

Bankstown Girls High School

Annual Report



2018



8254

Introduction

The Annual Report for **2018** is provided to the community of Bankstown 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 school 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.

Suada Bilali

Principal

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School background

School vision statement

At Bankstown Girls High School we are focused on developing empowered, creative, thoughtful young women who are proud, responsible, active local and global citizens. We will achieve this through the provision of innovative practices delivered by dynamic and committed staff in an inclusive, safe and supportive learning community.

STUDENT EXIT OUTCOMES

Social Outcomes A young adult who is:

- An effective, ethical and responsible communicator: will appropriately convey information clearly and successfully.
- Cooperative and Resilient: will willingly and persistently work in harmony with others towards a common goal.
- Civic Minded: will have a sense of belonging to the wider Australian and global community and participate as a constructive, conscientious member.
- Respectful: will display positive regard based on awareness and/or knowledge of someone or something.
- Generous of spirit: will embody empathy, acceptance and understanding.
- Courteous: will be polite, well mannered, attentive and considerate of others.
- Responsible: will accept moral accountability for her actions to people and the environment
- Motivated: will be determined, inspired and energetic, with drive and desire.
- Honest: will be fair to others, truthful and trustworthy.

Academic Outcomes A young adult who is:

- Literate: will be able to write, read, listen, and speak appropriately in a range of contexts using critical analysis in order to meaningfully function in society.
- Numerate: will be able to think mathematically and apply mathematical tools confidently for different purposes and contexts.
- A critical thinker: will be able to analyse and evaluate options, make judgments and employ sound reasoning.
- Technological: will be an ethical, proficient and creative digital citizen.
- A problem solver: will be able to identify relevant facts, plan appropriate strategies and operations, solve the problem and review the process and solution.
- An inquisitive learner: will actively seek knowledge by being an interested and curious learner.
- An independent learner: will take responsibility for their learning and show initiative.
- Demonstrating achievement of KLA outcomes: will have an understanding of subject content, skills, and values.

School context

Bankstown Girls High School is a comprehensive girls' high school established in 1960 situated in south-western Sydney. The school population comprises of approximately 536 girls from diverse cultural, religious and socio-economic backgrounds, with 98% of the girls from a language background other than English, predominantly Middle Eastern, South-East Asian, Pacific Islander and African. The school NSW FOEI (family occupation and employment index) for 2018 is 155 which is higher than the average of 100 indicating significant socioeconomic and educational disadvantage of our school community.

The school's overwhelming strength is reflected in our value added data and our HSC: relative performance from year 9 data that shows that the difference our school makes to the achievement of all students is significant over time. We have achieved almost 10% growth of students in the top two bands of NAPLAN in 2018, with significant growth in Numeracy and Reading in Year 9.

In 2011, the school was selected to be a *Centre for Excellence for Teacher Quality* as part of the *Smarter Schools National Partnership on Improving Teacher Quality*. This initiative acknowledges the consistent approach our teaching and leadership staff has to teaching, learning, and teacher professional learning leading to improved student achievement and now underpins the innovative programs and practices evident in our school.

The school has received numerous awards for excellence in teaching and learning. The school's wellbeing focus for all students is being a *safe, respectful, learner* through developing each girls' learning habits of *Resourcefulness, Reciprocity, Reflectiveness and Resilience (4Rs)*.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

During 2018 we mapped our progress in the three domains of Learning, Teaching and Leading against the School Excellence Framework.

In Learning, Bankstown Girls' High School continued to provide a learning environment with high expectations that developed critical and creative thinking capabilities that enabled students to contextualise learning beyond the classroom. A focused approach to nurture student voice and leadership through empathy, resilience and lifelong learning was undertaken. We continued to embed literacy and numeracy programs across all KLAs facilitated by a literacy and numeracy co-ordinator. We implemented our Future Focused Learning Strategy as stated in our school plan through the Year 7 Foundations for Learning Program a number of STEaM initiatives and inquiry based learning. Our Future Focused initiative indicated that we had made a positive impact on learning. We implemented cross curricular programs holistically and systematically with particular emphasis on the connected curriculum approach. The wellbeing framework was explicitly implemented by the school's wellbeing team through a scope and sequence which was mapped across all year groups, and community partnerships were established in order to foster authentic learning opportunities for our students.

Our progress in the Learning domain as evidenced by programs, processes, practices and data suggested that we were demonstrating sustained growth.

In the domain of Teaching we identified that our staff should be "innovative, collaborative and dynamic". To meet this expectation a range of teaching practices have been identified/embedded as ones which align to quality teaching and underpin successful learning. At Bankstown Girls High School we foster an engaged, collegial staff who embody a growth mindset in order to provide positive educational outcomes. Innovative curriculum, dynamic teaching, as well as strong leadership capability result in high quality student achievement.

The Teaching domain measured against the School Excellence Framework is at Sustaining and Growing. This is evidenced by the following;

There is a strong culture of collaborative practice. This is demonstrated through the PLC (Professional Learning Communities) structure. This structure affords opportunity for reflection of practice and constructive feedback in order to foster professional growth with a view to achieving whole school goals and ultimately improved student outcomes. 100% of staff engage in action research throughout the year and present findings to whole staff..

The practice of walk throughs to identify successful teaching strategies and how they are used consistently throughout the school.

A proactive assessment and reporting team who was tasked with ensuring that all assessment task layouts, criteria and schedules were streamlined to reflect consistency 7–12. The team was also responsible for ensuring that NESA requirements were also adhered to.

All staff engaged with professional learning in order to build capacity in future focused teaching strategies.

All staff demonstrated responsibility for their professional learning through the application of their PDPs in order to improve their practice.

Substantial effort was put into the domain of Leading in order to ensure that we maintained a community that is engaged, informed and inclusive. To this end the school identified the need for broadening our social media profile, our internal intranet platforms and external website. Furthermore, a continued development on maximising the full utility of Sentral so that its capabilities, both from a pedagogical and community communication perspective is realised. There is a consensus amongst the school community that in Leading the school is at Sustaining and Growing.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Students are successful learners, leaders and active global citizens

Purpose

To provide a learning environment with high expectations that develops critical and creative thinking capabilities that enable students to contextualise learning beyond the classroom. To nurture student voice and leadership through empathy, resilience and lifelong learning

Overall summary of progress

The Future Focused Learning program is beginning to have an impact because cross curricular programs have been implemented systematically and holistically.

- Through the connected curriculum– Identity Text (English/CAPA)project, yearly exam results as well as submission of tasks and quality of submissions showed improvement. 90% of students submitted their tasks and there were significant positive results for lower ability students.
- Year 7 students can articulate and demonstrate the connections between KLAs and the Foundations For Learning program.
- There has been an increase in participation in STEaM activities , including a greater immersion in real world experiences through business and corporate connections.
- The Stage 6 conference report writing process has indicated that senior students can see the necessity for connections to be made between their learning and their future goals/directions and career aspirations.
- TTFM survey indicated that 75% of BGHS students value school outcomes compared to 72% of the State. In the wellbeing area our students connect with each other and the staff to foster supportive learning environments. The TTFM survey indicated that students at BGHS have a strong sense of connectedness and sense of belonging. This was further evidenced by positive behaviours (94%) in comparison to the state norm (87%)
- Significant progress has been made across both literacy and numeracy in terms of growth based on external NAPLAN data. Internal data suggests we are making an impact in writing and reading while having to improve the areas of spelling, numeracy and grammar/punctuation.
- Inquiry Based Learning has been embraced in some areas of some KLAs, however a more holistic approach will need to be applied in order to measure the real impact that this approach has on student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Internal literacy and numeracy results demonstrate a growth rate of at least 10% above the cohort average between pre and post data, year on year.• HSC cohorts demonstrate an increased percentage of students moving from lower to middle bands.• Increase in the percentage of students displaying a more sophisticated level of inquiry learning skills.• The Tell the From Me survey indicates an increase of students who demonstrate a strong sense of belonging, demonstrate positive behaviours and relationships, and who elect to undertake leadership opportunities both inside and outside school	\$239,489.00	<p>2018 internal numeracy results across Stage 4 varied between year groups, ie, Year 7 and 8, classes and KLAs. In Year 8, data showed varying degrees of numeracy understanding and growth between pre–tests and post–tests. The most significant growth was demonstrated in students' ability to solve problems and to work either mathematically or scientifically. In Mathematics 62% of students showed an average growth of 20%, while in Science 58% of students demonstrated an average growth of 9% in numeracy. Year 7 History results indicated an average growth of 23.8% for 88% of students and in Mathematics the targeted Foundations for Learning Numeracy program results indicated an overall average increase of 15%. This was much higher than the average growth in all other areas with average growth rates ranging from 5% to 8%.</p> <p>Literacy interventions applied to the Year 7 cohort saw Literacy targets achieved. Pre and post testing saw an overall literacy growth from an average of 38% to 60%. a particular success was measured in the internal reading data that saw the cohort</p>

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Next Steps

- Newly established programs have demonstrated a considerable impact on learning. the increasing complexity of programs as well as the diversity and range of these programs suggests the necessity for greater consolidation and a focused direction.
- Continue with Literacy and numeracy model of practice that is strategic and targeted, specifically Stage 4 and 5.
- Explore and investigate a more consistent approach to the embedding of inquiry based learning across all KLAs
- Embed the student wellbeing scope and sequence into KLAs
- Appoint Head Teacher Teaching and Learning to oversee BGHS Future Focused Learning program and to collate data and evidence across all KLAs ensuring that programs are being consistently taught and assessed in all subjects.

Strategic Direction 2

Staff are innovative, collaborative and dynamic

Purpose

To foster an engaged, collaborative staff who embody a growth mindset providing high quality educational outcomes. To provide innovative curriculum, quality teaching, support structures and leadership capability that inspires learning and drives high quality student achievement

Overall summary of progress

There continues to be a culture of strong collaborative practice at BGHS. This is evident through the number of professional learning communities that have been established as well as induction programs and specialised committees responsible for various aspects of the school's management plan and strategic directions.

The assessment and reporting team continued to refine school practices through a review of assessment tasks' criteria, layout and authenticity. The assessment and reporting team ensured that NESA requirements were adhered to in light of new syllabus outcomes. This review will continue in 2019 ensuring that all staff have knowledge and understanding of requirements and guidelines.

The assessment and reporting team has also begun to investigate and explore meaningful assessment practices which align to the school's future focused learning strategy.

The school's non teaching staff have also begun to investigate their capacity for professional growth through the PDP process and keeping their own professional logs and reflections of practice. Non teaching staff continue to be encouraged to pursue professional learning in order to enhance and deepen their understanding of their roles and responsibilities.

Teaching staff continue to actively engage with the PDP process and ensure that their professional learning is aligned primarily to the school plan and its strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff demonstrating responsibility for their professional learning through the application of their Performance Development Plan to improve practice.High level consistency and quality of student assessment tasks across all KLAs 7 – 12	\$100,256.00	<p>In 2018 all staff participated in Professional Learning Communities that examined the areas of Literacy, Numeracy, Future Focused Learning, Accreditation, STEAM, Managing students with emotional and behavioural disabilities, and differentiating the curriculum. Each group undertook an action research project where they looked at a way to improve student learning outcomes through analysing the data, researching the issues and then implementing strategies to address student need. Each group presented their findings at a Twilight session in term 4 showing how their learning was used to try and increase outcomes for students.</p> <p>All staff engaged in the PDP process with their supervisor.</p> <p>Staff also engaged in professional learning through internal and external providers to address areas of need. A range of activities were undertaken that enhanced their learning of technology, curriculum implementation, student wellbeing and leadership.</p> <p>School Administrative Staff worked together to address learning of the LMBR platform and establish procedures to ensure the smooth running of the school.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All staff demonstrating responsibility for their professional learning through the application of their Performance Development Plan to improve practice.• High level consistency and quality of student assessment tasks across all KLAs 7 – 12		The assessment and reporting committee conducted a review of assessment procedures that resulted in a number of changes to procedures and the committee worked to establish a consistent set of procedures and documentation for assessment tasks.

Next Steps

- Refine data collection structures to align more closely with SEF
- Initiate a system of data collection whereby staff demonstrate how their professional learning has led to improvement in practice.
- Ensure that a consistent approach is employed to collect data to review and evaluate new T&L programs

Strategic Direction 3

A school community that is inclusive, informed and engaged

Purpose

To build upon our collaborative school community who promote shared values of inclusivity, high expectations and a culture of success. To develop a school that is reflective of its practices and responsive to educational innovation and learning priorities.

Overall summary of progress

Our systems for collection of data on overall school progress is verbal and often not documented. The positive difference that many of our school wide programs and activities make on the learning outcomes of our students and similarly the teaching outcomes of staff is evidenced through the positive feedback received via TTFM survey. However, further and broader understandings of many other aspects of school life must be documented and this has been recognised as an area which needs further exploration in future directions

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Strong reciprocal relationships with business and university partners as evidenced by qualitative feedback and the celebration of achievements through school based and non school based media• Effectively implemented procedures that are supported by a well-developed online resource that is accessed by staff to support them in their various roles within and outside of the school	\$128,967.00	<p>Existing collaborative community partnerships have been nurtured and strengthened, whilst new collaborations formed in 2018. An ongoing USYD community partnership expanded in 2018 to include a rural and remote partnership with Gilgandra HS. 12 students participated in a rural experience in Gilgandra for three days, funded in entirety by USYD. Successful business partner collaborations saw students mentored by ABCN as well as Girls In Property. Local businesses support continues to grow in the scholarship opportunities and generous donations made towards the P&C Association. Students have been successful in 2018 in attaining Harding Miller scholarships and ABCN scholarships. Community wellbeing programs such as "Chilled Anxiety" were facilitated on school premises for 10 weeks by Creative Links. Student voice continues to grow and as a white ribbon school, our students passionately participated in the white ribbon walk, in support of preventing violence against women. Overall, our community partnerships have expanded to include over 30 different agencies.</p> <p>An intranet for procedures was developed and released to staff. Design and accessibility issues will be refined in future versions to allow for more effective communication and information access for staff.</p>

Next Steps

- Ascertain impact of partnerships between school and community, university as well as business partnerships.
- Capture feedback on SRC initiatives ensuring that they align with school priorities.
- Update social media, intranet and website platforms via the BGHS Communications Team

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$31,182.00 • English language proficiency (\$0.00)	<p>In 2018 ELP funding was used to employ additional specialist staff to provide support to targeted students needing language acquisition development. All EAL/D students were identified and their language skills assessed against the four literacy modes. Adjustments were made to mainstream programs to ensure students were able to access the literacy and language demands of each KLA. Student work samples were analysed to identify student progress along the EAL/D Learning Progression. All identified students made satisfactory progress in their English language development.</p>
Low level adjustment for disability	\$83,105.00	<p>In 2018 Low Level Adjustment for Disability funding was used to support students with additional learning needs in regular classes.</p> <p>An additional 0.9 Learning & Support teacher was employed with this allocation, providing targeted students with personalised support through team teaching and individual instruction. It also facilitated the delivery of adjusted programs and adjusted assessment tasks.</p> <p>LLAD funding also enabled external agencies and specialist staff to create individualised transition plans for stage 6 students, in collaboration with their families.</p> <p>This funding was also used to provide professional learning for teachers, which focused on appropriate adjustments for students with additional learning needs in mainstream classes.</p>
Socio-economic background	Literacy: \$104,113.00 Numeracy: \$ 62,467.00 Senior Studies Program: \$72,879.00 Community: \$49,003.00 School Operations: \$20,882.00 Resources: \$47,000.00	<p>Literacy: A number of new key initiatives were undertaken in 2018 as well as the strengthening of those already in existence. Through the employment of a Literacy Teacher, team teaching opportunities were facilitated whereby all KLAs received support in the classroom within the context of their own subject area. The expansion and consolidation of the whole school Genre Map was expanded to include strategies necessary to assist EAL/D learners in their reading and writing. Indicators of success saw growth rates for Year 7 in writing 58%, spelling 63%, reading 58% and grammar and punctuation 61%. Action research was undertaken around the importance of scaffolding writing as well as reading responses under examination conditions. Research also extended to the listening components for EAL/D and language learners and thesis writing in the higher levels of English and the Creative Arts. Evidence of success can be reported in Yr 9 internal data that saw a reading effect size of 0.3 and a writing effect size of 0.6. A connected curriculum project was undertaken with the</p>

Socio-economic background

Literacy: \$104,113.00
Numeracy: \$ 62,467.00
Senior Studies Program: \$72,879.00
Community: \$49,003.00
School Operations: \$20,882.00
Resources: \$47,000.00

English and CAPA department in 2018, with the support of the University of Sydney.

Numeracy: 2018 focus was to implement a targeted numeracy program in Yr 7, within the Foundations for Learning Program and Yr 8 to specifically teach the basic mathematical and numeracy skills required in Mathematics and across all KLA areas. Emphasis was placed on the explicit teaching of problem solving strategies with a focus on mathematical literacy and real life connections and applications.

Staff engaged in professional learning sessions during designated PLCs designed to support the identification, embedding and delivery of numeracy demands within their curriculum area. This was further supported by the integration of specific KLA numeracy skills as identified in the Numeracy Skills Framework and Australian Core Skills Framework. To highlight the connectedness of numeracy skills to a range of situations, all Yr 7 participated in a "Numeracy in Science" program and two targeted classes engaged in a "Music in Mathematics" pilot in partnership with the Marcs Institute and Western Sydney University.

Under the direct supervision of a Senior Studies Co-ordinator the Senior Studies Program continued to provide intensive assistance to Stage 6 students in order for them to achieve maximum success in their HSC. The program's main focus was to build skills in effective goal setting, self reflection and analysis, organisation, resilience and motivation. 78% of students surveyed said that the organisation workshops, resources and visual aids provided in the program greatly improved their organisation skills and allowed them to feel a sense of control over their study schedules. In 2018 data indicated that levels of engagement with each aspect of the program having increased since the foundation year, with significant correlation between student engagement with the program and academic achievement.

In 2018 significant community collaborations were established between parent, school and community. Community partnerships have a strong ethos and focus on student learning outcomes as well as nurturing aspects of wellbeing. These partnerships strengthen the confidence in our young women and provide them with a voice to be heard beyond the school context. Our students have become passionate advocates for change and were instrumental in BGHS becoming a "White Ribbon" school. Our students also facilitated a district workshop at Bankstown Community Centre where they organised guest speakers and workshops for other local students, which advocated the rights of the disempowered within our local community. They sourced speakers from Indigenous communities,

<p>Socio-economic background</p>	<p>Literacy: \$104,113.00</p> <p>Numeracy: \$ 62,467.00</p> <p>Senior Studies Program: \$72,879.00</p> <p>Community: \$49,003.00</p> <p>School Operations: \$20,882.00</p> <p>Resources: \$47,000.00</p>	<p>elderly communities, the LGBTQI community and individuals with disabilities. Their aim was to raise awareness of the subtle and sinister discrimination that is prevalent in society. BGHS Parent and Community organisation has actively supported the school and parent community. The P&C facilitated and manned a stall at the local Eid festival to promote the school values in the local community. The P&C was also actively involved in applying for grants to benefit the school community. They were successful in receiving \$42,605 worth of grants. Our P&C also participated in the Parent Next program where workshops were organised to assist parent education computing skills, healthy eating etc. Student scholarship opportunities were provided and workshops delivered on nine different scholarship applications. Students were successful in attaining scholarships in The Harding Miller Scholarship, Friends of Zainab, Bankstown Sports Club and ABCN. Skoolbag app grew as a means of communication between the school and community. In 2018, Skoolbag had 935 subscribers and had pushed in excess of 30,000 publications.</p>
<p>Support for beginning teachers</p>	<p>\$21,929.00</p>	<p>In 2018 BGHS had 6 beginning teachers, one was a permanent beginning teacher and all others were employed in a temporary or casual capacity with one to four years teaching experience. Specific funding was allocated to support their teaching practice. The Mentor Teacher oversaw the accreditation process for beginning teachers as per NESA guidelines. Further, each beginning teacher met with their appointed mentor during the year. All beginning teachers undertook professional learning throughout the year. This comprised of both external and internal workshops that were run at school. Specific professional learning days for beginning teachers were delivered. These days focussed on providing support to the beginning teacher in the collection of evidence and analysis of this evidence using the Australian Professional Standards for Teachers. In 2018, all beginning teachers that submitted their documentary evidence and report for accreditation with NESA were successful in gaining proficiency</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$1,989.00</p>	<p>In 2018, BGHS identified 11 refugee students across Years 7–11. All refugee students were closely monitored during Semester 1 by the EAL/D teacher and several were provided with intensive EAL/D support. External agencies were utilized to provide intensive support and monitor the wellbeing of specific refugee students. Support staff attended various PL sessions and network meetings to ensure that they were equipped with the knowledge and skills to best assist the learning of students with a refugee background. Students were also provided with some financial assistance to support them with school expenses and excursions.</p>

Flexible Wellbeing	\$50,840.00	In 2018 Flexible wellbeing funding was used to employ a transition advisor who case managed students at risk of not completing their education and leaving school with no qualifications. The transition advisor worked closely with the wellbeing team as well as the careers advisor to identify at risk and disengaged students and then provided them with targeted support in order to transition them out of school into full time work or alternate study environments. The transition advisor also facilitated programs at school delivered by outside agencies which were aimed at re engaging students with school.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	555	551	546	547

Student enrolments remained static for 2018, however our enrolments are consistent with patterns and trends in other schools in the region.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.7	92.7	92	87.4
8	87	88.8	91.6	85.3
9	88.5	86.8	91.2	87.3
10	84.7	83.2	81.7	84.3
11	84.1	88.2	84.7	82.5
12	86.7	85.6	86.8	87.6
All Years	87.1	87.4	87.8	85.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

BGHS continues to have a co-ordinated approach to student attendance. Attendance and lateness is managed through an electronic attendance system with teachers marking roles electronically in each lesson and late arrivals managed by an electronic swipe card system in the main office. The school Wellbeing team, Head Teacher Student Wellbeing, Home School Liaison Officer(HSLO), the Police School Liaison Officer(SLP and PYLO), transition adviser and careers adviser all work together to counsel students regarding their attendance. Parents are informed via phone call, letter or formal interview to improve student attendance and/or punctuality. Students who are HSLO referrals,

found truanting or whose attendance is poor are placed on attendance monitoring cards. These measures continue to have some impact across all year levels.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1.1
Employment	0	2.8	4.4
TAFE entry	0	0.9	10
University Entry	0	0	44.4
Other	9.33	11	28.8
Unknown	1	1.8	11.11

Year 12 students undertaking vocational or trade training

In 2018, 95 students were entered for the HSC. During the course of the year 5 students were early leavers, 1 entered TAFE, 1 enrolled into Bankstown Senior College and 3 went to an unknown destination. Of the students who sat for the Higher School Certificate exams, 79% completed an ATAR pattern of study while 40% of students included at least 1 VET course, studied at school, TAFE or at an RTO, in their pattern of study.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 90 students who completed the HSC, 51% gained university places, with offerings coming from 6 universities plus 3 private colleges. All students have taken up these offers except for 6 students, 3 took a gap year, 2 chose an alternative pathway to their degree and 1 full time work. 13 students have enrolled into an alternative university pathway program offered by WSU, UOW and Torrens College– such as Foundation studies or Diploma courses. the highest ATAR was 86.65 and the recipient enrolled into a Bachelor of Science/ Education degree at Macquarie University receiving a Teach. NSW Teacher Education scholarship to the value of \$20 000. They will also receive a \$3000 appointment allowance and a guaranteed permanent appointment on completion of their degree.

Other high performing students, who gained ATARs of 86.25 and 85.85 have enrolled in degrees in Design in Animation UTS and combined Engineering/Commerce at USYD. The USYD recipient was successful in being nominated and selected for the Future Leaders Scheme. This scheme offered the recipient a guaranteed place at USYD which was based on their

academic achievement and principal's nomination.

Two other top performing students were successful in securing an offer via the E12 Scheme USYD Early Entry Program. The E12 program provides students with a full range of support such as access to corporate partners to develop ongoing opportunities, internships, mentoring and financial assistance and they receive an iPad. Several other students were also successful in being offered an Early Entry offer into their chosen degrees via the Schools recommendation Scheme. Two students received early admission to UOW through their True Reward Program, a program that offers places based on corresponding HSC band outcomes not an ATAR. One student was offered a place at Macquarie University by being selected for the Global Leadership entry Program(GLEP).

Nine students are studying full time TAFE and five students full time at private colleges. One student is undertaking a traineeship and four students are working either full time or part time. Courses being studied include: Business Administration, Beauty Therapy/Salon Management, Enrolled Nursing, Disability Support, Hospitality, Pathology Collection and Child Care.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	7
Classroom Teacher(s)	31.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	8.08
Other Positions	1

*Full Time Equivalent

There are no Aboriginal permanent members of staff

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

Professional learning and teacher accreditation

Professional Learning at Bankstown Girls High School is focused on a continual cycle of development for staff that ensures quality teaching and learning is at the centre of our strategic directions. In 2018 a total of \$100,256.00 was spent on teacher professional learning. Monies were used to cover course costs and teacher relief. The average amount of money spent per teacher on PL was \$1,822.00. In 2018 every staff member was involved in the process of developing personalised professional learning plans that were aligned not only with Australian Teaching Standards but also the school's strategic directions. Staff worked collaboratively as members of professional learning communities to develop skills in the target areas of literacy, numeracy, accreditation, STEAM, Future Focused Learning, managing students with emotional and behaviours disabilities and differentiating the curriculum. These teams were solution focused and generated effective strategies underpinned by evidence

based practice.

Staff Development Days:

Staff development days concentrated on a number of areas of the School Plan. School procedures and analysis of HSC results along with compliance training was undertaken at the beginning of the year. Professional Learning in 2018 also focussed on Future Focused Learning, Google Aps for Education, trauma and its impact on learning, connected curriculum and inquiry based learning, coaching and mentoring, literacy, numeracy, STEaM (Science, Technology, Engineering, Arts and Mathematics), and the analysis of data to inform teaching and learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	753,645
Revenue	7,654,071
Appropriation	7,417,550
Sale of Goods and Services	45,558
Grants and Contributions	159,790
Gain and Loss	0
Other Revenue	26,088
Investment Income	5,085
Expenses	-7,575,013
Recurrent Expenses	-7,575,013
Employee Related	-6,910,922
Operating Expenses	-664,092
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	79,057
Balance Carried Forward	832,702

The school has a finance committee comprising of the principal, two deputy principals, the school administrative manager, the business manager and a representation of head teachers and classroom teachers.

The committee has the responsibility for developing and reviewing the school's budget. Each year's annual

budget focuses on what is most important to achieve the school's strategic directions. The committee also gathers and analyses financial historical data in order to reach its objectives and targets. The annual financial planning is linked and aligned to whole school expenditure decisions.

At the beginning of the year budgets are approved for each faculty and the school's operational funds are budgeted to include utilities, maintenance and sick leave. The school also saves funds for capital projects.

The finance committee meets once a month to discuss the school's finances and minutes are taken. At every meeting the previous finance meeting minutes are read and the resolutions are discussed. The finance committee also makes decisions about proposals from various faculties who require extra funding for unforeseen circumstances.

The school's financial position is reported at every meeting using the School's Overview Report, to identify the specific areas of income and expenditure. Underspensing/overspensing is discussed to make changes and prioritise the school's finances, to maximise the school goals.

In 2018 the school installed security gates to the value of \$22376.00. A lane was also constructed to improve access to the school for \$70000.00. The school has also saved \$20000.00 to contribute to the State Government's Cooler Schools Program to be implemented in 2019.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	5,704,956
Base Per Capita	105,580
Base Location	0
Other Base	5,599,377
Equity Total	1,333,552
Equity Aboriginal	0
Equity Socio economic	854,869
Equity Language	218,586
Equity Disability	260,097
Targeted Total	1,989
Other Total	160,595
Grand Total	7,201,092

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

A key initiative to support student development in NAPLAN results was a systematic approach to improve reading comprehension skills as well as writing skills through the application across KLAs of the Field/Tenor/Mode framework. Year 9 NAPLAN results exceeded expected growth with 35.8% in the top three bands for Reading, 43.9% in the top three bands for Spelling and 37.9% in the top three bands for Grammar and Punctuation. Spelling results exceeded the percentage in Band 10 for like schools. Similarly Year 7 NAPLAN results showed trends that exceeded the performance of like schools. Year 7 NAPLAN reading saw 14.5% of students achieving the top three bands, whilst a like school comparison saw only 9.1%. Similarly in spelling, 27.6% of BGHS students achieved in the top three bands, in comparison to 21.8% in like schools. BGHS also noted fewer students achieving in the bottom three bands, with only 9.1% in comparison to like schools of 12.8%. SCOUT data analysis, tracking students from Year 7 to Year 9 shows the success of a contextualised approach to teaching grammar in literacy. Mapping growth rates from Year 7 to 9, indicated writing growth of +16%, Reading growth of +23%, however Spelling was at -2%. In 2018 a whole school writing intervention, with a particular focus on information texts saw an improvement in the top two bands of NAPLAN writing Year 9. An increase of 6% in Bands 9 and 10 was measured from 2017 to 2018. Similarly an integrated approach to textual deconstruction saw an increase for Year 7 in the top two bands of 4% in reading and 3% in Grammar and Punctuation 2017 to 2018.

NAPLAN Numeracy results for 2018 indicate that only a small percentage of Yr 7 students were able to achieve in the top two bands. 5.1% of students achieved a Band 8 or Band 9, compared to 27.4% of DoE students and 14.4% of like schools.

In Yr 9, 18.2% of students achieved a Band 9 or 10, this is a steady increase from 2016(2.4%) and 2017. These results, although a significant improvement, are still well below DoE students which sits at 26.2% of students achieving at these higher bands. A contextualised approach to teaching the working mathematical elements of the Mathematics Stage 5 syllabus indicated improved results in Yr 9 from 2017 with an increase of 4.5% in Band 9 and 8% in Band 10.

A close analysis of the results indicated that there is a continued need to concentrate on the areas of Data, Measurement, Space & Geometry and Patterns & Algebra. This has informed our 2019 school targets and as a result improvement in numeracy will continue to be a major focus. The Stage 4 and 5 numeracy programs will focus on the application of problem solving strategies and making links to the real world through the working mathematical outcomes of the Stage 5 syllabus. Further to this the Numeracy Team will focus on mathematical literacy and supporting staff in embedding numeracy strategies into all KLA programs using the Numeracy Skills Framework as a basis.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018 BGHS did not have a large enough Aboriginal student cohort to report on State priorities: Improving Aboriginal education outcomes

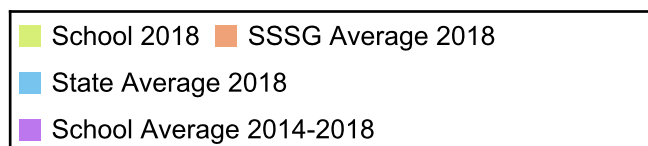
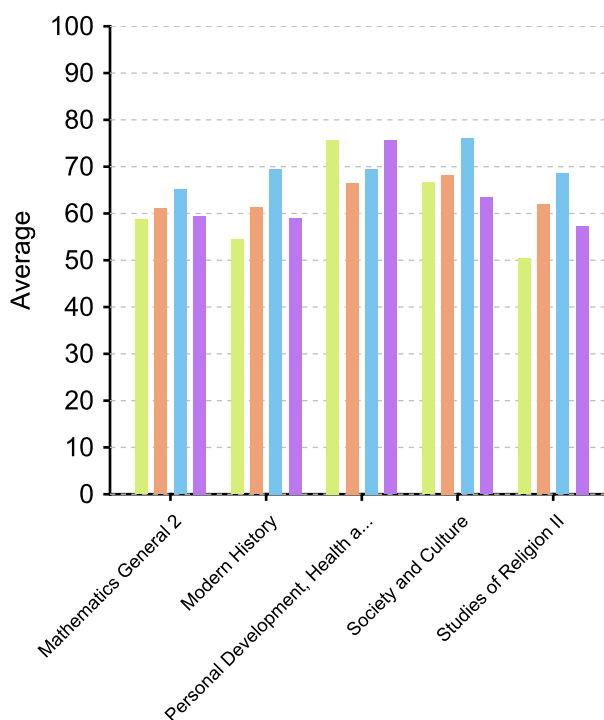
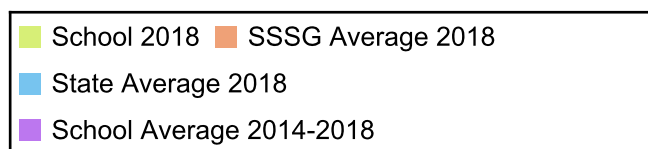
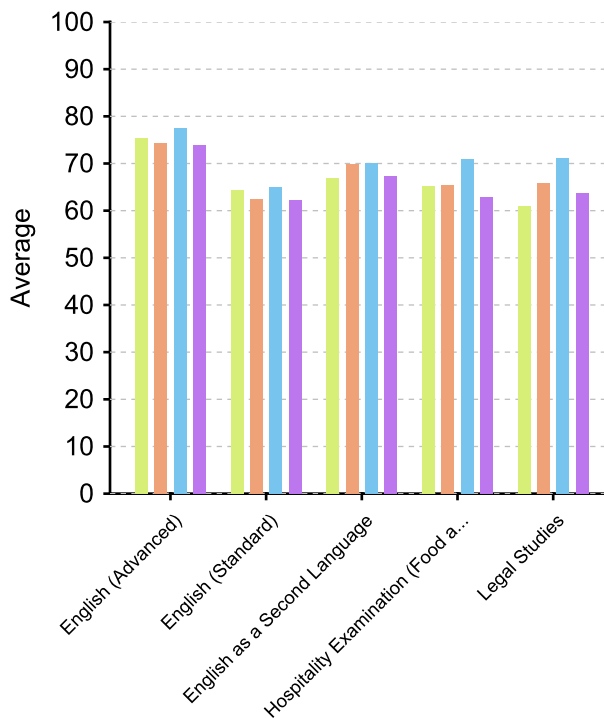
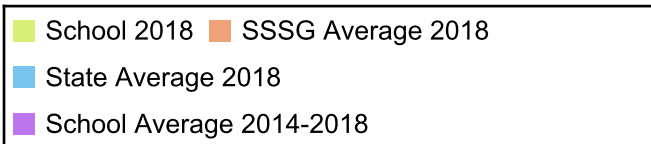
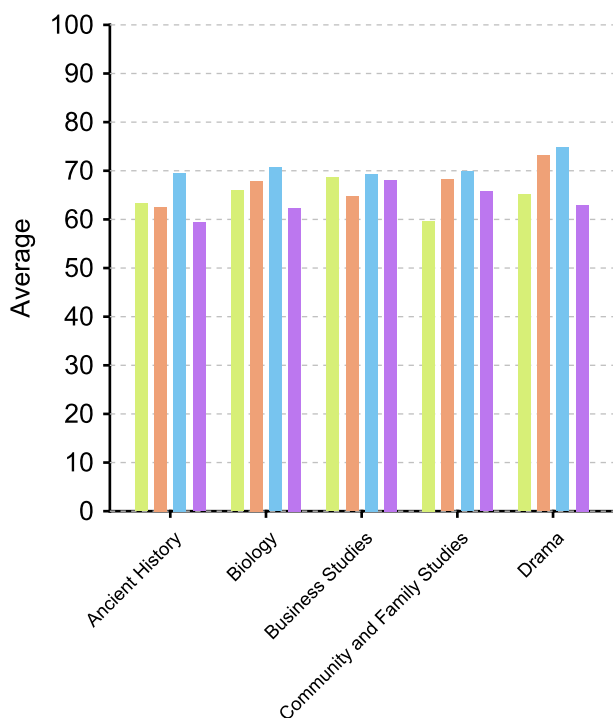
Higher School Certificate (HSC)

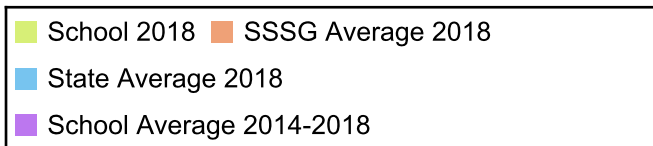
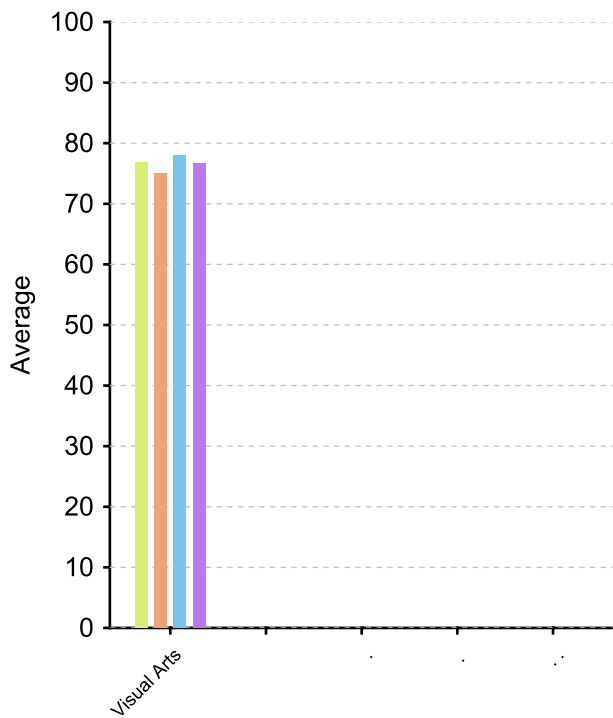
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2018, 95 students were entered for the HSC. The school continued to offer a wide variety of Board Approved courses including three Vocational Education and Training (VET) Frameworks as well as a Life Skills HSC pathway.

In 2018 HSC results indicated that the cohort performed above or close to state average in the following subjects: PD/H/PE, Business Studies, English Advanced, English Standard and Visual Arts.

Band 6 was awarded in Arabic Continuers.





Parent/caregiver, student, teacher satisfaction

In 2018, the school continued to seek the opinions of parents, staff and students through surveys, meetings and discussions to gauge the satisfaction of stakeholders at BGHS. Questions were raised regarding a diverse range of areas and issues concerning the school. In summary, through parent meetings and surveys held on parent/teacher night, parents were asked whether they were satisfied with their daughters' academic progress; with the direction the school was taking in terms of future focused learning and with the overall ethos of the school which endeavours to deliver an inclusive education for all students to access. Overwhelmingly parents replied that they were satisfied with the school and its continuous quest to provide broad opportunities for their daughters whether they be social or academic.

Similarly staff were surveyed through the TTFM. In this survey staff were asked to respond to questions exploring the eight drivers of student learning. In their responses staff indicated on a 10 point scale that leadership at the school was strong and that school leaders helped to create a safe and orderly environment where learning could flourish. A sense of collaboration among the staff was high as was the feeling that there was a strong learning culture in the school. Staff believed that they consistently used data to inform practice, that inclusivity was a priority, ensuring that all students were given opportunities to access the curriculum regardless of academic ability. Staff overall articulated a strong satisfaction with the school and its priorities.

TTFM survey asked students to respond to a variety of questions about the school and their learning. Students expressed that they were interested and motivated to learn while at school. They also said that they used their time effectively, were set challenging goals and that they tried hard to achieve these goals. The girls articulated that they found school relevant and worthwhile.

Policy requirements

Aboriginal education

In 2018 at BGHS our students continued to be exposed to opportunities that enabled them to learn about Aboriginal and Torres Strait Islander cultures and knowledge.

This has been achieved through attendance and participation in numerous events and by embedding targeted teaching strategies across all curriculum areas. Our aim is to enable all students to engage in reconciliation, respect and recognition of the world's oldest continuous living culture.

In recognising NAIDOC week through reminding students of the rich indigenous history in the Bankstown region, our students gained a deeper and more sophisticated understanding of the ways in which

Aboriginal Australians have contributed, and continue to contribute, to our knowledge and understanding of Australia, from an historical, social and cultural perspective.

Across the curriculum our teachers have incorporated a focus on Aboriginal and Torres Strait Islander Histories and Cultures, as required under the Australian Curriculum cross curriculum priorities. Our English faculty incorporates numerous texts that focus on indigenous stories and issues. Historical texts such as Rabbit Proof Fence, The Rabbits and The Seven Stages of Grieving are studied, along with strong indigenous voices and oral histories studied through Oodgeroo Noonuccal and Ali Cobby Eckerman. In the Mathematics faculty, students have utilised a number of numeracy techniques that focus on aspects of Aboriginal culture, which have assisted in their understanding of symmetry, their ability to analyse data and statistics

In Science, the faculty has continued to explore the deep and continuous interaction Aboriginal and Torres Strait Islander people have had within the Australian continent over tens of thousands of years. This has manifested itself through learning about Aboriginal astronomy, looking at the ways in which Aboriginal peoples have managed fires and used them to assist in sustainable and productive management of agriculture. Additionally, the Year 7 unit of classification incorporated a study of various native species and the different characteristics used by Aboriginal people to classify them appropriately.

In TAS and CAPA there were numerous elements of Aboriginal culture used to assist students in understanding and appreciating aspects of indigenous cultural approaches to art and design. Year 7 students undertook a unit of work on jewellery design through the comparison of Aboriginal jewellery with another culture. Food technology students in Year 9 used native, bush tucker, ingredients in their recipes. Year 9 and 10 students utilised their understanding of indigenous culture in the development of their own projects.

Aboriginal education is embedded throughout HSIE teaching and learning programs. In stages 4 and 5 History and Geography, students explore the diverse cultures of Aboriginal and Torres Strait Islanders, their long and continuous connections with country and their economic, cultural, spiritual and aesthetic value of place; including the idea of custodial responsibility, and their experiences before, during and after European colonisation. In particular, students investigate the status and rights of Aboriginal and Torres Strait Islander peoples, past and present, including civic movements for change, the contribution of indigenous people to society and contemporary issues. Students across all stages use primary and secondary sources, including oral histories, to see events through multiple perspectives and to empathise and ethically consider the investigation, preservation and conservation of sites and customs significant to Aboriginal and Torres Strait Islander peoples.

Multicultural and anti-racism education

With 97% of students from a language background other than English and with a representation of over 40 languages and cultures, multicultural education remains a strong focus at BGHS. The staff appreciate and understand the relevance of teaching an inclusive curriculum whereby all students feel valued and accepted regardless of cultural background. Cultural diversity enriches the learning experience for students and similarly the promotion of the values of tolerance, inclusion, respect and understanding enrich the social cohesion of the school. In 2018, our diverse students successfully engaged in a number of varied teaching and learning programs which focused on not only enhancing their literacy and numeracy skills but also their understanding of multicultural education and what it means to be part of a multicultural society.

BGHS publicly acknowledges its strong multicultural ethos by celebrating Harmony Day. In 2018 part of Harmony Day celebrations included a robust year 10 debate, strong but sensitive "slam poetry" and musical items from the music students. The Australian Red Cross were recipients of the school's fundraising activities through the sale of 'orange iced cupcakes' on the day.

An important event on our "Multicultural education" calendar in 2018 was hosting a Japanese student visit from Chikushi Jogakuen High school. In 2018, approximately 50 students from Japan visited the school for one day as part of an Australian study tour. The girls were given the opportunity to visit classes, participate in a variety of lessons and demonstrate some of their musical skills to our students and staff. The day proved to be a great learning experience for all those involved.

As the final highlight for 2018, Turkan Aksoy was the keynote speaker at Presentation day. Turkan holds a Bachelor of Health Science from WSU and is a Cultural and Inclusion officer who has worked within the community sector for over 20 years. The theme of embracing your heritage and striving to achieve your best resonated with many of the students at BGHS.

The school continues to have an Anti-Racism contact Officer to support both staff and students. In 2018 there were no reports made to the officer.

Other school programs

Creative and Performing Arts

The strength of the arts at Bankstown Girls' High is demonstrated by the range of opportunities for student performances and artistic endeavours, within and beyond the school. A range of opportunities which target talented individuals in a diverse range of disciplines was offered throughout the year. Students were encouraged to participate and showcase musical and creative talents at assemblies and in exhibitions.

This year the students had the amazing opportunity to extend their learning and partake in extra-curricular projects. A major highlight for the Creative and Performing Arts for 2018 was our haunted themed CAPA Extravaganza, which showcased the skills and talents of students from across all year levels and focused on the following KLAS; Music, Visual Arts, Photo Digital Media and Dance at Bankstown Girls High School.

The CAPA Extravaganza was a highly successful event that highlighted the talent, dedication, passion and commitment of all the students involved. The students embraced the haunted theme by transforming the hall into a spooky and eerie space, including a very creative photo booth, art exhibition, short films, performances and themed foods and beverages. All students and staff actively participated in wearing highly imaginative costumes. It truly was a celebration of all things spooky and creative.

Visual Arts and Music students at Bankstown Gils' High experienced a year of learning and achievement. Throughout 2018 students were provided with a range of opportunities to perform and gain valuable knowledge from intensive workshops and innovative excursions.

Elective Music students were also exposed to many live music performances and had opportunities to attend workshops throughout the year. Some included HSC study days, Talent Advancement Workshops and Vocal workshops. Music students were also involved in excursions to the Australian Institute of Music where they were able to view professional performances, and learn about the Film music and Recording industry. This was a fantastic day, as students were able to experience hands on approach to the recording studio. Elective Visual Arts and Photo Digital Media students attended excursions, viewing the following exhibitions; Art Express at the Art Gallery of NSW and Sculpture by the Sea at Bondi Beach.

Visual Arts

This Year the following Year 10 Visual Arts students Jenny Dang, Sang Nguyen, Sawab Mlaih and Ward Moukaddem had the opportunity to be involved in an Art workshop at the Art Gallery of NSW, which was supported by the partnership between the Arab bank Australia and the Art Gallery society of NSW. This partnership focuses on encouraging the Arts in 2017, which involved four local schools participating in two practical workshops inspired by the *Masters of Modern Art from the Hermitage*.

Year 11 Visual Arts students participated in an Educational Program 'Unpacking the Syllabus' at the Museum and the Contemporary Arts. This was an exciting and challenging day of learning, where students spent the day analysing and responding to works in the Gallery.

Music

Music students at Bankstown Girls' High School

experienced a wonderfully creative year. Some of the performance opportunities and events throughout the year included; TAP (Talent Advancement Program), Weekly Assemblies, Merit Assemblies, Achievers Assembly, Yr. 12 Graduation, Presentation Day, Harmony Day, Environmental Day, Year 6 Orientation Day, Parent and Community Meetings and Education Day. This year students also had the opportunity to be involved in extra-curricular activities such as choir and ukulele ensemble.

As well as internal school performance opportunities, Music students ventured into the wider community and performed at Bankstown Sports Club to support Legacy Day. This enabled students to interact and support the local elderly community. Elective Music students were also invited to perform at Bankstown Public School to help celebrate their PBL Day. This was a great performance experience, which allowed students to make connections with other school communities and to interact with primary students. The Year 12 Music students were invited to perform for this year's prestigious United Hospital Auxiliaries of NSW Conference. It was an honour to be part of this meeting of members.

The Bankstown Girls' High School Choir was also fortunate to be involved in this year's Schools Spectacular Showcase 'THE GREATEST'. The choir auditioned with the song 'Royals' by Lord and successfully made it in to the annual performance, which is televised on channel seven and highlights the many talented students from public schools from around the state. The students involved worked extremely hard and showed outstanding commitment and determination, learning over twenty songs and spending many hours in rehearsals and numerous early morning and late evenings.

Year 12 Music

The year 12 CAPA Night featured the hard work of all Music students who had the chance to perform their major works. The evening was very successful and all students were able to express and share their talents with family, friends and the community in a very professional and mature manner. The Music students were very supportive of each other and provided the audience with a very entertaining and eclectic program for the evening.

Congratulations to Serene Sabine (Year 12), who successfully graduated from this year's Talent Advancement Program (TAP). TAP is a Music program which is run by the Bankstown City Council and requires several auditions to be accepted. Serene was exposed to numerous performance opportunities whilst involved in the program and worked with industry professionals throughout the year, which saw her performing at many amazing venues around Sydney.

Wellbeing Program

Bankstown Girl's High School has a professional and passionate wellbeing team, who innovatively facilitate and deliver whole school wellbeing initiatives and

programs designed to support the wellbeing needs of our students.

2018 saw the successful implementation of wellbeing programs and initiatives designed to foster wellbeing and leadership amongst all students as well as facilitate targeted intervention where required. The wellbeing team has cemented a clear understanding amongst all staff in relation to the school's collective capacity to enhance wellbeing through the systematic communication of student data relating to wellbeing in our educational context. This line of communication is supported and maintained by key wellbeing staff with identified responsibilities in the maintenance of a safe and successful school learning environment. The wellbeing modules have facilitated the explicit teaching of pro-social values, which are modelled and promoted across the school, ensuring that interpersonal relationships in the school are positive and respectful as evidenced by the Centre for Education and Statistics 'Tell Them From Me Survey'.

The second year of implementation of the wellbeing scope and sequence has continued to facilitate the integration of external agencies and professionals in the delivery of the wellbeing curriculum which explicitly addresses personal safety and protective behaviours appropriate to each developmental stage, whilst highlighting the applicability of this social and emotional learning curriculum to all academic and social areas of the Bankstown Girls' High School learning community. This focus on engagement and skill development is evidenced in the ongoing University partnerships which have been developed to support our holistic approach to wellbeing as well as to acknowledge and support the differentiated needs of individual students and groups. The wellbeing program has also facilitated a range of opportunities to promote student ownership and decision making through student leadership opportunities provided by ABCN Australian Business and Community network, Bankstown Sports Club, Canterbury and Bankstown council and public education foundation as well as peer mentoring and the delivery of peer facilitated wellbeing workshops. The wellbeing program at BGHS has also facilitated opportunities for parent and carer education pertaining to wellbeing and has worked closely with community organisations to foster a consistent message of student safety and wellbeing to maximise effectiveness and extend knowledge and support to both students and families. The 2018 wellbeing program saw the continuation of its stringent approach to attendance and attendance improvement, this preventative action has resulted in a significant reduction in students with an attendance percentage below expected requirements and targeted students are provided with necessary HSLO intervention and individual attendance improvement plans. In 2019 the wellbeing team looks forward to the continuation of its wellbeing initiatives such as PATHE mentoring program, ASPIRE, Links to Learning, Creating Links, Girl's Space, ABCN and Chilled workshops as well as forging new academic and professional connections in the continual promotion of the Bankstown Girls' High School holistic approach to wellbeing in accordance to the wellbeing framework and against a background of student Cognitive,

Emotional, Social, Physical and Spiritual development.

Sport

Success in and around the sporting arena has continued to develop and strengthen at BGHS. a significant number of students represented the school at Zone, Regional, CHS and NSW All Schools levels in:

Athletics, Cross Country, Swimming, Touch Football, Oz Tag, Soccer, Basketball, Volleyball and Cricket. Our sporting teams successfully progressed through to the third and fourth rounds of the Sydney south West Knockout Competition.

The Junior Oztag/Touch team achieved great heights this year competing against over 16 teams across the state in the Bulldogs League Tag Championships. The team displayed exceptional skills and teamwork to be crowned Champions and went through the tournament undefeated.

BGHS also hosted the 2018 annual Edmondson Cup competition, where teams within the zone compete for the trophy across 2 sports. For the first time in the competition, one school has won the competition in both sports. BGHS Volleyball and Touch Football teams displayed fantastic spirit, team work and resilience to claim the Edmondson Cup in both sports, which was a first in the 4 year history of this competition.

Individual sporting success included:

- Sandishia walker– Selected to represent Edmondson Zone in Touch football and Soccer, also finishing 1st in the Sydney South west Region and 2nd in the NSW Combined High Schools(CHS) Competition for the 100 m event in Athletics.
- Jocelyn Roi–Cho – Placing 2nd in the under 14s 100m freestyle, backstroke and breaststroke and backstroke final for the Sydney South West Regional Swimming Carnival.
- Over 25 students progressed through to the Sydney South West Athletics Carnival.
- Over 10 students progressed through to the Sydney South West Cross Country Carnival.

The NSW Premier's Sporting Challenge is an initiative that aims at getting more students more active more often. 2018 marked the 10 year anniversary of BGHS involvement in the Premier's Sporting Challenge with over 300 students participating and the school achieving Diamond, Gold, Silver and Bronze awards. Our students were engaged and motivated to lead healthy active lifestyles.

In addition to supporting our students in the area of keeping active and promotion of life long activity, our Year 10 and 11 students were involved in a House Sport competition that ran over 2 terms. This program developed leadership, sportswomanship and allowed the students to be physically active in a competitive environment.

Recreational sport continued in 2018 with Years 9 and

10 participating in Bootcamp, Bowling, Laser skirmish and Ice Skating. As a result of the structure of the sports program, participation has improved with attendance for all sporting programs having increased.

It was a successful year for PASS electives and senior SLR in 2018, having taken on a number of Leadership in Sports programs. Coaching and refereeing of Year 7 and 8 for our annual Field Days with the focus on skills development. These students were invaluable in their assistance with Year 7 and 8 Swim School program.

Year 9 PASS classes managed and ran the 2018 BGHS Athletics Carnival while Year 10 PASS were responsible for running the Swimming carnival. the Leadership in Sports Program allowed keen students to develop skills in sports administration and communication hence fostering a positive self esteem and sense of identity.

The positive culture of sport at BGHS has continued to excel and students have displayed a keen interest in sporting activities, where they are able to learn lifelong valuable skills that will help them integrate positively into the wider community.