

# St George Girls High School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

Ms Betty Romeo

**Principal**

### School contact details

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## Message from the Principal

St George Girls High School is an academically selective high school with a well-respected history of providing exceptional educational outcomes and opportunities for high potential learners since 1916. St George Girls High School creates a supportive and inclusive environment where gifted learners 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 practices, positive mindsets and building capacity and skills amongst its students to effectively allow them to engage in a world of the future, where problem-solving, critical-thinking, collaborating, communicating, creating and innovating are not only valued concepts, but expected skills, attributes and capabilities.

The school has highly effective student support and wellbeing structures in place that allows every student to be known, valued and cared for in order for them 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, alumni networks 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 high potential learners 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 2018 are listed below:

- Parents served on a range of panels, including merit selection panels for new staff.
- The P&C and Mothers' Committee provided support to the school through their participation in the Year 7 Welcome BBQ, Orientation Day, Open Day, Annual Presentation Day and Year 12 Graduation Assembly.
- The P&C contributed to the hire of the Town Hall for the Annual Presentation Day.
- The P&C applied for Stronger Communities Grant on behalf of the school for the value of \$22,500.
- The P&C funded several faculties for textbooks, a display screen for the history faculty, a kitchen garden and 3D Printer for the TAS faculty and an outdoor learning area for the CAPA faculty to the total of \$45,000.
- The P&C helped to fund the Europe trip in September through the Bunnings BBQ's.
- The P&C arranged a combined P&C parent meeting with Sydney Technical High School in July. It featured Mr Dan Haesler who provided a very engaging presentation about the exploring agrowth mindset.
- 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 P&C and Mothers' Committee provided funding to assist students who had been successful in gaining acceptance into special programs like the YMCA Youth Parliament and the Environmental Science Summer 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 Mandy Hook, the Uniform Shop Coordinator, and managed the shop finances. All profits from the Uniform Shop are 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 2018.

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

**Ms Usha Marrett** (P&C President) and **Mrs 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 2018 are listed below:

- The SRC arranged a number of mufti days and bake sales to raise money for different charities including the Royal Women's Hospital and World's Greatest Shave.
- The SRC held a Christmas Accessory Day, organised a Sport Mufti Day to promote the importance of physical wellbeing as an integral aspect of overall health, organised the combined SRC Dance with Sydney Technical High School, and supported the P&C with the annual Multicultural Food Festival.
- SRC Week was held in Term 3 with various activities planned over the week including a teacher versus student debate, gelato day, 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.
- Dragon Pride Day, a 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 2018 SRC Executive were:

- SRC President – Lily Chen
- Vice–President – Alice Wang
- Treasurer – Michelle Lieng
- Secretary – Anuki Jayawardana
- New Student Contact– Eesha Ahmed

The 2018 Prefect Executive were:

- Captain – Brenda Tan
- Vice Captain – Martina Ta
- Vice Captain – Arsha Binoy

## School background

### School vision statement

St George Girls High School creates a supportive and inclusive environment where gifted learners 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 high school with a well-respected history for providing exceptional educational outcomes and opportunities for high potential 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 practices, positive mindsets and building capacity and skills amongst its students to effectively allow them to engage in a world of the future, where problem-solving, critical-thinking, collaborating, communicating, creating and innovating 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 the school's on-balance judgement for the **Learning Domain** in the elements for 2018 are as follows;

