

# St George Girls High School

## Annual Report



2017



8136

## Introduction

The Annual Report for 2017 is provided to the community of St George 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.

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### Message from the Principal

St George Girls High School is an academically selective state high school with a well-respected history of providing exceptional educational outcomes and opportunities for gifted and talented young women since 1916.

St George Girls High School creates a supportive and inclusive environment where high achieving students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become resourceful and ethical life-long learners.

The school offers a broad curriculum and a range of opportunities allowing students to achieve excellence in academic, creative, social, cultural, sporting, leadership and community endeavours. The school values collaborative learning, positive relationships and building capacity amongst its students to effectively allow them to engage in a world of the future, where problem solving, evaluating, working in teams, communicating, creating and innovating are not only valued concepts, but expected skills, attributes and capabilities.

The school has a very effective individual support and wellbeing structure that allows every student to thrive as they work towards achieving their personal best performance. St George Girls High School sets high expectations for its students and actively fosters positive emotions across the school community. The highly experienced teachers are partners in learning with the students and seek to deepen their knowledge, provide enriching and innovative learning experiences, while also gently urging the students out of their comfort zone to attempt new challenges. Students graduate from St George Girls High School with the skills, mindsets and qualities that will best prepare them to lead rewarding lives as engaged citizens in a complex and dynamic world of the future.

St George Girls High School students engage in respectful relationships with their peers, teachers and the broader community. Students demonstrate a keen social conscience and the capacity to make ethical decisions. The school is committed to developing and sustaining productive partnerships and connections with its key stakeholders who include parents, local schools, businesses and leading tertiary institutions. The school is proud to be a respected high performing public school and aims to be the selective school of first choice for all families within the local and broader community.

A high performing school, such as St George Girls High School, achieves its success and reputation as a direct result from the combined efforts of the entire student population, the dedicated teaching and administrative staff and a supportive and engaged parent and community body. As Principal, I witness how each of these three elements unite and work together at St George Girls High School to create the conditions that have allowed the school to maintain its well-deserved reputation, as one of the most highly sought after public schools for gifted and talented students in NSW and the best performing high school in the St George area.

**Ms Betty Romeo**

Principal

## Message from the school community

St George Girls High School has 2 parent bodies, the Parents and Citizens Association and the Mothers' Committee, that collaborate together and play a significant role in providing active community support for the students and staff at the school. The school encourages and values the contribution of parents and believes that this connection is essential to support student learning and engagement during the high school years. A summary of the key contributions made in 2017 are listed below:

- Parents served on a range of panels and contributed to the community consultation process to inform the 2018–2020 School Plan.
- The P&C and Mothers' Committee provided support to the school through their participation in Orientation Day, Open Day, Annual Presentation Day and Year 12 Graduation Assembly.
- The P&C and Mothers' Committee funded the hire of the Town Hall for the Annual Presentation Day.
- The P&C arranged a combined P&C meeting hosted by Sydney Technical High School in August. It featured Dr Jung (School of Education, UNSW) who provided a very engaging presentation about the decision making process for gifted adolescents.
- The P&C contributed \$100,000 towards the installation of air-conditioning in A block learning spaces. This project will be completed in 2018.
- The P&C contributed \$100 per student to subsidise the Environmental Conservation trip to Norfolk Island.
- The P&C arranged a successful family dinner in September for the school community.
- The P&C held its annual Multicultural Food Festival in December to celebrate the cultural diversity that exists across the school.
- The P&C arranged a number of fundraising BBQs at Bunnings Warehouse, Rockdale.
- The P&C and Mothers' Committee funded the cost of the after school Mathematics Homework Centre tutors.
- The Mothers' Committee organised the popular Mother–Daughter Dinner in June.
- The Mothers' Committee provided funding for the installation of new blinds in the classrooms around the school.
- The Mothers' Committee and P&C provided funding for Academic, Subject and Community Service Awards.
- The Mothers' Committee coordinated volunteers to staff the uniform shop under the direction of a Uniform Shop Coordinator and managed the shop finances. All profits from the Uniform Shop were returned to the school.
- Both the P&C and Mothers' Committee appreciated the involvement of a range of Head Teachers and staff members who addressed the meetings on educational matters and activities taking place at St George Girls High School over 2017.

It is wonderful to be part of a school with such a strong and obvious commitment to collaboration between students, teachers and parents.

**Jude Perera** (P&C President) and **Edwina Murphy** (Mothers' Committee President)

## Message from the students

St George Girls High School has 2 student leadership bodies, the Student Representative Council (SRC) and the School Prefects, which play a significant role in coordinating and organising key events and initiatives, as well as representing the students and the school. The students invest significant effort and time to ensure that the year is filled with school spirit, pride and many new experiences to share within the school community. A summary of the key contributions made in 2017 are listed below:

- The SRC arranged a number of mufti days and bake sales to raise money for different charities including the Make A Wish Foundation.
- The SRC coordinated Harmony Day celebrations which acknowledges the cultural diversity and multiculturalism which is valued and respected within the school.
- The SRC held a Christmas Accessories Day, organised the combined SRC Dance with Sydney Technical High School, and supported the P&C with the annual Multicultural Food Festival.
- The SRC re-opened 'Unplugged' an informal showcase of the students talent in singing, playing various instruments and comedy.
- SRC Week was held in Term 3 with various activities planned over the week including a gelato day, whole-school Kahoot quiz, a netball game with students from Sydney Technical High School and an entertaining Talent Quest.
- The Prefects organised the annual School Walkathon in Term 1.
- The Prefects hosted the combined Prefect Afternoon Tea with 70 student leaders that included discussions about upcoming initiatives and communication strategies.
- The inaugural Dragon Pride Day, a new Prefect led initiative, promoted the various school clubs and extra-curricular activities available.
- The Prefects supported the Mothers' Committee in hosting the annual Mother–Daughter dinner.
- The Prefects organised a junior and senior 'How U Doin' Day' to support positive mental health and wellbeing.

**The 2017 SRC Executive were:**

- SRC President – Nuzhat Anjum
- Vice-President – Isabelle Laxamana
- Treasurer – Angela Tran
- Secretary – Jenny He and Lillian Li
- New Student Representative – Ilma Akhtar

**The 2017 Prefect Executive were:**

- Captain – Una Alterac
- Vice Captain – Nicole Catubig
- Vice Captain – Genia Furlong

## School background

### School vision statement

St George Girls High School creates a supportive and inclusive environment where gifted and talented students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become resourceful and ethical life-long learners.

### School context

St George Girls High School is an academically selective state high school with a well-respected history of providing exceptional educational outcomes and opportunities for gifted and talented students since 1916.

The school offers a broad curriculum and a range of opportunities allowing students to achieve personal excellence in academic, creative, social, cultural, sporting, leadership and community endeavours. The school values collaborative learning, positive relationships and building capacity amongst the students to effectively allow them to engage in the world of the future, where problem-solving, critical thinking, communication, creativity and innovation are not only valued concepts, but expected skills, attributes and capabilities.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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, the school undertook self-assessment using the School Excellence Framework. 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.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the school has continued to focus on the elements of Assessment and Reporting, Wellbeing and Curriculum and Learning. The school identified the need to create a consistent and integrated approach to assessment across the school. A clear and effective Assessment Policy and set of Illness/Misadventure Procedures for junior and senior students is now consistently applied into practice across the school. The development of the Personal Best Interviews to include a focused student reflection statement on learning progress that integrates planned explicit strategies based on teacher feedback was included in 2017. This addition has supported the school shift into the excelling category for the statement of practice in the Assessment and Reporting element that states "students use reflection on assessment and reporting processes and feedback to plan learning". The quality of student conversations during the interview process and descriptive reflection statements written by the students, demonstrate a real improvement in the understanding students articulate in terms of where they are in their learning and what steps they need to take next to experience improvement and progress.

The school community identified the need to focus on developing a strategic and planned whole-school approach to wellbeing and to establish a Learning and Support Team to focus on the individual learning needs of students. In 2017 the wellbeing structures in place were enhanced with the implementation of the Year 7 Transition Program that was designed to support a smooth transition into high school for all new Year 7 students. The program was run over 3 days and students rotated through a range of activities including peer support, study skills, positive friendships, cybersafety and promoting a healthy self. In 2017 the Year 11 Wellbeing Program was also implemented every Monday afternoon during periods 7 and 8. This program was designed to support the implementation of the Department of Education's 'Wellbeing Framework for Schools' policy in conjunction with feedback from the students about how the school could best support their learning and engagement, as well as, their physical and mental wellbeing, as they commenced their senior studies. The program covers a range of activities that support the key elements of the wellbeing framework, which outline the importance of schools creating quality learning opportunities, while strengthening a student's physical, social and emotional development. The program included a range of guest speakers, sport sessions, wellbeing initiatives and skill development to enhance learning.

Strategic Teams to support the School Plan 2015–2017 were established in 2016. This model continued in 2017 and the teams were led and co-led by a large number of aspiring leaders from across the school, increasing the number of purposeful leadership opportunities available for staff. Teams met 3 times a term to execute their planned Terms of Reference, work on identified school projects, discuss and evaluate current programs, engage in evidence-based research and work towards achieving their identified milestones. Strategic Teams are a great



staff to collaborate in cross-faculty groups around key projects that will further enhance teaching and learning practice, wellbeing and everyday organisation and communication within the school community. The 2017 school Strategic Teams were: Student Engagement, Literacy, Technology, Educational Research, Growth Mindset, Cross-Faculty Enrichment, Staff Wellbeing and Events Management.

There is a strong commitment by the school community to strengthen and deliver on learning priorities. The school has developed explicit processes to collect and analyse internal and external data, primarily through the Strategic Team model. These explicit strategies have allowed for a whole-school commitment to ongoing performance improvement and develop a culture of shared responsibility and collaboration. The school implemented Twilight School Development Day Sessions in 2017, with one of these sessions dedicated explicitly to HSC RAP analysis. The staff worked through guided faculty reflection activities that examined the areas the students performed well in, as well as, identifying the areas that the students needed additional support in. Staff worked collaboratively to develop a HSC Strategies Resource booklet for students to support them in maximising their results in the HSC.

The judgement was therefore made in the Self-Assessment Survey that on balance the school is **Sustaining and Growing** in the elements: Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and **Delivering** in the element of Student Performance Measures.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the major focus has been on developing explicit systems for collaboration and feedback to sustain quality teaching practice and the use of data to identify student achievement and progress, in order to inform future school directions. The Strategic Teams have created the structure for teachers to collaborate across faculties towards achieving their targeted Terms of Reference that are directed towards driving school-wide improvement in teaching practice and student outcomes.

The school continues to implement the Performance and Development Framework (PDF) effectively with all staff identifying 3 goals they are working towards. These goals include their membership to a Strategic Team, as a whole-school goal that is directly aligned to the School Plan; a faculty identified common goal that is collaboratively determined at the faculty level, as well as, their own personal goal. There was also a clear need identified by the staff via their Performance and Development Plans (PDP) to develop processes that will provide mentoring to support leadership practice. A school commitment to building leadership capacity has seen the development of the Expression of Interest (EOI) procedures that now exist as established practice across the school.

The School Development Day and Twilight programs are strategically determined to align with whole-school priorities and the implementation of the School Plan. Opportunities are made available for staff to collaborate, plan and develop initiatives as a team, with staff working cohesively to contribute to whole-school focus areas through their discussions. The incorporation of data skills and analysis to inform decision making and enhance teaching practice highlights a move towards developing a teaching culture that gives priority to evidence-based teaching strategies. The practice of incorporating data analysis in planning for learning was evident with the Executive and whole school undertaking analysis of HSC RAP Data, the *Tell Them From Me* community survey results and NAPLAN data. Importantly, there is a strong commitment to develop school-wide use of data to inform future school directions, improve student performance outcomes, as well as, sustain quality teaching practice. The better coordinated and strategic approach to professional learning in 2017 has seen a shift in the Self-Assessment Survey from **Delivering** to **Sustaining and Growing** in the element of Learning and Development.

The judgement was therefore made in the Self-Assessment Survey that on-balance the school is **Sustaining and Growing** in the elements: Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards and **Delivering** in the Effective Classroom Practice element.

The results of this process indicated that in the School Excellence Framework domain of **Leading** the elements of Leadership and Management Practices and Processes continues to be the primary focus areas in this domain. The extensive and well-planned consultation process undertaken in 2017 to inform the 2018–2020 School Plan is a prime example of this. The school planning process involved the organisation of a School Forum where parents, students and staff had the opportunity to work collaboratively and provided a vehicle for community consultation and engagement to develop the school strategic directions and priorities for the 2018–2020 School Plan. The executive team then collated the feedback from the School Forum at the Executive Conference and worked collaboratively with the support of the Principal School Leadership (PSL) to draft the 2018–2020 School Plan.

The need to focus on the development of Quality Systems was identified by the school community as a priority area and this was cemented as one of the 3 Strategic Directions. This focus has resulted in the examination and review of the management systems, structures and processes that existed and demonstrate the strong commitment by the school leadership team to create an organisational structure that enables management systems, structures and processes to work effectively and that are in line with legislative requirements and obligations.

