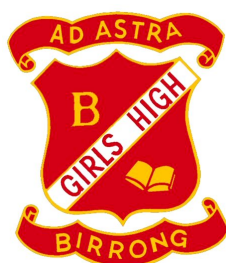


# 2023 Annual Report

## Birrong Girls High School



8854

# Introduction

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

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

## School contact details

---

Birrong Girls High School  
14 Cooper Rd  
Birrong, 2143  
<https://birronggir-h.schools.nsw.gov.au>  
[birronggir-h.school@det.nsw.edu.au](mailto:birronggir-h.school@det.nsw.edu.au)  
9644 5057

## Message from the principal

---

The Birrong Girls High School Annual School Report for 2023 captures the ideas displaying school initiatives, processes and practices designed specifically to respond to the existing and emerging needs of the diverse student body. Birrong Girls is a school that produces young women with the skills, values and perspectives necessary to be future leaders in society.

The school community has continued to work collegially and innovatively to shape the future lives of the students in a positive learning environment promoting the values of public education. The school fosters rich learning environments that seek out opportunities for students to discover their capacity and embrace the possibilities beyond the classroom.

The intense level of care and commitment provided to students and their families is embedded in whole-school operations and underpinned by the school's whole school learning platforms and a strong wellbeing focus. Graduates from Birrong Girls High School are young women who have enjoyed a breadth of curriculum and equity in extra curricular programs and initiatives preparing them for future career pathways.

Ad Astra - To the Stars,

**Ms Renee George**

*Relieving Principal*

## Message from the school community

---

The BGHS P&C association continued to partner with the school in 2023, reestablishing in person termly meetings. The BGHS P&C supports the school's mission to increase community engagement and encourage attendance and active participation in school functions and information sessions. The official positions in 2023 were held by Rawaa Bassal (President), Selina Taulapapa (Secretary) and Kayla Doyle (Treasurer). The work of the elected officials of the P&C is acknowledged and valued. Many thanks to Selina Taulapapa who has faithfully served in the BGHS P&C for many years.

## Message from the students

---

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

The SRC ran fundraisers to raise awareness about social issues affecting our community. We continued supporting our sponsor child, Lightness; building ZONTA birthing kits to be provided to the developing world, participating and fundraising over \$8000 during the Refugee Ration Challenge for Act for Peace. Students also raised funds to support local community group The Make A Difference (MAD) Network, providing new clothes to the homeless and disadvantaged in Sydney. We are proud of our Year 10 students who organised a fundraising bake sale that raised over \$5000 to support the work of AusRelief providing food and medical aid. We also continued to participate in leadership opportunities through a range of school programs, including Peer Tutoring and Peer Support.

Many of our students were recognised for excellence by community initiatives, including VET Work Placement Award finalists and framework winners, Public Education Foundation Hardy Miller Scholarship winners. Zonta Citizenship Award, ABCN scholarship recipients, first place at the Auburn Poet Laureate Competition (Senior Category) and Australian Olympic Changemaker Award.



Student volunteers at our annual Saturday morning Zonta Birthing Kit Assembly.



Student-driven fundraiser for AusRelief.



Our 2023 Olympic Changemaker, presented by Olympian Sally Fitzgibbon.



## School vision

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

The school's identified priorities, Student Growth and Attainment, Leading Quality Teaching, and Partnerships in Learning, reflect and serve the complex and diverse needs of the students enrolled at the school.

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

The school's core focus areas are reflected in the key learning platforms of Literacy, Numeracy, ALARM, Quality Teaching, Formative Assessment and 21st Century Learning.

Birrong Girls High School has an embedded culture committed to whole school and individual student improvement. Open-door classrooms and an authentic commitment to quality teaching and NSW Department of Education priorities are reflected in the explicit delivery of tailored initiatives across all subjects and stages.

## School context

Birrong Girls High School is a vibrant, comprehensive and multicultural girls' secondary school established in 1957 and located in the south-western suburbs of Sydney. Ninety five per cent (95%) of the 764 students enrolled in the school are from Language Backgrounds Other than English (LBOTE), comprising a diverse range of cultural backgrounds which represent 40 language groups. The majority of students are from Arabic, Vietnamese, Chinese and Turkish backgrounds. Two percent (2%) of students have refugee status and less than 1% of students have an Aboriginal or Torres Strait Islander background.

Students arrive in Year 7 with great variation in their literacy and numeracy skills. Contributing factors to this range include prior primary school experience; socio-economic status; language and cultural background; and achievement levels.

The school's Index of Community Socio-Economic Advantage (ICSEA = 948) and the school's Family Occupation and Education Index (FOEI = 148) indicate significant socio-economic disadvantage in the school community. The parents have high expectations for their children but require assistance with student learning and post-school pathways. The school provides significant support to address issues associated with socio-economic disadvantage.

The school's motto, Ad Astra (To the stars), emphasises high expectations for teaching and learning and the school has maintained a consistent focus on overcoming disadvantage by improving learning outcomes for our students. The dedicated staff drive a culture that has sustained high academic performance with emphasis placed on literacy, numeracy, citizenship, leadership and community involvement. The school values are the pursuit of personal excellence; respect; responsibility; cooperation; understanding, tolerance and inclusion; and integrity. These values are firmly embedded in school culture, policies and practices and underpin the school's vision statement. They reflect the school's code of behaviour and will continue to support school culture in 2023-2026.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

---

At Birrong Girls High School, we recognise that growth and attainment presents in a variety of forms within the diverse community we serve. The school is committed to facilitating student success while simultaneously responding to emerging needs. *Student growth and attainment* will be framed around guiding student work ethic, developing identified processes and practices to secure deep knowledge and understanding, and responding to explicit feedback to achieve further success. The key initiatives within this strategic direction are built upon evidence-based models of targeted teaching. These strategies enhance the established foundational programs delivered through our whole school learning platforms.

### Initiatives

---

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

- Targeted Student Support - Numeracy
- Targeted Student Support - Literacy and ALARM

### Resources allocated to this strategic direction

---

**Socio-economic background**  
**Professional learning**  
**English language proficiency**

### Summary of progress

---

In this school planning cycle, school priorities continued to focus on targeted student support in numeracy, literacy and writing. In addition to existing layered supports for students requiring interventions such as Quicksmart for numeracy and one-on-one reading support programs, including peer tutoring, the school invested in the addition of both a targeted literacy and targeted numeracy period once per fortnight for all students in Years 7 and 8. In Year 11, all students had a timetabled targeted ALARM period once per fortnight to deepen their written responses from *describing* and *explaining* to *analysing* and *evaluating*.

### Targeted literacy lessons

A 2023 scope and sequence was developed for Stage 4 so that the timetabled literacy lessons would focus on core reading and writing skills including understanding of texts and the mechanics of writing at word, sentence, paragraph and text levels. Our classes in both year groups include a higher achieving class, three mixed ability classes, an EAL/D focused class and a lower achieving class that requires significant differentiation. The program included pre-tests and post tests with check-ins once a term for all students, to assess how they are responding to the literacy demands of their stage and if changes needed to occur to its implementation. The data was automatically collected via Google forms apart from the writing component that was marked by the classroom teacher. The pre-testing data was assessed, revealing weaknesses in different areas such as the use of predominantly simplistic vocabulary in their narratives and the minimal use of compound and complex sentences. Level appropriate texts were chosen that would engage Year 7 and 8 students and activities aiming to strengthen language conventions needed to achieve the stage outcomes successfully were included in the revised teaching and learning sequence. Word search activities, crosswords, cloze passages, multiple choice questions and DARTS were used as strategies to support students in mastering the literacy demands of Stage 4.

Explicit teaching of the Super 6 strategies for reading comprehension and of the constituents of grammar to support writing has led to growth of up to 1.32 (Progress vs Achievement tool) for language conventions, whereas for reading, the growth has been below 0.4. This data has invited reflection on the strategies utilised by classroom teachers and on the efficacy of the fortnightly program as students were not able to translate their newly acquired knowledge to demonstrated skills. Explicit teaching will be supported in 2024 by the literacy platform Wordflyers in Year 8 to increase student engagement while collecting additional data on a more regular basis. This will allow for timely interventions that will target individual weaknesses in literacy skills.

### Targeted numeracy lessons

Numeracy lessons were facilitated using a school-developed program designed using the research of Emeritus Professor Dianne Siemon (RMIT University). The tasks, games and resources targeted students' development of the big ideas in number and, more specifically, their multiplicative thinking strategies. These lessons were timetabled with two teachers or one teacher and an SLSO to support effective differentiation. All students in Years 7 and 8 were tested using

the evidence-based Learning Assessment Framework (LAF) tasks developed by Siemon, which identified each students' learning zone, from Zone 1 (early Stage 1) to Zone 8 (beyond Stage 4). This identified significant need in our students with 73% of Year 7 and 48% of Year 8 operating at Zones 1 or 2.

Each zone level has tasks, games and activities targeted to consolidate students' current level of multiplicative thinking strategies and designed to build their understanding and move them into the next zone. This year, the focus was on teacher familiarisation with the research, acknowledging the need for a targeted approach. The focus was also on teachers and students experiencing the rich tasks, games and activities targeted to each zone, and developing class systems and supports that allowed for students to work at different zones as required. Numeracy support staff developed further support materials aligned to each zone over the year to support implementation.

Teachers also developed support materials to extend the impact of the Quicksmart program into regular mathematics lessons, with a faculty focus on the Quicksmart '6S' problem-solving strategies. Pre and post testing using the LAF tasks demonstrated that students' zone distributions in both Years 7 and 8 improved across the year, which is captured below. A significant percentage of both year groups continues to work within Zones 1 - 3, despite most students advancing at least one zone level. This will be a continued focus of targeted support in 2024.

In addition to the school-identified annual progress measures, in the Numeracy Check-In Assessment in 2023, Years 7 and 8 also demonstrated numeracy growth with Year 7 improving the percentage of Stage 3 questions answered correctly by 11.6% and Stage 4 questions by 32.4% since Year 6, 2022. Year 8 also improved the percentage of Stage 3 questions answered correctly by 11.6% and Stage 4 questions by 15% since Year 7, 2022.

### Targeted ALARM lessons

The school's commitment to strong HSC results, underpinned by the explicit teaching of independent thinking and strong extended response writing skills, led to the Year 11 ALARM program. The ALARM teacher team prepared a scope and sequence of lessons across 4 terms in which core high order thinking and responding skills were explicitly taught, modelled and practised. Specific lessons were created which represented the breadth of key learning areas with engaging contemporary issues and topics that also built background knowledge and vocabulary. Students undertook both pre and post testing and surveying to assess reading and study habits, confidence structuring and writing extended responses, and understanding and applying ALARM to their curriculum subjects.

In Term 1, the focus was unpacking the purpose of ALARM and differentiating between low order and high order thinking skills, teaching skills in identifying, describing, explaining and analysing with explicit revision of paragraph structure and comprehension skills. There were 2 targeted classes for students with additional learning needs which allowed for a more tailored approach to their teaching. In Terms 2 and 3 there was an explicit focus on critical analysis, evaluation, critical evaluation, additional work on sentence structure, and academic writing skills. In Term 4, students were provided with subject specific work according to their electives through which they practised applying thinking and responding skills.

Survey data and writing samples reflected a growing maturity in students' paragraph structure and discursive writing skills and developing confidence in applying higher order thinking skills to new situations. 91% of students reported that they felt more confident in using ALARM to support their schoolwork. 80% felt more confident in answering an extended response question. 68% of students were able to break down written questions and to understand what to do. Students reported improved understanding of all ALARM thinking skills (identify, describe, explain, analyse, critically analyse, evaluate and critically evaluate). Qualitative responses indicated that students saw benefits in making notes, structuring paragraphs, and answering questions more effectively. In 2024, there will be a more concentrated focus on improving critical analysis and evaluation skills as this is still the area of greatest need for all senior 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
An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2022.	<p>In the Reading Check-In Assessment in 2023, Year 7, 8 and 9 demonstrated reading growth:</p> <ul style="list-style-type: none"> <li>• Year 7 improved the percentage of Stage 3 questions answered correctly by 8.2% and Stage 4 questions by 17.9% since Year 6, 2022.</li> <li>• Year 8 improved the percentage of Stage 4 questions answered correctly by 14.1% since Year 7, 2022.</li> <li>• Year 9 improved the percentage of Stage 4 questions answered correctly by 3.8% and Stage 5 questions by 32.7% since Year 8, 2022.</li> </ul> <p>This improved distribution of Stages 3 - 5 questions across Years 7 to 9 indicates achievement of improvement measures.</p>

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2022.

In the Learning Assessment Framework numeracy tasks,

- Year 7 students working at Zone 4 and above (Stage 3 and above) grew by 16% and students working at Zone 5 or above (Stage 4 and above) grew by 11%. Students working at Zone 1 or 2 (Early Stage 1 - Stage 1) level dropped by 16%.
- Year 8 students working at Zone 4 or above grew by 3% and students working at Zone 5 or above grew by 7%. Students working at Zone 1 or 2 level dropped by 10%.

This improved zone distribution in the Learning Assessment Framework numeracy tasks indicates achievement of improvement measures.



## Strategic Direction 2: Leading quality teaching

### Purpose

---

The core purpose of the learning and teaching community at Birrong Girls High School is facilitating a holistic education to achieve excellence in growth and attainment outcomes for every student. *Leading Quality Teaching* will focus on a research-driven, sustained professional learning model to enhance every teacher and team in their pedagogy and leadership of student engagement, growth and attainment.

### Initiatives

---

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

- Effective classroom practice
- Leading quality assessment
- Establishing an action learning culture

### Resources allocated to this strategic direction

---

#### Professional learning

#### Summary of progress

---

In this school planning cycle, school priorities continued to acknowledge the strong connections between quality teaching practices and student learning outcomes. The school continues to drive high impact professional learning, including action learning through collaborative practices within and across faculties. In partnership with the University of Newcastle, the school has also expanded its relentless focus on *Quality Teaching* as a pedagogical framework to include a focus on the design of quality assessment tasks.

#### Effective classroom practice

The school has a rich history of fostering a sustained professional learning model for all whole-school priorities with all teachers belonging to teams for Literacy, Numeracy, ALARM, Formative Assessment, STEAM or Quality Teaching. The cross-faculty teams met twice termly in 2023 to focus on effective classroom practice, implementation, evaluation, reflection and sharing. The core focus of this whole-school approach is improving consistent use of evidence-based teaching strategies for improved student learning outcomes. In addition, staff have continued to deepen their understanding of the discriminating feature (DF) of high student performance in HSC subjects and of the High Leverage Strategies (HLS) that lift student performance. This has been achieved through new staff and faculty representatives attending the termly NSW Department of Education HSC professional learning, and all staff participating in regular school-based professional learning around DF and HLS. School-based professional learning has been differentiated to focus on (i) extending the consistent practice of HLS in faculties, (ii) extending the intentional use of HLS into Stages 4 and 5, or (iii) generating a school-developed discriminating feature for those subjects not offered in the Department's suite of professional learning based on the course performance descriptors of Bands 5 and 6. These focused whole-school priorities provide a common language and strong foundations for consistent effective classroom practice in the school, in addition to being the platforms for teachers to engage in action research in their own classrooms. Evidence of impact of the targeted teaching strategies has been measured using the progress vs achievement tool, lesson observations and feedback, lesson studies and student pre and post work samples across learning platforms.

#### Leading quality assessment

The school has continued to complement the focus on improving effective classroom practice through its partnership with the University of Newcastle (UoN) to enrich student learning through quality assessment. All faculty-based teams have responded to baseline data on their coded assessment tasks, and made amendments to improve their quality. This has been complemented by whole-school assessment practices to improve student engagement with and reflection of completed assessment tasks, including coding as part of the design and development of new assessments. In Term 3, faculties submitted tasks to complete the next phase of the partnership with UoN. These are currently being analysed by UoN.

#### Establishing an action learning culture

In this school planning cycle, the high impact professional learning model embedded in school culture has been further developed by incorporating a weekly Action Learning Collaboration session into staff timetables. This time has provided teachers with an allocation to engage in action learning within and across faculties. In some faculties this has been used to support familiarisation with new syllabuses and faculty programming time. In other faculties and teams, it has been used to facilitate lesson study planning timing, co-develop quality assessment tasks and undertake action research about effective combinations of high leverage strategies in different Stage 6 subjects.

## 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><b>HSC Target</b></p> <p>Increase the number of Year 12 students achieving in the top 2 bands in the HSC with an uplift of <b>2.4%</b> from baseline.</p>	<p>There was a 7.4% increase in the number of students who attained results in the top two bands from 2022 to 2023 (33.4%), demonstrating progress toward the lower bound target (35.10%). This progress represents an uplift of 0.7% from the baseline.</p>
<p><b>HSC Target</b></p> <p>Increase the number of Year 12 students achieving in the top 3 bands in the HSC with an uplift of <b>1.9%</b> from baseline.</p>	<p>There was a 7% increase in the number of students who attained results in the top three bands from 2022 to 2023 (69.34%), demonstrating strong progress toward the lower bound target (69.4%). This progress represents an uplift of 1.84% from the baseline.</p>
<p><b>Teaching:</b> Effective Classroom Practice and Learning and Development are maintained at <i>Sustaining and Growing</i> and <i>Excelling</i> respectively.</p>	<p>The Birrong Girls High School executive team self-assessed Effective Classroom Practice at <i>Sustaining and Growing</i> and Learning and Development at <i>Excelling</i> in 2023.</p>

### Purpose

---

The Birrong Girls High School teaching and learning community recognises the impactful nature of engaging parents/carers, community and industry in strong partnerships in learning. *Partnerships in Learning* will complement the teaching and learning opportunities, experiences and impact for our students. The school values positive and productive partnerships with parents/carers, in order to maximise the success of each child. The school's partnerships with external stakeholders draw direct connections between the work within the school and the capacity for broader impact now and in the future.

### Initiatives

---

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

- Parent/Carer Partnerships
- Wellbeing Partnerships

### Resources allocated to this strategic direction

---

#### Socio-economic background

#### Summary of progress

---

In this school planning cycle, Birrong Girls High School has maintained its intentional focus on fostering effective partnerships to drive improved student learning outcomes. The school has focused on further developing the effectiveness of its partnerships with parents and carers by targeting community-identified needs through workshops and improving the school communication strategy. In addition, the school has continued to maintain its outstanding partnerships, with tertiary institutions and industry, as well as community, leadership and wellbeing initiatives.

#### Parent/Carer Partnerships

Birrong Girls High School continues to strengthen its partnerships with parents and carers, building additional opportunities for engagement to support student learning and improving communication measures about school events to increase parent/carer attendance. The Parent Partnerships and Learning Ecosystems (PPLE) project has continued as a school-based project because the school recognises the essential nature of strong home-school partnerships for students learning. The PPLE team is developing a framework for effective parent/carer engagement across Stages 4 - 6, which includes an improved communication strategy to ensure parents and carers can plan to be authentically involved in events and workshops, and a scope and sequence of workshops to promote parent/carer engagement with student learning.

#### Wellbeing Partnerships

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

In addition to TRP, the school has also forged a partnership with Parent Shop to facilitate the Resilience in our Teens (RIOT) program. All teaching staff completed a professional learning day (SDD) to introduce and provide familiarisation with the research and school program. A RIOT teacher team of 8 was formed and these teachers participated in more targeted training, and then collaborated to facilitate a pilot program for students of Year 10 during Year 10 Leadership Week. Feedback about the pilot program was overwhelmingly positive; however, future iterations will be timetabled over a longer period, rather than completed in one day to allow for students to better absorb the content.

A more recent partnership was established in late 2023 with Youth Opportunities. This organisation partners with schools to provide a personal leadership program called 'Accelerate' targeting up to 20 students in Years 9 or 10. In 2023, three teaching staff completed the program's facilitator training and 10 students participated in a pilot version of 'Accelerate'. The program was led by the school's SSO, supported by the Year 10 Deputy Principal and two other facilitators, as well as the organisation Fusion, who partner with schools to implement Accelerate in schools. All participants presented a reflection on their learnings at a special graduation ceremony. Student pre and post survey responses demonstrated that the program was highly positive and impactful in its goals.

### 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><b>Attendance</b></p> <p>The attendance rate for the school is increased from 83.86% in 2023 to 84.86% or higher by 2027.</p>	<p>The students attending 90% of the time or more increased by 10% from 2022 to 2023, indicating progress towards the lower bound target. The school continues to invest in dedicated attendance, positive behaviour and wellbeing initiatives, parent/carer partnerships, and a breadth of curriculum and extra-curricular opportunities to increase student attendance.</p>
<p>Increase the number of students experiencing positive wellbeing with an uplift of <b>2.7%</b> from baseline.</p>	<p>Students reported a decline in positive wellbeing from 2022 to 2023, indicating progress towards the lower bound target is yet to be seen. The school continued to invest heavily in wellbeing and this will be a continued area of focus in 2024.</p>
<p>Increased offering of targeted parent/carer workshops to promote effective school-parent partnerships in learning.</p>	<p>Offerings of targeted parent/carer workshops in 2023 increased from 6 to 11 sessions across Years 7 to 12., indicating an 83% increase in the number of opportunities for parent/carer engagement. Participation and feedback at these workshops indicated that parents/carers appreciated the additional support, and strongly valued the practical components of the workshops and support materials provided.</p>



Youth Opportunities 'Accelerate' Personal Leadership Program graduates.



Targeted parent/carer workshops - Welcome to the HSC (Parent Edition)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$103,975.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Birrong Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  (1) Eligible students received targeted and specialised support through a range of school partnerships, initiatives and strategies. This included targeted support in literacy, numeracy and content knowledge learning, as well as in social and emotional domains. (2) All eligible students have demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Students entitled to Integration Funding Support will continue to receive this individualised and targeted support to increase equity of opportunity in student learning.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Birrong Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Student Support - Numeracy</li> <li>• Targeted Student Support - Literacy and ALARM</li> <li>• Wellbeing Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to provide targeted support students with specialised learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Equity funding plays an essential role in serving the diverse and complex needs of the Birrong Girls High School community and it is utilised across all three of our strategic directions. (1) In 2023, 90% of students gaining entry into university, TAFE or college courses. (2) The senior learning centre provided actively supervised study periods for students in Year 12 during study periods, where 97.6% of students reported using these to work towards learning goals, including homework, assessment tasks, study notes and unfinished classwork. (3) All students had access to learning support on Monday to Thursday afternoons through the Homework Centre, where students received assistance with classwork, homework, study skills, research, assessments and N-Award resolutions. (4) Value added growth from Year 9 to 12 continues to be 'excelling'. (5) 100% of Year 12 students met the minimum standard for literacy and numeracy. (5) The school</p>



<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>continued to fund a weekly wellbeing period and program in 2023. This resulted in a move towards our lower-bound attendance target in 2023; this is the first upward shift since COVID-19. (6) In 2023, school equity funding also funded fortnightly lessons for literacy and numeracy in Years 7 and 8, fortnightly ALARM lessons in Year 11 and five hours of action learning time for staff each term to support effective classroom practice. This resulted in achievement of school-based progress measures in literacy and numeracy. (7) All students receive a student diary in Years 7 - 12 to support homework, assessment and study organisation. (8) Funded study skills workshops for all students in Years 7 - 12.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The socio-economic background staff and flexible funding will continue to provide opportunities for students in the Birrong Girls High School community to improve the equity of their access to services, resources and support. This includes our ongoing commitment to targeted literacy and numeracy lessons, ALARM lessons, the homework centre, senior learning centre, HSC clinics, student assistance and additional staff to provide targeted learning support.</p>
<p>Aboriginal background</p> <p>\$5,313.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birrong Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• senior executive leadership to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> These funds provided a small contribution towards funding the employment of additional staff to provide targeted support to Aboriginal and Torres Strait Islander students: (1) 100% of Aboriginal students had a Personalised Learning Plan and either showed progress towards their learning goals or achieved their learning goals. (2) 100% of Aboriginal students in Year 12 attained the HSC.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will continue to contribute to the broader range of equity funding support that the school invests and uses to improve equity of access to students from Aboriginal backgrounds.</p>
<p>English language proficiency</p> <p>\$427,118.71</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Birrong Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Student Support - Literacy and ALARM</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive</li> </ul>

<p>English language proficiency</p> <p>\$427,118.71</p>	<p>support for all students from EAL/D backgrounds</p> <p><b>The allocation of this funding has resulted in the following impact:</b>  (1) The school supported EAL/D students by timetabling specialist and discreet classes in Stages 4, 5 and 6. (2) The explicit teaching delivered in these classes was further supplemented by EAL/D allocation to team teach and develop differentiated resources across KLAs. (3) The Learning Support faculty worked closely with the whole school literacy, numeracy, ALARM and formative assessment teams to ensure that EAL/D pedagogy was being delivered effectively and consistently in all classrooms. (4) Fully funded Multicultural Playwright Activity.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  This funding will continue to contribute to the broader range of equity funding support that the school invests and uses to improve equity of access to students from EAL/D backgrounds, including employment of additional teaching and support staff.</p>
<p>Low level adjustment for disability</p> <p>\$326,773.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Birrong Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention such as QuickSmart and Working with the Big Ideas to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  (1) A high proportion of Years 7 - 10 classes being allocated specialist staff, a team teacher or SLSO to provide additional support in the classroom. (2) Students with additional learning needs were catered for in an inclusive manner with our team of Learning and Support teachers and SLSOs. These specialists worked collaboratively to provide direct support in class but also in the areas of social integration, language and communication, literacy, numeracy, behavioural needs and social and emotional needs, through a range of strategies. (3) Lunch-time activities were also facilitated to promote connection and social skills for students, building social capacity and self regulation. (4) SLSO allocated to students at VET work placements to support transition to achieve work placement outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  This funding will continue to contribute to the broader range of equity funding support that the school invests to improve equity of access to students with a low level adjustment for disability, including employment of additional teaching and support staff and intervention programs that target literacy and numeracy development.</p>
<p>Professional learning</p> <p>\$75,689.14</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Birrong Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Professional learning</p> <p>\$75,689.14</p>	<ul style="list-style-type: none"> <li>• Targeted Student Support - Numeracy</li> <li>• Effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example first aid workshops and Parentshop 'RIOT' training</li> <li>• other methods of learning designed to improve student outcomes such as facilitating lesson studies or Quality Teaching Mentoring lesson observations</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All professional learning delivered and accessed across the 2023 year was aligned to the school plan, strategic directions, staff PDPs and wellbeing (both staff and student). The significant investments of the BGHS professional learning funding in 2023 were: (1) Staff participation in the NSW Department of Education HSC Strategy Professional Learning, providing teacher development of the research-based high leverage teaching strategies for success in the HSC, (2) Targeted training for VET courses, (3) Leadership professional development through the SPC and NSWSDPC, (4) Whole-school Staff Development Day introductory training in Resilience in our Teens (RIOT).</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the BGHS community will continue to build the whole-school culture for implementing the High Leverage Strategies in all Stages 4 - 6 classes. This will require investment in school structures to provide opportunities for participants in the HSC PL to implement the learning into their classrooms, in addition to the ongoing school-based professional learning for staff whose subjects are not available in the suite of HSC professional learning.</p>
<p>COVID ILSP</p> <p>\$477,899.09</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy, including QuickSmart</li> <li>• releasing staff to participate in professional learning for QuickSmart</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> (1) Student access to targeted literacy, numeracy and HSC support through small group tuition in Quicksmart, individualised support through the school's homework centre and senior learning centre. (2) Majority of the students in the Quicksmart program achieving significant progress towards their personal learning goals for the basic operations. (3) Doubled the number of qualified Quicksmart facilitators (4) Every Year 12 student eligible for an ATAR met the HSC minimum standard upon completing the school year. (5) Strong progress towards the HSC targets for Top 2 and Top 3 bands.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, these evidence-based practices and supports will continue to be prioritised despite the cessation of COVID ILSP funding.</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 Birrong Girls High School</p>

Student Support Officer

\$99,516.00

**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 Staffing - Other 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.
- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.

**The allocation of this funding has resulted in the following impact:**

(1) A breadth of experience working with young people to improve their wellbeing and mental health, and worked closely with the school counselling service, wellbeing team and senior executive team to offer an additional layer of support to young people at BGHS. The SSO offered targeted strength-based programs and strategies to students to help them develop social and emotional skills that build resilience, coping skills and positive relationships. (2) Implementation of pilot RIOT training for students in Year 10 Leadership Week. (3) Implementation support for the Youth Empowerment Program in partnership with Auburn Youth Centre. (4) Co-design and implementation of the Accelerate Personal Leadership Program with a pilot group of Year 10 students in partnership with Youth Opportunities and Fusion.

**After evaluation, the next steps to support our students will be:**

The SSO will continue to partner with the school counselling, wellbeing and senior executive teams as an invaluable additional layer of support in providing strength based programs and strategies to students.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	0	0	0	0
Girls	830	845	792	728

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.1	86.9	84.6	86.2
8	91.5	88.7	81.5	83.7
9	92.1	87.4	81.9	81.8
10	88.7	86.6	83.0	83.0
11	91.1	84.5	82.5	83.5
12	90.8	86.0	82.2	85.7
All Years	91.3	86.7	82.6	83.9
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	3	7	5
TAFE entry	7	9	14
University Entry	0	0	70
Other	8	11	10
Unknown	1	2	1

## Post-school destinations

The vast majority of Birrong Girls High School students exit Year 12 to pursue higher education at university, TAFE or through a college pathway. In 2023, this accounted for 90% of students. In addition, a further 5% transitioned into fulltime employment. In Year 10, school leavers were due to a change in school (5% of 'Other') and a further 10% of students transitioned into TAFE or full time employment. In Year 11, 11% transitioned to other schools and a further 10% of leavers transitioned into TAFE or college (9% TAFE, 2% of 'Other').

## Year 12 students undertaking vocational or trade training

---

43.20% of Year 12 students at Birrong Girls High School undertook vocational education and training in 2023.

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

---

98.2% of all Year 12 students at Birrong Girls High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Students who completed the Higher School Certificate to pursue a university degree, enrolled at WSU, UTS, Macquarie, UNSW, ACU, Notre Dame, UOW and USYD. Many of these students received early entry offers prior to the HSC examinations. In 2023, the Year 12 graduates who pursued tertiary pathways at either university, TAFE or other colleges, the majority enrolled in a business/commerce or medical/science course. Students also pursued courses in arts and education, community services and law. In 2023, Year 12 students achieved additional vocational educational qualifications in:

- Hospitality (Kitchen Operations and Cookery) - 21 students achieved a Certificate II
- Retail Services - 26 students achieved a Certificate III
- Business Services - 4 students achieved a Certificate III

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	39.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher EAL/D	3
School Counsellor	1
School Administration and Support Staff	11.08
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

---

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

## Professional learning and teacher accreditation

---

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

All professional learning delivered and accessed across the 2023 year was aligned directly to the strategic directions of the school and identified goals in staff performance and development plans. In addition to mandatory training, teachers continued to focus on the established key learning school-based platforms comprising of Quality Teaching, ALARM, Literacy, Numeracy, Project 21 (21st century skills and STEAM) and Formative Assessment.

The whole school approach to HSC professional learning continued in 2023. All staff participated in several school-based professional learning sessions, facilitated by Teacher Quality Advisor, Livia Bolanca and supported by Stage 6 Teacher Leads who were identified to provide targeted faculty support based on teacher identified needs. A teacher from each available HSC subject participated in the NSW Department of Education HSC Strategy sessions each term, maintaining the school's engagement with and commitment to this research based sustained professional learning. The school commitment to supporting students to elicit the discriminating features of Bands 5 and 6 through the use of evidence-based High Leverage Strategies (HLS) was complemented by faculty's identifying effective combinations of HLS to implement in classrooms and evaluate through an action learning model.

The school continued its partnership with the University of Newcastle to include Assessment Auditing against the Quality Teaching Framework to compare the quality of assessment compared to our baseline collection. At the time of this report, the school had not received the report from the University of Newcastle. The school focus areas for improvement continue to be High Expectations and Higher Order Thinking. Additionally, all staff who were new to the school in 2023 participated in a targeted professional learning session to learn about the Quality Teaching Framework with the University of Newcastle.

Early Career Teachers were supported in completing their accreditation in 2023. The Head Teacher (Professional Practice) provided one-to-one support for Early Career Teachers to develop their teaching skills and learn about the culture of Birrong Girls High School, the quality teaching framework and the Australian professional standards for teachers. A total of six Early Career Teachers were accredited at Proficient in 2023.

In 2023, our Term 3 School Development Day began with a community of schools session with Birrong Public School and Birrong Boys High School to focus on whole school numeracy. This was facilitated by Eddie Woo, and is part of the focus on numeracy improvement in the Chullora Network.



Term 3 Community of Schools School Development Day, focused on whole school numeracy.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	896,316.01
<b>Revenue</b>	12,584,945.41
Appropriation	12,263,253.01
Sale of Goods and Services	102,987.77
Grants and contributions	172,179.48
Investment income	34,538.40
Other revenue	11,986.75
<b>Expenses</b>	-12,552,720.34
Employee related	-10,854,020.25
Operating expenses	-1,698,700.09
<b>Surplus / deficit for the year</b>	32,225.07
<b>Closing Balance</b>	928,541.08

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

---

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	103,975
<b>Equity Total</b>	2,059,206
Equity - Aboriginal	5,314
Equity - Socio-economic	1,300,000
Equity - Language	427,119
Equity - Disability	326,774
<b>Base Total</b>	8,267,333
Base - Per Capita	206,126
Base - Location	0
Base - Other	8,061,207
<b>Other Total</b>	556,635
<b>Grand Total</b>	10,987,149

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

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

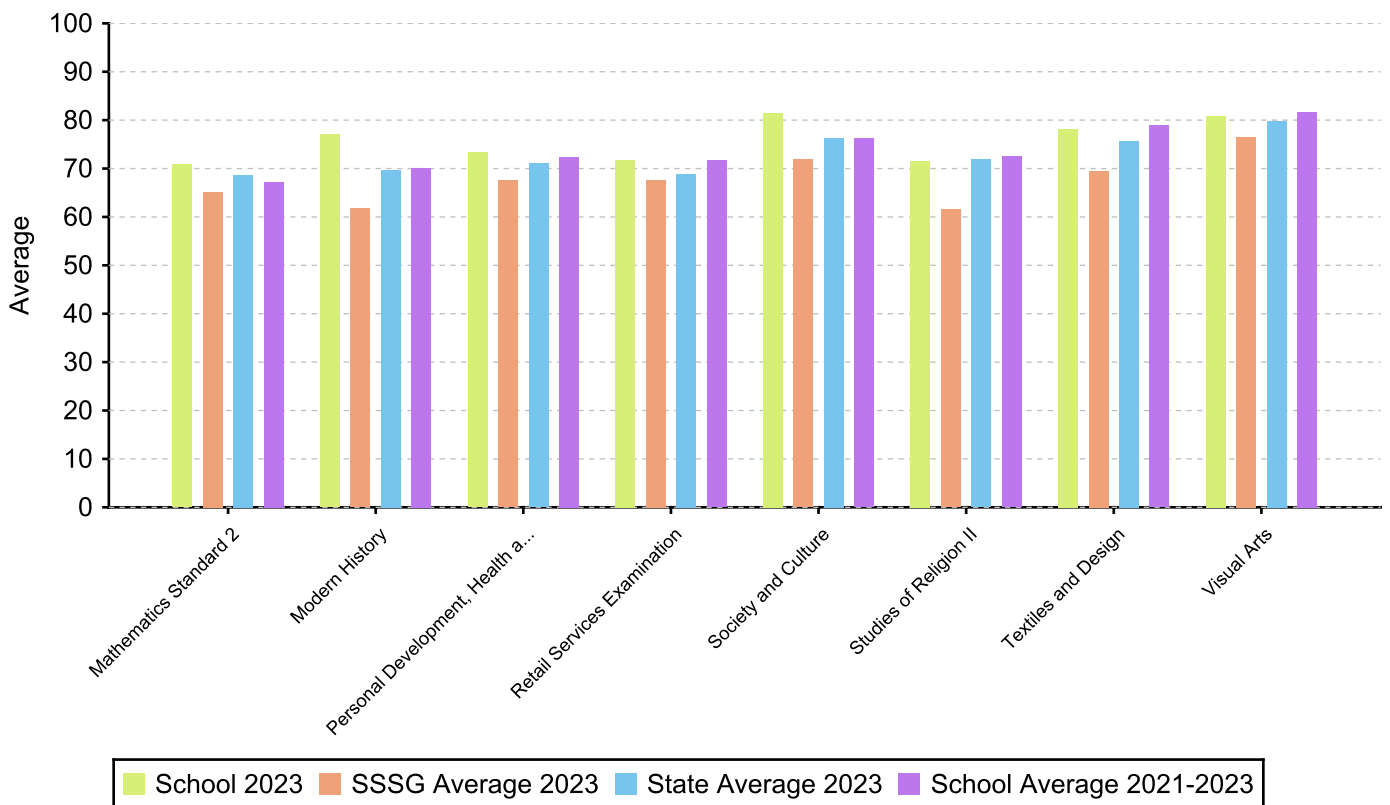
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

# 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.



<b>Subject</b>	<b>School 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Ancient History	72.9	64.8	68.7	71.2
Biology	76.2	67.5	71.8	71.0
Business Studies	70.2	65.2	70.9	69.5
Community and Family Studies	74.7	69.9	72.7	75.5
English Advanced	86.1	76.8	81.2	85.4
English Standard	74.5	66.0	68.5	74.2
Hospitality Examination (Kitchen Operations and Cookery)	75.6	69.2	73.7	75.3
Legal Studies	71.3	66.7	72.9	72.0
Mathematics Standard 2	70.8	65.1	68.7	67.2
Modern History	77.0	61.8	69.6	70.2
Personal Development, Health and Physical Education	73.3	67.5	71.0	72.4
Retail Services Examination	71.8	67.7	68.9	71.7
Society and Culture	81.5	71.9	76.3	76.2
Studies of Religion II	71.6	61.5	71.9	72.5
Textiles and Design	78.2	69.5	75.7	78.9
Visual Arts	80.8	76.5	79.8	81.7

The Birrong Girls High School Dux scored an ATAR of 92.55 in 2023. Two of our Textiles and Design students were also shortlisted for the NSW Government Shape Exhibition. Exceptional Band 6 results were achieved in English Advanced, Biology, Mathematics Advanced, Mathematics Standard 2, Legal Studies, Business Studies, Modern History and History Extension. Students and teachers are to be congratulated on their hard work, dedication, and commitment. Many students also secured university placements and scholarships prior to the HSC examinations commencing.

## Students

In 2023, 83% of students from Years 7-12 participated in the Tell Them from Me - Student Survey. In the area of academic self-concept, which measures how well students feel they can do well in their school work, 89% of students rated their levels as medium to high. This may be attributed to the extensive support the school provides to ensure students succeed, including the Homework Centre after school 4 days a week, the Senior Learning Centre for all Year 12 students during free periods, and student mentoring for all Year 12 students.

Across the school, 90% of students reported they have positive behaviour at school. This was strongest in Year 7 and Years 10 - 12, which is consistent with the schools behaviour data in 2023. Students also reported positive teacher-student relations, positive learning climate, expectations for success and effective learning time at higher rates than the NSW state average.

In Years 11 and 12, 87-95% of students had aspirations for finishing high school (NSW DoE 86-92%) and 83% of Year 12 students indicated they aspired to go to university (significantly above NSW DoE 67%). This can be attributed to the strong university links the school has established, which begin in Year 10.

## Teachers

Responses to the Tell Them from Me - Staff Survey continued to endorse the school's shared clarity of purpose, with 89% of staff agreeing that the school leadership team is clearly communicating their strategic vision and values for our school. In seven domains of Leadership, Collaboration, Learning Culture, Data informs Practice, Teaching Strategies, Technology and Inclusive School, the data from the TTFM survey for Birrong Girls was at or above DoE averages for secondary schools. In particular, the following scored highly and are relative areas of strength in our teaching community:

- *Leadership*: Teachers identified that they work with school leaders to create a safe and orderly school environment, scoring an average of 8.7 out of 10.
- *Collaboration*: Teachers in our school identified that they are collaborative in their approach to teaching. They share materials, and discuss learning goals, and strategies for assessment and engagement with their colleagues. The average for collaboration was 8.1 (NSW Govt 7.8).
- *Learning Culture*: Teachers identified that they set high expectations for student learning, rating this element at 8.9 out of 10
- *Learning Culture/Data Informs Practice*: Teachers' high expectations are complemented by their provision of written feedback on student work and formal assessments, scoring 8.8 and 8.9 out of 10 respectively.
- *Teaching Strategies*: Teachers also identified that they link new concepts to previously mastered skills and knowledge rated, scoring this at 8.9 out of 10.

The teaching community at Birrong Girls High School prides themselves on a culture of collective efficacy with a common purpose of supporting excellence in students' learning opportunities and outcomes. This is fostered by positive and respectful relationships between leaders and teachers, whole-school cross-faculty teams driving school improvement and high impact professional learning for all staff. In 2024, the staff will continue to work towards building effective parent partnerships to improve the Parent Involvement domain. The school score improved on 2022 data, but will continue to be an area of focus through facilitating parent workshops across the school year to build the effectiveness of home-school connections.

## Parents

In the 2023 Tell Them from Me - Parents Survey, 88% of parents/carers indicated that the school offers the subjects their child wants to study. Across our survey participants, the majority of parents/carers indicated they would recommend the school to primary school parents and believed we have a good reputation in the local community. Parent/carer satisfaction with communication improved by 3% from 2022 to 2023. This is pleasing, because there has been a strong focus on communicating positive school events more directly with our parents and carers to promote and celebrate student achievement.



# Policy requirements

## Aboriginal Education Policy

---

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

---

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

Five students of Aboriginal background were enrolled from Years 7-12 in 2023. Personalised learning pathways, developed in consultation with the students and their families, identify strengths, target areas for improvement, and set academic and personal goals.

The school continues to engage with professional learning to strengthen its provision of Aboriginal Education for all students and recognises that reconciliation is everybody's responsibility. The Birrong Girls High School Reconciliation Action Plan is being co-developed by staff, students and community and is expected to be officially launched in 2024.

## 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.