**Excelling** – Wellbeing

**Sustaining and Growing** – Learning Culture, Curriculum, Assessment and Reporting

**Delivering** – Student Performance Measures

In 2018 the school continued to strengthen and refine its strategic approach to enhance the whole-school wellbeing processes and structures in place to support the students to connect, succeed and thrive. Through **Strategic Direction 1: Mindsets and Skills for Growth** the school has explicitly focused on developing the mindsets and skills of the students to support their learning and pursuit of personal excellence. The Growth Mindset Implementation Team planned and implemented a Twilight School Development Day session in Term 1 dedicated to unpacking the evidence-based research around Growth Mindset and provided targeted strategies for staff to incorporate and promote a Growth Mindset manner into their teaching practice. A parent Growth Mindset Presentation was organised and delivered by experts Dan Haesler to parents and Daniella Falecki presented a series of Growth Mindset workshops to students in Years 7–10. A pre-Growth Mindset Implementation student survey was designed and completed and 3 members of the Growth Mindset Implementation Team worked to design explicit Growth Mindset lessons to be incorporated into the Years 7–9 Essential Skills Program that will be implemented in 2019.

The 2017 NAPLAN data was analysed by the Literacy Team who identified that despite the majority of students achieving in the top two bands for NAPLAN in reading, writing and numeracy, students' comprehension could be improved. Students require explicit direction and modelling when answering questions that use the key literacy terms such as 'Describe'. With this information the Literacy Team led a successful professional development session during the Term 2 School Development Day, where each faculty was asked to embed a explicit literacy activity into their Year 7 program using the term 'Describe'. Literacy Awareness Week was also held in Term 3 that reinforced its key message to students and staff to 'be intentional about improving literacy'.

The Future-Focused Essential Skills Team incorporated the 4C's successfully into the Year 10 Work Experience program and the Engagement for Effective Classroom Practice Team led a successful Professional development session during the Term 3 School Development Day, that outlined the student Forum findings from Years 9–11 and provided a

series of teacher resources and strategies for each faculty to use to better engage high potential learners.

The Principal led a consultation with Special Religious Education (SRE) providers to investigate an alternative model for SRE delivery at St George Girls High School. At the conclusion of the consultation, it was negotiated that 4 SRE lessons would take place each term, creating the opportunity for the Years 7–9 Essential Skills Program to be designed and implemented from 2019. An Essential Skills Program Planning Day held in Term 4 to design and develop the lessons with the team of teachers who indicated they would be prepared to deliver this innovative and original program for students in Years 7–9 that was designed to focus on the following areas/skills; Enhancing Literacy, Growth Mindset, Embracing the 4 C's, Rethinking Challenges (Resilience) and Learning to Learn (Learning skills).

The school is focused on developing a strong learning culture that promotes high educational aspiration and the commitment to ongoing growth and improvement throughout the school community. The progress made in the Learning Domain in 2018 will strengthen the mindsets and learning skills of the students that will allow the school to promote learning excellence while also remaining responsive to meeting the identified needs of all students.

The school's on–balance judgement for the **Teaching Domain** in its self–assessment for 2018 in the specific elements were as follows;

### **Sustaining and Growing – Effective Classroom Practice, Data Skills and Use and Learning and Development**

#### **Delivering – Professional Teaching Standards**

In 2018 a continued focus has remained on embedding explicit systems for collaboration and feedback to sustain quality teaching practice and to create opportunities for teachers to engage in both professional and purposeful discussion to improve teaching and learning. The school plan strategic Teams continue to provide an explicit structure for teachers to collaborate across faculties towards achieving targeted Terms of Reference that are directed towards driving school–wide improvement in teaching practice and student outcomes. Strategic Teams that support the school plan are led and co–led by a number of aspiring leaders from across the school, increasing the number of purposeful leadership opportunities available for staff. Teams continued to meet 3 times per 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. The 2018 school Strategic Teams were: Growth Mindset Implementation, Future–Focused Essential Skills, Engagement for Effective Classroom Practice, Literacy, Cross–Curricular Enrichment, Technology for Innovative Practice, Evidence–Based Practice and School Events and Promotion.

Through **Strategic Direction 2: Collaborative Practice** the school maintains its focus on professional learning that is aligned strongly with the school plan and its identified priorities. The school is committed to reviewing and analysing student progress and achievement data in order to reflect on teaching effectiveness and to inform future school directions. The School Development Days and Twilight School Development Day sessions are strategically planned 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 when the Executive team and teaching staff undertook analysis of 2017 HSC RAP Data, the *Tell Them From Me* community survey results and NAPLAN data. Importantly, there is a strong commitment to developing confidence in analysing school–wide data to inform future school directions, improve student performance outcomes, as well as sustain quality teaching practice.

With the introduction of NESA mandatory Accreditation for pre–2014 service teachers, the school has identified a need to better support staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional standards have started to be a reference point for whole–school reflection and improvement and the school has continued to have teachers engage in professional learning that is targeted to school priorities, the needs of the students and the achievement of their professional goals.

In 2018, a key school project revolved around enhancing a culture of collaboration. A key example of this is when the Kogarah Cluster of schools (St George Girls High School, Sydney Technical High School, James Cook Boys High School, Moorefield Girls High School and Kogarah High School) participated in a combined Term 2 School Development Day afternoon session. The Senior Executive from each school also met twice per term to discuss and plan opportunities for collaboration and sharing of practice across the cluster. Examples of this from 2018 include the SRC White Ribbon Walk, The Kogarah Cluster student Enviro Forum and joint faculty programming sessions for the implementation of the new Stage 6 Science syllabus.

The Cross–Curricular Enrichment Team evaluated the feedback from the 2017 project to inform their planning for the 2018 Year 8 cross–faculty program. New activities and subject areas were incorporated, along with student choice in the activities they wanted to participate in. A more strategic approach was also trialled to streamline Staff and Executive meeting structures to allow time for professional dialogue/discussions around evidence–based teaching practice and current educational research/thinking.



Informing and Evaluating Teaching Practice is a key project in the 2018–2020 school plan that aligns with the Teaching domain. The Technology for Innovative Practice and Evaluation Team developed a Google Forms survey to elicit student feedback and evaluation at the completion of a semester/topic/unit of work, to provide data for teachers to reflect upon in order to sustain and improve their teaching practice. This Team identified the primary technological needs of classroom teachers at St George Girls High School and drew on the identified expertise within the group to design and deliver 3 technology workshops for staff during the Term 3 School Development Day in Google Drive, Apps, Software and websites and the basics of the internet. This further supported teachers at the school to trial and become more confident in using more innovative and future-focused teaching practices in their classrooms.

The school's on-balance judgement for the **Leading Domain** in its self-assessment for 2018 in the specific elements were as follows;

#### **Excelling – Management Practices and Processes**

#### **Sustaining and Growing – Educational Leadership, School Planning, Implementation and Reporting and School Resources**

The school leadership team supports and actively promotes a culture of high expectations and community engagement. There are clear processes and timelines that direct school activity towards the effective implementation of the school plan and the school supports a culture of change that leads to improvement. A key focus has been on long-term financial planning to direct resources strategically to address school priorities and improve student outcomes.

In 2018 the Excellence in School Customer Service Survey was completed to measure school community satisfaction and the school continues to refine management practices and processes to ensure the school remains responsive to school community feedback. Many of the school plan projects and activities embedded into **Strategic Direction 3: Promoting School and Community Connections** were further refined in 2018 to address the feedback the school received from the community through this survey.

The school plan identified a need to more actively promote, celebrate and showcase excellence across the school. In 2018 a School Facebook page was developed along with clear administration protocols and guidelines. The School Events and Promotion Team prepared for and hosted a highly successful Open Day to showcase the school to prospective students and parents. In a further attempt to promote the profile of the school, St George Girls High School was invited to host the 2018 Principal Network Awards for three Principal Networks in Term 4.

Enhancing the quality of the school's physical learning environment remained a key priority. In 2018 resources were targeted to undertaking a student chair refurbishment across all learning spaces, air-conditioning was installed in A and B Blocks, new floor coverings and blinds were installed, a new projector was installed in the Hall and the P&C was successful in obtaining a government grant application via the Stronger Communities Programme (SCP) for the installation of audio-visual equipment in the Gym (to create a more flexible and multi-purpose learning space) and a new flagpole that can accommodate two flags at the front of the school.

Strengthening community engagement was also a key focus in 2018. The school actively engaged with experts within the local school community to support the learning and wellbeing needs of the students. A Psychological Support Service (PSS) psychologist was onsite each Wednesday to provide mental health support and service to students and families and the school initiated a new partnership with 2Connect Youth and Community at the end of Term 4 allowing for additional wellbeing professional personnel to work at the school to provide support and proactive intervention for students.

The Cross-Curricular Enrichment Team provided opportunities for students to work with local businesses and groups that included the local Radio Station, primary schools and the Kogarah library. Throughout 2018 additional opportunities were actively sought for students to work more directly with the local community, this was seen when all Year 9 students participated in the Georges River Council White Ribbon Walk and Year 11 participated in the Leadership by the River initiative involving a large number of local primary and high schools.

The annual self-assessment process will assist the school to refine the school plan, leading to further improvements in the delivery of education to the 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

### Mindsets and Skills for Growth

#### Purpose

To develop the mindsets and skills of the students, within a future-focused learning environment, that in collaboration with staff and parents, values a culture which promotes high growth in the pursuit of personal excellence.

#### Overall summary of progress

In 2018, the dedicated Growth Mindset Team focused on the Mindsets for Growth Project under **Strategic Direction 1**. The team focused on educating the school community around growth mindset, what it is and how to adopt a growth mindset manner. Both parent and student presentations were organised and delivered by experts Dan Haesler and Daniella Falecki and one of the school Twilight professional learning sessions focused on implementing a Growth Mindset manner into classroom practice. The team also organised a poster campaign for students to develop visual resources to promote growth mindset around the school and in the learning environments. A Pre-Growth Mindset Implementation student survey was also designed and completed. To support the implementation of the newly developed Essential Skills Program for Years 7–9, to be launched in 2019, members of the Growth Mindset Team designed explicit lessons to be delivered each term as part of this program.

The Learning Skills for Growth Project saw the Literacy Team continue to focus on data analysis, professional development of staff and targeted classroom practice incorporating literacy skills. In line with their Terms of Reference, the Literacy Team completed a detailed analysis of the 2018 NAPLAN data. From this analysis it was identified that students' comprehension required further development to improve student outcomes and that students require explicit direction and modelling when answering questions that use key literacy terms such as 'Describe'. The Literacy Team led a successful professional development session during the Term 2 School Development Day where each faculty embedded an explicit literacy activity into a Year 7 program using the term 'Describe'. Literacy Awareness Week held in Term 3 was highly visible within the school, reinforced the idea for students and staff to 'be intentional about improving literacy' and raised awareness and involved many students and staff in a range of fun, engaging and diverse literacy activities. From the 2018 NAPLAN analysis, students who were not currently meeting the Minimum Standards in Literacy were provided intensive literacy support from the Learning and Support team. The Learning and Support Team developed literacy resource booklets and strategies to support students successfully complete the Minimum Standards testing.

With a growing focus on the importance of the 4 C's – Critical Thinking, Creativity, Collaboration, Communication – the Future-Focused Essential Skills Team discussed ways to promote the importance of these skills to the school community and embed them into practice. The team focused specifically on the Year 10 Work Experience Program and developed activities that allowed the students to identify when and how they were using the 4C's throughout their work experience.

The Engagement for Effective Classroom Practice Team completed their final cohort collation of the valuable qualitative findings from the student focus groups based around the 2016 *Tell Them from Me* survey data held in 2016 and presented these to the staff. From all of the student feedback the team worked on developing a set of recommended strategies to support and inform future teaching practice. The team led a successful professional development session during the Term 3 School Development Day that provided a series of teacher resources and strategies to engage high potential learners, increase student interest and motivation, and highlight lesson rigour and relevance.

The Principal led a consultation with SRE providers to investigate an alternative model for Special Religious Education (SRE) delivery at St George Girls High School. 4 SRE lessons were negotiated for each term, allowing time for the Years 7–9 Essential Skills Program to be designed and implemented from 2019. An Essential Skills Planning Day was held in Term 4 to design and develop the lessons with the team of teachers who will deliver this innovative and original program for students in Years 7–9. The key focus areas for the program are: Enhancing Literacy, Growth Mindset, Embracing the 4 C's, Rethinking Challenges (Resilience) and Learning to Learn (Learning skills).

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)   | Progress achieved this year  |
|---|---|--|
| <ul style="list-style-type: none"><li>Increased proportion of students and staff displaying a Growth Mindset manner, evident in data.</li></ul> | <ul style="list-style-type: none"><li><b>\$5,000</b> Professional learning funds.</li><li><b>\$2,000</b> – RAM Loading for Socio-Economic</li></ul> | <ul style="list-style-type: none"><li>Staff Professional Learning on implementing a Growth Mindset manner into practice was undertaken during the Twilight School Development Day in Term 2.</li></ul> |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Increased proportion of students and staff displaying a Growth Mindset manner, evident in data.</li> </ul>   | Background   | <ul style="list-style-type: none"> <li>Presentations undertaken for both students and parents on Growth Mindset.</li> <li>A poster campaign and targeted learning activities were organised to introduce and examine the Growth Mindset posters placed into learning environments across the school.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Increased proportion of students confidently reflecting on their learning progress as identified through Personal Best Reflection Statements and Focus Group discussions.</li> </ul> | <ul style="list-style-type: none"> <li><b>\$1,000</b> – RAM Loading for Socio–Economic Background</li> </ul>   | <ul style="list-style-type: none"> <li>Pre–Growth Mindset implementation student survey was designed and completed.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Increased proportion of students reporting a high level of academic self–concept and the importance of essential skills as very important.</li> </ul>                                | <ul style="list-style-type: none"> <li><b>\$3,000</b> – RAM Loading for Socio–Economic Background</li> </ul>   | <ul style="list-style-type: none"> <li>The Engagement for Effective Classroom Practice Team led a professional development session during the Term 3 School Development Day that provided a series of teacher resources and strategies to engage high potential learners.</li> <li>The Future–Focused Essential Skills Team incorporated the 4C's successfully into the Year 10 Work Experience program.</li> <li>The Years 7–9 Essential Skills Planning Day was held in Term 4 to design and develop the lessons for implementation in 2019.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Increased proportion of students displaying Literacy and Numeracy mastery.</li> </ul>  | <ul style="list-style-type: none"> <li><b>\$1,000</b> – RAM Loading for Socio–Economic Background</li> <li><b>\$2,000</b> – RAM Low Level Adjustment for Disability</li> </ul> | <ul style="list-style-type: none"> <li>The 2017 NAPLAN data was analysed and it was identified that students' comprehension could be improved.</li> <li>The Literacy Team led a successful professional development session during the Term 2 School Development Day that focused on embedding an explicit literacy activity into Year 7 programs using the term 'Describe'.</li> <li>The Learning and Support Team developed literacy resource booklets and strategies to support students complete the Minimum Standards testing successfully.</li> </ul> |

## Next Steps

- Prepare and deliver Growth Mindset lessons as part of the Years 7–9 Essential Skills Program.
- Secure presenters to deliver Growth Mindset student presentations for Year 7 and new students in Years 8–11.
- Create a resource package for faculties that provide practical Growth Mindset resources for staff to integrate using a Growth Mindset approach in language, student feedback and activities.
- Amend the personal learning profile in the Year 7–12 student semester reports to incorporate Growth Mindset language and skills.
- Review the findings from the pre–growth mindset implementation student surveys and discuss the implications of these results/findings with staff.
- Investigate how other schools have successfully implemented a Growth Mindset approach into their schools. Undertake a visit to Nossal High School in Melbourne.
- All members of Literacy Team and Faculty 2IC's to complete SCOUT training to become more familiar with how to analyse the rich data sources available via SCOUT reports, in particular NAPLAN data.
- 2018 student NAPLAN data analysis undertaken using the information available through the SCOUT reports and key findings/areas for improvement are presented to staff.
- Literacy Team to lead a staff professional learning activity that explicitly embeds phase 2 of the verb activity into Year 8 Teaching and Learning programs in all KLA by focusing on the "Explain" directive.
- Finalise and issue the Student Engagement Resource booklet for staff to incorporate into their teaching practice.
- Analyse the 2018–2019 *Tell Them From Me* student survey data collated in 2018. All Executive to be trained in using the new reports available in SCOUT to develop their skills in data analysis and interpretation to improve teaching practice, focusing primarily on the HSC reports.

- The Years 7–9 Essential Skills Program is to be evaluated by staff and students involved at regular intervals throughout the year to inform the planning for its delivery in 2020.





## Strategic Direction 2

### Collaborative Practice

#### Purpose

To embed collaborative whole-school processes that promote evaluative thinking and reflective practice, informed by feedback and data, to support the delivery of quality evidenced-based teaching practice.

#### Overall summary of progress

In 2018 the school began to embed more explicit structures for staff collaboration. A more strategic approach was trialled to streamline meeting structures to allow time for professional dialogue/discussions around evidence-based teaching practice and current educational research/thinking. The school plan strategic Teams continued to provide a explicit structure for teachers to collaborate across faculties as they worked towards achieving their targeted Terms of Reference that are directed towards driving school-wide improvement in teaching practice and student outcomes. Strategic Teams continue to support the school plan are 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. The 2018 school Strategic Teams were: Growth Mindset Implementation, Future-Focused Essential Skills, Engagement for Effective Classroom Practice, Literacy, Cross-Curricular Enrichment, Technology for Innovative Practice, Evidence-Based Practice and School Events and Promotion.

Through **Strategic Direction 2: Collaborative Practice** the school maintained its focus on professional learning that is aligned strongly with the school plan and its identified priorities. The school is committed to reviewing and analysing student progress and achievement data in order to reflect on teaching effectiveness and to inform future school directions. The School Development Days and Twilight School Development Day sessions in 2018 were strategically planned to align with whole-school priorities and the implementation of the School Plan. Opportunities were 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 teaching staff undertaking analysis of 2017 HSC RAP Data, the *Tell Them From Me* student survey results and NAPLAN data. Importantly, there is a strong commitment to developing confidence in analysing school-wide data to inform future school directions, improve student performance outcomes, as well as sustain quality teaching practice.

With the introduction of NESA mandatory Accreditation for pre-2014 service teachers the school identified an emerging need to better support staff demonstrate personal responsibility for maintaining and developing their professional standards. In 2018 the Professional Standards have started to be a reference point for whole-school reflection and improvement and the school has continued to have teachers engage in professional learning that is targeted to school priorities, the needs of the students and the achievement of their professional goals.

In 2018, a key school project revolved around enhancing a culture of collaboration. A key example of this is the formation of the Kogarah Cluster of high schools (St George Girls High School, Sydney Technical High School, James Cook Boys High School, Moorefield Girls High School and Kogarah High School) who participated in a combined Term 2 School Development Day afternoon session. The Senior Executive from each school met twice per term throughout the year to discuss and plan opportunities for collaboration and sharing of practice across the cluster. The outcomes from this collaboration was evidenced through all schools participating in the the George River Council White Ribbon Walk, the Kogarah Cluster student Enviro Forum and joint faculty programming sessions for the implementation of the new Science Syllabus.

The Cross-Curricular Enrichment Team evaluated the feedback from the 2017 project to inform the planning for the 2018 Year 8 cross-faculty program. New activities and subject areas were incorporated, along with student choice in the activities they wanted to participate in.

Informing and Evaluating Teaching Practice is a key project in the 2018–2020 school plan that aligns with the Teaching domain in the Schools Excellence Framework. The Technology for Innovative Practice and Evaluation Team developed a Google Forms survey to elicit student feedback and evaluation at the completion of a semester/topic/unit of work for teachers to reflect upon in order to improve the quality of teaching practice. This Team identified the primary technological needs of classroom teachers at St George Girls High School and drew on the identified expertise within the group to design and deliver 3 technology workshops for staff during the Term 3 School Development Day in Google Drive, Apps, Software and websites and the basics of the internet. This further supported teachers at the school to trial and develop confidence in more innovative and future-focused teaching practices in their classrooms.

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Increased proportion of teachers engaging with evidence-based research that then informs their practice.</li> </ul>  | <ul style="list-style-type: none"> <li><b>\$3,000</b> – RAM Loading for Socio-Economic Background</li> </ul> | <ul style="list-style-type: none"> <li>The Technology for Innovative Practice and Evaluation Team developed a Google Form survey to elicit student feedback and evaluation at the completion of a semester/ topic/unit of work.</li> <li>The Cross-Curricular Enrichment Team evaluated the feedback from the 2017 project to inform the planning for the 2018 Year 8 cross-faculty program. New activities and subject areas were incorporated, along with student choice in the activities they wanted to participate in.</li> <li>The Evidence-Based Practice Team undertook educational reading from the CESE resources that aligned with each of the SEF Domains – Teaching, Learning and Leading. Some effective research was undertaken, collated and discussed.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Increased opportunities available for staff to engage in collaborative practice, professional dialogue and professional learning opportunities.</li> </ul> | <ul style="list-style-type: none"> <li><b>\$5,000</b> – RAM Loading for Socio-Economic Background</li> </ul> | <ul style="list-style-type: none"> <li>All staff participated in a 2018 Strategic Team, working together towards achieving their associated Terms of Reference.</li> <li>The Kogarah Cluster of schools participated in a combined Term 2 School Development Day afternoon session. The Senior Executive from each school met twice per term to discuss and plan opportunities for collaboration and sharing of practice across the cluster. Examples of this from 2018 include the SRC White Ribbon Walk, The Kogarah Cluster student Enviro Forum and joint faculty programming sessions for the implementation of the new Science Syllabus.</li> <li>Faculties engaged in a number of programming days over 2018 to review, design and implement new curriculum requirements or update existing teaching and learning programs.</li> </ul> |
| <ul style="list-style-type: none"> <li>The school identifies a shift across the Teaching Domain elements in the SEF S-aS in 2020.</li> </ul>  | <ul style="list-style-type: none"> <li><b>\$2,000</b> – RAM Loading for Socio-Economic Background</li> </ul> | <ul style="list-style-type: none"> <li>A trial was implemented to streamline Executive and Staff meeting structures to allow time for professional dialogue/discussions around teaching practice and current educational research/thinking</li> <li>The Technology for Innovative Practice and Evaluation Team identified the primary technological needs of classroom teachers at St George Girls High School and delivered 3 technology workshops during the Term 3 School Development Day for staff in Google Drive, Apps, Software and websites and the basics of the internet.</li> </ul>  |

## Next Steps

- Develop and publish a meeting structure for Executive and Staff meetings to explicitly provide additional opportunities for professional dialogue and collaboration among the staff.
- Plan and deliver the School Development Day Twilight Session 1 in Term 1 to promote collaborative practice and skills in data analysis focusing on HSC data analysis using RAP. The findings from the 2018 HSC RAP analysis will be completed by all faculty members and Head Teachers will present their findings and plans for 2019 to the Principal and their Senior Executive supervisor.
- 2019 Strategic Teams with their associated Terms of Reference and staff membership established. Team milestones to be completed by all Team members and incorporated into the 2019 School Plan milestones.
- A Term 2 joint School Development Day afternoon session to be undertaken by the Kogarah Cluster schools that will focus explicitly on Stage 6 Assessment practice across the cluster.
- SDD Twilight Session 2 to be delivered by the Deputy Principal (Teaching and Learning) to support staff understand NESA Teacher Accreditation and the associated maintenance requirements.

