Our school at a glance

Students

In 2012 the student population reached 629 at its peak with years 10 to 12 being our largest cohorts. The diversity of the student population continues to be the school’s greatest strength. The girls share a range of experiences both culturally, spiritually as well as in the stories of their journeys to Australia, that the learning of the whole school community is greatly enhanced.

Staff

Of the 59 permanent and temporary teaching staff in 2012, five teachers completed their accreditation at Professional Competence with the NSW Institute of Teachers, four teachers completed the Maintenance of Accreditation at Professional Competence process and one teacher achieved accreditation at the Highly Accomplished level. Bankstown Girls High School has a history of successful teacher accreditation supported by a strong professional learning practice.

All teachers participated in continuing professional learning focused especially on improving reading, writing and numeracy skills as well as building students’ capacity to meet their full learning potential. Our professional learning programs have been enhanced through the introduction of a new position, Highly Accomplished Teacher, who has been charged with delivering a range of professional learning for all teaching staff.

Messages

Principal’s message

In 2012 Bankstown Girls High School continued to be a Centre for Excellence in Teacher Quality, a federally funded initiative designed to assist schools with existing quality practices to further develop and share those practices with others. This funding has enable us to extend our teacher professional learning to build teachers understanding of individual student learning needs through thorough analysis of student learning data and classroom observation, as well as build teachers understanding of learning habits and how they can inhibit or extend student learning. Our focus has been on adding value to those students who have ability to succeed but that fall short of their expectations due to a self-imposed glass ceiling. Our programs across the school integrate literacy, numeracy, ICT and learning habits in a holistic and explicit manner so that students from Year 7 to 12 are in no doubt of the skills, knowledge and understandings that are expected of them in curriculum areas and in the world of work and life beyond school. Our success is evident in our HSC value added data, but more importantly in the manner in which our girls exit the school and enter the world as competent, confident, adaptable, resilient and compassionate young women. Feedback from local community, workplaces, universities and ex-students attest to the success of our students based on the future focused foundation education they have received at Bankstown Girls High School.

Our students have always needed a full six years to blossom into the successful learners at their HSC. The majority of our students do not speak English at home as their first language and many have had disrupted learning experiences before they have arrived in Australia. This is clearly indicated in our NAPLAN results, but further study demonstrates the learning growth of our students and the success of the teaching and learning, as well as our student welfare, programs in supporting their learning. I am proud of the success of our students and the dedication and commitment of our teachers and support staff in always putting the students first and always striving to improve their practice in support of student learning.

Students at Bankstown Girls High School have access to a broad range of learning and life experiences through the set curriculum but also through extra-curricular activities. Our girls have excelled in sporting competitions; dance, visual arts and music events; debating and public speaking; student leadership opportunities; and volunteering. Their participation is a credit to the teachers who volunteer their time to ensure that our girls have access to the most extensive and rewarding learning opportunities available. The combination of formal and informal real life experiences aptly prepare them for the world beyond school by ensuring that the real world is part of our real school.
I congratulate all members of our school community for yet another successful and fulfilling year.

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

Parent Body message

Bankstown Girls High School has an active parent body which is made up of approximately 20 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 to the school community.

The parent body meetings are held twice per term in the school library on a Tuesday at 9.30am. Everyone is welcome to attend and listen to reports presented by the Principal, the Deputy Principals, Community Liaison Officers, Student Representative Council and invited teachers, program managers and guests. Parents also participate in workshops run by the school and external organisations. All parents and community members are encouraged to be involved in all aspects of the school.

Siunipa Fifita Parent Body President

Student representative’s message

SRC members represent all students in the school and organise ways for students to participate and become more active in school activities. The SRC Committee involves girls from Years 8 to 12 who have been selected to represent their year and school. These girls have been elected because they have been praised for their leadership and also because their peers believe these girls show the proper qualities needed for an SRC member.

The girls are involved in weekly meetings and gather every Monday to discuss issues and/or ideas voiced from their peers. It is the SRC responsibility to ensure that they represent their peers and role models for students. It is the aim of an SRC member to partake in many decision making processes, and to demonstrate leadership and responsibility in all aspects of the school.

Throughout 2012 the SRC have been involved in a range of duties within the school, highlighting the importance of the SRC at BGHS. In conjunction with the duties which the members are already obliged to follow and attend, the SRC members are also responsible for: hosting assemblies, attending meetings and giving an address to their peers during year meetings, and attending to the school’s recycling program.

Alongside these roles, the SRC members also partake in many incursions and excursions where they are given the opportunity to discuss the matters of their school, and also meet other SRC members from schools within the district. This provides members with the opportunity to become more involved in the community and to understand and share new ideas which other schools may use.

A key objective of the SRC is to participate and be involved in the wider community and the school. In 2012 the SRC assisted with Environmental Day which aimed to promoting sustainability and recycling at BGHS. The day was a success and many students were excited and keen to contribute. The intention of combining the SRC with the environment committee in the school united and further encouraged different school groups to work together to gain a better outcome.

In March 2012 the SRC raised funds for the ‘Shave for a Cure’ Day and were able to raise $808 for the Leukaemia Foundation. The girls were involved in activities such as: hair braiding, hair spraying and selling cupcakes which were made by the students themselves. Teachers also
contributed to the success of this event by volunteering to shave beards, heads, and legs.

As a result of our school being an all-girls school, the students understand the importance of promoting the cause of International Women’s Day. Many of the SRC girls attended women’s breakfasts, and other conferences which promote equality and recognition of women in society. In 2012, ten senior SRC representatives attended two different International Women’s Day events. They returned to school and informed their peers of their experience and the importance in recognising and taking pride of our gender. Last year in 2012, the SRC were also responsible for promoting International Women’s Day by providing students with a purple ribbon.

The SRC plays an active role in the school by implementing new projects for the school, and also supporting and fundraising for organisations which the peers feel obligated or connect to. The girls have contributed many ideas and have also gained the trust of their peers to voice any concerns. The SRC coordinator, Mrs Arambatzis has positively influenced the SRC and helped the committee further carry out their events in the school.

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

Enrolments declined slightly in 2012 from a historically high level in 2010. Enrolments in the junior school have remained relatively static and account for much of the decline in enrolments. Enrolments are consistent with patterns and trends in other schools in the region. It is anticipated that enrolments will grow in the near future.

Student attendance profile

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<th>Year</th>
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Our overall attendance has increased from 2011. Our attendance results indicate an improvement in each year level with the greatest improvement being in Year 7, 8 and 12. Year 11 attendance figures remained static largely due to the increased leaving age of 17 years and a number of students in Year 11 who later enrolled at TAFE, which were included in the absence statistics. Students remained on the school’s enrolment until there was written confirmation that the courses satisfied the legislative requirements of 25 hours of TAFE, work or school.

Increased attendance and punctuality rates are a high priority at Bankstown Girls High School. Our attendance pattern continues to be affected by a relatively small number of 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 Girls’ High School continues to have 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 either by the Head Teacher Welfare or the Deputy Principals.

These measures have been effective across all year levels especially with our long term student population but less so with students who enrol from other schools with established patterns of truancy and/or non-attendance. Improving student attendance and punctuality will continue to be a major focus and priority in 2013.

![Student attendance rates](image)

**Retention to Year 12**

Bankstown Girl’s High School continues to have high retention rates. The graph below illustrates that in 2012 the school retention rate continued to far exceed that for the state and that of our school education group. An increased retention rate to Year 12 means that our girls are better placed and better qualified to pursue post school options such as university, TAFE and employment.

![Retention to Year 12 (SC to HSC)](image)

A continuing high retention rate is a reflection of the strong individualized 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. Transition planning is supported by the school Careers Adviser and the Transition Adviser.

**Post-school destinations**

**Year 12 students undertaking vocational or trade training**

In 2012, 115 students started the HSC with 2 students leaving early, one is unemployed, and the other went to pursue studies related to nursing. Of the 113 students who sat for the Higher School Certificate, 74% completed an
ATAR pattern of study while 31% 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 113 students 37% (42 students) gained university places, with offerings coming from seven universities. All students have taken up these offers except for two students. One student decided to undertake an apprenticeship in Optical Dispensary in the local area, whilst the other enrolled into a Diploma of Business at a private college. Four students have enrolled into a six month Diploma program at UWS College, additionally one student undertaking the UWS Foundations program for one year. The highest ATAR was 95.00 and the recipient was nominated for the UNSW Academic Achievers Award. In addition, the DUX of the school was offered Early Entry to Sydney University through the E12 Program, receiving a $5,000 Scholarship and ongoing mentoring.

Eighteen students are studying full-time TAFE and twenty students full-time at private colleges. Two students have an apprenticeship, with one of the students undertaking her TAFE studies online through OTEN. Three students are undertaking traineeships. Four students are working full-time. Many students engaged in further study 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

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<th>Position</th>
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<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>37.3</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.882</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>63.682</strong></td>
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</table>

The school does not currently have any indigenous 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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

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<thead>
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<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>311,767.82</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>22,763.62</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1,521,536.40</td>
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</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 78,053.27
  - Excursions: 37,611.39
  - Extracurricular dissections: 88,674.47
- Library: 10,164.26
- Training & development: 2,343.19
- Tied funds: 314,610.79
- Casual relief teachers: 106,148.12
- Administration & office: 174,515.44
- School-operated canteen: 0.00
- Utilities: 26,928.84
- Maintenance: 101,291.61
- Trust accounts: 53,646.82
- Capital programs: 42,147.83

**Total expenditure**: 1,036,136.03

**Balance carried forward**: 485,400.37

A full copy of the school’s 2012 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 2012

Achievements

Arts

Visual Arts students at Bankstown Girls high School were provided with a range of opportunities to exhibit their work and participate in intensive workshops and innovative excursions. The Higher School Certificate Body of Work exhibition was very well supported and gave the opportunity for Year 12 students to showcase their diversity of concepts and art forms.

Year 11 students Patricia Mallios, Christina Lam, Tran Nguyen and Cindy Phung were selected to attend the Dobell Drawing School at the National Art School. This program engages students with an intensive drawing experience whilst providing an immense opportunity to work in a studio based setting. Students undertake study and tuition under professional artists with other talented students from all over New South Wales.

A group of Year 7 and 8 students participated in Open gallery at the Art Gallery of New South Wales. This is a major educational program that enables students to access the gallery and provides the opportunity to directly engage with the Visual Arts and develop a sense of belonging at the gallery.

Stella Vu from Year 12 and Kainaat Islam from Year 10 contributed their digital works on the Department of Education and communities Resource ‘U-CREATE’ Digital Education revolution website. This is a valuable resource used to assist both students and teachers across NSW. These talented digital media students have contributed their work displaying their technical expertise.

Sport

2012 marked a big year in Sport at Bankstown Girls High School. Over 200 students participated in what was the last year of the Premier’s Sporting Challenge. The courts and fields were busy before, during and after school, with girls being active and getting their physical activity hours up. The program aim of having people more active more often was successful, with girls achieving both diamond and gold levels and understanding the importance of regular physical activity. In 2013 we are working towards implementing and adapting sustainable strategies to increase girls’ confidence and participation in sport and physical activity programs.

The school successfully participated in many Sydney South West Region Knockout Competitions, our sporting teams representing in Soccer, Basketball (Opens and Under 15’s), Netball (Opens and Under 15’s) and Volleyball and progressing to second and third rounds.

The school has 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 have represented the school at the Zone and Regional levels in: Athletics, Cross Country, Swimming, Basketball, Soccer, Volleyball and Netball.

Individual successes included:

- Gloria Malolua, who was selected to represent Sydney South West Region in Basketball and was selected in Bankstown City Netball Association inter-district team
- Chanel Steiner, who was awarded the Pierre De Coubertin Award by the Australian Olympic Committee in recognition of her sporting achievements.

Six students progressed through to Sydney South West Regional Cross Country Carnival while 20 Students progressed through to the Sydney South West Regional Athletics Carnival.

Bankstown Girls High’s Integrated Sport Program continued to be a wonderful way for students to learn the value of team work, fitness, exercise, health, respect, fair play and socialisation. The Year 7 and 8 integrated sports program
continued to contribute to our sporting success, as it focuses on improving students’ fitness levels and enhancing the development of all students’ gross and fine motor skills.

To further promote development of skills and transfer of knowledge into competitive environment, the Year 11 House Sport program continued with great success. The students were divided into 5 house groups and matches were refereed by the Sport staff. A variety of sports are included in the program. These involve volleyball, basketball, touch football, soccer and softball. The House Sport competition took place over 2 terms and students competed for trophies, medals, ribbons and prizes and enjoyed working as a team to achieve a common goal.

Recreational Sport continued to flourish in 2012. Recreational Sport gives students from year 9, 10 and 11 the opportunity to widen their sporting experiences within the local community. Activities for Recreation Sport in 2012 include Zumba, Boot Camp, Self Defence, Boxercise, Laser Skirmish and Ice Skating.

Year 7 participated once again in the Jump Rope for Heart fundraising program. The Jump Off activities were coordinated and run by the Year 10 PASS and Year 12 SLR classes. Over 90 students participated in this worthy cause and raised over $800 while creating awareness of heart disease and the importance of physical activity.

Leadership in sport continues to offer fantastic programs through the PASS and SLR classes. In 2012 girls developed leadership and communication skills while increasing self-esteem and a sense of identity. Year 9 PASS classes organised recess and lunch training sessions for their Field Day Sport teams and Year 10 PASS coordinated and delivered a Mini Olympics day for Year 5 students of our feeder primary schools.

Other

Library programs

Bookfeast

On Thursday, 13th September 2012 a group of very keen readers from Year 9 and 10 attended the Bookfeast at Haberfield RSL Club. The BGHS students involved were Fatmata Bayoh, Angeline Tuitipou, Tahiya Khanom and Jariatu Jalloh. The students were accompanied by the Teacher-Librarian Mrs Hawkins. Approximately 600 students, teachers and well known authors attended the function. The special author on the BGHS table was champion public speaker and writer, Marcelle Bernard. She was able to give many useful hints to the students during lunch and she was an inspirational speaker. The students were given free books, bookmarks and balloons and learnt a great deal about their favourite authors and the world of publishing.

Book Week Author Visit

The outstanding Australian author, James Roy was guest speaker during Book Week this year. James has published many books for young people and he presented two creative reading workshops to Year 7 and 8 students. He inspired the students to write their own individual works and the students and teachers found him to be extremely interesting and a wonderful teacher of creative writing.

Premier’s Reading Challenge 2012

This Year 7 has been a clear winner for its participation, enthusiasm and strong results in the Premier’s Reading Challenge. Almost all the 88 students in Year 7 this year completed the Premier’s Reading Challenge. Each student will be awarded a beautiful certificate signed by the Premier of NSW Mr Barry O’Farrell. Furthermore, the most stunning results were from long-term participants in the PRC. Many students have been involved for many years. These students received Platinum Certificates for 7 years of continuous participation and Gold Certificates for 4 years of continuous participation.
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 for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 7

The NAPLAN (National Assessment Program literacy and Numeracy) was held in May 2012 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 Year 7 students in reading. This year our students performed 13.6 scaled scores above the state average growth. 91% of our Year 7 students are reading at or above minimum national benchmark standards. 8% of this cohort achieved results in the proficient bands 8 and 9 which is an improvement from 2011. The Radical Reading program and a focus on reading in all KLA’s are contributing to a movement of students into the higher bands.

The following graph shows the performance of Year 7 in writing. 97% of the students have achieved scores at or above national minimum benchmark standards. 16% of the cohort was placed in the top bands 8 and 9. This is an improvement on last year’s results. There has been a consistent improvement in the upper bands in writing over the past few years.

The spelling results indicate a trend towards achievement in the higher bands. 41% of the cohort was placed in bands 7, 8 and 9. This is pleasing and reflects the continued emphasis on spelling across all KLA’s.

This year’s Year 7 results in Grammar and Punctuation were a highlight. All 87 students have improved by 24 scale scores from the 2011 data. Thirty six students were placed in the top three bands whereas there were only nineteen in 2011. The continued focus on the development of students’ skills in their timetabled Literacy period will ensure that these improvements will continue. The Literacy Teacher will also work with KLA’s to systematically teach grammar and punctuation when working with text

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 90.3% 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 20.9% working well above these standards. 56.6% of our students achieved a growth of more than 50% from their achievement in the Year 5 Basic Skills Test. 69% 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 19.2% of students below minimum national benchmark standards which is a decline in overall numeracy from 2011.

In an attempt to improve our results in Year 7 numeracy in 2013 there will be a continuation of the targeted numeracy program early in Year 7 to specifically teach many of the numeracy and basic mathematical skills required in Mathematics and across all KLA areas. Emphasis will be placed on the explicit teaching of problem solving strategies by the Numeracy Teacher with a focus on mathematical literacy throughout 2013.

Literacy – NAPLAN Year 9

The following graph shows the results of our Year 9 students in reading. 65% of this cohort achieved greater than or equal to expected growth. This was a significant improvement on last year’s performance. This group of students, however, has not moved forward into higher bands. A close analysis of student’s responses revealed that many of them had difficulty with information texts. The Literacy Teacher will work with all KLA’s to improve student comprehension of these text types.

The writing results of Year 9 students as indicated by the following graph were not as impressive as the 2011 results. Most students achieved results in Bands 6, 7 and 8. Analysis of these results indicates that the students need to develop skills in paragraphing as well as extending their vocabulary and ideas. Wide practice in persuasive writing across KLA’s will assist in improving these results in 2013.
A highlight of this year’s results was that our Band 10 results in Spelling were higher than the state average. Overall results remained consistently good in alignment with previous years. To shift more students into the higher bands all KLA’s will need to continue to develop student vocabulary acquisition in an explicit way.

**Numeracy – NAPLAN Year 9**

The Year 9 student results indicated that 90.3% of our students are in Band 6 and above which means they are working at or above minimum national standards. This is an increase of 11.3% from the 2011 results. 23.2% of students are working well above the state average with 58.5% of students achieving greater than or equal to expected growth. Average scale score growth was 45.0, compared to 39.8 of NSW DEC students.

A close analysis of the results have indicated that there is a continued need to concentrate on the areas of Number, Data, Measurement, Space and Geometry and Patterns and Algebra. This has informed our 2013 school targets and as a result in 2013 improvement in numeracy continues to be a major school focus. The Stage 4 numeracy program will be extended into Year 9 with an emphasis placed on the explicit teaching of problem solving strategies by the Numeracy Teacher with a focus on mathematical literacy. This will be supported by the cross KLA focus of the Essential Learning Period numeracy program.
The Record of School Achievement (ROSA) replaced the School Certificate. The school grading pattern has remained similar to previous years.

Higher School Certificate

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

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
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<tr>
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<tr>
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<tr>
<td>Modern History</td>
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</tr>
</tbody>
</table>

In 2012, 115 students were entered with the Board of Studies for the HSC of which eight students completed a Life Skills HSC. The school offered a wide variety of Board Approved Courses, including three 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, Work and Community, SLR and TAS.

Our HSC results have continued to demonstrate above state average achievement in Community and Family Studies, Advanced English, PDHPE 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 Standard English and Hospitality

Significant programs and initiatives

Aboriginal education

In 2012 there were six Indigenous students attending the school, a slight decrease from 2011. Each student was mentored by the school’s Aboriginal Education Officer and provided with a negotiated Individual Learning Plan.

Throughout the year our indigenous girls participated in various celebrations including NAIDOC week, National Sorry Day and a variety of Indigenous festivals in the local community. One of our indigenous girls represented our school in

HSC relative performance from Year 10 (value-adding)

Bankstown Girls High School has continued to add significant value to student achievement over time. The following graph shows the average relative performance for all students in the HSC as compared to the School Certificate.

As indicated in the graph students at all levels of achievement in 2012 not only exceeded the school’s own long term average but was far in excess of similar school groups. This is indicative of the high quality of programs offered at BGHS and the high expectations of staff in regard to student achievement.
the School Spectacular and participated in an Indigenous Arts program with Casula Powerhouse Museum.

One of our Aboriginal students was also awarded an Aboriginal Education scholarship in 2012 to assist with their educational expenses and subject fees. Another of our students was accepted into the UNSW Winter School study program for progression into Higher education courses at the UNSW.

The school also participated in the ‘Norta Norta’ Program aimed at improving the literacy standards of targeted Indigenous students who have not reached minimum national benchmark standards in Literacy in NAPLAN. Indigenous Education and issues continue to be embedded across all KLA’s.

**Multicultural education**

Multicultural education programs and providing for students from a background other than English continued to be important priorities at Bankstown Girls’ High School.

Bankstown Girls High School’s English as a Second Language (ESL) program continued to provide quality English acquisition instruction for newly arrived students, including an increasing number of International Students. This was achieved through a flexible teaching model which included: team teaching, parallel classes, small group withdrawal and use of the school’s after school homework centre.

During 2012 a number of events highlighted the importance of Multicultural Education at Bankstown Girls’ High School. In February the school was invited to send students from a refugee background to attend an afternoon tea with the United Nations High Commissioner for Refugees, Antonio Guterres, at Fairfield High School. This was done in recognition of our own prior links with the United Nations High Commissioner. The girls who attended the afternoon tea were warmly welcomed by Mr Guterres who was very interested about their education in Australia and their experiences at Bankstown Girls High School.

Another important event on our Multicultural Education calendar in 2012 was hosting a Japanese student visit from Chikushi Jogakuen High School. In March 2012, approximately 45 female students from Japan visited the school for one day as part of an Australian study tour. The girls were given the opportunity to visit classes, participate in a variety of lessons and demonstrate some of their musical skills to our students and staff. The day proved to be a great learning experience for all involved.

The visiting staff members from Japan were given a glimpse of what teaching is like in a comprehensive state high school and similarly they shared their teaching experiences with staff and students at our school. All students were pleased to participate and commented on how much they had learned from each other about the different cultures.

The school also celebrated Harmony Day in 2012. This was a successful day whereby the school stopped to recognise the valuable contribution that all members of the school community make to the school regardless of cultural background.

In conclusion, 2012 once again proved to be a successful year in the area of Multicultural Education. The school recognised and celebrated difference while still maintaining whole school inclusive teaching and learning programs.

**Respect and responsibility**

Bankstown Girls High School has an enthusiastic and experienced Student Welfare Team that run programs specifically designed to cater and care for the girls at our school. Our main initiatives are related to our implementation and coordination of the schools policies and procedures in the areas of attendance, anti-bullying, vaccinations, student mentoring, peer mediation and volunteering.

The Student Welfare Team is led by the HT Welfare Ms Hardy and is made up of six Student Advisors. In 2012 these were Ms Kyritsis (Year12), Ms Yang (Year11), Ms Zouroudis (Year10), Mr Dalton (Year9), Mr Yilmazlar (Year8) and Ms Stevens (Year7). The Team also includes the School Counsellor Ms Templeman, Ms Kelly who coordinates Peer Support and the two Deputies, Mr Borg, who monitored the welfare issues of Years 8, 10 and 12 and Mr Leary who monitored Years 7, 9 and 11.

Each semester the Student Advisors organise a Merit Assembly where the students in their year group can be congratulated for their creativity, diligence in class or community work. Success is
further congratulated by inviting achievers from these assemblies to special merit excursions.

Further to this there are an additional range of welfare programs that cater to more than one year group. In 2012 these were

Peer Mediation – Years 10, 11 & 12 students are trained in Restorative Practice and use their skills as a first step in sorting out problems between younger students. These students are invaluable as part of the school’s Anti-Bullying Program.

The Premier’s Volunteering Challenge – organised by Ms Hardy, Ms Jackson and Mr Dalton where Years 9 and 10 students earned certificates for the hours they put into environmental and fund raising projects for community organisations. This year they raised $345 for Wags and Whiskers – a pet rescue organisation. The volunteers also worked in the school garden which was created as a joint project with the Environmental Committee.

Welfare also organised the school involvement in a range of Community Link Projects such as

Blood Donation – Red Cross, which saw the senior students continuing their community responsibilities at Liverpool Hospital

Striving for Success, which was a program funded by the government to assist Year 10 students to overcome the problems which prevent them attending school 85% of the time. As a result of this program 7 of the 10 students involved, had attendance improvement of 8% or more.

Year 12 students from the SRC Executive attended the International Women’s Day Breakfast at Darling Harbour while those back at school donned purple ribbons and attended a celebratory assembly.

Students also celebrated Purple Ribbon Day and attended assembly where the sad issue of teen suicide was raised. As a result of this the SRC requested that the Kids Helpline screen saver be put on all the Library computers in 2012 so all students could have easy access to the phone number.

Finally, 4 Year 10 students won Youth Housing Scholarships to assist them with studies in Year 11.

In 2013 we look forward to continuing under a new HT Welfare Ms Helen Yang.

National partnership programs

Centre for Excellence National Partnership for Teacher Quality

“Teacher quality is the single greatest in-school influence on student engagement and outcomes”

Throughout 2012 Bankstown Girls High School remained a hub for Centre for Excellence in Teacher Quality.

With the dual focus on school improvement and building strong links with other schools, the community and higher education providers, supports quality teaching and improved student outcomes. This was demonstrated through several projects undertaken in 2012.

Ongoing professional learning was completed by early career teachers across all sites as was active support of staff to gain accreditation at the higher levels, and for probationary teachers at the level of professional competence.

The teachers of the 7A and 8A higher ability classes (learning powered classroom) continued to be involved in developing and sharing high quality teaching and learning through analysis of student data to create individual education plans and reflection journals for students. Teachers were supported in their practice through activities such as staff Professional Learning workshop days, planning meetings and in programming including authentic assessment tasks and marking rubrics. Students were mentored by teachers to assist in addressing their specific areas of need and achieving their learning goals. A main focus of the project was to help students to become better learners through Building Learning Power (BLP) with in the classroom. A partnership was established with Professor Bill Lucas, Staff participated in professional learning days and workshops cultivating collegiality, continuity of learning across KLA’s and consistency in pedagogy and practice.

A partnership established with the University of Newcastle, assisted staff in programming, research knowledge and sharing of teaching and learning practice, including reciprocal observations to enhance quality teaching.

Another partnership was established with the University of NSW to ensure better integration between the theory of teaching (university study)
and the reality of teaching practice. A major initiative was the professional learning workshops delivered to practicum students by the HAT. The aim was to improve the quality of the professional experience (practicum), through targeted professional learning.

Feedback provided to the school and University overwhelmingly showed that the program supported the development of future teachers.

2013 will see the establishment of Professional Learning Communities (PLC’s) at BGHS focusing on extending the philosophy of Building Learning Power into every classroom and to every student. This will be supported through the introduction of Reciprocal Observations across the school with buddy teachers specifically targeting the areas of BLP (*Resilience, Resourcefulness, Reflectiveness and Reciprocity*). This will be followed up with further implementation of School Walkthroughs (instructional rounds) in the specified “look for” areas. Professional learning will be supported through regular cross KLA - PLC workshops and network meetings.

Year 9 G&T will participate in a Guided Learning Program this will be a continuation of the C4E Program conducted by an Enrichment Teacher employed for the purpose to support students approach to learning.

These programs and focus areas will continue in 2013 to provide continuity of learning at BGHS and develop the capacity of teachers to be leaders of learning in a rich quality learning environment.

**Other programs**

**Priority Schools Program**

In 2012 PSP funding contributed to school improvement in a number of ways. At Bankstown Girls’ High School the primary use of funding has always been to improve the literacy and numeracy outcomes of the students. The enrichment co-ordinator facilitated opportunities for differentiating the curriculum for more able learners. We continued to embed higher order thinking skills, problem solving skills and self-directed learning in Teaching and Learning programs. PSP funding continued to allow Year 9 and 10 students to create and publish a quality school newspaper as a Gifted and Talented initiative.

In 2012 the Numeracy co-ordinator and team worked on developing and implementing a number of initiatives and programs: a) The explicit teaching of problem solving strategies which was evidenced by the improvement in student pre-test and post-test results with 85% of students showing improvement. b) Olympiads-This year was the first year that BGHS participated in the APSMO Olympiads. The school team was made up of Year 7 and 8 students who demonstrated high levels of engagement and strong numeracy outcomes. c) The Numeracy co-ordinator organised a very successful Numeracy Day for Year 8 students. The students worked collaboratively on problem solving and transfer of numeracy skills. Other Numeracy programs of significance included the continuation of Problem of the Week, using S.T.A.R.T cards across a number of KLAs and delivery of Professional Learning activities across a number of KLAs to embed Numeracy strategies in teaching and learning programs as well as modelling best practice for those staff members who lacked confidence in teaching numeracy. Improved achievement was evidenced in the school’s NAPLAN results. The data showed that in Year 7 the school’s value added data was consistent with the state growth in numeracy - 11 points better than State and 11.9 points better than NSW DEC students. There was an increase in the number of students achieving in the higher bands in overall numeracy - approximately a 2.6% increase in students achieving top bands and there was also an increase in % of students achieving growth rates - 14.85% increase from 2011.

Similarly, the Year 9 NAPLAN data showed growth consistent with state growth (4.4 points better than the state and 5.2 points better than NSW DEC students. Again, there was a 17% increase in students achieving expected growth rate. The dedicated Literacy period taught by the Literacy Co-ordinator facilitated the explicit teaching of grammar and punctuation. This year’s NAPLAN results showed that Year 7 (All-87 students) have improved by 24 scale scores from the 2011 data in the test aspect of Grammar & Punctuation.

The Radical Reading Program and the development by the Literacy Co-ordinator of rich and authentic reading tasks which were embedded in KLA programs in Years 7, 8 and 9 contributed to the overall growth performance in
reading of the 2012 Year 9 cohort. NAPLAN results indicated that 65.1% of these students achieved greater than or equal to expected growth compared to 48% in 2011. The Literacy Co-ordinator developed and delivered Literacy Resource boxes for all KLAs. These have enabled teachers to use the Four Literacy Resources model questions more readily when working with text.

The Year 9 Making Learning Meaningful Project once again demonstrated innovative practice which contributed to improved student learning outcomes. The facilitators embarked on leading the students in self-directed learning by using both a Learning Culture matrix and "The Learning Powered School" model. All students in Year 9 worked collaboratively in teams to develop campaigns around global issues of interest. In 2012 BGHS began an after school Homework Centre which ran for two afternoons per week. The Centre was well utilised by students who needed help in areas such as assessment tasks, assignments, revision for exams.

The Community Liaison Officers continued to work with parents and the wider community in order to facilitate better communication with the school. This was done through the support of Parent/Teacher Transition and Information evenings, interpreting for parents, organising Harmony Day accompanying parents on visits to TAFE and University open days.

**Drug Education**

Throughout 2012 the school continued to implement the Drug Education Program across Years 7 – 12 through PDHPE and the Crossroads Programs. The schools drug education programs focus on minimising the harm of drugs on the individual and the community, by providing a learning environment that promotes deep understanding linking to the significance of lifestyle choices through developing strong community support networks enabling students to access quality services to support individual needs.

The potential for drug-related harm to affect young people is influenced by a range of factors that occur in the many different domains of their lives, including the community, family and school. Schools can and do make a difference, not only through their programs but also through the opportunities for learning and support that they bring to their students. The Crossroads program is a mandatory Personal Development and Health Education course for Year 11. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in PDHPE from Years 7-10. The program reflects contemporary health issues facing young people in today’s society. The program is highly valued within the school and community and continues to be a success and is an esteemed education tool used by our staff and students.

Year 10 PDHPE classes participated in a minimising risk program aimed at improving the awareness of the harms associated with drug use and risky behaviour. Year 10 focused on developing strategies to deal with these youth issues and developed skills in making informed decision by accessing health services within the local community for support.

Furthermore, Year 10 and 11 participated in the bstreetsmart Youth and Road Trauma Forum, which is the largest educational event on road safety with 57,000 students across NSW in attendance. bstreetsmart is an inspiring initiative of the Trauma Service at Westmead Hospital, whose staff are constantly reminded through their hands on work, that young people between the ages of 15-30 are disproportionally represented in road trauma. The purpose of bstreetsmart is to reduce the fatality and injury rates of young people by promoting safe behaviour as drivers, riders and passengers.

Car crash simulation in real time – paramedics, police and fire brigade tend to a car accident.
Progress on 2012 targets

Target 1

All students consistently achieve higher levels of literacy in line with state plan targets.

Our achievements include:

- In Year 7 reading the school is 13.6 points above state growth and 50% of students are at or above expected growth.
- In Year 7 spelling the school is 11.2 points above state growth and 64.1% of students are at or above expected growth.
- In Year 7 grammar and punctuation the school is 6.1 points above state growth and 48.7% of students are at or above expected growth.
- In Year 9 reading the school is 10 points above state growth and 65.1% of students are at or above expected growth.
- In Year 9 spelling the school is 1.4 points above state growth and 54.7% of students are at or above expected growth.
- In Year 9 grammar and punctuation the school is 2.2 points above state growth and 46.5% of students are at or above expected growth.
- Teaching strategies of critical reading skills have been explicitly embedded in each unit of work across all KLA's.

Target 2

All students consistently achieve higher levels of numeracy in line with state plan targets.

Our achievements include:

- In Year 7 numeracy the school is 11.1 points above state growth and 50% of students are at or above expected growth.
- In Year 9 numeracy the school is 4.4 points above state growth and 58.5% of students are at or above expected growth.
- In Year 9 numeracy there has been an increase in the number of students in bands 7, 8 and 9 on 2011 results.
- In Year 9 numeracy there has been an increase in the number of students in bands 8 and 10 on 2011 results.

- Improved performance in measurement and data and on problem solving skills as compared to 2011.

Target 3

All students are engaged in and challenged by a 21st century learning environment and achieve academic and/or vocational success.

Our achievements include:

- Improved individual growth beyond state growth in NAPLAN.
- An increase in band 6 in the HSC examinations from 9 in 2011 to 11 in 2012.
- An increase in band 5 in the HSC examinations from 66 in 2011 to 79 in 2012
- School attendance increased by 2.5% which was 0.3% above state average.
- The school retention rate was 74.6% which was below the school target, but 10.2% above state average.
- 100% of students who applied for entry to university were successful in gaining a place.
- Parent attendance at transition evenings averaged 90% in 2012.

Target 4

Develop and build the capacity of teachers to be leaders of learning in a technology rich quality learning environment.

Our achievements include:

- All teachers undertaking and completing PBIS training.
- All teachers who applied for accreditation with the NSW Institute of teachers were successful.
- An increased number of teachers are currently taking on higher duties roles and initiating or leading program areas.
- Target evaluation sheets show teachers are increasing their skills in all areas.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the Community Liaison Officer Program, and the curriculum area of Mathematics.

Community Liaison Officer Program

Background

The Community Liaison Officer program has been running at Bankstown Girls High School for a number of years and is funded through the PSP Program. The CLO Program has aimed to increase student attendance, increase parent participation and involvement in school life, increase the profile of the school in the local community and assist staff to effectively run school programs. The purpose of the evaluation was to analyse the effectiveness of the CLO Program and to determine future directions for the School and Community Partnerships management area.

Findings and conclusions

The vast majority of staff were able to identify the CLO’s by name and reported to some degree using their services. Members of the Executive and Year Advisors were more likely to have contact with the CLO’s than other members of staff. Half the staff reported that they had either never used the services of the CLO’s or had only contacted them on a yearly basis.

Staff indicated that the greatest use of CLO services included: requesting parent phone calls about student behaviour and attendance – 64%, Translating over the phone or in person – 56%, supporting school functions – 37% and phoning parents about school functions – 24%. The least use of CLO services included: creating links with industry or business – 5%, advertising and school promotion – 10% and liaising with community service organisations – 12%. 20% of staff indicated that they did not ask the CLO’s for any service.

A number of staff were unsure as to what the role of the CLO Program was and felt that the Program was being underutilised.

Many of the Arabic parents were able to identify the CLO’s with only a small number of Pacific Islander parents able to do so. Parents from other ethnic groups in the school were unable to identify the CLO’s. 80% of parents indicated that they had not had any contact with the CLO Program. Of those that had contact, this was almost exclusively reported by the Arabic community or people who attended parent meetings.

Of the parents that had contact with the CLO’s, this contact was limited to: support at school functions, interpreting or translating and being phoned about school functions or their daughter’s behaviour or attendance.

Even though the CLO’s were aware of their role statement, they had little idea about the contents of it. They did not identify how their role statement linked to the school plan or school targets or how they contributed to achieving the school targets. Their understanding was very superficial. The CLO’s recognised how important community links were to the school and could articulate different ways in which they attempted to involve parents in the life of the school.

Some improvements for the future were identified and these included: improving technology skills and professional learning to allow them to assist parents, increasing the number of hours/days CLO’s were at the school which would assist continuity, having a designated space/office where the CLO’s were able to interview parents and having a CLO who could more adequately connect with the Vietnamese community.

Future directions

- Restructure and redefine the CLO program by renaming the program to School’s Promotion Program, perhaps supported by a School’s Promotion Officer. The School’s Promotion Officer would be a proactive role going
The role and job description of the School’s Promotion Officer needs to be clearly articulated by the School and Community Partnerships Leadership Team, with an aim to organise, promote and implement various student wellbeing, middle school and community initiatives to align with the school priorities and targets.

The CLO program needs to be more inclusive of the whole school community as well as being more integrated into the culture of the school. This could be achieved through a change of direction by a School’s Promotion Officer.

To allow for consistency and continuity, the School's Promotion Officer should be one person over a minimum of 3 consecutive days. (funds allowing) Or combined with another related role in the school.

Mathematics Faculty

Background
Mathematics Extension 1 and 2, Mathematics and Mathematics General courses are Stage 6 courses that have been delivered at Bankstown Girls High School, with varying degrees of success, over time and with fluctuations in student participation and performance.

In recent years the Mathematics faculty has experienced an unprecedented number of staff changes. These changes have in turn affected not only the degree of expertise of the faculty as a whole, but also the range of learning experiences offered to students.

The purpose of this evaluation is to investigate the influences that affect student performance and participation in these courses.

Findings and conclusions
The findings of the evaluation indicated a strong correlation between staff, parents and students and; was further supported by the analysis of the documentation. The findings were:

- Students need more real life experiences to make links and relevance to what is taught in the classroom. This should include the use of concrete materials, such as the Activity Based Mathematics resources and the Curriculum Corporation activities in context and delivered consistently in all classes.

- Improvement in teacher practice specifically around increasing student confidence in using and applying Mathematics to encourage more girls to select Mathematics as an area of study. A significant proportion of students who did not choose Mathematics in Stage 6 indicated that they were concerned with the teacher quality in Stage 4 and 5, and the impact that this would have on their success in the senior school. Students specifically mentioned three staff members, some of which are no longer in the position.

- In Years 10 – 12, students felt their good work and effort in Mathematics was both recognised and praised by their teachers.

- Student surveys and interviews indicated the mathematics staff were approachable and helped students with their work. This was also validated with the teacher interviews.

- Data supported a strong correlation between choosing Mathematics in Stage 6 and mathematics related tertiary studies.

- More strategic placement of students in mathematics levels is required to better support student learning and offer more diverse and practical experiences. Staff felt that this would lead to an improvement in student discipline and would assist them with the delivery of lesson content.

- Students indicated gaps existed in their learning as a result of absences, extra curricula school activities and/or school disruptions. This was supported by teacher comments during the interview sessions.

Future directions

- Build teacher confidence and quality through the following strategies:
  - Collaborative development of programs and teaching resources to enhance teacher understanding of programs and course materials in order to take ownership and have an appreciation of the resources developed in the faculty
  - Professional learning mentoring activities and focus on C4E participation
incorporating Building Learning Power. Individual staff should be proactive in identifying and further developing their knowledge, skills and expertise required to effectively deliver the teaching and learning programs.

- Investigate the viability of changing class structures in Stage 4 and 5 through the following strategies:
  - Only having one streamed class in Year 8, 9 and 10. Other classes will be mixed ability but taking into account the Life Skills students in each year.

- Addressing student learning gaps through the following strategies:
  - Teachers monitoring homework and identifying specific needs and providing explicit material which consolidates lesson content, as well as, providing meaningful feedback
  - Investigating the development of a Peer Tutoring initiative and incorporating it as part of the whole school volunteering program, with identified capable student mathematicians. This could be part of the existing after school Homework Centre initiative and/or alternatively lunchtime sessions.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- During 2012 parents, students and teachers were surveyed to gauge their opinions about the school’s Centre for Excellence Program. This was undertaken as part of a specific evaluation of the Centre for Excellence Program.

- Students were surveyed about certain aspects of their learning and if they felt that their academic achievement had improved by being a member of a targeted class. The vast majority of students believed that they had benefited from being in a targeted class because of increased opportunities, high expectations, enthusiasm of teachers and the lack of distractions and poor behaviour of other students.

- Most students stated that Individual Learning Plans (ILP’s) were of great benefit but the learning log although initially beneficial quickly became tedious and seen as extra work. On the whole all students felt that they had benefited in some way as a result of the Centre for Excellence program.

- Parents were asked about whether they believed that their daughter had benefited from being in a targeted class, if they had seen their daughter’s ILP, whether their daughter had become a more independent learner and if they wished their daughter to continue in a targeted class in the future.

- 81% of parents believed that their daughter had benefited from the program, stating that they had become more organized, appeared to be enjoying learning and were visibly seen to be completing homework. Parents overwhelmingly indicated that their daughter would benefit from a greater emphasis on time management strategies with less emphasis on learning logs.

- Teachers who were directly involved in teaching the targeted Centre For Excellence classes were much more positive about the program although they felt that the program needed to be more whole school based. A large number of teachers indicated that they had not been impacted by the program because they did not teach a targeted class. Teachers valued highly the role of the Highly Accomplished Teacher and the technology paraprofessional and felt these roles should continue in 2013.

The findings of the Centre for Excellence evaluation were used to inform future directions for the program which will see an expansion of the ‘building learning power’ initiative at BGHS and a continued emphasis on real world learning. This will be rolled out to all staff in 2013 through continued professional development and the implementation of Professional Learning Communities (PLC’s)

Professional learning

Professional Learning at Bankstown Girls High School underpins the strength of our student
outcomes and drives the quality of our teachers. Our commitment to improving teacher quality is at the heart of our professional learning plan. Every professional learning activity is tailored to address areas of need and focus on school targets in improving student outcomes.

The Centre for Excellence program continued into 2012 and focused on integrating the Building Learning Power model into classroom programs and practice. Based on the research and practical application of Bill Lucas and Guy Claxton, the model is aimed at developing in students the ability to apply learning habits to effectively manage their learning. All staff participated in a staff development day at which Bill Lucas coached staff on the Building Learning Power Model and explored strategies on how to incorporate the learning habits into programs and teaching & learning activities. Teachers of the targeted classes developed programs, lessons, and assessment tasks that focussed on the learning habits and increased their capacity to apply strategies that enhanced student understanding of their own learning and ability to achieve improved outcomes. These teachers’ after developing their skills and have now become the school’s leading learners who lead the delivery of 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 2012 the activities ranged from school development days, network meetings, teleconferences, workshops and training days. The average expenditure for each teacher remained at $500. Areas in which teachers undertook training included: giving effective teacher feedback, quality teaching and learning, the use of ICT’s, literacy, numeracy, data analysis, first aid, CPR Training and the use of interactive whiteboard IWB technology. All staff participated in training in the use of the school’s new administrative and student management software. This included modules on student attendance, welfare, reports and assessment. Staff undertook workshops in reading strategies and multimedia technology. 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 NSW 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 planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1: Literacy

Outcome for 2012–2014

All students consistently achieve higher levels of literacy in line with the state plan targets:

2013 Targets to achieve this outcome include:

- The school’s value-added data to exceed state levels by 10% in literacy for Years 7-9;
- 70% of students achieving above expected growth targets.
- Increase the number of students achieving in the higher bands in writing, reading and grammar for Years 7 and 9 NAPLAN;
- Embed explicit teaching of critical reading skills in each unit of work across all KLA’s

Strategies to achieve these targets include:

- Appointment of a Literacy Teacher
- Use SMART data to inform literacy initiatives and provide overview of coordinator NAPLAN focus areas for improvement.
- Development of the lessons for the Essential Learning Period that focus explicitly on reading, grammar and punctuation.
- Modelling, resourcing and development of explicit grammar language/activities for all KLA's
- Maintain the explicit teaching of reading, punctuation, spelling and grammar through the specific literacy period (Year 7).
- Introduce a whole school reciprocal teaching model with a literacy focus.
- Maintain the reading focus through Radical Reading developing students’ comprehension using the Four Roles of the Reader cards and NAPLAN/ELLA magazine texts.
- Introduce participation in State and National Reading and Writing competitions.
- Collaboratively workshop with all KLAs to foster grammar inclusive and rich reading tasks.
- Collaboratively workshop with KLAs to review programs and deliver lessons in a challenging manner that supports the BLP philosophy.
- Facilitate faculty specific workshops on how to teach different Text Types. Provide school with consistent scaffolds to reinforce in the classroom.
- Facilitate across faculty dialogue, revisiting the 4 Roles of the Reader.
- Provide support and professional learning on teaching/programming grammar in context across all KLAs.
- Provide ongoing literacy experiences to include: workshop days, quests, writing competitions, etc.
- Provide opportunity for students to participate in enrichment activities, in conjunction with the learning centre.
- Develop and embed “rich” and authentic visual and print reading tasks in all units of work in Year 7 & 8.
- Continue to provide literacy resources on the shared website.

**School priority 2: Numeracy**

**Outcome for 2012–2014**

All students consistently achieve higher levels of numeracy in line with the state plan targets.

**2013 Targets to achieve this outcome include:**

- The school’s value-added data exceeding state levels by 10% in numeracy for Years 7-9;
- 70% of students achieving at or above expected growth targets;
- Increasing the number of students achieving in the higher bands in overall numeracy for Years 7 and 9 NAPLAN;
- Embedding explicit teaching of numeracy skills in each unit of work across all KLA’s;
- Improving performance in problem solving skills and measurement and data by 10%.

**Strategies to achieve these targets include:**

- All KLAs to introduce S.T.A.R.T cards to Year 7 students during Orientation program. Revisit appropriate application of cards during PLC meetings and/or faculty days.
- Deliver the Year 7 Numeracy Orientation program to concentrate on numeracy in cross KLA contexts and everyday life.
- Introduce lunchtime Numeracy Club to operate in Room 38. This is not a homework club. Numeracy teacher to initiate program to build capacity amongst students. Leaders to become tutors for afternoon homework centre.
- Maintain Problem of the Week.
- Introduce cross KLA Numeracy Days in Year 7 & 8, with units of work to be subject specific to support identification of embedded content numeracy skills.
- Use a two tier online interactive Mathematics system (program) to differentiate the curriculum and provide extension and higher order thinking strategies for Stage 4 and 5 students.
- Olympiads to be introduced in 7A and 8M1 classes during Mathematics lessons to engage all students. Higher order problem solving strategies to be explicitly taught. Provide enrichment program to a larger % of students.
- Maintain the Problem Solving program in Stage 4 and extend to Stage 5 to explicitly teach strategies.
- Use of rich task and open ended problem solving experience.
- Students will focus on working collaboratively to develop resources in the form of a Board Games, Logic Problems and other resources.
- Maintain Year 8 Numeracy Day in Year 8 and introduce cross KLA Numeracy Day in Year 7.
- Investigate and introduce Enrichment excursions.
- Numeracy teacher and faculty representatives to evaluate and modify existing programs to incorporate numeracy skills.

**School priority 3: Student Engagement and Attainment**

**Outcome for 2012–2014**

*All students are engaged in and challenged by a 21st. century learning environment and achieve academic and/or vocational success.*

**2013 Targets to achieve this outcome include:**

- Improving individual growth beyond state growth in NAPLAN;
- Improving SC to HSC value added across all achievement levels;
- Increasing the number of students progressing into higher bands for NAPLAN, ESSA & HSC;
- Attendance at or above State and Regional averages;
- Increasing attendance and retention rates for ATSI students;
- Attendance data for Year 11 & 12 at or above State and Regional averages;
- The number of students successfully transitioning to further study or full-time work;
- Retention data at HSC at 80%;
- % of students successfully being able to show the transfer of skills from the Making Learning Meaningful project through assessment in year 10 HSIE;
- Number of students being rewarded through a merit scheme.

**Strategies to achieve these targets include:**

- The introduction of a “Guided Enquiry’ learning program.
- Review and formulate a Year 10 HSIE assessment task to gather data on the effectiveness of BLP in developing student learning habits.
- Continue to provide students with the opportunity to attend a school homework centre.
- Continue and strengthen the Essential Learning Period as a vehicle to deliver PBIS lessons and other year specific activities.
- Promoting the school in the community through the further strengthening of the student newspaper ’The Buzz’ and the school website.
- Individual Learning Plans for all ATSI students and improved attendance and retention rates for all ATSI students.
- Comprehensive individualised transition processes for all students in Years 7-12 supported by the Careers Advisor and the Transition Coordinator.
- Continued implementation of PBIS across the school.
- Proactive and inclusive student leadership and volunteering programs.
- Maintenance of the International Students Program.
- Strengthen and expand Parent and Community Relationships through the employment of a Community Engagement Officer.

**School priority 4: Teacher Quality and School Leadership**

**Outcome for 2012–2014**

*Develop and build the capacity of teachers to be leaders of learning in a technology rich quality learning environment.*
2013 Targets to achieve this outcome include:

- Increase number of students progressing into higher bands for NAPLAN, ESSA, HSC;
- Maintain attendance at or above State and Regional averages;
- Increased attendance and retention rates for ATSI students;
- Evidence observed on targeted areas collected through Walkthroughs;
- All new teachers trained in PBIS;
- Successful completion of teacher accreditation at all levels;
- Increased number of teachers applying for higher duties positions across the school and system.

Strategies to achieve these targets include:

- Establishment of Professional learning communities (PLC’s).
- Individual teacher professional learning plans linked to reciprocal observations and feedback program supporting the TARS and EARS process.
- Extending whole school professional learning related to the C4E program and whole school priorities.
- New Scheme Teacher and Early Career Teacher Program.
- An aspiring leaders program incorporating shadowing and mentoring.
- Reviewing the walkthrough program and refining the look for areas.
- Re-establishing a Curriculum Team to oversee and monitor the implementation of the Australian Curriculum and ROSA and address implications of both T&L and school practice.

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 Kylie Rytmeister, Head Teacher TAS
Ms Jacqy Hardy, Head Teacher Welfare
Ms Cathy Porreca, Head Teacher T & L
Mrs Loretta Holland, SAM
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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: