School context

In 2013 the student population was 629 with Years 9 to 12 being our largest cohort. The diversity of the school’s population continues to be the school’s 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

In 2013 Bankstown Girls High School finalised its Centre for Excellence in Teacher Quality initiative, a federally funded program designed to assist schools with existing quality practices to further develop and share those practices with others. This funding enabled 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 continues to be on adding value to those students who have ability to succeed but that fall short of their expectations. 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.

In 2013 the school was also part of the Commonwealth funded initiative on Improving Literacy and Numeracy National Partnership. This initiative allowed the school to build on its already successful literacy strategies. 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 successes 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 learning is part of student 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.

Betty Harper, Principal
Charles Borg Co-Principal

P & C and/or School Council message

Bankstown Girls’ High school has a diverse group of parents and carers who are active partners with our school. They participate and support in the education process in many ways such the FICT (Families in Cultural Transition) program, merit selection and decision making process. The highlight for parents and carers in 2013 was the Mother’s Day breakfast where 45 parents/carers
attended the event. The school was well supported by local business for this occasion.

The Parent Group is supported by our Community Engagement Officer (CEO) who attends all the meetings to provide information to parents about the school, local agencies, and organisations to support the well-being of families in our school community.

In 2013 parents and carers participated in a number of activities including parent/teacher interviews, student graduation ceremonies, parent workshops and parent excursions. All of these activities were well supported and attended by the parent body. Parent meetings were held twice a term in the school library. All parents and carers are invited to participate in all aspects of school life in order to foster a healthy home and school partnership. We will continue to work together to improve the learning outcomes of our students and make BGHS a welcoming environment for all members of our community.

Mrs M Goneis
Parent Representative

Student representative’s message

The Student Representative Council (SRC) represents the school students and strives for the betterment of the school community. The SRC consists of students from Years 8 -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 Safe Respectful Learner. They demonstrate resilience and resourcefulness as organizers and student leaders. Throughout their tenure on the Council, they refine their leadership and communication skills by taking part in a wide variety of school and community activities.

The SRC members meet 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, attending a variety of events and participating in the school’s recycling program.

In 2013, the SRC participated in a number of excursions and incursions and was given the opportunity to become involved with the wider community and to share ideas with other schools in the local area. In Term 3, the Inter School Group SRC Meeting was hosted by BGHS. At this event, a range of schools from the region met to discuss common values and goals within the school communities. This meeting was particularly successful due to the students’ willingness to contribute to strengthening the bonds between the schools.

In 2013 the SRC ran a successful fund raising program which included a Mother’s Day competition and a Mother’s Day morning tea. The SRC also raised funds for the Leukemia Foundation and Jeans for Genes Day.

In Term 4, 2013 the SRC organised a Uniform Drive where students were encouraged to donate uniforms for disadvantaged students. The uniform drive was very successful and the uniforms donated will be made available to those students who will benefit from them.

Amara Khan
School Captain

Quincy 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

Enrolments remained static in 2013 after a significantly high level in 2010. Enrolments are consistent with patterns and trends in other schools in the region. It is anticipated that enrolments in 2014 will be slightly lower because our current Year 12 cohort is quite large.

Student attendance profile

Our overall attendance rates demonstrate a strong similarity to 2012. A coordinated approach to monitoring attendance established in 2012 saw the results in 2013 remaining static and equal to those of State DEC. Year 11 attendance figures show a slight improvement 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.

Retention to Year 12

In 2013, 119 students were entered for the HSC. During the course of the year, 9 students were early leavers, three enrolled at TAFE, one entered an apprenticeship, one left for personal reasons and four went to unknown destinations. Of the 110 students who sat for the Higher School Certificate Examinations, 84% completed an ATAR pattern of study while 30% of students included at least one VET course, studied at school, TAFE or at an RTO, in their pattern of studies. Retention rates have continued to grow, currently at 87% which reflects the success of our transition programs.
Post-school destinations

Year 12 students undertaking vocational or trade training

Twenty five students are studying full-time at TAFE and seven are full-time at private colleges. Three students are undertaking traineeships. Five students are working full-time. The range of courses being undertaken at TAFE, University and Traineeships include; Law, Animal Science, Interior and Spatial Design, Business, Nursing, Criminology, Liberal Arts, Medical Science, Social Science, Visual Communication, Travel and Tourism, Business Administration, Events Management, Children Services, Hospitality, Youth Work, Laboratory Biological and Environmental Testing. Those students engaged in further study are either currently in part-time work or are actively looking for work to help finance their studies.

Year 12 students attaining HSC or equivalent Vocational educational qualifications

Of the 110 students 37% (41 students) gained university places, with offerings coming from seven universities. All students have taken up these offers except for three students. Two students decided to take up a Diploma of Community Services (Case Management) at ACAP, whilst the other enrolled into a Bachelor of Games and Virtual World with a private college. Fifteen students have enrolled into Diploma programs either at UWS College, SBIT Macquarie, InSearch UTS or UNSW Preparation. The highest ATAR was 93.5 and the recipient has enrolled into Commerce at UNSW and was nominated with the UNSW Academic Achievers Award which includes a $4,000 first year scholarship. Another top performing student was successful in being selected by University of Sydney for the Inspired Business Program into Commerce which includes mentoring and financial assistance to the value of $10,000 per year for the next three years of the course.

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></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>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>18%</td>
</tr>
</tbody>
</table>

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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>485 400.37</td>
</tr>
<tr>
<td>Global funds</td>
<td>472 139.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>685 926.29</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>256 108.83</td>
</tr>
<tr>
<td>Interest</td>
<td>19 917.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>53 380.54</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 972 873.26</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>89 683.21</td>
</tr>
<tr>
<td>Excursions</td>
<td>41 779.24</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>103 294.82</td>
</tr>
<tr>
<td>Library</td>
<td>10 668.19</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8 065.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>490 979.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>116 167.26</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>149 436.72</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>105 833.53</td>
</tr>
<tr>
<td>Maintenance</td>
<td>34 348.20</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>67 521.10</td>
</tr>
<tr>
<td>Capital programs</td>
<td>111 684.33</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1 329 461.54</td>
</tr>
</tbody>
</table>

Balance carried forward       | 643 411.72 |

A full copy of the school’s 2013 financial statement is tabled at the annual general
meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Achievements**

**Arts**

Visual Arts students at Bankstown Girls’ High School experienced a wonderful year of learning and achievement. Throughout 2013 students were provided with a wide range of opportunities to exhibit their work and gain valuable knowledge from intensive workshops and innovative excursions.

The HSC Body of Work exhibition is always a key event on our calendar and was very well supported in 2013. The exhibition gave the Year 12 girls an opportunity to showcase the diversity of their concepts and art forms. Congratulations to both Cecilia Balamaon and Patricia Mallios for being awarded the Teachers’ Choice and Students’ Choice awards for the best HSC artworks of the year.

Year 11 students Hillary Foya, Tiffany Cao, Xuan Hao Nguyen and Vanessa Le 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.

Hillary Foya from Year 11 was selected and participated in the National Arts School HSC Intensive Studio Practice Course during the July and September holidays. This is an extremely difficult course to be accepted into and only a small percentage of students throughout NSW are selected. Hillary’s artworks were exhibited in a one night exhibition, held in the renowned Cell Block Gallery, a space shared by some of Australia’s prominent artists. Congratulations to the extremely talented Hillary Foya for achieving a High Distinction in this Visual Arts Extension Course.

Talented art students from Year 10 had great success in the Operation Art competition. Both Asha Karim and Mei Chen received outstanding feedback. Asha’s artwork was ranked 1 out of 50 artworks entered into Operation Art. Her artwork was exhibited in the Art Gallery of NSW among other winning artworks. The artwork will tour regional galleries in 2014 before returning to become part of the permanent collection at Westmead Hospital. Mei Chen was selected to exhibit her work at Sydney Olympic Park.

Year 10 Visual Arts students participated in an Education Program at the Museum of Contemporary Art. This was an exciting and challenging day of learning, where students spent the day analyzing and responding to works in the Gallery assisted by a Museum Educator. The Year 10 girls who participated were selected to be featured in the MCA catalogue.

Bankstown Girls High School musical performances including the choir were well represented with an increasing number of students willing to participate in performances at assemblies and various community functions.

**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:

- Kimberly Lelei – selected to represent Bankstown Jets in Touch Football at the State Cup.
- Ashley Butt – selected to represent the Edmondson Zone in Netball at the Sydney South West Netball 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 2013 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, year 11 students were involved in a House Sport competition that ran over two terms. Year 9 and 10 participated in an inter year sporting competition in Term 2 and 3. This program developed leadership, sportsmanship and allowed students to be physically active in a competitive environment.

Recreational sport continued in 2013 with Years 9, 10 and 11 participating in Boot Camp, Hip-Hop Dance, Bowling, Laser Skirmish and Ice Skating. As a result of the structure of the sports program participation improved with attendance to events being 87%.

It was a successful year for PASS electives and senior SLR in 2013. The girls in these courses participated in a number of Leadership in Sport programs. For example, the girls were coaches and referees for Year 7 and 8 Field Days and assisted with the Year 7 and 8 Swim school Program. Year 9 PASS classes managed and ran the 2013 Athletics Carnival and Year 10 PASS managed and ran the school swimming carnival as well the Edmondson Zone Swimming Carnival. As a result of this participation in leadership, the students develop skills in sports administration and communication.

Jump Rope for Heart is one of Australia’s most popular fund raising programs. Bankstown Girls’ High School had over 100 students participating and raising money for a worthy cause.

Combined High Schools Sports association is one of the largest Gifted and Talented Sporting Programs in NSW. In 2013 our students were selected to represent the school in a variety of sporting events and were invited to fulfill roles such as recorders and administrators at Zone, Regional and CHS Carnivals. This demonstrates the respect our girls have earned within the CHS Sports Association.

Other

Library Programs

On Thursday 5th September 2013, a group of keen readers from Years 7 and 8 attended the annual Bookfeast at Haberfield RSL Club the students involved were Rania Nabih – year 8, Angelina Kosena –Year8, and Sereen Altamimi – Year 7.

Bookfeast was held in the Haberfield RSL Club auditorium where over 650 keen young readers, authors and teacher-librarians were gathered for the event. Students came from high schools and primary schools representing the inner west and the south west regions of Sydney. One famous Australian author sat at each table of students to who were able to chat informally with them over lunch. Later the students were able to hear the
authors speak and meet every one of them. The students enjoyed the experience and said they found it rewarding and inspiring.

**Author in Residence**

Bankstown Girls’ High School was privileged to enjoy our newly appointed writer in residence. William Kostakis. He is a very young published author who holds Bankstown Girls’ High School in high regard and has made a strong connection with the school. We were the first school he visited as a published author and he was very warmly welcomed here.

In 2013, William conducted workshops in Creative Writing for Years 8, 9 and 12. He succeeded in inspiring the students who were an appreciative audience and learnt much from his wealth of ability and creativity. William will be returning in 2014 to conduct his unique writing workshops.

**Premier’s Reading Challenge 2013**

In 2013 students in Years 7, 8 and 9 excelled in the NSW Premier’s Reading Challenge. The PRC requires students to read twenty books from a special list between February and August. All of Year 7 participated and most were able to complete the challenge. Those who completed the challenge received a certificate, signed by the Premier of NSW, Mr Barry O’Farrell. Many students have participated for four years continuously and have received gold certificates. This is a popular reading program and will continue to run in 2014.

**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.

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)

**NAPLAN Year 7 - Literacy**

NAPLAN (National Assessment Program Literacy and Numeracy) was held in May 2013 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 an explicit focus on grammar in context for the Year 7 cohort of 2013 a considerable improvement was measured in this area. Year 7 (99 students) scored 37 scale scores above the state average in Grammar and Punctuation. 43% of Year 7 students achieved Bands 7, 8 and 9.
Spelling indicated an upward trend in Year 7. 57 of the 99 students in Year 7 achieved Band 7 or 8 for Spelling. In 2013 33% of Year 7 students achieved in the top 3 bands for Reading.

**NAPLAN Year 7 - Numeracy**

NAPLAN 2013 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 92.9% 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 25.6% working well above these standards. 52.2% of our students achieved a growth of more than 50% from their achievement in Year 5 NAPLAN. 68% 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 22.2% of students below minimum national benchmark standards which is a decline in overall numeracy from 2012.

In an attempt to improve our results in Year 7 Numeracy in 2014 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 in 2014.

**NAPLAN Year 9 - Literacy**

The Radical Reading Program continued in 2013 with a focus on reading authentic texts across all KLAs. Positive growth was achieved by the Year 9 cohort (96 students) with 23% of students achieving in the top 3 Bands. Year 9 have improved by 15 scale scores compared to the 2012 data in the aspect of Reading. Reading will continue to be a focus in 2014, looking particularly at information texts. A whole school implementation will occur of an Interactive genre map that focus’ on reading at whole text, sentence level and word level. Each KLA will implement a genre task that focus’ on the explicit structure, style and features of that text.
Spelling results for Year 9 also indicated upward trends; the school maintained state trends and recorded significant improvement in the majority of students. A continuation of formalized spelling competitions and a jointly constructed metalanguage list used across all KLA’s will be maintained. Explicit feedback will be included in all KLA formal assessments assisting students to address spelling.

A consolidated effort through Writing Workshop for Year 9 has moved student achievement from Band 5 into Bands 6 and 7, increasing achievement band to 30%.

**NAPLAN Year 9 - Numeracy**

The Year 9 student results indicated that 78.1% of students are in Band 6 and above which means that they are working at or above minimum national standards. This is a decrease of 12.2% of the 2012 results. 24.7% of students are working well above the state with 58.8% of students achieving greater than or equal to expected growth. Average scale score growth was 43.6, compared to 43.7 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 2014 school targets and as a result 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 application of problem solving strategies by the Numeracy Teacher with a focus on mathematical literacy. This will be supported by the cross KLA focus during the Essential Learning Period numeracy program.

**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 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>71</td>
<td>69.1</td>
<td>65.5</td>
<td>69.3</td>
</tr>
<tr>
<td>Biology</td>
<td>61</td>
<td>63.9</td>
<td>69.8</td>
<td>72.8</td>
</tr>
<tr>
<td>Business Studies</td>
<td>70</td>
<td>69.2</td>
<td>68.5</td>
<td>71.2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>64</td>
<td>63.7</td>
<td>67.7</td>
<td>75.4</td>
</tr>
<tr>
<td>CAFS</td>
<td>72</td>
<td>73.5</td>
<td>70.4</td>
<td>71.9</td>
</tr>
<tr>
<td>Drama</td>
<td>63</td>
<td>67.1</td>
<td>73.9</td>
<td>75.8</td>
</tr>
<tr>
<td>Economics</td>
<td>67</td>
<td>65.3</td>
<td></td>
<td>73.8</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>62</td>
<td>63.1</td>
<td>62.2</td>
<td>63.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>75</td>
<td>77.8</td>
<td>73.2</td>
<td>78.5</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>67</td>
<td>66.6</td>
<td>68.9</td>
<td>72.8</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>58</td>
<td>59.5</td>
<td>61.3</td>
<td>64.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>69</td>
<td>68.2</td>
<td>70.5</td>
<td>76.3</td>
</tr>
<tr>
<td>Modern History</td>
<td>64</td>
<td>68.5</td>
<td>66.4</td>
<td>73.5</td>
</tr>
<tr>
<td>Music 1</td>
<td>70</td>
<td>70.6</td>
<td>77.5</td>
<td>78.7</td>
</tr>
<tr>
<td>PHTPE</td>
<td>62</td>
<td>67.1</td>
<td>67.5</td>
<td>68.8</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>63</td>
<td>66.2</td>
<td></td>
<td>69.2</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>76</td>
<td>80.2</td>
<td>74.5</td>
<td>77.5</td>
</tr>
<tr>
<td>French Beginners</td>
<td>58</td>
<td>56.9</td>
<td></td>
<td>75.2</td>
</tr>
</tbody>
</table>

In 2013, 110 students sat for their Higher School Certificate. Thirteen 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 and Certificate II in Allied Care at Bankstown Hospital. Life Skills students studied English, Creative Arts, Civics and Citizenship, Work and community, SLR and TAS.

Our HSC results have continued to demonstrate above state average achievement in ancient
History and Community and Family Studies (CAFS). In Information Processes and Technology 75% of the cohort achieved either a Band 5 or 6 and General Maths was awarded a Band 6.

Year 10 and 11 Record of School Achievement (RoSA)

The Record of School Achievement (ROSA) replaced the School Certificate in Year 10 and the Preliminary HSC Certificate in Year 11. In English, our grading patterns in both Year 10 and Year 11 shows that our students achieve at least at the state average in grade A and B in Year 10 and well above the state average in Year 11. This is particularly impressive when for the majority of our students, (98%) English is not their first language. This performance is reflective of our school’s extensive Literacy programs which are embedded across all KLA’s and is one of the major school priorities.

It is also of significance that very few of our students achieve an E grade or no grade at all compared to the state average. In a large number of courses no students achieved a grade E. A large proportion of our students tend to achieve a C or D grade which is slightly higher than the state average. In order to move students into the higher bands there has been a concerted effort to increase enquiry based learning through the Guided Enquiry Program and the Making Learning Meaningful Project in Year 9 as well as the acquisition of learning habits across the school through the ‘Building Learning Power’ Program.

In 2014, there will be a continued and expanded emphasis on enquiry based learning across all KLA’s in an effort to boost student performance and move students into higher bands.

Other achievements

Significant programs and initiatives

Aboriginal education

In 2013 there were four Indigenous students attending the school, three in the Senior School and one in the Junior School. Each student was mentored by the school’s Aboriginal Education Officer as well as the Learning Support Team and the Transition Officer. Each student was provided with a negotiated Individual Learning Plan.

Throughout the year our Indigenous girls were participated in various celebrations including NAIDOC Week, National Sorry Day and a variety of Indigenous festivals in the local community.

During 2013 Bankstown Girls’ High School developed a very successful relationship with the NRL School 2 Work program, delivered by Dean Feeney, the Bulldogs Aboriginal Project Officer.

Three students, Katrina and Samantha Goneis and Brianna Vosota participated throughout the year in a variety of workshops, excursions and activities. The measures of success for these students are very pleasing.

Katrina has gained a place in the Faculty of Law at UNSW after participating in the Nura Gili program, and she will continue to be mentored by Career Trackers, an Indigenous mentoring program for university students.

Katrina is currently deciding between Traineeships in Sport and Recreation and Horticulture, having completed part of a Certificate II in Business Administration as part of the Get Set for Work Program.

Brianna has recently attended JMC Academy to investigate courses in Graphic Design and Digital Animation.
Bankstown Girls’ High School looks forward to continuing this relationship with the NRL School 2 Work program in order to again achieve successful outcomes for ATSI students.

**Multicultural education**

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

The English as an Additional Language/ Dialect (EAL/D) program continued to provide quality English acquisition instruction for newly arrived students, including International Students. This was achieved through a flexible teaching model which included team teaching, small group withdrawal and the use of the after school homework centre.

In 2013 we once again hosted a Japanese student visit from Chikushi Jogakuen High School. In March 2013 approximately 50 students from Japan visited the school for one day as part of an Australian study tour. The girls visited classes, participated in a variety of lessons and demonstrated some of their musical skills to our students and staff. The day proved yet again to be a successful learning experience for all those involved.

![Harmony day celebration](image)

Harmony day was also celebrated in 2013. The students participated in a variety of KLA activities all focusing on celebrating diversity within the school community. The girls also managed to organize fund raising for impoverished communities around the world. The students commented on what a great day they had and how much they had not known about other cultures.

**Respect and responsibility**

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

In 2013 the team’s main focus was on PBIS, Anti-bullying, Vaccination Program, Student Mentoring, Peer Mediation and Volunteering.

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.

2013 saw the consolidation of PBIS. The “value of the week” was promoted and reinforced during school assemblies and year meetings. The rules of “Safe, Respectful, Learner” continued to be embedded into 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 behaviours.

In 2013 we worked closely with the police liaison officer to promote the school’s anti-bullying program. This has seen the reduction of bullying and cyber bullying at Bankstown Girls’ High.

Each semester Student Advisors organized merit assemblies to recognize student academic success as well as participation in community events, attendance and demonstrating diligence and sustained effort.

![Respect and responsibility](image)

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

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

Another successful project was the Building Bridges project which had Bankstown Girls’ High School and The Jannali High School working together to share their opinions and values about respect, honesty and tolerance.

In 2013 BGHS opened the Breakfast Club which provided free breakfast to students every Wednesday throughout Winter. The Breakfast Club was a great success and was sponsored by Bakers Delight Bankstown, Woolworths and Coles. The Community Engagement Officer and Year Advisors were also heavily involved in the program driven by the desire to see their students engaging with school and achieving positive outcomes.

Students at BGHS continued to strengthen their links with organizations such as Zonta, Legacy, Kids Helpline. The students offered practical support through fundraising and raising awareness about the different causes and what they supported.

2013 also saw four Year 10 students win Youth Housing Scholarships which will help these students with their Year 11 studies.

In 2014 we look forward to continuing these programs and to establishing new initiatives for the benefit of the school community.

**Drug Education**

The transition from adolescence to adulthood can be a time of great difficulty. Young people are exposed to a range of risks to health and wellbeing, including mental health problems, death or injury from road accidents and exposure to drug use. Throughout 2013 the school continued to implement the drug education program across Years 7-12 through PD/H/PE and the Crossroads Program.

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 PD/H/PE from Years 7-10. The program reflects contemporary health issues facing young people. The program is highly valued both in the school and the community. 98% of the Year 11 cohort participated in the program and positive student feedback facilitated the introduction of Party Safe and Driver Education in the school's Essential Learning Period. In 2013 guest speakers from the Positive Speakers Bureau, police talks and relationships were some of the program's highlights.

Year 10 PD/H/PE classes participated in minimising risks program which aimed at improving the awareness of the harms associated with drug use and risky behaviour.

Year 10 focused on developing strategies and skills to deal with these health issues and making good choices.

Year 10 also participated in bstreetsmart Youth and Road Trauma Forum. This is the largest educational event on road safety in NSW with 57 000 students attending. bstreetsmart is an inspiring initiative of the Trauma service at Westmead Hospital. The students at BGHS were part of a group whom were reminded about the fatality rates amongst young drivers. They were also taught about safe behaviours as drivers, riders and passengers.

**Transitional Equity Funding**

In 2013 Equity funding contributed to school improvement in a number of ways. At Bankstown Girls' High School the primary use of funding is
providing equitable access to resources that target improving outcomes of students.

In 2013 the Numeracy coordinator and team worked on refined and implementing a number of initiatives and programs:

The explicit teaching of problem solving strategies

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.

The Numeracy coordinator 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 Averaged Scale Score Growth was 9.4 points better than State and 10.5 points better than NSW DEC students.

There was a 2.6% increase in Year 7 students in the top three bands over the last three years.

There was an increase of 5% in the number of students achieving the proficient level in Year 9. Year 9 achieved an increase in growth of 17.3% from 2011.

The dedicated Literacy period taught by the Literacy Coordinators facilitated the explicit teaching of reading through authentic texts. This year’s NAPLAN results showed that Year 9 improved by 15 scale scores from 2012 in the Reading component.

Year 7 have improved by 22 scale scores from the 2012 in Writing and are 37 scale scores above state average in the area of Grammar & Punctuation.

The Radical Reading Program and the development by the Literacy Coordinator of reading activities based on authentic texts with support from the literacy teachers were rolled out to all faculties through literacy representatives and are being embedded in KLA programs and contributed to the overall growth performance of the 2013 Year 9 and year 7 cohorts. NAPLAN results indicated that 67.4% of these students achieved greater than or equal to expected growth compared to 48.6% in 2011. Year 7 had a 16.3% increase in students achieving equal to or greater than expected growth.

The Literacy Coordinators developed a Genre map interactive resource for all KLAs to access in order to support the teaching of authentic texts. These have enabled teachers to use the Four Literacy Resources model questions more readily when working with text.

The Enrichment Coordinator continued to facilitate opportunities for differentiating the curriculum for more able learners. A guided inquiry program provided opportunities for students to conduct research through a self-directed approach and focused on the development of effective learning habits in a number of Key Learning Areas.

We continued to embed higher order thinking skills, problem solving skills and self-directed learning in Teaching and Learning programs. Equity funding continued to allow Year 9 and 10 students to create and publish a quality school newspaper as a Gifted and Talented initiative.

The Year 9 Making Learning Meaningful Project was continued in 2013 and demonstrated innovative practice which contributed to improved student learning outcomes. The learning coaches embarked on guiding students to effectively explore their skills 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 2013 the after school Homework Centre program continued to operate running 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 and is actively supported by teachers.

A Community Engagement Officer was employed to work with parents and the wider community in order to facilitate better communication with the school. Relationships with business and community organisations were strengthened and workshops were run through parent meetings in a number of areas such as literacy, numeracy and cyber safety.

**National partnerships and significant Commonwealth initiatives**

**Centre for Excellence National Partnership Teacher Quality**

"Teacher quality is the single greatest in school influence on student engagement and outcomes"

Throughout 2013 Bankstown Girls' High School remained a hub for Centre for Excellence in Teacher Quality.

With the focus on improving student performance, building strong partnerships with network schools, the community and higher education providers, with the aim to support quality teaching and improved student outcomes.

This was demonstrated through several projects undertaken in 2013. Staff participated in a comprehensive, professional learning program focused on improving teacher quality through reflective practice using the Quality Teaching Framework and Professional Teaching Standards.

The establishment of Professional Learning Communities (PLCs) allowed for 100% of staff to extend the philosophy of Building Learning Power into every classroom and to every student. This was supported through teachers engaging in meaningful dialogue and Reciprocal Observations targeting key BLP areas: Resilience, Resourcefulness, Reflectiveness and Reciprocity.

Bankstown Girls High School continued to build on their links with Professor Bill Lucas through the comprehensive use of PLCs. PLCs were used to explore the ideas of Expansive Education: an approach to teaching and learning that requires teachers to develop practitioner led enquiry in order to equip themselves with the necessary research, information and skills to develop teaching practice.

In 2013 staff at BGHS engaged in such investigation and enquiry then presented their findings in a supportive collegial environment that fostered collaboration and improved teacher capacity, professional knowledge and teaching practice with the purpose to enhance student achievement.

Leading Learners from the C4E team promoted BGHS high quality professional learning culture to network schools and Secondary Principal Conferences through the delivery of Learning Habits for the 21st Century workshops focusing on BLP and how it supports young people to become better learners. The team presented practical tools they had developed which were aimed at enhancing student confidence and learning capacity.

2013 saw the University of Sydney partnership strengthen. In Term 4 eight pre-service teachers from the university participated in a 2 day Professional Learning Induction Program and Pedagogy workshops. These pre-service teachers then undertook a 4 week practicum and assisted staff in programming, research knowledge and sharing of teaching and learning practice which supported quality teaching in the classroom across a range of KLAs. Positive feedback provided by the pre-service teachers found the program valuable and rewarding.

New Scheme and Early Career Program continued to support teachers in achieving and maintaining accreditation. 100% of BGHS NST/ECT successfully achieved Professional Competence.

2014 will see Quality Teaching Rounds in specified "look for" areas. The development of individual staff professional learning plans that link to the Australian Standards for Teachers. BGHS will also provide professional learning opportunities to support teacher professional growth through School Development Days, mandatory training, technology, data analysis, leadership capability development, national curriculum, literacy and numeracy. Professional Learning will be supported through regular cross KLA/PLC workshops and network meetings.

These programs and focus areas will continue in 2014 in order to provide continuity of learning and capacity building in teachers so that they can
become leaders of learning in a rich quality learning environment.

Improving Literacy and Numeracy National Partnership (ILNNP)

In 2013, Bankstown Girls’ High School was selected by the State government as a National Partnership school who would undertake a project to improve Literacy levels. The funding was allocated under a Professional Learning model, by which a Literacy team was to work with teachers in order to improve the reading comprehension skills of an identified cohort. The Literacy team identified Year 7 as the focus group and undertook NAPLAN like testing to determine baseline Literacy levels. Students were ranked in accordance to their levels of achievement in literal understanding, inferential understanding, ability to make connections among texts and the external knowledge required to understand the context of texts. This is what the team called the “four levels of comprehension”.

The data revealed that students struggled most with information texts and multimodal literacy, particularly with inferring meaning through the evaluation of the impact of visual images. From this analysis, the literacy team developed a whole school action plan to systematically address these areas of weakness. The B.G.H.S literacy action plan is based upon the need to expose students to all genre areas (text types) with a greater focus on information texts. The literacy team mapped out all genres studied across all stage 4 Key learning areas and made necessary amendments in order to ensure that all necessary genres are being studied as well as taught with uniformity through the reinforcement of a joint metalanguage and integration of teaching strategies of genre, at word, clause and sentence level. This was achieved by ensuring that each KLA had a specific grammatical focus in accordance with the allocated genre, as well as a firm understanding of the way in which each grammatical feature shapes meaning and how this is crucial in the creation and analysis of texts for a specific audience and purpose.

Extensive professional learning was led by the literacy team ensuring the whole staff was exposed to the feature and function of their allocated genre. Grammatical objectives were then meaningfully integrated into programming and assessment. Subsequently each year seven assessment task has integrated a meaningful grammatical area of assessment, which specifically pertains to each KLA. These assessments have been used to supplement the schools data collation and gauge student comprehension and progress.

Baseline data collected in February, 2013, revealed that 32 out of 90 students were at satisfactory reading proficiency according to the reading continuum clusters, for that Year 7 cohort. Whilst, 26 out of the 90 had proficiency in relation to reading for comprehension, according to the reading continuum clusters.

School planning and evaluation
2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of student attendance and the curriculum area of Stages 4 and 5 History.

Student Attendance

Background

- Bankstown Girls’ High School recognises that attendance is central to all academic and welfare issues. Without regular attendance no effective learning can take place. The responsibility for encouraging and monitoring high standards of attendance and punctuality is a shared responsibility amongst all members of the school community including: staff, students, parents, and care providers. This evaluation investigated the effectiveness of current attendance policy and procedures.

Findings and Conclusions

- The data analysis showed that students were substantially absent due to illness, however, the majority of students do not provide the required documentation explaining their absence despite 97% of students stating that they were aware of the procedures.
A vast majority of students at Bankstown Girls’ High School do not truant. Of the students who admitted to truanting, a significant number indicated that the main reason for their truanting was illness followed by family obligations.

Based on data analysis from Sentral and a concentrated school initiative to monitor lateness, unjustified lateness in the junior high school had decreased and those who were constantly late avoided punishment by providing documentation that explained the lateness.

Students agreed that parents should be contacted when students were absent or truanting. They also admitted that completing missed work was the most difficult absence of absence.

Staff recognized that attendance is a whole school priority and that it was necessary for all staff members to monitor attendance, truancy and lateness. They also stated that they knew the procedures for reporting absences lateness and/or truanting.

Future Directions

- Student attendance, lateness and truancy legal implications and expectations to be clearly articulated to the school community by utilising the CEO.
- Develop clear and easy to follow flow charts outlining procedures for lateness, truancy and absences and distribute these to all staff. These flow charts will also be displayed in the Staff sign on room and general staffrooms.
- Investigate and implement a SMS/email system to notify parents when students are absent.

History Stage 4 and 5

Background

With the introduction of the National Curriculum, the HSIE Faculty investigated how to best cater to History students in Stage 4 and 5 through specific teaching and learning strategies in order to improve the learning outcomes of our students. The Faculty sought to also determine areas of student interest within the new curriculum so as to develop and deliver teaching programs which are engaging and dynamic and will lead to improved learning outcomes.

Findings and Conclusions

The data analysis and the focus questions showed that there is a range of teaching experience in the HSIE faculty of teachers delivering the Stage 4 and 5 history courses. Teaching experiences ranged from beginning teachers to teachers with more than ten years teaching experience in History.

Overwhelmingly the students stated that they enjoyed the study of History. They also stated that they found the Stage 4 History course more interesting and engaging. Lessons were interesting with great activities and they thoroughly enjoyed the majority of the concepts that they learnt about.

The majority of students (90%) in the focus group indicated that they did not enjoy the Stage 5 Course as much as Stage 4. The students indicated that they much preferred to study other historical events and content which had a world emphasis not just Australian.

All students stated that they were visual learners and they learned best and understood the content and concepts taught in the History classroom when they could also watch relevant DVDs or attend excursions which related to the topics studied when possible.

Future Directions

The following directions were decided upon by the History evaluation team based on the data and evidence collected from the evaluation process.

The current semesterisation and teaching and learning structure be maintained. Students and staff believe that this is an effective way to continue delivering the Stage 4 and 5 curriculum.

The History staff needs to develop a more appropriate and inclusive History program that adequately meets the needs and interests of the students in Stage 4 and 5 History. The Australian Curriculum History programs are to incorporate and include the areas of interest that students had indicated in their evaluation surveys. They also needed to reflect on strengths and areas for improvement in order to develop best practice in their programming.
The staff also will investigate how to minimize potential disruptions to student learning and develop strategies for teachers through professional learning and classroom observation to improve their skills and capacity to deal with disruptions as they occur.

The history staff will improve, source and build upon the HSIE faculty teaching resources that will enhance student learning and engagement. For example, ICT and technology access, visual resources, texts and other identified areas.

School planning 2012—2014: progress in 2013

School priority 1 Literacy

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

Outcomes from 2012–2014

- The school’s value added data to exceed state levels by 10% in literacy in 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 KLAs.

Evidence of progress towards outcomes in 2013:

- In Year 7 reading the school is 18.2 points above state growth and 66.3% of students are at or above expected growth.
- In Year 7 spelling the school is 10.7 points above state growth and 72.5% of students are at or above expected growth.
- In Year 7 grammar and punctuation the school is 35.1 points above state growth and 74.7% of students are at or above expected growth.
- In Year 9 reading the school is 8.5 points above state growth and 67.4% of students are at or above expected growth.
- In Year 9 spelling the school is 6.1 points above state growth and 60.5% of students are at or above expected growth.
- In Year 9 grammar and punctuation the school is 5.3 points above state growth and 61.6% 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.

Strategies to achieve these outcomes in 2014

- Appointment of a Literacy Teacher
- Use SMART Data to inform literacy initiatives and provide overview of NAPLAN focus areas.
- 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 KLAs.
- Maintain the explicit teaching of reading, punctuation, spelling and grammar through the specific literacy period (Year7).
- Maintain 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.
- Continue 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 supports the BLP philosophy
- Facilitate faculty specific workshops on how to teach different text types. Provide KLAs with consistent scaffolds to reinforce in the classroom.
Facilitate across faculty dialogue, revisiting the four roles of the reader.

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

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

Provide opportunities 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 and 8.

Continue to provide literacy resources on the shared website.

School priority 2 Numeracy

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

Outcomes from 2012–2014

- 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 Year 7 and 9 NAPLAN
- Embedding explicit teaching of numeracy skills in each unit of work across all KLAs.
- Improving performance in problem solving skills and measurement and data by 10%

Evidence of progress towards outcomes in 2013:

- In Year 7 numeracy the school is 9.4 points above state growth and 52.2% of students are at or above expected growth.
- In Year 9 numeracy there has been a 5% increase in the number of students in bands 9 and 10 on 2012 results.
- Improved performance of 5.1% in measurement and data compared to 2012 text here.

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.
- Use a two tier online interactive Mathematics program to differentiate the curriculum and provide extension and higher order thinking strategies for Stage 4 and 5 students.
- 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.
- 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.
- Maintain Numeracy days in Year 7 and 8.
- Investigate and introduce Numeracy enrichment excursions.
- Ongoing evaluation and modification of existing programs by Numeracy teacher and KLA representatives to incorporate numeracy skills.
School priority 3 Student engagement and Attainment

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

Outcomes from 2012–2014

- Improving individual growth beyond state growth in NAPLAN
- Improving HSC value added across all achievement levels.
- Increasing the number of students progressing into higher bands for NAPLAN, ESSA, and HSC.
- Attendance at or above State and Regional averages.
- Increasing attendance and retention rates for ATSI students.
- Attendance data for Year 11 and 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 the school merit scheme.

Evidence of progress towards outcomes in 2013:

- Improved individual growth beyond state growth in NAPLAN
- Students achieved 60 band 5 & 6 results in the 2013 HSC exam
- School attendance for 2013 was 89.3%
- The school retention rate was 87% which was below the school target, but 22.5% 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 2013

Strategies to achieve these outcomes in 2014:

- The continuation of a guided enquiry 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 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 individualized 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 Teacher Quality and School Leadership

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

Outcomes from 2012–2014

- Increase the 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.

**Evidence of progress towards outcomes in 2013:**

- 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:**

- Establishment of Professional Learning Communities (PLCs)
- Individual teacher professional learning plans linked to reciprocal observations and feedback program supporting 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.

- 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.

**Professional learning**

Professional Learning at Bankstown Girls High School is the integral element in ensuring the strength of our student outcomes and drives the quality of our teachers and the learning activities they provide for students. The school is committed to improving teacher quality and this underpins the professional learning framework developed through Individual Teacher Professional Learning Plans developed by each teacher. Professional Learning activities undertaken by staff link directly to the school’s targets and on improving student outcomes.

The Centre for Excellence transition program was finalised in 2013 and focused on integrating the Building Learning Power model into classroom programs and practice and the development of a Professional Learning Community (PLC) framework undertaken by all teaching staff. PLC’s were established and guided by the school’s leading learners staff through action research techniques with a focus on the learning habits. The focus on learning habits gave teachers a base from which to establish personalised action research projects and examine areas of student learning. Teacher’s established an inquiry question based on observed data then conducted research and implemented a variety of strategies aimed at improving student outcomes. The final stage of the PLC program involved staff sharing their experiences and getting feedback on their investigation. This groundwork laid the basis for an extension of the action research into 2014 where groups of teachers will work on areas of interests in Professional Learning Communities.
All teaching and school administrative staff participated in a wide variety of professional learning activities which reflected the school targets and priorities. In 2013 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: 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. Aspiring leaders were also supported through workshops in areas such as the enrolment and suspension policy. Provision was also made for staff to attend school and regional workshops aimed at developing their skills in leadership positions.

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.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the Student Representative Council and student voice. Their responses are presented below.

Background

The Student Representative Council (SRC) has been functioning within the school for many years. The SRC has aimed to increase student leadership, student voice and student representation and advocacy, whilst raising the profile of the school in the local community. This investigation aimed to evaluate the effectiveness of the SRC and to determine whether it had a strong enough profile within the school.

The SRC at Bankstown Girls’ High School comprises of the following member breakdown: Years 8 to 10 have 4 members each, Year 11 has 6 members and Year12 has 8 members including Captain, Vice-Captain, Secretary, Treasurer and 4 Prefects. The SRC also has a teacher coordinator and a shadow coordinator. The SRC meets during one ELP (Essential Learning Period) each week.

Findings and Conclusions

It was found that 89% of the student body was aware of their current SRC Year representatives. In addition 80% of students surveyed indicated that they knew how to nominate and run for SRC candidacy.

A majority of the student body stated that the SRC respected their opinions and willingly listened to students’ issues and suggestions. However the students also commented that they did not receive timely feedback from their SRC members.

The students were in agreement that the presence of the SRC could be increased within the school and the wider community. Students made suggestions as to how this could be achieved. Students were very supportive of increasing fundraising events, increasing the volunteering program and participating in community events such as MS Readathon and Jump Rope for Heart.
The students were also asked whether Year 7 should be part of the SRC. Interestingly, there was an overall consensus that Year 7 should not be part of the SRC because they were not familiar enough with the school and its processes.

Parents were asked to participate in the evaluation of the SRC. Some of the findings were that parents were aware of the school’s SRC even if their daughter was not part of the group. Parents were also able to name SRC activities that the students had been involved in.

Parents commented on how satisfied they were with the work of the SRC and fully supported the extra-curricular activities that the SRC ran and students were involved with.

The majority of parents said they actively encouraged their daughters to participate in leadership programs that the school offered and would proactively encourage their daughters to run for SRC membership.

Future Directions

Future directions for the SRC included:

- Introduce a suggestion box for students to contribute their feedback and ideas.
- Contribute to each issue of the BUZZ with articles regarding activities and events. Provide a weekly SRC Report at assembly detailing SRC activities and respond to the suggestion box at the weekly assembly or year meetings.
- Ensure that SRC events are relevant and inclusive of all year groups to facilitate student engagement.
- While teachers are pleased with their current level of information received, they need more comprehensive feedback about the SRC.
- To investigate and experiment with different means of communication with parents about the role of the SRC within the school and the leadership opportunities it provides for their daughters.
- The Captains and School Leaders Policy needs to be amended to include a role statement for the junior representatives and the SRC Coordinator.

- Nomination forms need to be amended, in consultation with executive teachers to include more teacher input into the suitability of the nominees.
- A Schedule of Events needs to be published each year for transparency and for tracking SRC activities to ensure that a high profile is maintained in school and also in the community.

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, Co-Principal
Mr Mark Leary, Deputy Principal
Mrs Cathy Porreca, Head Teacher T&L
Ms Lisa Carmody, Head Teacher English
Mrs Vicky Saisanas, Head Teacher Mathematics
Ms Danni’ elle Clarke, Head Teacher PDHPE
Ms Helen Yang, Head Teacher Student Wellbeing
Mr Jim Tsafis, Head Teacher HSIE
Mrs Barbara Arambatsis, SRC Coordinator
Mrs Vera Neskovski, SAM (Relieving)
Mrs Debbie Dymond, LAST
Ms Michelle Hundy, Careers Advisor
Ms Helen Hawkins, Librarian
Mrs Margaret Goneis, Parent Body Representative
Ms Soussan Shaikho, CEO
Amara Khan, SRC School Captain
School contact information
Bankstown Girls’ High School
Mona Street, Bankstown, 2200 NSW
Telephone: (02) 9709 6788
Fax: (02) 9796 3176
Email: bankstowngh.school@det.nsw.edu.au
Web: bankstowngh.schools.nsw.edu.au
School Code: 8254
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: