Introduction

The Annual Report for 2015 is provided to the community of Burwood Girls High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mia Kumar
Principal

School contact details:

Burwood Girls High School
Queen Street
Croydon 2132
www.burwoodg-h.schools.nsw.edu.au
burwoodg-h.school@det.nsw.edu.au
9747 3355

Message from the Principal

This was the year to promote “healthy and sustainable living” and we made progress in both these areas of school life. Our parent community and Environment Committee continued to work tirelessly to improve our school environment for students. Our new Learning and Wellbeing Team was established and provided a coordinated approach to student learning, wellbeing and leadership. We established a Mind Matters team to ensure good mental health for staff and students and also introduced a Seasons for Growth program for students who have experienced significant loss in their lives.

Our community liaison officers continued to support our Chinese, Korean and Pacific Islander students and greater connections and communications were made with all our families through the introduction of a new emailing system and parent portal. Our Head Teacher Secondary Studies took on the responsibility for our 134 International Students, providing greater provisions of support for their learning and wellbeing.

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 $25 300 to support a range of charities including our Hands Across the Ocean program.

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. We continued to celebrate diversity and continued our involvement with the Safe Schools Coalition and for the first time Prefects promoted Lunar New Year celebrations.

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

Mia Kumar

Message from the P&C

In 2015 the Burwood Girls High School P&C held eight well attended meetings in the school library. The P&C provides a great opportunity for engagement between the school and its community – highlighting the school motto “not for ourselves alone.” The P&C continued to focus on improving the school grounds and was successful in winning a NSW Government Community Building Partnership grant to update the school entrance and sick bay. P&C members also participated in presentation days, as well as merit selection and primary placement panels.

P&C meetings featured discussions on the 2014 HSC and 2015 NAPLAN results; I Give a Gonski campaign, as well as presentations by Head Teachers from PDHPE, Mathematics, Creative and Performing Arts, Languages, Technological and Applied Studies (TAS) and Technology and Innovations.

Nick Miller
P&C President
**Message from the Students**

The thing that struck us about Burwood Girls during our six high school years was the focus on diversity. A lot of institutions claim that they value and celebrate diversity in all its forms, but at Burwood – this claim is truly put into practice. Burwood Girls has been a second home to all three of us; it was a place to feel safe, a place to belong. No matter your ethnicity, your religion, your sexuality, your background; you were welcomed with open arms. Our school has nurtured us to achieve and be whoever we want to be.

Really, it’s all in the motto, “Not for Ourselves Alone”. This phrase is instilled in us throughout the years and we know it will live with us for the rest of our lives.

The school celebrates its diversity in a number of ways and through many events which aim to support and celebrate the diversity of our school community. These include (pictured left to right) International Day which celebrates our multicultural community, our annual iftar dinner to support our Islamic Community, Lunar New Year celebrations to support our Asian community, and Wear it Purple Day to recognise rainbow youth.

We are all extremely proud of the values of our school and the leadership which it shows in supporting all views and the right of all to be accepted.

_Eve Crossley, Lucy Ward-Gemmell and Qisthy Kodarusman_
School Captains 2015

**School background**

**School vision statement**

Burwood Girls High 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 judgements, 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.

**School context**

The local community is diverse in terms of ethnicity, culture, and socio-economic mix. Burwood Girls High School is a large inner west comprehensive school for girls with a highly culturally diverse population. The enrolment is 1200 with 75% from a language background other than English. The school community has high expectations for students and staff and the school consistently achieves outstanding academic results. Burwood Girls High School offers six languages and opportunities to be involved in band, dance, debating, drama, and public speaking. The school also achieves excellent results in sport and has a long tradition of excellence and innovation. The school’s motto “Not For Ourselves Alone” is a powerful message for every member of the school community.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain Learning our school is sustaining and growing as evidenced by the following elements:

- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.
- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.
- The school achieves excellent value-added results and most of its students achieve at high levels of performance on external performance measures.

In the domain Teaching our school is sustaining and growing as evidenced by the following elements:

- All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.
- The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- Teachers are actively engaged in planning their own professional development to improve their performance.
- Teachers work beyond their classrooms to contribute to broader school programs.

In the domain Leading our school is sustaining and growing as evidenced by the following elements:

- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.
- Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements.
- The use of school facilities is optimised within the local community, to best meet the needs of students and local community.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Maximising student outcomes

Purpose

- 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.

Overall summary of progress

The practice for embedding formative assessment strategies into faculty teaching and learning programs was very successful. The cross-faculty teams approach was a powerful, collaborative professional learning model that enabled faculties to build teacher capacity for improving student outcomes.

The pilot team for Quality Teaching Rounds was very successful and shared their experiences with colleagues; resulting in a group of twenty teachers preparing to engage in QTRs in 2016.

Following the success of and interest in the TELL course in 2015, a successful submission was made for funding of an action learning evidence based project for 2016.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Improved assessment practices for years 7-9 following formative assessment procedures | • Formation of a Formative Assessment Team and completion of two day training course leading to quality teaching and learning programs delivered to the DoE for shared resource site  
• Presentations at SDDs and interactive workshops for teachers to become expert in elements of FA  
• Development, implementation and evaluation of faculty plans embedding FA strategies | Course cost $1250  
Casual relief $5000 |
| Increased number of students utilise quality feedback to maximise learning outcomes as measured by 2014 TTFM data. | • Quality Teaching Rounds training for 4 teachers and development of Professional Learning Community and completion of two rounds of observation.  
• TTFM data indicates there has been an increase in teachers giving students feedback more regularly (9.1 in 2014 – 9.5 in 2015) | Course cost $960  
Casual relief $7000 |
| Increased % EAL/D achieving or exceeding expected growth as measured from 2015 Phases of ESL Learning baseline data. | • Twenty teachers completed TELL multi-phase course  
• ESL teacher trained as a TELL Facilitator for 2016 | Course cost $4000 |

Next steps

- Formative assessment practices embedded in teaching and learning programs
- TELL course implemented in 2016 using trained facilitator on staff
- Leading EALD project implemented
- Quality Teaching Rounds open to all interested staff for 2016
Strategic Direction 2

Promoting leadership for learning

Purpose

- To develop a culture of innovation, 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.

Overall summary of progress

Implementation of the new performance and development framework for all members of staff was highly successful and PDPs closely reflected the school plan and strategic directions.

The new Learning and Wellbeing Leadership Team operated effectively and enabled an innovative, collaborative response to the wellbeing and learning needs of students.

Introduction of Mind Matters team, Mini Mind Matters student leadership group and Seasons for Growth program were highly valued by students and staff.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| All teachers are actively engaged in developing their own professional learning plan to improve performance and maintain or achieve higher accreditation. | • All teachers prepared PDPs and successfully followed the new procedures  
• Three teachers actively sought to achieve higher accreditation | Course costs $1000  
Casual relief $3000 |
| Increased student satisfaction with student leadership opportunities (baseline data to be collected 2015). | • Improvements in structures for student leadership were planned for implementation in 2016. | |
| Students are supported by the new learning and wellbeing framework structure (2014 TTFM). | • Creation of new Learning and Wellbeing Leadership Team (LWLT)  
• Formation of Mind Matters team  
• Mind Matters survey of students and teachers completed  
• Seasons for Growth facilitator trained and program implemented | Course costs $500  
Casual relief $3500 |

Next steps

- Continued support for implementation of new PDP process and teachers seeking higher accreditation
- New student leadership structures implemented and evaluated, including Big Sisters changes
- Introduction of wellbeing information on parent and student portal
Strategic Direction 3

Enhancing communication and connections

Purpose

- 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.

Overall summary of progress

Successful implementation of an integrated inquiry-based STEM project in Year 7 with collaboration of teachers in science, mathematics and TAS faculties.

Established links with the Strathfield Business and Professional Women’s Association, Rotary Club and Lions Club.

Parent and student portal successfully introduced in Term 4, giving families access to attendance data, copies of student reports and school information.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Increase in the percentage of school community members accessing school website as measured by parent surveys from 64% (2014 data) and attending P&C meetings as detailed in attendance log. | - Increased use of emails through Sentral to parents regarding school meetings  
- Increased advertisement of P&C meeting topics with higher number of teacher guest speakers | <$>                |
| Provide excellent customer service at all levels and ensure all school communication is high quality and responsive to the school community. | - Publication of high quality school brochures for uniform, facilities, co-curricular, student leadership, cultural connections, learning, sport and BEP | $ Consultant, photographer, printing |
| Tell Them From Me parent satisfaction improves from 2015 baseline data.                                           | - TTFM parent survey baseline data collected                                                                     |                    |

Next steps

- TTFM parent survey data for 2016 analysed and compared to 2015 data.
- Evaluation of parent and student portal.
- Reevaluate location of STEM project and outcomes and improvement measures in our school plan for 2016.
- STEM program expanded in 2016 to include all Year 7 classes, a Year 8 trial with science, mathematics and visual arts teachers, and expansion of a science and mathematics built environment project in Year 10.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding**                            | • Our Tiddas Girls group has become stronger and more cohesive and involved in a greater number of events at school and in the community.  
• Interested students brought about the introduction of Stage 6 Aboriginal Studies in our curriculum for 2016.  
• Our teacher mentor supported students in their learning and wellbeing and weekly tutorials were provided for one Indigenous student in Year 10. | $1808  
$4792 Norta Norta NAPLAN funding |
| **English language proficiency funding**                     | • Improved student outcomes for newly arrived Stage 5 students in Semester 2, preparing them for Stage 6 courses in 2016.  
• Twenty classroom teachers who completed TELL now have greater understanding and skills in meeting the needs of EALD learners in mainstream classrooms. | $19952 |
| **Socio-economic funding**                                   | • All students able to participate fully in learning experiences and opportunities.  
• Improved student learning outcomes due to assistance with study skills and literacy strategies. | $44736 |
| **Low level adjustment for disability funding**              | • Tutoring program provided emotional and learning support to students requiring disability provisions in Years 10-12.  
• Supplemented LaST teacher allocations resulted in a greater number of students receiving targeted support within classrooms. | $50570 |
| **Support for beginning teachers**                           | • Beginning teachers gained confidence in targeting their practice to meet individual learning needs of students.  
• Mentoring provided opportunities for collaboration and classroom observation leading to an improvement in teaching practice and student outcomes. | $21167 |
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

In February 2015, student enrolment was 1172 with 237 students entering Year 11 and 231 entering Year 12. Applications for enrolment continued to increase and a bridging class for newly arrived students was established for Year 9 & 10 in Semester 2.

Student enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1067</td>
<td>1100</td>
</tr>
<tr>
<td>2010</td>
<td>1102</td>
<td>1134</td>
</tr>
<tr>
<td>2011</td>
<td>1150</td>
<td>1192</td>
</tr>
<tr>
<td>2012</td>
<td>1186</td>
<td>1150</td>
</tr>
</tbody>
</table>

Student overall enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1067</td>
</tr>
<tr>
<td>2010</td>
<td>1100</td>
</tr>
<tr>
<td>2011</td>
<td>1134</td>
</tr>
<tr>
<td>2012</td>
<td>1150</td>
</tr>
<tr>
<td>2013</td>
<td>1186</td>
</tr>
<tr>
<td>2014</td>
<td>1186</td>
</tr>
<tr>
<td>2015</td>
<td>1150</td>
</tr>
</tbody>
</table>

Student attendance profile

The overall student attendance rate of 94.6% continued to be above state average of 89.7%. The attendance rate for Middle School (7-9) was 95.2% compared to 94.2% for Senior School (10-12).

Retention Year 10 to Year 12

Retention of students from Year 9 (2011) to Year 12 (2015) remains strong at 85.4% compared to state average of 68.9%.

Post-school destinations

From our 2015 HSC cohort, 86.7% (184) candidates were offered university places with 15% studying arts and humanities, 12% health/medical science, 20% business/commerce/economics, 14% science/engineering, 9% education, 7% nursing, 5% social sciences/social work/psychology, 6% design/architecture and 4% law.

The percentage of students who achieved an ATAR greater than 90 was 18% and almost 40% students achieved an ATAR greater than 80.

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>0</td>
<td>5.7</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0.02</td>
<td>2.4</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>86.7</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>5.2</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Year 12 students undertaking vocational or trade training

Three Year 12 students were undertaking school-based traineeships in Retail.

Year 12 students attaining HSC or equivalent vocational educational qualification

Ten students studied Hospitality at school, five students studied Category (A) courses at TAFE in Entertainment, Nursing and Baking and four studied courses in Beauty Makeup and Floristry.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>61</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</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>17</td>
</tr>
<tr>
<td>Community Liaison Officers</td>
<td>4</td>
</tr>
<tr>
<td>Other positions</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>110.6</td>
</tr>
</tbody>
</table>

There was one Indigenous member of staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>31</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

There were four School Development Days (SDDs) and two evening SDD sessions (in lieu of 18th December) delivered in 2015. Staff participation rates were very high at 90% and any absences were due to approved long service leave or sick leave. These staff members were required to attend on the final school day (18th December) and complete sessions aligned with the missed professional learning activities.

All staff at Burwood GHS developed Personal Development Plans (PDPs) in partnership with their supervisor. The PDPs were aligned with our strategic directions and informed professional learning opportunities for staff. Our two evening sessions developed the mindsets and capabilities of our staff to reflect on current practice, and led to all teachers actively engaging in developing their own PDP to improve their performance.

This year, Burwood GHS had eight beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at proficient. One teacher from TAS was a full time beginning teacher and the other seven teachers were beginning teachers employed on temporary contracts.

Nine teachers were beginning teachers maintaining accreditation at proficient, and there were two staff members actively seeking voluntary accreditation at Highly Accomplished, and an additional four teachers considering the accreditation. There was one teacher actively seeking lead accreditation. Burwood GHS did not have any teachers maintaining accreditation at the voluntary stages.

Burwood GHS School Development Days (SDDs) targeted our strategic directions. Our key teaching and learning strategy focused on whole school collaborative practice for embedding formative assessment strategies in curriculum planning and programming. Five staff were trained in formative assessment and delivered professional learning throughout the year. The Embedding Formative Assessment Team (EFA Team) maintained a high profile throughout the year and structured a coordinated, sequenced approach to formative assessment professional learning. Formative Assessment was the key professional learning focus in the Term 2 and 3 SDDs.

The team delivered a yearly plan, baseline data from staff, five annotated and evaluated teaching and learning programs with sample student work, formative assessment faculty plans, faculty reflection and evaluation data linked to faculty programming, teacher feedback, staff training presentations, faculty expert training workshops in
the key elements of formative assessment and class student feedback. The substantial increase in the use of formative assessment strategies assisted teachers to determine teaching and learning directions, and evaluate school performance levels and effectiveness.

Key strategies were implemented by the school to support beginning teachers. An Induction Program was implemented in Term 1 to support new and beginning teachers. This program ran weekly and all aspects of Burwood GHS practices and policies were covered in the program. Professional mentor relationships were developed in the program to support the beginning teacher BoSTES process for accreditation at Proficient. Professional learning was targeted to build the capacity of staff to understand the teacher accreditation process. In Term 4, two staff members completed the ‘Mentoring Module 1 - Professional Development, Mentoring and Teacher Induction’. The module focused on the basic skills of mentoring, annotating evidence, and developing relationships and protocols to use when observing colleagues. Each teacher established a mentoring relationship with a beginning teacher and negotiated regular observations of classroom teaching practice annotated against the Professional Teaching Standards. They also engaged in feedback discussions with their beginning teacher. This led to school-wide relationships that provided mentoring support to beginning teachers based on an embedded system for mentoring and improving teacher performance in the classroom. Quality Teaching Rounds (QTRs) were also implemented in collaboration with the University of Newcastle. Four staff members were trained in QTR, and formed a Professional Learning Community to complete two full rounds. The Quality Teaching Rounds use evidence-based teaching practices based on the Quality Teaching framework. The teachers involved in the QTRs collaborated across stages and faculties to share, observe and model effective practice and feedback using an explicit framework. This led to effective teaching practices that developed the knowledge, understanding and skills of the students involved. The QTRs also created positive and respectful relationships between the PLC members, and led to a culture of collective responsibility for student learning. A measure of the success of the QTRs is that at end of 2015, an additional 20 staff volunteered to be involved in QTRs in 2016.

In 2015 the average expenditure on professional learning per teacher was $990 and many teachers engaged in professional learning activities that develop a creative culture that cultivates innovation and fosters dynamic and divergent thinking.

**Financial information**

**Financial summary**

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

A full copy of the school’s 2015 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>625097.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>380840.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1259907.18</td>
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<tr>
<td>Interest</td>
<td>19874.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>422039.11</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>3371111.24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>371339.86</td>
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<tr>
<td>Extracurricular dissectns</td>
<td>240927.62</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>Casual relief teachers</td>
<td>133410.20</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>320500.96</td>
</tr>
<tr>
<td>School-operated canteen</td>
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</tr>
<tr>
<td>Utilities</td>
<td>186119.96</td>
</tr>
<tr>
<td>Maintenance</td>
<td>51114.95</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>473935.15</td>
</tr>
<tr>
<td>Capital programs</td>
<td>108707.09</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>2678209.33</td>
</tr>
</tbody>
</table>

| **Balance carried forward** | 692901.91 |

In 2015 the average expenditure on professional learning per teacher was $990 and many teachers engaged in professional learning activities that develop a creative culture that cultivates innovation and fosters dynamic and divergent thinking.
School performance

NAPLAN

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

YEAR 7 NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In literacy, 51% Year 7 students achieved Band 8/9 in reading (27% state wide), 31% in writing (15% state wide), 61% in spelling (36% state wide) and 56% in grammar and punctuation (30% state wide).
YEAR 9 NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Our students achieved better than the state in Band 9/10 in all literacy areas: 34% in reading (22% state wide), 20% in writing (12% state wide), 33% in spelling (26% state wide) and 26% in grammar and punctuation (18% state wide).
YEAR 7 NAPLAN - Numeracy

In numeracy, 51% students achieved Band 8/9 compared to 26% state wide. Few students were in the lower bands.

YEAR 9 NAPLAN - Numeracy

In numeracy, 38% students achieved Band 9/10 compared to 25% state wide.

Higher School Certificate (HSC)

In 2015, the school was successful in value adding for all groups of students. The value added in the ‘low’ group was 7.5, for the ‘middle’ 12.4 and for the ‘high’ group 4.3. By definition the state average relative performance is zero. We are pleased with the improvement for all groups.

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
Parent/caregiver, student, teacher satisfaction

The school sought the opinions of the school community about the school using the Tell Them From Me (TTFM) student survey, parent survey and teacher survey. This is the first year a Parent TTFM survey was available.
Parents

Parents were asked to complete the online TTFM Partners in Learning Parent Survey via a link in September. The survey covered several aspects of parents’ perceptions of their children's experiences at home and school based on a framework to foster positive relations between the school and the community.

The questions in the survey were grouped to assess factors based on the framework and were scored from 0 (strong disagreement) to 10 (strong agreement) and 5 is a neutral position.

The results revealed the following:

- **Parents feel welcome** - positives included written information from the school is in clear, plain language (7.8) and I feel welcome when I visit the school (7.6).
- **Parents are informed** - positives included reports on my child's progress are written in terms I understand (8) and if there were concerns with my child’s behaviour at school, the teachers would inform me immediately (7.1). Areas for improvement are - I am informed about my child's social and emotional development (5.8) and I am informed about opportunities concerning my child’s future (6.1).
- **School supports learning** - positives included teachers expect homework to be done on time (7.9) and my child is encouraged to do his or her best work (7.4). An area for improvement is teachers take account of my child's needs, abilities, and interests (6.7).
- **School supports positive behaviour** - positives included my child is clear about the rules for school behaviour (8.1) and teachers expect my child to pay attention in class (7.7). An area for improvement is teachers devote their time to extra-curricular activities (6.6)
- **Safe school** - positives included my child feels safe at school (7.9) and my child feels safe going to and from school (7.7). An area for improvement is behaviour issues are dealt with in a timely manner (6.8).

The survey results also revealed the following:

- 85% of parents had attended a meeting since the beginning of the school year.
- 13% of parents involved in school committees

Students

The Tell Them From Me student survey was completed in Years 7-12 and the following results have been compared to the NSW norm.

**Students with a sense of belonging** - students feel accepted and valued by their peers and by others at their school. 73% of the girls in this school had a high sense of belonging. The NSW DEC norm for girls is 62%.

**Students with positive homework behaviours** - students do homework for their classes with a positive attitude and in a timely manner. 70% of the girls in this school had positive homework behaviours. The NSW DEC norm for girls is 57%.

**Intellectual Engagement Composite** - students are intellectually engaged and find learning interesting, enjoyable, and relevant. 52% of the girls in this school were intellectually engaged. The NSW DEC norm for girls is 43%.
Students who are interested and motivated - students are interested and motivated in their learning. 33% of the girls and in this school were interested and motivated. The NSW DEC norm for girls is 26%.

Expectations for Success - the school staff emphasises academic skills and hold high expectations for all students to succeed.

In this school, Teachers’ Expectations for Academic Success were rated 7.6 out of 10 by girls. The NSW DEC norm for girls is 7.4.

Students who are victims of bullying - students are subjected to physical, social, or verbal bullying, or are bullied over the Internet. 9% of the girls in this school were victims of moderate to severe Bullying in the previous month. The NSW DEC norm for girls is 19%.

Students planning to go to university - students plan to pursue a post-secondary education. 87% of students in this school had aspirations for pursuing a post-secondary education; the NSW DEC norm for girls is 73%.

Positive Learning Climate - there are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. In this school, Disciplinary Climate of the Classroom was rated 6.6 out of 10 by girls. The NSW DEC norm for girls is 6.1.

Staff

In 2014 teachers completed for the first time a Tell Them From Me survey called “Focus on Teaching”. Teachers completed the same survey in 2015. Comparisons with 2014, particularly in areas for improvement, have indicated improvements in most 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.
### Driver | Format Questions | 2014 | 2015
---|---|---|---
Leadership | I work with school leaders to create a safe and orderly school environment. | 8.1 | 8.4
| School leaders have provided guidance for monitoring student progress. | 6.7 | 7.2
| School leaders have taken time to observe my teaching. | 4.6 | 5.1
| School leaders have provided me with useful feedback about my teaching. | 4.9 | 6.5
Collaboration | I talk with other teachers about strategies that increase student engagement. | 8.6 | 9.1
Learning Culture | I give students written feedback on their work. | 9.1 | 9.5
| I give students feedback on how to improve their performance on formal assessment tasks. | 9.2 | 9.2
| My assessments help me understand where students are having difficulty. | 8.8 | 8.9
Data Informs Practice | When I present a new concept I try to link it to previously mastered skills and knowledge. | 9 | 9.4
| I use two or more teaching strategies in most class periods. | 8.8 | 9
| Students receive written feedback on their work more regularly | 4.3 | 4.6
Teaching Strategies | Students use computers or other interactive technology to track progress towards their goals. | 4.8 | 5.6
Inclusive School | I establish clear expectations for classroom behaviour. | 9.1 | 9.5
| I use individual education plans to set goals for students with special learning needs. | 6.8 | 6.6
Parent Involvement | I use strategies to engage parents in their child’s learning. | 5.5 | 5.5

### Policy requirements

#### 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. An Aboriginal stall was organised again by our Tiddas Girl student leaders to promote bush tucker. Tiddas also raised money for the Indigenous Literacy Foundation by selling ribbons and bracelets on Indigenous Literacy Day.

To celebrate National Reconciliation Week, Boori Monty Pryor entertained Year 7 students with his hilarious yet serious stories about friends and families. Ninety Year 10 students participated in a special trip to Uluru, and two Indigenous students were thrilled at this learning opportunity.

In December a small group of Indigenous students were delighted to attend the launch at the Australian Human Rights Commission of the sixth *Social Justice and Native Title Report 2015* by the Aboriginal and Torres Strait Islander Social Justice Commissioner, Mick Gooda.

One indigenous student was selected to attend a Nanga Mai careers day, a week long Medical Science Camp and a five day Indigenous Visual Communication Course at UTS.

#### Multicultural Education and Anti-racism

Multiculturalism and anti-racism is embedded in all we do at Burwood Girls High School as we are a school that promotes and celebrates diversity.

Our students represent 68 different language groups and over 70% of our students, and 40% of our staff, have English as an Additional Language or Dialect. We had 134 overseas students. In addition to Italian, French, Japanese, Korean, Indonesian and Chinese, 25 students studied other languages at the Open High School including German, Spanish and Modern Greek. Students also took the opportunity to study their background language at the Saturday School of Community Languages.
We had six students who identified as indigenous and the traditional custodians of the land are acknowledged every assembly. Aboriginal education is embedded in all subjects where appropriate. The Tidda Girls group meets regularly to discuss indigenous affairs. In November, eighty students and seven teachers travelled to Uluru and participated in cultural workshops with aboriginal elders.

Twenty students from Pacific Island background regularly met as a student group and Island Nights were well supported by the families and the wider community. The parents also assisted teachers in preparing our girls for their performance in the annual ‘P.A.C.Fest’ (Pacific Festival) held at Liverpool.

Multicultural education is embedded in the curriculum and the Middle School’s Asia Literacy program continues to feature in languages, visual arts, TAS, HSIE and English. Multicultural awareness and understanding is the very essence of courses such as languages, international studies, society and culture and studies of religion. Students participated in excursions to the Nan Tien Temple, Chinese Gardens and the Italian Forum. Speakers at our assemblies addressed issues on Asia, Africa and the Pacific.

Overseas excursions to Hawaii and Japan provided staff and students with valuable cultural experiences to enhance learning. The school hosted overseas exchange students and our students participated in exchange programs to France, Spain, Italy and Japan. Our school was a regular destination for visits by overseas delegations to observe and discuss quality teaching and learning. In 2015, educator groups from Korea visited the school and our students acted as interpreters and guides. We welcomed students from our sister school in Japan.

At our annual International and Harmony Day, students dressed in clothes from their own or an “adopted” cultural background while others chose to dress in orange, the colour for Harmony Day. The formal concert included student speakers outlining Hands Across the Ocean programs and a multicultural fashion parade. The SRC students coordinated 26 different food stalls and parents joined us for a multicultural feast. The afternoon concert involved a wide range of performances from our diverse cultural groups in the school. Funds raised were used to support our school’s Hands Across the Ocean charities.

The school Anti-Racism Contact Officer received no complaints involving the issue of racism during 2015, a testimony to the inclusive environment at Burwood GHS.

Other school programs

Student voice and leadership

Student Leadership continued to be a strong feature of Burwood GHS culture. Girls were given many opportunities to practise their leadership skills at a range of special functions throughout the year.

The Swimming Carnival was the first major calendar event where eight elected Sports Leaders coordinated their teams’ participation, resulting in a most successful day. Throughout the year, regular assembly presentations ensured they maintained their high profile. They continued this through to the Athletics Carnival and the annual Presentation Day.

Twenty seven students from Years 11 and 12 were elected by staff and students to the Prefect body. They chaired assemblies and hosted school events to maintain our inclusive, positive school spirit including celebrations for Lunar New Year, a fundraising movie night for the Malala Fund girls’ education project and a range of staff versus student games and whole school picnics. Our three school captains received praise from all around Australia and overseas for the calm, sensible and mature manner in which they managed and responded to confrontational situations.

The 2015 Student Representative Council continued to grow in numbers as more girls expressed interest in developing their leadership skills via this forum and a group of 60 plus students were chosen by peers to be their year representatives. The SRC involved themselves with a range of special days that are incorporated into school culture through special performances or assemblies. Term One was characteristically reserved to provide opportunities for team work, negotiation and leadership. Year 10 representatives coordinated our International Women’s Day activities and, coinciding with both Close the Gap Day and Harmony Day, the SRC managed our spectacular International Day which continues to be a highlight of the school calendar. Every member had a role to play in leading cultural or performance groups to ensure the day’s success. Representatives from Year 9 coordinated the Anzac assembly and each year cohort continued our Hands Across the Ocean projects with fundraising activities for their nominated charity.

The Environment Committee continued to meet throughout 2015 with a number of projects to not only raise awareness but to be proactive in building
A sustainable future. A huge environment themed mural was painted and a community garden begun. Other projects included attending Environmental Conferences and student workshops, and improving the school’s recycling and fund raising.

NAIDOC Week was also celebrated at Burwood GHS, ably coordinated by the Tiddas Girls, a team dedicated to promoting awareness of issues relating to Indigenous Australians.

In the Band Program, the Head Girls and the section leaders also proved to be great role models, providing direction for their peers and ensuring both training and performances went smoothly. Our tutoring program continued with our musicians teaching and mentoring primary students in a range of instruments. The band continued its community involvement, performing at many functions such as Australia Day Citizenship ceremonies, Seniors Week and Anzac Day.

True Colours, our group dedicated to fostering a positive secure learning environment for LGBTI students continued our pioneering role in the Safe Schools Coalition and two of school leaders attended a workshop for student leaders in schools. We celebrated with our Rainbow Flag Raising Ceremony in March and Wear It Purple Day in August.

The biggest initiative completed was the Environment Mural and garden beds on the side of the library. Mr Cheshire spent many hours designing the mural which was funded largely by an Ashfield Council Grant. The grant was applied for by Fiona Gainsford and Tamra Palmer. These dedicated parents also helped run the parent involvement in the initiative.

The girls and Ms Warren spent many hours after school, during school and in the school holidays tracing, painting and touching up the 7 metre mural painting with a fabulously colourful final result. A time lapse recording of this process was presented at the GoMAD challenge along with a solar panel initiative driven by three Year 10 students, Alexia Karatasas, Hannah Leahy Gatfield and Francesca Parison. These girls represented the school at an Environment Camp and the Youth Environment Summit at Olympic Park where they presented their projects to a large congregation. We are so proud of their efforts and the efforts of all Environment Committee girls this year!

Achievements in the arts and sport

- Debating and Public Speaking continue to be an integral part of the co-curricular program with students from Stage 4 consolidating their skills through weekly workshops. Stage 5 participated in the Premier’s Debating Challenge and attended a series of Friday night visits to the Australian Disputes Centre to debate in mixed teams with other schools to learn techniques of advocacy.
and persuasion. Years 7-12 Public Speakers participated in a series of competitions including Junior Legacy, the Senior Plain Speaking Competition, and Mental Health “What’s the story” Competition.

- Drama students from Years 7-12 experienced theatrical excursions to Sydney Theatre Company as well as participating in Design workshops and Belvoir Group devised workshops. Students from Years 7, 9 and 11 participated in The Theatre Sports Schools Challenge Competition.

- Real world theatrical experiences were offered to English students in Stages 4 and 5 with Year 10 going to see the renowned production of King Lear at the Sydney Theatre Company and Year 9 going to the Opera House for a performance of Romeo and Juliet. Year 8 participated in a Slam Poetry competition and Year 7 participated in both an Aboriginal Poetry Workshop and a Midsummer Night’s Dream workshop.

- Wordflynrs Literacy interactive program was successfully integrated into the junior English program. Year 9 entered the Whitlam institute “What Matters” Story Competition and one of our students was successful in gaining second place in the State. Another highly successful Short Film Festival was produced by Year 10 English students where they showcased their short films for a panel of Industry judges.

- In Visual Arts, the “I am Woman” large scale ceramic relief mural, which celebrates women artists and famous artworks based on women, was completed by Year 8 and Year 10 students. This 20 x 4 metre collaborative project has transformed and enhanced the formerly dull area outside the Clay Room.

- This Year the school was again represented in ArtExpress, with one student gaining selection in painting and another for her animation. Visual Arts student work was showcased on a rotational basis within the school and a highlight was the well-attended HSC Visual Arts and Textiles Exhibition. At a local level, Year 10 Visual Design students exhibited their art wearables over a two week period in November at Burwood Westfield. At a national level, one of our Photographic and Digital Media student’s films was selected for the Robyn Anderson Film Awards, screened at the Dendy, Opera Quays. Students were also selected to show their films at V-Fest, in the Chauvel Cinema. Seven students gained places at the highly regarded HSC Visual Arts Extension Course in Studio Practice at the National Art School.

- Visual Arts seeks to raise awareness of societal issues and has supported campaigns such as White Ribbon Day through the submission of student work for the local launch of the program. The RUOK bench, which was a prize won by a Visual Design student in a national competition, was installed in the Visual Arts foyer early in the year. The school’s Café on Queen logo competition was won by a Year 9 Visual Design student.

- The Creative Club, coordinated by a Visual Arts teacher and the school’s Librarian, provides students with an extracurricular opportunity to explore Visual Arts and creative writing. The club has designed and painted several large scale panels using charming fruit based characters to advocate healthy eating and living habits. These adorn the walls of the school canteen.

- In Music, the school choir participated in a combined high schools performance at Sydney Town Hall as well as recording sessions with a vocalist from the local community. Soloists and ensembles from music classes have performed at Variety Night, Presentation Day and the Year 7 Celebration of Learning. An HSC Music 2 student was nominated for Encore, which showcases the best of the HSC Music performances state wide. Forty-eight students have represented the school in regional and state ensembles and orchestras as vocalists and instrumentalists.

- The Burwood Ensemble program continued to grow and strengthen in 2015 to include over 170 students. The program 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 especially for a variety of events at the school and in the community. Private tutoring with professional teachers/musicians was offered on 17 different instruments

- The year began with 55 students and three staff traveling to Hawaii to participate in an International Band Festival and cultural parade. The whole experience provided many wonderful opportunities for our student to grow socially and extend themselves musically. This group then represented Burwood GHS at many local dawn and ANZAC Day ceremonies including the televised City March.

- Our Stage Band was selected to perform at the Sydney Opera House as part of the NSW Public School Combined Music Festival and the program
continued its community service with performance for citizenship ceremonies, local nursing homes, childcare centres and local RSL clubs. Connections with local primary schools were strengthened with combined workshops being held at several different venues with tremendous success. Our fundraisers the “Big Night Out” and our annual concert “A Little Night Music” gave the students the opportunity to showcase the wide range of music and the high standard of performance skills that had been developed.

- Participation in the Inner West School Band Festival increased significantly with over 700 performers from 49 local schools for one day of shared performances. The Strings Ensemble toured the North Coast and gave well received concerts.
- The program continued to expand its instrument hire scheme with four stringed instrument and two oboes being purchased. Thanks to the physical and monitory support provided by Rotary and BPW a new music store room was built to alleviate the problem of where to house all the programs on a daily and long term basis.
- We are very proud of the achievement of our Ensemble Program under the guidance of Dr Genevieve Campbell with the support of Yvonne Brown as Concert Band Conductor, Rachel Pogson as String Conductor and Jessica Long as office support.
- Burwood GHS has continued to dominate in all areas of sport in 2015. There were many successes at zone, regional and state levels. Once again, we are the Northern Suburbs Zone- Overall Girls Champion School. This is due to our swimming, cross country and athletics teams placing 1st in the zone competitions.
- There were 311 entries for zone competitions, 91 at regional level and an amazing 20 students who competed at State level and two at National level (Golf and Water Polo).
- In both summer and winter grade sport competitions, again the students performed outstandingly either winning their competition or runners up. Sports for Junior’s (14’s) Netball, European Handball and Football (soccer), Touch Footy, Volleyball and Softball. In the 15’s competition sports played were Touch Footy, Netball, Basketball, Ultimate Frisbee, Soccer and Volleyball. In the Opens competition basketball, soccer, netball, softball, volleyball. Many thanks to all the teachers who coached these teams.
- The school was represented at the following Knockout Regional Competitions - Basketball, Netball, Softball, Touch Football, Water Polo, Football, Indoor Soccer, Ultimate Frisbee and Volleyball.
- Sports that students were selected to play in a state competition or national team were: Athletics (4), Golf (1), Gymnastics (1), Hockey (1), Trampolining (1), Rowing (4), Swimming (5) - 12 yrs 4 x 50m freestyle relay, Water Polo (3)
- Throughout the course of the year, we had many accomplishments in both Futsal and Knockout Soccer competitions. Burwood GHS entered the Regional Championships at Marrickville with 3 teams in different age groups: 14’s, 16’s and Opens. Of these teams, the 16’s and Opens teams were successful in progressing to the next round, the State Championships at Penrith. Despite their hard work and excellent team play and commitment on the day, both teams did not make it into the finals. However the girls should be congratulated for their efforts.
- Congratulations to the Knockout Soccer team who were the Sydney North Regional winners for 2015. This team continued to progress through to the quarter finals where they were defeated in a very close match. Overall, they finished 4th in the CHS competition. The girls conducted themselves with professionalism both on and off the field. Many thanks to Olga Dalageorgos, for her hard work and dedication to the sport and the girls.
- Congratulations to the Opens Ultimate Frisbee team who under the direction of Mr Wijanto competed in the first CHS Ultimate Frisbee competition. This team trained hard and their dedication paid off by finishing runners up in the NSW schools championships. Many thanks to Mr Wijanto for his expert coaching and for promoting a new sport at Burwood GHS.