Leadership development and capacity building has been a key priority in the domain of Leading. Succession planning, distributed leadership and organisational best practice has been a focus of the schools' leadership strategy. The introduction of the Performance and Development Framework (PDF) has also complemented the development of leadership skills in staff and demonstrate the school's focus in this area and commitment to provide real opportunities

and processes to support staff and build leadership capacity. The development of Strategic Teams aligned to the key projects in the School Plan has become the vehicle for staff to have purposeful leadership roles and the forum to solicit and address feedback on school performance from the school community. A number of staff are working together to lead and co-lead the Strategic Teams and this organisational structure has resulted in greater distributed leadership and enhanced whole-school commitment to the schools' Strategic Directions.

The new school planning model has been a welcomed opportunity to align school resources to achieve improved student outcomes and to implement key projects described in the School Plan. The Strategic Teams have an allocated budget to provide professional learning and release time to fulfil the activities outlined in their Terms of Reference and the focus on the Strategic Directions of Quality Teaching, Quality Systems and Quality Relationships has seen the school direct resources to key initiatives in these areas. The school vision statement clearly articulates that St George Girls High School creates a supportive and inclusive environment where gifted and talented students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Through a detailed analysis of the data, in particular the *Tell Them From Me* Surveys, HSC RAP and NAPLAN analysis, the school has been implementing a range of strategies to support each student realise their personal best, as well as embed a whole-school culture that values and is committed to continuous improvement.

The school has directed significant resources towards ensuring that the school's physical resources and facilities are well-maintained and provide a safe environment that supports learning. Improvements have been made to a range of areas throughout the school. In 2017 staffrooms were provided with new kitchenettes, new floor coverings were provided to a significant number of learning spaces across the school, additional laptops were purchased for student use in the Library, new blinds were installed into classrooms and the staff common room was refurbished into a more flexible space that can now be used for a range of staff, parent and student activities.

The judgement was therefore made in the Self-Assessment Survey that on balance the school is **Sustaining and Growing** in the elements: Leadership, School Planning, Implementation and Reporting and Management Practices and Processes and **Excelling** in the element of School Resources.

The self-assessment process will assist the school to refine the 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/sef-evidence-guide>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To create a supportive school environment that provides engaging and challenging learning opportunities for gifted and talented students to achieve their personal best and become resilient and creative life-long learners.

#### Overall summary of progress

In 2017 the School Engagement Team presented the findings from the focus groups at the Executive Conference. They were able to identify the most effective teaching and learning strategies currently utilised in the classroom as reported by the students, as well as the preferred strategies that the students would like to see integrated into practice to further engage them in their learning.

The *Tell Them From Me* survey was completed and the data collated was analysed and compared to the 2015 data in terms of stage trends and cohort changes over time. At the Executive Conference the key trends were identified and discussed. This information was used to inform the thinking around the development of the 2018–2020 School Plan Strategic Directions and assessment against the School Excellence Framework domains and elements. The *Tell Them From Me* survey findings were used as part of the evaluation plan to assess the improvement measures for this Strategic Direction.

In line with their Terms of Reference, the Literacy Team completed a detailed analysis of the 2017 NAPLAN data and presented this information at the Executive Conference and at a Twilight School Development Day session. The Literacy Team attended ALARM training, they planned and implemented a Literacy Awareness Week and the LaST provided focused literacy mentoring workshops for targeted groups of students.

The school continued to focus on the Quality Feedback project by extending the Personal Best Interviews from 5 to 10 minutes and included more teachers to sit on the interview panels. The quality of conversations that the students and teachers engaged in were more comprehensive in regards to identifying specific areas for development and strategies to be used to support the achievement of their identified personal best goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>80% of students (including equity groups) achieve greater than or equal to growth in the aspects of writing in NAPLAN data from a baseline of 63.3% and grammar and punctuation from a baseline of 61.2%.</li></ul>	<b>\$5,000</b> – RAM Loading for Socio-Economic Background  <b>\$5,000</b> – RAM Low Level Adjustment for Disability	<ul style="list-style-type: none"><li>A detailed analysis of the 2017 NAPLAN data was completed and presented to the staff. The Literacy Team attended ALARM training, and also planned and implemented a Literacy Awareness Week. The LaST provided focused literacy mentoring workshops for targeted groups of students.</li></ul>
<ul style="list-style-type: none"><li>Students report in the Tell them from me Survey an improvement in the levels of classroom instruction having a clear purpose with appropriate feedback that helps them learn from a 6/10 to 8/10.</li></ul>	<b>\$2,000</b> – RAM Loading for Socio-Economic Background	<ul style="list-style-type: none"><li>The School Engagement Team presented the findings from the focus groups at the Executive Conference. Effective teaching and learning strategies currently utilised in the classroom were identified and the development of strategies to support classroom instruction, purpose and feedback were investigated.</li></ul>
<ul style="list-style-type: none"><li>Teachers provide explicit and timely feedback to students on how to improve. Students reflect on this feedback to improve their results.</li></ul>	<b>\$5,000</b> – RAM Loading for Socio-Economic Background	<ul style="list-style-type: none"><li>The Personal Best Interviews were extended from 5 to 10 minutes and included more teachers on the various interview panels. Conversations were more comprehensive in regards to identifying specific areas for development and support strategies.</li></ul>

#### Next Steps



- The Literacy Team will lead a School Development Day in Term 2 that will focus on developing specific literacy activities to embed into teaching and learning programs in Stage 4 across all KLA's.
- The Engagement for Effective Classroom Practice Team will develop teaching tools and strategies to enhance the levels of engagement in the classroom based on the feedback from the student focus groups and the *Tell Them From Me* surveys carried out over the 2015–2017 School Plan.
- Representatives from 3 Strategic Teams will be trained in Learning Sprints. The Term 3 School Development Day will be dedicated to informing the staff about the process and sharing the research findings that have been realised through the Learning Sprints trial undertaken in semester 1. 2 targeted Learning Sprints will be planned for Term 3 and Term 4 to be completed across the school.



## Strategic Direction 2

### Quality Systems

#### Purpose

To refine and create flexible and transparent administrative, communicative and procedural systems that equitably cater for the needs of the school community and enable the facilitation of high quality teaching and learning and positive relationships across the school.

#### Overall summary of progress

In 2017 a new structure of the school day was implemented. Roll Call was moved to the start of the school day and regular fortnightly assemblies were scheduled on a Wednesday or Thursday. This has significantly reduced the movement of students between classes and has allowed for additional double periods to be allocated in the morning. The fortnightly assemblies now provide opportunities for regular contact and improved communication with the students. The structured assembly program incorporates wellbeing priorities/activities, official school events, school and curriculum requirements, as well as a valued vehicle for celebrating student excellence and success.

The SENTRAL Calendar module was enhanced in 2017 to include period by period information for assessments, identify organisers of events, and categorise all calendar entries to allow easier identification of specific year group, staff, school, NESA and community events.

The SENTRAL Wellbeing module was organised into categories to better reflect the administrative delegation of responsibility across the school. A SENTRAL letters user guide was created with clear instructions to assist all staff with generating appropriate letters to parents such as letters of concern, classroom contracts, letters of commendation and partial truancy letters.

In 2017 a Student Behaviour Management policy was developed and consulted with the school community. The Emergency Evacuation procedures were reviewed and updated to reflect Department of Education (DoE), Work Health and Safety (WHS) Policy and mandatory compliance regulations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>A new structure of the school day will be implemented that supports the teaching and learning, curriculum and wellbeing needs of the students.</li></ul>	<b>\$3,000</b> – RAM Loading for Socio-economic Background	<ul style="list-style-type: none"><li>A new structure of the school day was implemented in 2017. Roll Call was moved to the start of the school day and regular fortnightly assemblies were scheduled on a Wednesday or Thursday.</li></ul>
<ul style="list-style-type: none"><li>Staff survey results reveal a 25% increase in their overall satisfaction with the daily structure, as well as the administrative and communicative systems in place from 2015 baseline (to be determined).</li></ul>	<b>\$2,000</b> – RAM Loading for Socio-economic Background	<ul style="list-style-type: none"><li>The SENTRAL Calendar module was enhanced in 2017 to include period by period information for assessments, identify organisers of events, and categorise all calendar entries to allow easier identification of specific year group, staff, school, NESA and community events.</li><li>The SENTRAL Wellbeing module was organised into categories to better reflect the administrative delegation of responsibility across the school. A SENTRAL letters user guide was created with clear instructions to assist all staff with generating appropriate letters to parents such as letters of concern, classroom contracts, letters of commendation and partial truancy letters.</li></ul>
<ul style="list-style-type: none"><li>Well developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs in a timely manner.</li></ul>	<b>\$2,000</b> – RAM Loading for Socio-economic Background	<ul style="list-style-type: none"><li>In 2017 a Student Behaviour Management policy was developed and consulted with the school community. The Emergency Evacuation procedures were reviewed and updated to reflect DoE Policy and mandatory WHS regulations.</li></ul>

## Next Steps

- Further adjustments to the structure of the school day will be examined and provisions for all sport to be timetabled on one day will be implemented in 2018. The placement of scripture will be reviewed and options for the use of period 1 on a Thursday will be considered for implementation in 2019.
- The Emergency Planning procedures in place for a Lockdown and Lockout will be reviewed and updated to reflect DoE Policy and mandatory WHS compliance regulations. Additional school security enhancements will be investigated to further improve site safety and security.
- The SENTRAL Parent Portal will be investigated to improve parent access to school documentation and procedures. The school will also examine other available social media or mobile Apps to streamline and enhance school communication.



## Strategic Direction 3

### Quality Relationships

#### Purpose

To foster a culture of trust and respect that enables all members of the school community to feel connected and included. This will be achieved through developing a supportive environment that values positive relationships and where all members are equipped to face the social and emotional challenges of a changing world.

#### Overall summary of progress

In 2017 the Year 11 Wellbeing Program was implemented to support the Wellbeing Framework for Schools and enhance the social, emotional, physical and cognitive development of the students. This program was undertaken every Monday afternoon during periods 7 and 8 and included a range of guest speakers, sports sessions, wellbeing initiatives and skill development to further enhance and support student learning outcomes.

A Year 7 Transition Program was developed and implemented to support the students transition into high school. This program involved a series of orientation activities, guest speakers from within the school to inform the students about the various support structures available to them, provided valuable information literacy skills presented by the school Librarian, as well as a range of study skills sessions designed to support student development of organisational routines and practices to best support students manage their workload in a selective school context.

A Growth Mindset Strategic Team was established in 2017 that was responsible for developing a strategy to implement a Growth Mindset manner into school culture and practice. A Twilight School Development Day session was dedicated to Growth Mindset in Term 3 where Dan Haesler was secured as a guest speaker. Dan Haesler presented a very engaging evidence-based professional learning session for all staff dedicated to understanding the importance and benefits of embracing a Growth Mindset approach to learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Students report in the <i>Tell them from me Survey</i> an improvement in the levels of advocacy at school (having someone at school who provides encouragement and advice) from 1.9/10 to 6/10 and a reduction in the levels of moderate to high levels of anxiety from 25% to 15%.</li></ul>	<b>\$5,000</b> – RAM Loading for Socio-economic Background	<ul style="list-style-type: none"><li>Personal Best Interviews for all students in Years 10–12 were scheduled to coincide with the semester 1 and 2 reporting periods. Appointment times were increased from 5 minutes to 10 minutes to facilitate more comprehensive and detailed conversations between teachers and students.</li><li>All Year 12 students were given the opportunity to nominate to have a teacher mentor to support, monitor and guide them through their HSC year. Most Year 12 students were allocated a teacher mentor for 2016/17 and engaged in regular meetings with their mentor teachers throughout the year.</li><li>The <i>Tell Them from Me</i> survey was conducted and the students reported an improvement in the levels of advocacy at school from 1.9/10 in 2015 to 6/10 in 2017.</li></ul>
<ul style="list-style-type: none"><li>Students are aware of the support structures available and how to access this support to enhance and promote their sense of wellbeing.</li></ul>	<b>\$2000</b> – P&C and Mothers' Committee Donations for payment of Homework Centre tutors  <b>\$10,000</b> – RAM Low Level Adjustment for Disability	<ul style="list-style-type: none"><li>The Year 11 Wellbeing Program was implemented to support the Wellbeing Framework for Schools and enhance the social, emotional, physical and cognitive development of the students. This program included a range of guest speakers, sports sessions, wellbeing initiatives and skill development to further enhance and support student learning outcomes and promote the sense of wellbeing experienced by the students.</li><li>The Year 7 Transition Program was developed and implemented to support the students transition into high school. This program was run over the</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Students are aware of the support structures available and how to access this support to enhance and promote their sense of wellbeing.</li> </ul>		<p>first 3 days of the year and included a series of orientation activities and guest speakers from within the school to inform the students about the various support structures available to them and how to access this support.</p> <ul style="list-style-type: none"> <li>3 teacher mentors continue to be employed to provide additional support for students with any identified learning needs.</li> <li>The Mathematics After School Homework centre continued in 2017 with ex-students returning to provide valuable tutoring and coaching support for students in Years 7–12. The after school study centre concept was expanded to include History and Economics with teachers donating one afternoon per week to provide this valuable additional support for senior students.</li> </ul>
<ul style="list-style-type: none"> <li>Improved tracking and communication of students experiencing wellbeing concerns through the effective use of available technology systems and communication processes amongst all members of the school community.</li> </ul>	<b>\$2,000</b> – RAM Low Level Adjustment for Disability	<ul style="list-style-type: none"> <li>The SENTRAL Wellbeing module was organised into categories to better reflect the administrative delegation of responsibility across the school. A SENTRAL letters user guide was created with clear instructions to assist all staff with generating appropriate letters to parents such as letters of concern, classroom contracts, letters of commendation and partial truancy letters.</li> <li>The wellbeing meeting structure that now includes a learning and support team (LaST). Fortnightly LaST, Year specific Deputy Principal and Year Adviser and Executive Case Management meetings continued in 2017. All meetings are minuted and accessible to all members of the community, improving the tracking and communication of student learning and wellbeing matters. This integrated approach to wellbeing has allowed for a more comprehensive management of the unique learning and wellbeing needs of students within this selective school context.</li> </ul>

## Next Steps

- The Year 11 Wellbeing Program and Year 7 Transition Program will be evaluated and further refined and enhanced in 2018. The school will investigate the feasibility of embedding a Integrated Skills Program for Years 7–9 to address feedback gathered from the school community at the School Planning Forum held in Term 3 to expand the wellbeing program beyond Year 11.
- The Growth Mindset Implementation Team will continue as a Strategic Team in 2018, with its terms of reference expanded to embedding a Growth Mindset approach into whole-school practice. The team will source specific professional learning that targets specific implementation strategies for staff, host a Growth Mindset parent information evening where Dan Haesler is secured as a guest speaker, visit schools that have successfully integrated a growth mindset manner into daily school practice and systems and implement a staff and student survey to determine the mindsets that currently exists in the school community to reference as a baseline at the conclusion of the 2018–2020 School Planning cycle.
- A Wellbeing Conference will be planned for 2018. The conference agenda will allow time for the team to review and evaluate the current wellbeing programs in place and further refine and plan for the future. The Wellbeing Conference agenda will also feature professional learning to support the wellbeing team develop coaching skills and techniques, that will enhance their ability to better support the students and incorporate this coaching approach into the personal best interviews and mentoring programs already in place.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>\$627</b>	<p>All Aboriginal students have an Individual Learning Plan developed and evaluated in consultation with parents. The target areas of the plans created encourage Aboriginal students to actively engage, participate and immerse themselves in a range of extra-curricular activities in particular the music programs within the school and region.</p> <p>Funds were also utilised to hire instruments for student use such as a Euphonium and enhance participation in the school music ensemble program. Funds are also directed to allow indigenous students access to additional enrichment and wellbeing activities such as Duke of Edinburgh and Music camps.</p>
<b>Low level adjustment for disability</b>	<b>\$60,110</b>	<p>3 mentor teachers are employed to work individually with students with a identified disability or Personal Learning Plan to support them in their learning, particularly focusing on the areas of literacy and numeracy support, organisation and resolving outstanding course warning letters. Students are provided with individualised learning and support and this has improved their learning outcomes and overall achievement levels.</p> <p>Release time for the Learning and Support and Wellbeing Teams to engage in professional learning and planning, meet with students and their parents to develop, monitor and review individual learning and support plans for students.</p>
<b>Socio-economic background</b>	<b>\$29,105</b>	<p>All senior students (Years 10, 11 and 12) are interviewed at key times throughout the year, for example when reports are issued. These funds are used to release a panel of curriculum advisers to undertake these interviews. Students are reporting higher levels of support and advocacy as they are provided with individual mentoring to support them in developing their personal best.</p> <p>The Wellbeing Team was provided with release time to plan and evaluate the Year 11 Wellbeing and Year 7 Transition Program, as well as, time to organise the regular fortnightly assemblies that were implemented in 2017.</p> <p>Funding for release time and professional learning activities related to the school Strategic Teams (Student Engagement, Literacy, Technology, Educational Research, Growth Mindset, Cross-Faculty Enrichment, Staff Wellbeing and Events Management) to develop, implement, monitor and review programs and events across the school in line with their planned milestones.</p>
<b>Support for beginning teachers</b>	<b>\$65,797</b>	<p>The funding was used to provide professional learning days, mentoring, release time and access to beginning teacher networking opportunities. It also allowed for professional</p>

Support for beginning teachers	\$65,797	development in working towards accreditation at Proficient Teacher, programming, lesson observations and reflection as required by the Performance and Development (PDP) Framework.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	931	920	917	922

In 2017, there was a total enrolment of 922 students. This total was comprised of:

Years 7–10 – 150 students, total enrolment 600

Year 11 – 163 students

Year 12 – 159 students

91.7% of students were from a language background other than English (LBOTE). The largest LBOTE background groups are of Chinese background (67.5%), Vietnamese background (21.2%) and Indian background (12.4%).

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	97.7	96.8	97.6	98
8	97.2	96.8	95.8	96.6
9	96.1	96.5	96.7	95.9
10	94.6	94.9	96.2	95.1
11	96.1	96.2	95.2	95.2
12	95.9	95.3	96.3	94.6
All Years	96.2	96.1	96.3	95.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The school marks the roll electronically using SENTRAL PXP every period and makes contact with

parents/caregivers via SMS messaging in the event of non-attendance each morning. In 2017 Roll Call was moved to the start of the school day and this has seen an improvement in the overall punctuality of students.

Student attendance monitoring and tracking is managed by the Wellbeing Team. The Wellbeing Team monitors overall attendance rates at their fortnightly meetings, identifying any potential attendance concerns and developing early intervention plans to support students improve their overall attendance rates.

The school works collaboratively and proactively with outside agencies and the Home School Liaison Officer (HSLO) to provide additional support to students who are identified as having ongoing or repeated attendance concerns. Concerns about attendance are communicated to parents via the SENTRAL Wellbeing module that generates appropriate letters to be sent home.

The Student Behaviour Management policy that was developed in 2017 outlines very clear procedures for managing students who are late to school and late to class, as well as, tracking and managing instances of truancy.

### 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	15	20	40
TAFE entry	0	0	0
University Entry	0	0	99
Other	0	0	0
Unknown	0	0	1

In 2017, 159 students sat for their HSC. 99% of the 2017 candidates received offers to University to complete a degree. The main Universities chosen were University of New South Wales 51%, The University of Sydney 27%, The University of Technology Sydney 8%, Macquarie University 6%, The Australian National University and Western Sydney University 2%. A smaller number of students also accepted offers to University of Wollongong, University of Canberra and University of Newcastle. 2 students chose to study interstate at University of Melbourne and Monash University. 2 post-school destinations were unknown.

Science, Engineering and Information and Technology were chosen by 22% of students, Business, Commerce, Actuarial Studies and Economics courses by 22%, Arts, Social Science, International Studies, Music and Communication by 20%, Applied Science and Allied Health (Vision Science, Pharmacy, Speech

Pathology, Nursing, Physiotherapy, Exercise Physiology) by 11%, Combined Law by 9%, Education, Social Work, Criminology and Psychology by 7%, Medicine and Medical Science by 6%, Design and Architecture and Animation by 3% plus a small number of other courses. Of these course offers, 43% were dual degrees.

### Year 12 students undertaking vocational or trade training

No students at St George Girls High School undertook vocational or trade training.

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

1 Year 12 student undertook a TVET course in Health Services in 2017.

100% of the St George Girls High School Year 12 cohort attained a HSC qualification in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	46.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1

\*Full Time Equivalent

The experience level amongst the teaching staff is varied, ranging from beginning teachers to staff with extensive skills and experience. The Australian Education Regulation, 2015 requires schools to report on Aboriginal composition of their workforce.

In 2017, no indigenous staff members were employed by the school.

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

### Professional learning and teacher accreditation

In 2017 teacher professional learning related to the school's Strategic Directions, Strategic Team priorities, and the National Curriculum. School Development Days and Twilight Sessions allowed staff to collaborate and share teaching practice during faculty and cross-faculty sessions. Focus areas included Student Wellbeing, Curriculum and Assessment, Compliance, Growth Mindset and School Planning. Staff also participated in workshops and activities that included HSC RAP data analysis, developing specific HSC skills strategies, Stage 6 faculty programming, NAPLAN preparation, lesson observations and feedback, CPR and mandatory training including Anaphylaxis, Child Protection, Code of Conduct and Corruption Prevention.

Staff accessed a range of professional learning opportunities within the wider educational community. Professional learning courses included ALARM, Growth Mindset, mandatory Accreditation, Hattie's visible learning, and targeted curriculum-based courses. Staff engaged with professional learning around HSC marking and attended curriculum network meetings. Staff also attended a range of educational conferences throughout the year including the World Gifted and Talented conference, Positive Schools conference, and a 2-day Mental Health First Aid training course for the Wellbeing team. The Senior Executive attended the respective selective schools and state conferences, National Future Schools conference, Secondary Leadership forum, as well as LMBR and Enterprise Financial Planning training days.

A 2-day school Executive Conference was held in Term 3 that focused on the development of the 2018–2020 School Plan. The Executive team used feedback from the School Forum, as well as data from the *Tell Them From Me* survey as the initial focus for establishing future Strategic Directions and key projects.

In 2017 the funding support for early career teachers was used to provide professional learning days, mentoring, release time and access to beginning teachers' networking opportunities. It also allowed for professional development in working towards accreditation at Proficient level, programming, lesson observation and reflection. In 2017, 16 staff applied for HSC marking across the various curriculum areas.

### Teacher qualifications

# Financial information (for schools using both OASIS and SAP/SALM)

## Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>539,695</b>
Global funds	484,587
Tied funds	128,451
School & community sources	1,110,830
Interest	8,527
Trust receipts	79,627
Canteen	0
<b>Total Receipts</b>	<b>1,812,021</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	339,998
Excursions	308,182
Extracurricular dissections	79,888
Library	16,625
Training & Development	0
Tied Funds Payments	117,237
Short Term Relief	124,831
Administration & Office	165,541
Canteen Payments	0
Utilities	69,196
Maintenance	39,796
Trust Payments	92,497
Capital Programs	104,721
<b>Total Payments</b>	<b>1,458,509</b>
<b>Balance carried forward</b>	<b>893,206</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,573,866</b>
Appropriation	1,297,708
Sale of Goods and Services	47,096
Grants and Contributions	227,176
Gain and Loss	0
Other Revenue	0
Investment Income	1,886
<b>Expenses</b>	<b>-898,225</b>
Recurrent Expenses	-898,225
Employee Related	-221,028
Operating Expenses	-677,197
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>675,641</b>
<b>Balance Carried Forward</b>	<b>675,641</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.



	2017 <b>Actual</b> (\$)
<b>Base Total</b>	8,147,517
Base Per Capita	140,081
Base Location	0
Other Base	8,007,436
<b>Equity Total</b>	100,740
Equity Aboriginal	627
Equity Socio economic	29,105
Equity Language	0
Equity Disability	71,007
<b>Targeted Total</b>	0
<b>Other Total</b>	104,680
<b>Grand Total</b>	8,352,937

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

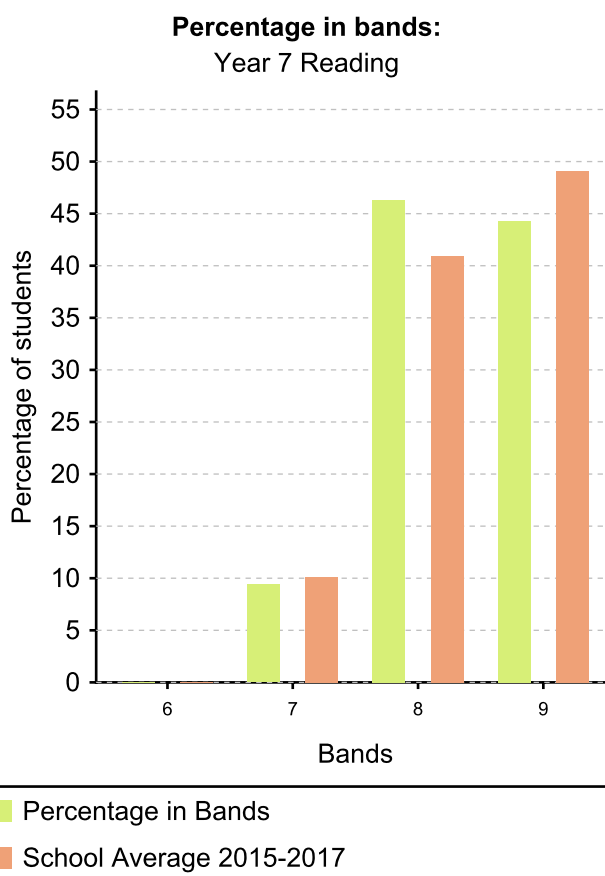
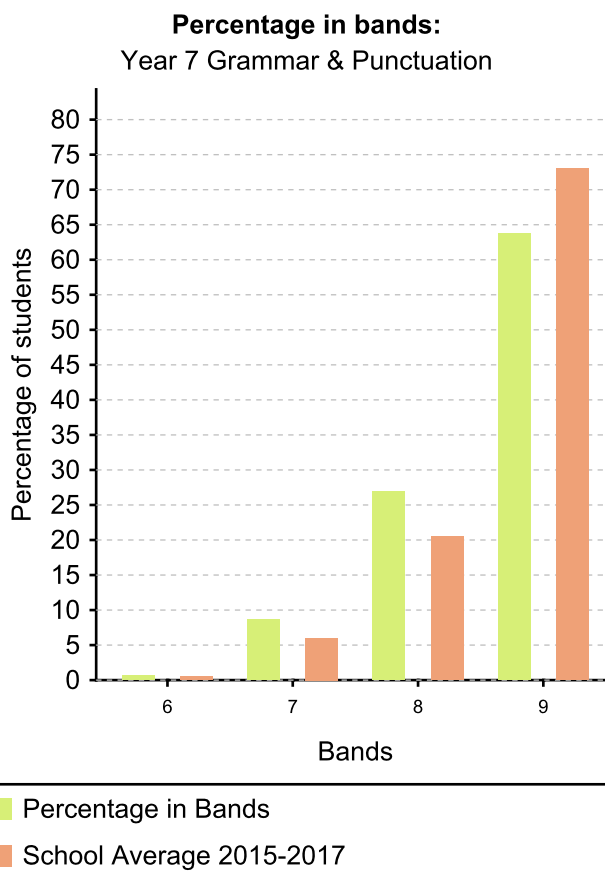
**Year 7 NAPLAN – Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation).

Students achieved overall results well above state average in all aspects of Literacy tested. 63.8% of students achieved in the top band in grammar and punctuation compared to 12.7% of the state. 65.1% of students achieved in the top band in spelling compared to 12.3% of the state.

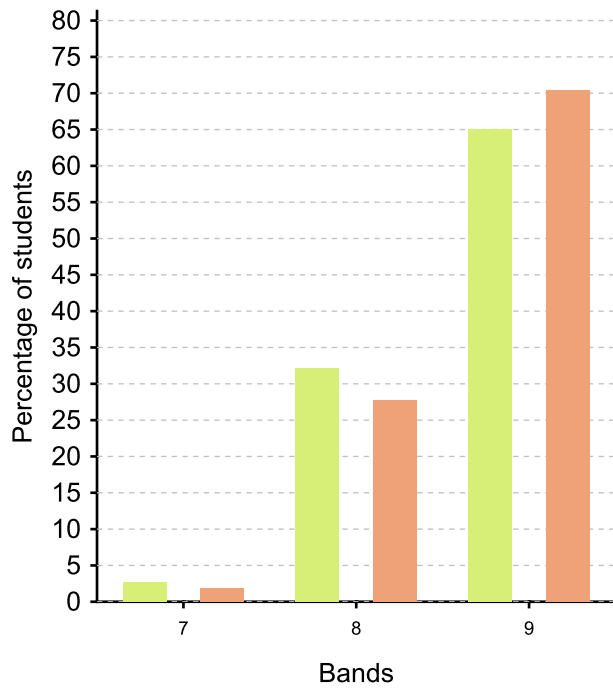
**Year 9 NAPLAN – Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation).

Students achieved outstanding overall results in all areas of Literacy tested. The graphs below indicate that the school's literacy results continue to be significantly above state averages. 2 of the highlights from 2017 is the students results in spelling and in grammar and punctuation. 95.2% (up from 92% in 2016) of students achieved results in the top 2 bands in spelling compared to 31.1% of the state and 83.7% of students

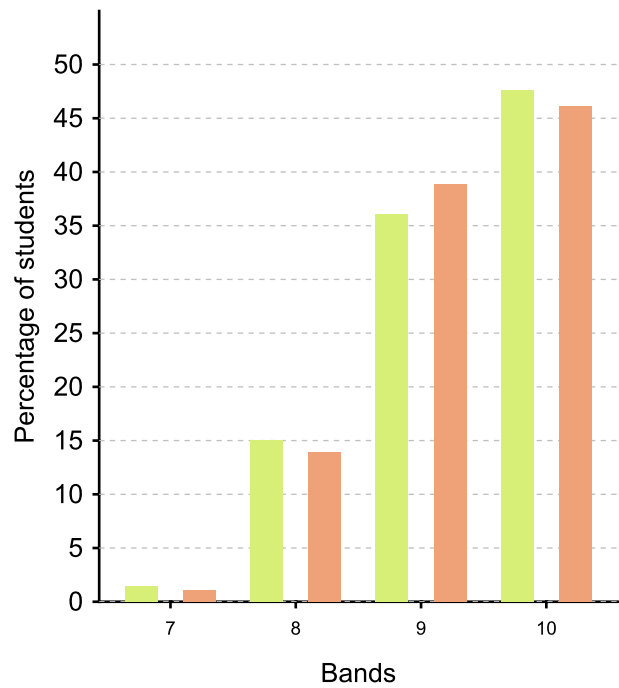
achieved results in the top 2 bands in grammar and punctuation compared to 24.8% of the state.



**Percentage in bands:**  
Year 7 Spelling



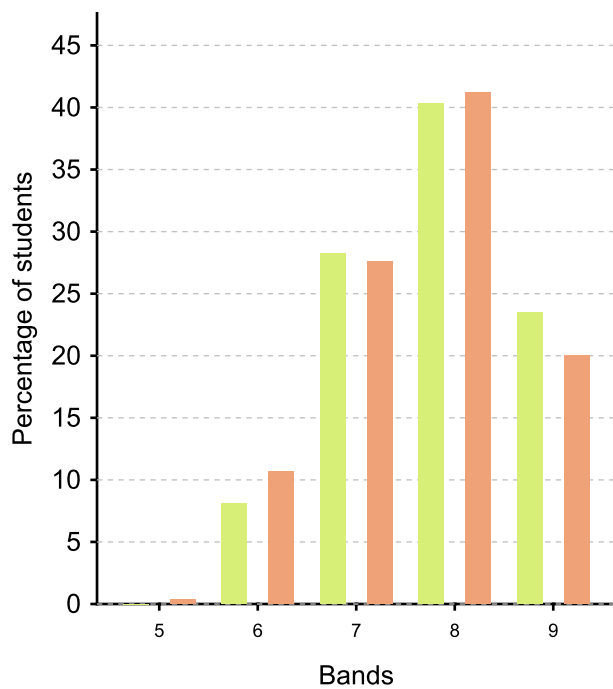
**Percentage in bands:**  
Year 9 Grammar & Punctuation



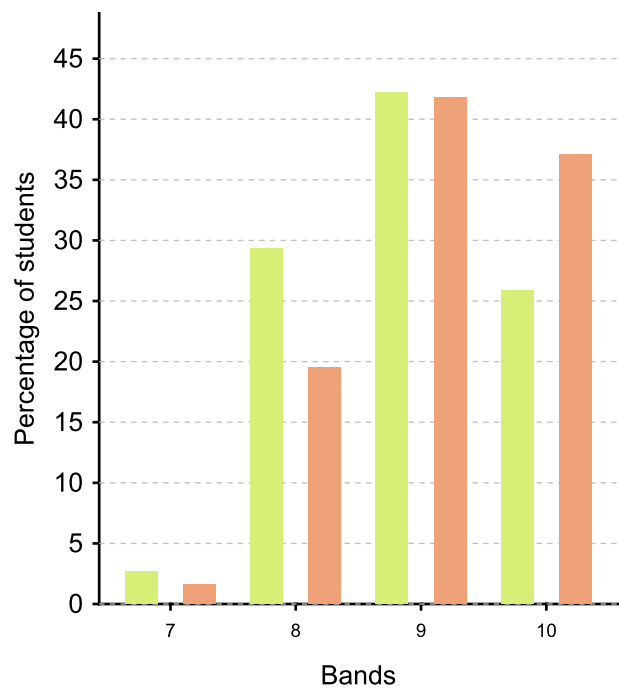
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Writing



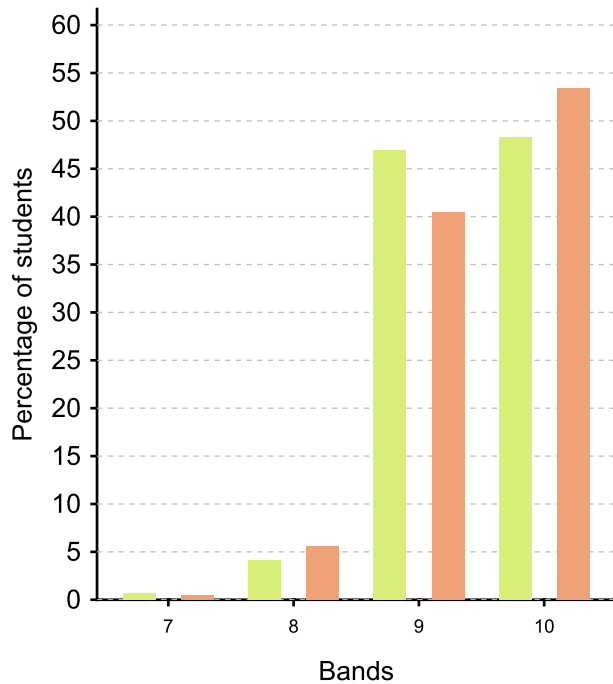
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

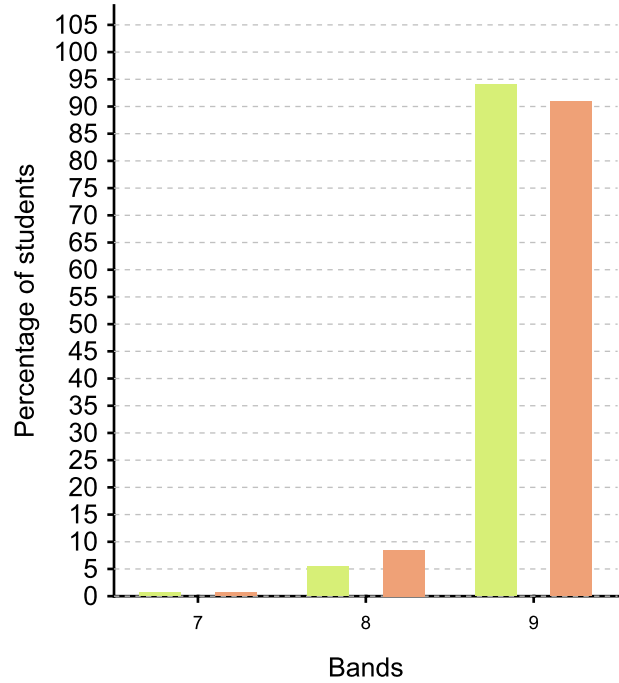
**Percentage in bands:**  
Year 9 Spelling



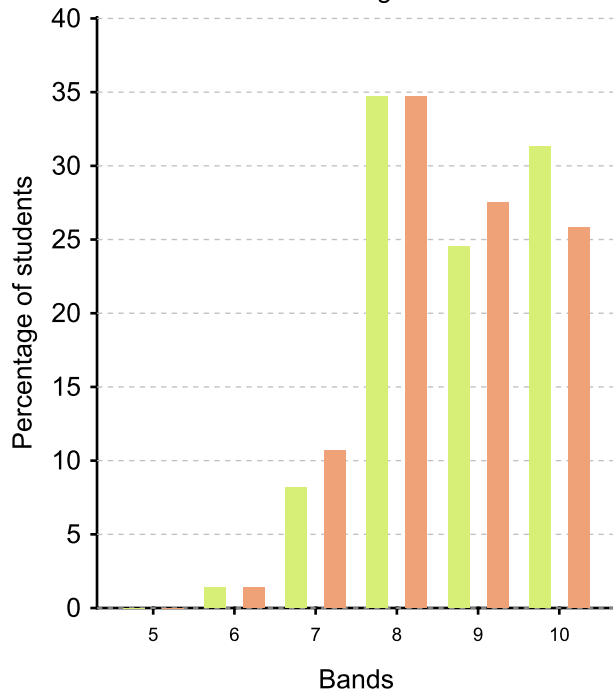
## YEAR 9 NAPLAN – Numeracy

The 2017 Numeracy results continued to be outstanding with 87.8% of students achieving the top band compared to 12% across the state. 98.7% of Year 9 students achieved results that placed them in the top 2 bands.

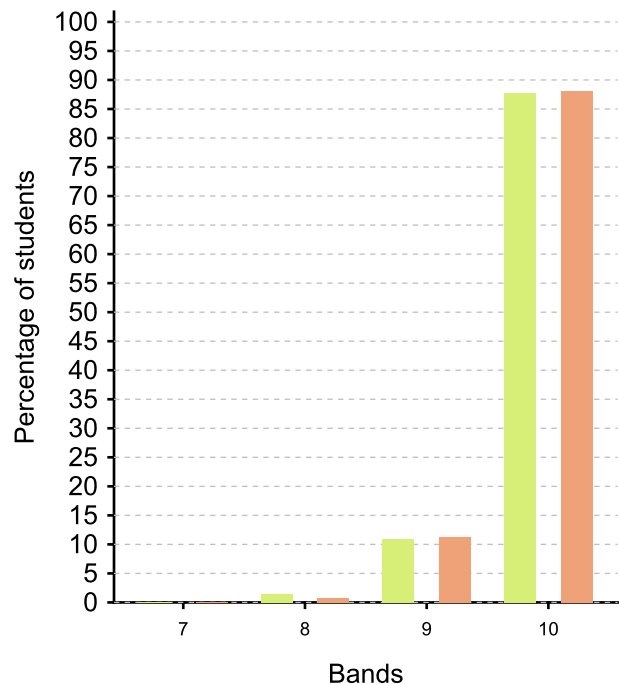
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



## YEAR 7 NAPLAN – Numeracy

The Numeracy results for 2017 were outstanding with students achieving overall results well above the state average. 94% of students (up from 85.3% in 2016) achieved a result in the top band, compared to 16.9% of the state. 99.4% of Year 7 students achieved results that placed them in the top 2 bands.

## Higher School Certificate (HSC)

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

The class of 2017 performed exceptionally well, achieving outstanding HSC results that include the following;

- Students of **Ancient History** achieved an average exam mark of 86.48, 15 marks greater than the state mean with 48% (improving from 33% in 2016) of students receiving band 6 (over 90 marks) compared to 9% state-wide.
- With an average mark of 83.03, 9 marks greater than the state mean, 78% of **Biology** students achieved a band 5 or 6 compared to 39% state-wide.
- With an average exam mark of 87.39, 14 marks greater than the state mean, 100% students who studied Business Studies were placed in the top 2 bands. 33.33% of the **Business Studies** students received marks of 90 or more, compared to 8.15% state-wide and 66.66% of students were awarded a band 5, compared to 27.99% state-wide.
- 61.28% of **Chemistry** students achieved a band 5 or 6 compared to 42.71% state-wide.
- With an average exam mark of 89.20, 12 marks above the NSW mean, 60% of **Drama** students achieved marks over 90 compared to 13% state-wide. 100% of students who studied Drama were placed in the top 2 bands.
- In **Economics**, students achieved an average exam mark of 82.78, 6 marks above state average, with 76% in the top 2 bands compared to 48.98% state-wide.
- With an average exam mark of 85.89, 30.18% of **English Advanced** students received marks over 90 compared to 15.21% state-wide. 58.49% of **English Advanced** students were awarded a band 5, compared to 48.43% across the state.
- With an average exam mark of 43.16/50, 39% of **Extension 1 English** students were placed in the top band (E4) compared to 29.92% state-wide.
- 90% of **Extension 2 English** students achieved the top 2 bands (E4 and E3) compared to 77.38% state-wide.
- 88.88% of **Food Technology** students were placed in the top 2 bands, compared to 29.74% across the state.
- **Geography** students achieved an average exam mark of 86.76, 12 marks above the state mean, with 80% of students awarded a band 5 or 6, compared to 41.9% state-wide.
- With an average exam mark of 85.77, 14 marks above the state mean, 41.66% of students who studied **Information Processes and Technology** were awarded a band 6, compared to 7.41% across the state.
- With an average mark of 89.50, 14 marks above the state, 58.13% of **Legal Studies** students achieved 90+ marks compared to 12.89% of the state.
- With an average exam mark of 90.10, 22 marks above the state, 70% of **Mathematics General 2** students achieved a mark of 90 plus, compared to 6.79% state-wide. 100% of students were placed in the top 2 bands.
- With an examination mean of 84.94, 38.37% of **Mathematics** students were awarded a band 6, compared to 23.47% state-wide.
- 48.95% of **Mathematics Extension 1** students received a mark in the top band (E4), compared to 38.08% state-wide.
- 90.9% of students in **Mathematics Extension 2** achieved marks in the top 2 bands (E4 and E3), compared to 84% state-wide.
- With an average exam mark of 84.44, 11 marks above the state, 21.95% of **Modern History** students received a band 6 compared to 9.19% state-wide.
- Students of **History Extension** received an average exam mark of 39.31/50 with 80% of students awarded marks in the top 2 bands (E3 and E4).
- **Music 2** students received an average mark of 89.90. 71.42% (up from 37.5% in 2016) of students were awarded a band 6, compared to 36.89% state-wide. 100% of students were placed in the top 2 bands.
- 71.42% (up from 42.85 in 2016) of **Music Extension** students were placed in the top band (E4) compared to 63.32% state-wide.
- 50% of students studying **Personal Development, Health and Physical Education** were awarded a band 6, compared to 8.82% in the state. 88.88% of students were placed in the top 2 bands compared to 30.56% state-wide.
- 53.33 of students in **Physics** were awarded marks in the top 2 bands, compared to 33.8% state-wide.
- With an average examination mark of 89, 12 marks above state average, **Textiles and Design** students achieved great success with 66.66% (up from 33.33% in 2016) awarded a band 6, compared to 13.75% state-wide.
- With an average examination mark of 90.64, 64.28% of **Visual Arts** students were awarded a band 6, compared to 12.7% state-wide.
- 83.33% of **French Continuers** students were awarded a band 5 or 6, compared to 65.75% state-wide.
- 66.66% of **Japanese Continuers** students achieved a band 6, compared to 28.08% across the state.
- 100% of our **Japanese Extension** students were placed in the top 2 bands (E4 and E3), compared to 89.56% state-wide.
- 88.88% of **Latin Continuers** students achieved marks in the top 2 bands, compared to 81.75% state-wide.
- 100% of **Latin Extension** students were placed in the top 2 bands (E4 and E3).

The summary of results described above, has demonstrated that the students have again achieved

quality HSC results. The school community all feel very proud of the energy and time that has been invested to ensure that the academic performance continues to place the school as one of NSW High Performing schools. The students performed exceptionally well and have made their school and their teachers very proud. This is further evidenced by the following successes:

- Amy Chen was the Dux of the year, attaining the very impressive ATAR of 99.60.
- **10** students were named as **HSC All Rounders Distinguished Achievers** for achieving the top band in 10 or more units at the HSC. They were; Una Altarac, Amy Chen, Theresa Gu, Bella Kosasih, Rachel Liang, Silvia Nadile, Rabiba Pervez, Jenny Tao, Shajneen Tasnim and Celia Tulau.
- **3** students were named as **HSC Top Achievers** as they gained some of the highest places in a number of HSC courses. These students for 2017 included Louisa He who ranked **13th** in the State in **Mathematics**, Amy Chen ranked **20th** in the State in **Legal Studies** and Athanasia-Vardakis-Vertzayias who placed **1st** in the state in **Modern Greek**, that she studied through the Saturday School of Community

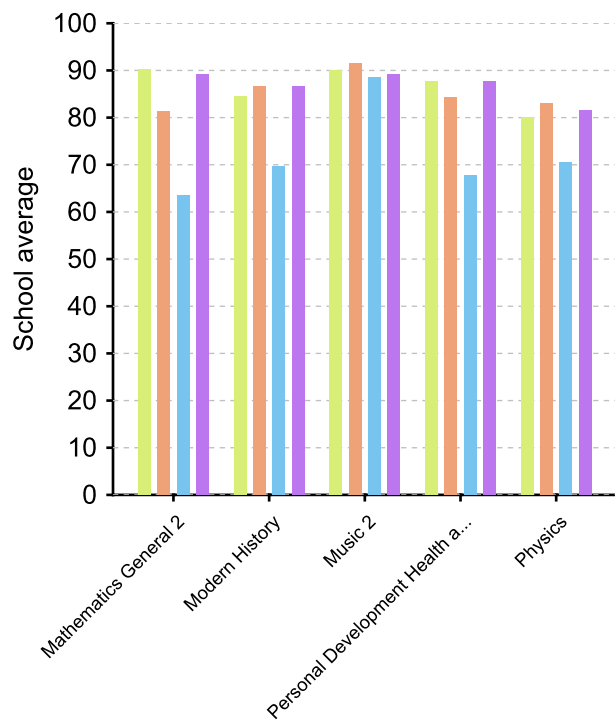
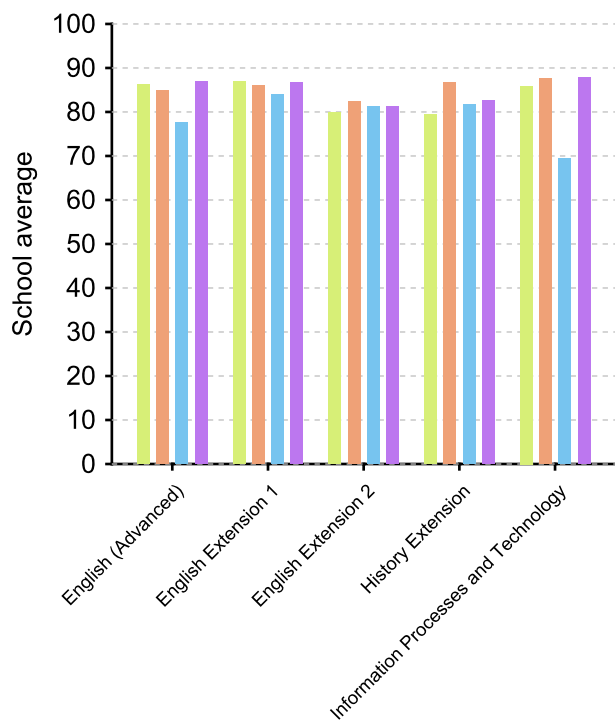
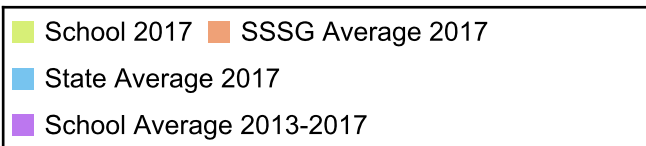
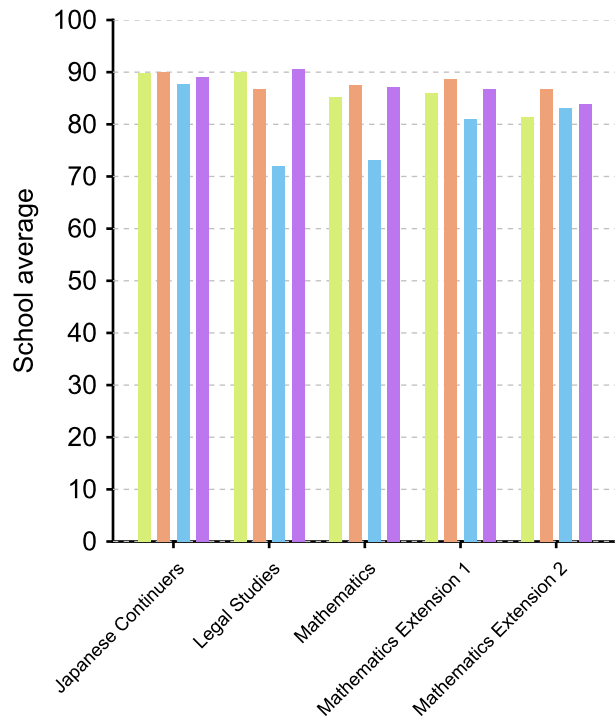
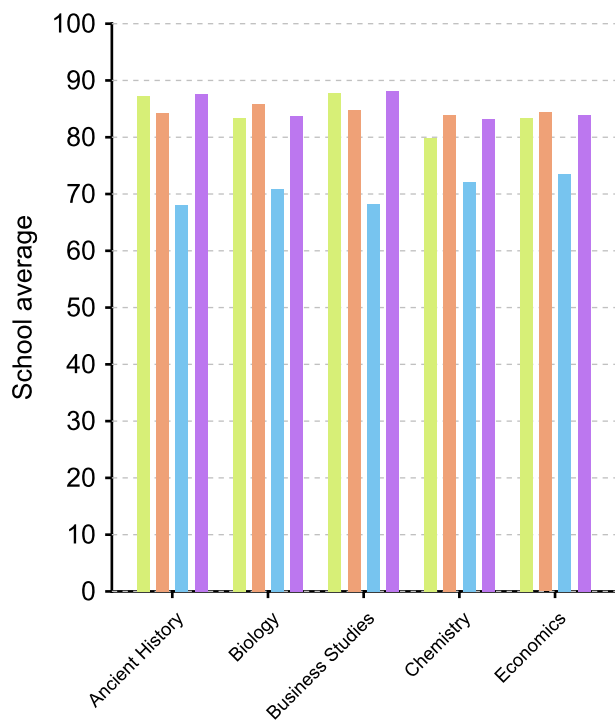
In the Creative and Performing Arts and Textiles and Design the school had a number of students whose work has been acknowledged as exemplars. Each year exceptional major works and performances are nominated for inclusion in exhibitions which showcase the very best in NSW schools.

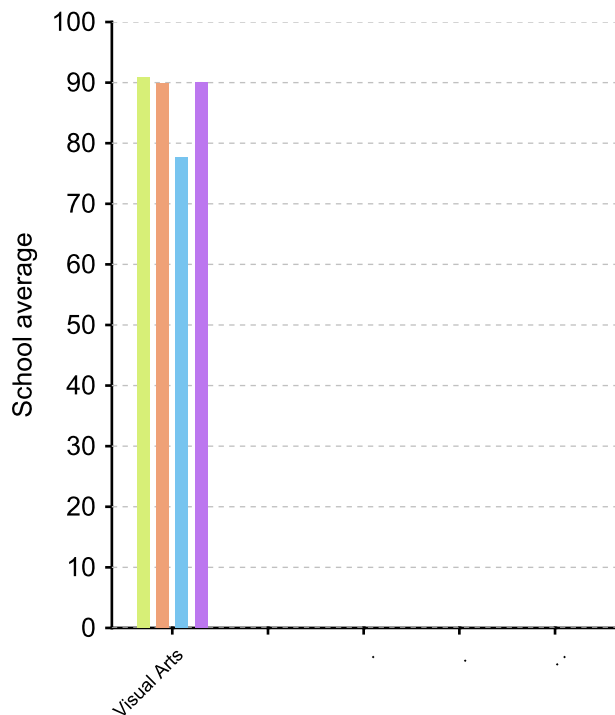
- In 2017, **3** students were nominated for **ARTEXPRESS**, Ivy Chen 'Expression of the Subconscious Mind', Nieminy Nian 'Mongolia: The Art of Living' and Celia Tulau 'Evolution Dissolution'. One of the nominees Nieminy Nian, was officially selected for inclusion. Her work was exhibited in the Hazlehurst Regional Art Gallery and Arts Centre in 2018. It is always super special to be nominated but to be selected for inclusion is a very prestigious honour.
- The Drama students' Group Performance "The Twice a Daily Daily Paper" and Una Altarac's Individual Performance were nominated for inclusion in **OnSTAGE**, a selection of performances and individual projects from Higher School Certificate Drama students. This was a very exciting achievement and it was then confirmed that the Group Performance was selected for inclusion into Program 1 of OnSTAGE. The students (Una Altarac, Eleni Carydis, Serina Wu, Grace Zheng and Ziggi Zikmann) performed superbly at the Seymour Centre in 2018 where the audience responded so positively to their highly engaging and sophisticated performance.
- In Music 2 Annie Ma and Jamie-Lee Xu were nominated for **ENCORE**, a selection of performances and compositions from Higher School Certificate Music students. Jasmine Wong was nominated for both her Core and Elective Composition and Maryjoy Ramilo was informed that her Music 2 Musicology was successfully selected for Encore.
- Ivy Chen had her HSC Textiles and Design Major

Project selected to be exhibited in the 2018 **TEXTSTYLE** Exhibition held at the Into Craft Live Show at Rosehill Racecourse in 2018.

The school is very proud of all the Year 12 2017 students. A sincere thank-you to the dedicated group of teachers and supportive parents who lived the HSC journey with the students. The students are the ones who have worked tirelessly to achieve their results, however each year there is always a group of core individuals who work alongside the students, helping steer them to such exceptional outcomes.







- Advocacy at School rated 6.0 out of 10; students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Positive Learning Climate rated 7.0 out of 10; students understand there are clear rules and expectations for classroom behaviour.

### People Matter Employee Survey

This annual survey is a valuable tool in understanding how staff experience their workplace and is a source of evidence for setting people related strategies which seek to improve the working environment. It provides insight into the school's culture, level of employee engagement, aspects of leadership, diversity and leadership. Three key areas from the survey that were most significant for the school were:

- Communication – up from 54.70% to 66.96%
- Engagement with work – up from 75% to 84.21%
- Efficiency and effectiveness – up from 74.39% to 100%

### Parent/Student Study Skills session

In 2017 the interactive parent/student session 'Tools for Success' for Year 7 and 8 families, with Dr Prue Salter, looked at the essential skills of managing workload, working effectively at home, summarising notes, preparing for exams and explaining how students can integrate these into their approach to school. The evening provided a range of strategies for both parents/carers and students to use in their respective roles as learner and support person.

The evaluation conducted at the conclusion of the evening outlined that parents found the session worthwhile and were happy with the content covered. Parents found the following areas to be most useful: breadth of techniques outlined, practical suggestions, study plan and time management strategies. Overwhelmingly, the students found the session extremely worthwhile and outlined the following as the most useful to their learning: creating a diary plan, making study notes and time management.

## Policy requirements

### Aboriginal education

An Aboriginal perspective is taught in an integrated way across all KLAS. This enables staff and students to develop a deep knowledge and understanding of and respect for Aboriginal Australia as highlighted in the Aboriginal Education Policy.

- The new Stage 4 History syllabus importantly recognises and examines Australia's own ancient past in a broader understanding of the origins of humanity, including evidence such as middens, rock paintings and sites such as Mungo. Students also look at the importance of preserving the past, including the heritage of Aboriginal and Torres Strait Islander people and sites such as Uluru. Depth studies in Year 8 include a focus on 'contact' history.

## Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents, students and teachers about the school. This occurred through discussions at P&C, Mothers' Committee, staff, executive and faculty meetings. The school also conducted the Learning Bar's *Tell Them From Me* student survey.

### School Forum

As part of the 2018–2020 School Plan development, a School Forum was held to gather feedback from the school community across the three domains of the School Excellence Framework – Learning, Teaching and Leading.

### Tell Them From Me –Student Survey

866 students participated in the *Tell Them From Me* student survey which included ten measures of student engagement, categorised as social, institutional and intellectual engagement.

- 71% of students valued schooling outcomes; they believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 75% of students have high-levels of academic self-concept; students feel they can do well in their school work.
- Effective Learning Time rated 6.8 out of 10; students identified that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- The Year 9 topic 'Making a Nation' ask students to consider and discuss the experiences of contact between European settlers and indigenous people.
- Stage 5 History examines the changing rights and freedoms of Aboriginal peoples, including the study of the stolen generation, land rights, suffrage and reconciliation. In 2017, Year 10 History students were involved in a Sorry Day Assembly and fundraising activities (that included a bake sale, selling of badges designed by the students and a "wall of hands" ) for a charity, the Australian Literacy and Numeracy Foundation (ALNF). This charity helps Indigenous communities move forward through promoting the need for education and awareness.
- Students in Year 10 also study the impact of government legislation and policies from protection to reconciliation to more recent initiatives such as 'Closing the Gap'. Students are challenged to empathise with key events and developments, from the 1938 Day of Mourning to the 1965 Freedom Rides led by Charles Perkins and defining moments such as Mabo. Senior students carry on this analysis in the new senior syllabus which asks students to confront complex but vital issues such as the Australia Day debate and historiographical arguments about 'settlement versus invasion', a key aspect of the contestability of History.
- Aboriginal education is an important feature of the nature of sources which Extension History students have to debate. The recognition and significance of Aboriginal oral sources and the works of key academics such as Henry Reynolds have provided a more inclusive Australian story and curriculum.
- The Implementation of the 2015 NSW Geography Syllabus occurred with a phased introduction of across Stages 4 and 5 throughout 2017. Giving effect to a key cross-curriculum priority, teaching and learning integrated Aboriginal and Torres Strait Islander Peoples' use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places, and in environmental management and regional economies. Lessons highlighted that there are different ways of thinking about and interacting with the environment and how this can influence sustainable development.
- Legal Studies students undertaking the Preliminary course examine the broad features of Aboriginal and Torres Strait Islander customary legal systems and their impact in terms of law reform and their contribution as a source of contemporary Australian law.
- English and Drama students study plays such as 'Box the Pony', 'Seven Stages of Grieving' and indigenous poetry, which invite students to view the world from an Aboriginal perspective. Year 11 study 'First Australian', and 'Who do You Think You Are' as part of the unit, Representing Indigenous History.
- In Food Technology, students have the

opportunity to study, prepare and taste traditional Aboriginal food.

- Acknowledgement of Country and respects are paid to the traditional custodians of the land at each school assembly and at important ceremonies such as Presentation Day.
- Special assemblies are held throughout the year to mark significant events such as Reconciliation and NAIDOC Week.
- Stage 5 and 6 Music students study the traditional and popular music of Aboriginal cultures through the topics of Australian music, popular music and music of a culture. Through engagement in performance, composition and listening activities, students develop an appreciation and understanding of the dynamic nature of Aboriginal cultures.
- In Visual Arts, students examine in depth the cultural, historical and political forces which have shaped the art making of Aboriginal and Torres Strait Islander peoples. In particular, the Stage 6 syllabus places emphasis on both traditional and contemporary Aboriginal art forms.
- In PDHPE, Stage 6 students examine Aboriginal and Torres Strait Islander health issues. Stage 5 students experience Aboriginal dance. The PDHPE faculty delivers an indigenous games unit.



### Multicultural and anti-racism education

- All NSW Government schools are committed to the elimination of racial discrimination and are directed in this endeavour by the Anti-Racism Policy. Actions such as direct and indirect racism, racial vilification and harassment are unacceptable in all aspects of the learning and working environment. St George Girls High School has an Anti-Racism Contact Officer (ARCO) representative whose role is the contact between students, staff, parents and community members who wish to make a complaint. The Principal is ultimately responsible for decisions regarding racism within the school.
- Multicultural perspectives are a compulsory

component of all teaching programs. This is also evidenced in many curricular and extra-curricular programs throughout the school.

- Students prepare a range of multicultural foods throughout the Year 7–8 Technology Mandatory (Food) course as well as throughout the elective Food Technology courses from Years 8–10.
- Culture and traditions are explored in Year 9 Textiles and Design, where students study a culture, textile art and traditional decorative techniques within that culture, as well as traditional dress.
- All Year 9 students participated in the St George District's Mosaic Writing Project in collaboration with the University of NSW. The project enabled students to explore, through writing, their own cultural heritage and their place in a multicultural society.
- History students in Year 9 study the experiences of a non-European migrant group, such as the Chinese or Afghans and also examine the nature racism and the Immigration Restriction Act in Australia's newly federated nation.
- Year 10 History students find 'Migrant Experiences' to be one of their favourite topics, with students creating their own empathy diary of a 'migrant's journey'. It allows many of the students to either make a connection with their own heritage or empathise with that of another culture. It is also an outstanding exercise of multiculturalism in action.
- As part of the implementation of the 2015 NSW Geography Syllabus for Stages 4 and 5 in 2017, all students develop 'general capabilities' with a particular focus on the development of 'intercultural understanding'. Similarly, with a renewed focus on Asia and Australia's engagement with Asia, under new cross-curriculum priorities, students learn about the diversity of the world's peoples, places and environments. Students investigate the interconnection between people and places and the meaning and significance that places hold. They also come to appreciate how various cultural identities are shaped, when examining the liveability of cities and the diversity of biomes and human interactions across the world.
- In Visual Arts, students study art from a wide range of cultures including Asian, Oceanic, African, Islamic and Aboriginal art forms.
- In Stage 6 Drama students study the play "Stolen" as part of their core component for Australian Contemporary Theatre. This study involves research on Aboriginal history, looking closely at the Stolen Generation and its ongoing impact on Aboriginal culture. Students also engage in analysis and performance of the play.
- In Stage 4 and 5 Drama students study *Issues Based Playbuilding*. This involves students looking at a wide range of social issues, including racism and multiculturalism. Students research and critically reflect on these contemporary issues and then create self-devised pieces of theatre to engage an audience and provoke meaningful discussion and debate. This

experiential process of playbuilding is designed to promote a richer understanding of the issue studied.

- All students in Years 7 and 8 study at least one foreign language. The school's languages program encourages students to study and engage with other cultures and to develop an appreciation of other cultures.
- The school community celebrates cultural diversity at the Parents and Citizens' Multicultural Food Festival which is held annually, prior to the Summer Festival of Music in December.

## Other school programs

### Competitions

#### Westpac Mathematics Competition

The Westpac Mathematics Competition challenges students to engage with mathematical concepts embedded in questions in novel and unfamiliar ways. In 2017, 582 St George Girls High School students sat the competition at the various levels of Junior (Years 7/8), Intermediate (Years 9/10) and Senior (Years 11/12).

Students gained 10 High Distinctions, 118 Distinctions and 297 Credits.

10 students finished within the top four percentile bands in the state. These students included:

- 100 percentile – Sarah Wang (Year 7), Aimee Soenarjo and Emily Chan (Year 10)
- 99 percentile – Anna Wong (Year 8), Muhsana Sattar (Year 9), Stephanie Zhao and Maja Vasic (Year 10)
- 98 percentile – Catherine Huynh and Claire Zhou (Year 8),
- 97 percentile– Angela Xie (Year 9)

#### Mathematics Challenge for Young Australians

All students are encouraged to take on this opportunity to explore a more creative challenge in Mathematics. This program highlights the importance of Mathematics in the curriculum, provides students with the opportunity to demonstrate their ability and talent and provides resources and topics for further discussion in the classroom. 14 students took part in this independent problem solving challenge conducted by the Australian Mathematics Trust. The students had a three week period in which to develop solutions to six questions. Among many good results, the students that performed particularly well included:

- Distinction – Chaturmi Atapattu (Year 7) and Amber Chou (Year 8)
- Credit – Laetitia Cooper (Year 8), Amanda Xu (Year 7) and Maja Vasic (Year 10)

### Mock Trial

A selection of eight Year 11 Legal Studies students participated in the New South Wales Law Society's Mock Trial Competition bringing with it an appreciation

of trial practice and procedure. The team performed well to enter the elimination rounds. The following students should be commended for their efforts: Vanessa Luong, Anjali Aiyer, Emily Kasovska, Sophie Lymn, Archie Shrotriya, Brenda Tan, Jennifer Tan, Angela Tran.

### **UNSW Australian Business and Economics Competitions**

Students in Years 11 and 12 participated in the University of New South Wales Australian Business and Economics Competitions for Stage 6 students. Growing levels of participation correspond with improvements in financial literacy. Several students achieved a commendable result.

In the Business Studies Competition, Amy Chen and Joy Li (Year 12) were awarded Certificates of High Distinction and Emily Wu, Angela Sun, Jialin Lu, Bella Kosasih and Racheal Qiao Xi Daniel (Year 12) were awarded Certificates of Distinction.

In the Economics Competition, Irene Shen (Year 12) was awarded a Certificate of High Distinction as well as a cheque prize for her performance. Jennifer Xu, Shajneen Tasnim, Rabiba Pervez, Rachel Liang, Joanna Liang, Gigi Liang, Bella Kosasih and Theresa Gu (Year 12) all obtained Certificates of Distinction.

### **Science Competitions, Quizzes and Olympiads**

Years 7 – 12 participated in the ICAS Science Competition. Overall, the students performed very well, with the following students awarded High Distinction Certificates:

- Angela Wootton (Year 7)
- Maggie Lin (Year 8)
- Anne Chen, Zoe Gajus, Esther Ye (Year 9)
- Cecilia Chenh, Darshni Rajasekar, Shaily Shrestha, Aimee Soenarjo, Maja Vasic, Rachelle Wu (Year 10)

A large number of junior students joined senior Chemistry students in sitting the Royal Australian Chemical Institute National Chemistry Quiz. The following students achieved a High Distinction:

- Amber Chou (Year 8)
- Varisara Laosuksri, Darshni Rajasekar, Maja Vasic, Rachelle Wu (Year 10)
- Yurou Fu (Year 11)

Several teams of Year 12 students competed in the Royal Australian Chemical Institute's Titration Competition. The team, consisting of Jamie Li, Irene Shen and Monica He, excelled and made it to the National Chemical Analysis Competition at UNSW. Their performance was exceptional and this was most evident when Jamie Li was awarded a Gold Award for the accuracy of her analysis.

Many Year 8 and 9 students sat the qualifying examination for the Gifted and Talented Science Program at Sydney University. The highest performers were offered a place to attend 3 days of intensive hands-on experiences in each of the Science disciplines at Sydney University in 2018.

Many students sat the qualifying examinations for one or more of the Biology, Chemistry and Physics Olympiads. These students studied university level material in preparation for these challenging exams and deserve recognition for their efforts. Participants who received Credits included:

- Michelle Lieng, Clarissa Lau, Michelle Lieng, Clarissa Lau, Yurou Fu, Freda Ke, Sharon Lai, Natassia Tjoeng, Kimberley Kwan Pang, Archie Shrotriya, Jennifer Shi, Wardah Mohsin.

The following high achieving students received Distinctions and High Distinctions:

- Connie Zhao (Year 10) in Biology and Earth and Environmental Science
- Darshni Rajasekar (Year 10) in Biology, Chemistry, Physics and Earth and Environmental Science
- Eloise Cooper (Year 11) in Chemistry and Physics
- Maja Vasic (Year 10) in Biology, Chemistry and Earth and Environmental Science. Maja's performance in Earth and Environmental Science was so exceptional it placed her in the top 35 students and she will attend the training camp in Canberra. She will then have a chance to qualify for the Australian team to compete at the international Olympiad in 2018.

### **Kanji Mnemonics Competition**

Year 8 and 9 Japanese classes took part in the kanji mnemonics competition in December 2017 organised by the Japanese Teachers' Association of NSW. There were 5 winners for both Stage 4 and Stage 5 across the state. Tiffany Li and Nawaal Adams's (Year 9) entries were chosen and they both received a \$50 gift card.

### **Video Matsuri and MLTA Linguafest**

The Japanese class worked in groups to write a script, film and edit a short film which was submitted to the MLTA's (Modern Languages Teachers' Association) Linguafest competition and also the Japan Foundation Video Matsuri Film Competition.

One entry was a finalist for the Linguafest competition and their film screened along with other shortlisted films. They also received a highly commended award for their entry into the Video Matsuri Film Competition and were rewarded with a prize from Madman.

The successful film "Time's Dream" was produced by Joanne Ou, Wendy Wang, Amelia Chen and Bridget Ho (Year 9).

### **Language Perfect World Championships**

Students studying French in Years 8 to 10 participated in the Language Perfect World Championships and were tested in their language skills, including reading, writing, listening, dictation, grammar and cultural knowledge. This year, 49 of the students were successful in obtaining certificates in the competition.

The following students earned a certificate of Credit for



500+ points, placing them in the top 20% of competitors from around the world:

- Mikayla Perry (Year 10)
- Natalie Catubig, Monique Jomaa, Samantha Law, Joy Lin, Christina Nguyen, Joyce Wang, Esther Ye (Year 9)
- Alisa Greyze, Jodie Hoh, Abby Ke, Jennifer Li, Helen Lin, Noelle Nakano, Rana Oral, Katherine Pham, Magdalene Wong, Vanessa Zhu (Year 8)

The following students earned a Bronze certificate for 1,000+ points, placing them in the top 10% of 350,000 competitors from around the world:

- Cindy Bui, Jasmyn Tuladhar (Year 9)
- Humnah Bhatti, Etasha Gamage, Sabrina Hui, Tanvi Maroo, Eshita Singh, Anna Soney, Tracey Wang, Anna Wong, Lyn Wu (Year 8)

The following students earned a Silver certificate for 2,000+ points, placing them in the top 2% of 350,000 competitors from around the world:

- Gabrielle Nguyen (Year 9)
- Tabia Khaleque, Zoe Tang, Sansitha Velayuthar, Shimone Yan (Year 8)

The following students earned a Gold certificate for 3,000+ points, placing them in the top 2% of 350,000 competitors from around the world:

- Josephine Chin, Jodie Sia, Aalya Sukkarieh (Year 10)
- Grace Chen, Samantha Edvell, Maya Guden, Tammy Lee, Catherine Weng (Year 8)

The following 5 students were among an elite number of students who scored more than 10,000 points during the competition. These girls were in the top 0.2% of the 350,000 competitors from around the world.

- Ahona Dutta (Year 9)
- Maggie Lin, Leanne Masum, Meera Thayaparan, Angelina Xie (Year 8)

## Da Vinci Decathlon

In 2017, 40 students competed in the annual Da Vinci Decathlon held at Knox Grammar School. The competition involved a series of topic booklets and activities that the team had to complete within a set time limit, working together and using personal strengths to complete each assigned task. The topics assigned included engineering, mathematics, code breaking, art and poetry, science, English, cartography, drama, philosophy and general knowledge.

The team results for the competition were:

- Year 9: 3rd in Science, 8th in Engineering.
- Year 10: 4th in English, 6th in Mathematics, 7th in Cartography, 8th in Science, 10th in Code Breaking.
- Year 11: 9th in Ideation, 9th in Creative Producers, 11th in Engineering, 13th in English, and 16th in Art and Poetry.

The Year 9, Year 10 and Year 11 teams all placed in the top 16 for either individual subjects or overall. Year 10 came an amazing 9th overall.

## Sport

The concept of sport as being an integral and vital part of school life has been maintained in 2017. The sports program aims to develop specialised skills required for a variety of physical activities and to enhance a lifelong love for physical activity. Further, these opportunities develop a student's social and communication skills and contribute to positive wellbeing.

The 2017 School Sport Program for Years 7–10 provided opportunities for the students to participate in a diverse range of activities. These included: Oztag, Fitness, Tennis, Jazz Ballet, Musical Theatre, Callisthenics, Tae Kwon Do, AFL, Aerobics, Flag Gridiron, Zumba, Lacrosse, Hip Hop, Walking and games at school. In addition to the weekly sport sessions, Year 7 students were enthusiastically involved in the annual Sporting Expo. This enjoyable day saw the students being instructed by professional athletes in a variety of sports which sought to improve skills, fitness and teamwork. In Year 10 sport, a new sport was added called 'pound fitness'. This sport involved students using drumsticks to create fun and high intensity routines. The feedback received was extremely positive and in response, this sport will be incorporated into the 2018 Sport Program.

The school participated in the following Knockout competitions in 2017: Under 15 and Open Basketball, Under 15 and Open Soccer, Under 14, 16 and Open Futsal, Open Touch Football, Open Volleyball, Under 15 and Open Netball, Softball, Tennis, Cricket and Table Tennis. In addition, the school entered teams in a local Oztag Gala Day competition. The various sporting teams met with mixed success with the Open Soccer, Futsal and Volleyball teams progressing the furthest in their respective competitions.

## Outstanding Individual Sporting Achievements

- Angelina Gong (Year 9) trialled for the Sydney East Golf team and performed to an extremely high level against tough competition.
- Belinda Ji (Year 9) competed in the Australian Girls Amateur Championship for Golf in April at Port Kembla and came 12th, while also competing in the Australian Girls Interstate series part of the NSW state team, where she placed 1st.
- Isabella Chidiac (Year 8) gained selection in the Football NSW Institute under 13's girls' team and in April travelled to Dallas, Texas to compete. Isabella also competed in the International Girls Cup against 20 other countries.
- Erica Li (Year 11) was selected in the senior World Synchronised Swimming team and will continue to perform at this elite level in 2018.
- A number of students trialled for Sydney East representative teams for Soccer, Volleyball, Golf, Tennis and Gymnastics.

Students also competed at Zone, Regional and State carnivals in Athletics, Cross Country and Swimming. Many students also officiated at School, Zone and Regional carnivals and have carried out their administrative responsibilities with care and maturity.



## 2017 School Blues

The following Year 12 students were awarded School Blues in 2017:

- Anjelica Williams – Sport and Dance
- Marryjoy Ramilo–Volleyball
- Genia Furlong– Sport
- Manali Anturkar – Dance
- Emily Hsu – Athletics and Cross Country

## 2017 Zone Blues

The following Year 12 students were awarded School Blues in 2017:

- Mary Joy Ramillo– Volleyball
- Emily Hsu– Athletics and Cross Country
- Genia Furlong– Athletics
- Annie Ma– Athletics
- Saria Vouros– Athletics
- Celia Tulau– Athletics

## Sports Awards

The following students were the recipients of prestigious sports awards:

- Pierre De Coubertin : Anjelica Williams (Year 12)
- Sports Woman of the Year : Erica Li (Year 11) and Isabella Chidiac (Year 8)
- PSC: Emily Hsu (Year 12)
- Michelle Ford Award: Jessie Kuang (Year 11)

## Duke of Edinburgh

The Duke of Edinburgh program continued to develop strongly, and in 2017 St George Girls High School was acknowledged as the 22nd largest program in Australia and in the top 5 Public Schools in NSW. A huge, and growing number of students embraced the ideology of personal challenge to participate in different levels of the award. 58 Year 9 students undertook their Bronze awards, 39 Year 10 students undertook a Silver award and 26 Year 11 students entered the Gold level of the award. Students challenged themselves to improve one of their skills, to engage in physical recreation and to give something back to the community by volunteering. They also demonstrated their camp craft skills by planning and going on two adventurous journeys.

## Achievements in Textiles and Design

All Year 10 IST students and interested students completed the National Computer Science School program, known as the 'GROK learning challenge', run by the University of Sydney. The following students are recognised for their outstanding achievements in this challenge:

- Distinction: Salina Huang, Bonnie Dong.
- High Distinction: Chloe Chan, Natassia Tjoeng, Josephine Smith
- Perfect Scores: Emily Huang, Fiona, Rokika Khondaker, Gabriella Monteiro, Susan Tsang, Elicia Au Duong.

Alice Wang (Year 10) won the 2017 Year 10 National Wool4School Competition. She was the sole winner of the Year 10 prize, including \$1000 cash. The garment she designed was made by Australian Designer

Jonathan Ward and she was photographed with her garment which featured in Frankie Magazine.

Sherina Xie (Year 10) entered the Apex Australia Teen Fashion Awards (AATFA) competition and received a place in the finals for her entry into the society and environment category. She received a prize and tickets to fly to Perth to participate in the finals.

At the Annual 'Inspired' evening, the following students were awarded prizes for different categories:

- Luyi Deng (Year 11) won the Whitehouse holiday workshop scholarship to complete some intense fashion illustrations in the school holidays.
- Christine Ho (Year 11) won the prestigious Christine Castle, Creativity and Innovation prize.
- Year 10 Textiles students participated in the annual, 'Paper Dress Challenge', with the following students' group project presenting the winning design; Darshni Rajasekar, Isabel Duong–Balada, Maggie Chau and Jaclyn Nguyen.
- Students entered the design challenge with the theme 'UPCYCLED' and the chance to win one of two BROTHER sewing machines. First prize in the Year 8–9 category was awarded to Esther Ye (Year 9) and first prize for the Year 10–11 category to Jacinta Liew (Year 11).
- The program design competition winner was Ivy Chen (Year 12) and Nieminy Nian (Year 12) was the winner of the Year 12 fashion illustration to feature on the cover of the Inspired program.

## Achievements in the Arts

### Drama

In 2017, 5 Drama students (Una Alterac, Eleni Carydis, Grace Wong, Serena Wu and Ziggi Zikmann) received OnStage nominations and the group performance "The Twice a Daily Daily Paper" was selected for inclusion in OnStage – the NESA Showcase for exemplary HSC Drama performances. Una Alterac was also nominated for her individual performance, 'Dora' from the play Picasso's Women.

7 Drama students successfully auditioned to represent the school in the elite State Drama Ensembles. These ensembles are run by the DoE Arts Unit and feature outstanding Drama students in NSW. It is a challenging audition process and this year congratulations go to the following students:

- Kyla Rivera, Jessica Wang and Cate Armstrong (Year 9)
- Serena Chui and Emily Lee (Year 10)
- Isabelle Laxamana and Angela Tran (Year 11)

The students selected attended regular workshops and programs, worked with industry professionals, and performed in the State Drama Festival at The Seymour Centre Theatre and School Spectacular. Angela Tran (Year 11) was also selected to be a Griffin Theatre youth ambassador.

The annual Drama Showcase evening featured innovative and creative performances from Years 8 to 12. This night brings together staff, students, parents and families to celebrate student learning and success and gives the students opportunities to be involved in all aspects of the production, including front of house, promotion, stage management, sound and lighting. Drama night also provides students with essential teamwork and leadership skills.

The annual HSC Showcase evening provided Year 12 students the opportunity to present their major works to an audience and allowed them to receive crucial feedback on their performances.

## Music

This year a number of students were nominated for selection in ENCORE, the HSC showcase for exemplar performances and submissions in Music. Annie Ma and Jamie-Lee Xu were both nominated for their exemplar Music 2 and Extension HSC performance programs. Jasmine Wong was nominated for her Music 2 Core and Elective compositions, and Maryjoy Ramilo was nominated for her Music 2 Musicology elective essay. Maryjoy Ramilo's Musicology essay was also selected for the Honour Roll at ENCORE at the Sydney Opera House.

The Music Performing Ensembles Program is focused on musical excellence, inspiring talented musicians to enjoy music making, reaping the social, academic and emotional benefits of co-curricular music, while entertaining the wider school community. Music tutorials are also available for students to further their musical skills on their desired instrument with our tutors.

Approximately 286 students participated in the performing ensembles program and 120 students participated in music tutorials this year.

Ensembles included the Instrumental Ensembles: concert band, intermediate band, orchestra, stage band; and Vocal Groups – vocal ensemble, and Acappella Plus. Small ensemble tutorials included saxophone ensemble, advanced and intermediate percussion ensembles, brass ensemble, flute ensemble, senior and intermediate string quartets. Three new ensembles were established this year: training band, string ensemble and guitar ensemble. All ensembles rehearsed regularly throughout the year and performed both within the school community and beyond.

The intermediate and concert bands experienced great success for their first appearance at the 2017 NSW Schools Band Festival at the Conservatorium of Sydney, both receiving Silver Awards in their competition events. The orchestra, stage band and advanced percussion ensemble competed in the 2017 Sydney Eisteddfod, with stage band receiving 'Highly Commended'.

70 students from Vocal Ensemble and Acappella Plus participated in The Arts Unit 'In Concert' at the Sydney

Town Hall with featured artist, Felix Riebel (from The Cat Empire). Talia Quartullo and Zoe Morris (Year 10) also performed in the NSW Combined Schools Orchestra for the performance.

In Term 2, almost 90 of our ensemble students participated in the much-anticipated Music Camp of 2017 at Stanwell Tops in May and at the end of Term 3, the Intermediate Band were once again invited to perform at Bandsgate hosted by Ramsgate Public School.

The major annual music evenings for 2017 were Gala Music Evening in June and the Summer Festival of Music in December, held in conjunction with the P&C's Multicultural Food Festival. These concerts highlighted the performing ensembles and selected items from the elective music classes.

Each year the students are encouraged and supported to further extend their performance skills with the enrichment opportunities that NSW and The Arts Unit (TAU) has to offer. The following students are recognised for their participation in the various NSW Public Schools ensembles and extra-curricular programs:

- Nareuchaya Karoonuthaisiri (Year 11 – NSW Secondary Schools Vocal Ensemble)
- Zoe Morris (Year 10 – TAU Orchestra; Senior State Music Camp)
- Christina Nguyen (Year 10 – Sydney Youth Orchestra; SYO Dubbo Tour 2017)
- Mikayla Perry (Year 10 – TAU Symphonic Wind Ensemble)
- Talia Quartullo (Year 10 – TAU Orchestra)
- Stella Serrao-Smith (Year 7 – NSW Public Schools Junior Singers)

A number of students were also selected to perform in various music ensembles for the 2017 Schools Spectacular:

- Amy Guo (Year 12, Orchestra – Oboe)
- Zoe Morris (Year 10, Orchestra – Double Bass)
- Christina Nguyen (Year 10, Orchestra – Violin)
- Mikayla Perry (Year 10, Orchestra – Bass Clarinet)
- Talia Quartullo (Year 10, Orchestra – Violin)
- Stella Serrao-Smith (Year 7 – NSW Public School Junior Singers/Combined Choir)

Eleni Carydis (Year 12) and Zoe Morris (Year 10) were selected with only 28 other students in a state-wide government schools composition workshop "reCreate" with TAU and The Academy of St Martin in the Fields. They had the opportunity to improvise, rehearse, direct, compose and collaborate with Academy mentors, culminating in a public performance of their final composition at the Conservatorium of Sydney.

Christina Nguyen and Mikayla Perry (Year 10) and Christine Xu, Emily Yuan and Lillian Li (Year 11) were selected as part of the Young Mannheim Symphonists Program with the Australian Romantic & Classical Orchestra. They spent 4 days, in the July school holidays, with 40 other students from 22 selected schools throughout NSW, participating in rehearsals, sectionals, and workshops, applying musical stylistic

practices from Mozart's time. Students were able to experience period instruments and learn about how European musical styles have changed through time. A final public performance was showcased at Santa Sabina College at the end of the program.

Our students once again were highly successful at the annual St George and Sutherland Youth Music Awards in June. The following student was a finalist:

- Tasya Bhuiyan (Year 9, Open Performance – Euphonium).

Tasya Bhuiyan also achieved 1st and 2nd placings in the Juvenile NSW Brass Championships, and was awarded 1st place in two Under 15's Brass solo categories of the Sydney Metropolitan Regional Competition.

Jamie-Lee (Year 12, piano) won 1st place and a highly commended for her performances at the Bluescope WIN Wollongong Eisteddfod in June.

Jessica Lee (Year 11) was inducted as the school pianist for 2018.

## Visual Arts

In 2017, 3 students were nominated for ARTEXPRESS:

- Ivy Chen "Expression of the Subconscious Mind"
- Nieminy Nian "Mongolia: The Art of Living"
- Celia Tulau "Evolution Dissolution"

Nieminy Nian's Major Body of Work was selected for inclusion in ARTEXPRESS 2018 at the Hazelhurst Regional Gallery and Arts Centre. This is a great achievement to have her work showcased at this elite level in NSW. Mahitha Ramanathan's Year 12 Body of Work was chosen by the Director Mrs Anne Ross to be reproduced on her Director cards this year.

Co-create is a collaboration between extension art students and the local art community. Every fortnight students from the Year 11 Visual Arts class, were given the opportunity to attend the program at Kogarah Town Hall with graphic designer Kristine Ballard. Students were mentored to further develop their skills in art practice. Amberlee Naser, Alina Haque and Jessica Griffiths (Year 11) participated in this event.

The St George Art Society awarded Darshni Rajasekar the 2017 Outstanding Year 10 Visual Art Award for her self-portrait oil painting. Darshni Rajasekar has been invited to attend Co-create in 2018.

The annual Art Exhibition of student artworks allowed the school community the opportunity to enjoy the creativity of students and engage with the culture of their world. It is always an excellent showcase of our student's fine achievements across all year groups.

Aftercare – a mental health services provider – held an art competition inviting 190 primary schools and 100 high schools to take part. Students were asked to create their own art based on the theme sharing the journey. 8 Year 10 Elective Art students had their class

artworks turned into a series of postcards after entering and winning the competition promoting mental health awareness. The 8 standout designs came from Victoria Ren, Ana Ona, Caitlin Lowe, Da Lin, Emily Guan, Julianna Chen, Rachel Perera and Tiffany Causer.

Visual Arts students experienced excursions to exhibitions and specific places of interest. These opportunities stimulate and broaden their understanding of the artists and their works. In 2017, excursions included Taronga Zoo, Wendy Whiteley's Secret Garden in Lavender Bay, the Aquarium and the Art Gallery of NSW.

36 talented Year 10, 11 and 12 elective art students and two art teachers attended an overnight camp at the original residence of well-known Australian landscape artist Arthur Boyd. The students were involved in 2 workshops on landscape drawing and sculpture where they were able to explore a range of media inspired by the picturesque Shoalhaven River.

## Environmental Education

The Enviro Club offers the opportunity for students across all years to develop their leadership and problem solving—skills through facilitating a variety of activities throughout the year. The students participate in cross-curricular real world investigations of global environmental issues through hands-on projects. The Enviro Club has 3 main branches – Paper Recycling, Worm Farm and Gardening, which are supported by approximately 200 students and led by a Student Executive of 25 students. The following students were members of the Executive team

- President – Kelly Ding (Year 12)
- Vice President – Jenny He and Isabelle Laxamana (Year 11)
- Committee members – AnneChen and Samantha Law (Year 9) Lily Chen, Isabel Duong – Balada, SandraKallarakkal, Claudia Tran, Maja Vasic, Mia LoRusso, Sherina Xie, (Year 10) NareuchayaKaronnuthaisiri, Lillian Li, Luong Tiffany, Samriddhi Pant, Liana Pasa, AliceTruong (Year 11) Judithe Devaraj, Emily Hsu, Emily Lau, Zoe Li, Lauren Malanos, Nieminy Nian, Rachel Liang, Christa Pericleous, (Year 12)

The Enviro Club raised funds to continue sponsoring Rose the Koala and have gum trees planted through The Australian Koala Foundation. The native bee hive continued to thrive and will be divided into two hives in 2018.

The annual Green Day offers an opportunity for gifted and talented students to develop their leadership skills and teamwork whilst offering a platform to raise awareness and educate their peers and teachers on a wide variety of environmental issues. Workshops were conducted and facilitated by outside presenters, staff and students. Various workshops across the year groups included:

- Waste Audit, Investigate Energy, Paddock to Plate, Worm Farm (Year 7)
- Mobile phones, Champions – Get Outdoors, Hatch a Plant, Reuse Recycle Reduce (Year 8)
- Hatch a Plant, Bee Keeping, Green Day Every

Day (Year 9)

- Up–Cycled Headbands, Recycled Art, Fire Hazard Reduction, Mulching Gardens (Year 10)

Exciting and thought provoking GREEN –X talks were delivered by Yanting Hunag (Year7), Kelly Pan, Eshita Singh Annabel Li (Year 8), Lily Chen (Year 10) and Jenny He (Year 11).

During the September – October school holiday break 12 students, accompanied by 2 teachers travelled to Norfolk Island and participated in an 8 day environmental conservation trip with Wildmob. The students weeded invasive species, planted 250 native plants, bush walking, bird watching spoke with the locals about the change of effects of the change of Government, worked with park rangers, scientists, cleaned up several beaches, toured the Waste Management Centre and worked in the plant nursery.

The following students attended the trip: Rouya Deng, Isabele Duong Balda, Hattie Liang, Mia Lo Russo, Emily Nguyen, Lauren Nguyen, Kingly Shao, Lauren Taylor, Claudia Tran, Maja Vasic, Catherine Zhao (Year 10) and Kimberley Kwan Pang (Year 11).

### **Wellbeing Camps and Programs**

Camps give students the opportunity to develop friendships, build team skills, take risks, and to challenge themselves physically and mentally in a safe environment.

Year 7 camp, held at Vision Valley, was vital in developing friendships and building on relationships that had been established through the Transition and Peer Support Program. For some Year 7 students, this was their first time away from the family unit.

The Year 9 camp, held at Stanwell Tops Conference Centre in May, was pivotal in enhancing teamwork and cooperation skills and friendships through challenges and a range of specialised programs, including study skills. This camp was also used to complete the peer support training program for the students.

Year 11 students participated in a camp at Narrabeen Sports and Recreation Centre. Specialised programs in team building activities and study skills, along with the mandatory personal development, health and physical education (PDHPE) program, 'Crossroads', was delivered.

The Year 7 Transition Program was specifically created to support and foster the needs of the student as they transition into High School. The program ran over 3 days and a range of activities and workshops were designed to ensure students felt comfortable in their new school environment and were provided with skills and knowledge to enhance their overall educational experience. Students rotated through a range of activities including peer support, study skills, positive friendships, cyber safety and healthy self.

The Year 11 Wellbeing Program was designed to support the implementation of the Department's 'Wellbeing Framework for Schools' document in

conjunction with feedback from the students about how to best support their learning and engagement, as well as their physical and mental wellbeing as they enter into the senior years. The program covers a range of activities that support the key elements of the wellbeing framework, which outline the importance of schools to create quality learning opportunities while strengthening a student's physical, social and emotional development. The program included a range of guest speakers, sport sessions, wellbeing initiatives, skill development to enhance learning and ideas on how to adopt a Growth Mindset manner.

### **Peer Support**

This year all Year 9 students completed peer support training as part of the Year 9 camp program. 50 leaders were selected to undertake the role of Peer Support Leaders in Year 10, 2018. Peer Support was again a highly valued program with most students reporting they found it very helpful with the transition process and making new friends at high school.

### **Student Leadership**

Opportunities exist for students to develop their leadership potential through the Prefect Body in Year 12 and the Student Representative Council (SRC), which has representatives from Year 7 to Year 12. Students in Year 11 serve on the SRC Executive.

The SRC Executive and School Captains met regularly with the Principal to discuss student issues and to plan future initiatives.

The Prefect system enabled Year 12 students to become socially responsible leaders in the school. 15 prefects were elected by their peers and acted as role models for the student body. They represented the school in the broader community, assisted in the running of school activities and functions and catered for and represented the opinions of Year 12 students. In 2017, a Prefect Leadership Day was introduced where the students participated in workshops about the qualities of effective leaders, the importance of starting with the 'why', developing a brand and logo, and planning initiatives for 2018.

The SRC Leadership Day was held in Term 4 and focussed on developing general leadership skills and strengths, evaluating programs and activities held throughout the year and planning and prioritising for Term 1 in 2018.

Students participated in a number of district, regional and state leadership initiatives.

The school is committed to developing the leadership skills of students and will continue to provide all students with the opportunity to take up leadership positions within the school and in the wider community.