School context statement

In 2014 the student population was 606 with Years 11 and 12 being our largest cohorts. The diversity of the school’s population being our greatest strength. The girls share a range of experiences both culturally and spiritually which enhances the learning of the whole school community.

Principal’s Message

As a school our focus continues to be on adding value to our girls’ results. The majority of our girls do not speak English at home as their first language and many have disrupted learning experiences before they have arrived in Australia. The impact of this is clearly reflected in our NAPLAN results. The most significant detail is that the learning growth of the girls who come under our care make significantly greater growth in their learning over the time they are with us. This is a credit to the teaching and learning strategies employed by the teachers reinforced by a coordinated and supportive welfare program. It makes me proud to see the successes of our teachers and school administrative support staff whose commitment to the girls is exemplary and is directed at their own self development and providing the very best learning opportunities for our girls.

In 2014 Bankstown Girls High School finalized its National Partnership on Improving Literacy and Numeracy Program. This is a federally funded initiative focused on improving the Literacy and Numeracy results of students. It allowed the school to build on a range of successful literacy strategies. This program began mid-way through 2013 and focused on year 7 although the strategies were implemented by all faculties across a range of years. Although the program funding ceased at the end of 2014 the resources developed and the Professional Learning undertaken by staff will see the sustainability of the program continue. The success of the program was seen as the girls were mapped against the Literacy continuum and their progress measured at set points throughout the program. There was a significant improvement across all bands with a significant proportion of the girls working well above their year level.

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. We have a very high participation rate and for this we have to credit our teachers who dedicate much of their time to ensure the girls are provided with a wide range of learning opportunities and engage in activities that provide them with very rewarding experiences.

The combination of formal and informal real life experiences aptly prepare them for the world beyond school by ensuring that the real world learning is part of the students’ experiences. The whole school community is extremely proud of the achievements of our girls, academically, socially and in the wider community. 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.

P & C and/or School Council Message

Bankstown Girls’ High School has a diverse group of parents and carers who meet to participate in the decision making process of the school. The school continues to engage parents and carers by offering workshops on topics such as cyber bullying which was delivered by NSW Police, parent excursions, specific information forums and parent teacher interviews.

Our biggest event in 2014 was the Mothers’ Day Breakfast which was sponsored by Arab Bank Australia. This was a morning of celebration amongst the parent community further developing a strong sense of identity and participation with Bankstown Girls High School.

The Parent/Carer group is supported by one Community Engagement Officer (CEO) who attends all meetings to provide information to parents/carers about the school, local agencies and organisations to support the wellbeing of families and the education system.

In 2015 parents/carers and the school will continue to work together to improve the
learning outcomes of our students and to build a strong partnership between school and home. All parents/carers are welcome to attend our meetings, which will be held twice a term on a Wednesday in the school library at 9.30am.

Soussan Shaikho  
Community Engagement Officer

**Student Representative’s Message**

The Student Representative Council (SRC) represents the school and strives for the betterment of the school community. The SRC consists of students from Years 8 to 12, who have been elected by their peers to represent their year group. They are student advocates who exhibit leadership within the school and local community. The SRC embody the qualities of the Safe Respectful Learner. They demonstrate resilience and resourcefulness as organisers and student leaders. Throughout their tenure in the Council, they refine their leadership and communication skills by taking part in a wide variety of school and community activities.

The committee meets every Monday during the Essential Learning Period to discuss student issues, plan upcoming events, exchange views as well as initiate change and improvement within the school. Some of the SRC duties include leading weekly assemblies, presentations, events and attending to the school’s recycling program. One of the most important aspects to the SRC role is to communicate with year groups and listen to student feedback – this is where they fulfil their roles as student advocates. Regular morning teas are held where the SRC executive team meet with the Principal and Deputies to discuss issues important to students.

In 2014 the SRC participated in various excursions and incursions and was given the opportunity to become actively involved in the wider community.

In Term 3, eight students from Year 8 participated in the Bankstown Council Youth Summit, designing a presentation that dealt with a community issue. The students chose the topic of ‘negative stereotypes’ and designed an advertising campaign that showcased the positive aspects of their local area. Their presentation and campaign cemented them in first place, winning prize money for our school.

During Term 4, representatives from UNICEF ran a workshop at BGHS. Their forum consisted of approximately 15 senior students who brainstormed ideas about the issues that are important to them. The information contributed by our students will help to build future UNICEF reports.

The SRC proudly supported Legacy Day, going into the local community to sell badges and raise awareness regarding the role that Legacy plays in the Australian community. Bankstown Girls volunteers raised over $6000 for this cause, exceeding expectations and setting themselves a challenge for next year.

The SRC has also raised funds for many other causes throughout the year. They hosted a Mother’s Day event involving morning tea, guest speakers and fun activities. The SRC have also raised funds for the Leukaemia Foundation and Jeans for Genes.

Recently, the SRC organised a Uniform Drive and encouraged members of the school community to bring in disused uniform to assist disadvantaged students. The Uniform Drive was very successful and will be used to help our school community.

Faaleava Taito  
School Captain

Kim Nguyen  
Vice-Captain

**Student information**

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

**Student enrolment profile**

*Overall enrolment numbers showed a slight decrease in 2014 due mainly to the smaller*
cohorts in the senior years. Generally the school’s enrolments are consistent with patterns and trends in other schools in the region.

**Student attendance profile**

Our overall attendance rates have remained similar to those of 2013. The continued co-ordinated approach to monitoring attendance saw the results in 2014 remain static and equal to those of State DEC. Year 11 and 12 attendance continues to reflect a similar pattern to that of 2013 largely due to the increased leaving age of 17 years. 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 continue to be a high priority at Bankstown Girls High School. Our attendance pattern continues to be affected by a small number of students who have either travelled overseas without applying for permission to take leave or chronic school 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. The school Welfare Team, Head Teacher Welfare, Student Advisers, Home School Liaison Officer (HSLO), the Police School and Youth Liaison officers (SLP and PYLO), school counsellor, transition adviser, careers adviser and community engagement officer 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. We will continue to focus on improving student attendance and punctuality in 2015.

**Retention to Year 12**

In 2014, 129 students were entered for the HSC. During the course of the year, ten students were early leavers, two moved schools, two enrolled at a private college, two entered TAFE, one went overseas, one left for personal reasons and two went to unknown destinations. Of the 119 students who sat for the Higher School Certificate Examinations, 80% completed an ATAR pattern of study while 33% of students included at least one VET course, studied at school, TAFE or at an RTO, in their pattern of studies.

**Post-school destinations**

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking employment</td>
<td>0</td>
<td>0</td>
<td>1.7</td>
</tr>
<tr>
<td>Employment</td>
<td>1</td>
<td>0</td>
<td>3.36</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>1.8</td>
<td>12</td>
</tr>
<tr>
<td>College entry</td>
<td>0</td>
<td>0.9</td>
<td>28</td>
</tr>
<tr>
<td>University entry</td>
<td>0</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Other-moved schools</td>
<td>8</td>
<td>5</td>
<td>1.7</td>
</tr>
<tr>
<td>Overseas</td>
<td>2.02</td>
<td>1.8</td>
<td>0.8</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.9</td>
<td>8.4</td>
</tr>
</tbody>
</table>
Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the 119 students 38% (45 students) gained university places, with offerings coming from seven universities, including one university from Victoria. All students have taken up these offers, except for one student who is taking a Gap Year. Fifteen students have enrolled into an alternative university pathway such as UWS College - Foundation Studies, Diploma as well as SBIT Macquarie. One student has enrolled full-time for OPEN Universities Australia.

The highest ATAR was 96.3 and the recipient has enrolled into a Combined Degree in Law at UNSW and was also nominated for the UNSW Academic Achievers Award which includes a $4,000 first year scholarship. Three other top performing students were successful in securing a pre-HSC offer via the E12 Scheme University of Sydney Early Entry Program. The E12 program provides these students with a full range of support such as, access to corporate partners to develop ongoing opportunities, internships, mentoring and financial assistance to the value of $5,000 and each receive an iPad. Another three students were also successful in being offered Early Entry into their chosen degrees via the Schools Recommendation Scheme.

Fourteen students are studying full-time TAFE and eighteen students full-time at private colleges. Three students are undertaking traineeships. Four students are working full-time. Some courses being undertaken include; Counselling, Community Services, Travel and Tourism, Child Care, Early Childhood, Business Administration, Business Management, Legal Services.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>36.7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional Learning at Bankstown Girls High School is focused on a continual cycle of development for staff that ensures quality teaching & learning is at the center of our strategic directions.

In 2014 a total of $97,120.29 was spent on Teacher Professional Learning. Monies were used to cover course costs and relieve teachers who were undertaking courses at school or offered by outside providers. On average an amount of $1,566.00 was spent per teacher on Professional Learning.

In 2014 every staff member was involved in a process of developing individualized Professional Learning Plans that informed the direction of Professional Learning for that staff member. All teaching staff aligned their Professional Learning Plans to the Australian Standards for Teachers. Executive staff also worked on developing their application and knowledge of the Australian Professional Standards for Principals as developed by the Australian Institute for Teaching and School Leadership (AITSL).

Staff worked collaboratively as members of Professional Learning Communities to identify an area or issue that they were interested in and undertake an action research project to investigate the issues and look for a solution. Groups investigated the areas of technology, literacy, numeracy, classroom management and learning habits through the Building Learning Power framework. Each team then presented their findings at a staff meeting to share their learning. The success of this program and the commitment of teachers will see this program
continue and form an integral component of Teacher Professional Learning Plans.

Staff Development Days

There are 5 Staff Development Days provided each year for Teacher Professional Learning. In 2014 staff engaged in the following activities;

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities and Workshops</th>
</tr>
</thead>
</table>
| Term 1     | • HSC and ROSA results summary  
             • School Procedures                                                                |
| Term 2     | • Australian Curriculum Programming  
             • Assessment  
             • Technology – Adobe Premiere, Edmodo in the classroom and Web 2.0 resources.  
             • Aspiring Head Teacher Workshop  
             • Guided Inquiry  
             • Accreditation at the Higher Levels                                               |
| Term 3     | • Australian Curriculum Programming  
             • Assessment  
             • Technology – ePortfolios, augmented reality, digital storyboarding              |
| Term 4     | Day 1:  
             • Literacy & Numeracy Workshops  
             • Anaphylaxis e Training                                                            |
| Term 4     | Day 2:  
             • Applying for a position, merit selection and the interview process.  
             • MS Movie Maker                                                                    |

In 2014 there were 46 permanently appointed staff members and 17 casual / temporary teachers who worked on a full time or temporary basis. All teaching staff participated in a wide variety of professional learning activities which reflected the school’s strategic directions. In 2014 the activities ranged from school development days, network meetings, teleconferences, workshops to training days. Areas in which teachers undertook training included: use of authentic texts, grammar, quality teaching and learning, the use of ICT’s, literacy, numeracy, data analysis, first aid, CPR Training, asthma, anaphylaxis and the use of interactive whiteboard IWB 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.

Teacher Accreditation with Board of Studies, Teaching and Education Standards (BoSTES)

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers working towards accreditation at proficient</td>
<td>8</td>
</tr>
<tr>
<td>Teachers maintaining accreditation at proficient</td>
<td>18</td>
</tr>
<tr>
<td>Teachers seeking voluntary accreditation at Highly Accomplished</td>
<td>0</td>
</tr>
<tr>
<td>Teachers seeking voluntary accreditation at Lead</td>
<td>1</td>
</tr>
<tr>
<td>Teachers maintaining accreditation at Highly Accomplished</td>
<td>0</td>
</tr>
<tr>
<td>Teachers maintaining accreditation at Lead</td>
<td>0</td>
</tr>
</tbody>
</table>

The school also employed non-teaching staff and School Administrative staff with 7 being permanently appointed and 5 working as casual or temporary. 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.

Beginning Teachers

During 2014 there were three newly appointed teachers who received funding under the Great Teaching Inspired Learning initiative. A total of $5,897 was spent on professional development for these teachers with the monies used to cover professional learning courses at TAFE and through other providers. This allowed these targeted teachers to develop their own specialist skills within their faculty areas as well as address school priorities in developing pedagogical skills in the delivery of ICT and Higher Order Thinking Skills.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$643,411.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>$459,975.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$716,909.57</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>$18,423.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$53,479.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$2,099,101.18</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $103,018.90|
| Excursions                 | $31,702.05 |
| Extracurricular dissections| $73,592.09 |
| Library                    | $11,063.80 |
| Training & development     | $7423.21   |
| Tied funds                 | $824,541.25|
| Casual relief teachers     | $189,642.58|
| Administration & office    | $130,652.91|
| School-operated canteen    | $0.00      |
| Utilities                  | $100,805.82|
| Maintenance                | $47,741.70 |
| Trust accounts             | $48,821.55 |
| Capital programs           | $76,800.75 |
| Total expenditure          | $1,645,779.61|
| **Balance carried forward**| $453,321.57|

A full copy of the school’s 2014 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 2014

Achievements

Arts

The strength of the arts at Bankstown Girls High School is demonstrated by the range of opportunities for student performance and artistic endeavours, within and beyond the school. A range of opportunities which targeted individuals in a diverse range of disciplines was offered throughout the year. Students were encouraged to participate and showcase musical and creative talents at assemblies, ensemble pieces and in exhibitions.

Visual Arts

Visual Arts students at Bankstown Girls’ High School experienced a wonderful year of learning and achievement. Throughout 2014 students were provided with a range of opportunities to exhibit their work and gain valuable knowledge from intensive workshops and innovative excursions.

The HSC Body of work exhibitions is always a key event on our calendar and was very well supported in 2014. The exhibition gave Year 12 students an opportunity to showcase their concepts and art forms. Compliments to both Mariam Darwich and Carol Tu for being awarded the Teachers’ Choice and Students’ Choice for the best HSC artworks of the year.

Congratulations to Mariam Darwich whose HSC Body of Work “Biotic Landscapes” was nominated and selected for Art Express 2015. ARTEXTRESS is an annual series of exhibitions, showcasing exemplary and dynamic artworks created by New South Wales Visual Arts students for the 2014 Higher School Certificate examination. By being listed for nomination and included in this exhibition, placed Mariam Darwich’s work in the top 5% of HSC artworks in the state. Mariam’s outstanding body of work will be exhibited at Hazelhurst Regional Gallery and Arts Centre and also at Margaret Whitlam Galleries, University of Western Sydney.

Year 11 students, Sherry Yang and Ying Liu 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 whilst undertaking study under professional artists and other talented students from all over New South Wales.

Year 11 Visual Arts students participated in an Education Program at the Art Gallery of New South Wales. This was an exciting and challenging day of learning, where students spent the day analysing and responding to works in the Gallery, assisted by Gallery Educators.

Photography students from Year 9 had the opportunity to interview practicing photographers and artists at the Art Gallery of New South Wales in the Photographic Art Forum. A valuable experience for all involved.

Year 12

The year 12 CAPA Night featured the hard work of all Art and Music students who had the chance to exhibit and perform their major works. The evening was very successful and all students were able to express and share their talents with family friends and the community in a very professional and mature manner. The music students were very supportive of each other and provided the audience with a very entertaining and eclectic program for the evening.

Congratulations to Lijie Liu (Yr12), who was nominated for the prestigious ENCORE performance. ENCORE is a program of outstanding performances and compositions by students from the Higher School Certificate Music examinations. It is held annually at the Sydney Opera House. Her music program, displayed highly-developed technical skills incorporating technical fluency and demonstrated outstanding stylistic interpretation. Lijie also received outstanding HSC results in Music with a mark of 99, placing her sixth in the State for Music.

Congratulations to Sammy Goneis (Yr 12) who represented Bankstown Girls’ High School in a song writing competition, and won prize money for her original composition about the Anzac spirit.

Other outstanding musical achievements throughout 2014

Congratulations to the Bankstown Girls’ High School choir, who gained entry into the secondary arena choir for the 2014 Schools Spectacular Showcase. The choir auditioned with the song ‘Happy’ by Ferrel Williams and successfully made it in to the annual performance which was televised on Channel Nine. The students involved worked extremely hard and showed outstanding commitment and determination, learning over twenty songs and spending many hours in rehearsals and numerous early morning and late nights.

Congratulations to Fetui Tuetue (Yr11) and Debbie Semau (Yr12) who made it through to the final rounds of the Schools Spectacular featured artist auditions. Congratulations to Serene Sabine (Yr 9) and Fetui Tuetue (Yr11) who auditioned for the Talent Development Program (TAP) and successfully made it through. The students will be involved in this talent program throughout 2015 and will have the chance to work with industry professionals.

Mariam Darwich: Biotic Landscapes

Music

Throughout 2014 music students at Bankstown Girls High School were provided with a range of opportunities to experience and develop performance skills, through many school programs, workshops and excursions. Some of the performance opportunities and events included, Year 12 HSC study days, TAP (Talent Advancement Program) vocal workshops which were run by Bankstown City Council, weekly assemblies, merit assemblies, Yr. 12 Graduation, Presentation Day, Mother’s Day, Environmental Day, Year 6 Orientation Day, Public Education Day and Schools Spectacular.
professionals as well as gain new experiences and skills in performance.

Other

LIBRARY PROGRAMS

Virtual Library
In line with the digital revolution, Bankstown Girls High School Library provides book resources as well as a plethora of digital resources including ebooks, online internet access, access to databases and magazines.

Through the Library, Years 7, 8 and 9 participate in the Radical Reading Program involving the reading of novels, picture books and ebooks. The online ebook reading program is “Reading Eggs” providing access to hundreds of electronic books across all genres. Associated comprehension and literacy activities allow the students to interact online with their books.

“Reading Eggs” has proved successful; students enjoy the interactive nature of the program and are always focussed and engaged. It is a popular program with teachers too.

In 2014 a number of students provided book reviews and artworks to the “Spinout” digital online magazine which is subscribed to by many schools across Australia.

Students across the school are interested in research using information technology and they excel in using 21st century applications for research and multimedia presentations.

LIBRARY ACTIVITIES

Author Visits
On 3rd December 2014, a group of students went to Bankstown City Council Knowledge and Learning Centre (Library). They had the chance to meet four incredible authors involved in the Sydney Writers’ Festival 2014. Students sat in on lectures and writing workshops with Sarah Ayoub, author of “Hate is Such a Strong Word” and Jessica Shirvington, author of the popular “Embrace” series as well as the “Disruption” series.

The students were amazed and heartened when the authors spoke about their writing journey and experience. The authors provided significant tips on how to write a short story and where to find ideas. These tips will prove useful for students in their English classes.

When students have a chance to meet an author of a book which they have read, a special connection is made and the students are energized, inspired and touched with a new appreciation for reading and writing. Author Sarah Ayoub told of her main character, a seventeen year old girl named Sophie who hates Monday mornings, socks with sandals and having to strategize like she’s a battle sergeant every time she asks her parents if she can go out.

Bookfeast 2014
Students love meeting authors and some students were lucky enough to meet 38 of them at “Bookfeast 2014” which was held at Burwood RSL Club. This is an annual literature festival and supported by book publishers, authors, DET schools and teacher-librarians across the South-West region.

Premier’s Reading Challenge 2014
Again in 2014, many students completed the Premiers Reading Challenge held every year through the Library and they will receive attractive certificates signed by Mike Baird, Premier of NSW. Students were required to read twenty books over a period of six months. These certificates will be available late in the school year.

SPORT

Success in and around the sporting arena has continued to develop and strengthen at Bankstown Girls High School with the Combined High Schools Sports association and their gifted and talented programs.

A significant number of students represented the school at Zone, Regional and CHS levels in:
Athletics, Cross Country, Swimming, Touch Football, Oz Tag, Soccer, Basketball, Volleyball and Cricket. Our Sporting teams successfully progressed through to third and fourth rounds of the Sydney South West Knockout Competition.

Individual successes included:

- Ashley Butt – selected to represent Edmondson Zone in Netball at the Sydney South West Netball Championships Carnival.
- Kelly Tavita - selected to represent Edmondson Zone in Basketball at the Sydney South West Basketball Championships Carnival.

Over ten students progressed through to the Sydney South West Athletics carnival.

More than twenty students progressed through to the Sydney South West Cross Country carnival.

The NSW Premier’s Sporting Challenge is an initiative that aims at “getting more students more active more often”. Bankstown Girls’ High involvement in 2014 has had fantastic success. With over 300 students participating and the school achieving 100 Diamond and 150 Gold awards, our students were engaged and motivated to lead healthy active lifestyles.

In addition to supporting our students in the area of keeping active and promotion of lifelong physical activity, our Year 11 students were involved in a House Sport competition that ran over 2 Terms. In addition, Years 9 and 10 participated in an inter year sporting competition in Terms 2 and 3. This program developed leadership, sportswoman ship and allowed the students to be physically active in a competitive environment. Recreational sport continued in 2014 with Years 9, 10 and 11 participating in Mixed Martial Arts, Bowling and Laser Skirmish and ice skating. As a result of the structure of the sports program, participation has improved with attendance for all sport programs being 87%.

It was a successful year for PASS electives and senior SLR in 2014, having taken on a number of Leadership in Sport programs. Coaching and refereeing of Year 7 & 8 for our annual Field Days, with the focus on skill development. PASS students also assisted in the Year 7 and 8 swim School Program.

Jump Rope for Heart is one of Australia’s most popular physical activity and fundraising programs. Bankstown Girls had over 100 student raising money for a worthy cause, while creating awareness of the importance of physical activity.

Year 9 PASS classes managed and ran the 2014 Bankstown Girls High School Athletics carnival and Year 10 PASS managed and ran the school and Edmondson Zone Swimming Carnivals. These Leadership in Sport programs allow keen students to develop skills in sports administration and communication hence fostering positive self-esteem and sense of identity.

Combined High Schools Sports association is one of the biggest Gifted and Talented Sporting Programs in NSW. Apart from our students being selected to represent in a variety of sports, our students have continued to be invited to perform roles such as recorders and administrators at Zone, Regional and CHS Carnivals. This demonstrates our students’ professionalism and respect they have earned within CHS Sports Association.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN Year 7 - Literacy

NAPLAN was held in May 2014 and provided teachers and parents with information on each student’s literacy skills in the areas of Reading, Writing, Spelling and Grammar and Punctuation. With the explicit ‘Grammar in context’ focus for the Year 7 cohort of 2014, considerable
improvement was measured in this area. The Year 7 cohort of 2014 performed within 7% of that NSW DEC average, with 23 of the 85 students achieving in the top 3 bands for writing. 51% of students achieved a reading result of band 7, 8 or 9 and of the 50 questions asked in the reading comprehension, 7A achieved above the state average in 23 of those questions.

Reading comprehension, grammar and punctuation has been supported by a new initiative this year that saw the introduction of the Reading Eggs program to all of Year 7. As a result, students are performing very close to the state average for band 6, 7 and 8.

Spelling has continued to be a highlight, seeing 54% of students attaining the top 3 bands of achievement.

**NAPLAN Year 7 – Numeracy**

The NAPLAN 2014 provided teachers and parents with information on each new student’s numeracy skills in the areas of Space & Geometry, Number, Data, Measurement and Patterns & Algebra.
The Year 7 results indicated that 93.9% 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 5% working well above these standards. 52.1% of our students achieved a growth of more than 50% from their achievement in the Year 5 Basic Skills Test. 77% 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 24.7% of students below minimum national benchmark standards which is a decline in overall numeracy from 2013.

In an attempt to improve our results in Year 7 numeracy in 2015 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 and basic number skills and concepts by the Numeracy Teacher, with a focus on mathematical literacy and real life connections and applications throughout 2015.

**NAPLAN Year 9 - Literacy**

With the implementation of the new National curriculum, the explicit teaching of grammar in context became a focus. Year 9 undertook extensive writing activities under the “Writing Workshop” program and as a result, 81 out of the 89 students achieve positive growth. 29% of students achieved the top three bands for grammar and punctuation, whilst writing has maintained a consistent trend against the state averages.

The literacy team is driving a whole school genre map that will extend into Years 8 and 9 in 2015. This will provide staff and students with explicit strategies and scaffolds for teaching text at whole, paragraph, sentence and word level. Students will be exposed to this metalanguage as well as be taught the specific features of particular genres across all of their KLAs. This in turn aims at increasing the level of sophistication in student writing and allows students access to the more difficult patterns of text.
NAPLAN Year 9 – Numeracy

The Year 9 student results indicated that 91% 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 12.1% of the 2013 results. 9.3% of students are working well above the state with 61.3% of students achieving greater than or equal to expected growth. Average scale score growth was 45.3 compared to 48.8 of NSW DEC students.

A close analysis of the results has indicated that there is a continued need to concentrate on the areas of Data, Measurement, Space & Geometry and Patterns & Algebra. This has informed our 2015 school targets and as a result in 2015 improvement in numeracy continues to be a major school focus. The Stage 5 numeracy program will have an emphasis placed on the application of problem solving strategies and making links to the real world. Further to this the Numeracy Teacher will also focus on mathematical literacy.

Higher School Certificate (HSC)

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 2014</th>
<th>School Average 2010-2014</th>
<th>SSG 2014</th>
<th>State DEC 2014</th>
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In 2014, 119 students sat for their Higher School Certificate. Nine of these students undertook a Life Skills Pathway and were all awarded a life Skills Higher School Certificate. The school offered a wide variety of Board Approved Courses including three Vocational Education and Training (VET) frameworks. Students also studied VET courses at TAFE.

Other achievements

Significant programs and initiatives – Policy and equity funding

Aboriginal education
Throughout 2014 staff continued to teach about Aboriginal culture and history as well as contemporary indigenous issues across all KLAs.

We develop awareness and sensitivity to Indigenous culture through the exposure of our students to texts with Indigenous themes and well as texts composed by Indigenous authors. In Year 7, students have access to novels such as 'Walking the Boundaries' as well the plays "The Burnt Stick", "My Girragangi" and "Binna binna Man". As students get older we expose them to the social and cultural issues explored in texts and how these relate to their non-indigenous context. The series "Redfern Now" and the picture book "The Rabbits" is used to challenge students' assumptions. Close study of poets such as Oodgeroo Noonuccal and Mudrooroo are used to consolidate the indigenous plight in Year 10 as they explore the cultural voice of poetry.

Other curriculum areas exposed the students to a stronger understanding of significant features of indigenous culture prior to colonisation as well as an understanding of the changing rights and freedoms of Aboriginal people in Australia.

Teaching and Learning programs also looked at human rights, legal issues, reconciliation and Native Title from an Aboriginal perspective and how these issues impact on Indigenous society.

In order to provide quality teaching in this area staff participated in professional learning and provision of quality resources to support classroom practice.

Year 9 participated in a cross KLA program where the focus was on transfer of skills and knowledge referencing historical and contemporary indigenous culture.

Multicultural education and anti-racism

Multicultural education continues to underpin many of our teaching and learning programs at Bankstown Girls’ High School. The staff recognises the importance of teaching an inclusive curriculum whereby all students feel valued and recognised regardless of cultural or religious backgrounds.

In 2014 we continued to meet the needs of our culturally diverse student cohort through a number of teaching and learning programs. For example our EAL/D students were supported through a variety of teaching strategies and approaches. This included team teaching, small withdrawal groups and intensive literacy and numeracy development delivered through the Learning Centre.

Similarly we have continued to support International Students both through teaching and learning as well as welfare initiatives. The International Students have a designated co-ordinator who oversees the students’ needs at school and keeps staff informed of any relevant information pertaining to the students. Success of this program was evident in the positive results of the Bankstown Girls High School International Student audit conducted by the DEC International Students Unit. The findings of this audit included a highly compliant rating and strong satisfaction with procedures and monitoring of International student enrolments.

Another important event on our Multicultural Education calendar in 2014 was hosting a Japanese student visit from Chikushi Jogakuen High School. In March 2014, approximately 48 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. 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 2014. 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.

The social and learning needs of the students at Bankstown Girls High School continue to drive
many of the initiatives offered. We recognise that a school with a population of over 97% NESB must continually evaluate and address the programs delivered to the students in order to remain sensitive to the ever changing profile of our student cohort.

Aboriginal background

In 2014 there were two Indigenous students attending Bankstown Girls High School. Indigenous students at Bankstown Girls High school have been supported to participate in various activities this year by the Aboriginal Education Officer as well as the Learning Support Team and the Transition Officer.

In 2014 each student was provided with an Individual Learning Plan that was developed by the Learning Support Team in negotiation with both the student and their parents. These Learning Plans addressed the learning goals of students and were reviewed regularly throughout the year to track and assess student progress.

Bankstown Girls High School was allocated Norta Norta funding which was used to provide one on one mentoring by the Learning Support team as well as providing staff with the opportunities to develop programs that specifically catered to the needs of the targeted student and future Indigenous enrolments. The program also included a targeted Numeracy Program. During the course of this year the one of the indigenous students attended ACLO Aboriginal Program with Tranna Fatnowa at the Sydney Opera House. She was very excited to report back about her participation in this program and felt that it greatly helped her gain experience for her future.

Samantha has been a member of the NRL School to Work Program for several years, working closely with Dean Feeney, and has now successfully graduated from this course. Samantha has also been involved with Jodi Bracken from the Aboriginal Employment Strategy Ltd. Samantha has accepted an offer to the University of Western Sydney to study Arts and Language Interpretation commencing in 2015. Through Samantha's work with the Indigenous Choir she has also been selected to form part of the Sweet Adeline’s Singing group. Candidates for this group were selected via nationwide auditions and the group will be performing in Tasmania in May 2015.

Bankstown Girls High School looks forward to continuing their professional relationships with the NRL School to Work Program, Salvation Army’s iDiscoveri Camps and the University of New South Wales to ensure the outcomes for ASTI students are being met successfully.

Socio-economic background

In 2014 equity funding continued to support and consolidate programs in a number of ways. At Bankstown Girls High School the primary use of funding is to provide equitable access to resources that target improving outcomes for students.

In 2014 the Literacy coordinator and team continued to introduce programs and strategies to improve student literacy outcomes. With this in mind, the program Reading Eggs was introduced to Year 7. This program aims at improving reading comprehension, grammar and punctuation. Student NAPLAN results for Year 7 indicated that they were performing very close to state average, with spelling a continued highlight (54% of students attained top 3 bands of achievement).

Year 9 participated in extensive writing activities under the “Writing Workshop” program and as a result, 81 out of the 89 students achieve positive growth. 29% of students achieved the top three bands for grammar and punctuation, whilst writing has maintained a consistent trend against the state averages.

The Genre map remained a key strategy for teaching text at whole, paragraph, sentence and word level. Through the use of the Genre map, students were exposed to the metalanguage as well as being taught specific features of different genres across all KLAs.

Similarly the Numeracy program employed strategies and programs to improve student outcomes across all KLAs under the direction of the Numeracy coordinator and team.

The team recognised the importance of building on the work already started in 2013. This included the explicit teaching of problem solving strategies, participation in the APSMO Olympiads, running Numeracy Days for Year 8, continuation of Problem of the Week, using S.T.A.R.T across the curriculum and delivering Professional Learning activities across KLAs with a view to
embedding Numeracy strategies in Teaching and Learning programs.

NAPLAN results in Numeracy for 2014 confirmed the success of the Numeracy program being delivered at Bankstown Girls High School. The Year 7 results indicated that 93.9% of students performed at Band 5 or above in overall numeracy achievement which meant they were working at or above minimum national benchmark standards with 5% working well above these standards. 52.1% of our students achieved a growth of more than 50% from their achievement in the Year 5 Basic Skills Test.

The Year 9 student results indicated that 91% of our students are in Band 6 and above which meant they were working at or above minimum national standards. This is an increase of 12.1% of the 2013 results. 9.3% of students are working well above the state with 61.3% of students achieving greater than or equal to expected growth.

2014 saw the continuation of the Guided inquiry program which was facilitated by the Enrichment Coordinator. This program gave students the opportunity to explore the concept of self-directed learning and develop successful learning habits across a number of KLAs. Evidence of the program’s success is highlighted by the fact that staff have agreed to expand the program into Years 7 and 8 for 2015.

The Year 9 Making Learning Meaningful Project once again demonstrated innovative practice which contributed to improved student learning outcomes. Staff learning coaches led 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. All students in Year 9 presented a campaign on a global issue of interest.

The Homework Centre continued in 2014. The program ran two afternoons per week after school and was well utilised by students who needed help in areas such as assessment tasks, assignments, revision for exams.

A Community Engagement Officer was employed to work with parents and the wider community in order to build strong relationships and foster meaningful communication between the school and the community.

The Community Engagement Officer was very proactive in seeking out experiences and opportunities for students and parents. This was evidenced through the number of parent meetings, guest speakers, parent excursions and student/community leadership opportunities that occurred during 2014.

**English language proficiency**

97% of students at Bankstown Girls High School come from a language background other than English. Teaching and Learning programs incorporate EAL/D strategies in order for all students to access the curriculum. Students are supported through team teaching and targeted programs.

EAL/D students were continued to be assessed by members of the Support Staff on an individual basis to assess their needs as learners of English. The students were identified to staff at meetings where their educational needs were outlined and cultural issues were raised. These students were closely monitored by Year Advisors and Support Staff on an ongoing basis to ensure that they were accessing the curriculum and asking for assistance when required. Activities were organised to familiarise the students with the local area and to bond with each other. Appropriate pathways advice was given to students in years 10, 11 and 12.

**Learning and Support**

Needs based funding has facilitated the development of systematic and targeted support for identified students in 2014.

As part of our Learning and Support Program a Learning and Support package has been created for all staff identifying students with low level support needs, information regarding the nature of these needs and implications for teaching and learning. Learning and Support Coordinators have been appointed in each KLA. They liaised between the specialised Learning and Support Teachers and classroom teachers in their faculties to ensure that Life Skills Syllabus outcomes were followed if this was part of an individual student’s plan; adjustments were made to suit students’ needs; a register was completed itemising and explaining adjustments made to programs, worksheets and assessment tasks; a personalised school report was created if applicable. This process has made the delivery of support for identified students very explicit and
emphasised teachers’ accountability in catering for learner diversity.

Students with additional learning needs have annual Personalised Learning and Support Plans which address their needs under the six domains scheduled in the Personalised Learning and Support Signposting Tool. These plans were discussed with parents and students, reviewed and revised at parent meetings with the Learning and Support Team.

An integral part of the Personalised Learning and Support process has also been to provide LAS teacher support in the classroom. This highly targeted support has improved student learning outcomes in years 7, 8 and 9, in particular, and enhanced the professional learning of the classroom teachers who have collaborated with the LAST to provide support, through appropriate adjustments, so identified students were able to access the curriculum and produced work to the best of their abilities.

Programs to assist the successful transition of identified students in Years 10, 11 and 12 have been developed to introduce these students to job and community agencies and TAFE. Exiting students left our school with established contacts and pathways.

**Student Well Being**

Bankstown Girls’ High School has an enthusiastic welfare team whose responsibility it is to run programs that cater to the welfare needs of the girls.

In 2014 the team’s main focus was PBIS, Anti-Bullying, Cyber Bullying, Vaccination Program, Peer Support, Support a Sister program and Peer Mediation.

The team is led by the Head Teacher Welfare and includes six year advisors, the school counsellor, SRC coordinator, Peer Support Coordinator, Community Engagement Officer and Deputies.

2014 saw the completion of PBIS. The rules of “Safe, Respectful, Learner” continued to be embedded into the school culture. Our PBIS pledge wall hangs proudly in our school as a reminder that each student is involved with and proud of our school rules and expected behaviour.

In 2014 we worked closely with the police liaison officer to promote the school’s anti bullying message. This has seen the reduction of bullying and cyber bullying at Bankstown Girls High School.

Each Semester the welfare team organise the Merit assembly to recognise student’s academic success as well as participation in community, improved attendance and demonstrating diligence and sustained effort.

Years 10, 11 and 12 are trained in Restorative Practice and use their skills as a first step in resolving problems between younger students. These students are invaluable as part of the school’s anti-bullying program.

Students in Years 9 and 10 participated in the Premier’s Volunteering Challenge. The girls organised environmental and fund raising projects for community groups. Students were awarded certificates for the amount of time that they put into these projects.

In 2014 BGHS continued the Breakfast Club which provided free breakfast to students every Wednesday throughout winter. The Breakfast Club was a great success and saw the improvement in student attendance and engagement.

Students at BGHS continued to strengthen their links with organisations such as ZONTA, Legacy and ‘kids helpline’. The students offered practical support through fundraising and raising awareness about the different organisations and what they supported.

In 2014 two of our Year 10 students won the ABCN scholarship and three Year 10 students won youth housing scholarships. The purpose of these scholarships is to help the students complete their secondary education.

In 2015 we look forward to continuing these programs and to establish new initiatives for the benefit of the school community.

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**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
**School planning 2012-2014:**

**School priority 1**

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

**Outcomes from 2012–2014**

- Improved engagement in reading in all Subjects and Essential Learning classes
- All teachers confident in teaching appropriate aspects of writing, reading, spelling, grammar and punctuation
- All teachers have an understanding of and are moving towards programming using the 4 Literacies model
- Data is used regularly and meaningfully to design lessons for individual classes and student literacy needs

**Evidence of achievement of outcomes in 2014:**

- In Year 7 reading the school is 3.4 scaled score points above state growth and 52.6% of students are at or above expected growth.
- In Year 7 spelling 53.9% of students are at or above expected growth.
- In Year 7 grammar and punctuation 52.6% of students are at or above expected growth.
- In Year 9 reading the school is 12.4 scaled score points above state growth and 71.8% of students are at or above expected growth.
- In Year 9 spelling 53.8% of students are at or above expected growth.
- In Year 9 grammar and punctuation the school is 19.3 scaled score points above state growth and 71.8% 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 KLAs.
- Whole school delivery of Literacy lessons within the Essential learning period took place.
- Implementation of whole school Genre Map for Year 7 across each KLA. This map explicitly linked grammar criteria at word level to each assessment task.
- All English staff completed a University of Sydney Masters of Teaching module which focused on teaching grammar in context.
- Holistic programming adjustments have been made across all KLAs to incorporate comprehension at word, sentence, paragraph and whole text level.
- Science, TAS, HSIE and English faculties participated in modelling and team teaching opportunities to promote the practice of teaching grammar within the context of their KLA.
- Staff Development Day workshops focused on building the capacity of staff to apply the Whole School Genre Map within their classroom.
- Year 7 students and the English staff participated in Literacy enrichment days

**Strategies to achieve these outcomes in 2014:**

- Appointment of two Literacy Teachers
- Use SMART Data to inform literacy initiatives and provide overview of NAPLAN focus areas.
- Implementation of lessons for the Essential Learning Period that focused explicitly on reading, grammar and punctuation.
- Modelling, resourcing and development of explicit grammar language/activities for all KLAs. Development of genre map resource.
- Maintained the explicit teaching of reading, punctuation, spelling and grammar through the specific literacy period (Year7).
- Maintained a whole school reciprocal teaching model with a literacy focus.
- Maintained the *reading focus* through Radical Reading developing students’ comprehension using the Four Roles of the Reader cards and NAPLAN/ELLA magazine texts.
- Continued with participation in State and National reading and writing competitions.
- Collaboratively workshop with KLAs to review programs and deliver lessons in a challenging manner that supported the BLP philosophy.
• Facilitated faculty specific workshops on how to teach different text types. Provide KLAs with consistent scaffolds to reinforce in the classroom.

• Facilitated across faculty dialogue, revisiting the four roles of the reader.

• Provided support and professional learning on teaching/programming grammar in context across KLAs.

• Provided ongoing literacy experiences to include: workshop days, quests, writing competitions etc.

• Provided opportunities for students to participate in enrichment activities in conjunction with the learning centre.

• Developed and embedded “rich” and authentic visual and print reading tasks in all units of work in Year 7 and 8.

• Continued to provide literacy resources on the shared website.

School priority 2
All students consistently achieve higher levels of numeracy in line with state plan targets.

Outcomes from 2012–2014
• Data is used regularly and meaningfully to design lessons for individual classes and student numeracy needs

• All teachers actively implement Numeracy strategies e.g. START cards, Years 7 – 10 classes

• Explicit teaching of problem solving strategies in all stage 4 programs

• Focus on explicit teaching of data and measurement across all KLAs years 7-10

Evidence of achievement of outcomes in 2014:
• In Year 7 numeracy 52.1% of students are at or above expected growth.

• In Year 9 numeracy 61.3% of students are at or above expected growth.

• Whole school delivery of Numeracy lessons within the Essential Learning period program.

• Numeracy teachers and mathematics teachers explicitly taught problem solving strategies

• Numeracy hub established to assist students with numeracy demands

• TAS and HSIE programs evaluated and modified with a numeracy focus

• Targeted year 7 students identified and program developed and implemented

• Numeracy assessment tool developed to assess students against Numeracy continuum

• Increase in the number of students participating in the Problem of the Week competition

• School based numeracy assessment in Years 7 and 8 showed significant growth rates:
  Year 7: a 43% decrease in students achieving results in the Bands 0-29% and 30%-49%; an increase of 33% of students in the Band 50-69%, and an increase of 10% of students achieving in the Bands 70-84% and 85-100%.

  Year 8: a 17% decrease in students achieving results in the Bands 0-29% and 30%-49%; an increase of 16% of students in the Band 50-69% and an increase of 1% of students achieving in the Bands 70-84% and 85-100%.

  Staff Development day workshops devoted to up skill all staff on effectively implementing numeracy strategies in the classroom.

Strategies to achieve these outcomes in 2014:

• All KLAs to use the S.T.A.R.T cards with Year 7 students Orientation Program. Revisit appropriate application of cards during faculty meetings.

• Continue with lunchtime Numeracy Club. Numeracy teacher to initiate program to build capacity amongst students. Leaders to become tutors for after school Homework Centre.

• Maintain Problem of the Week.

• Continue with cross KLA Numeracy Days in Year 7 and 8, with units of work to be
subject specific to support identification of embedded content numeracy skills.

- Olympiads to be continued 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.

- Appointment of 0.6 Numeracy teacher to support numeracy initiatives

- Designated mathematics periods in Years 7-10 used to deliver aspects of the numeracy program

- Use SMART data to inform numeracy initiatives

- Map targeted Year 7 students against numeracy Continuum and develop and implement programs to assist them with their numeracy development

- Implementation of lessons for the Essential Learning period that focused explicitly on data and Measurement and the use of S.T.A.R.T cards as a deconstruction tool

- Resourcing and development of activities to support the delivery of the numeracy program

- Continued to support KLAs with ensuring Numeracy is embedded and maintained in all teaching programs, particularly with the introduction of new syllabi

- Maintain the Problem Solving Program in Stage 4 and 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 Board Games, Logic Problems etc.

- Investigate and introduce Numeracy enrichment excursions.

School priority 3
All students are engaged in and challenged by a 21st century learning environment and achieve academic and/or vocational success.

Outcomes from 2012–2014

- Increased student engagement through learning and teaching programs that are relevant and build student 21C learning habits

- Improved student daily and period attendance

- Students have high expectations for their learning

- Aboriginal student outcomes match or better outcomes of broader school population

- Students are supported through the transition points of high school and into the world of work or higher education

- Students actively participate in building understanding of and skills in positive behaviours and how to apply them at school and in life

Evidence of achievement of outcomes in 2014:

- Improved individual growth beyond state growth in NAPLAN

- Students achieved 13 band 6 & 79 band 5 results in the 2014 HSC exam

- School attendance for 2014 was 89%

- The school retention rate was 70.6% which was below the school target, but 17.4% above state average

- Students who applied for entry to university were supported with placed offered to students which included the offer of a scholarship.

- Parent attendance at transition evenings averaged 85% in 2014

Strategies to achieve these outcomes in 2014:

- The continuation of a guided enquiry Program

- Continue to provide students with the opportunity to attend the after 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 Student Program.

• Continue to strengthen and expand Parent and Community relationships through the community Engagement Officer.

School priority 4
Develop and build the capacity of teachers to be leaders of learning in a technology rich quality learning environment.

Outcomes from 2012–2014
• All teachers to develop Individual Professional Learning Plans to facilitate and direct school PL programs that address school priorities and meet teacher professional development needs.

• 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.

• All teachers engage in reciprocal PL partnerships to enhance their teaching practice and build capacity across the school

• Increased student engagement and success for students in targeted higher achieving classes

• Increased number of teachers performing as teacher or positional leadership roles across the school

Evidence of achievement of outcomes in 2014:
• All teachers undertaking and completing an induction to action research through an examination of the learning habits framework

• Continual upgrade of the schools network and technology to support quality learning experiences for students

• 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 and are actively using Individual Teacher Learning Plans to guide their Professional Learning

Strategies to achieve these outcomes in 2014:
• Continuation of Professional Learning Communities (PLCs) program.

• Individual teacher professional learning plans linked to the Australian Standards of Teachers supported by reciprocal observations and feedback program incorporated in the TARS and EARS process.

• Extending the 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.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Purpose of the school self-evaluation

School self-evaluation is the planned process of gaining feedback and engaging the wider school community including students, parents and teachers to receive feedback and reflect upon the direction the school is taking to improve student learning outcomes.

Effective schools continually reflect on their performance in improving student learning outcomes and the purpose of this self-evaluation at Bankstown Girls High School has been to engage the whole school community in providing structured feedback on our strengths and future directions. The school self-evaluation process allows us to reflect upon the achievement of the school strategic directions as embodied in the school plan and helps inform school planning and strategies. The outcomes of the review and the implementation of recommendations will ensure that Bankstown Girls High School continues to provide for the learning needs of our school community.

Data sources used included analysis of both external and internal data.

Findings and Future Directions

STAFF

The teaching staff at Bankstown Girls High School were asked to complete an online survey “Tell Them From Me” Focus on Learning Teacher Survey as well as a school based survey which had as its focus the effectiveness of the day structure and organisation.

The findings from the Tell Them From Me Survey (Focus on Learning) are as follows:

The Tell Them From Me Survey (Focus on Learning) attracted 65 respondents who were asked various questions about the eight drivers of student learning. The respondents included permanent, temporary and casual staff.

On the topic of "Leadership" the staff felt that they worked closely with the executive to create a safe and orderly school environment. Similarly staff felt confident that the executive had supported them during stressful times. The staff also indicated that more guidance on monitoring student progress would benefit student learning outcomes.

The data provided by the survey strongly supported the view that the staff at BGHS are collaborative in their teaching practice, with staff feeling that they could discuss learning problems of particular students with other teachers. Staff also indicated that they are collaborative in sharing lesson plans.

In the area of Learning Culture staff felt that they set high expectations of students. Staff felt that issues of classroom management and student engagement were important factors in maintaining high student outcomes and wanted there to be a continued focus in this area.

The staff at BGHS strongly believes that they use data to inform practice and that their assessment tasks help them to understand where students are experiencing difficulties. According to staff, assessment tasks helped students set challenging goals, they helped inform lesson planning and enabled staff to give student feedback on how to improve performance.

The survey found that teachers most strongly agreed that they tried to link new concepts to already mastered skills and knowledge. They also recognised quite strongly that they could easily recognise unproductive teaching strategies. Staff indicated that a more consistent approach to the provision of written feedback would benefit students in being reflective of their work.

Students with additional learning needs are catered for in an inclusive manner however there was potential to provide individual learning plans that allowed the setting of goals to maximise achievement of learning outcomes.

In the area of technology staff believe that they help students use computers or other interactive technology to undertake research but don't believe that students use interactive technology to track their own progress. Technology could be used more effectively to provide feedback, as a teaching and learning tool, for developing new skills.

Staff indicated that there was a need to involve the parent community in a more active manner to be aware of how their girls are performing at school outside of regular parent teacher meetings and reports.

The findings of the School Focus survey are as follows:
The focus survey found that the structure of the school day was effective in providing a positive learning environment for students with the length of lessons appropriate for developing deeper knowledge and allowing practical subjects sufficient time to conduct hands on tasks.

The Essential Learning Period provoked discussion in relation to how effective it was in delivering student learning outcomes and how this time could be used in a more effective manner.

Attendance was raised as having an impact on the development of student learning outcomes and how best to promote increased attendance and punctuality with students was a focus staff wished to explore.

STUDENTS

Students were asked to complete an online survey that asked for their responses to a number of significant areas. The findings of the survey indicated that:

In the area of the school day, students indicated that the length of periods was not seen as a problem with being able to stay engaged on task. They would like to see the Essential Learning Period used more effectively and indicated that turning it into a sustained reading period is a possible solution.

In the area of behaviour students indicated that there were clearly established classroom rules and that teachers applied them in a fair and equitable manner. Students felt safe at school and recognise that poor behaviour does have an impact on achievement of learning outcomes. Students also recognised the importance of respect in establishing a positive and productive school environment and this should always be a focus of the school.

The girls indicated that technology formed a significant part of their learning experiences and that they were comfortable in using technology to complete assessment or work requirements.

The girls indicated that they wished to get good results and that their learning was worthwhile. They felt that their teachers had high expectations of them in doing their very best and were supportive in that process often providing praise when appropriate. The girls indicated that they would like to exercise more choice in their classroom activities and that engagement increased when the activities were fun.

Students indicated that their teachers make connections between their own knowledge and experiences and the concepts presented in class and that they used a number of strategies to problem solve. The girls would like more opportunity to undertake their topics in depth and make informed judgments based on an analysis therefore being given the opportunity to further develop their critical thinking skills.

Students indicated that they enjoyed the extracurricular activities they participate in and that they would enjoy the opportunity to represent the school.

In terms of student wellbeing the girls indicated that they feel supported at school and that teachers take a personal interest in their welfare and in developing their confidence and feelings of positive identity. They felt that there was someone at the school they could go to about a problem if they needed assistance.

The girls felt school prepared them for further education or training after they had completed their formal secondary education.

Student focus groups were conducted based on the findings of the survey:

The girls talked about the importance of well-established classroom practices that would allow them to maximize their classroom time and focus on developing their skills and knowledge. They talked about issues of poor behavior and how it had an impact on their ability to learn. Students preferred classrooms where there were clear references to classroom rules and expectations. They responded well to clear structures that allowed for consistent delivery of teaching and learning activities that were engaging and
challenged them. Students referred to the clear signposting of the PBIS values and the references teachers made to them as part of the class operation.

On the whole most year groups indicated that the welfare system supports students well and that there were teachers they could go to for assistance. Students would like to see welfare have a much higher profile in the school and an increase in the number of programs that targeted areas they thought were important such as bullying, cyberbullying and depression. Student voice was important and they would like to see the SRC have a higher profile.

The girls recognised that respect is a key value to PBIS and they felt that teachers treated them with dignity and respect. They understand the importance of respect in creating a nurturing and supportive environment. They would like to see respect remain as a key focus in all areas of school life.

The girls indicated that they thought that school was valuable and engaging and that they enjoy teaching strategies that were varied and interactive. They also saw the importance of work done at school having relevance to their real world and in being able to make connections between subjects in relation to the skills and knowledge taught in class.

The girls talked about areas of the school they would like to see improved and these covered a variety of areas from outside classrooms, a rejuvenation of the library to air conditioning in all classrooms. The school environment is important to the girls in having the ability to inspire creativity and provide stimulus for thinking. The girls also talked about the value of extracurricular activities in developing skills and relationships outside of the classroom.

**PARENTS**

The parents/carers of students at Bankstown Girls High School were asked to complete an online parent survey through survey monkey. Parents and carers were also invited to be members of a parent focus group where they were asked to provide specific targeted feedback in a small group situation. The findings from the Parent Survey are as follows:

Parents thought that learning at BGHS was innovative in a number of ways, either through the use of technology or in the types of activities the girls were exposed to. They recognised the efforts of teachers to upgrade their skills, establish high expectations and always provide a quality learning environment. Parents also indicated they wished to have a greater connection with teachers about their daughter’s learning in order to provide a positive support structure.

Parents recognised that what the girls are learning at school is important and that the activities introduced in class are interesting and appropriate. Parents felt that the teachers at BGHS have established good relationships with the girls in their class and know how to provide relevant and engaging lessons. Parents would like to see a greater degree of feedback between teachers and the girls in relation to their achievement of learning outcomes.

Parents felt that the school had a clear vision about where it was going and that it responded effectively to the needs of the girls. They were happy with the level of involvement that both parents and students had in the development of the school plan and that the school was always looking to deliver best practice.

In terms of school management parents felt that the school was always looking for ways to improve the things it does and worked hard to establish data that allowed for the measurement of achievements. They recognised that the school has a fair wellbeing and discipline system that supports students.

Parents indicated that the school had an effective leadership that was working hard to ensure that the potential of staff and students was maximised. They felt that everyone was treated fairly and that changes made were in the best interests of the girls. They also felt that they were encouraged to be part of the school community and that their contributions were encouraged.

Parents indicated that they believed there was a positive school culture that reinforced the ideals of an environment where students are encouraged to do their best. It was recognised that the school always does its best to cater for the needs of all students and provide a learning
environment that is positive and forward thinking.

The findings from the Parent Focus Groups are as follows:

Parents felt that the school was strong in the areas of student welfare and students learning. They felt the communication through the school website and the Buzz newsletter was informative and effective.

Parents enjoy opportunities to be involved in the school and would like to expand the range of opportunities afforded them to interact with staff and students. In the local community, the school is described in a positive manner however there are still some negative perceptions about the school generally expressed by people who do not send their children to BGHS. Overall our parent community was supportive and positive of the school and the programs that are directed at improving the girls’ wellbeing and academic progress.

AREAS FOR FURTHER ACTION

A continual effort to improve the school environment and equipment is a priority with some work already underway. The school is now about 55 years old and some of the facilities are showing their age. Whilst the school has had much of the exterior and interior painted there are areas that have been identified for future work. Access to and improvements in specific learning environments such as an outdoor classroom and a rejuvenation of the school library are areas that could be explored. The cost and installation of air conditioning units in every classroom is not feasible at this stage but there is recognition of the effect on extreme weather on the learning outcomes of the girls. Currently the school is costing the replacement of blinds for each learning space.

The school’s wellbeing system is currently supportive and many staff work hard to ensure that the girls are well cared for and that their learning needs are met. A focus on the school’s merit system to recognise student achievement particularly in the senior years was looked on favourably as an outcome of the review. Overall a higher profile for welfare in providing relevant workshops and in providing the student body with a greater voice is favoured. The identification of the value of respect was highlighted and the school should continue to reinforce this through the PBIS system.

In terms of learning it was recognised that the school is providing effective opportunities for our girls and increased opportunities for group work, interactive and practical activities could be broadened. There are some areas where a greater connection and relevance can be established between the learning in class and the outside world. Extracurricular activities were valued by all and a balance between these experiences and school based learning was important to maintain. The structure of the school day was praised for being effective in providing lessons of appropriate length that catered for practical subjects as well as providing enough time to engage in depth in areas covered in class. The time assigned to the Essential Learning Period provided an opportunity to explore how to maximise the impact of that period of teaching time to maximise student learning outcomes. The placement in the day and use of ELP is an area that can be examined for changes.

Although the school makes a positive effort to maintain effective and regular communication with all members of the school community there is a desire to increase access particularly for parents. They would like to have a more active involvement in their daughters’ learning and be able to respond to needs by supporting them.

Future Directions

2015-2017 School Plan

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

The school has developed three strategic directions for the 2015-2017 school plan.

Strategic Direction 1: Students are successful learners, leaders and active global citizens. The purpose of this direction is to provide a learning environment that has high expectations and adds value to all students’ literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners.
To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of their world.

Strategic Direction 2: Staff will be high performing, collaborative and dynamic with a purpose of enabling teachers to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.

To ensure the continued alignment of our school's primary purpose and student exit outcomes with our programs and practices through the expansion and increased development of leadership capability and succession planning using the Australian Principal Standard and Australian Standards for Teachers.

Strategic Direction 3: A high performing school and a community that is inclusive, informed and engaged with a purpose aimed at engendering a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning and effective and meaningful partnerships stakeholders are empowered to contribute positively to the school community and support student learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand.

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.

Mr Mark Leary, Principal (Relieving)
Mrs Cathy Porreca, Deputy Principal
Ms Dann’ielle Clarke, Deputy Principal (Relieving)
Ms Lisa Carmody, Head Teacher English

Mrs Vicky Saisanas, Head Teacher Mathematics
Ms Helen Yang, Head Teacher Student Wellbeing
Mrs Barbara Arambatzis, SRC Co-ordinator
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: