

# 2024 Annual Report

## Burwood Girls High School



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# Introduction

The Annual Report for 2024 is provided to the community of Burwood Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Burwood Girls High School  
95 Queen Street  
CROYDON, 2132  
<https://burwoodg-h.schools.nsw.gov.au>  
[burwoodg-h.school@det.nsw.edu.au](mailto:burwoodg-h.school@det.nsw.edu.au)  
9747 3355

## Message from the principal

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This year was the "Year to Connect" and we will remember it as the year for increasing our connections with the community in many ways. This was embraced by teachers, students and parents reaching out to organisations and community groups to enhance learning opportunities for students. The year also marked a considerable revival in activities and excursions across the curriculum. Involvement in sport, performing and creative arts exploded, as students thrived at participating in concerts, performances, as well as Knock Out competitions and carnivals. The school musical "Chicago" was a great success and students continue to embrace supporting events such as RUOK, Wear it Purple, Iftar, Anti-Racism and International Women's Day. Our own International Day in Term 2 was outstanding due to enthusiastic participation of students, staff and parents.

Completion of a solar panel project proposed by a senior student cost \$140 000. The use of the new STEM/Performance Space was greatly appreciated by all.

Our School Community continued to make strong connections and worked well together to ensure an improved learning environment for our students. The resilience of our students in 2024 to support others, to share concerns, to connect, and to provide solutions made our school a better and welcoming place for all, and clearly demonstrated the strong support for our school motto "*Not For Ourselves Alone*"

**Mia Kumar**, Principal

## Message from the school community

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The P&C worked through 2024 to again strengthen partnerships between the school and parent community. It contributed positively to creating the nurturing environment that is Burwood Girls High School.

The General Meetings continued to be forums where parents could learn about the activities of the school and give feedback on policies and processes. They were held regularly and were well attended.

We ran the Democracy Sausage Sizzle on election day which raised funds and increased our connections with the community.

As a group, P&C members attended the Iftar Dinner, International Day, Presentation Day and ran the Front of House for BEP music concerts.

As a parent body, we worked together and provided social activities including the 2024 Comedy for a Cause Evening. We provided economic support which included funds for playground furniture, sporting equipment, dance uniforms, air conditioning, and STEM equipment.

The Burwood GHS Board continued to bring together teachers, community members, parents and students (as represented by the Student Representative Council) to discuss issues relevant to all.

**Kara Gabett**, Burwood GHS P&C President, Burwood GHS Board Chairperson

### Message from the students

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Student Representative Council groups have been active in 2024. For the first time, a Year 12 SRC group was established as well as an International Students SRC to coordinate events and fundraising alongside Years 7, 8, 9, 10 and 11 groups. The focus for SRC groups included:

- Environmental based activities
- International Women's Day
- Litter campaign
- Student mental health
- Video for Social Media Summit
- Bake sales for homelessness and other charities
- Women's issues
- Raising money for the Malala Fund and Hands Across the Ocean.

The SRC was involved in preparation for International Day and SRC leaders were superb in leading, planning and managing school groups for this event. A refugee assembly was another initiative as well as Recognition Ceremonies for each year.

**Manahil Sajjad Ullah, Leartha Hagimola, Charlize Zaragosa, Genevieve Hannah, Beatrix Fattorini**, Student Representatives



Pictured: Fiona Diakos DP, Julia Alvarado (former DP, replaced by Doris Lee in Term 4), Kathy Lye DP, Mia Kumar Principal.

## School background

### School vision

Burwood Girls High School celebrates its diverse and inclusive culture, offering an extensive, responsive curriculum and extensive co-curricular opportunities.

The school prepares young women to be resilient, take responsibility for their learning, and believe that they can achieve anything.

We develop independent women who value education and lifelong learning to make sound judgements, good decisions, believe in values such as collaboration, excellence, fairness, integrity, participation, respect, and responsibility. Our students have the courage to advocate for others and take a stand on social justice issues.

We prepare strong women to be future leaders.

### School context

The local community is diverse in terms of ethnicity, culture, and socio-economic mix. Burwood Girls High School is a large inner west comprehensive school for girls with a highly culturally diverse population (enrolment 1100, 65% from a language background other than English) including International students.

The school community has high expectations for students and staff and the school consistently achieves outstanding academic results.

Burwood Girls High School offers six languages and opportunities to be involved in band, dance, debating, drama, and public speaking.

The school also achieves excellent results in sport and has a long tradition of excellence and innovation.

A large executive team leads the school to ensure a wide range of opportunities is available to all students.

To inform this Strategic Improvement Plan, authentic community consultation with parents (P&C, School Council), staff, students has occurred.

The school completed a Situational Analysis that had identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement are:

- Student Growth and attainment
- Quality Teaching and Learning
- Student Communication and Empowerment.

The school's motto *"Not For Ourselves Alone"* has a powerful message for every student.



Pictured: Junior students on International Day 2024

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Embed whole school processes that improve literacy, numeracy and HSC outcomes for all learners underpinned by evidence-based practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning  
Per capita  
English language proficiency

Summary of progress

Reading

The focus for reading this year was to improve vocabulary, which could potentially lead to improvements in writing. High impact professional learning guided the school literacy team through the process of developing evidence-informed practices and used pre and post assessments in vocabulary to identify the retention of vocabulary across the engaged KLAS.

Explicit teaching of vocabulary strategies were drawn from Robert Marzano's 6 steps and evidence-based practices developed by the Literacy Consultant of the program Get Reading Right. This was to ensure student learning was at the forefront of all practices and targeted student need as evidenced from NAPLAN and Check-in Assessment data. Teachers used the professional learning resources and guidance from the HT TAL to embed quality practices into their teaching, and adapted their T&L programs to include these explicit teaching strategies and resources. Student learning outcomes have been tracked through the collection and analysis of pre and post assessment data and have shown improvement.

Next year in this initiative, the school will expand the team to address the shortfall in consistency within faculties. Currently, the explicit teaching of vocabulary is happening with individual members of the Literacy Team rather than faculties. The team will include two members from each faculty, and will continue to focus on vocabulary, with the addition of areas in writing including sentence structure and text purpose.

Numeracy

This year, the focus was on strengthening numeracy initiatives, with plans to introduce a Year 7 numeracy program in 2025 and continue the Year 8 program. Exemplar activities from the DOE Universal Hub were shared and integrated into teaching practices through team meetings and faculty discussions. Updates on the 2024 initiatives were communicated with all staff, ensuring alignment and fostering collaboration.

The impact of these initiatives was evident in the increased staff engagement and the successful integration of evidence-based practices. Feedback highlighted the importance of clear communication and planning, which supported positive student outcomes. Moving forward, the focus will be on ensuring consistency in implementation across both year groups. A process for providing staff feedback will be developed to address gaps and further refine teaching practices for continued improvement in student achievement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved reading outcomes	There was a significant increase in the Check-in Assessment mean scaled

<p>An increase in the Check-in Assessment mean scaled score for reading in Years 7, 8, 9 for 2024 compared to Years 7, 8, 9 in 2023.</p>	<p>score of 7.8 for Reading in Year 7 for 2024 compared to Year 7 in 2023.</p> <p>There was a significant increase in the Check-in Assessment mean scaled score of 5.9 for Reading in Year 8 for 2024 compared to Year 8 in 2023.</p> <p>There was a significant increase in the Check-in Assessment mean scaled score of 5.5 for Reading in Year 9 for 2024 compared to Year 9 in 2023.</p>
<p><b>Improved numeracy outcomes</b> An increase in the Check-in Assessment mean scaled score for numeracy in Years 7, 8, 9 for 2024 compared to Years 7, 8, 9 in 2023.</p>	<p>There was an increase in the Check-in Assessment mean scaled score of 2.7 for Numeracy in Year 7 for 2024 compared to Year 7 in 2023.</p> <p>There was a significant increase in the Check-in Assessment mean scaled score of 3.7 for Numeracy in Year 8 for 2024 compared to Year 8 in 2023.</p> <p>In 2024, there was a small decrease in the Check-in Assessment mean scaled score of 1.8 for Numeracy in Year 9 for 2024 compared to Year 9 in 2023.</p>



Pictured: Big Siblings Activity 2024



Pictured: Dance Showcase 2024



Pictured: EALD Excursion 2024

## Strategic Direction 2: Quality Teaching and Learning

### Purpose

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Maximise teacher capacity to meet the needs of individual students to enhance engagement to improve educational outcomes.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Senior Secondary Pathways
- High Potential Gifted Education

### Resources allocated to this strategic direction

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Professional learning  
Low level adjustment for disability  
Small group tuition (SGT)  
Refugee Student Support  
Integration funding support  
Per capita

### Summary of progress

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#### Senior Secondary Pathways

This year, the HSC team focused on enhancing the use of explicit teaching practices and high-leverage strategies to improve student outcomes. Through targeted professional learning sessions, staff were supported in understanding and applying evidence-based strategies that aimed to address the specific needs of HSC students. The team facilitated a collaborative approach, providing faculty groups and executive teams with tools and resources to ensure consistency in teaching practices across the school.

A central focus was on the development of a shared Google Classroom hub, which provided teachers with easy access to high-leverage strategies, as well as examples of how these could be implemented effectively in the classroom. This collaborative resource allowed teachers to contribute their own ideas and strategies, strengthening the pool of practices available to the wider school community. This initiative led to increased collaboration among staff, with more teachers engaged in sharing best practices and supporting each other in their professional growth.

The team also worked on the development of a whole-school writing strategy aimed at improving Band 5 and Band 6 results. This initiative was supported by the Strathfield Network's project to improve writing across the network. The HSC team coordinated regular meetings, facilitated a writing survey to gather staff input, and developed a draft writing plan that addressed key areas such as text purpose, vocabulary, and sentence structure. Staff were actively involved in the process through consultations, ensuring that the strategy was responsive to the needs of both teachers and students.

Next year, the HSC team will continue to refine the writing strategy, using the feedback gathered from staff to make necessary adjustments. Additionally, the focus will shift towards ensuring consistent implementation of high-leverage teaching strategies across all faculties. There will be a stronger emphasis on providing additional support to ensure that the strategies from the HSC Hub are being accessed and implemented across classrooms. The team will provide further support through professional learning for writing in accordance with the agreed writing model, to ensure these strategies are effectively embedded in classroom practice. The impact of these initiatives will be closely monitored through ongoing assessment data, which will help track student progress and inform future professional learning and strategy refinement.

#### High Potential Gifted Education (HPGE)

This year, the HPGE team made notable progress in advancing HPGE education within the school. The team successfully redesigned the school's HPGE policy, proposed a new targeted class for 2025, and participated in professional learning opportunities. The team's collective experience and expertise, particularly from a member with prior experience in a school with a targeted HPGE stream, played a crucial role in shaping the proposal. Additionally, attending the HPGE Network meeting provided valuable insights, which led to the integration of new ideas and resources into our practices.

While the team's work on the Year 8 2025 class proposal was well-executed, communication regarding the intentions and details of the process could have been clearer to the wider staff. Some teachers, when completing surveys,

expressed confusion about the formation of the class, highlighting the need for better staff communication and engagement in the planning phase. The inability to discuss these changes with the whole staff body further hindered full understanding.

Looking ahead, the focus will shift to increasing staff understanding of HPGE education and its classroom implementation. This will be supported by whole-school professional learning, as well as additional staff participation in formal Mini COGE training. With more staff members formally trained, the transition to having two targeted HPGE classes in 2026 should be smoother. This shift aligns with the Department's increased focus on HPGE for 2025, and the goal is to ensure that more students are identified and supported effectively.

Next year, the HPGE team will work on integrating HPGE strategies into everyday teaching practices, ensuring that all students are given opportunities to reach their academic potential. This will be done through further professional development and fostering greater collaboration across faculties. With a more comprehensive understanding of HPGE, the aim is to build a school-wide culture that values and supports high potential and gifted education.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Pathways</b> Teachers collaboratiely engage in RAP analysis and are provided with ongoing support to access evidence-based HSC professional learning.	The HSC team has made significant progress in fostering teacher collaboration through RAP analysis, with ongoing support provided to access evidence-based professional learning, though further efforts are needed to ensure consistent engagement and application across all faculties.
<b>HPGE</b> Establish a school-wide process for the identification of HPGE students.	The initiative has made notable progress in redesigning the HPGE policy and proposing a targeted class for 2025.



Pictured: Burwood Ensemble Program for Year 12 Graduation 2024



Pictured: 2024 Japan Trip Team

## Strategic Direction 3: Student Communication and Engagement

### Purpose

Embed a culture of shared responsibility where students and teachers are partners in learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Attendance

### Resources allocated to this strategic direction

Professional learning  
Student Support Officer  
Socio-economic background  
Aboriginal background  
Per capita

### Summary of progress

Attendance rate at Burwood Girls High School (BGHS) was 90.2%, which was above the state average of 86.9%. The percentage of students attending BGHS more than 90% of the time was 65.1%, and above the state average of 53.8%. Attendance Data Completeness rate was 99.9%. Year 9 had the highest rate of absences, followed by Year 11. The introduction of the new morning bell times improved student lateness to Roll Call, which led to an increase in the accuracy of morning roll marking. Increased use of electronic student absence reminders to parents resulted in improved and expedient parent communication regarding justification for student absences. The strategies used to improve monitoring systems and processes have increase overall attendance rates.

Future recommendations are:

- to follow up unexplained absences within two days
- to regularly remind parents all absences must be justified within seven days.
- to improve attendance systems to ensure frequent explained absences are supported with medical documentation.
- to further develop Year 7 transition processes to gather more detailed information regarding poor attendance patterns in primary school.
- to increased use of attendance support strategies such as phone calls and School-Based Attendance Support Plans. It is also recommended BGHS
- to implement early intervention strategies, particularly with Year 7 and 8 students

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> Staff consistently implement the school's attendance monitoring systems and processes.	In 2024 there was an increase of 1.4% in the number of students attending school from 2023. There was also a significant increase of 5% in the number os students attending school greater than 90% of the time from 2023.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$961.37</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Senior Secondary Pathways</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students were provided SLSO support in transitioning to a mainstream setting. Regular check-ins were provided, including mentoring sessions. Students felt connected and reported an increased sense of belonging and as well as managing the demands of a mainstream setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support identified students with mentoring support, or transitioning if required.</p>
<p>Integration funding support</p> <p>\$382,945.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Burwood Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Senior Secondary Pathways</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of homework tutoring groups</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All funded and eligible students are demonstrating progress towards their personalised learning goals. Improved communication with staff and the more efficient completion of Individual Education plans (IEPs) has led to an improvement in students receiving targeted and differentiated personalised learning in the classroom. IEPs are regularly reviewed and updated to meet student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Learning and Engagement team will review procedures to document students with identified learning needs, including updating the Sentral notification procedures to differentiate between funded and non-funded students. There is demand for professional learning for teachers to differentiate and adjust teaching and learning programs to meet the demands of an increasing number of students with diagnosed and identified specific learning needs.</p>
<p>Socio-economic background</p> <p>\$62,521.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Burwood Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul>

<p>Socio-economic background</p> <p>\$62,521.57</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning in areas such as school refusal and trauma</li> <li>• employment of additional staff to support the wellbeing program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Attendance rate at Burwood Girls High School (BGHS) was 90.2%, which was above the state average of 86.9%. The percentage of students attending BGHS more than 90% of the time was 65.1%, and above the state average of 53.8%.. Attendance rates have improved from 2023. The employment of additional support staff in wellbeing to focus on early intervention strategies with identified students has resulted in improved attendance rates in most cases.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Head Teacher Wellbeing to mentor Anthony from Fusion to increase the program focus on attendance, particularly lateness to school. The school will continue to refine strategies to support students and families, particularly around school refusal. as well as earlier identification of students with declining patterns of attendance.</p>
<p>Aboriginal background</p> <p>\$8,472.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Burwood Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• providing opportunities for co-curricular activities such as dance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved provision of PLPs reflecting the required needs of students. Learning and engagement, including attendance rates have been increased for students of Aboriginal Background. They have been supported weekly by an external provider, Anthony from Fusion.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review of PLP procedures by the Head Teacher EALD to improve the process and communication of PLPs to staff. To continue to engage Anthony from Fusion to support the students.</p>
<p>English language proficiency</p> <p>\$353,225.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Burwood Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul>

<p>English language proficiency</p> <p>\$353,225.20</p>	<ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The consolidating and developing EALD students in Years 7, 8 and 9 achieved significantly higher scores in their Reading Check-In assessment results than the state average.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to fund the Stage 5 EAL/D elective and additional English class in Year 10. Continue to support the newly created EAL/D faculty to facilitate whole school EAL/D support as well as individual faculty PL support.</p>
<p>Low level adjustment for disability</p> <p>\$277,680.55</p>	<p>Low level adjustment for disability equity loading provides support for students at Burwood Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Senior Secondary Pathways</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• providing additional support for students in Life Skills, Disability Special Provisions and literacy and numeracy intervention programs</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There have been improved processes for identifying students with learning needs, as well as procedures for teachers to request support. This has led to a more consistent approach to student learning support and an increased number of learning support referrals. The Inclusive Dance Ensemble and inclusive participation in drama productions continued.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Implement a more coordinated approach to intervention with targeted timetabled teaching by LaST staff. Improved procedures for whole school SLSO support. Improved organisation of parent PLP meetings as well as communication with parents. Additional SASS support provided to the Learning and Support team to assist organisation and administration to meet the increased demands of student learning needs.</p>
<p>Professional learning</p> <p>\$91,808.49</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional learning for teachers and school staff procedures at Burwood Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Senior Secondary Pathways</li> <li>• Attendance</li> <li>• High Potential Gifted Education</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul>

<p>Professional learning</p> <p>\$91,808.49</p>	<ul style="list-style-type: none"> <li>• participation of staff in HSC, literacy and numeracy professional learning workshops</li> <li>• professional Learning LaST training to support the increase in students with identified learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>            PL activities funded to support staff to embed evidence-based reading and comprehension practices has improved student reading. Renaissance Reader data indicates an increase in student reading, including parent data. The school achieved a significant increase in the 2024 Year 7 reading scaled score (7.8) Check-in Assessment from 2023. There were also significant increases in year 8 (5.9) and Year 9 (5.5). Staff completing the HSC Professional Learning experienced high impact professional learning and developed skills to deliver higher-quality Stage 6 teaching activities and tasks. 55.5% of students achieved a Band 5/6 in the 2024 HSC. This is a significant increase from 2022 (45%). In Numeracy, the school focussed on measurement and proportional reasoning in Year 8 teaching and learning programs. The school achieved a significant increase in the 2023 Year 8 numeracy scaled score (3.7) Check-in Assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b>            To focus on explicit evidence-based writing strategies across KLAs to continue to improve student literacy (7-12). Staff to be supported to continue involvement in the HSC Professional Learning courses to lift student achievement in the HSC. To expand numeracy focus to every KLA and embed explicit teaching numeracy strategies in Stage 4 programs, with a focus on Year 7.</p>
<p>Student Support Officer</p> <p>\$103,930.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Burwood Girls High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>            This year in term 1 through to term 4 394 students accessed the SSO for out of class support. Term 3 this year had 35% more students out of class than terms 1, 2 and 4. Individual students accessing wellbeing support this year were similar numbers in Term 1 and 3 (35 and 41) and Term 2 and Term 4 were similar numbers (57 and 52). The Breakfast Club served 2940 breakfasts.. 44 student completed Breakfast club surveys this year and 86% students felt that Breakfast Club helps them feel they belong to the school. The top three reasons for attending Breakfast Club were more energy, better start to the day and see friends before school. 76% of students feel that the provided lunch helps them to feel that they belong to school. Belonging increased from Term 1 survey from 67% to Term 4 survey 85%. The top three reasons for lunch support. were more energy, chatting to friends and well being staff and it encourages them to come to school. 1928 lunches were provided in 2024.. In Youth Mental Health First Aid, six staff trained in the 2-day course and six staff trained in refresher course, three parents and 18 community members trained in the course. The SSO was trained in Teen Mental Health First Aid this year.</p>

<p>Student Support Officer</p> <p>\$103,930.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To train more staff in Youth Mental Health First Aid and secure donations for the 2025 Breakfast Club. New initiatives will include implementation of the Study without Stress program in term two for Year 12 students, and delivering the Teen Mental Health program to a year group (to be identified in 2025).. The School Support officer will continue to provide support for students and families as well as supporting programs such as Fusion, Raise Mentoring and Breakfast Club..</p>
<p>Small group tuition (SGT)</p> <p>\$16,279.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Burwood Girls High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Senior Secondary Pathways</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional funded LaST to support Literacy intervention program, small group tuition</li> <li>• Additional funded LaST to support Numeracy intervention program, small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The literacy and numeracy interventions were led by experienced Learning and Support Teachers who provided continuity for students. Students with dyscalculia received additional numeracy support and showed noticeable improvements in their classwork and test results. This targeted approach helped to support numeracy development and track progress, ensuring students made gains in their learning. In Year 7 Reading, a total of eight students were identified as requiring intervention or urgent intervention, with their progress monitored through Renaissance Reading. By the end of Semester 1, four of these students no longer required intervention, demonstrating positive growth. The literacy intervention programs for Years 7 and 9 provided focused and targeted support in spelling, punctuation, reading comprehension, and writing, delivered through small group instruction and team teaching. In Year 9, the focus was on writing, with interventions designed to support curriculum outcomes. Ongoing collaboration with classroom teachers ensured individualised feedback on student progress, with teachers providing their insights, which were recorded on a detailed spreadsheet. This tracking system determined whether students continued or discontinued support, not only for those identified as requiring intervention but also for those placed “on watch.”</p> <p><b>After evaluation, the next steps to support our students will be:</b> While data indicated that intervention programs facilitated successful learning for some students, attendance issues impacted some of the improvements noted by classroom teachers. Need to improve collaboration with the wellbeing team to develop strategies to improve attendance rates of identified student receiving targeted interventions.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	0	0	0	0
Girls	1094	1092	1114	1108

### Student attendance profile

School				
Year	2021	2022	2023	2024
7	95.4	89.9	91.8	92.1
8	92.5	90.2	90.4	88.7
9	92.6	88.6	92.2	88.8
10	90.2	88.1	89.5	90.5
11	90.9	88.1	89.9	90.0
12	89.5	87.8	89.7	89.1
All Years	91.8	88.8	90.5	89.8
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

### Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023/2024, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0.5	1
TAFE entry	0	0.5	7
University Entry	0	0	91
Other	0	0	0.5
Unknown	0	0	0.5

## Year 12 students undertaking vocational or trade training

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11.87% of Year 12 students at Burwood Girls High School undertook vocational education and training in 2024.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.5% of all Year 12 students at Burwood Girls High School expected to complete Year 12 in 2024 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.1
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher EAL/D	2.2
School Counsellor	1
School Administration and Support Staff	13.57
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	3.30%
Teachers	3.30%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes six student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

A third deputy, Technology & Innovations and HT Administration appointed from Principal Support Funds.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	3,724,438.87
Revenue	14,324,300.95
Appropriation	12,166,967.13
Sale of Goods and Services	83,443.71
Grants and contributions	1,591,828.18
Investment income	114,793.93
Other revenue	367,268.00
Expenses	-15,364,849.47
Employee related	-13,072,408.64
Operating expenses	-2,292,440.83
Surplus / deficit for the year	-1,040,548.52
Closing Balance	2,683,890.35

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



Pictured above: "Chicago" Musical 2024  
Pictured below: Students on trip to Japan in October holidays



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2024 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	357,638
<b>Equity Total</b>	701,900
Equity - Aboriginal	8,473
Equity - Socio-economic	62,522
Equity - Language	353,225
Equity - Disability	277,681
<b>Base Total</b>	11,325,889
Base - Per Capita	191,319
Base - Location	0
Base - Other	11,134,570
<b>Other Total</b>	686,885
<b>Grand Total</b>	13,072,312

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



Pictured: Year 12 Graduates 2024



Pictured: Knockout Touch Football Team

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### School statement - Literacy and Numeracy

In 2023, there was an upward trajectory in results for NAPLAN across reading, writing and numeracy in both Years 7 and 9 with scores exceeding both the statistically similar school group (SSSG) and the state. The school results for NAPLAN in reading indicated that students performed above state average. In Year 7 reading, students achieved 10.4% higher than the SSSG and 16.5% higher than the state average in the Exceeding proficiency level. In Year 9, 90% of students achieved Strong/Exceeding proficiency levels of reading compared to 80.6% SSSG and 70.9% state.

In Year 9 writing, students achieved 7.4% higher than the SSSG and 9.5% higher than the state average in the Exceeding proficiency level. In Year 9, 85.9% of students achieved Strong/Exceeding proficiency levels of numeracy compared to 84.4% SSSG and 71.9% state. On the other hand, the data from the Check-in Assessments shows 33.3.6% of Year 9 students have achieved in the upper group for Reading, which is 4.4% higher than the SSSG and 13.9% higher than the state. In Numeracy, 60% achieved in the upper group, which is 8.6% higher than the SSSG and 34.2% higher than the state. This is a significant increase of 13.2% from 2023. Additionally, the results in Years 7, 8 and 9 showed an increase in the mean scaled score from the Check-in Assessment for both reading and numeracy in comparison with Years 7, 8 and 9 in 2023, which has resulted in both improvement measures being met in these areas for 2024.



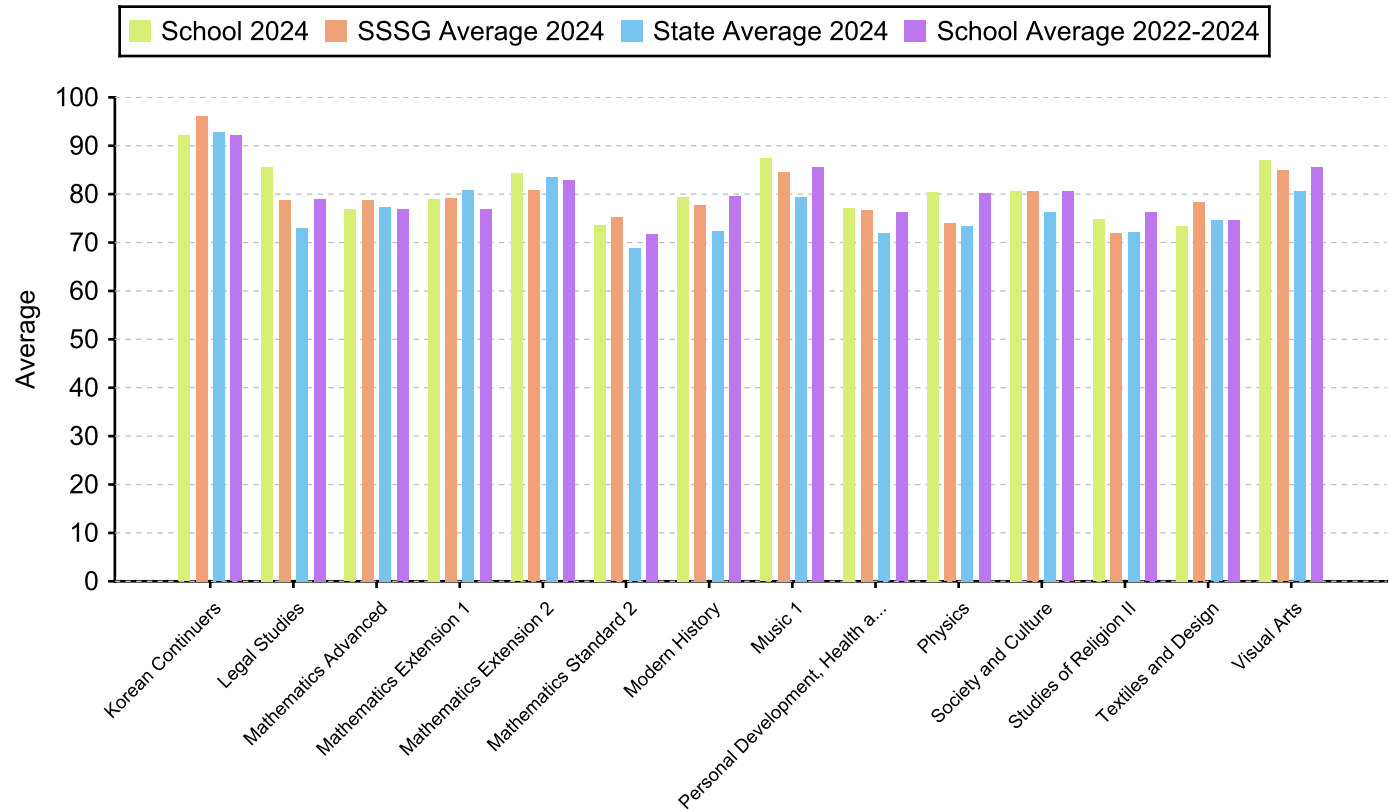
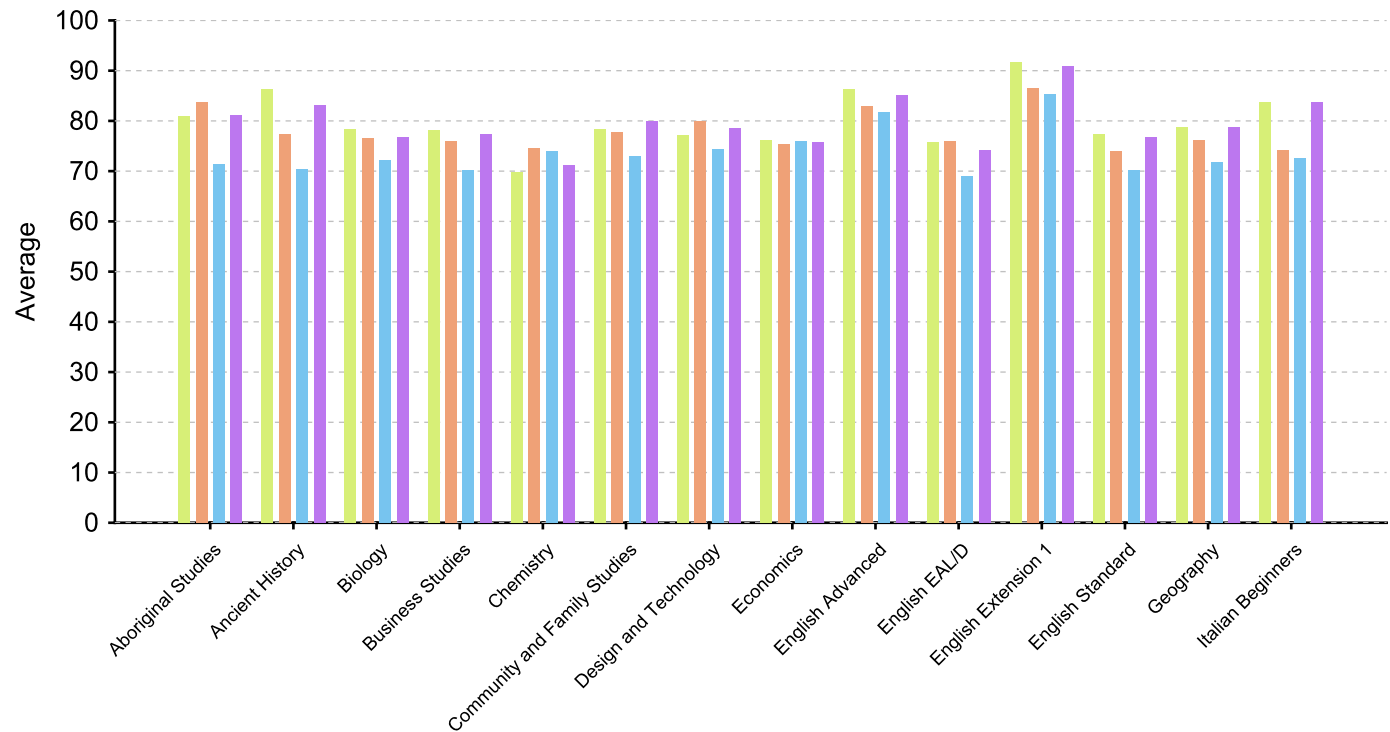
Pictured above: NAPLAN Examinations 2024



# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2024	SSSG	State	School Average 2022-2024
Aboriginal Studies	81.0	83.8	71.3	81.2
Ancient History	86.3	77.4	70.4	83.2
Biology	78.4	76.6	72.2	76.7
Business Studies	78.2	75.9	70.1	77.4
Chemistry	69.8	74.6	73.9	71.1
Community and Family Studies	78.4	77.7	72.9	79.9
Design and Technology	77.1	79.9	74.4	78.6
Economics	76.2	75.5	76.0	75.8
English Advanced	86.3	82.8	81.7	85.2
English EAL/D	75.7	76.0	69.0	74.1
English Extension 1	91.6	86.5	85.3	90.8
English Standard	77.4	73.9	70.1	76.7
Geography	78.7	76.2	71.8	78.7
Italian Beginners	83.7	74.1	72.7	83.7
Korean Continuers	92.1	96.1	92.8	92.1
Legal Studies	85.6	78.8	73.0	79.0
Mathematics Advanced	76.8	78.8	77.3	76.8
Mathematics Extension 1	79.0	79.2	80.9	76.9
Mathematics Extension 2	84.3	80.8	83.5	82.8
Mathematics Standard 2	73.6	75.2	68.8	71.7
Modern History	79.4	77.7	72.4	79.6
Music 1	87.4	84.6	79.5	85.6
Personal Development, Health and Physical Education	77.1	76.8	71.8	76.2
Physics	80.5	73.9	73.4	80.2
Society and Culture	80.7	80.5	76.3	80.6
Studies of Religion II	74.8	72.0	72.2	76.3
Textiles and Design	73.4	78.3	74.6	74.7
Visual Arts	87.0	84.9	80.6	85.7

Excellent results were achieved in a range of subjects in the 2024 HSC. 61% of subjects were above the state average. The share of HSC results in the top two bands (53.5%) showed ongoing improvement from both the 2022 (48.21%) and 2023 (51.98%) results. In 2024, 35 students achieved an ATAR over 90, with the highest ATAR at 99.45. Good to report 43% students appeared on the Distinguished Achievers List, achieving at least one Band 6/E4.



## Parent/caregiver, student, teacher satisfaction

In 2024, a survey was conducted for Year 7 parents at the end of semester one and results indicated:

- Year 7 parents (37%) reported their child transitioned extremely well into high school, 55% reported their child transitioned well and 5% reported a neutral response
- Pleasing to note 63% parents reported no bullying at school, 23% reported some minor issues they were aware of that did not concern their child, and 5% reported some instances of concern
- Also good that 75% parents reported their child had a great time at the Year 7 Orientation Camp, 15% reported an OK time, and 4% reported they expressed some concerns
- The Reading Renaissance program used by Year 7 students has been a successful program with 73% parents aware and supporting with 25% reporting an increase in their child's reading habits.

### Parent Satisfaction

Parents reported they appreciated emails from the school, the newsletter "Event" as well as information posted on social media accounts. The school website was the least utilised. The Tell Them From Me (TTFM) survey (12% parent response) indicated:

- Parents believe their child is encouraged to do their best work
- 81% parent believe the school has a good reputation in the local community
- School supports positive behaviour
- Students feel safe at school
- An area for improvement based on parent feedback is that the school needs to improve parent communication with teaching staff and create more opportunities to engage students who have high learning needs.

### Teacher Satisfaction

There were 45 teachers (65%) who responded to the 2024 TTFM staff survey. The school excelled in the areas of learning culture, data informs practice and use of technology to support learning. One area of improvement compared to 2023 was that more teachers are using individual education plans to set goals for students with special learning needs. Other interesting responses included:

- 95% teachers agreed that Burwood Girls High School (Burwood GHS) is a welcoming place for all students
- 96% agreed Burwood GHS is a culturally safe place for all students
- 85% teachers feel they belong at Burwood GHS, 9% neither agreed nor disagreed
- The three main factors identified by teachers that would help them feel more supported at school were less administrative work, reduced workload and more time to do their job.

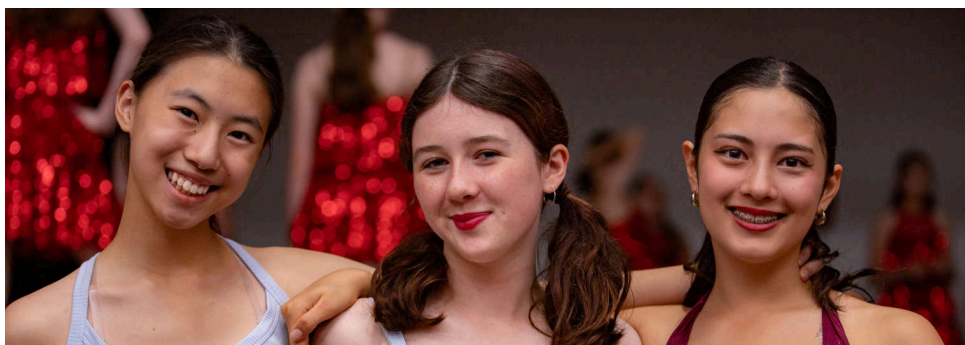
### Student Satisfaction

In 2024, 848 students (80%) responded to the TTFM survey. Results indicated:

- There was a 5% increase in students reporting a sense of belonging from 2023
- Students believe explicit teaching practices and feedback in the classroom was significantly higher than the state norm
- 88% of students know where to they can go for help if they are bullied or see someone else being bullied
- Students who are victims of bullying was 15% compared to 27% (NSW Govt norm)
- Students planning to finish Year 12 was 92% compared to 77% (NSW Govt norm)

Drivers of student learning outcomes that were significantly higher than the NSW Govt norm include important concepts are taught well, class time is used efficiently, homework and evaluations support class objectives, and students find classroom instruction relevant to their everyday lives. Additionally, students feel teachers are responsive to their needs, encourage independence with a democratic approach and students understand there are clear rules and expectations for classroom behaviour were significantly above the NSW Govt norm.

Students are generally happy with opportunities at the school and continued focus on cocurricular activities, student advocacy and leadership opportunities is appreciated by them.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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In 2023, Burwood GHS had a focus on the "Year for First Nations Voices" and the momentum continued into 2024 "The Year of Connections". Uncle John became a regular guest in school events and in the classroom. Our students explored ways to utilise new knowledge in a variety of curriculum areas. The "Acknowledgement of Country" signage was installed at the entry to the school. House Captains changed the names of Sports Houses to reflect First Nation leaders in the Wangal area: Barangaroo, Bennelong, Cora and Pemulwuy. Members of SRC continued to nurture an Australian native garden. Students in Visual Arts completed the first stage of planning and preparing for a mural of Wangal leaders for the assembly hall, Pemulwuy and Barangaroo to be installed at the commencement of 2025

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-Racism - School statement

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Burwood GHS is an inclusive and harmonious school with one Anti-Racism Contact Officer (ARCO) and is extremely proud that there were few incidents of racism reported in 2024. Anti-racism professional learning was undertaken by all staff after an introduction to the issues by the ARCO on a School Development Day. International students participated in a forum to discuss strategies to manage any incidents of casual racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Multicultural and anti-racism education - School statement

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The school is extremely proud to celebrate our cultural, linguistic and religious diversity both within the curriculum and at special events. Our greatest event to celebrate is our annual International Day and the celebration in 2024 was a magnificent success with great involvement from the community! The Crescent Girls group supports Muslim students and our Sisters in Society student leadership group plan activities and programs for refugee girls. Lunar New Year was celebrated with support from the local community, and was especially appreciated by International Students. The Iftar dinner hosted many families, students and ex-students from a variety of backgrounds. A wonderful and successful community event.

Students at Burwood GHS represent 84 countries with 64% students and almost 50% staff having English as a Second Language or Dialect (EAL/D). There were an increasing number (96) of international students from China, Korea and Vietnam in 2024 with an international student coordinator, a special student adviser and three community liaison officers supporting their wellbeing. A Pacific Islander liaison officer was employed to support and provide activities for Aboriginal and Islander students.

Six languages (Indonesian, Italian, French, Japanese, Korean and Mandarin) continue to be taught at the school with many students accessing a range of languages at NSW School of Languages or the Sydney Secondary School of Languages. There were two overseas excursions in 2024 to Korea and Japan. The school continues to host educators and schools from China, Korea and Japan as well as participate in special events with the Korean Education Centre and Indonesian Consulate.

## Other school programs (optional)

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### Science, Technology, Engineering and Mathematics (STEM) Programs

Burwood GHS built an excellent facility to extend learning opportunities for students in STEM learning. The STEM learning space is well-equipped for students to extend learning in design & technology, robotics and engineering. Using VALID Data Analysis, where 161 Year 8 students participated, there has been consistent improvement (outperforming similar school groups) since 2023 (25.2% better). Mathematics, Science and PDHPE were the favourite subjects for many students, commenting 'that is where they learn the most'.

Science, Design & Technology and iSTEM continue to be popular in Years 9 and 10 and students report that these are important subjects.

The large number of students choosing to pursue science, technology and higher levels of mathematics courses for the HSC is a good indicator. Also, the number of students pursuing engineering and science courses at university is another indicator of the strength of STEM programs at Burwood GHS.



Pictured: Community Iftar Dinner 2024



Pictured: Engineering Challenges and bridge building