

Bankstown Girls High School

2019 Annual Report



8254

Introduction

The Annual Report for 2019 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.

School contact details

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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

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

Our self–assessment and the external validation process will assist the school to refine our 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/school-excellence>

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

Improvement Measures

- Internal literacy and numeracy results demonstrate a growth rate of at least 10% above the cohort average between pre and post data, across all KLAs.
- HSC cohorts demonstrate an increased percentage of students moving from lower to middle bands.
- 40% of students engaged in Future Focused Initiatives and learning activities and attain results in the demonstrated level.
- Students engage at or above the NSW Government norms in Tell Them From Me survey in "Sense of Belonging"
- Increased percentage of students in the top 2 bands of Literacy and Numeracy as per Premiers targets in Reading and Numeracy.

Progress towards achieving improvement measures

Process 1: Literacy – Numeracy Strategy

Employ a Literacy/Numeracy Coordinator (2.0) to lead Literacy and Numeracy initiatives across the school, inclusive of

- Team teaching
- Consultation
- Programming– embedding strategies across all KLAs
- Professional Learning

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff evaluations and feedback• Student evaluations• Internal and external data analysis	

Process 2:

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Complete numeracy programming for 2020	<ul style="list-style-type: none">• STCR for programming= 2 days Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1008.00)

Process 3: Future Focused Learning

Under the guidance of the head teacher of Teaching and Learning, Future Focused —*initiatives are facilitated 7–10 and embedded in whole school practice, inclusive of

- Stage 4 Foundation for Learning
- Inquiry /Learning
- STEM/STeAM

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Embedded strategies cross KLA T&L program demonstrating KLA future focused strategy ownership.	

Process 4: Student Wellbeing

Under the guidance of HT Wellbeing a systematic approach is embedded through the wellbeing scope and sequence, this is inclusive of

- Empower Me program yr 8–12
- The Best me program yr 7
- Antibullying Programs
- Student Voice
- Targeted intervention programs

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Surveys• T&L programs• Evaluations	<ul style="list-style-type: none">• STCR x 2 days Funding Sources: <ul style="list-style-type: none">• Flexible wellbeing (\$1060.00)

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

Improvement Measures

- All staff engage in targeted PL through PLCs and other PL activities to improve practice.
- Evidence or high quality assessment that embeds Future Focused Learning outcomes.

Progress towards achieving improvement measures

Process 1: Profession Learning Community

Targeted pedagogical Professional Learning through the development of PLCs with staff understanding action research that is targeted toward the strategic directions.

Evaluation	Funds Expended (Resources)
All ECT's are successful in producing there accreditation documentation and are approved by the TAA. Plan for 2020 PLC structure finalised and published to staff. Wellbeing – Evaluation of Empower Me program. Evaluation of SRC programs.	

Process 2: Future Focussed Assessment and reporting

The development of authentic, consistent, collaborative assessment and reporting practices that embed Future Focused Learning outcomes.

Evaluation	Funds Expended (Resources)
Report showing a reduction in the number of students who are using plagiarism in their work. Surveys form staff and students to show the value of using the Turnitin program.	

Process 3: Professional Development of Non-Teaching Staff

Building the capacity of non-teaching staff through job sharing and the establishment of a Professional Learning Community to provide efficient support of teachers in their jobs to improve student learning outcomes

Evaluation	Funds Expended (Resources)
Completed PDP documentation is singed off and filed in the relevant staff file.	

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: School Community Engagement, Partnerships and Networks

- Strengthen educational connections with primary school by providing Orientation day, high school for a day, STEAM and transition initiatives.
- Through the provision of CLO we aim to expand our community partnerships– University, TAFE, charity organization, business partnerships and parent and carer to enhance student voice and strengthen global community citizenship.

Evaluation	Funds Expended (Resources)
Successful grant applications Parent participation rates Quality of the publication of the Buzz newsletter across 4 terms to showcase and highlight the achievements of the school across all areas of the curriculum and extra curricular activities. Analysis reports on effectiveness to use social media applications to communicate the schools success in keeping the school community informed through a variety of formats. positive feedback indicates that our communications is clear and highlights school events and successes.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$100.00)• (\$0.00)

Process 2: Communication Strategy

The school community is active in the promotion of communicating success through

- Website upgrade and promotion
- School Facebook
- Skoolbag app
- School Intranet
- School feedback systems
- SPaRo

Evaluation	Funds Expended (Resources)
Staff have engaged in training for the new school website service and article are published which update the site and provide parents and the wider community with an account of developments at the school. School Facebook page is published and updated on a regular basis. An increasing number of communication articles that showcase the programs and student achievement across the school	Skoolbag Application PL For Facebook Page Development PL for School Website Development Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$700.00)

Process 3:

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The following strategies will be used to collect ongoing data for progressive and summative evaluation: <ul style="list-style-type: none">• Meeting minutes• TTFM• Program evaluations• Participation data	Program co-coordinators Extra SASS staff Executive Team

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$780.00) 	<p>Feedback provided at the Network meetings have been used to add to the EALD whole school strategy. Progress made on the EAL/D School Evaluation Framework is evident.</p> <p>EAL/D adjustments made to mainstream teaching and learning programs. EAL/D pedagogy is embedded into classroom practice. Students</p> <p>Review of 2019 EAL/D processes and support. Highlight achievements and 2020 projections. Use the EAL/D School Evaluation Framework.</p>
Low level adjustment for disability		Development of classes based on data.
Socio-economic background	HT Teaching & Learning Literacy Coordinator Numeracy Coordinator Senior Studies Coordinator School Organisation Officer Technology Support Officer Transition Officer Community Engagement Officer	<p>Equity resourcing has provided students with access to additional support in Literacy and Numeracy through the work of coordinators that work across the school to develop staff and implement initiatives that improve student learning outcomes.</p> <p>Students will engage in activities that develop their abilities in the areas of Inquiry Based Learning and STEM to increase their abilities to work effectively in a rapidly changing world.</p> <p>Senior students are supported in their development of outcomes through the work of a Senior Studies Coordinator who will target study skills, skills development and HSC exam preparation.</p>
Support for beginning teachers	Teacher Mentor Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$20 000.00) 	All accreditation applications meet the standards set for accreditation at proficient level and submission to NESAs.
Targeted student support for refugees and new arrivals	Refugee coordinator	<p>Collation of data from parents/carers to identify needs of refugee students.</p> <p>The number of students participating will indicate the level of confidence refugee students have to voice their needs to others – pre/post survey regarding belonging.</p> <p>Feedback from students, staff and parents/carers will determine the future success of the committee and similar events</p>
Flexible Wellbeing	Transition Officer Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$15 616.00) 	Analysis of data collected to show the effectiveness of the Transition program.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	551	546	547	553

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.7	92	87.4	85.9
8	88.8	91.6	85.3	82.1
9	86.8	91.2	87.3	84.1
10	83.2	81.7	84.3	82.4
11	88.2	84.7	82.5	82.4
12	85.6	86.8	87.6	85.3
All Years	87.4	87.8	85.7	83.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	4.8
Employment	0	0	13.2
TAFE entry	0	0	9.6
University Entry	0	0	48
Other	12.2	2	0
Unknown	0	4	10.8

Year 12 students undertaking vocational or trade training

43.18% of Year 12 students at Bankstown Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 83 students who completed the HSC, 51% gained university places, with offerings from 10 universities. This included one private university as well as Open University. All students have taken up these offers except for three students, two of whom deferred their course and one chose to study at TAFE. Two students have enrolled into an alternative university pathway program by WSU such as Foundation Studies or Diploma courses. The highest ATAR was 96.65 and the recipient has enrolled into a Bachelor of Science (Medical Science) at USYD. This student was invited to the Dalyell scholars stream which rewards high achieving students. As such, she will be challenged academically, have opportunities to cultivate professional expertise and leadership. Four other high performing students also gained ATARs above 90. These scores were 96.3, 94.05, 93.7, 91.85. They have all successfully enrolled in university courses including Bachelor Degrees in Arts/Business, Bachelor of Commerce with Media (PR and Advertising), Bachelor of Advanced Science, and Bachelor of Mechatronic Engineering/ Bachelor of Science at USYD. Three students were successful in securing offers through the E12 scheme at USYD. several other students were also successful in being offered an Early Entry offer into their chosen courses via the school recommendation scheme. similarly, two students were accepted into UOW through their True Reward Program.

Eight students are studying full time at TAFE. Two students are undertaking traineeships Some courses being studied include Business Administration, Hair and Beauty Therapy, Enrolled Nursing, Community services, Early childhood Education, Child Care and Retail.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	7
Classroom Teacher(s)	31.6
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	8.08
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	832,702
Revenue	8,013,499
Appropriation	7,738,655
Sale of Goods and Services	39,193
Grants and contributions	177,685
Investment income	3,470
Other revenue	54,496
Expenses	-7,893,004
Employee related	-7,212,646
Operating expenses	-680,358
Surplus / deficit for the year	120,495

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.

	2019 Approved SBA (\$)
Targeted Total	3,390
Equity Total	1,478,380
Equity - Aboriginal	661
Equity - Socio-economic	924,016
Equity - Language	281,885
Equity - Disability	271,818
Base Total	5,740,850
Base - Per Capita	128,394
Base - Location	0
Base - Other	5,612,456
Other Total	367,304
Grand Total	7,589,925

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

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

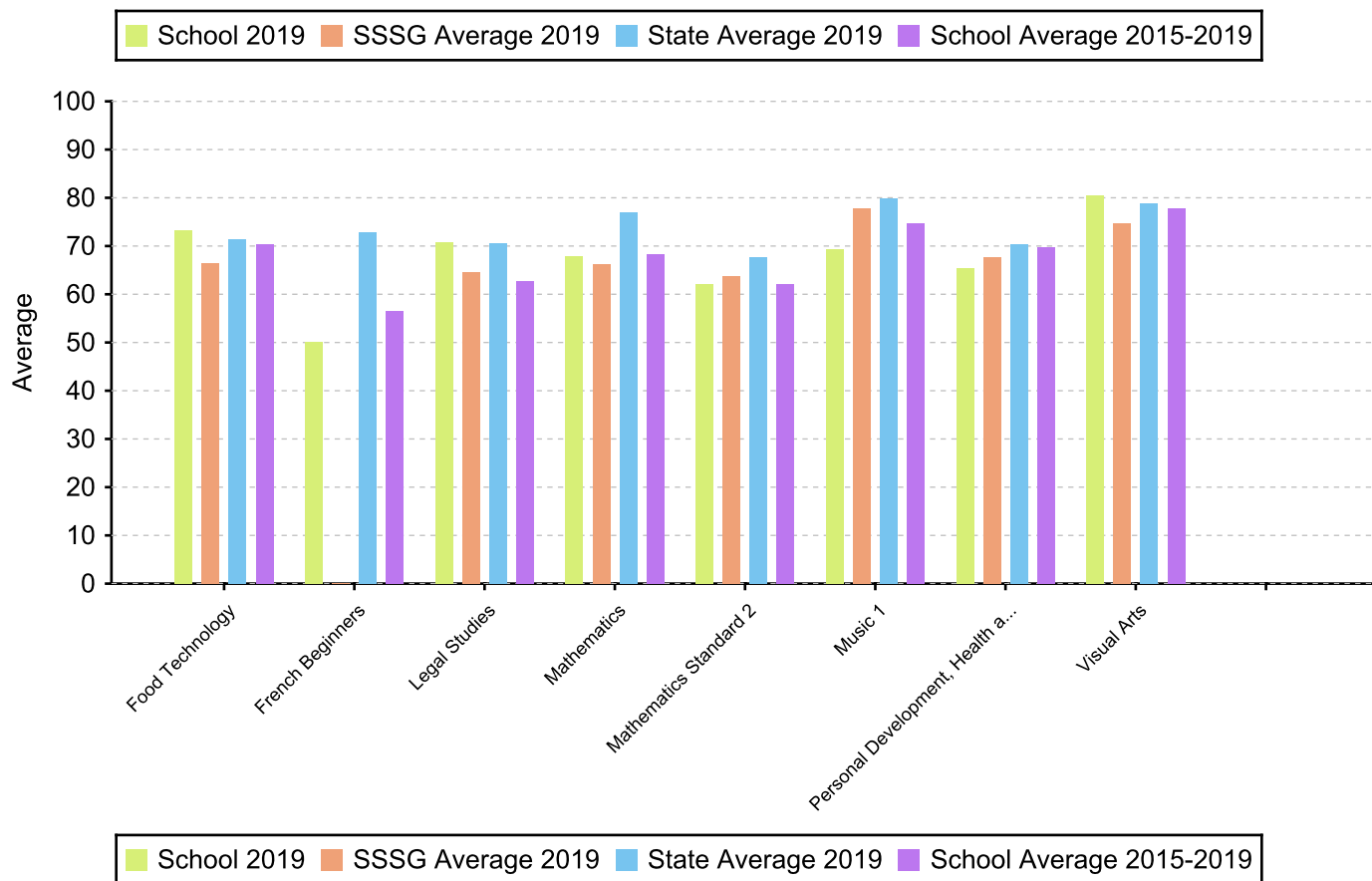
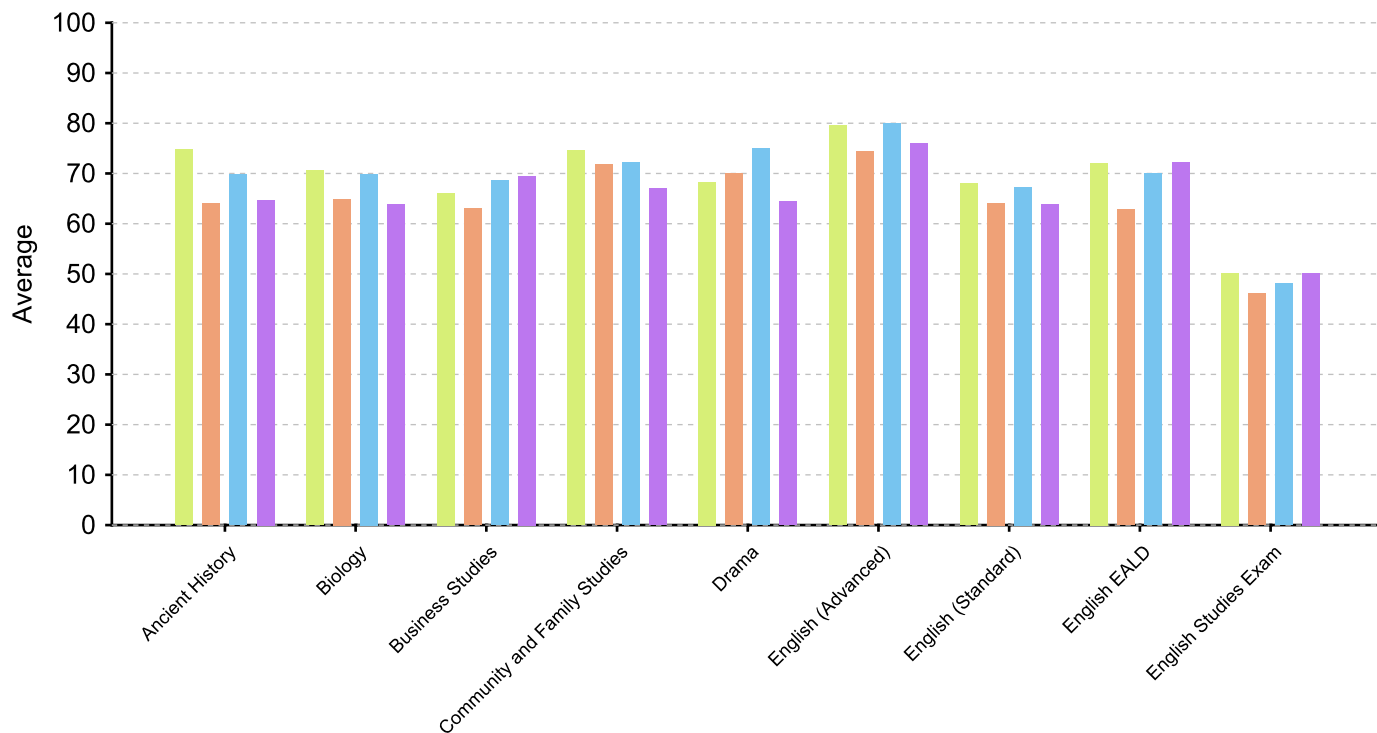
NAPLAN Online

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

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	74.7	64.0	69.9	64.7
Biology	70.6	64.9	69.9	63.8
Business Studies	66.1	63.1	68.6	69.5
Community and Family Studies	74.5	71.8	72.2	67.0
Drama	68.3	70.0	75.0	64.4
English (Advanced)	79.5	74.3	80.0	76.0
English (Standard)	68.0	64.1	67.3	63.8
English EALD	72.1	62.9	70.0	72.1
English Studies Exam	50.2	46.1	48.1	50.2
Food Technology	73.2	66.4	71.4	70.4
French Beginners	50.2	0.0	72.9	56.5
Legal Studies	70.8	64.6	70.6	62.8
Mathematics	67.8	66.2	76.9	68.3
Mathematics Standard 2	62.1	63.7	67.7	62.1
Music 1	69.4	77.9	79.9	74.6
Personal Development, Health and Physical Education	65.5	67.8	70.5	69.7
Visual Arts	80.5	74.6	78.8	77.8

Parent/caregiver, student, teacher satisfaction

In 2019, Bankstown Girls High School sought the opinions of parents, staff and students to gauge their satisfaction with the directions and decisions the school was making in order to improve student outcomes. Parents were asked to answer surveys, questionnaires and engage in discussions based on their views of the school and their daughters' learning. Overwhelmingly, most parents responded that they were very satisfied with BGHS, in particular, with the teaching and learning programs, discipline and parent/teacher communication. Parents responded that they would like more homework for their daughters and for the school to maintain strong student well being programs. Some parents also suggested that they would like to see more sport as part of the curriculum. Moving forward, parents want the school to continue to offer strong student support so that their daughters maximize their opportunities and potential for achieving success post school.

Again in 2019, staff satisfaction was surveyed through the Tell Them From Me Survey using the eight drivers of student learning. In their responses staff indicated on a 10 point scale that leadership continued to be strong and that school leaders helped staff to create new learning opportunities for students as well as establish challenging and visible learning goals for them. Staff also expressed a strong sense of collaboration with their colleagues whereby they developed cross curricular or common learning opportunities for the students. Staff believe that there is a strong learning culture reflected in the high expectations set for the students.

TTFM survey asked students to respond to a variety of questions about school and their learning. Students felt that the school created a positive learning climate where there were high expectations for success. Students had goals of completing high school and planning to go to university and felt that the school was in a strong position to offer them the opportunities for success.

In summary, the primary stakeholders of the school community consistently demonstrated a strong sense of satisfaction with the school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.