Our school at a glance

Students

In 2012 enrolment reached a peak of 850 girls with a high demand for places in Year 7. Families beyond our local area are very keen to have their daughters enrol and we are very proud of the school’s reputation that has created this strong demand.

93% of students were from Language Backgrounds Other than English (LBOTE) comprising a diverse range of cultural backgrounds which represent 48 language and 15 religious groups. The majority of students are from Arabic, Vietnamese, Chinese, Pacific Islander and Turkish backgrounds.

The total average attendance rate for Years 7-12 is 92.3%. This is significantly higher than the state rate (89.1%) and reflects our highly effective attendance monitoring strategies introduced over the past 6 years.

Seventy one per cent of our 2010 Year 10 cohort completed Year 12 in 2012; a retention rate significantly higher than that of local schools and schools across the state (63.4%).

Staff

In 2012 our teaching staff totaled 85 (20% males and 80% females) and an additional 11 school assistants. Experience ranges from early career teachers to teachers with many years of experience. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The third year as part of the Low Socio-economic Status School Communities National Partnership provided the funding and flexibility for initiatives including: the employment of additional specialised staff; the provision of innovative models for additional targeted Teacher Professional Learning (TPL); the strengthening of an academic partnership with the University of Newcastle, and the expansion of sustainable technology based infra-structure. These strategies addressed community disadvantage by enhancing student outcomes, teacher quality and community engagement.

Student achievement in 2012

Literacy – NAPLAN Year 7

The school average scores were below the state average scores in all components of literacy. The area of greatest weakness was reading. 84.5% of students met the minimum national standard in reading and 90.7% writing.

Numeracy – NAPLAN Year 7

Overall numeracy in Year 7 (503.4) was well below the state average (536.3); however, 84.4% of students met the national minimum standard.

Literacy – NAPLAN Year 9

Year 9 achieved pleasing literacy results. The average growth for our students in all aspects of literacy, except spelling, exceeded the state average growth from Year 7 to 9. Consequently, the achievement gap for Year 9 students, identified when they were tested in Year 7 in 2010, was reduced in reading, writing, and grammar and punctuation. The national minimum standard in reading was achieved by 83.7% of Year 9 students.

Numeracy – NAPLAN Year 9

The numeracy results for Year 9 showed a significant reduction in the achievement gap identified in 2010. The school’s average numeracy score for Year 9 was below state average; however, the school's average growth was 54.8 while state wide it was 40.6. Consequently, the achievement gap for Year 9 students, identified when they were tested in Year 7 in 2010, was reduced in numeracy. The national minimum standard in numeracy was achieved by 93.3% of Year 9 students.

Higher School Certificate

The 2012 Higher School Certificate results were outstanding as our average student achievement was above the state average performance in 10 courses. The school’s top HSC candidate achieved an Australian Tertiary Assessment Rank (ATAR) of 94.25 and 60% of the cohort accepted places at university.
Messages

Principal’s message

The Annual School Report is an opportunity for our school community to celebrate the considerable achievements of 2012, review our programs and describe our plans for the future.

At Birrong Girls High School we encourage students to strive to achieve personal excellence—physically, socially, emotionally and academically. Our success is reflected in the achievements described in this report.

A fitting acknowledgement of our success in 2012 was the presentation of the Director-General’s School Achievement Award for Quality Teaching: a whole school approach to improve student learning outcomes. This prestigious award recognises the school’s robust culture of learning and the commitment of students and staff.

In 2012 our school entered the third year of its four year involvement in the Low Socio-economic Status School Communities National Partnership. The partnership aims to improve student engagement and attainment, and to start to overcome disadvantage in our community. Through the injection of significant additional funding from the Commonwealth Government, this Partnership supports a range of in and out of school reforms.

In 2012 the school used the partnership funding to support student learning by building on successful strategies from 2010 and 2011 that included: providing supplementary professional learning for teachers; employing additional specialist teachers; expanding the school’s ICT capacity; and promoting greater community involvement in the school.

I would like to acknowledge the strong commitment and support from parents, staff, students and community groups that have greatly contributed to the school’s successes and achievements throughout 2012.

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.

Jenni Wilkins

P & C message

The P&C is a small but active part of Birrong Girls high school. It has been rewarding to be able to see the opportunities and developments we have assisted in providing our girls.

I would like to share with you some of the events we have been involved in during 2012:

• contributions towards students’ sporting endeavours including Bring It On;
• discussions with teachers and senior staff regarding the direction of school programs;
• organisation of school starter book packs;
• contributions to the presentation of scholastic awards;
• discussions with our state local member, Barbara Perry, for safer fencing for the school;
• concerns raised with the local council in relation to the increasing traffic issues particularly at the Birrong train station;
• support in the allocation of funding from the Equity Program (Priority Schools Program).

Our congratulations go to all students who received a P&C award. Also a special thank you to the school’s administration staff for the assistance in distribution of the school packs.

I would like to thank all the members of the P&C and the teachers who attend our informal meetings for their efforts and their time. I ask those parents who are able to provide an hour of their time during the year to get involved. As parents we play an important role in our girls’ life and education. You can show that ongoing support by participating in the P&C meetings.

Heather Reinke
On behalf of the P&C
Student representative’s message

2012 was another very rewarding and successful year for the Student Representative Council (SRC)

Our areas of focus for 2012 were student leadership, community interaction and the ongoing support of various charity organisations.

The SRC played an active role in encouraging students to participate in a variety of activities and charity initiatives such as the 40 Hour Famine and Stewart House Day. Students also initiated a ‘Think, Do, be Positive’ campaign to encourage harmony and make a stand against bullying and made an anti-racism documentary to present at the Youth Leadership Conference.

We continued to support our school’s sponsor child Sabina Obedi, from Tanzania by running chocolate drives. The SRC have supported Sabina since 2005 and are regularly updated on her progress. We are delighted to learn that she is continuing to make excellent academic progress.

Members of the SRC were given the opportunity to represent the school and apply our leadership skills at a variety of conferences throughout the year. We have participated in regular inter school meetings where we listened to motivational guest speakers and exchanged ideas with other student leaders in our region. We also represented the school at various Bankstown Youth Leadership Summits and the International Women’s Day Breakfast.

Within the school the SRC has acted on suggestions put forward by the student body to improve the school environment. We have assisted with and catered for Parent Teacher Evenings.

Throughout 2012 we have strived to maintain the SRC’s tradition of being excellent ambassadors for our school.

The SRC
School context

Student information

Student enrolment profile

Management of non-attendance
Attendance is above state and regional rates because of the highly effective attendance monitoring system that incorporates regular and consistent contact with parents or guardians through the text messaging system, acknowledgment of students with outstanding attendance records and early intervention and support from regional Home School Liaison Officers.

Structure of classes
In Years 7 and 8 (Stage 4) classes were organised to provide a targeted support class for less able students and a targeted extension class for more able students with the remaining classes as mixed ability. This provided greater strategic and systematic learning support for students.

Post-school destinations
The 2012 post-school destination data showed that a total of 85% of students gained entry to tertiary studies; 60% of students were offered university placements.

Year 12 students undertaking vocational or trade training
In 2012 30% of Year 12 students studied at least one Vocational Education Training (VET) course delivered at the school; 6.5% of the Year 12 cohort 5% studied Business Services, 12.5% Retail 7.5% Hospitality, 10% Sports Coaching and 1 student studied Human Services.
Year 12 students attaining HSC or equivalent vocational educational qualification

96% of the 120 students in Year 12 attained an HSC in 2012 and 3% achieved a Record of Achievement.

Other vocational educational qualifications included:
- Business Services - 5 students achieved a Certificate II and 1 student achieved a Statement of Attainment;
- Hospitality (Kitchen Operations) - 9 students achieved a Statement of Attainment;
- Retail Services - 14 students achieved a Certificate II and 1 student achieved a Statement of Attainment;
- Human Services - 1 student achieved Certificate III; and
- Sport (Coaching) - 12 students achieved Certificate II.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>56.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>86.6</td>
</tr>
</tbody>
</table>

In 2012 additional staffing supplementation through the Priority Schools Funding Program (PSFP) and the Low Socioeconomic National Partnership Program allowed the appointment of 8.1 additional support teachers and 2 additional Head Teachers.

Under the Digital Education Revolution (DER) program a full-time Technology Support Officer was employed to support the school’s laptop program

No members of the teaching or support staff are from an indigenous Australian background.

Staff retention

Staff retention remains very strong at Birrong Girls High School. In 2012 two new Head Teachers and 3 classroom teachers were appointed.

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>51</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>49</td>
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</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>618734.72</td>
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<tr>
<td>Global funds</td>
<td>494653.19</td>
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<tr>
<td>Tied funds</td>
<td>636623.73</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>274382.98</td>
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<tr>
<td>Interest</td>
<td>35804.14</td>
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<tr>
<td>Trust receipts</td>
<td>55293.45</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>2115492.21</td>
</tr>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
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<td>Key learning areas</td>
<td>130982.19</td>
</tr>
<tr>
<td>Excursions</td>
<td>51558.19</td>
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<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>10946.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>86465.91</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>102058.99</td>
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<tr>
<td>Maintenance</td>
<td>82160.13</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>53582.41</td>
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<tr>
<td>Capital programs</td>
<td>40070.80</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1320511.87</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>794980.34</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

Students in the Creative and Performing Arts maintained a strong level of participation across all years. School assembly performances continued throughout 2012 to showcase individual and group performances in Music. The Year 8 Diva project engaged students in compelling performances that honed students’ skills and entertained peers.

Year 7 Visual Arts students were treated to the Open Gallery program at the Art Gallery of NSW. This full day was sponsored by Optus and the students were given a guided tour of the gallery collection and entertained by Aboriginal performers.

The Archibald prize winning artist David Fairbairn visited BGHS to conduct intensive workshops in multimedia drawing for Years 10 and 11 Visual Arts students. This enriching day enhanced students learning by engaging with this world renowned artist.

Elective junior and senior Music students continued engaging with the computer sound lab established by Mrs Weir. Here they learned to control and make unique pieces that explored cutting edge technology and contemporary music.

An institution in BGHS is the term 3 CAPA Extravaganza which again showcased the skill and dedication of Music students who performed to the crowd of 250 Music and Art fans. The crowd enjoyed the hospitality of TAS students while appreciating the HSC Visual Arts Bodies of Work and other selected works. Performers surprised and delighted the audience with a variety of vocal and instrumental pieces.

Creative Writing

Laurine Croasdale was engaged as our Writer-in-Residence who worked with groups of students from 7-10 to develop their skills in creative writing. Additional professional writers who worked with our students this year included, Helen Thurloe, Peter Skrzynecki and Frances Watt. Gifted and talented students attended the Writer’s Festival held at the Sydney Theatre Company.

For the first time this year our students entered all three UNSW ICAS Competitions – English, Spelling and Writing. Credits were awarded to Jennifer Nguyen (Yr 7 English), Hafsa Abbasi and Jacqueline Huynh (Yr 7 Spelling), and Natasha Luu (Yr 7 Writing).

The theme of the English Faculty’s Annual Writing Competition: was ‘Night Life’. This stimulus attracted a record number of quality prose and poetry entries from Junior and Senior students. First places were awarded to Ying He (Junior Poetry), Natasha Luu (Junior Prose) and Anna Nikoliuk (Prose).
Public Speaking
Years 7-10 competed in the school’s annual Henrietta Wooster Public Speaking Competition. The topic for this year was “The one thing I absolutely cannot live without” which had students persuading the audience about the most important things in their lives. The senior winner for this year was Dounia Abdullah of Year 10. The junior winner from Years 7-9 was Hayley Brisendon of Year 8. Samantha Reine of Year 11 represented the school in the Sydney Morning Herald Senior Public Speaking Competition at Westfield Sports High School, competing against students from local schools in Years 10-12. Hayley Brisendon and Duha Al Hassnawi competed in the Legacy Junior Public Speaking Competition at Canley Vale High School against students from local schools in Years 7-9.

Debating
In 2012 we fielded three quality debating teams who had the opportunity to hone their skills in manner, method and rebuttal. Debaters learned not only to structure their arguments, listen carefully to the opposition, think conceptually and deliver fluently, but also to read widely and keep up to date with current affairs.

This highlight of the debating year was the Year 10 team consisting of Aditi Jalhandra, Malak Alameddine, Julie Nguyen, Anita Trieu and Tina Chau who advanced to the Zone Quarter Finals.

Drama
2012 was a very productive year for Drama classes. Students were extended in their acting, improvising and playbuilding skills by performing in a variety of contexts, including assemblies and evening performances in the Little Theatre. Often these performances involved associated skills such as promotion and poster design. Notable assembly performances included: Year 10’s exuberant ensemble presentation of “The dos and don’ts of School Behaviour”; Year 11’s challenging mechanical theatre playbuilt piece for International Women’s Day; and, Year 9’s memorable debut with their “magic wall mime performance”.

Premier’s Reading Challenge
The Premier’s Reading Challenge aims to foster a love of reading in NSW school students. In 2012, 161 students from across NSW qualified for a medal in recognition of their outstanding commitment to reading. Anna Nguyen and Emily Webb of Year 9 were both awarded this prestigious medal

Premier’s Volunteering Challenge
Year 10 students participated in the Premier’s Volunteering Challenge to gain leadership skills. Some students completed their volunteering hours at school, through Breakfast Club and the Peer Tutoring Program, whilst others worked, with not-for-profit organisations and charities. Zarlasht Latifi received a gold award for her 120 hour contribution to the local community.
Sport

BGHS swimming, athletics and cross country carnivals were very successful in 2012. Attendance and participation demonstrated students’ team spirit and willingness to be involved in sport. A number of students went on to represent our school at Zone, Regional and State levels.

Swimming Carnival

Athletics Carnival

In PDHPE classes, Years 7 – 10 participated in an integrated sport program to develop students’ confidence. Lessons focused on students learning fundamental coordination and game skills. Swim School was held for Year 8 students to ensure that they all attained water safety skills. Both Years 7 and 8 took part in exciting and varied Field Day events. Years 9 and 10 PASS students gained valuable leadership experience in their roles as leaders, referees and coaches, assisting local primary schools in carnivals and field events.

The Year 8 Jump Rope for Heart program raised over $2,000 for the National Heart Foundation and helped students improve their own fitness and coordination.

Year 8 Jump Rope for Heart

In Term 2, the PDHPE Dance Display demonstrated to the wider community our students’ skills in choreography and dance. The Dance Display culminated in an evening performance for our parents and other guests where they were entertained by a range of dance styles which reflected the influence of a variety of cultures.

PDHPE Dance Display

Sporting teams, comprising students of all ages, participated competitively in inter-school competitions in a diverse range of sports such as Touch Football, Basketball, Softball, Netball and Volleyball. A number of teams were very successful.
Touch Football Team

Christina Ma’u and Mele Latu with their trophy for participation in the regional and state volleyball championships.

The Pierre de Coubertin Award was presented to Christina Ma’u for her overall outstanding performance in sport, particularly Volleyball at the state level. She received the award for exhibiting the spirit of the Olympics: sportsmanship; a fierce determination to win; outstanding leadership and performance in a variety of sports.

Birrong Girls High School was recognized at the Pierre de Coubertin ceremony as one of only two high schools to have participated in the Pierre de Coubertin Award over the past 20 years.

During Term 3 our school participated in the Secondary Schools Bring it On Dance Competition, a state wide competition between all school sectors. Our team comprised students from all year groups. The team practised diligently in their own time, displayed initiative, excellent team work, impressive dance skills and creativity. The team’s work was rewarded by their success in winning their heats and reaching the finals of the competition.

Bring it On Dancers

The Birrong Girls Table Tennis Star Travellers were active in 2012. Students from years 7 – 11 met once a week, to hone their skills, improve their speed and to share tips.

Table Tennis Team

Table Tennis players also participated in the NSW Secondary Schools Girls’ Shield Competition at Olympic Park, where Lisa and Anna Qiu advanced as far as the final, and were valiant in defeat to Cabramatta High School.
Academic

In the National Assessment Program (NAPLAN), 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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Reading – NAPLAN Year 7

The area of greatest weakness for Year 7 was reading where the average score was 502.5 (compared with 535.2 for the state).

The best area of Year 7’s literacy performance was writing (average score 507.2 compared with state average 507.9); all other components were well below state averages.

The other components of literacy tested by NAPLAN are: writing, spelling, and grammar and punctuation.

The average spelling score in Year 7 was 537.3 significantly below 548.2 for the state.
The average grammar and punctuation score in Year 7 was 517.3 significantly below 541.6 for the state.

Year 7 achievement levels in reading and grammar and punctuation are of concern and are addressed in the school plan.

**Numeracy – NAPLAN Year 7**

The 2 components of numeracy tested are: number, patterns and algebra; and, measurement, data, space and geometry.

The average numeracy score in Year 7 was 503.4, well below the state average of 536.3.

Year 7 numeracy achievement levels are of concern and are addressed in the school plan.

**Reading – NAPLAN Year 9**

Reading was an area of great weakness for Year 9 (the average score was 540.1 compared with 568.5 for the state).

Year 9 reading achievement levels are of concern and are addressed in the school plan.

The best areas of Year 9’s literacy performance were writing and spelling where school averages exceeded state averages.
The school’s Year 9 average score for writing was 552.2 significantly above the state average of 540.3.

The school’s Year 9 average score for spelling was 582.3 significantly above the state average of 577.3.

The average grammar and punctuation score in Year 9 was 558.9 significantly below 567.5 for the state.

The average numeracy score in Year 9 was 561.4 well below the state average of 585.4

Year 9 numeracy achievement levels are of concern and are addressed in the school plan.
Progress in reading

Although the Year 9’s average score in reading was below the state average score, the results were pleasing as they show that significant gains have been made in reducing the reading gap that was evident when the same students were tested in Year 7 in 2010.

62.4% of the year 9 students achieved greater than or equal to expected growth in reading and the average growth for the school (40.2 scaled score) exceeded the state’s average growth (29.1 scaled score). Those students in the lowest bands for reading in Year 9 continue to receive additional specialist teaching support.

The other components of literacy tested by NAPLAN are: writing, spelling, and grammar and punctuation.

The gaps in achievement in writing and spelling were overcome i.e. the Year 9 average scores exceeded the state averages in these components. The state average in grammar and punctuation was not exceeded; however, the gap has been greatly reduced. This improvement indicates a high level of quality teaching in literacy across the school over the past two years.

Progress in numeracy

The progress in numeracy for Year 9, 2012 from Year 7, 2010 was very pleasing. The average growth or improvement in numeracy for our Year 9 students exceeded the state average growth (54.8 compared to 40.6 for the state), which indicates high quality numeracy teaching across the school. This growth was sufficient to reduce the numeracy achievement gap but not to overcome it completely as the Year 9 numeracy average (561.4) was still below the state average (585.4).

Those students still in the lowest achievement bands for numeracy were provided with additional specialist teaching support throughout the year to assist them to improve their numeracy skills.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

RoSA

In 2012 the Record of School Achievement (RoSA) replaced the School Certificate.

For the first time A to E grades only were awarded for all courses completed in Year 10.

The % of A-E grades awarded in each Year 10 course is shown below.

<table>
<thead>
<tr>
<th>Year 10 Course</th>
<th>% Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Geography</td>
<td>A  7 B  22 C  39 D  22 E  10</td>
</tr>
<tr>
<td>Australian History</td>
<td>A  7 B  19 C  42 D  21 E  11</td>
</tr>
<tr>
<td>Commerce</td>
<td>A  28 B  36 C  9 D  8</td>
</tr>
<tr>
<td>Dance</td>
<td>A  7 B  7 C  37 D  30 E  20</td>
</tr>
<tr>
<td>Drama</td>
<td>A  10 B  17 C  50 D  17 E  7</td>
</tr>
<tr>
<td>English</td>
<td>A  4 B  22 C  39 D  25 E  10</td>
</tr>
<tr>
<td>Food Technology</td>
<td>A  13 B  35 C  13 D  39 E  0</td>
</tr>
<tr>
<td>Geography</td>
<td>A  7 B  22 C  38 D  22 E  10</td>
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<tr>
<td>History</td>
<td>A  7 B  20 C  41 D  20 E  12</td>
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<td>IST</td>
<td>A  25 B  29 C  29 D  13 E  4</td>
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<tr>
<td>Japanese</td>
<td>A  7 B  43 C  29 D  21 E  0</td>
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<tr>
<td>Music</td>
<td>A  13 B  31 C  38 D  19 E  0</td>
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<tr>
<td>PDHPE</td>
<td>A  7 B  23 C  30 D  23 E  17</td>
</tr>
<tr>
<td>Photographic &amp; Digital Media</td>
<td>A  13 B  17 C  21 D  25 E  25</td>
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<tr>
<td>Science</td>
<td>A  8 B  20 C  33 D  28 E  11</td>
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<td>Textiles Technology</td>
<td>A  39 B  11 C  28 D  22 E  0</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>A  26 B  32 C  26 D  16 E  0</td>
</tr>
</tbody>
</table>

Higher School Certificate

In 2012, 120 students sat for the Higher School Certificate examinations in 31 courses. The results for these students were very pleasing.

The strength of the 2012 HSC cohort was demonstrated by the 19 students named on the Board of Studies’ Distinguished Achievers’ List for 22 credits (band 6 or above 90 in a course) in the following 13 courses: Ancient History, Business Studies, community and Family Studies, English (Advanced), General Mathematics, PDHPE, Society & Culture, Studies of Religion 1 and Studies of Religion 11, Textiles & Design, Business services and Hospitality. Student results in 10 courses were above state average.

60% of our 2012 HSC class were offered places at university for 2013 and achieved very high Australian Tertiary Achievement Ranks (ATAR).
The average scores for each HSC course in 2012 for the school and the state are shown below.

<table>
<thead>
<tr>
<th>HSC Course</th>
<th>School 2012</th>
<th>School Average 2008-12</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
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</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>69.3</td>
<td>70.8</td>
<td>64.5</td>
<td>66.6</td>
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<tr>
<td>Biology</td>
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<td>69.6</td>
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<td>Business Studies</td>
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<td>Chemistry</td>
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<td>English (Advanced)</td>
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<td>Food Technology</td>
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<td>70.9</td>
<td>71.8</td>
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<tr>
<td>Gen Maths</td>
<td>69.6</td>
<td>65.2</td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>Maths</td>
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<td>70.4</td>
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<tr>
<td>Modern History</td>
<td>70.5</td>
<td>73.3</td>
<td>68.7</td>
<td>73.1</td>
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<tr>
<td>Music 1</td>
<td>71.8</td>
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<td>PDHPE</td>
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<td>73.8</td>
<td>69.7</td>
<td>70.4</td>
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<tr>
<td>Society &amp; Culture</td>
<td>76.2</td>
<td>73.0</td>
<td>69.7</td>
<td>75.6</td>
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<tr>
<td>Studies of Religion II</td>
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<td>68.8</td>
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<td>68.9</td>
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<tr>
<td>Textiles &amp; Design</td>
<td>78.3</td>
<td>76.5</td>
<td>74.8</td>
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<tr>
<td>Visual Arts</td>
<td>76.1</td>
<td>75.3</td>
<td>75.5</td>
<td>77.7</td>
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</table>

The school average score exceeded the state average in the following 10 HSC courses:

Ancient History; Business Studies; Community & Family Studies; English (Advanced); English (Standard); General Maths; Legal Studies; PDHPE; Society & Culture; and, Textiles & Design.

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

HSC relative performance is a measure of the progress the student has made compared with students who performed at a similar level in the School Certificate (SC). Relative performance is often referred to as value-added performance.

The average relative performance shown in the graph below is for all students in the school in all their HSC courses. It has been calculated separately for students in the lower, middle and upper SC performance bands. By definition, state average value-added is zero. The relative performance for our HSC students in 2012 was well above the state average and our Local School Group (LSG) for students in all performance bands.

When the Year 12 HSC results of 2012 are compared with those achieved by the same students in the 2010 SC results, the average growth or value-added achieved by Birrong Girls was 5.2 points higher than the state level for similar ability students. This excellent performance continues a positive trend that has been evident at the school since 2001.
Minimum standards

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

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

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Six students of indigenous background (Years 7, 8, 10 and 12) were enrolled at Birrong Girls High School in 2012. An individual learning plan to identify strengths, target areas for improvement, and to set academic and personal goals was developed for each student. Regular interviews to monitor progress were held with the early intervention teacher throughout the year.

Two students in Year 10 explored the world of post-school employment with indigenous mentors during work experience. One student worked at the Gadigal Koori radio station whilst another indigenous student completed her work experience successfully at the Yamma Dhiyaan Hospitality Training Centre, where she learnt that bush tucker can be used to create gourmet meals.

NAIDOC Week performers

Particular highlights in 2012 were the NAIDOC Week and Reconciliation Week special assemblies where speakers and indigenous women performed and reflected on our indigenous legacy through sharing ideas about Aboriginal culture, knowledge and history. The performers, who have worked with the Bangarra dance company, shared stories of their own Aboriginal heritage with students and staff.

Throughout 2012 staff continued to consolidate the teaching of Aboriginal culture and history as well as contemporary indigenous issues across all Key Learning Areas.

Multicultural education

98% of students were from a range of cultural backgrounds representing 48 language groups, the majority of families being from Arabic, Vietnamese, Chinese and Turkish backgrounds. Given the rich diversity of our student population, the value of understanding, tolerance and inclusion underpins all aspects of teaching and learning. Teaching and learning programs integrate multicultural perspectives to develop the knowledge, skills and understandings required for a culturally diverse society. 1.6 ESL teachers supported students from language backgrounds other than English through team teaching and targeted programs.
National partnership programs

In 2012 our school entered the third year of its four year involvement in the Low Socio-economic Status School Communities National Partnership. Through significant additional funding, the Partnership supports a range of in and out of school reforms that are aimed at transforming the way schooling takes place in disadvantaged school communities. The Partnership aims to improve student engagement and attainment, and to start to overcome disadvantage in our community. The key reform areas in the Partnership require schools to focus on teacher quality, improvement in student outcomes and strengthened community engagement.

A rigorous evaluation was conducted in late 2011 of those strategies and programs that had been implemented throughout the year. This evaluation identified a number of highly successful strategies and some areas in need of further improvement within the reform areas. Following the evaluation the school devised and implemented a 2012 School Plan which included a number of successful existing strategies, improved programs and new initiatives. The most significant of these included:

- the employment of additional staff including: two additional Head Teachers (Technology and Creative and Performing Arts); support teachers for team teaching with targeted classes; part-time early intervention teacher to assist at risk students; full-time ICT technical support officer; and, full-time School Learning Support Officers to support students undertaking Life Skills program.
- the provision of additional targeted Teacher Professional Learning (TPL) by: embedding TPL in teacher allocation; establishing Quality Teaching Mentors in seven KLAS; using the Learn, Apply, Tell and Embed (LATE) after hours model, to develop teacher capacity in quality teaching, ICT and data analysis for improved student achievement
- the expansion of an academic partnership established in 2010 with the Faculty of Education at the University of Newcastle to provide additional support for the broad and sustained application by teachers of the NSW Quality Teaching Framework
- the expansion of sustainable technology based infra-structure including: cabling, wireless connectivity, remote access, interactive whiteboards and laptops.

The Evaluation Report, completed late in 2012 following reviews of these initiatives, indicated that they were successful at improving student outcomes, teacher quality and community engagement. This report informed the development of the revised 2012-2014 School Plan.

Other programs

Equity

The Equity staffing supplementation was used to employ a learning support teacher focusing on student literacy and numeracy development. This teacher provided intensive support for targeted Year 7 and 8 students requiring remediation. The support was offered through team teaching and individual learning programs. The key areas targeted were reading and comprehension and measurement and data.

The remaining 1.2 staffing supplementation was allocated to reduced class sizes in Year 9. This continued to support the facilitation of two smaller targeted classes for students whose performance in national testing was generally under national benchmarks in literacy and numeracy.

Equity funding supported the implementation of programs and initiatives to improve literacy, numeracy and student engagement. This was achieved in the following ways:

- The employment of a speech therapist two days a week to develop language processing, listening and auditory awareness skills
- Implementation of Individual Learning Programs for targeted students at or below national minimum standards as identified through national testing in Years 7, 8 and 9
- Facilitation of a homework centre staffed by two teachers four times a week from 3pm-5pm
Homework Centre

- Access to Mathletics which uses e-learning to engage students in numeracy activities
- After school tuition program for students in Years 7, 8 and 9 at or below minimum standard as identified through national testing
- Author in Residence, Laurine Croasdale conducted writing workshops for Year 7 – 9 students to develop writing skills and nurture creativity
- The promotion and celebration of student achievements through inter school competitions and in house writing publications.
- Implementation of a Rewards Day to celebrate excellent attendance and punctuality.

Rewards Day

Student leadership program

Students continue to be involved in school governance through the prefects and the SRC in public relations; in programs such as peer support, peer mediation and peer tutor reading; and in a range of committees including the finance committee, the Equity committee, the environment team and Amnesty International team.

2012 Prefects

The prefect body worked cohesively in fundraising, chairing assemblies and organising activities which supported our Code of Behaviour and Values. They inspired students with their assembly presentations on female role models and encouraged students to live by our school motto, ‘Ad Astra’. Aware of their civic responsibilities, they raised $3830 for the National Breast Cancer Foundation.

SRC students showed great leadership skills in promoting our core value of harmony and tolerance in their partnership with Bankstown Council. Conscious of the need to support families in need at a global and local level, the SRC raised over $4,000 for their child sponsorship program and $300 for Stewart House.

Year 11 students successfully led activities during education week, challenging students to use their literacy and numeracy skills to reflect on the theme of time.

Student leaders across the school contributed to the local community through a range of volunteer programs which supported people of all ages and walks of life. Highlights of this program include blood donations to the Red Cross and assisting local primary schools in the organisation and running of athletics carnivals and field days.

Formal training in leadership was provided through student attendance at quality leadership events including the Young Leaders’ Conference, the Future Leaders Forum, the Public Education Ambassadors Program, the Youth Leaders’ Day, the World Vision Youth Conference, the Leadership Program for School Captains and the Women’s Leadership Conference.
Connected Learning

140 students were issued laptops this year as part of the Federal Government Digital Education Revolution initiative. The total number of laptops issued to students in Years 9, 10 and 11 totals 649.

In the third year of the DER program laptops have become an important and effective feature of high quality teaching and learning in the school.

See Key Evaluations for further details.

Laptops in action

Vocational Education and School to Work (VET)

In Vocational Education five frameworks were delivered to Stage 6 students. These were Hospitality, Business Services, Sports Coaching, Health Services and Retail. All VET teachers attended mandatory training and development sessions to acquaint themselves with new framework requirements for delivery of VET subjects in South West Sydney Region. In the HSC, 50% of Hospitality students performed well by achieving Bands 5 or 6. In Retail 45% of students attained a Band 5 in the HSC and in Business Services, 66% of students achieved bands 5 or 6. Sport Coaching students impressed local primary school staff with their efficient organisation skills whilst assisting with the running of carnivals as part of their workplace hours.

Mandatory training and development was undertaken by all VET teachers delivering courses to maintain currency and to ensure that VET was being delivered to the standard required by the Registered Training Organisation, South West Sydney Region Department of Training. Nine qualified teachers were on staff to deliver VET frameworks and of those 7 teachers taught Stage 6 VET courses in 2012. All students in Year 11 completed a Work Ready Induction Day to prepare them for their mandatory workplace.

Rachelle Roberts-Richmond received a SWSR VET award for her achievements in Retail and, along with Caitlin Norton and Jennifer Eworho, also received a Rotary district VET Award for exemplary participation both in course work and in workplace.

Rotary district VET Award Winners

School to Work programs provided career information, an understanding of employment related skills, subject selection guidance and transition planning for students from Years 7 to 12. All senior students in Years 11 and 12 attended Study Skills days subsidised by School to Work funds.

Students in Years 10 and 12 maintained a folio of careers information using the online log book and a variety of other resources. Interviews were conducted with all Year 10 and Year 12 students by the Careers Advisor. These interviews, visits to Universities and career expos, and opportunities to hear guest speakers at school, assisted students in their career path planning. All students in Year 10 completed two weeks of work experience, one week in April and another in November. In 2012 the University of Technology & Science (UTS) and TAFE had representatives at parent teacher night to provide information for parents. Parents utilised this opportunity more than they had in past years.

A record number of fourteen Year 10 students were accepted to UTS Summer School. During the school holidays they spent two weeks learning about courses in nursing, film making, engineering and design.
At the end of Term 3, students and staff organised a Business Brunch to thank members of the business community for hosting our students at work experience and workplace during the year. Students proudly catered for the event, entertained guests and formally acknowledged the value of opportunities to work in the ‘real world’ of work where employers helped students to learn new skills.

A large number of Year 10 students were trained in the Peer Mediation Program, gaining skills in communication, mediation and conflict resolution. Year 10 students also participated in TAFE training to become Peer Tutor Reading mentors to enhance the reading and comprehension skills of Year 7 students.

**Student Welfare**

In 2012, students from Years 8-10 continued to participate in the Growing Communities Together Project. This longitudinal research study, conducted by The Benevolent Society and University of Western Sydney, measures a range of variables that contribute to the social capital outcomes of students. Initial survey and focus group data showed that students from BGHS reported higher levels of school belonging, lower levels of discrimination and demonstrated more positive future life goals than students from other schools involved in the study.

All Year 11 and 12 students attended Study Skills workshops to develop strategies in time management, effective revision and goal setting.

Five senior students became Blood Service Youth Ambassadors and received training to allow them to deliver presentations to their peers about the importance of blood donation. As a direct result of this, the number of students involved in the senior school blood donation drive increased.

Peer Tutors prepare reading activities for Year 7 students

All Year 7 students began the year with Peer Support sessions with their Year 11 mentors.

Peer Support

BGHS was involved in several programs in 2012 designed to support students, enhance their self-esteem and motivate them to learn. Two senior students were selected as part of the Sister To Sister Program. This program had a positive impact on the lives of these students which was reflected in their improved engagement and attitude towards learning. Students from Birrong Girls also received support from Youth Connections, a one on one mentoring program, and a number of students participated in The Stewart House Program.
Progress on 2012 targets

This section of the report describes our progress on the short term, specific improvement targets for 2012 of the school’s three year plan (2012 - 2014). Our improvement targets for 2012 were based on student performance data and outcomes of major school programs throughout 2011.

Target 1.
Increase the Year 9 average growth in reading by 10%, from, 44 units (2011) to ≥ 48 units (2012). Not achieved: the Year 9 average growth in reading was 40.2 units.

Target 2.
Increase by 2% the proportion of Year 9 students who achieve expected growth in reading from 57.4% (2011) to ≥ 59.4% (2012). Achieved: 5% increase in expected growth in reading from 57.4% (2011) to ≥ 62.4% (2012).

Target 3.
Increase the Year 9 average growth in grammar and punctuation by 5%, from 53 units (2011) to ≥ 55.5 units (2012). Not achieved: 1% increase from 53 to 53.5 units.

Target 4.
Increase by 2% the proportion of Year 9 students who achieve expected growth in grammar and punctuation from 66% (2011) to ≥ 68% (2012). Not achieved: 2% decrease from 66% to 64%.

Target 5.
Increase by 2% the proportion of Year 9 students who achieve or exceed minimum growth in overall numeracy (63.3% 2011 to ≥ 65.3% 2012). Achieved: 9.3% increase from 63.3% in 2011 to 72.6% in 2012.

Target 6.
Increase the Year 9 average growth in numeracy by 10%, from 44 units (2011) to ≥ 48 units (2012). Achieved: average growth in numeracy was 10.8% from 44 units (2011) to 54.8 units (2012).

Target 7.
Decrease proportion of students in Bands 1 and 2 in 2012 Higher School Certificate courses to ≤ 10%. Achieved: 18 of a possible 26 courses had no students in Band 1 and 23 courses had ≤ 10% in Band 1, and 14 courses had ≤ 10% in Band 2.

Target 8.
100% of eligible students meet Stage 6 outcomes or follow recognised vocational pathways and receive recognition for their attainments.

Target 9.
Increase proportion of students staying on from SC 2010 to HSC 2012 to 78%. Not achieved: 70.6% retained (other schools, TAFE, interstate/overseas, work and apprenticeships accounted for 29%).

Target 10.
10% improvement in parent participation rates in 2012 and increase in cooperative supportive relationships with key educational and community stakeholders.

Target 11.
Increase teacher professional learning involvement, especially in Quality Teaching and teacher leadership, by 10%. Achieved: Leadership capacity of staff strengthened by 12% following appointment of QT mentors. 72% staff involved in University of Newcastle QT workshops and 100% utilise TPL log books.

Target 12.
100% of relevant KLA teachers participate in planning for implementation of Australian curriculum.

Target 13.
5% improvement in teachers’ satisfaction in their ICT usage in teaching and professional learning.

Target 14.
All teachers of Years 9-12 competent in the use of DER laptops.

Target 15.
All students utilise ICT facilities to enhance their learning.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of:

- the DER notebook Program, and
- the teaching of reading in English.

**DER Netbook Program Evaluation**

**Background**

As a result of the Federal Government 1 to 1 Computers in schools program, Birrong Girls High School implemented the NSW DEC’s initiative to supply a Lenovo Netbook to each student in year 9 from 2009 to 2012 inclusive. An evaluation of this four year program was conducted in August 2012. All staff and students were involved in the evaluation process.

**Findings and Conclusions**

All staff and students were offered the opportunity to complete an online survey in term three detailing the extent, effectiveness of use and nature of the implementation of the netbooks in classes.

The survey showed that 100% of students and 97% of staff have been issued with netbooks over the four years. This equates to more than 660 netbooks in the hands of users. 76% of staff indicated that the DER program had enhanced their teaching: lessons were more connected to real life experiences and students were more engaged in learning. The introduction of MOODLE, an online learning environment, further promoted the use of netbooks in lesson delivery: staff indicated that a 61% increase in netbook use due to MOODLE.

Student satisfaction with the use of netbooks in class increased from 83% in Year 12 (2012) to 100% in Year 9 (2012). This was due primarily to both infrastructure and teacher professional learning improvements over the four years. 95% of students believed that netbooks were vital to their education, made their learning easier and more fun as lessons were more engaging. This aligned well with the school target of engagement and retention.

**Future Directions**

87% of staff and 81% of students indicated that the initiative should be retained for future years. Given the positive evaluation by all stakeholders it is hoped that funding will be allocated in the future so that the program of a 1:1 computer to student ratio can be maintained and to ensure that staff will be provided with professional learning opportunities to develop engaging and meaningful lessons.

**The Teaching of Reading in English**

**Background**

Improvement in reading from Year 7 to 9 is a key target in the School Plan. Teachers from the English Key Learning Area (KLA), used action research to evaluate the efficacy of explicit teaching strategies and meta-cognitive strategies implemented to improve reading and comprehension skills of Year 8 students. The research incorporated: teacher professional learning of explicit strategies to teach reading; pre and post testing of the Year 8 students’ comprehension skills; analysis of NAPLAN reading data; and parent, student and teacher surveys.

**Findings and conclusions**

Survey results indicated that students and parents, while acknowledging the value and importance of reading both for recreation and academic achievement, recognised reading comprehension skill as an area of weakness. NAPLAN data from 2011 also indicated that many students were below standard in applied reading comprehension skills.

Following the teaching of explicit reading strategies by all English teachers of Year 8 post testing showed improvement in Year 8 students’ reading scores.

 Teachers indicated that the meta-cognitive reading strategies provided a sustained awareness and focus on reading, not only as a professional development exercise, but also as a resource driving practice and attention to quality teaching and student learning. They demonstrated a desire to incorporate more explicit meta-cognitive reading strategies in their practice.
Future directions

The major recommendations from the evaluation are:

- explicit reading strategies to be embedded in English teaching programs to ensure consistent application across the faculty
- teachers to make greater use of meta-cognitive strategies to teach reading.

Parent, student, and teacher satisfaction

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

Year 12 students, using an online survey, described their satisfaction with the school and the programs offered and indicated that the following aspects of quality teaching in rank order were demonstrated highly by their teachers:

a. teachers who establish positive relationship with students and know, respect and understand students
b. teachers with a clear focus on learning and the provision of constructive feedback that provides accurate information on progress
c. enthusiastic teachers who create a climate whereby learning is purposeful and relevant; and,
d. teachers with fair and consistent classroom management practices that are underpinned by clear expectations.

These results provide a direct correlation with the results of the 2011 Year 12 cohort, indicating that the school has maintained its strong focus on quality teaching and learning and that teachers continue to provide relevant learning experiences in a dynamic, positive learning environment where students are encouraged to believe in the capacity for success.

Exit surveys taken by graduating Year 12 students and all students who ‘sign out’ of the school to relocate to other areas/schools, enrol in TAFE or take up employment opportunities overwhelmingly endorse the school’s supportive environment, the focus on literacy, the opportunities provided, the positive relationships between teachers and students and the willingness of teachers to assist students with their learning.

Responses to the survey, undertaken by all teachers during term two indicated very high satisfaction with the timetabled professional learning period introduced in 2011 as part of the National Partnership initiative. 96% of teachers stated that the teacher professional learning period was very useful and 98% endorsed the initiative by recommending that it continue in 2013.

Teacher evaluations of the University of Newcastle program that focused on quality teaching were extremely positive. Teachers valued the opportunity to work in their KLA teams with university academics to improve their understanding of the QT framework by reviewing and developing units of work.

Parents are invited to provide their opinions about the school by participating in discussions at the regular P&C meetings and via anonymous surveys, conducted at the parent-teacher evenings held in March and June each year. These surveys demonstrated the need to communicate with parents using a variety of means including the school’s website, the SMS text messaging system and the Birrong Bulletin. 97% of parents indicated that they were well-informed about school activities. Overwhelmingly, the parent responses indicated a very high level of satisfaction with the quality, dedication, caring attitude and focus on achievement of the teachers and the safe and supportive learning environment.

The Quality of School Life (QSL) survey in June indicated a very high level of parent satisfaction with most dimensions of school community engagement; 97% of parents surveyed indicated that they felt very welcome in the school; 95% endorsed the school’s aim of improving the quality of learning and teaching and supporting all students in fulfilling their potential; 93% of parents believed that the school takes their concerns seriously, and 92% recognised that the school has high expectations of students.
Professional learning

Teacher professional learning priorities are aligned to the school plan and improving student performance and well-being. Teacher professional learning included school based professional learning workshops and training and development courses operated by DEC, universities, approved providers and private companies.

The main priorities for professional learning were: improved student achievement in literacy, numeracy, HSC results; student engagement and retention, teacher quality and connected learning. Ninety-six percent of staff participated in professional learning activities, the average expenditure being $1200 per teacher.

ESL teachers and the Science faculty participated in an ESL Pedagogy Action Learning Project which focused on authentic assessment as a means of improving outcomes in Science for students of Language Backgrounds Other than English. The project was highly successful and has been profiled across the region as an exemplar for other schools.

![Students in ESL Pedagogy Action Learning Project](image)

All executive staff and Quality Teaching mentors (22 in total) successfully completed the Team Leadership for School Improvement (TLSI) course which provided a framework and strategies to plan and implement school improvement through its focus on school planning and evaluation and teacher quality and leadership.

An additional 28% of staff completed the course Teaching English Language Learners (TELL) to support teachers in providing innovative and tailored learning opportunities for students with Language Backgrounds Other Than English (LBOTE). As a result, 63% of staff now have gained an accreditation in this course.

English, Maths, Science and History faculties attending workshops and forums run by DEC, BOS and professional associations on the Australian Curriculum and are well positioned for its implementation in 2014.

The successful academic partnership with the Faculty of Education at Newcastle University, in its third year, focused on developing units of work. As a result of the work with academics, teachers reported greater consistency in their understanding of the application of the QT framework as a tool for unit evaluation. The opportunity to develop quality units of work for improved student outcomes was highly valued. 72% of staff have now been part of the university partnership. All staff involved have positively evaluated the opportunity to work with university partners throughout the year.

Early career teachers participated in regional and school based induction programs which prepared them well to meet the demands of the Institute of Teachers as well as respond to school based issues. Five early career teachers were accredited at the level of professional competence with the Institute of Teachers.

Connected learning was a strong focus of professional learning throughout the year. 95% of staff have now been trained in interactive whiteboard applications (an increase of 25% since 2011) and 100% of staff were trained in Moodle. In addition, staff attended workshops to support the use of laptops in the classroom.
School planning 2012—2014

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

School priority 1.

Literacy & Numeracy

Outcomes for 2012–2014

- Strong growth in literacy and numeracy achievement from Year 7 to 9 for every student in NAPLAN.
- Reduced gap in mean literacy and numeracy achievement between school’s students and state cohorts.

2013 Targets to achieve these outcomes include:

1. Reduce the percentage of students below National Minimum Standard (NMS) in reading by 2% from 7% in Year 7 2011 to 5% in Year 9 2013
2. Increase the percentage of students in the middle two bands in reading by 2% from 47.7% in Year 7 2011 to 49.7% in Year 9 2013
3. Increase the percentage of students in the proficient bands in reading by 2% from 12.1% in Year 7 2011 to 14.1% in Year 9 2013
4. Reduce the percentage of students below NMS in grammar and punctuation by 5% from 11% in Year 7 2011 to 6% in Year 9 2013
5. Increase the percentage of students in the middle two bands in grammar and punctuation by 2% from 51.7% in Year 7 2011 to 53.7% in Year 9 2013
6. Increase the percentage of students in the proficient bands in grammar and punctuation by 2% from 9.4% in Year 7 2011 to 11.4% in Year 9 2013
7. Reduce the percentage of students below NMS in numeracy by 5% from 15% in Year 7 2011 to 10% in Year 9 2013
8. Increase the percentage of students in the middle two bands in numeracy by 2% from 37.6% in Year 7 2011 to 39.6% in Year 9 2013
9. Increase the percentage of students in the proficient bands in numeracy by 2% from 14.1% in Year 7 2011 to 16.1% in Year 9 2013.

Strategies to achieve these targets include:

- Provide targeted TPL, using flexible arrangements and structures including:
  - TPL time embedded in teaching allocation
  - university partnerships, and
  - the school-based Learn, Apply, Tell and Embed (LATE) after-hours TPL model, for faculty and team groups to enhance student achievement in literacy and numeracy by building capacity in: SMART2; literacy strategies; numeracy strategies; ICT skills; QT framework etc
- Provide targeted TPL, using regional and state opportunities, that focus on literacy and numeracy
- Create targeted class structure to support intervention for identified students in Stages 4&5 (FTE 0.8)
- Continue to employ L&S Teacher (literacy specialist) to support identified students in Stages 4&5
- Continue to employ L&S Teacher (numeracy specialist) to support identified students in Stages 4&5
- Develop and implement whole-school reading strategy to support improved literacy outcomes in Years 7-10
- Develop and implement whole-school numeracy strategy to support improved numeracy outcomes in Years 7-10

School priority 2.

Student Engagement & Attainment

Outcomes for 2012–2014

- Increased proportion of students completing Year 12 or recognised vocational training pathway
- Enhanced student achievement in HSC
- Improved learning outcomes of Aboriginal students

2013 Targets to achieve these targets include:

10. 100% of eligible students meet Stage 6 outcomes or follow recognised vocational pathways and receive recognition for their attainments
11. 78% or more of students stay on from Year 10 2011 to HSC 2013
12 Decrease proportion of students in Bands 1 and 2 in 2012 Higher School Certificate courses to ≤ 10%.

Strategies to achieve these targets include:
- Employ an early intervention teacher (FTE .5) to provide personalised support for at risk and under-performing students by liaising with students, parents, staff, counsellor and outside agencies and monitor N award warning letters, interviews and counselling.
- Develop & implement coordinated strategic plan that incorporates ‘catch up’ tuition to support students at risk of under achieving in Stage 5 and students at risk of not meeting Stages 5-6 outcomes &/or achieving Band 1 in HSC examinations.
- Continue to employ School Learning Support Officer (SLSO) for Life Skills students and develop Life Skills programs for identified students (FTE 1.0).

School priority 3.

Leadership & Management

Outcomes for 2012–2014
- Expanded school leadership capacity for school improvement.
- Strengthened teacher capacity to improve student learning outcomes.
- Enhanced community engagement to improve student learning outcomes.

2013 Targets to achieve these outcomes include:
13 10% improvement in parent participation rates in 2013.
14 Increase teacher professional learning involvement, especially in Quality Teaching and teacher leadership, by 5%.

Strategies to achieve these targets include:
- Provide mentoring opportunities from exponents of best practice and consultants for Early Career Teachers.
- Implement and extend Quality Teaching Mentor program - QTM's support teachers to develop improved classroom practice (0.1FTE for each KLA).
- Encourage greater community, including AECG, and business involvement through ABCN, Bankstown Council, school’s Business Brunch and establishment of other initiatives.
- Develop improved forms of feedback on school performance from the school community through parent forums, surveys, P&C meetings, parent/teacher interaction etc.

School priority 4.

Curriculum & Assessment

Outcomes for 2012–2014
- Enhanced teacher preparedness for implementation of Australian Curriculum.
- Enhanced access to digital educational resources for teaching, learning and for professional learning.
- Improved curriculum delivery through regular review and evaluation.

2013 Targets to achieve these outcomes include:
15 100% of teachers in English, Maths, Science and History have developed Stage 4 and 5 teaching and learning programs in preparation for the implementation of the Australian curriculum in 2014.
16 5% improvement in teachers’ satisfaction in their ICT usage in teaching and professional learning.
17 All students utilise ICT facilities to enhance their learning.

Strategies to achieve these targets include:
- Plan for the implementation of the Australian Curriculum.
- Undertake History and PDHPE faculty evaluations as part of school’s faculty evaluation cycle.
- Enhance student access to ICT for learning.
- Develop teacher capacity in the use of ICT, especially IWBs, DER laptops and remote access, for teaching and learning through enhanced TPL and access to resources.
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.

- Margaret Fletcher, Deputy Principal
- Sandra Crossan, Deputy Principal
- Renee George, Head Teacher Administration
- Scott Clark, Head Teacher Technology
- Kelly Andrews, Head Teacher English
- Nicky Shinas, Teacher
- Lily Huang, Captain
- Mishty Lal, Vice Captain
- Melinda Araujo, P & C Treasurer
- Jenni Wilkins, Principal.

School contact information

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