

# 2025 Annual Report

## Burwood Girls High School



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# Introduction

The Annual Report for 2025 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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## Message from the principal

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2025 was the "Year to Thrive", and thrive we did - increased connections with the community, greater student voice, more student achievements, and staff focused on improving opportunities for all, especially in the area of High Potential and Gifted Education (HPGE). The year marked a considerable increase in student involvement in the performing arts and sport, as well as academic success. The school was delighted to receive a significant donation for a perpetual science award (the Dianne Nicol Prize) presented at Presentation Day for the first time. Volleyball courts were finally refurbished.

The dance and band programs continued to thrive, and debating reached new heights of student involvement. Student voice remains a strength. The drama production "Rainbow's Ending" was a great success, and students continued to support events such as RUOK, Wear It Purple, Lunar New Year, Iftar, and International Women's Day. The annual International Day was a magnificent event and was a demonstration of continued strong connections with our culturally diverse community. Another significant event was the production of two huge murals, Pemulwuy and Barangaroo, for which our Visual Arts faculty received a Network Award. Our continued connection with Uncle Jimmy and Uncle John at our school has assisted in First Nations perspectives thriving at our school. So proud of students supporting our school motto "Not For Ourselves Alone".

Mia Kumar PSM

Principal, Burwood GHS

## Message from the school community

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Maintaining positive partnerships between the school and the parent community was once again one of the main aims of the P&C. It remained part of the all inclusive, 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. The Principal and Deputy Principals were always in attendance to answer parents' queries and concerns. Guest speakers were welcomed and a variety of topics included HPGE, HSC Pathways, Social Media and Inclusion. As a group, P&C members attended the Iftar Dinner, International Day, Presentation Day and ran the Front of House for Burwood Ensemble Program music concerts. We provided economic support which included funds for musical instruments, excursions, sporting equipment, dance uniforms and air conditioning. Students, as represented by the Student Representative Council were given a strong voice as part of the Burwood GHS School Council. The council continued to bring together teachers, community members, parents and students to discuss issues relevant to all.

Kara Gabbett,

Burwood GHS P&C President, Burwood GHS Council Chairperson

## Message from the students

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Student Representative Council (SRC) groups (Years 7 to 12) included an International Students group to work in collaboration with school prefects for some events such as International Day, fundraising for various charities, networking with high schools, International Women's Day, establishing forums to discuss anti-racism, domestic violence, women's issues and impacts of social media.

Student voice involved discussions about High Potential and Gifted Education, Teaching and Learning, Feedback, Respectful Relationships and ways to improve learning opportunities. The Public Schools survey revealed areas for improvement and focus groups discussions provided opportunities to change and improve learning. The Year 9 Focus Group project was instrumental in highlighting issues on explicit teaching and effective feedback.

Beatric Fattorini, Genevieve Hannah, Charlize Zaragosa, Anisha Dutta, Nur Geloz, Alexandra Holland

SRC Representatives, 2025



## School background

### School vision

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

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 of 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 equity and excellence by providing a wide range of opportunities for all students.

To inform this School Excellence 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 School Excellence 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.



## 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	2025 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

External validation in 2026 will assist the school in reviewing areas to excel.

## Strategic Direction 1: Student growth and attainment

### Purpose

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Deliver excellence in literacy and numeracy for learners by embedding whole-school, evidence-informed practices and high-impact teaching, supported by consistent data-driven decision-making aligned to the NSW syllabuses.

### 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

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#### Per capita Professional learning

### Summary of progress

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#### Initiative: Reading

Throughout the year, targeted efforts in the Reading initiative have led to a comprehensive understanding of student literacy strengths and areas requiring improvement, particularly across Years 7 and 9. Data analysis from multiple sources-including Reading Renaissance scores, Check-in diagnostics, and NAPLAN item-level reviews-consistently highlighted students' strong vocabulary knowledge and literal comprehension skills. However, a significant and pervasive deficit was identified in students' abilities to engage critically and inferentially with texts. Notably, this challenge spans the entire achievement range, including among our highest-achieving students, indicating it is a systemic issue rather than isolated to lower-performing groups.

Longitudinal data tracking from Year 7 to Year 9 reveals that while foundational literacy skills are well established at Year 7 entry, they are not reliably translating into sustained growth in higher-order literacy by Year 9. Value-added measures and growth trajectories suggest progress is slightly below expectations, especially in the development of critical thinking and interpretive responses.

Ongoing analysis of student engagement across classes and examination of project and discussion outputs continue to provide valuable insights into the growth of inferential and critical thinking skills. Barriers to involvement and resource effectiveness are being systematically identified, ensuring responsive adjustments to teaching practices and support mechanisms.

#### Initiative: Numeracy

The Numeracy initiative has concentrated on embedding explicit numeracy strategies across faculties to meet identified student learning needs. Data indicates that while students show strong additive thinking and number sense, they consistently struggle with measurement, proportional reasoning, and fractional concepts. NAPLAN and school value-add data confirm these are persistent areas of difficulty that limit expected progress by Year 9.

A whole-school approach promoting at least two explicit numeracy strategies in Year 7 programs has been pivotal in creating alignment between teaching, learning, and assessment. The carry-over embedding of these strategies into Year 8 curricula in 2024 has supported targeted practice and conceptual understanding, with a particular focus on measurement and proportional reasoning.

Analysis of Year 9 NAPLAN results post-implementation indicates solid gains in number sense and algebraic reasoning within the cohort, reflecting significant improvement in these areas. However, tasks involving fractions remain a challenge, revealing a specific gap that requires continued focus.

The cohort profile shows a broad base of solid performance, with combined achievement in the 'Strong' and 'Exceeding' categories surpassing similar school groups and the state average, despite a smaller proportion in the highest achievement band. This suggests foundational numeracy skills have been effectively consolidated, even as work continues to elevate student performance in more complex numerical reasoning.

## Conclusion

In summary, the school's focused initiatives in Reading and Numeracy have yielded rich diagnostic insights and positive progress. The data-driven approach has enabled targeted strategies to strengthen critical and inferential literacy skills and embed explicit numeracy teaching practices. Continued refinement of these initiatives, addressing identified gaps and barriers, will support improved student outcomes and sustained growth across future cohorts.

## 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>Improved reading outcomes</b> The school uses data from the Reading Renaissance program to track individual student progress and ensure that all students are reading more literature within their ZPD (Zone of Proximal Development).	Reading Renaissance data has been collected and analysed, showing that students are reading more frequently and selecting texts within their ZPD. While this reflects positive progress, overall engagement levels remain an area for continued improvement.
<b>Improved numeracy outcomes</b> A whole school approach to the teaching of explicit Stage 4 numeracy strategies is implemented and reflected in teaching and learning programs.	A wholeschool approach to teach explicit Stage 4 numeracy strategies has been implemented and is evident across teaching and learning programs, following Year 8 implementation in 2024 and Year 7 rollout in 2025.





## Strategic Direction 2: Quality Teaching and Learning

### Purpose

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Develop expert teaching teams through sustained professional learning, instructional coaching, and collaborative planning. Teachers deliver high-impact, differentiated instruction that improves engagement, accelerates learning growth, and lifts HSC achievement. Equity funding is strategically used to support targeted interventions and ensure all students are challenged and supported to succeed.

### 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

#### Summary of progress

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##### Senior Secondary Pathways

Throughout the year, the Senior Secondary Pathways initiative has demonstrated significant progress across key activities. The HSC RAP Analysis revealed that faculties possess a strong capacity to interpret data effectively, allowing them to develop targeted, evidence-based teaching strategies. The analysis also uncovered variations across subjects, pointing to diverse learning needs and reinforcing the importance of consistent progress tracking and shared accountability among staff.

The HSC Hacks student workshops have had a positive impact on student outcomes. Feedback indicates that students gained increased confidence in managing independent study and acquired a stronger understanding of effective study techniques. Correspondingly, teachers observed enhanced preparedness and engagement in workshop participants, suggesting that these sessions support both academic skills and motivation.

Professional learning for staff focused on HSC preparation fostered increased teacher collaboration, which in turn contributed to higher quality teaching and greater alignment with upper band HSC expectations. This collaborative approach has strengthened instructional consistency and supports improved student performance in senior secondary assessments.

##### High Potential Gifted Education (HPGE)

Within the High Potential Gifted Education initiative, staff have deepened their knowledge and skills around differentiation for high potential learners. This has led to increased teacher confidence in extending and challenging students across learning areas. The establishment of a Year 8 HPGE class has yielded positive outcomes, with noticeable improvements in student engagement and motivation.

Enrichment programs such as Tournament of Minds, Da Vinci Decathlon, and Planting Seeds have effectively fostered student agency and a sense of belonging among gifted learners. These programs provide valuable opportunities for creative thinking, problem-solving, and collaboration, further supporting the holistic development of high potential students.

Overall, these initiatives have contributed to enhanced teaching practices, improved student engagement, and strengthened pathways for senior secondary students and gifted learners alike. Continued focus on data-driven practices, targeted support, and collaborative professional learning will be essential for sustaining and building upon these positive outcomes.

### Progress towards achieving improvement measures

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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.

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Annual progress measure	Progress towards achievement
<p><b>Pathways</b>  Stage 6 students demonstrate improvement in features of upper levels of HSC achievement (top two bands) in their work.</p>	<p>Stage 6 students have demonstrated improvement in key features associated with the upper levels of HSC achievement. While the number of Band 6 students was slightly lower, the proportion of students achieving Band 5 and Extension Bands E3 and E4 have remained consistent. This progress reflects the impact of targeted teaching strategies and focused support, contributing to strengthened student skills and understanding at higher achievement levels. The results highlight areas for ongoing focus to further increase the highest band attainment in future reporting periods.</p>
<p><b>HPGE</b>  A Year 8 HPGE class is implemented and training expanded for teachers in HPGE education.</p>	<p>The establishment of the Year 8 HPGE class and the expansion of targeted professional learning for teachers in High Potential Gifted Education have been successfully achieved. This progress has strengthened staff capacity to effectively differentiate and challenge high potential learners, resulting in improved student engagement and motivation. The achievement of this measure reflects our commitment to providing enriched learning opportunities and tailored support for gifted students.</p>





## Strategic Direction 3: Student Communication and Engagement

### Purpose

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Foster a culture of shared responsibility where students, teachers, and families are active partners in learning. Whole school systems support engagement and wellbeing, leading to improved attendance and stronger academic outcomes, including HSC achievement. Equity funding is used to remove barriers and strengthen participation.

### 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.

- Attendance

### Resources allocated to this strategic direction

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#### Per capita

Student Support Officer

English language proficiency

Aboriginal background

Socio-economic background

Professional learning

Refugee Student Support

### Summary of progress

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Initiative: Attendance

Over the past year, targeted mentoring programs have demonstrated a positive impact on student attendance rates. Students participating in these programs have shown increased attendance, supported by positive feedback from both students and staff. Cultural activities integrated within mentoring initiatives have further fostered enhanced connections, particularly among international students, as evidenced through surveys and focus groups. These social and emotional supports have been instrumental in easing transitions, building resilience, and nurturing a stronger sense of belonging.

The school's robust fortnightly attendance monitoring, paired with daily roll checks conducted by the Deputy Principal Technology, has ensured data accuracy and timely identification of attendance concerns. This vigilant approach has highlighted cohorts requiring additional support, notably Years 9 and 10, where attendance rates remain below the school average and reveal a higher concentration of irregular and chronic absences.

Early intervention through regular communication with students and families has allowed for personalised strategies that address individual barriers, effectively supporting improved engagement.

Complementing these efforts, the school's suite of wellbeing supports-including access to meals, clothing, learning materials, transport assistance, and individualised scholarships-has addressed practical obstacles to participation. Partnerships with community organisations have broadened the support network available to students, reinforcing holistic wellbeing.

NSW Student Public Schools Survey data provides encouraging evidence that these combined strategies contribute to a positive school climate, reflected in significantly lower rates of bullying and discrimination compared to similar schools and state averages. The reduction in negative behaviours correlates with increased student motivation and attendance, underscoring the effectiveness of mentoring, peer-led activities, and community engagement programs such as STARR days.

Overall, the integration of targeted mentoring, comprehensive attendance monitoring, and coordinated wellbeing initiatives has contributed to improved attendance, a safer and more inclusive environment, and stronger student engagement. Moving forward, ongoing data-informed refinement will be essential to address persistent attendance gaps, particularly in senior cohorts, ensuring that supports remain responsive and equity-focused. Continued collaboration among multidisciplinary staff and community partners will sustain and enhance these positive outcomes, promoting sustained student success and wellbeing.

### Progress towards achieving improvement measures

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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
<p><b>Attendance</b> Increase the proportion of students attending school more than 90% of the time.</p>	<p>Overall attendance rates have improved, with the proportion of students attending more than 90% of the time increasing from 63.9% in 2024 to 65.3% in 2025, reflecting the positive impact of targeted strategies and interventions.</p>





Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,909.34</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>• Attendance</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>• Wellbeing interventions to promote equity and improve attendance and engagement</li> <li>• Strengthening orientation and transition program for identified students</li> <li>• Intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of funds has positively impacted refugee students by removing practical barriers to participation, strengthening their sense of belonging and wellbeing, and improving access to curriculum content. These measures have contributed to better attendance and engagement, which is closely monitored through data to assess impact. Feedback from staff and students indicates increased confidence, engagement, and academic progress among participants.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To build on these successes, the school plans to continue targeted small group interventions and expand collaboration with community organisations to enhance cultural responsiveness. Further investment will focus on refining progress monitoring and tailoring support to individual student needs, while sustaining and enhancing whole-school wellbeing initiatives to ensure equitable access, ongoing engagement, and improved outcomes for refugee students.</p>
<p>Integration funding support</p> <p>\$422,502.00</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>• 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>• Intensive learning and behaviour support for funded students</li> <li>• Develop and deliver targeted workshops for students and families focused on self-advocacy skills and understanding individual learning needs, empowering students to actively participate in planning and progress discussions</li> <li>• Employment of staff to provide additional support for students who have high-level learning needs</li> <li>• Introduce technology-assisted learning supports, such as adaptive software and communication apps, tailored to students' specific needs to enhance engagement and independence across curriculum areas</li> <li>• Implement regular whole-school collaborative moderation sessions for teachers to review and calibrate NCCD evidence and adjustment decisions, ensuring consistent and accurate documentation across all KLAs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Integration Funding Support at Burwood Girls High School has enabled a range of initiatives designed to ensure students with disability have equitable access to the full curriculum alongside their peers, fostering a strong Learning Culture grounded in high expectations, inclusion, and personalised support. This funding has partially or fully funded individualised and collaborative curriculum planning, targeted professional learning for</p>

<p>Integration funding support</p> <p>\$422,502.00</p>	<p>staff, employment of skilled School Learning Support Officers (SLSOs), and development of personalised learning resources such as visual supports and modified assessments. The use of multiple data sources, including NCCD adjustment levels, Sentral wellbeing and learning entries, medical and specialist reports, and literacy assessments like YARC, ensures adjustments are accurate, evidence-based, and responsive. Integration funding also supports evidence-based social skills instruction, including programs like The Zones of Regulation, embedded in classroom routines through trained staff. The strategic deployment of SLSOs for tailored one-on-one support has led to improved student attendance, enhanced sense of belonging, greater academic success, and positive feedback from families. Overall, this allocation of funds has measurably strengthened equitable curriculum access, student engagement, and achievement within a caring and inclusive school environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to use NCCD, Sentral, YARC, NAPLAN, and specialist reports to refine and monitor student adjustments, ensuring they remain relevant and personalised. Regular consultation with families and students will be sustained to maintain responsiveness to individual learning, social, and wellbeing needs. Targeted professional learning coordinated by the Head Teacher Learning and Support will continue, building staff capacity to deliver consistent, effective inclusive practices. The strategic deployment of SLSOs will be maintained and refined to provide high-impact, needs-based one-on-one support tailored to student goals. Development of personalised learning resources and communication tools will be further enhanced to promote greater curriculum access and student independence. Ongoing data analysis will guide evaluation of adjustment effectiveness and support future planning, thereby sustaining a positive Learning Culture that upholds the School Excellence Framework expectations and ensures every student is known, valued, cared for, and supported to participate and achieve.</p>
<p>Socio-economic background</p> <p>\$66,045.95</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><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• Employment of a Learning and Engagement Officer to support the implementation of Wellbeing and Attendance strategies</li> <li>• Professional development of staff through evidence-based wellbeing and mentoring programs to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of an additional Learning and Engagement Officer through socioeconomic flexible funding has significantly bolstered the school's capacity to support student wellbeing, attendance, and engagement. By implementing a coordinated suite of whole-school wellbeing strategies, including core programs like Breakfast Club, wellbeing lunches, individualised scholarships, uniform and learning-materials assistance, and increased access to wellbeing staff, the school effectively removes practical barriers to participation. Partnerships with community organisations further enhance support by providing essential clothing and home resources. These comprehensive measures strengthen students' sense of belonging and wellbeing, reflected in improved attendance and engagement data. The school also delivers and coordinates robust mentoring programs, including Kari (Aboriginal background), Fusion, Raise mentoring, and tailored support for international students through collaboration with the Community Liaison Officer, International Student Coordinator, and HT Teaching and Learning (EAL/D). An after-school Homework Centre staffed by qualified tutors</p>

<p>Socio-economic background</p> <p>\$66,045.95</p>	<p>ensures equitable access to academic support, fostering study skills and sustained engagement across the student body.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Next steps focus on deepening and expanding these impactful initiatives by strengthening targeted mentoring programs with increased frequency and tailored approaches to address attendance and individual student barriers. Developing and delivering culturally aware, personalised mentoring for international students will continue, alongside increased engagement through lunchtime presentations by the CLO, International Student Coordinator, and HT EAL/D to promote inclusion and attendance awareness. Hosting student events to foster connections between international students and the wider school community will further enhance belonging and reduce isolation. Additionally, maintaining and growing after-school academic support through the Homework Centre will remain a priority, ensuring ongoing access to learning assistance. Continuous monitoring of attendance and engagement data will guide iterative refinements to the programs, ensuring that resources are responsive to emerging needs and that all students receive equitable support to thrive academically and socially.</p>
<p>Aboriginal background</p> <p>\$7,724.98</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 mentoring support for Aboriginal students</li> <li>• Community consultation and engagement to support the development of cultural competency</li> <li>• Staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The ongoing engagement of a dedicated mentor from Kari, who attends weekly and works closely with the Head Teacher Wellbeing to provide tailored support, has had a positive impact on Aboriginal background students. Collaboration with Aboriginal elders further strengthens the cultural responsiveness of the school's Aboriginal education strategies, ensuring these initiatives are community-informed and respectful of cultural heritage. Survey results from the NSW Public Schools student survey reveal that 69% of Aboriginal and/or Torres Strait Islander students report a strong sense of belonging within the school community, a figure significantly higher than the Statistically Similar School Group (SSSG) and state secondary school averages. Additionally, 62% of these students agree that teachers demonstrate a good understanding of their culture, highlighting the effectiveness of the school's culturally inclusive teaching practices and support mechanisms.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Next steps will focus on enhancing the consistency and quality of Personalised Learning Plans (PLPs) through regular, structured reviews to ensure they reflect students' evolving needs and aspirations. Support staff will receive targeted professional learning to deepen their cultural competency and ability to implement appropriate adjustments and supports aligned with each student's PLP. Strengthening monitoring and communication processes among mentors, wellbeing staff, and educators will facilitate timely and coordinated responses to individual student requirements. These efforts will maintain and build upon the school's success in promoting cultural respect and belonging, further improving</p>

<p>Aboriginal background</p> <p>\$7,724.98</p>	<p>educational outcomes and wellbeing for Aboriginal background students.</p>
<p>English language proficiency</p> <p>\$485,122.95</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>• Attendance</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>• The provision of an EAL/D Stage 5 elective class to provide additional support for EAL/D learners (developing and emerging)</li> <li>• Employment of additional CLO staff to support communication</li> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• Additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school's comprehensive English language proficiency program at Burwood Girls High School effectively supports students across all four phases of English language learning through a combination of in-class EAL/D support, targeted withdrawal lessons, and specialised courses such as the Stage 5 EAL/D elective and a targeted Year 10 English class. This multi-layered approach aligns strongly with the School Excellence Framework domains of Effective Classroom Practice, Learning Culture, and Wellbeing by fostering equity and high expectations for EAL/D learners. The allocation of additional teacher time has enhanced the development of tailored programs and differentiated learning experiences across all key learning areas. The above-state Reading Check-In results further validate the success of these initiatives, demonstrating that students, particularly those in the Developing and Consolidating phases, are progressing at a rate exceeding similar cohorts statewide. This data underscores the positive impact of the school's evidence-based, structured EAL/D model on student literacy and engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To focus on sustaining and deepening the gains achieved by continuing the delivery of the Stage 5 EAL/D elective and the additional Year 10 English class, ensuring consistent access to targeted literacy instruction. Strengthening the newly established EAL/D faculty will be a priority, empowering it to lead whole-school EAL/D support and to provide targeted professional learning for all key learning areas. The school will also maintain and refine targeted withdrawal and in-class support to meet the diverse learning needs across all four EAL/D phases, ensuring students continue to make strong, measurable progress. Ongoing monitoring of student outcomes will guide iterative improvements to programming and support, reinforcing a culture of high expectations and inclusive practice that advances equity and academic achievement for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$281,056.70</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>• 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>• Targeted activities led by Learning and Support Teachers (LaSTs) to strengthen curriculum access and wellbeing for students with disability</li> <li>• Establishment of a small specialist class to support students with diverse</li> </ul>

<p>Low level adjustment for disability</p> <p>\$281,056.70</p>	<p>and complex learning profiles</p> <ul style="list-style-type: none"> <li>• Development of a bespoke school-wide booking system to ensure equitable access to specialist support for all students</li> <li>• Collaborative design and adjustment of learning programs based on evidence such as NCCD levels, Sentral entries, YARC results, NAPLAN trends, and specialist reports</li> <li>• Co-planning, modelling, and collaborative problem-solving with classroom teachers to embed inclusive practices</li> <li>• Delivery of an adapted curriculum within a consistent classroom environment by two LaSTs in the specialist class</li> <li>• Coordination and timely support through the booking system for exams, assessment tasks, excursions, and disability provisions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The allocation of Learning and Support staffing and funds has enabled a range of targeted initiatives that significantly enhance curriculum access and wellbeing for students with disability. The funding has partially or fully supported activities such as collaborative adjustment planning, delivery of adapted curriculum in a specialist class for students with complex needs, and implementation of a school-wide booking system ensuring equitable access to specialist support. Comprehensive evidence collection based on multiple data sources, including NAPLAN, Teacher Progress Reports, YARC, Renaissance, PAT assessments, Disability Confirmation, NDIS documentation, and external specialist reports, supports accurate moderation of individual student adjustment levels for the NCCD and principal validation. Collaboration between the Learning and Support Team and Wellbeing Team ensures adjustments address both academic and wellbeing needs. Additional data gathered from LaST, SLSO, and teacher timetables captures the delivery of individual and in-class support, enabling robust ongoing analysis throughout the year. This systematic, data-driven approach guides teaching programs and targeted interventions such as small-group support, ensuring that support is responsive, well-coordinated, and aligned with student progress. As a result, the funding has strengthened inclusive practices, expanded access to specialist support, and improved educational outcomes for students requiring adjustments.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To maintain and refine its consistent data collection and moderation processes to ensure accuracy and equity across faculties and year groups. Strengthening the integration of assessment data into teaching programs will further enhance the targeting and effectiveness of interventions. Collaboration among Learning and Support Teachers, SLSOs, classroom teachers, and the Wellbeing Team will be deepened to support ongoing accurate moderation and ensure adjustments remain responsive to evolving student needs. The specialist class model will be sustained and regularly reviewed to align with enrolment trends and student complexity. Further embedding the booking system will guarantee equitable and timely access to specialist support for all students. Ongoing monitoring and evaluation will continue to guide intervention adjustments and future planning for both NCCD and Integration Funding Support, sustaining high-quality, inclusive education aligned with the School Excellence Framework.</p>
<p>Professional learning</p> <p>\$91,365.19</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>• Providing relief for staff to participate in professional learning aligned with</li> </ul>

<p>Professional learning</p> <p>\$91,365.19</p>	<p>system priorities, ensuring they have the dedicated time and capacity to deepen their practice, implement evidencebased strategies and strengthen highquality teaching across the school</p> <ul style="list-style-type: none"> <li>• Course costs for staff undertaking recognised courses</li> <li>• Engaging an academic partner to analyse evidence-based approaches for teaching High Potential and Gifted Education (HPGE) students and to deepen staff expertise in modelled, interactive, guided and independent HPGE instructional strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Providing relief for staff to engage in professional learning aligned with system priorities has enabled educators to deepen their expertise across a range of critical areas, including foundational literacy and numeracy, HSC strategies for success, wellbeing, learning support, adjustments for diverse learners, EALD students, and High Potential and Gifted Education (HPGE). Collaboration with an academic partner to analyse evidence-based approaches has further strengthened staff capability, particularly in implementing effective, interactive instructional strategies for HPGE students alongside other diverse learner needs. This comprehensive professional learning approach supports the delivery of high-quality, inclusive teaching practices that contribute to reducing achievement gaps and promoting equitable student outcomes. Moreover, dedicating time and resources to these initiatives enhances teacher confidence, wellbeing, and workforce sustainability, enabling educators to successfully implement the new NSW Curriculum and respond to the diverse needs of all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Moving forward, these professional learning opportunities will be embedded into ongoing teacher development plans and supported through collaborative professional learning communities to sustain best practices school-wide. Continued partnership with academic experts will guide the refinement of teaching strategies and ensure professional learning remains evidence-based and impactful, particularly in HPGE and other priority areas such as literacy, wellbeing, and learning support. Systematic monitoring of student outcomes will inform adjustments and targeted interventions, aligning with key system priorities, including disability inclusion, Aboriginal education, and future skills development. Expanding access to digital learning platforms and fostering cross-school collaboration will further enhance the reach and effectiveness of professional learning, supporting continuous improvement in teaching quality and student success.</p>
<p>Per capita</p> <p>\$190,305.81</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>• Reading</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase high-quality teaching and learning materials that support literacy development and wellbeing initiatives</li> <li>• Invest in new equipment and technology that facilitate modern, engaging pedagogy aligned with curriculum priorities</li> <li>• Support the delivery of targeted programs and activities that contribute to the full range of SEP priorities, fostering sustained school improvement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The allocation of per capita funding has enabled our school to effectively implement all of our School Excellence Plan (SEP) priorities, including the Reading Renaissance and wellbeing initiatives. These funds have allowed us to acquire high-quality teaching materials, invest in new equipment, and provide additional staff support, resources that are essential in creating an engaging and supportive learning environment tailored to our students' needs. As a result, we have seen improvements in student literacy and numeracy levels, strengthened wellbeing outcomes, and overall progress against our strategic goals. The flexibility of the funding has empowered us</p>

<p>Per capita</p> <p>\$190,305.81</p>	<p>to address specific challenges and opportunities within our school community, contributing to a more equitable and high-quality educational experience for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Building on these achievements, our next steps will involve aligning future per capita funding with the priorities set out in our 2026 School Excellence Plan to further enhance outcomes in reading, numeracy, wellbeing, and other key areas. We will continue to use data to evaluate the impact of funded initiatives and identify opportunities for improvement. Additionally, we aim to foster collaboration within our school community by sharing successful strategies and engaging in reflective practice, ensuring our funding continues to drive positive, sustained progress for all our students.</p>
<p>Student Support Officer</p> <p>\$107,254.00</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> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Providing one-on-one support focusing on mental health, relationships, school attendance, and exam-related stress</li> <li>• Managing and supporting students out of class due to mental health and behavioural needs</li> <li>• Coordinating and running the Breakfast Club, delivering 4,000 servings and improving student belonging</li> <li>• Providing lunches to students in need, with 2,780 servings and positive wellbeing impacts</li> <li>• Training 8 staff and 4 community members in Youth Mental Health First Aid</li> <li>• Delivering Teen Mental Health First Aid training to all Year 9 students</li> <li>• Co-running the Study Skills Club weekly for Years 7-10</li> <li>• Facilitating SSO Network Meetings and conducting staff surveys to identify student wellbeing priorities</li> <li>• Supporting welfare initiatives like second-hand uniform sales and collaboration with local crisis support services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  In 2025, the Student Support Officer program had a significant positive impact on student wellbeing by addressing key issues such as mental health, social relationships, school attendance, and academic stress through targeted one-on-one support and wellbeing initiatives. The program facilitated extensive wellbeing support, with 180 individual students accessing help and 391 recorded out-of-class wellbeing visits, reflecting ongoing engagement in managing mental health and related challenges. Critical initiatives like the Breakfast Club and lunch provisions served thousands of meals, contributing to a marked improvement in students' sense of belonging and readiness for learning, as evidenced by survey data showing increases from 71% to 93% and 73% to 85%, respectively. Staff and students benefitted from comprehensive mental health first aid training, enhancing capacity to identify and respond to wellbeing concerns. Collaborative activities such as the Study Skills Club and network meetings strengthened community connections and student support systems.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Looking ahead to 2026, priorities include maintaining and expanding these successful programs, securing ongoing funding for Breakfast Club, developing a wellbeing ambassador program to empower students as peer role models, creating wellbeing-focused multimedia resources, refining the use of reset cards and communication protocols to manage out-of-class behaviour, and enhancing partnerships with local services to support families in crisis. These steps aim to build on established supports to further promote student engagement, resilience, and a safe, inclusive school environment.</p>

Small group tuition (SGT)

\$23,476.20

These funds have been used to support improved outcomes and the achievements of staff and students at Burwood Girls High School

**Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- Identification of students requiring additional support through NAPLAN and school-based assessments
- Delivery of the Small Group Tuition (SGT) Program as short-term, targeted Tier 2 literacy and numeracy intervention in 10-15 week cycles
- Organisation of small groups across Years 7-8, with weekly sessions delivered by SLSOs focused on numeracy skills and structured literacy (e.g., reading comprehension, text-type features)
- Use of evidence-based goals for each group, developed in collaboration with classroom teachers
- Implementation of pre-, mid-, and post-testing to monitor student progress and program impact
- Maintenance of a centralised booking system to manage requests for Learning and Support Team assistance, ensuring timely and equitable support for exams, assessments, and curriculum access

**The allocation of this funding has resulted in the following impact:**

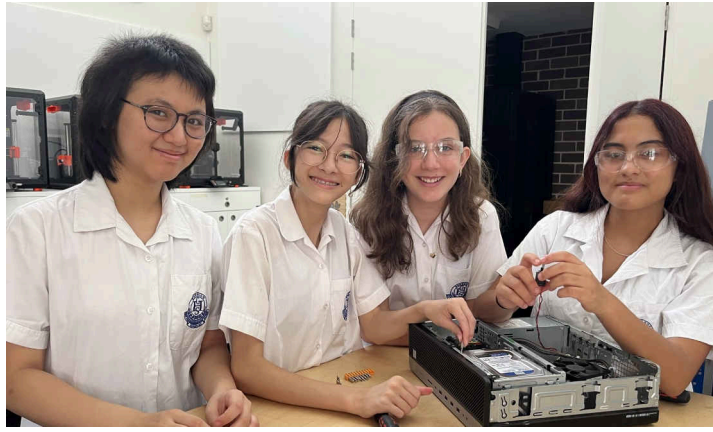
The implementation of the Small Group Tuition Program has significantly strengthened the school's capacity to support students requiring additional assistance. Through a coherent, data-driven approach, the program has enabled timely identification, targeted intervention, and measurable progress for participating students. The integration of evidence-based withdrawal programs across KLAs, delivered by skilled staff, has enhanced instructional quality and responsiveness to diverse learning needs. The establishment of a centralised booking system has improved equity, transparency, and accountability in the allocation of support for assessments and exams. Overall, these practices have contributed to a coordinated and effective Learning and Support Team, enabling continuous evaluation and refinement of interventions. As a result, the school demonstrates measurable improvements in student outcomes and a stronger alignment of resources to identified learning needs, reflecting sustained school improvement and excellence in targeted student support.

**After evaluation, the next steps to support our students will be:**

To further enhance the effectiveness of the Small Group Tuition Program, the school will strengthen progress-monitoring processes to enable more precise refinement of group composition and adjustment of intervention intensity based on student needs. Ongoing collaboration between classroom teachers and support staff will be maintained to ensure strong alignment between classroom instruction and targeted interventions.

Data from the centralised booking system will be analysed regularly to identify emerging trends and inform the planning of proactive, targeted support. Additionally, the school will review long-term outcomes for students who have exited interventions to evaluate the sustained impact of the program on student learning.

To improve the clarity and precision of intervention goals, the school will refine ALAN 2 input processes, ensuring that selected outcomes within targeted learning progressions are distinct and non-overlapping. These steps will contribute to continuous program improvement and more effective support for student learning needs.



# Student information

## Student enrolment profile

Students	Enrolments			
	2022	2023	2024	2025
Boys	0	0	0	1
Girls	1092	1114	1108	1079

## Student attendance profile

School				
Year	2022	2023	2024	2025
7	89.9	91.8	92.1	94.6
8	90.2	90.4	88.7	91.2
9	88.6	92.2	88.8	90.9
10	88.1	89.5	90.5	89.2
11	88.1	89.9	90.0	91.5
12	87.8	89.7	89.1	88.7
All Years	88.8	90.5	89.8	90.8
State DoE				
Year	2022	2023	2024	2025
7	85.5	87.9	87.2	87.9
8	82.1	84.6	83.7	84.3
9	80.5	82.8	82.1	82.2
10	78.9	81.1	80.4	80.5
11	80.0	81.7	81.6	81.7
12	83.9	86.0	85.5	85.6
All Years	81.7	83.9	83.3	83.7

## 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 are calculated using the approach outlined in the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Under this method, partial absences over 120 minutes are recorded as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and it covers all weeks during Semester 1.

The department uses automated attendance feed (AAF) system that transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality.

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. (Further information 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	3
TAFE entry	0	0.5	7
University Entry	0	0	89
Other	0	0	0.5
Unknown	0	0	0.5

## Year 12 students undertaking vocational or trade training

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10.70% of Year 12 students at Burwood Girls High School undertook vocational education and training in 2025.

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

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97.5% of all Year 12 students at Burwood Girls High School expected to complete Year 12 in 2025 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)	52.65
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher EAL/D	2.8
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 2025, 2.3% of the Departments overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2025 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 eight 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 and Innovations and HT Administration is approved from Principal Support Funds.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2025 to 31 December 2025. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2025 Actual (\$)
<b>Opening Balance</b>	2,683,890.35
<b>Revenue</b>	15,978,377.83
Appropriation	13,945,537.55
Sale of Goods and Services	15,949.12
Grants and contributions	1,414,811.34
Investment income	98,487.82
Other revenue	503,592.00
<b>Expenses</b>	-15,664,115.99
Employee related	-13,380,656.13
Operating expenses	-2,283,459.86
<b>Surplus / deficit for the year</b>	314,261.84
<b>Closing Balance</b>	2,998,152.19

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.





## Financial summary - Equity loadings

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

	2025 SBAR Adjustments (\$)
<b>Targeted Total</b>	402,422
<b>Equity Total</b>	839,951
Equity - Aboriginal	7,725
Equity - Socio-economic	66,046
Equity - Language	485,123
Equity - Disability	281,057
<b>Base Total</b>	11,782,510
Base - Per Capita	190,306
Base - Location	0
Base - Other	11,592,204
<b>Other Total</b>	633,037
<b>Grand Total</b>	13,657,920

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.





# 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

Since 2023, there has been an upward trajectory in results for NAPLAN across reading, writing, grammar, spelling and numeracy in Year 9. In reading, the proportion of students who are meeting or exceeding curriculum expectations in Year 9 is higher than in statistically similar schools and the state. Below is the percentage of students who scored in the 'exceeding' proficiency level in Year 9 for Reading and their average NAPLAN score.

For Burwood Girls High School, 29.4% Year 9 students 'exceeding' in reading compared to 17.8% statewide. The average NAPLAN score for reading in Year 9 was 604.7 compared to 560 statewide.

In Year 9 Writing, students achieved 11.6% higher than statistically similar schools and 21.9% higher than the state average in the 'exceeding' proficiency level. Below is the percentage of students who scored in the 'exceeding' proficiency level in Year 9 for Writing and their average NAPLAN score.

For Burwood Girls High School, 41.1% Year 9 students 'exceeding' in writing, compared to 19.2% statewide. The average NAPLAN score for writing was 623.8 compared to 566.9 statewide.

In Year 9 Numeracy, 16.6% of students achieved 'exceeding' levels of numeracy compared to 14.8% in the state. There is a similar trend in Check-in Assessment results.

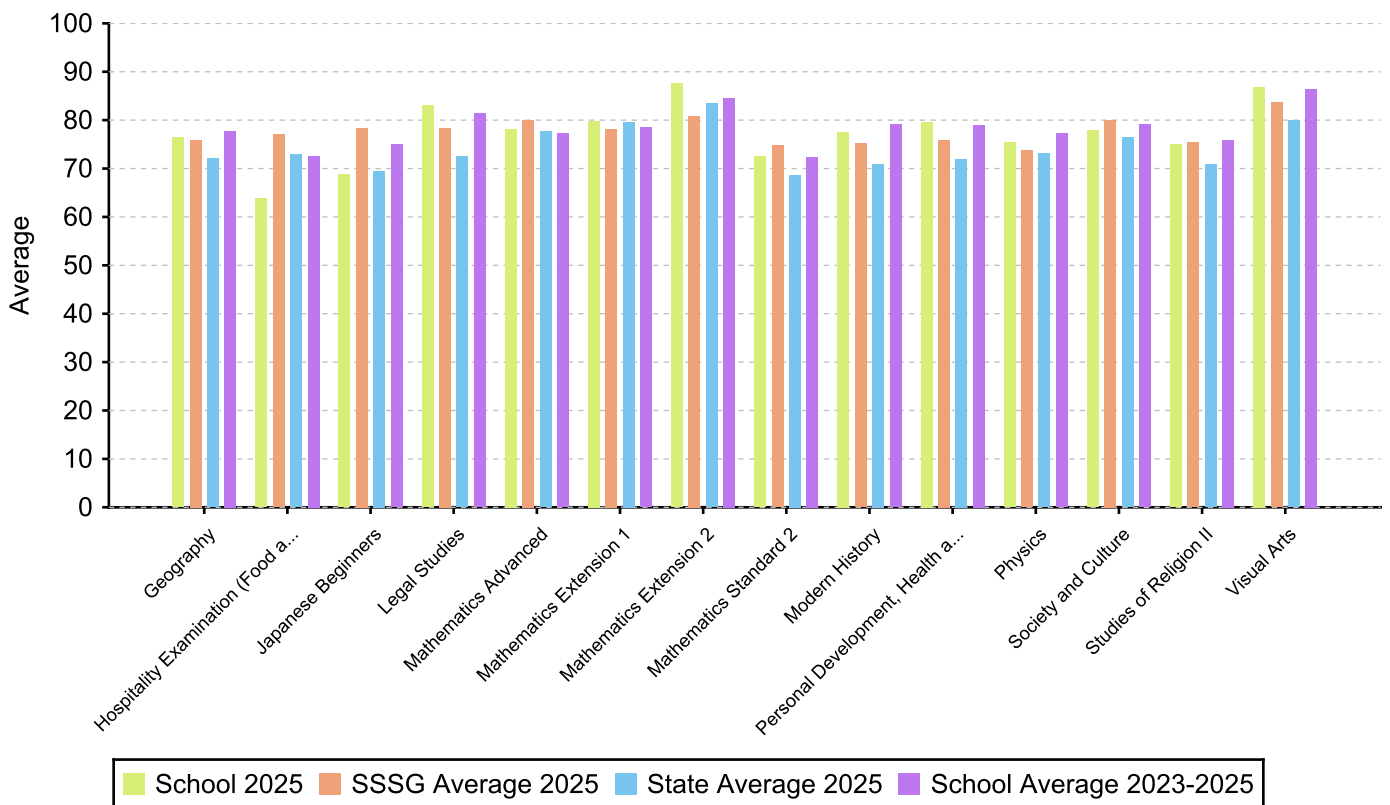
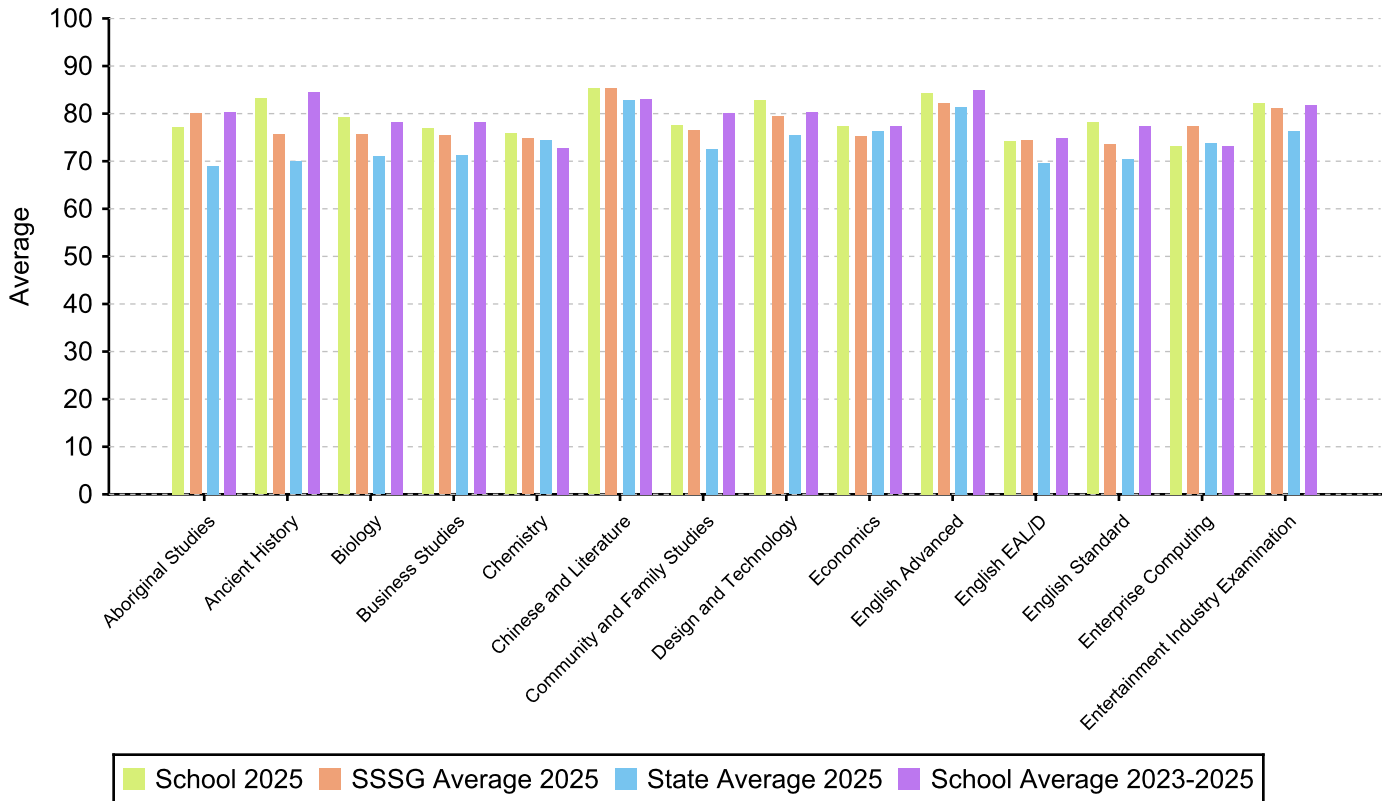
For Year 7, the proportion of students exceeding curriculum expectations is higher than the state average across reading, writing, spelling, and grammar. In Year 7 Reading, students achieved 10.9% higher than the state average in the 'exceeding' proficiency level. In Year 7 Writing, students achieved 8.6% higher than the state in the 'exceeding' proficiency level. In Year 7 Numeracy, students achieved 20.3% higher than the state in the 'exceeding' and 'strong' proficiency levels combined. There is a similar trend in Check-in Assessment results.



# 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.



<b>Subject</b>	<b>School 2025</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2023-2025</b>
Aboriginal Studies	77.2	80.0	69.0	80.3
Ancient History	83.2	75.6	69.9	84.4
Biology	79.2	75.6	71.0	78.3
Business Studies	76.9	75.4	71.4	78.2
Chemistry	75.8	74.8	74.3	72.7
Chinese and Literature	85.3	85.4	82.9	83.1
Community and Family Studies	77.6	76.6	72.6	80.1
Design and Technology	82.8	79.4	75.4	80.4
Economics	77.4	75.3	76.4	77.3
English Advanced	84.3	82.3	81.4	85.0
English EAL/D	74.2	74.5	69.7	74.9
English Standard	78.1	73.7	70.5	77.4
Enterprise Computing	73.2	77.3	73.8	73.2
Entertainment Industry Examination	82.3	81.1	76.4	81.8
Geography	76.4	75.9	72.1	77.8
Hospitality Examination (Food and Beverage)	63.8	77.0	72.9	72.6
Japanese Beginners	68.8	78.4	69.5	75.0
Legal Studies	83.0	78.4	72.5	81.4
Mathematics Advanced	78.2	80.0	77.6	77.3
Mathematics Extension 1	79.8	78.2	79.7	78.5
Mathematics Extension 2	87.6	80.9	83.5	84.6
Mathematics Standard 2	72.5	74.7	68.6	72.4
Modern History	77.6	75.2	70.9	79.1
Personal Development, Health and Physical Education	79.6	75.9	71.9	79.0
Physics	75.4	73.7	73.1	77.3
Society and Culture	77.9	80.0	76.4	79.1
Studies of Religion II	75.0	75.3	70.8	75.8
Visual Arts	86.9	83.7	80.0	86.4

There were 200 students who sat for the 2025 HSC, with the following results:

- There were 34 students with ATARs over 90
- 61% subjects studied at Burwood GHS were above state average
- Highest ATAR was 99.65
- Subjects achieving the highest results above state average were Aboriginal Studies, Ancient History, Biology, English Standard, Food Technology, Legal Studies and Japanese Continuers
- 40% students on the distinguished achievers list

## Parent/caregiver, student, staff satisfaction

The department is committed to maintaining public confidence in the teaching profession by embedding student voice and engaging with parents and carers as key stakeholders in school planning and evaluation. Consistent with the School Excellence policy, community consultation is integrated across all phases of the School Excellence cycle, ensuring that schools and their communities work in partnership to inform, implement, and refine strategies that enhance student learning and wellbeing.

### Parent/caregiver satisfaction

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In 2025, 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
- 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
- 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, but the website was redone at end of 2025, so it will be interesting to see evidence of website use in 2026. Parents at P&C, School Council and Information evenings reported:

- Parents believe their child is encouraged to do their best work
- 85% parent believe the school has a good reputation in the local community
- School supports positive behaviour
- Parents are pleased with new social media ban
- An area of improvement based on parent feedback is that the school improved parent communication with teaching staff and created more opportunities to engage students with high learning needs
- Parents support the mobile phone policy and procedures.



### Student satisfaction

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The Public Schools Survey was conducted with students in Years 7-12, with only 70% students responding. The results indicated:

- High expectations
- Engagement
- Motivation
- Connectedness

with very low rates of bullying or students experiencing discrimination.

It was pleasing that 90% students reported having a good friend at school and 95% had high aspirations of completing Year 12. Year 7 transition is strong and students believe that Burwood GHS is a good environment in which to learn.

Areas for improvement include:

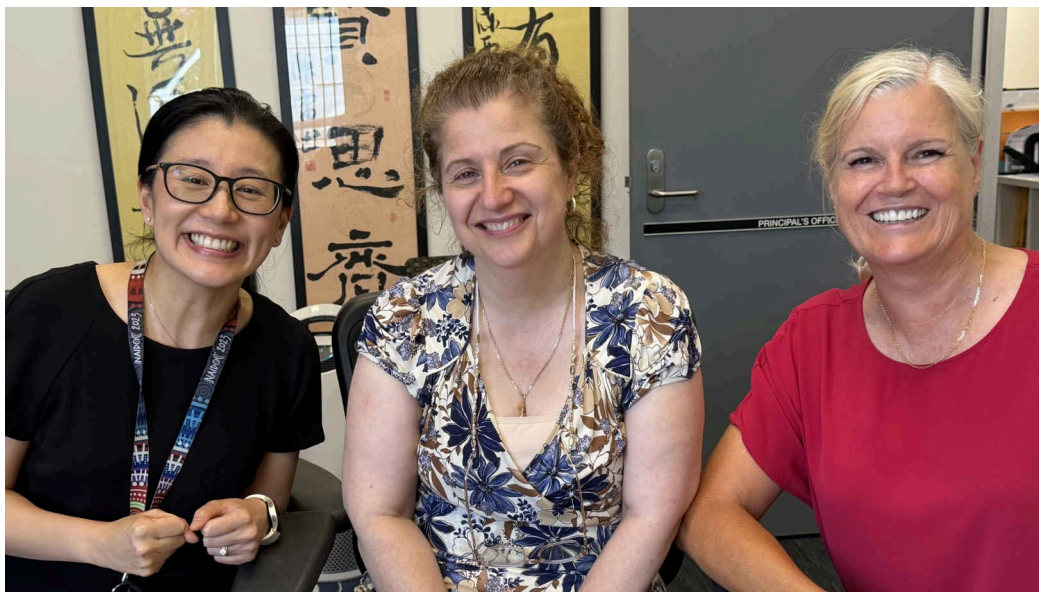
- Teachers knowing students better
- Feedback to be improved
- Year 9 somewhat disengaged.

As a result of responses in Year 9, a researcher employed to conduct Year 9 focus groups to establish areas for improvement and it was not surprising to learn:

- Explicit teaching is not evident in all lessons
- Teachers did not know their students
- Effective feedback is important and valued by students

Students commented there are strong student wellbeing practices and meaningful pathways. The library was seen to be a great place for learning, followed closely by specialist areas such as the STEM room and performance space.

Approximately 71% students felt that the mobile phone policy was managed effectively compared to 54% statewide.



## Staff satisfaction

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There were 54 teachers who completed the Department of Education five question survey in November.

Results indicated:

- 56% teachers reported that morale amongst staff at Burwood GHS is high
- 72% teachers reported that teachers in leadership roles are leading improvement and change
- 70% teachers in leadership roles clearly communicate and collaborate with staff on the school's strategic vision and values
- 57% teachers felt the design of learning spaces support effective teaching practices
- 65% believe the school is well maintained and resourced to do their job well

It was interesting that the additional question posed by the school: "I enjoy being a teacher at Burwood GHS" received 91% agreement.



# 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:

- 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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Burwood GHS had a focus from 2023 on the "Year for First Nations Voices" and the momentum continued. "The Year to Thrive" involved Uncle John and Uncle Jimmy becoming regular guests at school events as well as in the classroom. Our students explored ways to utilise new knowledge in a variety of curriculum areas. The "Acknowledgment of Country" continues for all assemblies and P&C Meetings. House Captains changed names of Sport Houses to reflect First Nations leaders in the Wangal area: Barangaroo, Bennelong, Cora and Pemulwuy. Banners were made for Carnivals and the first two murals, Pemulwuy and Barangaroo, made by students with guidance from Visual Art teachers were installed on the school hall at the commencement of 2025. The official opening ceremony including a smoking ceremony was held for the school community with special guests Uncle John and Uncle Jimmy. Members of SRC also continue to nurture an Australian native garden.

## 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 three Anti-Racism Contact Officers (ARCOs), as an additional two were trained in 2025. The school is extremely proud that there were few incidents of racism reported in 2025. Anti-racism professional learning was undertaken by all staff after discussion of the issues by the ARCOs. International students participated in a forum to discuss strategies to manage any incidents involving casual racism. An anti-racism committee was formed by students to provide advice on strategies to manage 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 main event to celebrate is our annual International Day and the celebration in 2025 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 planned activities for refugee girls. Lunar New Year was celebrated

with support from the local community, and was especially appreciated by our International Students. The Iftar dinner hosted many families, staff, students and ex-students from a variety of backgrounds. A wonderful and successful community event which was also attended by our P&C Executive, Jason Yat-Sen Li and Sally Sitou

Students at Burwood GHS represent 82 countries with 64% students and almost 50% staff having English as a Second Language or Dialect (EAL/D). There were an increasing number of international students (130) from China, Korea, Iran and Vietnam in 2025 with an international student coordinator, a special student adviser and two 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 College of Languages.

There was one overseas excursion to Italy in 2025.

The school continues to host educators and schools from China, Korea, Vietnam and Japan. Participation in special events with the Korean Education Centre and Indonesian Consulate continued in 2025 with successful outcomes.

We welcomed visitors from Jeonju University High School, Korea as well as a delegation of Vietnamese teachers seeking to learn what happens in EAL/D classrooms.

## Other school programs (optional)

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### High Potential and Gifted Education (HPGE)

In 2025, the **HPGE Three Pillars Approach** - focused on *targeted support, differentiated instruction and enrichment* - continued to guide High Potential and Gifted Education at Burwood Girls High School. This framework was shared with staff, parents through the P&C, our Director, Educational Leadership (DEL), and the School Council, ensuring that student and community voice remained central to the ongoing development and refinement of our HPGE programs.

In Term 2, the school hosted a **Statewide Focus on HPGE**, featuring a keynote presentation by our academic partner, Dr Ruth Phillips. Colleagues from across the Strathfield Network and our DEL attended the event. Staff feedback indicated increased knowledge, practical strategies, and a strengthened understanding of research-informed approaches to gifted education.

Throughout the year, HPGE curriculum planning was enhanced through dedicated professional learning and expert guidance. Teachers were provided with time, resources, and direct support from Dr Phillips to strengthen curriculum design and differentiation.

In Terms 3 and 4, two targeted professional learning days were delivered for staff and executive teams. The executive program centred on leading HPGE with impact and improving students' sense of belonging, including a keynote on cultivating collective efficacy in curriculum leadership. Staff participated in sessions exploring *Gifted Education - Research into Practice*, alongside colleagues from primary and secondary schools within the Strathfield Network.

### Enrichment Opportunities

In Term 1, Burwood Girls High School proudly participated in the **Da Vinci Decathlon** for the first time. Two teams of Year 9 and Year 10 students competed across ten disciplines, including Engineering, Mathematics, Code Breaking, Art and Poetry, Science, English, Ideation, Creative Producers, Cartography and Legacy. Competing alongside selective and leading independent schools across NSW, our students demonstrated exceptional collaboration, creativity and academic excellence. We are delighted to share that our Year 9 team placed **2nd in Science**, and our Year 10 team placed **3rd in Code Breaking**.

In Term 3, students further extended their talents through **Tournament of Minds** and **Inquisitive Minds**, developing critical thinking, creativity and problem-solving skills through authentic, collaborative challenges. Year 8A and Year 9 HPGE leaders also participated in the **"Planting Seeds" Biodiversity Incursion**, planting native bush tucker in unused raised garden beds and transforming the space into a sustainable learning environment. This initiative promoted environmental stewardship and provided meaningful opportunities for students to apply research, collaboration and critical thinking in practice.

In Term 4, Year 8 and 9 HPGE students engaged in a community service experience at **Our Big Kitchen (OBK)**, preparing meals for individuals and families in need. The experience strengthened teamwork, gratitude and social responsibility, reinforcing the Social-Emotional domain of giftedness. Students described the day as a "MasterChef challenge," and our Year 9 HPGE leaders were named the winning team.

Additionally, three Year 7 high potential and gifted students represented the school at the **2025 Quest Academic Challenge for Gifted and Talented Students** at the University of Sydney, competing across Science, Mathematics and the Humanities in a rigorous two-day program.

These initiatives reflect our ongoing commitment to excellence, equity and the provision of high quality opportunities that enable high potential and gifted students to thrive at Burwood Girls High.

