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.

School contact details:

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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 with the school Environment Committee continued to work tirelessly to improve the school environment for students. A new Learning and Wellbeing Team was established to provide a coordinated approach to student learning, wellbeing and leadership opportunities. A Mind Matters team was established to ensure good mental health for students and staff. A Seasons for Growth program was introduced, 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. The Head Teacher Secondary Studies took on the management of International Students, and provided greater support for their wellbeing and learning.

Our school motto “Not For Ourselves Alone” is the key value underpinning the charity work coordinated by the Student Representative Council (SRC). More than $25 300 was raised 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 valued by our community as well as recognised by visiting educators. We continued to celebrate diversity and for the first time prefects promoted Lunar New Year celebrations.

I hope for more successes in 2016, the “year for innovation”.

Mia Kumar

Message from Parents & Citizens (P&C)

In 2015, 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 – supporting the school motto “Not For Ourselves Alone.” Parents continued to focus on improving the school grounds and were successful in winning a NSW Government Community Building Partnership grant to update the school entrance and foyer. P&C members also participated in presentation days, as well as merit selection and primary placement panels. 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 High School 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 GHS 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 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 that 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 GHS 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 GHS 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 to support student development 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 with many of its students achieving 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 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 understanding and 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 groups.
- 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.

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**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 is 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 Quality Teaching Rounds (QTR) team was very successful and experiences were shared with colleagues resulting in a group of twenty teachers preparing to engage in QTRs in 2016.

Following the success of, and interest in, the Teaching English Language Learners (TELL) course in 2015, a successful submission was made for funding an action learning evidence-based project for 2016.
Progress towards achieving improvement measures

<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 (FA) Team and completion of two day training course leading to quality teaching and learning programs delivered to the Department of Education for shared resource site  
• Presentations at School Development Days (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 Tell Them From Me (TTFM) data. | • Quality Teaching Rounds training for four teachers in partnership with University of Newcastle and development of quality teaching practice 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 number achieving or exceeding expected growth as measured from 2015 Phases of ESL Learning baseline data. | • Twenty teachers completed TELL multi-phase course in 2015  
• ESL teacher trained as a TELL Facilitator for 2016 | Course cost $5000 |

Next steps

• Formative assessment practices embedded in teaching and learning programs in all areas  
• TELL course implemented in 2016 using our trained TELL facilitator with 20 more teachers  
• Completion of action research EAL/D project using Filmpond in 2016/17  
• Quality Teaching Rounds extended to involve more staff in 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 Personal Development Plans (PDPs) closely reflected the school plan and strategic directions.

The establishment of Learning and Wellbeing Leadership Team (LWLT) 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 operated effectively and were highly valued by students and staff.
## Progress towards achieving improvement measures

<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. | • Many teachers led workshops for colleagues at SDDs  
• All teachers prepared PDPs and successfully followed the new procedures  
• A few 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). | • Review of SRC structure and improvements 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 teams LWLT and ISWT (International Students Wellbeing Team)  
• Formation of Mind Matters team  
• Mind Matters survey of students and teachers completed  
• Seasons for Growth facilitator trained and program implemented for students | Course costs $500  
Casual relief $3500 |

## Next steps

- Continued opportunities for implementation of new PDP process, with documentation managed for quality across all faculties.
- Class observations embedded in PDP program for all teachers
- Promote opportunities to develop teacher capacity to also support 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, Korean Education Centre, LEAP, SRE providers, schools overseas.

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 and SMS through Sentral to parents regarding school meetings  
• Increased advertisement of P&C meeting topics with higher number of teacher guest speakers | $4000 |
| 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, leadership, wellbeing, visual arts, cultural connections, learning, sport, performing arts and band program (BEP) | Consultant, photographer, printing $15000 |
| Tell Them From Me (TTFM) parent satisfaction improves from 2015 baseline data. | • TTFM survey baseline data collected for all stakeholders | $2000 |

Next steps

• TTFM survey data for 2016 analysed and compared to 2015 data.
• Evaluation of portal for parents and students
• The STEM program expanded to include all Year 7 classes, a Year 8 trial with science, mathematics and visual arts teachers.
• Rethink STEM project outcomes for school plan in 2016.
• Review communication with parents, teachers and students.
### 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** RAM (resource allocation mode) funding for Aboriginal students was used to provide relief for our ATSI Teacher Mentor and resources for the Tiddas Girls group. Norta Norta funding was used to provide individualised support for students. |  - The 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 initiated the introduction of Stage 6 Aboriginal Studies in our curriculum for 2016.  
  - The 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** RAM funding was used to employ additional ESL specialist teachers for our Semester 2 Bridging Class of new arrivals. Presentation of a multi-phase Teaching English Language Learners (TELL) course to improve teaching practice for EAL/D students. |  - Newly arrived Stage 5 students prepared for successful integration into Stage 6 courses for 2016.  
  - Twenty classroom teachers completed TELL program with greater understanding and skills in meeting the needs of EAL/D learners in mainstream classrooms. | $19952 |
| **Socio-economic funding** Students from low socio-economic families received additional financial support to ensure equity in educational opportunity – uniforms, school fees, excursions and camp costs. Additional teacher support was provided for mentoring and individualised tutoring. |  - All students able to participate in learning experiences and activities.  
  - Study skills and literacy strategies program improved student learning outcomes for students.  
  - Lunch program included in Youth Worker activities. | $44736 |
| **Low level adjustment for disability funding** Additional SLSOs (School Learning Support Officers) were employed to work with students who have additional learning needs and tutors were employed for Year 9-12 students who required additional support due to mental health issues. |  - Tutoring program provided emotional and learning support to students requiring disability provisions in Years 10-12.  
  - Additional allocation of LaST (Learning and Support Teacher) positions resulted in a greater number of students receiving targeted support. | $50570 |
| **Support for beginning teachers** Three permanent beginning teachers received targeted funding for their first and second year of teaching and were supported by timetable concessions, provision of mentoring, additional professional learning and an induction program. |  - Beginning teachers determined professional learning needs to support their own practice for classroom strategies.  
  - Mentoring programs provided opportunities for collaboration and classroom observation leading to an improvement in teaching practice. | $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 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 in arts (19%), medical science (16%), business (20%), science and engineering (14%), education (9%), nursing (7%), social work (5%), architecture (6%) and law (4%).

<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>4.8</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>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 designated School Development Days (SDDs) and two evening SDD sessions in lieu of the last day of Term 4.

All staff developed Personal Development Plans (PDPs) in partnership with their supervisors. The PDPs were aligned with the school’s strategic directions and identified professional learning opportunities. Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a PDP to improve their own performance.

Nine teachers were maintaining accreditation at proficient, and two other teachers seeking accreditation at Highly Accomplished level. There was one teacher actively seeking lead accreditation.

SDDs focused on our strategic directions and formative assessment. Our key teaching and learning strategy focused on whole school collaborative practice for embedding formative assessment strategies in curriculum planning and programming. Five trained staff delivered professional learning workshops throughout the year. The Embedding Formative Assessment (EFA) Team maintained a high profile throughout the year and structured a coordinated, sequenced approach to formative assessment professional learning for all teachers.

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

Beginning teachers

In 2015 there were eight teachers working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation. Three permanent beginning teachers and five temporary teachers were supported.

Key strategies implemented by the school to support beginning teachers included:

- An Induction Program in Term 1 that ran weekly on all aspects of Burwood GHS practices, policies and procedures.
- Development of professional mentor relationships to support the beginning teacher BOSTES process for accreditation at Proficient.
- Professional learning targeted to build the teachers’ capacity to understand the accreditation process.
- Two staff members completed the ‘Mentoring Module 1 - Professional Development, Mentoring and Teacher Induction’.
- Establishment of a mentoring relationship with each beginning teacher and negotiated regular observations of classroom teaching practice
annotated against the Professional Teaching Standards.

- Regular feedback discussions with beginning teachers.

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>
<td>$663352.15</td>
</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>
</tr>
<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><strong>Total income</strong></td>
<td>3371111.24</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 371339.86  |
| Excursions                | 369780.11  |
| Extracurricular dissections| 240927.62  |
| Library                   | 17189.57   |
| Training & development    | 1190.36    |
| Tied funds                | 403993.50  |
| Casual relief teachers    | 133410.20  |
| Administration & office   | 320500.96  |
| School-operated canteen   | 0.00       |
| Utilities                 | 186119.96  |
| Maintenance               | 51114.95   |
| Trust accounts            | 473935.15  |
| Capital programs          | 108707.09  |
| **Total expenditure**     | 2678209.33 |
| **Balance carried forward**| 692901.91 |

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).

The focus, for improving literacy in 2016, will be on writing as well as 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 9 students performed better than the state average in all areas of literacy but a close review of data indicates top students are not extended.

**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 opinions about the school from the school community, using the Tell Them From Me (TTFM) student survey, parent survey and teacher survey. This was the first year a parent TTFM survey was available.

Parents

Parents completed the online TTFM Partners in Learning Parent Survey which covered aspects of their perceptions of their daughter’s experiences at home and school.

The questions in the survey were grouped and 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 indicated:

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

Students

The TTFM 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. At Burwood GHS, 73% girls had a high sense of belonging. The NSW 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. At Burwood GHS, 70% students had positive homework behaviours. The NSW norm for girls is 57%.

Intellectual Engagement Composite - At Burwood GHS, 52% students are intellectually engaged and find learning interesting, enjoyable, and relevant. The NSW norm for girls is 43%.

Students who are interested and motivated – At Burwood GHS, 33% girls were interested and motivated in their learning. The NSW norm for girls is 26%.

Students who are victims of bullying – 9% students are subjected to physical, social, or verbal bullying, or are bullied over the Internet. The NSW norm for girls is 19%.
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 norm for girls is 6.1.

Expectations for Success - the school staff emphasises academic skills and holds 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 norm for girls is 7.4.

Students planning to go to university - students plan to pursue a post-secondary education. 87% students in this school had aspirations to pursue a tertiary education. The NSW norm for girls is 73%.

<table>
<thead>
<tr>
<th>Driver</th>
<th>Format Questions</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>I work with school leaders to create a safe and orderly school environment.</td>
<td>8.1</td>
<td>8.4</td>
</tr>
<tr>
<td></td>
<td>School leaders have provided guidance for monitoring student progress.</td>
<td>6.7</td>
<td>7.2</td>
</tr>
<tr>
<td></td>
<td>School leaders have taken time to observe my teaching.</td>
<td>4.6</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>School leaders have provided me with useful feedback about my teaching.</td>
<td>4.9</td>
<td>6.5</td>
</tr>
<tr>
<td>Collaboration</td>
<td>I talk with other teachers about strategies that increase student engagement.</td>
<td>8.6</td>
<td>9.1</td>
</tr>
<tr>
<td>Learning Culture</td>
<td>I give students written feedback on their work.</td>
<td>9.1</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Staff

Teachers completed the same survey “Focus on Teaching” in 2014 and 2015. Comparisons indicated improvements in most student outcomes. The questions in the survey were grouped to assess eight drivers of student learning.
<table>
<thead>
<tr>
<th>Driver</th>
<th>Format Questions</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Informs Practice</td>
<td>I give students feedback on how to improve their performance on formal assessment tasks.</td>
<td>9.2</td>
<td>9.2</td>
</tr>
<tr>
<td></td>
<td>My assessments help me understand where students are having difficulty.</td>
<td>8.8</td>
<td>8.9</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>When I present a new concept I try to link it to previously mastered skills and knowledge.</td>
<td>9</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td>I use two or more teaching strategies in most class periods.</td>
<td>8.8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Students receive written feedback on their work more regularly</td>
<td>4.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Technology</td>
<td>Students use computers or other interactive technology to track progress towards their goals.</td>
<td>4.8</td>
<td>5.6</td>
</tr>
<tr>
<td>Inclusive School</td>
<td>I establish clear expectations for classroom behaviour.</td>
<td>9.1</td>
<td>9.5</td>
</tr>
<tr>
<td></td>
<td>I use individual education plans to set goals for students with special learning needs.</td>
<td>6.8</td>
<td>6.6</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>I use strategies to engage parents in their child’s learning.</td>
<td>5.5</td>
<td>5.5</td>
</tr>
</tbody>
</table>

There has been significant improvement in school leaders providing guidance for monitoring student progress, observing teaching and providing useful feedback to teachers. Collaboration among teachers and the use of technology have improved.

**Policy requirements**

**Aboriginal education**

- Students supported the introduction of Aboriginal Studies into Stage 6 curriculum.
- Aboriginal perspectives are embedded in all curriculum areas.
- Strong partnerships formed with Aboriginal communities and our school.
- All students engaged in a lesson focused on the Close the Gap campaign.
- Aboriginal stall was organised by our Indigenous group Tiddas Girls to promote bush tucker.

- Tiddas Girls raised money for the Indigenous Literacy Foundation by selling ribbons and bracelets on Indigenous Literacy Day.
- National Reconciliation Week was celebrated with performances by Boori Monty Pryor.
- Ninety Year 10 students travelled to Uluru and engaged in activities to improve understanding of Aboriginal perspectives.

- Indigenous students attended the launch of the sixth *Social Justice and Native Title Report 2015*.
- One indigenous student attended the 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 are embedded in all aspects of the curriculum and activities at Burwood GHS. We are a school that promotes and celebrates diversity.

- Our students represent 68 different language groups.
- 70% students and 40% staff have English as an Additional Language or Dialect.
- There were 134 international students in 2015.
- Italian, French, Japanese, Korean, Indonesian and Chinese are taught at the school.
- Twenty-five students studied other languages at the Open High School or Saturday School of Community Languages.
- Twenty students from Pacific Island background regularly met to plan Island Nights supported by their families and the wider community.
The parents assisted teachers in preparing our girls for their performance in the annual ‘PAC FEST (Pacific Festival).

Asia Literacy program continues to feature in languages, visual arts, TAS, HSIE and English.

Courses to promote multicultural awareness and understanding include international studies, society and culture and studies of religion.

Speakers at assemblies addressed issues on India, Asia, Africa and the Pacific.

Overseas excursions to India, Hawaii and Japan provided valuable cultural experiences.

Burwood GHS hosted and participated in exchange programs to France, Spain, Italy and Japan.

Education groups visited the school from Japan, Korea, Indonesia, Kuwait and Canada.

International and Harmony Day involved students in national dress or orange, the colour for Harmony Day.

International Day included formal concerts with student speakers outlining Hands Across the

Ocean programs, a multicultural fashion parade and 26 different food stalls involving parents.

A new student leadership group called Crescent Girls was established and led a Q&A session “Everything you wanted to know about Islam but were afraid to ask”. They also hosted our second annual IFTAR dinner during Ramadan celebrated with our Muslim families.

Lunar New Year was celebrated for the first time, with students wearing red.

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 focus where girls were given many leadership opportunities to develop skills.

Sports leaders coordinated their teams at swimming and athletics carnivals, to ensure positive participation by all students.

Regular assembly presentations ensured prefects maintained a high profile.

Twenty-seven students from Years 11 and 12 were elected to the Prefect body.

Prefects hosted school events to maintain an inclusive, positive school spirit including celebrations for Lunar New Year, a fundraising movie night for the Malala Fund, a range of staff versus student games and whole school picnics.

Our three school captains used Facebook effectively to manage and respond to media attention.

SRC continued to increase with over 60 students.

SRC initiated a range of special days including special performances for assemblies.
Year 10 representatives coordinated International Women’s Day activities, Close the Gap Day, Harmony Day and a spectacular International Day for 2015.

Year 9 coordinated the Anzac assembly.

Each year group continued our Hands Across the Ocean projects with fundraising activities for their nominated charity.

True Colours group fostered a positive secure learning environment for LGBTI students.

Two students attended a Safe Schools Coalition workshop on student leadership in building an inclusive school community.

The Rainbow Flag Raising Ceremony and Wear It Purple day in August were acknowledged.

Leos Club was established to focus on activities related to supporting refugees.

Students demonstrated their leadership skills by hosting many overseas delegations and acting as interpreters and guides.

Students embraced local causes such as Shave for a Cure, Breast Cancer Awareness, ACON Red Ribbon sales, White Ribbon Day, MS research and Legacy.

Environmental education and sustainability

The Environment Committee, supported by parents, completed projects which improved the school community and environment.

- Clean up Australia Day was supported successfully by a whole school clean up.
- Earth Hour was acknowledged by students making and selling soy wax candles to participate in the no electricity campaign.

- The Environment Mural and garden beds, funded largely by an Ashfield Council Grant, was completed.
- A time lapse recording of the mural was presented at the GoMAD challenge and a solar panel initiative was driven by three Year 10 students.
- Students participated in the Youth Environment Summit at Olympic Park where they presented their sustainability projects.

Achievements in the arts

- Debating was an integral part of the co-curricular program involving the Premier’s Debating Challenge and a series of Friday night visits to the Australian Disputes Centre to debate in mixed teams.
- 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 participated in Belvoir Group devised workshops.
- Students participated in The Theatre Sports Schools Challenge Competition.
Year 9 English entered the Whitlam institute “What Matters” Story Competition and a student gained second place in the State.

A Short Film Festival was produced by Year 10 English students to showcase their films for a panel of Industry judges.

A large scale ceramic relief mural which celebrates women, “I am Woman”, was completed by visual arts students.

Two students were represented in ArtExpress, gaining selection in paintings and animation.

The HSC Visual Arts and Textiles Exhibition was well attended by the community.

Year 10 Visual Design students exhibited art wearables at Burwood Westfield.

A student’s film was selected for the Robin Anderson Film Awards, screened at the Dendy, and students’ films were shown at V-Fest.

Seven students gained places at the National Art School.

A Visual Design student won the RUOK bench in a national competition, with the design below.

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 performed at Variety Night, Presentation Day and Celebration of Learning.

Forty-eight students represented the school in regional and state ensembles and orchestras as vocalists and instrumentalists.

Dance

Dance students performed at an annual dance showcase ‘Imagine’ which involved a greater number of dancers and greater variety of performances.

The dance program increased to 135 students.

Students were involved in three dance festivals.
**Band Program**

- The Burwood Ensemble program continued to grow and strengthen 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 for a variety of events.

- Private tutoring with professional musicians was offered on 17 different instruments.

- The program was involved in ANZAC Day ceremonies including the televised City March.

- The Stage Band was selected to perform at the Sydney Opera House for the NSW Public School Combined Music Festival.

- The program continued its community service with performances for citizenship ceremonies, local nursing homes, childcare centres and local RSL clubs.

- Connections with local primary schools were strengthened with combined workshops.

- Our fundraisers the “Big Night Out” and the annual concert “A Little Night Music” showcased the wide range of music and the high standard of performance skills.

- The Inner West School Band Festival increased significantly with over 700 performers from 49 local schools involved.

- The Strings Ensemble toured the North Coast with rave reviews.

- Rotary and a local professional women’s group (BPW) supported the building of a new music store room.

- A band group of 58 participated in an International Band Festival in Hawaii.
Sport

- Burwood GHS has continued to dominate in all areas of sport including successes at zone, regional and state levels. Burwood GHS is the Northern Suburbs Zone Overall Girls Champion School. Burwood GHS teams placed first in swimming, cross-country and athletics in the zone competitions.

- There were 311 entries for zone competitions, 91 at regional level, 20 students who competed at state level and two at national level.

- In both summer and winter grade sport competitions, teams were placed first or runners up.

- The school was represented at the following Knockout Regional Competitions - basketball, netball, softball, touch football, water polo, football, indoor soccer, ultimate Frisbee and volleyball.

- Students displayed success in a variety of sports at state or national level: athletics (4), golf (1), gymnastics (1), hockey (1), trampolining (1), rowing (4), swimming (5) and water polo (3).

- The Futsal 16’s and Opens teams were successful in progressing to the State Championships.

- The Opens Knockout Soccer team was the Sydney North Regional winner and overall placed fourth in CHS State competition.

- The Opens Ultimate Frisbee team competed in the inaugural competition and was runner up in the NSW schools championship.

School motto

“Not For Ourselves Alone”