Burwood Girls High School
Annual School Report 2013

Not For Ourselves Alone
Principal’s message

In 2013, the results for the Higher School Certificate were outstanding with nine students achieving top bands in all subjects and 29 students receiving an ATAR greater than 95.

Our teachers worked together in professional learning teams to improve the quality of teaching and learning and the school executive was instrumental in maintaining a focus on learning.

It was the last year of the distribution of DER laptops for students and the technology committee commenced planning for the implementation of ‘Bring Your Own Device’.

The ensemble program thrived under the leadership of a new director with an increased number of bands and ensembles performing at special events.

The International Students program grew stronger. Community liaison officers were employed to support students from Korean, Chinese or Pacific Islander backgrounds.

The school financed the refurbishment of a classroom to a hospitality kitchen. It is hoped that in 2014 a timber deck will be added.

I 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

Also the access road and barbed wire fencing across our sporting fields were finally removed and the area restored by Burwood Council.

A fantastic mural was completed outside the hall to recognise the Hands Across the Ocean project.
**P & C message**

The P&C Association continued to meet on the third Wednesday of each month and special presentations were held on:

- New Year 9 and 10 Careers programs by the new careers teacher
- Scripture at the school and in particular the Year 7 special religious education program
- The Asian focus in the NSW Australian curriculum and Asia Literacy in Year 7
- Burwood Ensemble Program (BEP) and the new Director shared her vision for BEP.

This year improvement to the school grounds was a special focus. The preparation of plans by parent architect Colin Brown and a volunteer specialist landscaper Riley Field were modified for gradual implementation over the next few years. Several working bee weekends were held and P&C members were proud to commence the first stage. The installation of raised planter boxes as well as resurfacing and replanting garden beds outside the music rooms was completed.

The P&C implemented some changes in collection of contributions from parents. A letter was sent to all parents/guardians advising that from 2014 they would be asked to elect an amount to include with payment of school contributions (instead of a flat $25 amount).

The P&C continued to operate the Uniform Shop and welcomed the addition for 2014 of a new uniform style of navy blue pants and new monogrammed white shirts. Special discounts on blazers, senior skirts and shirts were offered to Year 10 students progressing to Year 11.

Successful P&C events included the Year 7 Welcome BBQ, Year 7/8 Disco, the Election Day fundraising barbecue and the Aussie barbecue at International Day.

I would like to thank parents for their continued support and look forward to supporting the P&C in its initiatives in the year ahead.

*Alice Magoffin, President*

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**School Council message**

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

The School Council met four times during 2013. The School Council was again very active in the ongoing discussions with Burwood Council and the DEC over the use of the school land for access and development of Wangal Park. After eight years of discussions, Burwood Council built a new entrance to Wangal Park from Monash Road and removed the access road through the school grounds. This will finally allow students to use the sporting fields at all times.

Council members were involved in areas such as:

- interview panels for selection of new staff
- supporting school evaluation processes
- identifying education needs
- determining school aims and policies
- preparing input for the school plan
- preparing surveys to assist planning
- assessing the school’s finances
- identifying facilities improvements including school security.

*Tim Cunningham, Chairperson 2005-2013*
Student representative’s message

In 2013, SRC students were passionate about representing their year groups and addressing issues at the fortnightly meetings. It was a year of everlasting memories, responsibilities, laughter, teamwork and confidence. The SRC put words into action, addressing issues raised by students about the school environment. The school spirit was uplifted with numerous fundraisers such as the candy sale, cake stalls and sausage sizzles to support causes such as i-India, Oxfam, as well as other charities chosen by different year groups. The SRC worked together successfully to coordinate International Day with profits of $5000 contributing to Hands Across the Ocean.

The SRC initiated an online Facebook group to improve communication. New ideas were posted regularly with an open forum to ensure everyone was aware of changes or special events.

The leadership camp provided SRC students with an incredible opportunity to face challenges and develop everlasting friendships. The tasks for the SRC in 2014 will be to continue being creative with fundraiser ideas and strengthen teamwork.

SRC should always remember to work as a union: “Coming together is the beginning, Keeping together is progress, Working together is success.”

Sharmyn Kayani, SRC Executive

Student information

In February 2013, student enrolment was 1113 with 227 students entering Year 11 and 202 entering Year 12. Applications for enrolment continued to increase and an additional class was established for Year 10.

Student enrolment profile

![Enrolments Graph]

Student attendance profile

![Attendance Rate Graph]

The overall student attendance rate of 95% continued to be above the region of 92.6% and the state figure of 89.9%. The attendance rate for Years 7-9 was 95.2% compared to 94.8% for Years 10-12. Attendance has improved as a result of careful monitoring by the head teacher welfare and the deputies.

In February 2013, student enrolment was 1113 with 227 students entering Year 11 and 202 entering Year 12. Applications for enrolment continued to increase and an additional class was established for Year 10.
Management of non-attendance

Parents were informed by text message of unexplained lateness and absenteeism. Letters were regularly sent home when written explanation of absence was not received. Parents applied for extended leave on DEC forms available from the school.

Post-school destinations

From our 2013 HSC cohort, 80% (178) candidates were offered university places with 48% studying humanities, 18% business or economics, 10% education, 18% medical sciences and 4% in design and architecture. 14% students achieved an ATAR greater than 95 and 45% students achieved an ATAR greater than 80.

Year 12 students undertaking vocational or trade training

Four Year 12 students undertook school-based traineeships in business, childcare and retail.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Twelve students studied Hospitality at school, four students studied tourism, entertainment and finance services at TAFE and 13 students studied non-ATAR TAFE courses such as childcare, hairdressing, beauty, media and fashion.

Workforce information

The teaching staff comprised of new scheme teachers and experienced teachers who were well supported by an excellent administration team, two learning support officers, three community liaison officers, a youth worker and two general assistants.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12</td>
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<tr>
<td>Classroom Teachers</td>
<td>57</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Careers Adviser</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Band Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Gifted &amp; Talented Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>96.9</td>
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</table>

There were no indigenous members of staff.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>31</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>9</td>
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</table>

**Staff retention**

The retention rate from 2012 to 2013 was 94% with three retirements and one teacher appointed to a non-government school.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>246014.76</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>22878.44</td>
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<tr>
<td>Trust receipts</td>
<td>100274.20</td>
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<tr>
<td>Canteen (leased)</td>
<td>27300.00</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>277575.10</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>Utilities</td>
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<td>Maintenance</td>
<td>43622.52</td>
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<tr>
<td>Trust accounts</td>
<td>103228.05</td>
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<tr>
<td>Capital programs</td>
<td>173705.37</td>
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<tr>
<td>Total expenditure</td>
<td>2380478.58</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>470698.00</td>
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</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**The Arts**

The strength of the arts is evidenced by the range of opportunities for student performances and artistic endeavours within and beyond the school.

This school continued to provide an environment which enriches the whole student. A range of opportunities which target talented individuals in a diverse range of disciplines was offered. Students were encouraged to participate and showcase dramatic and creative skills at assemblies in individual and ensemble pieces. The school’s Variety Night featured 160 students from dance, drama and music classes as well as extracurricular groups.

Drama students were provided with opportunities to workshop their practical and theoretical learning and both HSC and elective drama showcase evenings were well attended by parents. Group devised pieces, individual monologues, mash-ups of Shakespearean texts and a representation of an Indigenous poly-
phonic play allowed students to explore different contemporary acting styles.

The fourth annual Anne Beams Awards evening was held in Term 4 where the creative writing talent of students was recognised. There were 95 girls nominated and prizes were awarded to three aspiring writers, with ‘writer of the year’ awarded to a Year 12 student.

The school participated in two major writing competitions, the ABC ‘MY24’ Project and an Australia-wide blogging competition called ‘My Voice’. Four students were successful finalists in these competitions, receiving monetary prizes.

Debating continued to be an integral part of extracurricular interest with students from Years 7-10 participating in both the Premier’s Debating Challenge and the Sydney University competition. The Year 8 team was successful in making it through to the semi-finals. A group of five students from Year 11 participated in the Taylor’s Model United Nations Conference where the students were coached on how to solve a diplomatic conundrum.

Music students participated in many performances for the school, including International Day, piano accompaniment for all school award ceremonies and assemblies, many instrumental and vocal performances and 24 students participated in the Expanding Horizons choir, culminating in a concert at the Sydney Opera House. The school is well represented by a large number of our students in regional and state ensembles.

The highlight of the visual arts program was the completion of a large, brilliantly coloured, tiled mural that has brightened the entrance to the school hall. Every Year 8 and Year 10 visual arts student produced a tile for the mural, which celebrated the school’s charity work for women and children in developing countries.

Student work was selected for exhibition in a variety of areas. Twelve Year 10 visual design students’ art wearables were displayed at Burwood Westfield as part of the World’s Biggest Classroom Exhibition.

All Year 10 visual arts students participated in the making of Burwood Council’s mosaic for Enfield Pool. Five Year 11 students were selected for the National Art School’s HSC Extension Course in
Studio Practice and four Year 9 students’ designs were selected to be printed on coasters to promote Burwood Council’s *White Ribbon Day* project.

A range of student art work was selected for display on the set of a television production (*Home and Away*) and within the school there was great participation in the school’s drawing competition. Student learning in photographic and digital media was supported through a grant from COFA, UNSW allowing students to participate in an animation course. A Year 12 student’s video was nominated for an award in V-Fest and was screened at the Chauvel Cinema.

The Dance program had another successful year with increased class sizes for Year 9/10 elective dance. The extracurricular dance program catered for the gifted and talented dance students with 120 students involved in one or more of the five ensembles: Dance Company, Junior Dance Troupe, Dance Ensemble, Hip Hop Ensemble and Year 7 Ensemble.

The New York Dance Tour in April was a huge success. Thirty students represented the school, performed at Disneyland and undertook a range of master classes from leading institutions in the performing arts in New York.

The Dance Company represented the school in the Sydney Region Dance Festival performance in June. The Dance Showcase “Fantasyland” was a calendar highlight, celebrating and exhibiting the work of all classes, ensembles and HSC works. A Sydney Dance Company workshop challenged students and provided them with the opportunity to work with leading national professionals.

**Sport**

Burwood GHS has continued to dominate in all areas of sport in 2013 and there were many successes at zone, regional and state levels. We were the Northern Suburbs Zone Overall Girls Champion School due to our swimming, cross country and athletics teams achieving first place in all zone competitions.

There were 297 entries for zone competitions, 93 at regional level (including knockout teams and individual sports), 25 students competed at state level and three at national level with one student competing at international level.

Students were selected to compete at a state level in athletics, cross-country, diving, golf,
gymnastics, hockey, lawn bowls, rowing, swimming and trampolining.

A Year 11 student competed at national level in diving (platform, springboard, synchronized) and was team captain of the Australian All Schools Diving team which competed in New Zealand.

A Year 12 student was placed second at state in All Schools 6km cross-country event and was invited to compete at the Junior World Championship in the Netherlands.

The 18+ years school cross-country team finished second at the CHS 6km event and these three girls achieved Northern Suburbs Sporting Blues Awards.

The school entered knockout regional competitions in basketball, netball, softball, touch football, football, indoor soccer (Futsal), water polo, volleyball and table tennis.

Burwood GHS performed well in both the summer and winter grade sport competitions, with the 14s soccer and touch football teams winning and the European handball teams winning the zone, playing off against each other for the championship. The 15s and Opens water polo team demolished all other zone teams to be summer grade champions. Ultimate Frisbee was introduced as a grade sport for the first time and was a huge success. The 14s, 16s and 18s indoor soccer teams competed at the Regional Futsal Championship, with the 16s and Opens teams progressing to the state championship at Penrith.

Zone Sport Gala Day for Year 7 was a wonderful success where 153 students participated in a round robin competition in netball, soccer or volleyball. As part of the Physical Activity and Sports Studies (PASS) program, Year 10 elective students trained and coached the Year 7 teams to improve skills, group work and fitness levels. This process helped strengthen the school’s sporting spirit.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN Year 7 - Literacy

In literacy, 46% Year 7 students achieved Band 8/9 in reading (27% statewide), 35% in writing (16% statewide), 58% in spelling (30% statewide) and 46% in grammar and punctuation (30% statewide).
NAPLAN Year 9 - Literacy

Our students achieved better than the state in Band 9/10 in all literacy areas: 39% in reading (21% statewide), 28% in writing (14% statewide), 32% in spelling (23% statewide) and 32% in grammar and punctuation (19% statewide).
NAPLAN Year 7 - Numeracy

In numeracy, 37% students achieved Band 8/9 compared to 27% statewide. Few students were in the lower bands.

NAPLAN Year 9 - Numeracy

In numeracy, 47% students achieved Band 9/10 compared to 26% statewide. Few students were in the lower bands.

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. In order to build on these results in literacy in both Years 7 and 9, the school determined to adapt its professional learning project of Professional Support Teams in 2014 to focus on using the Literacy Continuum as a tool to explicitly embed literacy teaching in our programs.

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 our students 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>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.7</td>
</tr>
<tr>
<td>Writing</td>
<td>90.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.1</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 Online Test. Students performed above state average with 76% students achieving in the top three levels compared to 61% statewide.

Higher School Certificate (HSC)

In 2013 the school was successful in value-adding for all groups of students. The value added for students in the low group was 7.0, the middle group 13.0 and for the high group 6.8. By definition the state average relative performance is zero so we are pleased with this performance which was an improvement on 2012.
English

Exceptional results this year, especially in Advanced English (best result since 2001).

- In Advanced English, 34% students achieved Band 6 compared to 12% statewide and 50% achieved Band 5 compared to 41% statewide.

- In Standard English, one student achieved the top 0.5% and 19% students achieved Band 5/6 compared to 7% statewide.

- In English as a Second Language, one student was first in the state and 7% students achieved Band 6 compared to 3% statewide.

- In both Extension 1 and Extension 2 English, 100% students were in Band 6/5.

- In English Studies, five students completed the course with the highest mark 90%.

Mathematics

- In General Mathematics, 37% students achieved results in Band 5/6 compared to 14% statewide.

- In Mathematics, 54% students achieved Band 5/6 compared to 45% statewide.

- In Mathematics Extension 1, 93% students achieved results in the top two bands compared to 84% statewide.

- In Mathematics Extension 2, 100% students achieved results in the top two bands. All
students studying Mathematics Extension 2 scored a notional Band 6.

Science
- In Biology, 45% students achieved Band 5/6 compared to 32% statewide.
- In Chemistry, 44% students achieved Band 5/6 compared to 41% statewide.
- In Physics, 33% students achieved Band 5/6 consistent with 33% statewide.
- In Senior Science, 50% students achieved Band 5/6 compared to 38% statewide.

History
- In Ancient History, 16% students achieved Band 6 compared to 8% statewide.
- In Modern History, 13% students achieved Band 6 compared to 11% statewide and 81% students achieved Band 5 compared to 36% statewide.
- In History Extension, 100% students achieved the top two bands compared to 74% statewide.
- In Studies of Religion I, 17% achieved Band 6 compared to 12% statewide.
- In Studies of Religion II, 38% students achieved Band 4 or above which was below state average.

Social Sciences
- In Legal Studies, 27% students achieved Band 6 compared to 12% statewide.
- In Society and Culture, 21% achieved Band 6 compared to 15% statewide.
- In Business Studies, 37% students achieved results in the top two bands which is above state average.
- In Economics, only 35% students achieved results in the top two bands compared to 43% statewide.

Languages
Results in languages were significantly above state average with outstanding results in Chinese Heritage, Indonesian Continuers and Japanese Beginners. Students presented in six languages in 11 different courses. Eleven students studied languages externally via the Open High School and 31 at Saturday School of Community Languages. One student achieved fifth in the state for French Beginners, fifth in the state for Italian Continuers and third in the state for Italian Extension. Another student achieved fifth in the state in Chinese Background Speakers.
- In Chinese Background Speakers, 86% students achieved Band 5/6 compared to 70% statewide.
- In Heritage Chinese, 100% students achieved Band 5/6.
- In French Continuers, 27% students achieved Band 6 compared to 30% statewide.
- In French Beginners, 54% achieved Band 5/6 compared to 47% statewide.
- In French Extension, 100% students achieved the top two bands.
- In Indonesian Continuers, 100% student achieved Band 5/6 compared to 51% statewide.
- In Indonesian Extension, all three students achieved the top two bands.
- In Italian Continuers, 29% students achieved Band 6 compared to 24% statewide.
- In Italian Extension, both students achieved the highest bands.
- In Japanese Beginners, 93% students achieved Band 5/6 compared to 39% statewide.
- In Heritage Korean, 83% students achieved Band 5 compared to 59% statewide.

Creative Arts
- In Music 1, 17% students achieved Band 6 compared to 15% statewide.
- In Music 2, 75% students achieved Band 5/6 compared to 85% statewide.
- In Music Extension, 86% students achieved in the top two bands. One student’s work was performed in HSC Encore.
- In Visual Arts, 25% students achieved Band 6 compared to 12% statewide with 50% students achieving Band 5 compared to 39% statewide.

TAS
- In Food Technology, 7% students achieved Band 6 consistent with 7% statewide.
• In Hospitality, 36% students achieved Band 5/6 compared to 30% statewide.

• In Textiles and Design, 15% students achieved Band 6 compared to 10% statewide. One student’s work was exhibited in the HSC Texstyle Exhibition.

• In Software Design & Development, 14% students achieved Band 5 compared to 22% statewide.

PDHPE

• In PDHPE, 24% students achieved Band 6 compared to 5% statewide.

• In Community and Family Studies, 14% students achieved Band 6 compared to 6% statewide.

• In Dance, 50% students achieved Band 4 or higher which was below state average.

Significant programs and initiatives

Burwood Ensemble Program (BEP)

In 2013, BEP consisted of three concert bands, a string ensemble, a contemporary choir (*The Musettes*), a percussion ensemble, a flute ensemble (*The Fluteloops*), a clarinet ensemble, a brass ensemble, a stage band, four rock bands, and several small chamber groups created especially for a variety of events as well as Burwood Council ceremonies and celebrations. BEP offered private tutoring with professional teachers/musicians on trumpet, horn, trombone, tuba, flute, clarinet, oboe, bassoon, saxophone, percussion, violin, viola, ‘cello, double bass, piano, guitar and voice.

BEP performed for local community events for Australia Day, citizenship ceremonies, Burwood, Ashfield and Croydon Park RSL clubs, ANZAC services and marches, our own fundraisers the “Big Night Out” and our annual concert “A Little Night Music,” as well as assemblies.

The Inner West School Band Festival brought together 470 children from 11 local schools for one day of shared performances. The Concert Bands went to Forster and Tuncurry and gave well received concerts. The Strings, *Fluteloops* and Brass Ensemble continued to develop and toured Berrima. A senior string quartet played for the International Student Awards ceremony at NSW Government House. The String Ensemble grew significantly and contributed at school functions. The Flutes and the Brass performed at the Ashfield Children’s Home community Christmas event.

For over 13 years BEP has supported Burwood Council with a large part of the performance calendar dedicated to council engagements such as Senior Citizen’s week, citizenship ceremonies, ANZAC ceremonies, the Sandakan Memorial, The Burwood Festival and the Mayor’s Christmas Party.

The purchase of a new tuba, three alto saxophones, a concert xylophone and two violins strengthened our ability to nurture the specific talents of students in the program. The fees system was simplified. Planning commenced for the upgrade of studio facilities. An upgrade of marching equipment began in preparation for the Sydney City March for ANZAC Day 2014. The school’s Marching Drum Line and Percussion Ensemble led the band for ANZAC Day. Marching hardware including drums, harnesses, lyres and a marching glockenspiel was purchased.

Running costs were supported by members’ fees and the school paid for the Director’s position. Burwood Council gave sponsorship in exchange for our service as a community band. Wests Ashfield sponsored the Inner West Schools Festival with Optimum Percussion, Logans Music and Sax and Woodwind giving donations for the Inner West Festival prizes.
Staff changes included the appointment of Evan Guy for both the Concert and Senior Concert Bands and Dr Genevieve Campbell as Director.

**Student leadership**

Student leadership continued to be an integral part of our school culture and students were given many opportunities to expand their leadership skills in a variety of ways.

The formal student leadership groups such as house captains, prefects and SRC, continued to provide strong direction. A leadership camp was held to promote their teamwork and to further develop their skills.

Three captains led a team of 22 prefects. They held fortnightly meetings, chaired assemblies, hosted school events, represented the school and took on additional responsibilities such as the orientation tours for guests, Year 6 and even the Years 7/8 Disco.

In the Ensemble Program, the concert and section leaders proved to be great role models, providing direction for their peers and ensuring both training and performances went smoothly. Our tutoring program continued with student musicians teaching and mentoring primary students in a range of instruments. The band performed in many local community functions.

Groups such as Tiddas Girls (Indigenous awareness), True Colours (anti-homophobia) and the Environment Committee continued to be popular forums where students developed teamwork, cooperation and negotiation skills while also fostering awareness in the school community. A Rainbow Flag raising ceremony is just one example of the initiatives of these very active groups. The Big Sisters, a group of 67 Year 11 students coordinated regular meetings in Term 1 with Year 7 students, ensuring a smooth transition to high school.

The Swimming and Athletics Carnivals provided opportunity for sports leaders to coordinate their groups’ participation resulting in enjoyable and successful days. Sport had a much higher profile through regular assembly presentations.

The SRC also met fortnightly and had many opportunities ensuring student voice was heard. They focused on the organisation of the International Women’s Day events as well as our annual International Day and worked diligently to guarantee the success of this day. Throughout the year, members represented the school in zone and regional meetings and attended a range of leadership conferences. Three Year 10 students were effective members of the School Council which met each term. Each year cohort continued our Hands Across the Ocean projects with fundraising activities for their nominated charity.

**Student wellbeing and welfare**

Our transition program for Year 6/7 was strengthened. The Year 11 Big Sisters mentoring...
program engaged Year 7 students in a series of workshops and fun activities which included Anti-bullying and Harassment policy, interactive activities and a welcome barbeque. Both the Year 7 and Year 9 camps enabled students to engage in team building and personally challenging activities.

Welfare STARR days for all years provided interactive and informative sessions relevant to each cohort including special workshops on bullying, developing positive relationships, self-esteem, safe partying, drugs and alcohol and their impact, at risk behaviours and consequences as well as the Crossroads program. Special workshops on Cyberbullying presented by the local Police Liaison Officer were conducted for Years 7-10. The Year 12 STARR day successfully provided workshops on time management, study skills and managing stress.

The school continued its involvement in the Proud Schools program to support the needs of rainbow youth and respect the diversity of students in the school. The Wellbeing Policy was reviewed to include a statement of the right of all students to be supported in an inclusive and respectful environment.

Our youth worker, employed under the Chaplaincy program for 10 hours per week, provided support and case management for identified students. This included the program “To the Core” for those students disengaging from school.

Korean and Chinese Community Liaison Officers were appointed to improve communication with parents of our Korean and Chinese students.

The international students program expanded from 50 to 70 students. Our policy and practices were reviewed to ensure their needs were met. A special afternoon concert for international students from eight other high schools was hosted by our school.

**Gifted and Talented program (GAT)**

The GAT program continued to deliver successful outcomes for students in Year 7 and 8.

Twenty-two Year 7 students delivered outstanding Rich Tasks. Three students received the Principal’s Award for Excellence for exceptional work. All students demonstrated particularly strong independent learning and management skills and disciplined investigation of the chosen Rich Task topics.
Fourteen Year 8 students impressed audiences with a great diversity of topics across all key learning areas. Three students produced exceptional work and they also received the Principal’s Award for Excellence.

Involvement in GAT indicated improvement of analytical and creative thinking skills. Individual presentations to peer audiences were well supported by class teachers and enhanced interest in the program increased the value and popularity of GAT for students. An increased number of staff and head teachers participated as guest judges and delivered valuable independent reports and feedback to students.

An emphasis on development of thinking and presentation skills and different approaches to presentation will be the focus for 2014.

Mathematics Acceleration Program

The Acceleration Program in mathematics continued strongly in 2013. Over 160 students participated from Year 7 through to Year 11. The program caters for highly able students who progress through the mathematics curriculum at an increased speed. Participating students have an increased level of engagement and confidence in their studies and are able to complete the HSC mathematics course in Year 11.

In 2013, 19 Year 11 students successfully completed the 2 unit mathematics course as part of the 2013 HSC. Of these students, 95% achieved results in Bands 5/6. This is significantly better than both the school average of 54% and the state average of 45%. In addition, 42% of these students achieved a Band 6 compared to 18% statewide.

A focus of the program has been to engage Year 7 students in mathematics. Students in Year 7 are taught in mixed ability classes and 27 talented mathematics students participated in the Agnesi program. Students worked independently through personally tailored contracts mentored by the program coordinator who monitored and evaluated their progress.

Aboriginal education

Strong partnerships were formed with Aboriginal communities and competencies in Aboriginal cultures were further developed. For the fifth year at our International Day all students engaged in a lesson focused on the Close the Gap campaign and researched contemporary Indigenous role models. Students learnt how to sign “sorry” using sign language and then in a powerful statement they signed the word in silence during our whole school assembly.

To celebrate National Reconciliation Week, Boori Monty Pryor, Australian children’s laureate, entertained Year 7 with his hilarious yet serious stories about friends and families. Year 11 English used their knowledge of dot paintings to create their own. Illustrations of landscapes, animals and natural elements were a central feature of their work.

The grandmother of one of our Year 7 students visited classes to share her experiences as a member of the Stolen Generation. Her moving personal story was shared with our students as part of a study of Indigenous Perspectives.

Our Tidda Girls raised $220 for the Indigenous Literacy Foundation by selling ribbons and bracelets created by Year 8 Technology students. We congratulated one Year 7 student who received a prestigious Deadly Kids Doing Well Award from Sydney Region.
Year 9 English and Year 11 ESL students were inspired and deeply moved by the presentation of the film, *Rabbit Proof Fence* by its writer and producer, Christine Olsen and Shirley Lomas, grandmother of one of our Year 8 students. Shirley spoke of her experience in a family separated by the government policy resulting in “The Stolen Generation”. The Year 9 and 11 students were a highly appreciative audience and showed recognition and compassion for this terribly sad time in Australia’s history.

Two Indigenous students participated in the Corroboree Festival sponsored by UNSW. The highlight of NAIDOC Week celebrations was the school assembly where the Beatty Clan Crew performed on stage and demonstrated a variety of Torres Strait Islander songs and dances.

We celebrated our Indigenous communities on Remembrance Day with a special performance by a group from the Tiwi Islands. The Strong Women’s group from Bathurst and Melville Islands are elders and culture women respected in their community as holders of traditional knowledge and as leaders in decision making. The audience of teachers and students thoroughly enjoyed the stories and songs they shared.

Year 10 Child Studies classes studied how culture impacts on child growth and development in indigenous communities in remote areas of Australia. Students made and sold bookmarks to raise funds for the Indigenous Literacy Foundation’s Christmas appeal.

**Celebrating Diversity**

Burwood GHS takes pride in the diversity of our school population. We embraced diversity and promoted rights to be the person they want to be, regardless of cultural heritage, religious affiliation or sexuality. This was evident in our special events and ceremonies where we celebrated Proud Schools, Naidoc Week, Closing the Gap Day, International Women’s Day and Harmony Day.

In February, “True Colours” and the rainbow flag were institutionalised with a special flag raising ceremony. Social inclusion was promoted and art students designed prize winning posters promoting equality. Books embracing the themes of the Proud School movement were accessioned into the library. We upheld the concept of our school being a safe haven for everyone, regardless of their sexual orientation.

International Day coinciding with Closing the Gap and Harmony Days on 21 March, promoted the celebration of our cultural diversity through music, song, dance and food. The carnival type atmosphere of the student led food stalls and the two wonderful concerts were testimony to the value we place on harmony between all members of our school community. The day commenced with workshops based on “Closing the Gap” themes to acknowledge Indigenous issues.

We had four students who identified as Indigenous but the traditional custodians of the land are acknowledged every assembly and Aboriginal education is embedded in all curriculum areas. The Tidda Girls group met regularly to discuss Indigenous affairs. In November, forty students and five teachers travelled to Uluru and participated in cultural workshops with Aboriginal elders.
The school continued our tradition of intercultural exchange with excursions to Bali, Samoa, Italy and USA.

We had five exchange students and our students participated in exchange programs to France, Italy and Norway. We received delegations and school groups from Korea, Japan, China and Indonesia where our students acted as interpreters and guides.

In the middle school, Asian Literacy was a focus in Visual Arts, HSIE, TAS, languages, and English. From Years 8 to 12, there are 19 classes studying an Asian language (Japanese, Korean, Chinese or Indonesian) and 15 Italian or French classes. Studies of Religion, International Studies, Society and Culture, have a multicultural focus and popular options for students.

Our students represent 68 different language groups and 72% of our students and 40% of our staff have English as an Additional Language or Dialect (EAL/D). In addition to the six languages offered, 11 students studied other languages at the Open High School including German, Spanish, Russian and Modern Greek. At the Saturday School of Community Languages, 31 students studied their background languages.

We are a diverse group of students, parents and teachers and we celebrate our diversity.

Special Religious Education (SRE)

During 2012/2013 the school engaged in a trial SRE program with the Inner West Scripture Team Christian Education Association (IWSTCEA).

SRE classes were held once a fortnight and at the Year 6 interviews preferences for attending SRE classes were identified and 39 students enrolled in SRE in Year 7.

SRE seminars were held each term with volunteers from local churches to lead discussion groups. Attendance varied with approximately 30% students from each year attending.

Following an evaluation of the SRE trial in Semester 2 2013, it was evident that our school community was not in favour of timetabled SRE classes.

Whilst the SRE teacher was a valuable member of staff during the two year trial, withdrawal of students from timetabled classes was not accepted by the school community. SRE Seminars for students in Years 7 to 10 will continue once per term in 2014.
School planning and evaluation 2012-2014

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Priority 1: Leadership and Management

Evidence of progress towards outcomes in 2013:

- Implementation of a strong focus on quality teaching in classrooms
- Leadership capacity of executive and welfare teams increased
- Implementation of coordinated approach for teacher assessment
- Strengthened student leadership capabilities
- Promoted achievements of the school.

Strategies to achieve these outcomes in 2014:

- Implementing leadership development program for school executive
- Consistent and exemplary administration practices to be implemented
- Building leadership capacity through professional learning teams
- Producing quality promotional materials

Priority 2: Curriculum and Assessment

Evidence of progress towards outcomes in 2013:

- Planned programs to implement the new syllabus for the Australian Curriculum in English, mathematics, science and history
- Reviewed assessment policy for middle school, commencing with Year 7
- Managed introduction of BYOD.

Strategies to achieve these outcomes in 2014:

- Planning for implementation of phase 2 subjects of Australian Curriculum
- Years 8/9 Assessment Policy to be reviewed
- Evaluating BYOD in middle school.

Priority 3: Engagement and Attainment

Evidence of progress towards outcomes in 2013:

- Greater use of data for staff planning and decision making
- Implementation of support programs for disengaged students
- Employment of additional community liaison officers to support students
- Reviewed EAL/D support provision.

Strategies to achieve these outcomes in 2014:

- All staff using EAL/D information
- Providing a greater range of extracurricular activities for students
- Planning the implementation of National Disability Standards.

Priority 4: Literacy and Numeracy

Evidence of progress towards outcomes in 2013:

- School focused on implementation of explicit literacy strategies in all curriculum areas
- Focused on improvement of grammar and punctuation for Years 7/8
- Literacy continuum introduced for classroom planning.

Strategies to achieve these outcomes in 2014:

- Using literacy continuum in all curriculum areas to monitor student progress
- Ensuring consistent and whole school focus on literacy strategies in the classroom
- Introducing numeracy continuum.

Professional learning

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

Our executive conference, ‘Building Leadership Capacity’, set the agenda for the year and focused on the benefits and challenges of leadership in a time of significant educational change. Focus was on executive leadership for the introduction of the Australian curriculum in 2014, catering for 21st century learners, building student leadership capabilities, literacy and numeracy continuums 7-10, and how to cater for
all student needs with the introduction of the new Every Student Every School policy from DEC.

Planned quality professional learning occurred at five school development days.

In Term 1, the focus was school priorities and procedures, student achievement in the HSC, child protection training, staff expectations, and learning support.

In Term 2, two consecutive school development days were held to assist planning for introduction of the NSW syllabi for the Australian Curriculum in 2014. Teachers participated in a range of workshops on a whole school approach to the Australian Curriculum. This included curriculum priorities, general capabilities, areas of importance as well as teaching Asian perspectives. Faculty planning for the new curriculum and backward mapping of assessment as best practice was investigated.

In Term 3, “The 21st Century Learner” as well as the Australian Curriculum was the focus.

In Term 4, the staff discussed the Literacy Continuum and reviewed the work of the Curriculum Mapping Team for effective implementation of Phase 1 subjects for the Australian Curriculum in 2014. Teachers collaborated by sharing student outcomes and using Smart data in planning for classes in 2014. This ‘hand-over’ process was seen as highly successful and teachers valued input from their colleagues.

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

The new DEC funding model for permanent beginning teachers was successfully implemented for three new staff members. They sought opportunities to work with their mentor teachers in refining teaching practice and documenting evidence for the Institute of Teachers accreditation process.

The average expenditure per teacher on professional learning was $938 in 2013. In preparation for implementation of the Australian Curriculum in 2014, 41% professional learning funding was spent on quality teaching or syllabus implementation, 33% for technology in teaching and learning and 26% on other areas.

**Parent, student, and teacher satisfaction**

The school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parents**

Parents completed five surveys at our parent/teacher nights. We valued their input into school policies and practices as the results of these surveys inform our decision making.

The roles of deputy principals were rearranged to reflect a change in school structure, middle school (Years 7-9) and senior school (Years 10 – 12). Parents were asked if they knew which deputy to contact regarding any issue concerning their daughter. Results showed 76% parents in Year 7, 71% parents in Year 8 and 84% parents in Year 9 knew which deputy to contact.

Parents of Years 11/12 were asked if the year adviser was contacted regarding issues concerning their daughters. Only 34% of Year 11/12 parents contacted the year adviser.

Following discussions about uniform by the P&C and School Council, parents were surveyed regarding the effectiveness of our school uniform policy. Results were 98% parents supported the uniform policy of the school, 83% believed the uniform policy was enforced appropriately by the staff, 89% believed that school uniform trousers should remain as part of the school uniform, and
73% felt shorts should remain as a uniform item. Parents expressed concern about the way in which students wear the shorts.

In 2013 we evaluated the number and value of excursions organised for students as part of their curriculum and found 87% parents were happy with the number of excursions attended, 93% believed excursions contribute positively to their daughter’s learning, and 81% considered the total cost of excursions to be reasonable.

As the DER student laptop program will not continue in 2014, the school considered implementing Bring Your Own Device (BYOD), eg laptop or tablet. Parents of Year 7/8 students were asked about willingness to purchase a device recommended by the school. Results indicated 83% Year 7 parents and 74% Year 8 parents said they would be willing to purchase a device to enhance their daughter’s learning.

The school sought opinion about the most useful aspects of our website. Responses received included: Event newsletter, templates for notes, permission notes for excursions, canteen menu, calendar, contact information, links to useful websites, Ensemble Program, email address, and lists of teachers’ names.

Following the appointment of a new careers adviser in 2012 parents of students in the senior school were asked if their daughters had received support from the Careers Adviser. Results were 60% Year 10, 61% Year 11 and 72% Year 12 students were supported and received advice.

Students

Student satisfaction was strong and there was a willingness to lead, coordinate and participate in a range of school events.

Students and families once again valued receiving blue and gold awards as recognition of their excellent effort in all subjects each semester.

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 our P&C as well as prefects and teachers from each school.

There were fewer incidents of bullying and harassment reported - 19 incidents in 2013 compared with 43 incidents in 2012.

Interest in the Duke of Edinburgh Award Scheme remained strong, however bushfires and inclement weather played havoc with our planning in Semester 2 and so bush walks were delayed until 2014.

There was an increase in the number of students represented on SRC, prefects, competitions and extracurricular activities.

Teachers

We continued to use professional support teams (PST) to facilitate our learning around the Quality Teaching and Learning framework. This was seen as a positive initiative in developing quality teaching practice in the school. The teams approach using faculty pairings was seen as a good model, allowing for both faculty specific and cross faculty sharing of ideas. Feedback was very positive and PST structure provided opportunity for constructive appraisal and reflection of teaching practice.

There was an increase in the number of staff who engaged in whole school events as 82% teachers provided additional support for students by taking debating teams, being knockout sport coaches, providing performance opportunities or convening committees to broaden student leadership opportunities.
Program evaluations

Proud schools

Background

Burwood GHS was one of 12 NSW schools selected in 2012/13 for an anti-homophobia pilot project, Proud Schools as the school was identified to be supportive of diversity. Research indicates that same sex attracted and gender questioning young people experience homophobic abuse at school and that there are negative impacts of homophobia on education, health and wellbeing.

Findings and conclusions

- Our Proud Schools team met regularly to initiate ideas, plan and implement strategies including information sessions for staff and parents. Open and transparent communication was provided for the school community. Students spoke at assemblies, True Colours group met regularly, reports provided to P&C and School Council, and updates at staff meetings ensured good communication.

- The school’s anti-bullying and harassment policy was amended to include an explicit message about anti-homophobia.

- True Colours group was initiated to support students and funds were raised for ACON and Wear it Purple. Staff supported wearing of rainbow colours for our flag raising ceremony in February 2013.

- A poster competition was a highly successful strategy generating interest with positive messages.

- A small number of interested parents attended a parent forum to discuss issues.

- There was close liaison with other organisations such as Family Planning NSW, Dr Jackie Ullman from UWS, Twenty 10 and GLLOs from Ashfield & Burwood Police.

Future directions

The school is well placed to provide advice to other schools in effective implementation of anti-homophobia policies across the state. We will continue our annual participation in Wear it Purple Day and a Rainbow Flag Raising each year. The True Colours student group will continue to provide a public display of support for Rainbow Youth.

Tell Them From Me

Our school was one of 174 public schools which elected to take part in the first Tell Them From Me student survey pilot. The DEC approved pilot measured 31 indicators of school and classroom effectiveness using recent research tools. Burwood GHS had 636 participants in the survey from Years 7 – 10.
The school identified a team of seven staff to administer the survey, evaluate student results and make school planning suggestions in response to the survey outcomes. The school’s data contained some very high results that reinforced the exemplary practices in student wellbeing and academic achievement at Burwood GHS. However, it did indicate some areas, particularly centred on student engagement, that we can focus on to improve school effectiveness.

As a result of the survey, a Stage 4 no homework policy is being trialled in 2014 and a new extracurricular program has been designed. Our involvement in the project will continue in 2014 and will include Years 11 and 12 to determine if this missing data had any impact on our results.
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.

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Tim Cunningham, President, School Council
Jenny Hardwick, Head Teacher, Teaching and Learning
Lesley Jolly, Parent Representative
Sharmyn Kayani, SRC Executive
Perry Kritselas, Parent Representative
Mia Kumar, Principal
Janina Longman, Deputy Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: