2010 Annual School Report
Bankstown Girls High School
1960 – 2010
Centre For Excellence in Teacher Quality
NSW Public Schools – Leading the way
Our school at a glance

Bankstown Girls High School celebrated 50 successful years in 2010. Our celebrations were highlighted by Public Education Day, an Open Day, a Formal Dinner and Presentation Day with our guest the NSW Governor, her Excellency Professor Marie Bashir.

The school facilities were upgraded in time for our celebrations with the completion of the science laboratories, all with interactive whiteboards; new furniture in the quad and senior areas; the installation of lecture chairs and new carpet in our Tiered Learning Space; and on the very last day of term the approval for a demountable which will house our fitness gym. The school now has 17 interactive whiteboards and all students in Years 9 and 10 have their own laptops thanks to the Digital Education Revolution program.

Our School Certificate and HSC results for 2010 also reflected improvement. In the School Certificate there was a significant improvement in Science results, reflecting the success of strategies applied consistently and persistently over the last 4 years.

102 girls sat for the HSC in 2010, with the top Australian Tertiary Admissions Rank (ATAR) being 98.1. We have an increased number of students achieving ATARs in the 80s and 90s. Most importantly our girls have achieved their goals and have laid down a strong foundation for their future, their families and their community.

We have had other successes too that are not necessarily evident in state wide assessments or narrowly defined websites. Our Year 8 students were winners in 2 categories in the Go4Grains Kids Design Challenge competing against schools from across NSW. Our girls have participated in and excelled at local and regional dance festivals, music performances, art competitions and exhibitions; Regional debating competitions; Zone and regional sporting events; mathematics, science and design competitions; and Student leadership and volunteering activities.

I must acknowledge that our girl’s success is highly dependent upon the quality of our teachers, their expertise, skill and generosity. On behalf of the school community I thank them for that commitment.

Students

Our student enrolment for 2010 peaked at just under 700 and consisted of girls from over 40 different language backgrounds and cultural groups. The senior cohorts were particularly large reflecting the changes in the leaving age from 15 years old to 17. Enrolments have come from our usual partner schools in the local area as well as a few private and independent schools and interstate. We have enrolled very few out of area students. The mix of students academically, socially and culturally makes for a vibrant, diverse and rich student body that is strong in tolerance, understanding, compassion and high expectation.

Staff

In 2010 the school’s staffing entitlement was 56.6 full time equivalent teachers. The school has a combination of part-time and full-time teachers, temporary and casual teachers, nine substantive head teacher positions (an increase of one on the previous year due to growing enrolments), two deputy principals and the principal. In addition to teaching staff the school has a number of school administrative officers, one school administrative manager, one general assistant and four full time cleaning staff. The school counsellor is at Bankstown Girls High School for three days each week. All teaching staff meet the professional requirements for teaching in NSW public schools.
Messages

Principal’s message

Bankstown Girls High School celebrated 50 years of educational excellence in 2010. The school was open for business in February 1960 and officially opened in August 1961. The celebrations commenced with our birthday launch during Public Education Day on the 27 May. On the 6 August the school held an Open Day celebrating each decade between 1960 and 2010. All the staff and students dressed in the style of each period and decorated a room with paraphernalia from the decade as well as many items from the school archives. Past students and teachers attended and many old friendships and memories were rekindled. The following Saturday night the school held a formal dinner at the Bankstown Sports Club where old friendships continued to be cemented. Our Presentation Day held on 17 February 2011 was the final formal event for our birthday year. It was marked by the attendance of Her Excellency Professor Marie Bashir, Governor of NSW who gave the guest address.

Our celebrations reminded us that Bankstown Girls High School was indeed a great educational community that had achieved a high level of success over 50 years. In the 1980’s we received many awards, significantly as a Centre for Excellence in Computing Education, the Director Generals Award for Active Learning, and Centre for Excellence in Student Centred Learning. More recently we have been recognised for our English as a Second Language and Sports programs and for the success of our pedagogy and ICT projects. This year we have been named as a Centre for Excellence in Teacher Quality, which is a federally funded program, acknowledging the quality of our teachers and the learning programs we deliver, as evidenced through consistent improved student achievement over many years.

Bankstown Girls High School is founded on a strong tradition of excellence, respect, resilience and futures thinking. We were born from the Domestic Science School housed on the now Bankstown Public School site. This move represented more than a change in facilities but recognition of the change in status of women in the workforce, community and home during the 1960’s. The curriculum and teaching practices employed at Bankstown Girls High School have been underpinned by our commitment to equality, equity, respect and excellence. Now as in the previous decades, we recognise the importance for women to be independent, confident, well informed and empowered citizens and that to achieve this outcome, we must provide a broad and comprehensive education delivered in a compassionate, caring, success-focused environment that acknowledges and promotes social justice. We are proud of the confident, articulate, generous young women who are now, and will be, our graduates and we are in no doubt that the future will be secure in their hands.

Both our school crest “Sempre Optime”: Always the Best, and our school motto, Learning for a Changing Future, describes the very nature of our school and the philosophy of education we promote. These fundamental beliefs in the power of education, compassion and action have been passed on through generations and made Bankstown Girls High School the amazing community we share today.

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

Betty Harper,  
Principal

Thora Boesen,  
Principal 1960
Parent Body message

Bankstown Girls High School has an active parent body which is made up of more than 30 regular attendees. They are extremely hard working and committed to the school and their contribution is highly valued by all members of the school community.

Many of the members of the parent body act as parent representatives on merit selection panels for a variety of vacant teaching and administrative positions. Again this is another opportunity for parents and care givers to contribute towards the school community.

The University of Technology Sydney conducted an ‘Open Day’ for parents on the 22nd September 2010. A number of parents attended together with the school Community liaison Officers. They travelled by train from Bankstown railway station to UTS Sydney and learnt a great deal about study options that are provided to HSC graduates. All parents commented on how worthwhile the day was for parents.

Towards the end of 2010 the CLO’s organised a parent field trip to the Sydney CBD. They departed from Bankstown railway station and alighted at Circular Quay railway station. The parents visited the Sydney Opera House and the Royal Botanical Gardens. From there they boarded a ferry to Darling Harbour and shopped at the Queen Victoria Building.

Finally I would like to thank Mrs Ghazwa Dennaoui, the Arabic Community Liaison officer for all her help in organising and coordinating parent meetings and making them a great success. Also a big thank you to the parent body executive members for their hard work during the year including: Mrs Maha Hablos Vice President, Mrs Maya Camelia Secretary, Mrs Margaret Goneis Treasurer and Mrs Emily David Assistant Secretary and Treasurer. I am looking forward to a wonderful year in 2011.

Mrs Siunipa Fifita,
Parent Body President

Student representative’s message

The Student Representative Council, also known as the SRC, is a body of school students who are elected by fellow students in their year group to represent them as well as all other students in the school. The SRC is responsible for planning and organising ways for students to participate in school life. The SRC works democratically to represent the student body in school decision-making processes and organises many fund raising events.

Students work with staff and the SRC coordinator, in an effort to improve school life, raise awareness about worthy causes and maintain and improve the good image of the school. The SRC fosters many values including: democracy, ethical decision-making, leadership, participation, responsibility and advocacy.

In 2010, the SRC raised awareness and money for many organisations and promoted and participated in many events including: International Women’s Day, World’s Greatest Shave for the Leukaemia Foundation, Harmony Day, the School’s 50th Anniversary, Mothers Day, Legacy Badge Day, Wear it Purple day, World Teacher’s day and many others. SRC members also attended and represented the school at many external meetings and conferences including: district and regional inter-school SRC meetings, the World Vision Conference, the UBS Young Women’s Leadership Academy and the National Young Leaders Day.

SRC members do their best to be recognised within the school by hosting assemblies, organising the school recycling bin program, voicing student opinions, encouraging school spirit and pride, trying to improve school amenities, discussing students rights and responsibilities, becoming involved in environmental education and providing students with study help.

The SRC assisted in the promotion of the new school uniform and assisted the Visual Arts Faculty in the selection of the colours and design for the newly refurbished school canteen and student toilets. The SRC also assisted with the Year 12 Graduation Ceremony, Public Education Day and the Year 6 Orientation Day.

2010 has been a very busy and successful year for the SRC. All the input and involvement by students, parents and teachers and their assistance with SRC events have been greatly
appreciated. As we move forward to build and further enhance the good reputation of Bankstown Girl’s High School, we hope to see more students involved in our projects in 2011 and look forward to an even bigger and better year.

Dema Chmali  Bridgette Noun
School Captain  School Vice Captain

School context

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

Student enrolment profile

There has been a steady growth in enrolments over the last five years although this growth has now slowed down considerably. Most of our growth in enrolment has been in the middle to senior years whilst our Year 7 and 8 enrolments have remained static.

The growth in enrolment reflects the number of students moving into the area as well as students who are enrolling from Intensive English Centres.

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Although our overall attendance has increased from 2009, it is important to note that attendance rates across the school have only improved slightly with the exception of Year 10 where a focused and targeted attendance and punctuality program was very successful. This program will be rolled out to the rest of the school in 2011.

Increased attendance and punctuality rates are a high priority. Our improvement in attendance however, continues to be hampered by a few students who have either travelled overseas without applying for an Exemption from School Attendance or chronic non-attenders who are monitored by our Home School Liaison Officer (HSLO).

Management of non-attendance
Bankstown Girl’s High School has a coordinated approach to student attendance. Attendance and lateness is managed through an electronic attendance system using a student ID swipe card system. The school welfare team, Head Teacher Welfare, Student Advisers, Home School Liaison Officer (HSLO), the Police School and Youth Liaison Officers (SLP & PYLO), school counsellor, transition adviser and careers adviser all work together to counsel students. Parents are informed via phone call, letter or formal...
interview to improve student attendance and punctuality. Students who are HSLO referrals, found truanting or whose attendance is poor are placed on attendance cards monitored by either the Head Teacher Welfare or the Student Adviser. These measures have been effective with our long term student population however in 2011 new strategies will be employed to deal with the increasing number of students who come from other schools bringing with them a history of non-attendance. Improving student attendance and punctuality will continue to be a major focus and priority in 2011.

Retention to Year 12

Bankstown Girls High School has continued to see rising retention rates. The school has a consistent history of high retention of students from Year 10 to 12. The graph below illustrates that in 2010 not only did the school retention rate yet again increase but that it increased far beyond that for the state and beyond those of our school education group.

The increase in the school retention rate reflects the strong individualised approach to planning student pathways commencing from enrolment through to the senior years. Students are appropriately placed and supported in courses and programs that best suit their needs and ambitions.

Post-school destinations

Year 12 students undertaking vocational or trade training

In 2010, 109 students started the HSC with seven students leaving early, one moving schools, one going overseas permanently, two to employment and three to full time TAFE. Of the 102 students who sat for the Higher School Certificate, 74% completed an ATAR pattern of study while 44% of students included at least one VET course, studied at school or at TAFE in their pattern of studies.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 102 students 32% (31 students) gained university places, with offerings coming from seven universities. All students have taken up these offers except for one student who decided to undertake a course in Enrolled Nursing after being awarded a $10,000 scholarship at a private college. Two students have enrolled into a six month Diploma program at UWS College. The highest ATAR was 98.1 and the recipient was also awarded the UNSW Access Assist Scholarship.

Thirty seven students are studying full-time TAFE and 9 students full-time at private colleges. One student is studying via Open universities with Macquarie University. One student has an apprenticeship. Those students engaged in further studies are either currently in part-time work or are actively looking for work to help finance their studies.
**Staff information**

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

**Staff establishment**

A large percentage of staff are from language backgrounds other than English and many are bilingual. Of the permanent and temporary teaching staff there are a number of early career teachers, who have met or are working towards accreditation at Professional Competency with the NSW Institute of Teachers. More than 50% of the staff have teaching experience in excess of 10 years.

There were 9.2 permanent school administrative officers appointed to the school in 2010, as well as a full-time general assistant and a school administrative manager.

School staffing in 2010 increased only slightly from the previous year. A new substantive Head Teacher Teaching and Learning was appointed to the school due to increased numbers last year and this was a welcome addition to the school executive.

**Position**  **Number**
---
Principal  1
Deputy Principal(s)  2
Head Teachers  9
Classroom Teachers  40.7
Teacher of Mild Intellectual Disabilities  1.0
Support Teacher Learning Assistance  1.2
Teacher Librarian  1.0
Teacher of ESL  2.2
Counsellor  1.0
School Administrative & Support Staff  9.282
**Total**  **68.382**

**Teacher qualifications**

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

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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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The school does not currently have any indigenous staff.

**Financial summary**

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

Date of financial summary: 30/12/2010

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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Visual Arts

Visual Arts students at Bankstown Girl’s High School have experienced a wonderful year of learning and high achievement. Throughout the year students have won prominent art prizes and gained valuable knowledge from intensive workshops and innovative excursions.

Congratulations to Monica Nguyen, her HSC Body of Work, “Facets”, was nominated for Art Express. Art Express is a dynamic and popular series of exhibitions showcased at the Art Gallery of NSW featuring a selection of outstanding artworks developed for the art making component of the 2010 NSW Higher School certificate examination. Monica’s series of self portrait drawings have been shortlisted to be included in the exhibition, and places her work in the top 5% of HSC artworks in the state.

Anna Tran and Theresa Tran from Year 10 achieved great success in the Operation Art Competition. Anna’s oil pastel drawing was ranked in the top 50 artworks entered into Operation Art this year. Her artwork is currently being exhibited at the Art Gallery of NSW. Theresa’s mixed media lino print was selected for exhibition at Sydney Olympic Park. Copies of these brilliant artworks will be hung in the front office for all to see.

Hillary Foya of Year 8 was the proud recipient of A Highly Commended award for her Harmony day poster design. Her artwork was entered in the Harmony Day poster competition and was selected for display in the Harmony Day Poster Exhibition at the University of Western Sydney.

Duyen Bui and Emma Bui in Year 11 attended the National Arts School HSC Intensive Studio Practice Course at various intervals during the school holidays this year. Their artworks were exhibited in a one night exhibition held in the renowned Cell Block Gallery, a space shared by some of Australia’s most prominent artists. Both students learnt a great deal from the experience and now have a broader knowledge of their discipline areas.

Duyen Bui and Nhi Tu were selected to attend the Dobell Drawing School and had the opportunity to work closely with practicing Australian artists and other talented students from all over New South Wales.

Music

Student involvement in music programs was full and extensive in 2010 incorporating both classroom and extra-curricular activities. Junior music was focused on group presentations for public performance as well as rehearsals and recitals for the schools 50th anniversary birthday celebrations. Vocal and instrumental ensembles delighted audiences with memorable tunes from the 1970’s through to today’s modern music.

Elective music students were involved in community events throughout the year displaying adaptability to surroundings and audience sizes. Students performed in auditoriums and outdoors in numerous events including Harmony Day celebrations at Bass Hill for Bankstown City Council. Students were also entered into Regional music programs such as the Bankstown Talent Advancement Program (TAP)
Year 11 student Rakelle Khoury was successful in completing fantastic performance engagements at the Royal Easter Show and the annual Children’s Festival. Rakelle Khoury and Year 10 student Esther Akaveka were also successful participants in the South West Sydney Region Talent Identification Project. Our girls were shining starts at the graduation concert held at Revesby Workers Club.

Year 7 students were given the chance to meet the Orchestra Live at ABC studios at Ultimo and were also treated to an international Children’s concert, not to be forgotten at the Sydney Opera House.

Year 8 students were also introduced to the Ballet through a combined French and Music activity combined with dance where students were able to view Act II from the current season of “Giselle” presented by the Australian ballet Company. What a fantastic opportunity for our students. Instrument tuition in keyboard, flute and guitar were again popular this year with students from all stages.

Senior music students showed their skills in assessment performances in the newly refurbished TLS, with all styles of music represented from original piano and song compositions to film title music in Chinese and Vietnamese. The annual “Works in Progress” performing arts evening once again delighted us with a showcase of artworks, dramatic and musical performances. All students successfully completed their practical and theoretical exams for the HSC.

Dance

Dance at Bankstown Girls High School provides opportunities for our students to gain understanding of people, culture and society. Our Dance programs have depth and cater for all students with a variety of talents and experiences, allowing girls the opportunity to express themselves through movement.

Our students have been successful in this area and have continued to perform and achieve at a high level. Our performers have graced the stage at the 2010 Sydney South West Performing Arts Festival, Bankstown Dance Festival, Bankstown Girl’s 50th Birthday Celebrations, Public Education Day, the Children’s Festival, Harmony Day, International Woman’s Day, Reclaim the Night Performance and many local community, primary school festivals and whole school assemblies.

Thirty of our students successfully auditioned for the 2010 “Bring It On” competition and participated in performing arts workshops within the region. The Bring It On competition, required our student to choreograph a hip hop dance, mix their own music and develop their own costumes. They attended weekly mentoring sessions after school, which were conducted by the B.I.O. organization. The girls competed at the finals at Homebush Bay Olympic Park in front of a crowd of six thousand and proved to be a force to be reckoned with.

“Dance Revolution” took place in line with the Bankstown Girls High School 50th birthday. The dance concert showcased the overwhelming dance talent of the school at Bankstown Sports Club, in front of an audience of family, staff and guests. The styles of dance included contemporary, hip hop, Latin American, social, cultural and Jazz, performed by Year 9 and Year 10 Dance elective classes, extracurricular dance groups, Year 8, Pacific Islander Dance groups and Year 9 and Year 10 PD/H/PE assessment task high achievers.

The future direction for 2011 in dance include auditioning for School Spectacular, continued participation in school and community performing arts programs and directing talented students to regional and state dance ensembles. As a school we are striving to encourage student participation within the performing arts and are keen to develop leadership skills within our students through choreography staging, lighting, and media skills through programs within Visual Art, Dance, Music and Drama.
Sport

During 2010 Bankstown Girls High School established a fitness and Sports Science Lab to cater for the growing student interest in sports medicine and continue the promotion of healthy lifestyle choices. The school continued to demonstrate their success in and around the sporting arena by continuing our affiliation with the Combined High Schools Sports Association and their gifted and talented programs.

Many of our students represented the school at the Zone, Regional and CHS levels in: Athletics, Cross Country, Swimming, Touch Football, Soccer, Basketball, Netball and Volleyball. Our sporting teams progressed through to the fourth round of the Sydney South West Knockout Competition with the school soccer team progressing through to central venue for state finals.

Individual successes included:

- Natalie Stamkov – Awarded Pierre De Coubertin Award by the Australian Olympic Committee for recognition for sporting achievements.
- Natalie Stamkov progressed through to the CHS Athletics Carnival in the 17 Years Long Jump.
- Ina Miloseska – selected to represent Sydney South West Region in Soccer at the CHS State Carnivals.
- Chanel Steiner - selected to represent Sydney South West Region in Touch Football at the CHS State Carnivals.
- Twenty four students Progressed through to the Sydney South West Athletics Carnival.

2010 saw Bankstown Girls commit to the NSW Premier's Sporting Challenge once again. The Premier's Secondary School Sport Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. Bankstown Girls this year had 300 students participate in the program from Years 7-12. The program was a fantastic success with 125 students receiving gold and 175 students receiving diamond levels.

In addition to supporting our students in the area of sport and keeping girls active the school has promoted participation in activities and play within the playground during recess and lunch allowing students to use sporting equipment to promote and develop a healthy lifestyle. The Year 11 SLR class coordinated and ran lunch time competitions in Basketball, Volleyball, Indoor Soccer and the Jump Rope for Heart Program for Year 7.

Through PASS and SLR the school leadership in sport program continued to be a success. This program encourages not only the gifted athletes within the school but those keen to develop skills in sports administration and coaching. Through this program students continue to develop leadership and communication skills yet at the same time develop pride and a positive self identity.

Bankstown Girls High school has been involved in this program for over 13 years and continues to be invited to support the Zone, Regional and CHS Carnivals in roles such as recorders and administrators. This indicates the professional respect our students have earned for themselves within the Combined High Schools Sports Association.

Other

The Premiers Reading Challenge

In 2010 Year 7 students and Year 8 students participated successfully in the Premiers Reading Challenge. The Premiers Reading Challenge requires students who participate to read 20 designated books from the approved reading list. Congratulations to all those students who successfully completed the challenge.

After reading their 20 books, students needed to download all the details of the books which they read onto the Premiers reading challenge interactive website. Participants who were successful had their names listed on an honour roll published in the Sun Herald newspaper in December 2010.
**Debating Program**

In 2010, debating teams from Years 8, 9, 10, 11 and 12 represented the school in the South Western Region Debating competitions. Teams were highly competitive and won many well-contested debates. The Year 12 team reached the semi-finals of the regional competition and were awarded a medal for their achievement.

Students in the Year 12 team were: Cindy Dang, Michelle Khoury, Mariam Lewis and Erina Finau. The Year 9 team reached the quarter finals of the regional competition and consisted of Joanne Tran, Anna Ly, Angela Nguyen and Kristina Korunoska. Congratulations to all the girls who participated in our debating teams. Debating has given the girls the opportunity to develop further their literacy and oracy skills. Next year looks like it is shaping up to be another impressive year for debating.

**Red Room Poetry Workshops**

Miss Fiona Right from the Red Room Poetry Company conducted three poetry writing workshops for students from Years 7 and 8. Fiona is a recognised and award winning poet who has experience in leading young people and helping them to write poetry. The poetry produced by the students was published and presented to the school community through the production of a poetry anthology and on the Red Room Poetry Company website. Public performances of the poetry were also given. The students enjoyed the workshops and learnt a great deal from them.

**Bookfeast**

In September 2010 a number of students attended the Bookfeast 2010 Authors Luncheon at Burwood RSL Club with Mrs Hawkins our Librarian. The event allowed students to meet and talk with thirty authors who live and work in Sydney. Our students enjoyed having lunch with author Suzanne Gervey and were able to chat with her about her books. Three other well known authors gave presentations and the students received books and bookmarks to remind them of the event.

**Public Education Day**

On May 27th 2010 Bankstown Girls High School celebrated its annual Public Education Day. The aim of the day is to celebrate the values, traditions and achievements of the public school system in New South Wales and to recognise the learning success and achievements of its students because of the dedication and commitment of teachers, parents and members of the local community. The parents of the school and many local business and community groups have made a valuable contribution to the school.

The day began with the welcoming of invited guests that included the State Member for Bankstown and the Mayor of Bankstown. The event was held in the school hall with numerous live performances and dances. After a welcome address by Mrs Harper the formal thanking of invited guests from among the parents and the local community took place. The NRMA also presented the school with a cheque for $10,000 as a result of the school winning the National Sporting Legends Competition. This money will be used to purchase new gym equipment to furnish the new school Fitness Centre.

The invited guests where then taken on a tour of the school and its facilities followed by demonstration lessons. The guests commented on the high standard of teaching and learning and were most impressed by the modern lessons and facilities provided by the school. Finally our guests were treated to a fantastic morning tea catered for by the school’s VET Hospitality class.

**Academic**

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: from Band 4 (lowest) to Band 9 (highest)

Year 9: from Band 5 (lowest) to Band 10 (highest)

**Literacy – NAPLAN Year 7**

The NAPLAN (National Assessment Program Literacy and Numeracy) was held in May 2010 and provided teachers and parents with information on each new student’s literacy skills in the areas of reading, writing, spelling and grammar and punctuation.

The following graph shows the performance of our students in writing. 94% of our students achieved results in band 5 and above which means they are working at or above minimum national benchmark standards with 16.5% working well above these standards. This shows a consistent improvement in the upper bands in writing over the past few years.
In 2010 the Year 7 reading results while being relatively consistent with the previous year demonstrate that our students are having difficulty in comprehending different text types and often do not recognise contexts of text. As part of the school literacy plan staff will be provided with professional learning on the methods of teaching reading as well as explicit teaching of reading across all KLA’s.

In the area of grammar and punctuation 81% of students were placed in bands above the minimum standards. This area of literacy is one in which students can make significant improvement with explicit instruction. Many students did not understand terms or rules. In 2011 Year 7 will have a designated literacy period built into the school timetable which will specifically target grammar and punctuation.

**Numeracy – NAPLAN Year 7**

The NAPLAN (National Assessment Program Literacy and Numeracy) provided teachers and parents with information on each new student’s numeracy skills in the areas of Space and Geometry, Number, Data, Measurement and Patterns and Algebra.

The Year 7 results indicated that 92% of students are performing at band 5 or above in overall numeracy achievement which means they are working at or above minimum national benchmark standards with 21.11% working well above these standards. 65.81% of our students achieved a growth of more than 50% from their achievement in the Year 5 Basic Skills Test. 65% of our Year 7 students fell in Bands 5 and 6 which indicates that many students enrolling into Year 7 have below average numeracy skills with 8% of students below minimum national benchmark standards.

In an attempt to improve our results in Year 7 numeracy in 2011 there will be a targeted program early in Year 7 to specifically teach many of the numeracy skills required in NAPLAN in Mathematics and across all KLA areas. Emphasis will be placed on the explicit teaching of problem solving strategies with a focus on mathematical literacy throughout 2011.
Percentage of students in bands: 

Year 7 numeracy

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in 2010</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
<th>State average 2010</th>
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<tbody>
<tr>
<td>1</td>
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<td>10</td>
<td>35</td>
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Percentage of students in bands: 

Year 9 spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in 2010</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
<th>State average 2010</th>
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<tbody>
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Percentage of students in bands: 

Year 9 writing

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in 2010</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
<th>State average 2010</th>
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</thead>
<tbody>
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<td>1</td>
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<td>10</td>
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</tbody>
</table>

Literacy – NAPLAN Year 9

The following graph shows the performance of our Year 9 students in writing. 88% of our students achieved results in band 6 and above which means they are working at or above minimum national benchmark standards with 12.4% working well above these standards.

The following graph shows the performance of our Year 9 students in spelling. 87% of our students achieved results in band 6 and above which means they are working at or above minimum national benchmark standards with 21% working well above these standards. 47% of students achieved results in the top three bands in spelling. This is a huge improvement and reflects the success of a specific spelling program and competition introduced in 2010.

Students whose individual results indicate negative or minimum growth in NAPLAN will be monitored and assisted through intensive literacy support programs in the Learning Centre. Our 2011 school targets have been well informed by these results with the aim to move students into the higher bands for the School Certificate.

Numeracy – NAPLAN Year 9

Year 9 student results indicated that 79% of our students were in Band 6 and above which means they are working at or above minimum national standards. This indicates a decline in overall numeracy with 19% of them working well above these standards compared to 32% last year. In overall numeracy our student’s growth rate was 5.92% below the state’s average growth rate.

A close analysis of the results have indicated that there is a greater need to concentrate on the areas of Number, Data, Measurement, Space and Geometry and Patterns and Algebra. This has informed our 2011 school targets and as a result improvement in numeracy continues to be a major school focus. The START cards strategy will be expanded in all classrooms with a continued
emphasis on explicit teaching of problem solving techniques and mathematical literacy.

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

In 2010, 133 students sat for the School certificate external examinations in English Literacy, Mathematics, Science, Australian History, Civics and Citizenship, Australian Geography, Civics and citizenship and Computing Skills. Student performance is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). Some School Certificate courses are assessed at the school level. These results are reported in grades from A to E. (Grade A indicates excellent achievement and grade E indicates elementary achievement).

Students at Bankstown Girls High School performed well in all School Certificate examinations with the almost total elimination of students achieving band 1. In English Literacy 16% of students achieved Band 5 or 6 a small decrease on the previous year. In Mathematics 10% of students achieved Band 5 or 6, a decrease from the previous year. Science results continued to strengthen with 19.5% of students achieving a Band 5 or 6, an increase on last year’s impressive result. This reflects the continued success of targeted programs in Scientific Literacy and the hard work of the Science Faculty.

In Australian History 10% of students achieved a Band 5 or 6, a slight decrease on the previous year’s result. While in Australian Geography 8% of students achieved a Band 5 or 6 a decrease on last year’s result. These results indicate that there is a continuing need to move students into the higher bands. This will be a focus again in 2011 through an emphasis on effective feedback, literacy, numeracy, thinking and ICT skills and the ‘Plus 3 Point’ strategy across all KLA’s.

School Certificate relative performance comparison to Year 5 (value-adding)

Bankstown Girl’s High School has for many years been able to add significant value to student achievement over time. The following graph shows the average relative performance for all students in the school in each of the School Certificate external examinations.

In English Literacy, Australian History and Australian Geography, the relative growth in performance (value-added) was above the state average growth and well above the average growth for like school groups. In Science even though the relative growth in performance (value-added) was just below the state average growth, it was well above the five year school
average and the growth for like school groups. This outstanding effort was the direct result of a targeted approach by the Science Faculty following on from their review to target scientific literacy and specific scientific skills.

The growth in Mathematics was close to the state average but there will be a concerted effort in 2011 by the Mathematics Faculty to assist students to improve the skills they require in the School Certificate Examinations. Average growth in the Computer Skills examination was well below expectations and this indicates the need for a greater focus on the literacy skills and problem solving skills required in the exam.

Higher School Certificate

Student’s performance is reported in six achievement bands (Band 6 being the highest level) for 2 unit courses, and four achievement bands (Band E4 being highest) in extension courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
<th>SSG 2010</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>69.9</td>
<td>69.5</td>
<td>66.0</td>
<td>70.5</td>
</tr>
<tr>
<td>Biology</td>
<td>67.1</td>
<td>63.7</td>
<td>69.0</td>
<td>72.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>71.5</td>
<td>68.3</td>
<td>68.0</td>
<td>72.3</td>
</tr>
<tr>
<td>CAFS</td>
<td>71.4</td>
<td>70.7</td>
<td>70.0</td>
<td>71.1</td>
</tr>
<tr>
<td>Economics</td>
<td>65.7</td>
<td>67.8</td>
<td>0.0</td>
<td>72.6</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>64.0</td>
<td>64.3</td>
<td>59.0</td>
<td>61.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>80.8</td>
<td>78.8</td>
<td>74.0</td>
<td>79.9</td>
</tr>
<tr>
<td>English ESL</td>
<td>64.7</td>
<td>69.8</td>
<td>0.0</td>
<td>72.3</td>
</tr>
<tr>
<td>Food Technology</td>
<td>72.6</td>
<td>72.6</td>
<td>63.0</td>
<td>68.8</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>67.4</td>
<td>69.0</td>
<td>65.0</td>
<td>70.7</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>60.3</td>
<td>62.4</td>
<td>67.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>63.7</td>
<td>70.0</td>
<td>68.0</td>
<td>75.0</td>
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<tr>
<td>Modern History</td>
<td>71.8</td>
<td>68.3</td>
<td>68.0</td>
<td>73.7</td>
</tr>
<tr>
<td>PDHPE</td>
<td>73.0</td>
<td>65.3</td>
<td>71.0</td>
<td>73.4</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>63.2</td>
<td>68.6</td>
<td>73.1</td>
<td>73.1</td>
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<tr>
<td>Textiles and Design</td>
<td>61.6</td>
<td>61.6</td>
<td>0.0</td>
<td>74.6</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>83.2</td>
<td>80.7</td>
<td>74.0</td>
<td>77.4</td>
</tr>
</tbody>
</table>

In 2010 102 students were entered with the Board of Studies for the HSC of which seven students completed a Life Skills HSC. The school offered a wide variety of Board Approved Courses, including four Vocational Education and Training (VET) courses delivered on site as well as Board Endorsed and Life Skills courses. Students also studied VET courses at TAFE and Certificate II in Allied Health Care at Bankstown Hospital. Life Skills students studied English, Creative Arts, Society, Civics and Citizenship and Work and Community.

Our HSC results have continued to demonstrate above state average achievement in Community and Family Studies, English Standard, English Advanced, Food Technology and Visual Arts. These results continue to demonstrate a consistent trend of improvement across the school and in all KLA’s. There has been particularly strong above average school growth in Ancient History, Biology, Business Studies, Modern History and PDHPE. A continued emphasis on moving students into the higher bands will continue in 2011.

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

HSC relative (value-added) performance is a measure of the progress the students has made compared with students who performed at a similar level in the School Certificate. The relative performance is calculated separately for each HSC course a student completes. A positive relative performance means a student is performing above expectations.

As demonstrated by the following graph the school’s value added data has been outstanding again this year. In 2010 in all areas of performance low, middle and high the relative performance of our HSC students was well above the state average and the average for our SSG. When the Year 12 HSC results of 2010 are compared with those achieved by the same students in the 2008 School Certificate, the average growth or value-added achieved was between 2 and 3 points higher than the state average for similar ability students. These results are indicative of the great emphasis placed on high academic achievement across the school.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.3</td>
</tr>
<tr>
<td>Writing</td>
<td>94.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.2</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.2</td>
</tr>
<tr>
<td>Writing</td>
<td>88.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79.7</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2010 there were nine Aboriginal students attending Bankstown Girls High School which continued the trend towards increasing indigenous enrolments. Each student was provided with an Individual Education Plan.

The Year 9 cross-KLA Pedagogy Project continued to strengthen and adapt in 2010, focusing on knowledge transfer and self-directed learning using Indigenous perspectives as a common theme. The project continued to expand into the digital world with students focusing on using the school’s intranet site, CLIC.

Throughout the year our Indigenous girls participated in various celebrations including NAIDOC week, volunteering at festivals in the local community and participating in dance performances in and throughout the Bankstown area.

Multicultural education

Multicultural Education is an intrinsic part of Bankstown Girl’s High School. Understanding of cultural, linguistic and religious diversity is embedded into all curriculum areas supported by culturally inclusive teaching practices.

Our English as a Second Language (ESL) program has continued to support newly arrived students in developing their English language skills so that they can access and engage with the curriculum regardless of ability or background.

In 2010 the school continued to use flexible structures such as the Learning Centre, team teaching, withdrawal and parallel classes to facilitate intensive literacy and numeracy support for ESL students. We also maintained our transition into high school programs so that students felt at ease in their new learning environment.

Our International Students Program was selected in 2010 by the International Students Unit to be reviewed and audited. The findings of the report were very positive and suggested that best practice was evident in many areas of the program. The report noted that “Bankstown Girl’s High School has developed sound procedures for enrolment and ongoing support of international students...The well established program provides the structures and personnel to meet the student’s needs.”

Overall the school was rated as highly compliant by the auditors. To support these findings, the students themselves have remarked that Bankstown Girl’s high School is a welcoming educational environment where they feel valued and where every effort is made to enhance their learning experiences whilst in Australia.

Respect and responsibility

All Year 7 students were again involved in the Peer Support Program which taught them strategies for success at high school. Forty three Year 7 students attended Merit Excursions aimed at rewarding them for receiving 20 or more merit certificates for outstanding behaviour or academic work.

Six Year 8 students were involved in the LIMS Program (Leadership in the Middle School) in 2010 where students practiced leadership skills
and were involved in activities to help the school community. Thirty four students also attended Merit Excursions to reward them for earning more than 20 merit certificates for outstanding behaviour and academic work.

Both Year 9 and 10 students attended a Mind Matters – ‘Connection and Leadership Day’ where they participated in a workshop conducted by the Police Youth Liaison Officer about cyber-bullying. They also saw the program ‘Burn’ which gave them positive strategies for keeping themselves safe when dealing with friends who are indulging in risk taking behaviour. Further activities to promote self-respect and build group cohesion were carried out at whole year picnics held at the Botanical Gardens.

All Year 10 students enjoyed Activities Week which saw fifty three students attend a camp at Mount Victoria where they were involved in healthy activities, study skills and self-respect building workshops. The remainder of the year had the opportunity at school to learn skills such as good grooming, making hand cream and bath salts, digital media and turning retail therapy into smart economic decisions.

Year 11 and 12 students continued their community responsibilities by regularly donating blood to the Red Cross, contributing to the school’s involvement in International Women’s Day and the prevention of homophobia and student suicide day. Students trained in peer mediation continued to assist students to sort out conflict situations between individuals and groups of students.

Other programs

Priority Schools Program

PSP funding has contributed significantly to school improvement in 2010, particularly in the areas of pedagogy and teacher professional learning where strategies for developing integration, student’s self-directed learning, multimedia and collaborative learning were the main focus through the application of student e-portfolios and blogs.

The Year 9 cross KLA pedagogy project “Making Learning Meaningful” was highly evaluated by students, parents and teachers. In 2010 the “Making Learning Meaningful” team reviewed the outcomes set for the project and the alignment of the website marking criteria to an assessment of the outcomes and the integration of technology was the result.

The assessment task looks to build skills in developing a “campaign” to highlight an area or issue of contemporary Aboriginal life. The skill focus of the project incorporated, research skills, transferring knowledge from all KLA’s, technology skills to create a team website, blogging with team members and teacher facilitator, producing a portfolio and using the school Microsoft SharePoint site (CLIC).

The major focus of teacher professional learning was the new role of the teacher/facilitator. This project has an innovative curriculum delivery model based on self-directed learning processes, a cross KLA assessment task and student teamwork. Our major initiatives in curriculum integration, community partnerships and embedding literacy, numeracy and thinking skills across the curriculum have engaged students, staff and parents in meaningful programs that have improved learning outcomes for all students.

The on-going work of our Community Liaison Officers has ensured the maintenance and growth of parent involvement in the school through workshops, meetings, and the Parent body which have all been well attended this year. Our parent First Aid course was very successful with all parents gaining their accreditation. Links with Canterbury Bankstown Career Connections continued to be strengthened through their assistance with engaging students in their schooling. Parent’s participation in the Stage 5 and Stage 6 transition program has increased dramatically with the CLO’s playing a crucial role in building the links between school and family.
student outcomes as evidenced by our 2010 NAPLAN results.

The results showed a steady growth has occurred in our students’ literacy skill development in all the tested areas of reading, writing, spelling, grammar and punctuation. In Year 7 61% of students demonstrated growth in overall literacy. The growth in overall Literacy in Year 9 was 58%. Literacy continues to be a major school target, especially writing and reading. The school has achieved good growth in the reading scores in both Year 7 and Year 9.

Numeracy results show that 57% of our Year 7 students achieved a growth of more than 50%. In Year 9, steady growth has occurred in numeracy skills development with 50% of students reaching expected or greater than expected growth.

Drug Education

Throughout 2010 the school continued to implement the drug education program across years 7 – 12 through PD/H/PE and the Crossroads Programs. The schools drug education programs focus on minimising the harm of drugs on the individual and the community by developing community support networks.

The Crossroads program which is implemented in Year 11 as part of their compulsory 25 hour PD/H/PE course mandated by the Board of Studies had 98% attendance and continued to be a valued program amongst Year 11 students.

The Year 9 and Year 10 PD/H/PE classes participated in minimising risks forums aimed at improving the awareness of the harms associated with drug use and risky behaviour. Year 9 and 10 focused on developing strategies to deal with these youth issues and developed skills in making informed and appropriate decisions by accessing health services within the local community for support. The schools drug education program continues to be a successful and valuable educational tool for our staff and students.

Progress on 2010 targets

Target 1

To match the school average for literacy achievement in both Year 7 & 9 NAPLAN to the State average.

Our achievements include:

- The school’s growth data exceeded that of the state by 8.7% in reading, 7.5% in writing, 9.6% in spelling & 7.2% in grammar & punctuation in Year 7.
- The school’s growth data exceeded that of the state by 10.7% in reading, 17.4% in writing, 9.6% in spelling & 7.2% in grammar & punctuation in Year 9.
- 3% less students achieve a band 8 or 9 in reading while there was a 2% increase in students achieving a band 8 or 9 in grammar and punctuation in Year 7.
- 4% less students achieve a band 9 or 10 in reading while there was a 16% increase in students achieving a band 9 or 10 in grammar and punctuation in Year 9.
- 16.8% of students achieved a band 5 or 6 in the School Certificate English Literacy test which was below the school target of 25%.

Target 2

To match the school average for numeracy achievement in both Year 7 & 9 NAPLAN to the State average.

Our achievements include:

- The school’s value added (school growth) data was below that of the state by 4.7% in Numeracy in Year 7 and Year 9.
- 8% less students achieve a band 8 or 9 in Numeracy in Year 7.
- 6% less students achieve a band 9 or 10 in Numeracy in Year 9.
- 7.2% of students achieved a band 5 or 6 in the School Certificate Mathematics test which was below the school target of 15%.

Target 3

Focus on high expectations in every classroom.

Our achievements include:

- Value added data for School Certificate and HSC higher than both Like School Groups and State as well as being higher for the school’s long term average growth 2006 – 2010.
- Value added for the High Performing students in the HSC indicated a doubling of the school’s long term value added average 2006-2010 and it was 3 times higher than for Like School Groups.
- Retention rate is 71.4%
Target 4
At least 90% of students progress to the HSC or recognised vocational training.

Our achievements include:
- Retention is 8.7% above State and 7.3% above School Education Group. This is a large increase on the previous year.
- A higher percentage of students who completed the School Certificate in 2008 progressed to the HSC or a recognised vocational training course in 2010. This was the highest in four years.
- Attendance data for Yr 11 and 12 is 2.1% below region and 1.75% below state averages.
- Increase attendance of parents at parent meetings and transition evenings.

Target 5
All staff engage in professional learning programs to enhance their capacity to improve student outcomes and support and/or lead school improvement.

Our achievements include:
- All teachers participated in both school based and external professional learning activities in targeted areas of literacy, numeracy, ICT, career development, student welfare and student engagement.
- 95% of teachers completed professional learning courses in prioritising grammar and providing effective feedback.
- 100% of Year 9 teachers extensively used SharePoint site to communicate and facilitate the Year 9 Pedagogy Project and implement strategies through the DER Laptops.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the Year 9 “Making Learning Meaningful” Pedagogy Project Program, as well as the curriculum area of Vocational Education and Training.

Educational and management practice

Year 9 “Making Learning Meaningful” Pedagogy Project Program

Background
The “Making Learning Meaningful” Project has, over time become an integral part of the Year 9 curriculum. Its outcomes have broadened from developing and achieving the original Quality Teaching Framework elements of Teaching for Transfer and Significance as well as developing Higher Order Thinking Skills to encompassing the development of proficiency in the use of ICT.

Overall the evaluation team found that teachers and students rated the project worthwhile in most parts. The students enjoyed the opportunity to engage in collaborative teamwork. The facilitating teachers identified the use and development of ICT skills as a strong motivator throughout the project. Current Year 10 teachers commented that there is limited evidence of Transfer of knowledge across KLA’s as opposed to strong evidence of improved ICT Skills.

The evaluation team concluded that whilst the project had some value it did not fully meet the required effect of sustained reference in Year 10. That is, once the project concluded in Year 9 no further significant relevance was placed on the outcomes achieved apart from collaborative teamwork and the integration of ICT skills.

Findings and conclusions
The current Year 10 cohort was surveyed to establish their understanding of the project and the impact it had on their learning. Ninety seven students responded to the survey. The students suggested that the project was a positive learning experience from a teamwork perspective. They felt that teamwork played a significant role in their ability to organize their work and interact with others to develop an end product.

The students however did not find that working in a team improved their capacity to meet deadlines. Over 75% of students believed that the purpose of the project was to learn about and improve their ICT skills. The current Year 10 cohort interestingly acknowledged the presence and strong understanding of the importance of applying a range of skills and knowledge from other KLA’s in their current learning.

A cross section of facilitating teachers were surveyed about whether there was evidence of Higher Order Thinking, Transfer of Knowledge
and ICT skills in students work as well as strategies which would help improve the project. The facilitators indicated that they found the role of facilitator and interesting approach to teaching a small group. They valued the opportunity to develop their own capacity to implement ICT skills that they felt best suited their students.

Facilitators clearly indicated that students were not reliant on ICT’s to formulate or deliver their campaign. Indeed students used a range of strategies and styles to present their findings. The responses also indicated the importance of ongoing, regular communication with their teams.

A cross section of Year 10 teachers were asked to reflect on the following aspects of learning: Transfer of Knowledge, Significance, ICT applications, collaborative team work and Higher Order Thinking Skills. Eighty percent of teachers indicated that there was clear evidence of transfer taking place across KLA’s. Similarly teachers could list the ICT applications that are commonly used in the classroom. Respondents also indicated that there was evidence of ‘risk taking’ in terms of computer software and a sharing of skills with their peers and teachers.

Collaborative team work was generally noted as a positive experience in the classroom. There was less evidence of Higher Order Thinking Skills being applied independently by students in the classroom. This area remains still very much teacher driven as is the element of Significance. It was felt that students did not automatically recognise significance without teacher input.

After analysing the data, the evaluation team concluded that the original focus of the project which was to develop a strong understanding of Transfer for knowledge and Significance through the development of a campaign addressing a contemporary issue affecting Australian Indigenous culture, has shifted direction. Similarly, the results indicated that the students engaged positively in the learning experience during Year 9 but that they did not independently carry the skills they learnt during this time to any degree into Year 10.

From the data it was evident that the project week had an impact on their engagement at students could refer to this in some detail. Unfortunately there was a significant void in students ability to transfer skills and knowledge gained in the cross KLA component into their project week. For example, students only referred to what happened during the campaign week as the project and made little reference to the content lead up.

**Future directions**

The overall recommendation of the evaluation was that the project should continue as part of the Year 9 curriculum. However, modifications need to be made in order for the project outcomes to remain relevant and ongoing beyond Year 9. The project will need further reviewing and evaluation so as not to risk the possibility of repeating the same processes to the point that they become meaningless for both staff and students. Recommendations include:

- Reviewing teaching and learning programs that are to be delivered during class time with a view to identifying gaps or overlaps in skills or knowledge to improve Transfer.
- Establish a taskforce to review programs and identify needs to report back to KLA’s so that changes can be made and a teaching and learning matrix developed.
- Clearly establish roles and responsibilities of facilitators including articulating the intended focus and outcomes to students and a workshop day for facilitators.
- Ensure that upon completion of the project that students are given the opportunity to reflect on their learning experiences in an organized and consistent manner.
- The skills and knowledge developed during the project time need to be comprehensively revisited in Year 10.
- Move the Staying on Track Program to the beginning of Year 10 to ensure that one of the modules focuses on the Making Learning Meaningful Project and how the skills and knowledge gained will still be relevant.

**Curriculum**

**Vocational Education and Training VET**

**Background**

In 2010 Bankstown Girls High School four Industry Curriculum Framework VET courses were offered including: Business Services, Hospitality, Information Technology and Retail Services. In Year 11, 60% of students studied at least one VET course while in Year 12, 51% of students studied at least one VET course.
Stud
tent participation in Vet has remained steady although there has been a decline in students choosing Information Technology. A vast majority of girls have been able to achieve their TAFE qualifications. A small number of girls also sat for the HSC examination which allowed them to achieve an Australian Tertiary Entrance Rank (ATAR). Students from the school were recognised for work placement and through awards from rotary

Findings and conclusions

In October the school underwent an external VET audit which looked at the schools VET policies and procedures including credentialing and work placement. Ms Kyritsis as the VET coordinator for the school was outstanding in leading the VET team through to a successful audit outcome. The school was commended on its best practice processes and documentation and the commitment of the staff who teach VET.

An analysis of eBOS entries and student’s credentials indicated that a growing number of students are achieving all their units of competency and therefore receiving the highest qualification entered for. There was close cooperation between staff and the schools work placement provider resulting in all work placements being completed by students.

The school began using mandated assessment tasks across all frameworks and this has resulted in greater consistency and easier validation of tasks. All teachers were able to maintain industry currency and attend professional development activities aimed at improving teacher’s industry knowledge. VET courses were promoted across the school including at the Year 10 Transition to HSC evening which resulted in a high percentage of students selecting a VET Framework.

A number of students undertook TVET courses at Bankstown and Liverpool TAFE with Hairdressing being the most popular course. Students also included in their pattern of studies Retail traineeships through McDonalds which proved to be very successful. Courses in Allied Health organised through Bankstown Hospital also proved popular and very successful. Students rated these vocational courses as extremely valuable and relevant to their future.

Future directions

- Teachers will be encouraged to nominate more students at regional level so they can be recognised for their contribution to VET.
- A continuing financial commitment needs to be maintained to purchase VET resources such as ergonomic furniture and technology.
- Greater Promotion of VET across the school via information days, VET handbooks and articles in the school newsletter.
- Strengthen and maintain relationships with Canterbury Bankstown Career Connections and outsourcing employers who are willing to take on our students for work placements.
- Expanded use and promotion of the schools Sharepoint site across all VET Frameworks.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

During 2010 students, parents and teachers participated in an evaluation of the school’s Sport/PE Uniform. Parent, teacher and student opinions were sought about the style, type, material used, logo, design and enforcement of the school Sport/PE uniform.

Students wanted a uniform that was comfortable but also stylish. They felt that the material should be appropriate for winter but not too thick to make it uncomfortable in summer. Students were divided about the logo being on the Sports uniform. Students also felt that the enforcement procedures for sports uniform were fair.

Parents were concerned about the affordability of the uniform, availability of all sizes and the durability and washability of the material used. Parents were unanimous in wanting the Sports uniform to be clearly identifiable as belonging to BGHS and were therefore in favour of the new school logo to be prominently displayed.

Teachers felt that a uniform similar to the current uniform was desirable. They were divided about
the type of logo to be used and on which items it should be placed. They felt that enforcement procedures were fair and gave all students the ability to abide by the uniform procedures.

As a result, the current sport uniform procedures will remain in their current form and the new Sport/PE uniform will be available from the school uniform shop early in Term 2 2010.

Professional learning

All teaching and School Administrative Staff participated in a wide variety of professional learning activities which reflected the school targets and priorities. In 2010 the activities ranged from school development days, network meetings, teleconferences, workshops, and training days. The average expenditure for each teacher remained at $500.00.

Areas in which staff undertook training included: giving effective feedback, strategic questioning, quality teaching and learning, the use of ICT’s, literacy, numeracy, data analysis, anaphylaxis training, asthma training, first aid, CPR training and the use of interactive whiteboard IWB technology. Staff undertook workshops in reading strategies, multimedia technology, the Adobe Photoshop suite and video conferencing. The welfare team had further training in Mind Matters, Peer Mediation and mentoring.

All staff participated in a series of workshops in prioritising grammar designed to help further address the effective integration of teaching grammar skills and address the school’s target to improve NAPLAN results.

Staff from each of the KLA’s attended and participated in workshops to implement changes to current syllabi or develop specific skills. Program managers of literacy, numeracy and ICT participated in training at conferences, workshops and network meetings. The New Scheme Teachers (NST) and early career teachers (ECT) program continued and all teachers were successful in gaining accreditation with the Institute of Teachers. Aspiring leaders were also supported to attend school and regional workshops aimed at supporting aspiring leaders.

The School Administrative Staff participated in training in the areas of office applications, first aid and customer service. Executive staff through executive focus meetings and workshops developed skills in the use of ICT’s for professional learning and data analysis.

School development 2009 – 2011

Bankstown Girls High School has had as its targets improving the School Certificate and HSC results for the more able students supported by programs which enhance student self-direction and responsibility. Each year the strategies and measures are evaluated and adjusted to accommodate goals achieved and areas to be included or deleted in order to best improve the learning and achievement of all students. The school priorities for 2009 – 2011 are based on the findings of the School Needs Analysis and the analysis of the school’s NAPLAN, School Certificate and Higher School Certificate results as well as student welfare and attendance data.

Targets for 2011

In September of 2010, as part of our evaluation cycle, the school executive and program leaders undertook a process of refining the strategies to achieve our targets and specifically the ways in which we measure our success. NAPLAN, School Certificate and HSC data were used to refine the targets and the measures we would use to determine the degree of involvement and the degree of success. These were then further refined at executive focus meetings, staff meetings and on School Development Days.

Target 1

Increased levels of literacy achievement for every student in line with the State Plan and Regional targets.

Strategies to achieve this target include:

- Focus on explicit and sustained writing and the development of spelling, grammar and punctuation in all KLA years 7-10;
- Implement school based cross KLA workshops to focus on developing the capacity of teachers to deliver rich literacy activities;
- Incorporate explicit use of NAPLAN and other school based data to target student need and provide direction to teaching & learning activities;
- Develop staff capacity in the area of grammar through the “Prioritising Grammar” workshops.

Our success will be measured by:
The school’s growth data to exceed state levels by 10% in literacy for Years 7–9;

Increased % of students achieving above expected growth targets;

Increase the number of students achieving in the higher bands in writing and grammar for Years 7 and 9 NAPLAN;

25% of students achieve a Band 5 or 6 in School Certificate English Literacy test;

Embed explicit teaching of critical reading skills in each unit of work across KLA’s.

**Target 2**

**Increased levels of numeracy achievement for every student in line with the State Plan and Regional targets.**

Strategies to achieve this target include:

- Numeracy strategies e.g. Counting On and START cards, actively implemented in all classrooms;
- Explicit teaching of problem solving skills in stage 4;
- Focus on explicit teaching of data and measurement across all KLAs years 7-10;
- Cross KLA expert numeracy team established to support teachers in the development and delivery of strategies using both traditional and interactive technologies through the Learning Portal (CLIC).

Our success will be measured by:

- The school's growth data consistent with the state growth in numeracy for Years 7-9;
- Increase the number of students achieving in the higher bands in overall numeracy for Years 7 and 9 NAPLAN;
- 15% of students achieve a Band 5 or 6 in School Certificate Mathematics test;
- Every child reaching expected growth targets in NAPLAN data;
- Increased % of students achieving expected growth rates.

**Target 3**

**Focus on high expectations in every classroom.**

Strategies to achieve this target include:

- All teachers apply “Plus 3 Points” strategies through explicit application of the QT framework and supported by the HAT;
- Embed strategic questioning and regular explicit feedback into faculty practices;
- Teaching for transfer and significance in Stage 5 programs through the delivery of the Year 9 Project and programs;
- Individual Learning Plans for all ATSI students;
- Explicit teaching of interactive and communication technology skills in KLAs.

Our success will be measured by:

- Improved individual growth beyond state growth in NAPLAN;
- Improved SC to HSC value added across all achievement levels.
- Increase number of students progressing into higher bands for NAPLAN, ESSA, SC, CSA & HSC
- Maintain attendance at or above State and Regional averages;
- Increased attendance and retention rates for ATSI students;
- % of students successfully being able to show the transfer of skills from the Making Learning Meaningful project through assessment in Year 10 HSIE

**Target 4**

**At least 95% of Year 10 students progress to the HSC or recognized vocational training.**

Strategies to achieve this target include:

- Comprehensive individualised transition process for all students in Years 7–12 supported by a Transition Coordinator;
- Explicit teaching of student self-direction and management skills included in KLA programs supported by the Enrichment and Study Skills programs;
- Proactive and inclusive student leadership programs;
- Implementation of PBIS;
- Balance of extracurricular activities;
- Exit survey to track student destinations Years 10 -12 ;
Parents well informed and involved in transition programs from Stage 3 to Stage 6.

Our success will be measured by:

- Number of students successfully transitioning to further study or full-time work;
- Retention data at HSC at 80%;
- Attendance data for Year 11 & 12 at or above State and Regional averages;
- Parent meeting attendance at Transition nights of 85%;
- All teachers trained in PBIS.

Target 5

All staff engages in professional learning programs to enhance their capacity to improve student outcomes and support and/or lead school improvement.

Strategies to achieve this target include:

- HAT appointed to support teachers in building QT practice, accreditation and teacher leadership;
- Build and extend the quality and quantity of resources on the CLIC website, supporting school priorities - literacy, numeracy, thinking skills, student self-direction, knowledge transfer, high expectations and interactive technologies;
- Develop teacher capacity to analyse data and inform professional learning needs;
- Develop teacher capacity through faculty analysis of data to target professional learning to student needs and improve student outcomes.

Our success will be measured by:

- Increased number of students progressing into higher bands for NAPLAN, ESSA, SC and HSC;
- Increase in the number of staff accessing professional learning resources from the CLIC site;
- Increased access for staff to participating in PL programs that address school priorities;
- Improvement in teacher expertise in target areas of literacy, numeracy ICT, effective feedback, strategic questioning, prioritising grammar, data analysis and career planning;
- Successful completion of teacher accreditation through the NSW Teachers Institute.

About this report

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

Mrs Betty Harper, Principal
Mr Charles Borg, Deputy Principal
Mr Mark Leary, Deputy Principal
Ms Lisa Carmody, Head Teacher English
Mrs Vicky Saisanas, Head Teacher Mathematics
Ms Jenny Gibbons, Head Teacher Science
Ms Danni’elle Clarke, Head Teacher PDHPE
Ms Jacqy Hardy, Head Teacher Welfare
Ms Cathy Porrecca, Head Teacher T & L
Mrs Loretta Holland, SAM
Ms Elizabeth Kyritsis, VET coordinator
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr