Messages

Principal’s message

What a significant year it has been – once again outstanding results in the Higher School Certificate and positive growth as indicated by the School Certificate and NAPLAN results for Year 9. Finally our new website was launched.

Our band program has continued to grow stronger under the leadership of the new director and all bands and ensembles were delighted to use our new band room for practice for numerous community events. Our dance company and dance ensembles were involved in the Expanding Horizons Concert at the Opera House, Schools Spectacular and the Regional Dance Festival.

We welcomed eighty-four students from Nanjing High School, our sister school in China, for a visit to our school as well as students from Japan and teacher groups from Macau, Korea and China.

Burwood GHS continues to be recognised as a leading comprehensive school for girls. Our teachers continue their focus on quality teaching and learning and during 2011 great progress was made in incorporating technology as an integral part of the curriculum. The use of Moodle as a platform for learning as well as initiatives using laptops were led by a team of executive teachers.

Teachers and administrative staff have been instrumental in ensuring technology systems support student learning as well as improved administration. This was the first year for booking parent interviews online.

Our students continued to support a number of charities, raising $18,874 including our ‘Hands Across the Ocean’ initiative which raised $11,974. I participated in two overseas visits (Korea and Vietnam) to promote the NSW education system to the international student market.

The only disappointment in 2011 was the lack of cooperation from Burwood Council to remove their access road so that the school can further develop its playing fields. We hope to have some resolution in 2012.

We certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mia Kumar
School Council message

Burwood Girls High School encourages staff, students, parents and community members to participate in the school’s decision-making process. Our School Council ensures that all these groups are represented on the council and have an input into the school’s priorities.

The School Council met four times and were very active in the ongoing discussions with Burwood Council over the use of school land for access to Wangal Park. Council Members were involved in:

- representation on interview panels for the selection of staff;
- identifying education needs and determining school priorities;
- supporting school evaluation and preparing surveys to contribute to the development of school planning;
- assessing the school’s financial needs, and identifying facilities improvements.

Tim Cunningham, Chairperson

Parents and Citizens (P&C) message

The P&C Association continued to meet on the third Wednesday of each month with the new president and committee. Special presentations from school executive included discussions on:

- School Certificate and Higher School Certificate results;
- Gifted and Talented program initiatives;
- Expanding Horizons Program and our Asia focus in the curriculum for Year 7;
- Student Voice Project – researching what students really think;
- Middle School Initiatives and programs.

The P&C operated the Uniform Shop and were instrumental in sourcing new items such as shorts, vests and blazers. The P&C continued to provide financial support for the purchase of new picnic tables for the playground.

Successful P&C events were the Year 7 Welcome BBQ, Year 7/8 Disco and a Cybersafety workshop.

I would like to thank parents for their continued support and wish our future president all the best for 2012.

Leanne McKee, President 2011

SRC message

The Student Representative Council (SRC) met fortnightly to develop strategies to overcome concerns and implement improvements. The SRC comprised of representatives from each year who acted as the leaders of their year, listening to peers and raising issues at SRC meetings.

Two projects devised by the SRC were the introduction of a social event for Year 9 students and the introduction of a school beanie. Despite considerable efforts, these proposals did not come to fruition in 2011. However the SRC was successful in fundraising. Representatives of each year group selected a charity to sponsor and organised their own fundraiser. Funds were also raised for various charities in the school’s Hands Across the Ocean initiative.
The SRC provided an excellent opportunity for the student body to have a voice in decision making at Burwood GHS. The SRC members of 2011 were very enthusiastic participants with many great ideas. The challenge for the SRC of 2012 will be to set straightforward goals and devise strategic plans to put them into action.

Maria Moro, President 2011

School context

Student information

In February 2011 student enrolment was 1095 with 203 students entering Year 11 and 190 in Year 12. Applications for enrolment continued to increase in all years.

Student enrolment profile

The student attendance rate 94.5% continued to be above the region 91.8% and well above the state 89.2%. Our school attendance rate was 94.9% for Years 7-10 compared with a lower attendance rate of 94% for Years 11/12.

Management of non-attendance

The Head Teachers Welfare and Senior Studies monitored attendance. Parents were informed daily about lateness and non-attendance. Letters were sent when written notification of absence was not received. An attendance profile was printed on the students’ school report each semester. The number of exemption requests for leave to travel overseas increased.

Retention to Year 12

Between 2009 SC and 2011 HSC, 85.5% students continued their studies at Burwood GHS compared with 64.4% statewide. Some students chose to enrol at selective or senior high schools at the end of Year 10.

Post-school destinations

From our 2011 HSC cohort, 147 students were offered tertiary places. In 2012, 81% are attending university, 5% students have deferred their university studies, approximately 10% enrolled at TAFE and 4% enrolled in courses offered by private providers.
Year 12 students undertaking vocational or trade training

Two students were involved in McDonalds traineeships undertaking Retail Services as part of their HSC pattern of studies.

Year 12 students attaining HSC or equivalent vocational educational qualification

A total of 29 students accessed VET courses through the school in Information Technology, Entertainment and Hospitality as well as Retail Services through McDonalds. One student was a regional winner in NSW Training Awards and one won an Australian Vocational Student Prize.

Staff information

Staff establishment

The teaching staff comprised of new scheme and experienced teachers and was well supported by an excellent administrative team, two learning support officers and two general assistants.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>56</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>Careers Adviser</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Band Coordinator (school funded)</td>
<td>1</td>
</tr>
<tr>
<td>Gifted and Talented Coordinator</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
</tr>
</tbody>
</table>

There were no indigenous members of staff.

Staff retention

The retention rate from 2010 to 2011 was 92%. There were six retirements and two resignations due to overseas commitments.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

Date of financial summary 30/11/2011

<table>
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<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>277970.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>545735.58</td>
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<tr>
<td>Tied funds</td>
<td>286034.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>869637.26</td>
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<tr>
<td>Interest</td>
<td>18393.56</td>
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<tr>
<td>Trust receipts</td>
<td>126254.15</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>2,124,026.19</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>228240.34</td>
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<tr>
<td>Excursions</td>
<td>334604.32</td>
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<tr>
<td>Extracurricular dissections</td>
<td>186460.36</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>219295.67</td>
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<td>Casual relief teachers</td>
<td>168485.85</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>179149.10</td>
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<tr>
<td>Maintenance</td>
<td>48778.65</td>
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<tr>
<td>Trust accounts</td>
<td>132008.47</td>
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<tr>
<td>Capital programs</td>
<td>104036.82</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>1,971,252.33</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>152,773.86</td>
</tr>
</tbody>
</table>

This summary covers funds for operating costs and does not involve expenditure areas such as
permanently salaries, building and major maintenance. A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and P&C.

**School performance 2011**

**Achievements**

**Arts**

The school provided a range of arts activities that were strongly supported by students.

The String Ensemble and Camerata group expanded and contributed excellent performances at Variety Night, Blue and Gold Assemblies and Presentation Day. Thirty students were selected for regional and state music groups such as the Sydney Region Orchestra, the NSW Symphony Orchestra, Sydney Wind Orchestra, NSW Junior Singers and Schools Spectacular. One student was selected as a vocal soloist at the Sydney Region Opening of the School Year.

A highlight of the visual arts calendar was the annual HSC Body of Work Exhibition and the selection of one artwork for ArtExpress. Three Year 11 students were selected for the HSC Extension Course at the National Art School. Many artworks were selected for the Schools Spectacular World’s Biggest Classroom Exhibition. In filmmaking, two students won the Junior Non-Fiction section of the Robin Anderson Film Award. Two students gained a place in the V-Fest schools video competition at the Chauvel Cinema.

The school continued to provide a range of opportunities that targeted the growing talents of our students in a diverse range of disciplines. School assemblies allowed students to showcase their talents by staging individual or ensemble performances. Variety Night featured Dance, Drama and Music classes as well as the extra-curricular ensembles and dance items from International Day. There were 183 students performing in 26 items. This was our largest number of participants and the event continued to be the most well supported performing arts evening at the school.

The third annual Drama production *The Night that Panicked America* involved 45 students from Years 7-11. The production played to large audiences over three nights and was the final assessment task for students studying the TVET Entertainment course.

Drama and Elective Drama Showcase evenings were held to allow parents and friends to see a range of HSC skills such as group devised works, individual monologues and performance installation works. Twelve drama students were placed first in every category at the regional Shakespeare Festival, and two students were nominated to perform at the State Shakespeare Festival.
Our third annual Anne Beams Writers Awards recognised 78 student nominees for categories such as junior, intermediate and senior Writer of the Year; as well as the Anne Beams Writer of the Year. Families attended the award ceremony with writer Deborah Oswald as guest speaker.

Students from Years 7-10 were involved in the Premier’s Challenge Debating competition. Two junior and two intermediate teams were entered and all teams had successful zone debates with both junior teams reaching finals.

Sport

Burwood GHS continued to dominate in all areas of sport in 2011. There were many successes at zone, regional and state levels. Once again, we were the Northern Suburbs Zone Overall Girls Champion School due to our swimming, cross-country and athletics teams placed first in zone competitions.

There were 263 entries for zone competitions, 78 at regional level, 28 students who competed at state level and four at national level.

In summer and winter grade sport competitions, students performed well with outstanding results for Juniors (14s) netball, European handball, softball and soccer. We were runners up in volleyball. In the 15s competition netball, volleyball were winners and touch football, soccer were runners up. The Opens soccer team won their competitions and the Opens netball, softball and volleyball teams were runners up.

The school entered knockout regional competitions in basketball, diving, netball, softball, touch football, water polo, football, indoor soccer, rowing and tennis.

Sports that students were selected to play in state or national levels were water polo, touch football, soccer, cricket, rowing, athletics, swimming, hockey and cross-country.
The Opens Indoor Soccer Team competed at the State Futsal Championships and made it to the semi-final.

Congratulations to the Knockout Soccer Team, the Sydney North Regional winners for 2011, who conducted themselves with professionalism both on and off the field.

Zone Gala Day for Year 7 in Term 3 was a wonderful success and 173 students participated in netball, soccer or volleyball. Thirty Year 10 students trained and coached the Year 7 teams which helped to strengthen school spirit.

Two students achieved a Northern Suburbs Blue award – one for cricket and one for water polo.

**Academic**

In the National Assessment Program – Literacy and Numeracy (NAPLAN), the results across Years 7 and 9 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.

**Literacy – NAPLAN Year 7**

In literacy, 47% Year 7 students gained a Band 8 or 9 in reading (26% statewide), 40% in writing (30% statewide), 53% in spelling (30% statewide) and 43% in grammar and punctuation (25% statewide).
Numeracy – NAPLAN Year 7

In numeracy, 49% students gained Bands 8 and 9 compared with 26% statewide. Few students were in the lower bands.

Areas for development include number (decimals, fractions, percentages), graphs, data, geometry and problem solving.

Literacy – NAPLAN Year 9

Our students outperformed the state in Bands 9 and 10 in all literacy areas. In reading, 34% students were in the top two bands compared with 21% statewide. 39% students achieved top bands in writing (18% statewide), 38% in spelling (25% statewide) and 29% in grammar and punctuation (15% statewide).
Year 9 students performed extremely well in the numeracy assessment with 43% students achieving Band 9 or 10 compared with 24% statewide.

Progress in literacy and numeracy

Progress in both literacy and numeracy has been significant. Growth in the top bands is significantly better than the growth in the top bands statewide in all areas.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in NAPLAN is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Students Achieving or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.8</td>
</tr>
<tr>
<td>Writing</td>
<td>99.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Students Achieving or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.6</td>
</tr>
<tr>
<td>Writing</td>
<td>93.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.1</td>
</tr>
</tbody>
</table>
ESSA

Students in Year 8 sat for the Essential Secondary Science Assessment (ESSA) online in 2011. Students performed above state average with 74% of students achieving in the top three levels compared with 61% statewide.

School Certificate (SC)

There were 180 students who sat for the 2011 SC and the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest). Our results in the SC were well above state average with outstanding results in mathematics and Australian history, civics and citizenship.

English

In English literacy students performed above state averages, with 47% achieving a Band 5 or 6 compared with 36% statewide. There were 85% students placed in the top three bands which ensured our percentage in the lower bands was well below state average with no student placed in Band 1.

Mathematics

In mathematics, the performance of students was again outstanding with 44% achieving Band 5 or 6 compared with 22% statewide. The results were particularly strong with 15% students scoring a Band 6 compared with 8% statewide.

Science

In science, students performed significantly above state average with 41% students achieving Band 5 or 6 compared with the state average of 28%. Fewer students were represented in the lower three bands compared with the state.
Australian History, Civics & Citizenship

History results were excellent with 10% students gaining Band 6 compared with state average 5%. In Band 5 there was 28% compared with 21% statewide. Overall 66% history students were placed in the top three bands.

Australian Geography, Civics & Citizenship

Geography results were disappointing and reflect the dissatisfaction expressed by many students about geography when they were in Year 9 (Student Voice 2010 ASR). 24% students gained Band 5 or 6 compared with state average of 25%. This was significantly lower than the previous three years.

Computer Skills

The results of the external examination in computer skills assessment were strong with 68% students in the Highly Competent category compared with 46% statewide.
School Certificate relative performance comparison to Year 5 (value-adding)

In 2011 the school was successful in adding value to student performance in all areas except for geography. Burwood GHS significantly outperforms the state or similar school group in all but one SC course.

Higher School Certificate (HSC)

In 2011, 184 students sat for the HSC. The school offered 63 different courses including three vocational courses (Hospitality, Information Technology and Entertainment), ten TAFE courses and eight different language courses delivered outside the school. The following graphs indicate the performance in all courses with a candidature greater than 10 students.
The results for all English courses continued to be above state average.

- In English as a Second Language, 65% students achieved results in the top two bands compared with 32% statewide.
- In Standard English, 16% students achieved results in the top two bands compared with 9% statewide.
- In Advanced English, 85% students achieved results in the top two bands compared with 58% statewide.
- In Extension 1, 100% students achieved results in the top two bands compared with 84% statewide. The school continued to achieve outstanding results in this course.
- In Extension 2, 100% students achieved results in the top two bands compared with 84% statewide.
- In Drama, 70% students achieved results in the top two bands compared with 43% statewide.
- In TVET Entertainment, 67% students achieved results in the top two bands compared with 14% statewide.

Mathematics results were excellent with results above state average in all courses.

- In General Mathematics, 70% achieved results in Bands 4 or higher compared with 40% statewide.
- In Mathematics, 68% students achieved a Band 5 or 6 compared with 49% statewide.
- In Extension 1, 90% students achieved results in the top two bands with 45% students achieving a Band E4 (notional Band 6) compared with 38% statewide.
- In Extension 2, all students achieved results in the top 2 bands with 80% gaining a Band E4 compared with 42% statewide.

In science, results were significantly above state average.

- In Biology, 55% students achieved Band 5 or 6 compared with a state average of 31%.
- In Chemistry, 52% students achieved Band 5 or 6 compared with a state average of 39%.
- In Physics, 40% students achieved Band 5 or 6 compared with a state average of 36%.
- In Senior Science, 58% students achieved Band 5 or 6 compared with 39% statewide.

Results for history courses were above state average.

- For Ancient History, 55% students gained Band 5 or 6 compared with 37% statewide.
- In Modern History, 85% students scored Band 4 or above compared with 74% statewide.
- History Extension results were excellent with 50% students gaining Band E4 compared with 25% statewide.
• In Studies of Religion 2 Unit, 22% students gained Band 6 compared with 8% statewide. In Studies of Religion 1 Unit, 25% students gained Band 6 compared with 12% statewide. Results were all above state average in social sciences with outstanding performances in legal studies and geography.

• In Legal Studies, 34% students achieved a Band 6 compared with 9% statewide and 63% achieved Band 5/6 compared with 38% statewide. One student was placed third in the state.

• In Economics, 65% students achieved Band 5 or 6 compared with 42% statewide.

• In Business Studies, results showed significant improvement with 32% students achieving a Band 6 compared with 7% statewide and 53% students achieving Band 5/6 compared with 32% statewide.

• In Geography, results were outstanding with 64% students achieving a Band 5 or 6 compared with 38% statewide.

• In Society and Culture, 42% students achieved Band 5/6 compared with 33% statewide.

Students achieved above state average in all languages with outstanding results in Chinese Background Speakers, French, Indonesian and Italian Continuers, Indonesian Extension, and Japanese Beginners. In addition ten HSC students studied seven different languages externally via the Open High School and the Saturday School of Community Languages.

• In Chinese Background Speakers, 100% students gained a Band 5/6 compared with 59% statewide. Two students were placed 7th and 8th in the state.

• In French Continuers, 100% students gained a Band 5/6 compared with 64% statewide.

• In Indonesian Continuers, 100% students gained a Band 5/6 compared with 60% statewide. Three students were placed 3rd, 4th and 10th in the state.

• In Indonesian Extension, 100% students attained Band E4 and E3, and one student was placed 4th in the state.

• In Italian Continuers, 100% students achieved a Band 5/6 compared with 53% statewide.

• In Italian Beginners, 69% students achieved a Band 4/5/6 compared with 60% statewide.

• In Japanese Beginners, 65% students gained a band 5/6 compared with 40% statewide. One student was placed 3rd in the state.

• In Korean Continuers (studied via the OHS), one candidate was placed 1st in the state.

• For students studying languages externally, 89% attained Bands 5/6 compared with 60% statewide.

Students achieved above state average in all technology, creative arts and PDHPE subjects.

• In Food Technology, 22% students achieved a Band 6 compared with 5% statewide with 100% students achieving Bands 4-6 compared with 61% statewide. One student was placed third in the state.

• In Hospitality, 47% students achieved a Band 5/6 compared with 34% statewide.

• In Community and Family Studies, 57% students achieved a Band 5/6 compared with 32% statewide.

• In Textiles and Design, 63% students achieved a Band 5 compared with 27% statewide.

• In Software Design and Development, 38% students achieved Band 5/6 compared with 24% statewide.

• In Information Technology, 57% students achieved Band 5/6 compared with 37% statewide.

• In PDHPE, 78% students received a Band 5/6 compared with 28% statewide.

• In Dance, all students achieved Band 4 or higher and the results were above state average.

• In Visual Arts, 73% students gained Band 5/6 compared with 48% statewide.

• In Music 1, 20% students gained Band 6 compared with 15% statewide and 80% students attained Band 5 compared with 44% statewide.

• In Music 2, all students gained a Band 5 or 6.
In Music Extension, all students were placed in the top bands.

**Higher School Certificate relative performance comparison to School Certificate (value-adding)**

Year 12 students received a total of 199 Band 6 and 398 Band 5 results in 56 different courses.

The graph indicates the average level of academic growth of students from SC in 2009 to the HSC in 2011 (value-added). By definition the state average value-added is zero. Eight students received Premier’s Awards and thirteen students had ATARs higher than 98. There were nine students who gained a position in the top ten in the state in a variety of subjects.

![Graph showing HSC relative performance from Year 10 (value-added)](image)

**Significant programs and initiatives**

**Aboriginal education**

To ensure that improved educational outcomes were achieved for ATSI students, strong partnerships were formed with Aboriginal communities and cultural competencies in Aboriginal cultures were developed, we have:

- developed confidence and leadership skills of ATSI students by encouraging them to lead the school’s NAIDOC assembly and continued ‘Acknowledgement of Country’ at assemblies and all school events;
- initiated a student leadership group called Tidda Girls with 72 students from Years 7-12;
- raised awareness and understanding of social issues for Indigenous Australians by using Tidda Girls to coordinate the ‘Great Book Swap’ to raise funds for the Indigenous Children’s Literacy Project;
- purchased 30 Walya Boomerangs used for STARR Day (Sisterhood-Trust-Acceptance-Resilience-Respect) with Year 8 students.

**Multicultural education**

We have a large and culturally diverse population. The percentage of students from language backgrounds other than English (LBOTE) was 73% and represented 72 different language groups. Burwood GHS had 37% LBOTE staff. In addition to the five languages offered, 17 students studied other languages at the Open High School including Arabic, Greek, Turkish,
Polish, Spanish and Russian. Thirty-four students studied their background languages at the Saturday School of Community Languages.

Multicultural education is embedded in the curriculum and the new Asia Literacy course introduced for Year 7 brought an Asia focus to Languages, TAS and English. Multicultural awareness and understanding is the very essence of courses such as International Studies, Society and Culture and Studies of Religion. Students participated in excursions to the Nan Tien Temple, Bangara Dance Company, World Vision Connecting Lives Interactive African Journey, Chinese Gardens and the Italian Forum. Cultural Awareness programs were supported in school by visits from the Indian and Indonesian Consulates and a French theatre group. Speakers at our assemblies addressed issues on Asia, Africa and the Pacific. Dancers, vocalists and musicians performed in the Expanding Horizons concert at the Opera House.

Excursions to New Caledonia, Bali and Samoa provided staff and students with valuable cultural experiences to enhance learning. The school hosted exchange students from Germany, France and Sweden and our students participated in exchange programs to France, Spain, Norway and Japan. Our school is a regular destination for visits by overseas delegations to observe and discuss quality teaching and learning. In 2011, educator groups from China, Japan, Korea and Singapore visited the school and our students acted as interpreters and guides.

At our annual International and Harmony Day, students dressed in clothes from their own or an “adopted” cultural background while others chose to dress in orange, the colour for Harmony Day. The formal concert included student speakers outlining ‘Hands Across the Harmony’ programs, multicultural fashion parade, and a lively performance by Japanese Taiko drummers. Forty-five SRC students coordinated food stalls and parents joined us for a multicultural feast. The afternoon concert involved a wide range of performances from our diverse cultural groups in the school. Funds raised were used to support our school’s Hands Across the Ocean charities.
We are proud of the cultural harmony binding our students into a strong and proud multicultural community, which contributes to a positive and inclusive school culture.

**Student Wellbeing and Welfare**

Welfare programs continued to provide a range of activities to support the social and emotional development of students. STARR days (Sisterhood, Trust, Acceptance, Resilience and Respect) for Years 7-11 covered issues relevant to each year such as safe partying and risk taking behaviours, dealing with peer conflict, developing positive peer relationships, bullying and harassment, as well as the Crossroads program. Additional workshops were held by Camp Quality on dealing with cancer and Cyberbullying and Cybersafety presentations by the local Police Liaison Officer were implemented for Years 7-10.

The transition program for Year 7 was highly successful. The Year 11 Big Sister mentoring program offered a number of activities such as special workshops on “getting to know you” and team building activities. A Year 7 welcome barbeque and Year 7 camp including sessions on Anti-Bullying and Harassment policy and the School Values were successful.

The peer mediation program trained Year 10/11 students in the resolution of peer conflict and dealt positively with actual cases.

The Student Wellbeing Policy was reviewed to reflect the school culture and refine processes and procedures in addressing student wellbeing. The policy will be implemented in 2012.

**Technology - Laptops in Learning**

The Digital Education Revolution (DER) continued with the distribution of new Lenovo laptops to Year 9 students. Laptops had been issued to students in Years 10/11 and teachers, bringing the total number of laptops to 600.

A parent information evening was held to outline the school expectations for laptop care and use in classroom learning activities, before distribution of laptops to Year 9 students.

Student workshops were conducted in Term 2 to familiarise Year 9 students with their laptops. Workshops included the effective use of the Adobe suite of software and Microsoft One Note, Internet information skills, and connecting the resources held on the school file servers.

Workshops on digital citizenship covering aspects of cyberbullying, social media and safe Internet use were also conducted for students during welfare workshops.

The school continued its focus on providing resources to support laptops in learning program by extending the wireless network into new areas of the school including the school hall and English
staffroom, as well as increasing capacity of the wireless network in the school library.

Five additional class sets of laptops with storage trolleys, were purchased for the English, History and Science faculties and for the school library. This enabled laptops in learning program to be introduced into Years 7 and 8.

The school’s educational video collection ClickView was enhanced through the purchase of ClickView Online. This Internet based delivery service enabled every student with a laptop to view any video in the collection in any learning space at school and also at home.

Faculties continued to enhance their use of the school’s online learning management system - Moodle, so that student laptops have access to learning materials at school and at home.

The laptops in learning program has provided teachers with the opportunity to deliver lessons using a range of approaches, and students have been very positive about the importance of the laptops in learning in most of their subject areas.

**Gifted and Talented Program (GAT)**

The GAT program continued its strong base of operation in Years 7 and 8 and for the first time extended to Year 9 students, whose keen interest and enthusiasm led to outstanding outcomes in self-directed learning.

Twenty-six Year 7 students made presentations on a wide range of topics that tested their critical thinking, organisational and presentation skills. Parental partnership and keen teacher support across the curriculum resulted in exceptional commitment to tasks, sustained enthusiasm and increased confidence among students.

Provision of detailed information to staff regarding the identification of gifted and talented students in Year 7 further strengthened teacher confidence in the process and reaffirmed the school’s approach to identification strategies.

Value-added teaching and learning was achieved through additional independent assessment of Year 8 presentations by teachers, who have gained valuable insight into the elements of the program and also increased student confidence.

The focus on specific elements of critical, visible and creative thinking, based on Harvard Thinking Routines, challenged sixteen Year 8 students. The development of stronger thinking and learning skills through the power of independent investigation provided them with a valuable model for future tasks across the curriculum.

The program targeted the development of presentation skills and confident use of a range of technologies.

The measurable value of the program in Year 7 and 8 was demonstrated by the work of six Year 9 students to whom the program was offered for the first time. They impressed their audience with independent research projects modeled on the HSC Major Work in English Extension 2. The extent of deep knowledge, approach to research and confidence of delivery was well beyond their years.

**Asia Literacy**

As part of our Middle School initiatives and in preparation for implementation of the Australian
Curriculum, a new course ‘Asia Literacy and Languages’ was designed for Year 7.

The aim was to develop student awareness as global citizens of the 21st century about the importance of Asia to Australia. Students were introduced to the countries of Asia and explored the Asian heritages in our classrooms. Through a focus on India, Vietnam and Malaysia students learnt about the Hindu, Buddhist and Muslim religions and aspects of the cultures of these countries.

The languages program included modules on the four priority Asian languages: Chinese, Indonesian, Korean and Japanese.

In the evaluation of the course, students reported a high level of interest and satisfaction, and increased awareness of Asia’s economic, historical and cultural importance to Australia.

The Asia Literacy program was also supported by the TAS faculty who focused on India in textiles, Vietnam in cooking and Malaysian wildlife in their woodwork teaching and learning modules.

Japanese was also offered as a Year 9 elective language choice for the first time at the end of 2011 and student response was enthusiastic.

Student Leadership

A prominent aspect of our school culture is developing leadership skills and fostering teamwork, cooperation and negotiation skills.

In 2011, the SRC was a strong group of fifty students who were elected as year representatives by their peers and met fortnightly. Each cohort had a nominated charity for which the students organised fundraising activities. Three Year 11 representatives were nominated to the School Council and confidently provided student voice in discussion. Year 9 students were complimented on their participation in district SRC meetings. The SRC organised International Women’s Day Assembly and International Day.

Three captains were elected to lead the prefects in chairing assemblies, hosting school events, representing the school, and taking on additional responsibilities. The prefect body consisted of ten Year 11 and fifteen Year 12 students elected by staff and students. Prefects assisted with special school events such as orientation tours, Years 7/8 Disco, and fundraising for the sponsorship of a young girl in Angola. The captains and senior SRC members represented the school at special
events such as the UNIFEM International Women’s Day Breakfast.

The Environment Committee provided excellent digital assembly presentations.

There were eight elected Sport House Captains who were efficient in motivating and leading fellow students at both the athletics and swimming carnivals.

The Band Program continued to promote leadership roles and student band tutors.

The Big Sister program provided Year 11 students the leadership opportunity to work closely with Year 7 students to foster a smooth and secure introduction to high school.

**Respect and Responsibility**

In 2011 students were encouraged to take responsibility in initiating change and in working towards a more equitable society for all. Special occasions were celebrated and the school continued to develop awareness of global issues at assemblies such as International Women’s Day, ANZAC Day and NAIDOC Week. Opportunities for active citizenship were regularly provided for students with fortnightly assemblies chaired by prefects. These assemblies were used as a forum to report and advertise various activities in keeping with our motto “Not For Ourselves Alone” such as fundraisers for Shave for a Cure, Breast Cancer Awareness, ACON Red Ribbon, MS research and various projects around the world for women in developing countries. Significant in the fundraising activities were those organised by the SRC to promote our Hands Across the Ocean program for children’s homes in Ghana and Bali, a vocational training project for girls in India, Oxfam programs in Asia and Africa and a school for children with special needs in Samoa.

The Tiddas Girls developed awareness of the inequities still experienced by members of our indigenous population. Tiddas girls had assembly presentations and fundraisers and became a notable action group in our school.

The Environment Committee continued its campaign for a sustainable clean environment and has shown a growing respect for the school’s role in environmental education.

The band continued to be involved in the community, performing at many functions such as Australia Day Citizenship ceremonies, Seniors Week and Anzac Day.

Wear it Purple Day was initiated by a senior student and launched in Parliament House. A Highly Commended Peace Award was presented by Marie Bashir.

Respect and responsibility has also been fostered on STARR Days, targeting positive peer relationships, developing mutual respect and responsible behaviour. Meetings were held to facilitate understanding and parental participation in their daughters’ education and in school decision making. Parents were surveyed on a number of issues. The school continued to use ‘Student Voice’ through forums and focus groups, with the SRC making decisions about school matters.

We continue to promote all the core values of the school, including ‘respect and responsibility’ as an essential aspect of a quality public education.

**Progress on 2011 targets**

**Target 1: Quality teaching and learning**

Our achievements include:
• development of strategies to ensure success of our middle school learners (Years 7-9);
• establishment of a strong culture of high expectation, engagement and achievement;
• workshops and opportunities for professional learning to improve teaching strategies;
• review of assessment strategies for all years;
• evaluation of the merit award system;
• training teachers to use data to develop differentiated learning programs.

Target 2: Curriculum and careers education
Our achievements include:
• a review of Stage 5 curriculum;
• evaluation of careers provision;
• expansion of GAT program and acceleration opportunities for students in mathematics;
• provision of broad, flexible subject choices for students in Stage 5 and 6.

Target 3: Library as a Learning Centre
Our achievements include:
• extension of the library opening hours;
• development of a successful learning centre;
• provision for new digital and media resources;
• review of relevant resources and support.

Target 4: Student wellbeing and safety
Our achievements include:
• revision of a new student wellbeing policy;
• cybersafety workshops for teachers, students and parents;
• improved leadership opportunities for welfare team members;
• consistency in the management of students with special needs;
• development of a positive staff culture that places students as our first priority.

Target 5: Engagement with Asia
Our achievements include:
• expansion of sister school opportunities;
• implementation of Asia literacy in Year 7;
• a review of our International Students policy;
• promotion of Burwood GHS as a school of excellence for international students.

Target 6: Managing technology effectively
Our achievements include:
• use of technology for attendance monitoring;
• greater use of Moodle in all curriculum areas;
• systematic and consistent use of student laptops to enhance learning;
• implementation of a new school website.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of the Band Program, Careers provision, Geography and Middle School.

Educational and management practice
Band Program
Background
The program consisted of four concert bands, a junior stage band, “The Musettes”, a percussion ensemble, a young community band for local primary students, four rock bands, a busy program of private instrumental and vocal lessons, and several small chamber groups. These are formed on an “as needed” basis for school events and Burwood Council citizenship ceremonies, Australia Day, the Burwood, Ashfield and Croydon Park RSL ceremonies and Anzac marches. The program organised fundraisers “Big Night Out” and the annual concert “A Little Night Music” to supplement funding. The Senior Concert Band toured Gulgong and the Intermediate Concert Band went to Mogo, providing workshops and
concerts for those communities. The rock bands had some great performing opportunities, culminating in a gig at the Annandale Hotel. The band program has failed to cover costs in previous years.

Findings and conclusions

- BEP was supported financially by fees from members.
- The school sponsored the director’s position.
- Burwood Council provided sponsorship and Wests Ashfield sponsored the Inner West Ensembles Festival.
- Optimum Percussion, Logans Music and Sax and Woodwind donated prizes.
- Reorganisation of resources and accurate inventory of all assets took place.
- A review and servicing of instruments was undertaken ($7000 more spent than generated this year on the instruments).
- Improved administration procedures and more transparent systems reduced time and money spent on administration.
- School website included band information to improve communication with parents.
- Implemented a Junior Concert Band to enable the Intermediate Band to pursue a more advanced repertoire.
- Better participation rates for the lower pitched instruments and saxophones.
- Implementation of a new, Junior Stage Band assisted in developing the Senior Stage Band.
- A trolley and 25 new stands were purchased.

Future directions

- Up-grade the studio facilities.
- Improve payment of outstanding fees ($5900 outstanding from 2011).
- Formalise student teacher education program.
- Upgrade marching equipment.
- Purchase 30 new music stands, a trolley, a bass clarinet, a piccolo, drum kit, two portable bass amps, a big amp and a bass pick up to support the development of the rock program.

Careers

Background

Careers education in NSW schools has undergone significant change over the past decade, with changes in curriculum, the new school leaving age and VET provisions in schools and TAFE colleges. The concomitant demands and expectations of the role of careers advisers in schools have also changed during this time.

Results from parent surveys (in 2010/2011) and a student voice project on provision of careers education at the school in 2011 indicated that the school needed to make significant improvements in the careers program to meet the needs of students more effectively.

Findings and conclusion

- In 2010, 43% Year 12 students and 32% Year 11 students said they had accessed information from the careers adviser.
- In 2011, 26% Year 12 students, 26% Year 11 students and 21% Year 10 students reported accessing information from the careers adviser.
- Parents and students stated they would like more assistance with career guidance, subject selection, TAFE and university courses as well as advice on UAC and resume writing.
- There was a decrease in the number of students who undertook work experience.
- There was a 40% increase in students attending careers lunchtime seminars.

Future directions

- Review the role of the careers adviser.
- Regularly promote the careers program to the school community.
- The Careers Adviser to take an active role on the Senior School Welfare Team in 2012.
- Improve communication to students and parents such as input on assemblies, STARR days, Year 12 newsletters, Event, Year 10/11/12 Information Evenings.
- Ensure careers information is made available on the new school website.
• Involvement in professional learning in the area of quality teaching and secondary attainment.
• Implement Work Education for Year 10.
• Purchase additional resources to assist students to make informed decisions about career planning.
• Understand needs of students in Years 10/11/12 through an interview process and provide regular support and advice.

Student Voice Geography

Background
The Social Sciences faculty implemented a number of strategies to improve student attitudes to junior geography as reported in the 2010 Annual School Report.

Findings and conclusions
• There was increased sharing of resources and collaboration between teachers.
• Programs were revised to maximise relevance to students and provide learning experiences that were engaging and relevant.
• New programs included a wider variety of activities with a focus on creative learning experiences such as more debates, forums, group work and role plays.
• Teachers became more confident in the use of laptops and Smartboard learning.
• Technology was more widely incorporated into assessment tasks.
• Year 10 student responses indicated that syllabus content is at the core of discontent. There was a lack of acceptance and understanding of the mandatory studies of Australian geography – students felt that global geography would be more relevant and interesting.
• A significant number of students felt the subject was difficult, but interesting and there were demands for even more practical and engaging tasks.
• Year 9 responses suggested that only 9% students “didn’t really like geography”, 9% really enjoyed it, 45% quite enjoyed it and 36% found it OK.
• Year 8 responses were all extremely positive and it must be noted that these students engage in global geography.

Future directions
• Teachers will continue to engage students in geography using more practical activities.
• There is still a real need to promote the significance of geography to young Australians.

Middle School Learning

Background
Analysis of student data showed significant growth for HSC learners; however, not the same in Years 7-9. International data and research recognised that students in the middle years are increasingly at risk of not engaging with traditional schooling provisions. Therefore a Middle School Team (MST) was initiated and a discussion paper was prepared.

Findings and conclusions
• Student growth in reading was below state average as shown in Year 9 NAPLAN data.
• There were 38% students who did not meet expected growth in spelling, 40% in grammar and punctuation and 33% in numeracy for Year 9 NAPLAN data.
• The Middle School Team was formed with representatives from seven faculties to plan for improvements. This included: investigating NAPLAN results, using Smart data and differentiating the curriculum.
• Year 7 learning portfolios and Year 6-7 transition was investigated.
• Merit award system for the middle years was evaluated.
• A range of new strategies to provide differentiation in classrooms were trialed and the successes of these projects were discussed in cross-faculty groups.
Year 7 information literacy skills needed to be developed.
Integrated Asian literacy project was developed by languages, English and TAS faculties.

Future directions
- Quality teaching and learning in the middle years will be the focus for our school improvement plan in 2012-2014.
- Pedagogical change needs to happen in all classrooms.
- Link TARS and EARS to Quality Teaching.
- Restructure school into Middle School (Years 7-9) and Senior School (Years 10-12).
- Further professional learning in the area of differentiation of the curriculum.
- Expand focus on developing literacy skills.
- Implement information literacy program.
- Improve gathering and utilisation of information on new Year 7 students.
- Strengthen relationships with feeder primary schools.
- Redesign merit awards to promote achievements of middle and senior school students.
- Strengthen the GAT program to broaden the focus of rich tasks to include areas such as science and mathematics.
- Evaluate Asian literacy learning and integrated themes.
- Use student voice project for analysis of learning in science, PDHPE and TAS.
- Expand leadership opportunities for middle years students.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents
- Parents were surveyed about their preferred timing of parent, teacher and student nights. 51% preferred 4–7 pm, 23% preferred 3.30–6.30 pm and 26% preferred 5–8 pm. PTS nights have been changed to 4–7 pm for 2012.
- Communication within the school has improved with 78% parents being aware of which deputy principal to contact regarding issues to do with their daughters.
- New parents were elected for executive roles into a reinvigorated P & C committee and this led to an increase in meeting attendance.
- Cybersafety workshops were well supported by parents.

Students
Student satisfaction was strong and there was a willingness to lead, coordinate and participate in a range of school events.
- The library extended its opening hours from 8 am until 4 pm and 37% students surveyed made use of this provision.
- Students valued receiving merit certificates, with 94% junior students liking the system compared with only 60% senior students.
- The Year 7/8 Disco was well attended by students from Burwood Girls, Homebush Boys and Ashfield Boys High Schools. It was a fun evening and well supported by prefects and teachers from each school.
- There was a significant increase in the number of students participating in Duke of Edinburgh Award Scheme (32 bronze, 6 silver, 12 gold).
- There was an increase in the number of students represented on SRC, prefects, competitions and extracurricular activities.
Teachers

There was a high level of staff satisfaction with great support from staff for a range of school events. Teachers strongly supported colleagues providing professional learning opportunities and valued the technology workshops.

There exists a strong and collaborative culture of teacher professional learning within the school. School development days were well structured and provided informative learning opportunities (14% of teachers strongly agreed and 86% teachers agreed).

Teachers applauded the use of students to demonstrate skills in using technology.

Professional learning

In 2011 the focus on school-based professional learning using the expertise of teachers and students within our school community continued.

Our executive conference, ‘Middle Schooling Matters’, set the agenda for the year; executive leadership for transition of Year 6 to 7, analysis of student learning outcomes and quality teaching and learning to meet the needs of Years 7 to 9.

Planned quality professional learning occurred at five school development days:

- In Term 1, the focus was school priorities and procedures, student achievement in the SC and HSC and learning support for Year 7 students.
- In Term 2, ‘Middle Schooling Matters’ focused on analysis of student learning data, differentiation of student learning and faculty projects to incorporate middle years strategies into programs for Years 7 to 9.
- In Term 3, ‘Are our middle year learners engaged and successful?’ showcased the differentiatiated learning programs developed and implemented across the school in Term 2. A group of Year 9/10 students presented their achievements using laptops. Faculty workshops focused on programs and assessment workshops for Years 7 to 9.
- In Term 4, teachers collaborated on projects linked to the Quality Teaching & Learning Framework (QTLF), use of Smart data in planning for 2012 and middle school projects.

Participation of school teams in a range of regional courses provided opportunities to build leadership capacity of staff and to focus on school improvement:

- Three head teachers participated in Leading Pedagogical Change in Schools – Creative Arts, Mathematics and Social Sciences.
- Four faculties participated in the Writing Across Secondary Subjects project – History, PDHPE, Science and Social Sciences. Learning activities were developed incorporating strategies to develop student literacy skills, with a focus on grammar, punctuation and persuasive writing techniques.
- Four faculty teams participated in the DER Action Research Project – English, History, PDHPE and Science. Teachers and students became ‘experts’ in laptop learning and
shared their expertise at regional and state conferences for teachers.

- Leaders from each of the school’s professional learning projects participated in the Team Leadership for School Improvement (TLSI) course.

Teachers also accessed courses provided by DEC and Professional Teachers’ Associations.

The average expenditure per teacher on professional learning was $667 in 2011. We spent 65% of our professional learning funding in the area of quality teaching and syllabus implementation and 21% for use of ICT for teaching and learning.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Leadership and Management**

Strategies to achieve this target include:

- Middle School and Senior School teams to improve wellbeing for students.
- Formalising assessment of teachers (TARS and EARS processes).
- Providing opportunities for leadership skills development for students and staff.

**School priority 2**

**Curriculum and Assessment**

Strategies to achieve this target include:

- Supporting teachers in understanding and implementing the new Australian Curriculum, including appropriate assessment and reporting of student outcomes.
- Embedding quality teaching framework into our school culture.
- Retaining our position at the cutting edge of technology innovation with all teachers utilising technology for learning.

**School priority 3**

**Engagement and Attainment**

Strategies to achieve this target include:

- Training staff to use data for informed decisions about student learning.
- Implementing new school structures; Middle and Senior School to meet student needs.
- Increasing parental and community participation in school events.

**School priority 4**

**Literacy and Numeracy**

Strategies to achieve this target include:

- Increasing the number of students showing average and above average growth in numeracy and literacy.
• Improving the provision of learning for higher performing students.
• Early and effective intervention for students with learning difficulties.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Lindy Annakin, Parent Representative
Robert Brett, Community Representative
Elaine Browne, Manager, P&C Uniform Shop
Tim Cunningham, President, School Council
Colin Jones, Community Representative
Mia Kumar, Principal
Frank Levy, Community Representative
Janina Longman, Deputy Principal
Leanne McKee, President P&C
Brigitte Myers, Student Representative
Karyn O’Brien, Deputy Principal
Gavin Parker, Head Teacher Mathematics
Taylah Plataniotis, Student Representative
Diana Saw, School Administrative Support
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Shade and landscaping in senior area provided by Year 12, 2011

Picnic tables provided by P&C, 2011