Burwood Girls High School
Annual School Report 2014
The year of “clean and green”
Principal’s message

This was the year to promote the environment “CLEAN and GREEN” and what a significant difference the parent working team has made to our playground – new plantings, refurbishment of picnic tables and a fabulous green area, as well as new furniture for the canteen.

A deck was built for the hospitality kitchen, the media room was refurbished, the upstairs computer room was air-conditioned and the old senior study converted to a drama studio.

This was the first year that students were expected to bring their own device (BYOD) and a ‘no homework’ policy was trialled for Year 7. Our community liaison officers supported Chinese, Korean and Pacific Islander students.

The new curriculum was implemented for Years 7 and 9 in English, Maths, History and Science.

Student surveys and focus groups have influenced changes to the way we do things. The Student Representative Council grew bigger and stronger as a decision making body and students were actively engaged in special projects. Parents, students and staff were consulted about strategic directions for our school for the next three years.

Our school motto Not For Ourselves Alone is the key value underpinning the charity work managed by the SRC and our students who raised more than $25 000 to support a range of charities including our Hands Across the Ocean program.

We continued to celebrate diversity and became a member of the Safe Schools Coalition.

Our international student enrolment has grown. We hosted many delegations (Korea, Singapore, China, Japan) who came to observe our teaching practices. Burwood GHS was promoted as a school of excellence for international students in Korea, Cambodia and Vietnam.

We maintained a positive school culture that places students as our first priority. This is recognised by our community as well as by visiting groups.

Thank you to all for providing a wonderful learning environment. I hope for more successes in 2015, the year for healthy and sustainable living.

Mia Kumar
This year the successful campaign to improve the grounds of Burwood GHS continued with well attended working bees. Under the leadership of the P&C secretary, members worked hard to complete the installation of raised planter boxes, rejuvenation and installation of picnic tables as well as resurfacing an area with synthetic grass (with a proposal to resurface all areas leading to the Ermy Krippner Hall). The P&C purchased café style chairs and tables for the canteen and obtained an Ashfield Council grant for another mural and kitchen garden. I would like to acknowledge the hard work of P&C members in applying for grants, representing the interests of the school at presentation days, as well as merit selection and primary placement panels. Presentations at P&C meetings included discussions on:

- HSC results from the 2013 HSC;
- The extensive languages curriculum led by the new Head Teacher Languages;
- Technology in Science class demonstration by the Head Teacher Science;
- Sport and processes for team selections by the sport coordinator; and
- Results from the ‘What makes a good school’ survey of students and staff.

The P&C operated the Uniform Shop and implemented new style navy blue shorts. Special discounts on sets of blazers, senior skirts and shirts were also offered for students who will be wearing the senior uniform in 2015.

Successful P&C events were the Year 7 Welcome BBQ, Year 7/8 Disco, the Aussie barbecue at International Day and the Year 12 Graduation.

I would like to thank parents for their continued support and look forward to supporting the new president Mr Nick Miller, with initiatives for 2015.

Alice Magoffin, President 2014
with profits exceeding $13,000 contributing towards our Hands Across the Ocean charity.

The SRC Mentor Program was implemented as a way of allowing Year 12 past SRC representatives the opportunity to guide younger students through their first experiences with leadership responsibilities at high school. The program was particularly effective for Year 8 students.

The upcoming year holds endless opportunities for our SRC to expand and succeed in their endeavors to reach out to communities - both locally and internationally.

The students involved in the SRC must continue to support one another in developing goals and envisioning change and work together to put this into motion.

Lucy Ward-Gemmell, SRC President

Student information

In February 2014, student enrolment was 1144 with 225 students entering Year 11 and 221 entering Year 12. Applications for enrolment continued to increase and an additional class was established for Year 10 in Semester 1, as well as a bridging class for newly arrived students in Semester 2.

Student enrolment profile

The overall student attendance rate of 94.8% continued to be above state average of 90.2%. The attendance rate for Middle School (7-9) was 95.2% compared to 94.5% for Senior School (10-12).

Management of non-attendance

Parents were informed by text message of unexplained lateness and absenteeism. Letters are regularly sent home when written explanation of absence is not received.

Post-school destinations

From our 2014 HSC cohort, 80% (171) candidates were offered university places with 20% studying humanities, 20% health/medical science, 19% business/economics, 16% science/engineering, 7% education, 5% IT/media/communications, 5% social sciences, 4% design/architecture and 4% law.

The percentage of students who achieved an ATAR greater than 90 was 24% and almost 50% students achieved an ATAR greater than 80.

Year 12 students undertaking vocational or trade training

Two Year 12 students were undertaking school-based traineeships in Retail and Business.
Year 12 students attaining HSC or equivalent Vocational educational qualification

Sixteen students studied Hospitality at school and six students studied Category (A) courses at TAFE in Retail, Landscaping, Heath, Business Services, Financial Services and Automotive and three studied courses in Animation and Childcare.

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, four community liaison officers, a youth worker and two general assistants. The school also employed a band director as well as a gifted and talented program coordinator.

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>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>57</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>3.8</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
</tr>
</tbody>
</table>

There was one indigenous member of staff.

Staff retention

The retention rate from 2013 to 2014 was 84% with five retirements and one teacher appointed on merit to a government school. Sadly, our Head Teacher Welfare passed away after a long illness.

Teacher qualifications

All teaching staff met 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>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>31</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>9</td>
</tr>
</tbody>
</table>

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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>470698.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>693787.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>330285.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1187071.96</td>
</tr>
<tr>
<td>Interest</td>
<td>19664.87</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>187225.25</td>
</tr>
<tr>
<td>Canteen (leased p.a.)</td>
<td>54741.88</td>
</tr>
<tr>
<td>Total income</td>
<td>2943474.49</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning                          | 281741.70 |
| Key learning areas                           | 392944.58 |
| Excursions                                   | 243663.46 |
| Extracurricular dissections                   |          |
| Library                                      | 13336.32  |
| Training & development                       | 76110.06  |
| Tied funds                                   | 287547.12 |
| Casual relief teachers                       | 166926.21 |
| Administration & office                      | 345518.82 |
| Utilities                                    | 184407.07 |
| Maintenance                                  | 98530.48  |
| Trust accounts                               | 103869.46 |
| Capital programs                             | 85527.06  |
| Total expenditure                            | 2280122.34|
| Balance carried forward                      | 663352.15 |

Training and development funds have been identified separately on this table from tied funds.
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C and School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

The Arts

The school continues to provide an environment which enriches the whole student by offering a range of opportunities targeting talented individuals in a diverse range of disciplines. Variety Night in Term 2 featured 160 students from all years and included dance, drama, music classes and extra-curricular ensembles.

Students also participated in a wide range of activities in speaking, writing and visual arts, with the major project a large scale ceramic mural, ‘activate your mind, body and culture’. This mural involved contributions from students in Year 8 who painted tiles and Year 10 who designed the relief sculpture figures.

Regular exhibitions of student art work in the school continued and a major exhibition of Year 12 HSC Body of Work attracted strong support from the school community.

Three Photographic and Media student films were selected and screened at the Chauvel Cinema for the V-Fest Film Competition. Three student films were selected for the final of The Robin Anderson Film Awards screened at The Dendy, Opera Quays and three student films were finalists in the Newington Film Festival.

Debating continued to be an integral part of the extra-curricular program with Year 7-10 students participating in the Premier’s Debating Challenge, the Sydney University competition and the Junior Legacy Public Speaking Competition where one student successfully competed at regional level.

The junior team was runner-up at the inaugural ‘What’s the Story?’ public speaking competition.

The English Faculty held their first Year 10 film festival Girls on Film to showcase the power and value of creative film making. All Year 10 English students submitted a team entry of their own horror, thriller, mystery or crime fiction short film. Students dressed as Hollywood superstars and walked the red carpet as their films were judged by a panel of industry experts.

The Creative Club, an after-school group, was introduced for students to explore the production of visual and written work. Their work formed part of the MCA’s annual Zine Fair. Students also produced art work for Burwood Council’s White Ribbon Day event. Two students were selected to participate in the National Art School’s prestigious HSC Workshops in Studio Practice. The Year 10 visual design class exhibited their art wearables at Westfield Burwood for the DEC’s World’s Biggest Classroom project.
Music students participated in a variety of events at school and in the community. One student was selected for a composition workshop with the London Symphony Orchestra. A Choir and Keyboard Ensemble performed at musical events such as *Big Night Out*, *A Little Night Music* and the Year 7 Celebration of Learning. Eighteen students from Years 7-12 were selected for NSW Performing Arts Ensembles.

Drama students participated in workshops to enhance their practical and theoretical learning. They performed for parents and friends at several Drama Showcase evenings. One HSC Drama student was nominated for *Onstage*.

Dance continued to expand with increased enrolment in elective classes. *Callback*, which showcases exemplary HSC student works, inspired our students. One Year 12 student’s Core Performance was nominated for *Callback 2014*.

The extra-curricular dance program increased to seven ensembles: Dance Company, Dance Troupe, Dance Ensemble, Hip Hop Ensemble, Year 7 Ensemble, Musical Theatre and Acrobatics. The Dance, Musical Theatre and Hip Hop Ensembles performed at the Dance Zone Production’s annual concert at Enmore Theatre. The Dance Company represented the school at the Sydney Region Dance Festival.

The Dance Showcase *Imagine* was a successful celebration of student work from all elective classes, ensembles and HSC Major Study works.

**Sport**

Burwood GHS continued to dominate in all areas of sport with many successes at zone, regional and state levels. Our school was the Northern Suburbs Zone Overall Girls Champion, due to swimming and athletics teams placed first and cross-country team second in zone competitions.

There were 287 entries for zone competitions, 87 at regional level, 19 students at state level and seven at national level.

In both summer and winter grade sport competitions, students performed well with winning teams being the Juniors (14s) netball, European handball, soccer, touch football and strong competitors in volleyball and softball. In the 15s competition both the netball and soccer teams were winners with touch football and volleyball semifinalists. In the Opens competition the soccer team won their competition with the Opens netball and softball reaching semifinals. All basketball teams competed in the semi-finals.

The 14s indoor soccer team competed at the semi-finals in the State Futsal Championship.
The school was represented at knockout regional competitions in basketball, netball, softball, touch football, water polo, soccer, indoor soccer and volleyball. We also had representation at all NSW School Girls Rowing events.

Students selected for state competitions or national teams included discus and hammer throw, diving, golf, hockey, lawn bowls, trampolining, swimming, rowing and water polo.

Zone Sport Gala Day was a success with 154 Year 7 students participating in netball, soccer or volleyball. Year 10 students coached the Year 7 teams to strengthen skills and enhance sporting spirit as well as creating new links in the zone.

Year 9 students experienced a two-day surf camp at Bondi Beach.

Two students achieved a Northern Suburbs Zone Sporting Blue Award and one student achieved a Premier’s Sporting Challenge Medal.

**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, 44% Year 7 students achieved Band 8/9 in reading (27% statewide), 26% in writing (15% statewide), 61% in spelling (35% statewide) and 45% in grammar and punctuation (29% statewide).
Our students achieved better than the state in Band 9/10 in all literacy areas: 36% in reading (23% statewide), 31% in writing (13% statewide), 39% in spelling (25% statewide) and 36% in grammar and punctuation (21% statewide).
NAPLAN Year 7 - Numeracy

In numeracy, 41% students achieved Band 8/9 compared to 27% statewide. Few students were in the lower bands.

NAPLAN Year 9 – Numeracy

In numeracy, 45% students achieved Band 9/10 compared to 25% 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. In order to improve these results in all bands, 2015 professional learning teams have been established to focus on formative assessment and using feedback to maximise learning outcomes for all students in numeracy and literacy.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy.

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.

ESSA

Students in Year 8 sat for the Essential Secondary Science Assessment online test. Students performed above state average with 79% students achieving in the top three levels compared to 63% statewide.

Higher School Certificate (HSC)

In 2014, the school was successful in value adding for all groups of students. The value added in the ‘low’ group was 11.5, for the ‘middle’ 15.6 and for the ‘high’ group 7.0. By definition the state average relative performance is zero. We are pleased with the improvement for all groups.

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

- In both Extension 1 and Extension 2 English, 100% students achieved results in the top two bands.
- In Advanced English, 41% students achieved Band 6 compared to 15% in the State.
- In Standard English, 25% students achieved Bands 5/6 compared to 8% statewide.
- In ESL English, 7% students achieved Band 6 compared to 4% statewide.
- In Drama, 70% Students achieved results in Bands 5/6 compared to 42% statewide.

Mathematics

- In General Mathematics, 26% students achieved results in Bands 5/6 compared to 17% statewide.
- In Mathematics, 56% students achieved Bands 5/6 compared to 50% statewide.
- In Mathematics Extension 1, 90% students achieved results in the top two bands compared to 85% statewide.
- In Mathematics Extension 2, 96% students achieved results in the top two bands compared to 87% statewide.

Science

- In Biology, 35% students achieved Bands 5/6 compared to 28% statewide.
- In Chemistry, 40% students achieved Bands 5/6 compared to 46% statewide.
- In Physics, 14% students achieved Band 6 compared to 6% statewide.
- In Senior Science, 54% students achieved Bands 5/6 compared to 36% statewide.

History

- In Ancient History, 48% students achieved Bands 5/6 compared to 26% statewide.
- In Modern History, 60% students achieved Bands 5/6 compared to 33% statewide.
- In History Extension, 89% students achieved Bands 5/6 compared to 74% statewide.
- In Studies of Religion I, 100% achieved Bands 5/6 compared to 76% statewide.
- In Studies of Religion II, 33% students achieved Bands 5/6 compared to 30% statewide.

Social Sciences

- In Legal Studies, 61% students achieved Bands 5/6 compared to 32% statewide.
- In Society and Culture, 53% achieved Bands 5/6 compared to 41% statewide.
- In Business Studies, 30% students achieved Bands 5/6 compared to 29% statewide.
- In Economics, 27% students achieved Bands 5/6 compared to 34% statewide.
- In Geography, 78% students achieved Bands 5/6 compared to 28% statewide.

Languages

Results in languages were significantly above state average with outstanding results in Heritage Chinese, Indonesian Extension, Italian Extension and Heritage Korean. Students presented in six languages in 12 different courses. Five students studied languages externally via the Open High School and six at Saturday School of Community Languages, with one studying Tamil at the Tamil Study Centre.

In Indonesian Extension, three students achieved first, second and fourth in the state. In French Beginners, one student achieved fifth in the state, while in Heritage Chinese, one student also achieved fifth in the state.
- In Chinese Background Speakers, 91% students achieved Bands 5/6 compared to 68% statewide.
- In Heritage Chinese, 100% students achieved Band 6.
- In French Beginners, 70% achieved Bands 5/6 compared to 46% statewide.
- In French Continuers, 86% students achieved Band 5/6 compared to 66% statewide.
- In French Extension, 50% students achieved the second highest band, E3.
- In Indonesian Continuers, 50% students achieved Band 6 compared to 28% statewide.
- In Indonesian Extension, all three students achieved the top band.
- In Italian Continuers, 63% students achieved Bands 5/6 compared to 51% statewide.
- In Italian Extension, 100% students achieved the two highest bands compared to 70% statewide.
- In Japanese Beginners, 50% students achieved Bands 5/6 compared to 41% statewide.
- In Heritage Korean, 100% students achieved Bands 5/6 compared to 95% statewide.
- In Korean Background Speakers, students performed below state average.

**Creative Arts**
- In Visual Arts all 30 students achieved above state average and 37% attained Band 6 compared to 11% statewide.
- In Music 1, students performed below state average.
- In Music 2, all students achieved Band 5.
- In Music Extension, achievement was at Band E3, the second highest Band.

**TAS**
- In Food Technology, 15% students achieved Band 6 compared to 7% statewide.
- In Hospitality, 25% students achieved Band 5.
- In Textiles and Design, students performed below state average.
- In Information Processes and Technology, students performed below state average.
- In Software Design and Development, students performed well below the state.

**PDHPE**
- In PDHPE, 27% of students achieved Band 5/6, compared to 30% statewide.
- In Dance, 50% of students received a Band 5 or above, compared to 44% statewide.
- In Community and Family Studies, 50% students achieved Bands 5/6 compared to 37% statewide.

**Significant programs and initiatives**

**Burwood Ensemble Program (BEP)**

In 2014, 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 and several small chamber groups created for a variety of events at school and in the community. 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.
Involvement at local community events included performances for Australia Day, citizenship ceremonies, Burwood, Ashfield and Croydon Park RSL clubs, Sandakan Service, ANZAC services and marches (including the City of Sydney march). Our own fundraisers Big Night Out and A Little Night Music were well attended.

The Inner West School Band Festival brought together 470 children from 11 local schools for one day of shared performances. The String Ensemble and Concert Bands visited Mudgee with rave reviews at local primary schools and an aged-care facility. A senior string quartet played for the International Student Awards ceremony at NSW Government House. The String Ensemble grew significantly and attended a successful workshop with St Mary’s Cathedral school. The Flutes and Brass ensembles played for Croydon Public School’s community Christmas event and small chamber groups played for Ashfield Kmart’s Charity Wishing Tree launch and child care centres in the area. The newly-formed Stage Band gave a very strong performance at the Sydney Opera House for a NSW Public Schools Instrumental festival.

The purchase of two violas, a trombone and a tenor saxophone strengthened our ability to nurture the specific talents of students in the program. Temporary upgrade of studio facilities was undertaken with the view to more substantial rebuilding.

Aboriginal education

Strong partnerships were formed with Aboriginal communities and competencies in Aboriginal cultures were further developed. At our International Day all students engaged in a lesson focused on the Close the Gap campaign and researched contemporary indigenous role models. An Aboriginal stall was organised for the first time by volunteers from the Tiddas group to promote bush tucker. Tiddas also raised $300 for the Indigenous Literacy Foundation by selling ribbons and bracelets.

To celebrate National Reconciliation Week, Boori Monty Pryor entertained Year 7 students with his hilarious yet serious stories about friends and families. Year 10 students participated in special activities at Uluru.

Two indigenous students attended a literacy workshop day at UTS and another attended the Indigenous Science and Engineering Residential Program at UNSW. One indigenous student was selected to attend a Nanga Mai careers day at UTS and a Year 9 student received a prestigious Deadly Kids Doing Well Award.

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. The Tiddas group attended and laid a wreath at the Indigenous Veterans Commemoration Ceremony.
for ANZAC day. They also participated in the second annual Corroboree festival.

**Celebrating diversity**

Special events and ceremonies were held throughout the year to celebrate the diversity of our school community and ensure a safe and inclusive learning environment for all.

In our school, 75% students and 40% teachers have English as an Additional Language/Dialect (EAL/D) with 68 different language groups. We had 92 international students and additional welfare initiatives were established to facilitate a smooth transition into our school community. International Day celebrated our multicultural diversity on Harmony Day. The SRC led, with significant parental input, spectacular presentations of our cultural diversity through dress, dance, song and food.

Asian literacy continued to be a focus in our middle school and was embedded into the curriculum. Korean was introduced as an elective in Year 9. Visual Arts students completed their third wall mosaic including an Asian focus. From Years 8 to 12, students could choose to study Japanese, Indonesian, Chinese, Korean, French and Italian. Students studied other languages through the Open High School or Saturday School of Community Languages including German, Spanish, Russian, Tamil, Persian and Modern Greek.

Study tours to India and Indonesia provided great opportunities for ethnographic studies in Society and Culture, Studies of Religion, Visual Arts, International Studies and Indonesian. Students participated in overseas exchange programs to France, Austria, Denmark, Japan, Belgium and we hosted girls from Denmark, France and Germany. Delegates from Korean and Japanese education departments reviewed our science and technology learning and our principal visited Cambodia and Vietnam with DEC International.

*Close The Gap Day* was acknowledged on International Day and Torres Strait Islander performers presented during Naidoc Week. The Tiddas girls maintained their support and promotion of indigenous affairs and the Uluru trip was attended by 40 Year 10 students, firmly endorsing this experience as an annual activity for our school.

*True Colours* and *Wear It Purple* also promoted acceptance of sexuality and gender diversity. Assemblies promoted acceptance of other groups. Fundraising activities such as BBQs or cake stalls supported our overseas charities such as i-India homes, schools and vocational centres in Jaipur, Rajasthan and the Jodie O’Shea Orphanage in Bali. Over $15 000 was raised by
our school community for our *Hands Across the Ocean* charities and a further $10,000 was raised for the World Vision 40 hour Famine.

We are proud to be such a diverse yet inclusive group of students, parents and teachers.

**English as an Additional Language or Dialect**

Burwood GHS has a significant number of students with language backgrounds other than English (LBOTE). Approximately 75% students speak another language and it was decided to review the ESL provision in the school. The following reviews were undertaken:

- Investigate the EAL/D classifications (emerging, developing, consolidating) for each LBOTE student.
- Review ESL support in all years.
- Develop a reporting format for EAL/D.

As a result of the review, the following actions were taken in 2014.

- There were 205 students identified as EAL/D.
- EAL/D workshops were conducted for all staff.
- EAL/D classifications for students were identified on Sentral and ERN.
- ESL coordinators also established for each cohort and assessed new students on arrival.
- There was a 40% increase in international students from 2012 to 2014.
- ESL electives increased for Years 9 and 10.
- Bridging class for newly arrived Year 10/11 students trialled for Semester 2.
- Increased allocation in community liaison officers.
- EAL/D clusters were formed for core classes for Years 9/10.
- ESL teachers provided support for mainstream teachers in developing assessment tasks.
- After school tutorial program established for senior EAL/D students.
- Survey conducted for all EAL/D students.

The results of the survey indicated for EAL/D students:

- 75% reported a sense of belonging
- 85% wish to speak English better
- 95% report that their English language skills are improving
- 68% pretend to work in class to be left alone
- 90% participate in class activities.

**Student Wellbeing**

The Wellbeing team developed an integrated approach to student engagement with learning, wellbeing and resilience building.

The transition of Year 6 into 7 was supported by initiatives, including an opportunity for students to experience a range of lessons in different learning areas, a workshop “Big Fish, Little Fish” and the continuation of the Big Sisters program which assists in nurturing and developing trust and friendship. The Year 11 Big Sisters engaged
the Year 7 students in a series of workshops and fun activities designed to ensure students feel safe and comfortable in their new school environment and were provided with knowledge to enhance their overall educational experience.

Both the Year 7 and Year 9 camps provided opportunities for students to challenge themselves, as well as develop their team-building, leadership skills and resilience.

STARR (Sisterhood, Trust, Acceptance, Resilience, Respect) Days were planned for all years to provide interactive, informative sessions relevant to each cohort. These included special workshops on bullying, developing positive relationships, self-esteem and body image, resilience and coping skills, safe partying and positive self-talk.

Special workshops on cyberbullying were conducted by the Local Police Liaison Officer and the Health Nurse provided important information to Year 10 regarding at risk behaviours. Workshops on how to manage stress and anxiety during the HSC year were also conducted.

The school continued its involvement in White Ribbon Day and the Proud Schools Program. Strategies were implemented to raise awareness of sexual and gender diversity.

Our Youth Worker (employed under the Chaplaincy Program) provided support and case management for identified students, including the program To the Core which was extended to include students who were disengaged.

A third Community Liaison Officer (CLO) was appointed to further improve communication with parents of Chinese students. Three CLOs were involved in providing additional support to our international students. A presentation for Chinese parents of Year 12 students on Career Options and university entrance was well attended. The Korean CLO organised lunchtime meetings to provide both support and cultural activities to improve connectedness between Korean students and the school. Pacific Islander CLO supported students performing at PACFest and participating in the Weave for Health workshops. Involvement in these activities provided students with the opportunity to reconnect to their cultural heritage. These CLO initiatives improved student participation and parental involvement.

Student leadership

There are many opportunities for student leadership within the school, including Student Representative Council (SRC), prefects, Big Sisters and house captains.
The SRC continued to be a popular forum for student voice with 84 students from Years 7-11 meeting fortnightly to discuss matters of importance to them. Leadership skills were developed by coordination of special events such as International Women’s Day celebrations and the Hands Across the Ocean projects for each year cohort. The cultural food stalls at our annual International Day were successfully coordinated by SRC members. A new mentoring program began where Year 12 former SRC members mentored Year 7/8 SRC members. This initiative was particularly successful in providing guidance and developing confidence for junior SRC representatives. Links were made with other schools through leadership conferences attended by Year 9/10 students. Three Year 11 students continued representation at School Council meetings.

The prefect body was led by the three school captains and continued to evolve as a leadership group undertaking various activities throughout the year. A new Mission Statement was established and prefects arranged events to build on the already impressive school spirit. These included celebrating special days (Valentine’s Day and Halloween), participating in the Ice Bucket Challenge to raise money for Motor Neurone Disease, regular staff versus student sporting events and a whole-school picnic on the oval. The prefect group also combined with Ashfield BHS and Homebush BHS to organise a Year 7/8 Disco and act as ambassadors for the school at a variety of school and community events.

The Big Sisters, a group of 73 Year 11 students, coordinated regular meetings and activities for Year 7, ensuring a smooth transition to high school. Twelve Big Sisters also attended the Year 7 Camp.

The swimming and athletics carnivals provided opportunity for sports leaders to coordinate participation and house spirit, resulting in successful events. Sport had a much higher profile through regular assembly presentations.

Environmental education for sustainability

The Environment Committee expanded community involvement and student leadership opportunities in 2014. Activities saw students networking with other schools, representing the school and learning about new initiatives in sustainability. Highlights included attendance at the Youth Eco Summit, where members developed ideas to integrate at BGHS.

The second Youth Environment Network meeting allowed the Environment Committee to present achievements to other schools and share thoughts on students and sustainability. Students and parents were proud to represent the school and secure two substantial community grants towards the ‘Plantability’ mural and garden project, as well as organize and facilitate various fundraising activities towards this. The Environment Committee successfully improved school grounds through their peer raffle scheme, resulting in a positive change in litter habits. This further contributed to a very ‘Clean and Green’ year in 2014.
School planning 2012—2014

Priority 1: Leadership and Management
Evidence of progress towards outcomes in 2014:

- Leadership development program for school executive, including extended professional learning sessions implemented successfully.
- Consistent and exemplary administration practices implemented across the school, including the Sentral administration system.
- Development of leadership capacity of staff through professional learning teams.
- Student leadership capabilities developed and opportunities extended.
- Promoted achievements of the school on website.
- Produced promotional brochures.
- Consulted and engaged all stakeholders to develop school strategic directions.

Strategies to achieve these outcomes in 2015:

- Strategic leadership opportunities to achieve teacher accreditation and maintain professional teaching standards.
- Audit of current student leadership opportunities to be undertaken.
- Teacher annual reviews aligned with Teacher Performance and Development procedures.
- Collect Tell Them From Me survey data to inform, evaluate and measure school improvement.

Priority 2: Curriculum and Assessment
Evidence of progress towards outcomes in 2014:

- Implementation of new syllabus for the Australian Curriculum in English, Mathematics, Science and History.
- New electives planned for middle school.
- Manage introduction of BYOD and evaluate use of devices across KLAs.

Strategies to achieve these outcomes in 2015:

- Formative assessment team established to review and improve faculty assessment practices.
- Middle School Assessment Policies reviewed and aligned with homework policy.
- BYOD supports innovative and creative thinking and student tracking of learning outcomes for improvement.
- Parents to be regularly updated on the progress of their daughters’ learning and how they can effectively support them.
- Evaluate new elective courses “Just Journalism” and “Engineering Challenges”.

Priority 3: Engagement and Attainment
Evidence of progress towards outcomes in 2014:

- A greater range of extracurricular activities for students provided for students during lunchtimes and after school.
- National Disability Standards training completed by staff.
- Additional community liaison officers employed to support the needs of students.
• Staff using EAL/D information to support the learning needs of students.

**Strategies to achieve these outcomes in 2015:**

• International Student Wellbeing Team established.

• Restructure learning and wellbeing leadership team to lead and facilitate student learning.

• All roll call teachers monitor attendance and refer concerns.

**Priority 4: Literacy and Numeracy**

Evidence of progress towards outcomes in 2014:

• Teachers have a shared understanding of how to use the literacy continuum to track, monitor and strengthen literacy in all KLAs.

• School development days target whole school approach to literacy strategies in the classroom.

• Smart data used for planning literacy and numeracy strategies in teaching and learning programs.

**Strategies to achieve these outcomes in 2015:**

• Formative assessment and quality feedback strategies to improve the growth of all bands in literacy and numeracy NAPLAN results.

• Ensuring consistent and whole school focus on literacy strategies in the classroom.

• Implementation of the numeracy continuum.

**Professional learning**

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

Quality professional learning was planned at six school development day events. Members of the school executive were provided with iPads to capture quality teaching and learning. In Term 1, the focus was school priorities and procedures, student achievement in the HSC, child protection training, staff expectations, using Sentral administration and learning support.

In Term 2, teachers participated in a range of workshops on a whole-school approach to embedding literacy strategies in all programs.

Workshops were provided on *Tell Them From Me* student survey, Sentral, Clickview and BOS Up2Now.

Two evening school development events continued our focus on literacy, with professional support teams using the 7-10 literacy continuum to map student literacy outcomes. Teachers were able to participate in a series of workshops on transition education, differentiation of learning experiences, Sentral, Markbook, or supporting EAL/D students. These events were effective with strong participation and engagement of colleagues in professional learning.

In Term 3, an analysis of parent responses to school surveys provided an opportunity for teachers to consider parents’ priorities. This assisted in staff consultation on the school strategic directions. The question “What makes a good school?” focused our thinking on the qualities for students to be successful.

In Term 4, teachers collaborated by sharing student outcomes and using Smart data in planning for classes in 2015. This ‘hand-over’ process was seen as highly successful with teacher valuing input from colleagues.

Courses provided by DEC and professional associations were accessed by 41% teachers.

The new DEC funding for beginning teachers was successfully implemented for five 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.

In 2014 the average expenditure on professional learning per teacher was $950.
Parent/caregiver, 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 surveys at parent/teacher/student evenings and we valued their input into school policies, practices and directions.

Year 7 parents continue to be satisfied with the feedback given about their daughter’s transition to high school; however an interim report would provide quality information earlier in the year. 75% parents supported the schools “no homework” trial in 2014.

Parents in Years 8 and 10 were asked if they supported a proposal to include Year 10 students as part of the senior school. 75% parents supported this as well as a change from junior to senior uniform from 2015. A proposal to introduce more formal school-based exams to Year 10 received 86% support from Year 8-10 parents.

There appears to be a growing concern from parents, 23% Year 12 and 28% Year 11, that their daughters are not coping well with the stresses of senior studies. Developing time management and resilience skills will be a focus of our work in the next three years.

The P&C were consulted about future directions as part of the school planning process:

- Parents would like the school to continue its good work in building a sense of inclusion and social consciousness, to explore new and creative ideas, as well as recognise the achievements of students.

- Parents want us to support their daughters to become responsible, ethical, resilient and empowered 21st Century citizens; ones who experience success in different ways, who broaden their horizons and have a true sense of place in our diverse community.

- Desired teacher qualities for the future are a passion for teaching, creativity, ability to connect with students emotionally and academically, and engagement with latest research and professional learning.

**Students**

The *Tell Them From Me* student survey found the following when compared to the NSW norm:

- Social engagement at Burwood GHS showed higher than average sense of belonging. Positive friendships at school and participation in sports and extra-curricular activities were better than other schools.

- Institutional engagement was high, with excellent results in student attendance, positive behaviours in the classroom, as well as homework and study skills.

- Intellectual engagement showed a high level of effort applied to studies, with a need to focus on challenging students to improve interest and motivation in learning.

As part of our consultation for the school plan 2015-2017 we gathered student voice from Years 7-12 and found the following:

**What do you like about Burwood GHS?**

- Students in all year groups expressed pride in the school motto “Not For Ourselves Alone” and the importance of raising awareness for events for charities and social justice issues.
• All students value the sense of inclusion which embraces individuality and diversity.

• Students value their positive relationships with teachers, both within and outside the classroom, and enjoy extensive opportunities such as overseas trips, leadership and sporting events.

• The culture of learning at the school and the sense of empowerment to support young women “to do anything”.

What makes a good teacher?

• Students valued teachers with a good sense of humour who can relate well and are able to motivate students to learn.

• Students value teachers who are caring, understanding and willing to support them in their learning.

• Students also value teachers who are enthusiastic and passionate about teaching and able to give timely, quality feedback about how students can improve.

How could we improve your experiences at school?

• All year groups would like more school activities, camps, overseas excursions, competitions as well as social events with local boys’ schools.

• Better assessment practices were seen to be important to Years 8, 10, 11 and 12.

• Students in Year 11/12 felt more could be done to develop study skills prior to senior years and to increase formal exam preparation.

• Improvements in the canteen and school facilities were also requested.

Teachers

Teachers completed for the first time, a Tell Them From Me survey called “Focus on Teaching”. The results revealed the following:

• Seventy teachers responded to the survey, with 80% teaching for more than five years.

• Classroom practice professional learning was strongly supported by 59% teachers.

• 32% teachers engaged in professional learning for higher teacher accreditation reasons.

• 91% teachers engaged in school-based, classroom-focused professional learning.

Effective schools research identified the most important correlates of student outcomes. The questions in the survey were grouped to assess eight of the most important drivers of student learning and are scored from 0 (strong disagreement) to 10 (strong agreement), and 5 is a neutral position.

• Leadership positives included the school executive creates a safe and orderly school environment (8.1) and provides guidance for monitoring student progress (6.7). Areas for improvement are that the executive has time to observe teaching (4.6) and provide useful feedback about teaching practice (4.9).

• Collaboration positives included discussion of student learning problems with other teachers (8.7) and talking with other teachers about strategies that increase student engagement (8.6).

• Learning Culture positives included teachers set high expectations for student learning (9.2) and give written feedback on student work (9.1).
• **Data Informs Practice** positives included teachers give students feedback on how to improve their performance on formal assessment tasks (9.2) and use assessment results to understand where students are having difficulty (8.8).

• **Teaching Strategies** positives included teachers link new concepts to previously mastered skills and knowledge (9.0) and use two or more teaching strategies in most lessons (8.8). An area for improvement is to provide students with written feedback on their work more regularly (4.3).

• **Technology** positives included students are given opportunities to use computers or other interactive technology to analyse, organise and present subject matter (8.8) and also to undertake research (8.5). Improvement is needed in facilitating student use of technology to track progress towards their learning goals (4.8).

• **Inclusive School** positives include teachers establish clear expectations for classroom behaviour (9.1) and make an effort to include students with special learning needs in class activities (8.7). Improvement is needed in the use of individual education plans to set goals for students with special learning needs (6.8).

• **Parent Involvement** areas for improvement included teachers ask parents to review and comment on students’ work (4.2), teachers are in regular contact with the parents of students with special learning needs (5.1) and use strategies to engage parents in their daughter’s learning (5.5).

Teachers continued to demonstrate their passion for teaching and school life by providing many additional opportunities for students in extra-curricular activities and participated with enthusiasm in student versus staff sporting competitions.

### School evaluation processes

Burwood GHS conducted evaluations to support the effective implementation of the school plan. The processes used included:

- *Tell Them From Me* survey
- Parent surveys at information evenings
- Student surveys and focus groups
- Staff surveys and focus groups.

### Stage 4 Homework/Extra-curricular Policy

**Background**

Burwood GHS has a strong focus on high achievement for all students and opportunities to explore other interests and talents outside the classroom. An analysis of national and international research on homework found no clear correlation between completion of homework in the middle years and achievement of learning outcomes. Following a request from a group of Year 7 students in 2013 for more extra-curricular activities, consideration was given to homework research and its validity in the lives of adolescents who want to play sport, read books, engage in music and other performing or leadership activities.

**Findings and conclusions**

- In consultation with staff and P&C, a trial “no homework” policy was developed for Year 7 students in 2014.
- Year 7 students were only required to do additional work at home in Mathematics, Languages vocabulary and reading for English.
- Year 7 student report data in 2014 showed no negative impact on achievement of learning outcomes.
- This strategy supported the extra-curricular activities program. In 2014, 78% Year 7 students engaged in extra-curricular activities compared to 42% in 2013.
- There was an increase from six Year 7 activities in 2013 to ten in 2014; including Run Club, Debating, Public Speaking, Junior Choir, Creative Club (art and writing), Triple
Threat Training (dancing, singing and acting) and Dance Ensembles.

- In 2014, 75% parents surveyed strongly supported the “no homework” trial but expressed concern about the name.

Future directions

- Year 7 parents expressed a strong desire for this “policy” to continue for Year 8 2015.
- A parent suggested “no homework” be replaced by the name Enhanced Quality Individual Program (EQuIP).
- This trial will continue for Year 7 and 8 in 2015 under the name EQuIP.
- Year 8 will be expected to complete homework in Mathematics, Languages, English and Science and to receive quality assessment tasks in other subjects.
- A formative assessment team will examine and improve assessment practices in the middle school in 2015.

International students

Background

Burwood GHS has welcomed international students for more than 15 years. In 2002, there were 27 international students and the enrolment increased to 90 in 2014. In line with the school’s strong wellbeing program it was important to strengthen the support for international students.

Findings and conclusions

- International students were designated into four roll classes with supportive roll teachers to manage issues on a regular daily basis.

- An International Student Coordinator initiated special events such as afternoon teas and concerts with other local high schools as well as morning teas to welcome new international students.

- International Students Handbook was reviewed and improved.
- Increased number of international students taking active roles on International Day and fundraising activities such as UNICEF and World Aids Day.
- Careful monitoring of attendance and social and emotional needs was implemented.
- Community Liaison Officers for Chinese and Korean students were employed.
- The principal met with parents of our international students in Cambodia and Vietnam during a promotional tour for NSW DEC International.
- After school EAL/D assistance provided by ESL teachers was well received.
- Survey conducted in both Korean and Chinese to assess issues for international students revealed:
  - 60% students requested more support for English language learning;
  - 90% reported they were happy and knew where to request additional support and information;
  - 15% not happy with home stay;
  - 5% transferring to Foundation Courses;
  - increased number of students receiving special awards.
Future directions


Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The School Plan will be published on the school's website from the beginning of Term 2 2015.

School vision statement

The school aims to prepare young women to be resilient, take responsibility for their learning, and believe that they can achieve anything. We aim to develop independent women who make sound decisions, show good judgments, believe in our core values (care, cooperation, courtesy, democracy, excellence, fairness, integrity, participation, respect, and responsibility), and have the courage to take a stand on social justice issues. We want to prepare strong women to be future leaders.

The three strategic directions identified after community consultation are:

1. Maximising student outcomes
   - To innovate and improve student learning experiences and develop learning programs to support and extend students in managing and directing their learning.
   - The school will optimise opportunities to support all students in their learning with a focus on their unique needs. Promoting leadership for learning

2. Promoting leadership for learning
   - To develop a culture of innovation and collaboration, and provide an enriching environment that promotes opportunities for empowered leadership.
   - To inspire and engage both students and staff to strengthen capabilities to lead and to learn.

3. Enhancing communication and connections
   - To effectively communicate the school’s purpose, management systems, structures and processes to the school community.
   - To recognise and celebrate achievements in all aspects of school life and strategically extend links with community organisations.
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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Elaine Browne, Community Representative
Tim Cunningham, Community Representative
Lesley Jolly, Parent Representative
Perry Kritselas, President, School Council
Janina Longman, Deputy Principal
Kathy Lye, Head Teacher, Teaching and Learning
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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: