>The establishment of the Assessment Committee reflects our commitment to refining assessment and reporting approaches, contributing to a well-rounded and informed educational framework.</p>
<p>30% of students are confident in understanding their role in their learning and how to improve their attainment.</p> <p>30% of learning tasks are answerable, transparent & clear. Tasks are modelled as needed, lesson activities and learning intentions are obvious.</p>	<p>Observation data collected via Walkthroughs reflected that 30% of students were able to describe what they were learning with 39% able to articulate the skills they had learned and the strategies used to learn. This data reflects that we have met our progress measure of 30% of students demonstrating confidence in understanding how to make progress and approach learning tasks.</p> <p>Staff professional development was guided by walkthrough data collected by Corwin in Term 1, 2023. Informing an emphasis on task design and feedback, every teacher completed Visible Learning training to utilise feedback effectively to enhance learning and instruction. After completion of this training and small group sessions delivered in our Wednesday PL structure, teachers were able to describe research findings about what makes feedback most effective, create user-friendly learning intentions and effective success criteria, name and use the three feedback questions,</p>

30% of students are confident in understanding their role in their learning and how to improve their attainment.

30% of learning tasks are answerable, transparent & clear. Tasks are modelled as needed, lesson activities and learning intentions are obvious.

articulate the difference between praise and effective feedback and implement evidence-based research into practice based on your unique contexts and environments.

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Community Engagement

Staff at AGHS worked hard in the area of community engagement as it is a critical factor in improving the progress, achievement, and well-being of our students. The P&C finally resumed after many years of COVID. Parent attendance increased by over 50% reflecting the shared responsibility to create a learning environment that fosters learning. Community involvement was further highlighted by MADD Night a CAPA initiative that saw the hall filled to capacity with parents and families as our students showcased their artistic skills.

The Wellbeing Team held two major events last year Harmony Day and School Spirit Week. Both events were considered a huge success by both staff and students. The events showcased excellent engagement and sustained involvement by all students and community. Student attendance was excellent as well as behaviour. The events recognised diversity and brought the school community together, bolstering school pride and spirit.

Orientation Day again highlighted an increase in Year 6 parent numbers attending. Parents and families were highly engaged in understanding the culture, expectations, and values of the school

Learning Culture and School Spirit

With school culture being a major focus to build the values, attitudes and sense of belonging at AGHS events such as the already mentioned Spirit Week and Harmony Day were supplemented by many faculties increasing the number of co-curricular activities that resulted in greater student voice including, Video club, Robotics club, Environmental club as well as library monitors. School leaders including the student leaders proactively managed events as well as extra-curricular activities resulting in greater visibility at school and ensuring a well-rounded education. These activities provide a channel for reinforcing the lessons learned in the classroom and offering students the opportunity to apply academic skills in a real-world context.

A school culture committee was established in 2023 with Day 1 of Staff Development Day 2024 earmarked to induct all staff to an understanding of school culture and their role in achieving the set goals

Performance management and development

Distributed leadership opportunities via the PL team including the sharing of knowledge and understanding of discipline following Bill Rogers workshops. The team chosen was a combination of executive members and teachers who attended the workshops.

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
<p>Increase post Progressive Achievement Test (PAT) results for targeted Year 8 students by 5% from the pre test.</p>	<p>The Year 8 cohort showed impressive growth in their PAT results from year 7 to year 8. Their reading results improved from 42% in year 7 (2022) to 49% in year 8 (2023). Numeracy had a major jump from 45% in year 7 results (2022) to 59.8% in year 8 (2023). This result was above the state average.</p>
<p>Increase the positive sense of belonging of students from 76% in the 2020 survey results from the Tell Them From Me (TTFM) survey to 79% by 2023.</p> <p>Increase student's sense of school pride from 49% as reported in the School's What Works Well student survey to over 55% of students having a sense of school pride by 2023.</p> <p>Decrease the incidences of bullying particularly in middle schooling from 26% from the 2020 TTFM survey to 23% in 2022.</p>	<p>The 2023 TTFM student surveys showed a decline in the sense of student belonging from the comparison data of 2020. The final snapshot of the year was 53%. However, this can be linked to the ongoing COVID issue and subsequent staff shortages which have meant that connections to the school through consistent teaching and learning expectations have been impacted.</p> <p>Students did not complete the What Works Well survey last year, so a comparison to the baseline data cannot be made.</p> <p>Proactive anti-bullying and mediation programs as well as more targeted Positive Education lessons have actively supported students who are the victims of bullying. Even with all the support available at AGHS the number of students who feel they were victims of bullying in middle schooling rose to 28% in 2023 according to the TTFM survey. This is above the state average of 24%. Weekly formal whole-school assemblies focusing on the positives such as the award system and school spirit as well as the Student Code of Conduct have been timetabled to promote a positive school culture</p>
<p>All Head Teachers and aspiring leaders are completing a coaching program.</p> <p>A number of teaching staff at AGHS are working towards Highly Accomplished Teacher accreditation.</p> <p>Year Advisers are becoming confident their new roles, undertake continued professional learning to build capacity and feel supported by the Senior Executive.</p>	<p>Coaching through BTS Spark was discontinued in 2023. However, the information, systems and processes implemented in 2022 continued across the school.</p> <p>In 2022, 6 teachers expressed an interest in HALT accreditation and 3 of these teachers started the processes and were to continue the process In 2023. However out of the three teachers who started the process, one has since left Auburn Girls High School, one became a relieving head teacher and the third a year adviser. The Head Teacher Teaching and Learning are working consistently to identify high-achieving staff to complete higher levels of accreditation. New procedures for achieving these levels are being released and this will inform ongoing initiatives in this area.</p> <p>The Year Advisers took an active role in developing targeted behaviour and wellbeing programs for individuals and groups especially in the junior year groups. Stage 6 Year Advisers concentrated on working with their Deputy Principals on programs to enhance study skills and processes to elevate exam stress. Several professional learning workshops and conferences by the team have been undertaken on Behaviour Management and Positive Education. Year Advisors' leadership capacity has strengthened as demonstrated by the high number who applied for internal promotion positions in the wellbeing area.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Auburn Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students with additional learning needs are supported to achieve their learning goals - students are able to participate in school routines and classroom activities - increased confidence of staff to make personalised adjustments for students with learning needs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide necessary support and guidance for students with learning and support needs. - to continue to increase knowledge and skill of learning and support staff to better equip them to support students.
<p>Refugee Student Support</p> <p>\$6,364.32</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • Students were supported with financial assistance with uniform, stationery, excursions and elective subject fees. <p>The allocation of this funding has resulted in the following impact:</p> <p>Students are supported with learning support and learning essential items and costs required for their learning.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continued support for targeted students.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Auburn Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Explicit Teaching • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<ul style="list-style-type: none"> • *3 additional teachers appointed allowed for additional classes in Years 7-10; additional courses for Years 11 and 12 and; an increased number of elective options in Years 9-10. • * Meeting times timetabled for Year 7 Teacher Teams allowed teachers to meet weekly to collaborate and reflect on students' literacy and numeracy data, teaching practice and student progress. • * Funding for a third Deputy Principal continued, allowing each of the 3 DPs to manage two cohorts facilitating increased proactive well-being and discipline programs, improving transition from primary to high school for students and greater parental communication/engagement. • * Appointing a Community Partnership Officer facilitated greater engagement and involvement of parents in their daughters' learning and improved advocacy/partnerships for the school within the local community. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> *additional classes and courses *students are well supported with wellbeing and learning needs *teachers more confident in meeting the learning and wellbeing needs of students <p>After evaluation, the next steps to support our students will be: To continue the appointment of these positions and use feedback to inform our programs.</p>
<p>Aboriginal background</p> <p>\$2,220.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Auburn Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Elective Subject fees and uniform were financed as needed. • The students have a Personal learning plan (PLP) and were supported by the Special Ed Staff <p>The allocation of this funding has resulted in the following impact: Students are supported with support and requirements essential for their learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students.</p>
<p>English language proficiency</p> <p>\$282,212.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Auburn Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students are provided with support and requirements essential for learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students.</p>

<p>Low level adjustment for disability</p> <p>\$429,276.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Auburn Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students are provided with support and requirements essential for learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students.</p>
<p>Beginning teacher support</p> <p>\$47,019.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Auburn Girls High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • mentoring structures and collaborative practices within the school or across a cluster of schools • 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. <p>The allocation of this funding has resulted in the following impact: Beginning Teachers feel supported and more confident in performing their teaching duties.</p> <p>After evaluation, the next steps to support our students will be: Continue supporting Beginning Teachers with mentoring and professional learning so that they can meet the needs of students.</p>
<p>COVID ILSP</p> <p>\$397,117.71</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Students involved in COVID tutoring programs showed positive growth in literacy and numeracy.</p>

<p>COVID ILSP</p> <p>\$397,117.71</p>	<p>After evaluation, the next steps to support our students will be: Targeted support will be provided to students in literacy and numeracy.</p>
<p>Per capita</p> <p>\$225,296.73</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Auburn Girls High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • This funding has been used to provide additional professional learning for teachers, wellbeing support for students including the appointment of an additional Head Teacher Wellbeing. <p>The allocation of this funding has resulted in the following impact: The professional learning needs of teachers has been better addressed. The wellbeing needs of students have been met with additional wellbeing support.</p> <p>After evaluation, the next steps to support our students will be: The ongoing use of funds to support teacher professional learning and student wellbeing.</p>
<p>Professional learning</p> <p>\$83,121.74</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Auburn Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Extending High Potential and Gifted Students • Assessment to Support Learning • Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Teachers are more confident and skilled in meeting the learning and wellbeing needs of students.</p> <p>After evaluation, the next steps to support our students will be: To continue our focus on improving HSC, literacy, numeracy and wellbeing needs of our students by continuing to build the capacity of our teachers.</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 Auburn Girls High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. <p>The allocation of this funding has resulted in the following impact: Students have developed strong relationships with our SSO and feel well</p>

Student Support Officer

\$99,516.00

supported and guided by her.

After evaluation, the next steps to support our students will be:
Continue to support and encourage our SSO to provide the support much needed by our students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	0	0	0	0
Girls	784	850	835	837

Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.2	90.9	86.2	87.9
8	88.2	88.5	84.8	82.6
9	90.9	85.6	82.1	84.8
10	86.8	85.4	79.9	83.0
11	89.8	87.9	85.2	82.2
12	89.7	83.5	84.8	84.6
All Years	89.4	87.2	83.9	84.1
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	0	1
TAFE entry	3	2	2
University Entry	0	0	79
Other	1	0	1
Unknown	0	0	17

- 79 ATAR eligible students and 80 students applied to UAC (one student used her Cert III in Allied Health for entry)
- There were 94 early offers (direct from universities for Leadership or Year 11 results) and 42 SRS offers (School Recommendation Scheme via UAC), with a further 147 offers via ATAR
- The most popular fields of study were Social Sciences (including Arts and Education) and Health, a similar trend to prior years. STEM degrees continue to grow in popularity, with Engineering and IT degrees accounting for a considerable number of offers.
- 11 x Band 6, plus 2 Notional (E3 in MX2), 2 x E4 and a further 9 x E3.
- 5 ATARs above 90 with the top mark being 95.35.

Year 12 students undertaking vocational or trade training

48.39% of Year 12 students at Auburn Girls High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

90.6% of all Year 12 students at Auburn 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)	11
Classroom Teacher(s)	44.8
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher EAL/D	1.8
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	976,163.09
Revenue	13,143,504.39
Appropriation	12,930,273.62
Sale of Goods and Services	37,695.54
Grants and contributions	154,532.55
Investment income	19,665.18
Other revenue	1,337.50
Expenses	-12,358,253.36
Employee related	-10,869,420.20
Operating expenses	-1,488,833.16
Surplus / deficit for the year	785,251.03
Closing Balance	1,761,414.12

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	44,914
Equity Total	2,013,709
Equity - Aboriginal	2,220
Equity - Socio-economic	1,300,000
Equity - Language	282,212
Equity - Disability	429,277
Base Total	9,260,671
Base - Per Capita	225,297
Base - Location	0
Base - Other	9,035,374
Other Total	589,479
Grand Total	11,908,773

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.

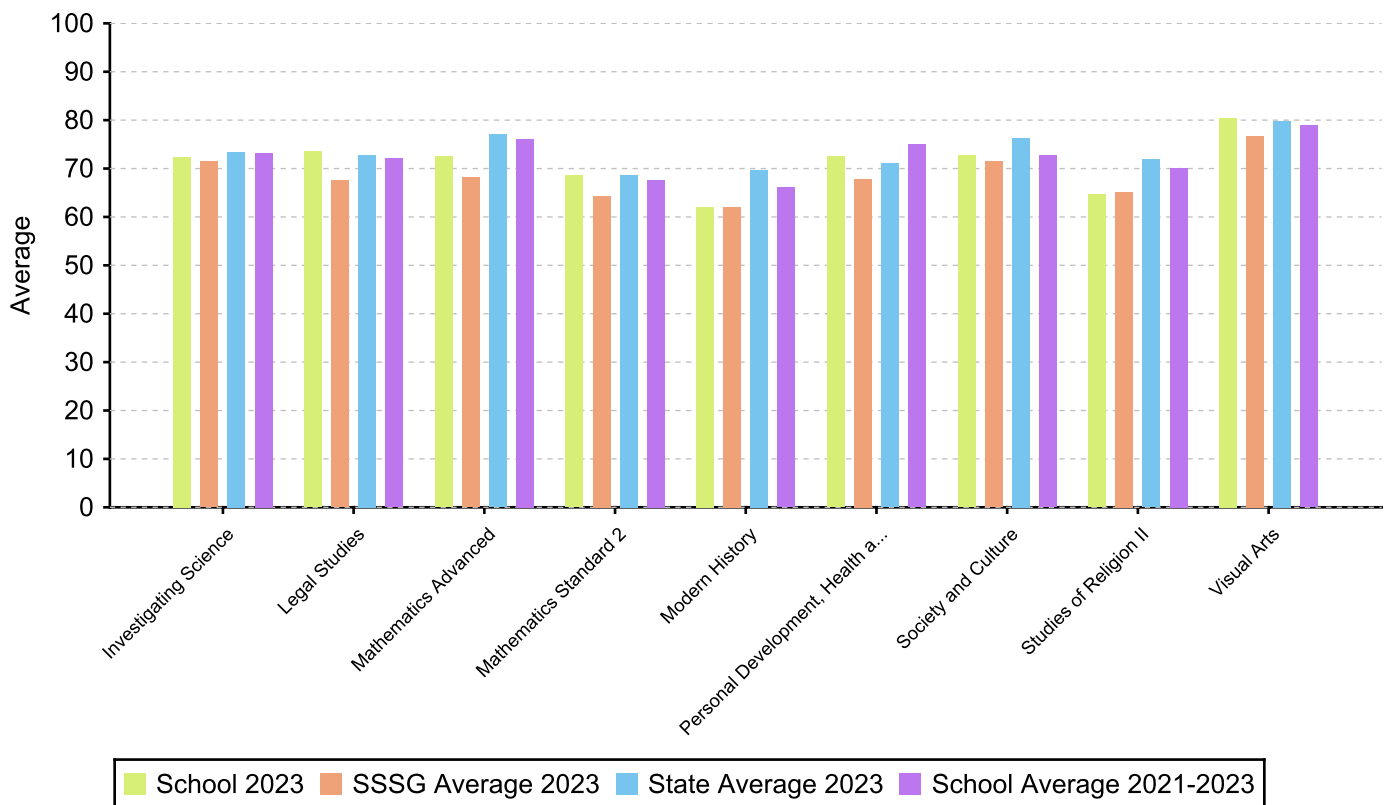
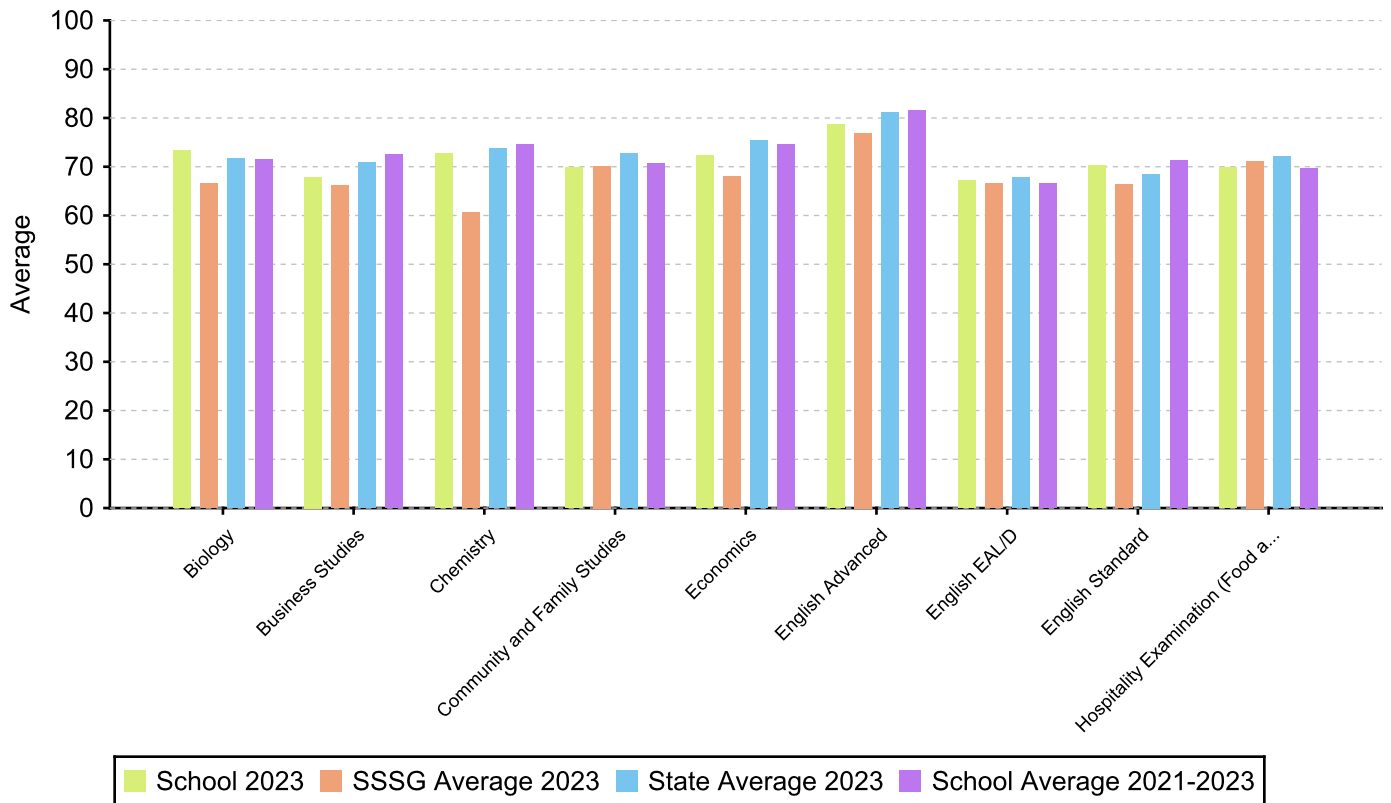
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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
Biology	73.4	66.6	71.8	71.6
Business Studies	67.9	66.2	70.9	72.5
Chemistry	72.8	60.7	73.7	74.7
Community and Family Studies	69.9	70.2	72.7	70.7
Economics	72.3	68.0	75.5	74.7
English Advanced	78.7	76.9	81.2	81.6
English EAL/D	67.1	66.6	67.8	66.5
English Standard	70.2	66.3	68.5	71.3
Hospitality Examination (Food and Beverage)	69.8	71.2	72.1	69.7
Investigating Science	72.4	71.5	73.4	73.2
Legal Studies	73.5	67.5	72.9	72.0
Mathematics Advanced	72.5	68.2	77.0	76.2
Mathematics Standard 2	68.6	64.3	68.7	67.6
Modern History	62.1	62.1	69.6	66.1
Personal Development, Health and Physical Education	72.5	67.9	71.0	75.0
Society and Culture	72.7	71.5	76.3	72.7
Studies of Religion II	64.6	65.1	71.9	70.1
Visual Arts	80.4	76.7	79.8	78.9

Parent/caregiver, student, teacher satisfaction

TTFM Student Survey

- 75% of students have high expectations of success at Auburn Girls High School compared to 61% of students at similar schools.
- 50% of students report a positive sense of belonging compared to 37% of students at similar schools. This is a marked improvement from 2022 where only 25% of students reported a positive sense of belonging at the school.
- a positive sense of advocacy at school had decreased from 38% to 29% in 2023

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.