- Develop an explicit Performance and Development policy and associated procedures, ready for implementation in 2020 for all teaching and administrative staff at the school.
- Develop explicit school procedures to support staff with the administrative and legislative requirements regarding their Maintenance of Accreditation and undertake staff collaboration activities that are designed to develop a deeper understanding of the Australian Professional Standards for Teachers.
- The Kogarah Cluster High Schools will meet regularly throughout the year to plan and implement an increased number of joint initiatives for staff and students to collaborate together.
- The Technology for Innovative Practice Team to plan and organise a suite of staff professional learning activities to develop skills and confidence in integrating technology tools more effectively into teaching practice such as Smartboards and Google Classroom/Google Suite.
- Technology for Innovative Practice Team to evaluate the success of the Google student survey designed in 2018 to support teachers to better evaluate and review their teaching and learning programs and key topics taught. Staff will share how they have integrated the Google student survey to evaluate their teaching and learning programs/topics and used this to inform future planning for teaching and learning.
- Staff presentation delivered on Learning Sprints delivered by the staff who attended the training with Simon Breakspear in 2018. This presentation will demonstrate how learning Sprints can provide a simple, effective and field-tested approach to support teachers in continually enhancing their practice. Trial 1 to 2 Learning Sprints in Term 4 by a small group of teachers with the feedback/results collated and presented to staff.



## Strategic Direction 3

### Promoting School and Community Connections

#### Purpose

To showcase school excellence and foster an inclusive school culture where community engagement and participation is visible across whole-school programs and initiatives.

#### Overall summary of progress

In 2018 the Excellence in School Customer Service Survey was completed to measure school community satisfaction as the school continues to refine management practices and processes to ensure the school remains responsive to school community feedback. Many of the school plan projects and activities embedded into **Strategic Direction 3: Promoting School and Community Connections** were further refined in 2018 to address the feedback the school received from the community through the survey.

The school plan identified a need to more actively promote, celebrate and showcase excellence across the school. In 2018 a School Facebook page developed along with clear administration protocols and guidelines. The School Events and Promotion Team prepared for and hosted a highly successful Open Day to showcase the school to prospective students and parents. In a further attempt to promoting the profile of the school, St George Girls High School was invited to host the 2018 Principal Network Awards for three Principal Networks in Term 4.

Enhancing the quality of the school's physical learning environment remained a key priority. In 2018 resources were targeted to undertaking a student chair refurbishment across all learning spaces, air-conditioning was installed in A and B Blocks, new floor coverings and blinds were installed, a new projector was installed in the Hall and the school was successful in obtaining a government grant application via the Stronger Communities Programme (SCP) for the installation of audio-visual equipment in the Gym (to create a more flexible and multi-purpose learning space) and a new flagpole that accommodates 2 flags at the front of the school.

Strengthening community engagement was a key focus in 2018. The school actively engaged with experts within the local school community to support the learning and wellbeing need of the students. A Psychological Support Service (PSS) psychologist was onsite each Wednesday to provide mental health support and service to students and families and the school initiated a new partnership with 2Connect Youth and Community at the end of Term 4 allowing for additional wellbeing professional personnel to work at the school to provide additional support and proactive intervention for students. The Cross-Curricular Enrichment Team provided opportunities for students to work with local businesses and groups that included the local Radio Station, primary schools and the Kogarah library. Throughout 2018 additional opportunities were actively sought for students to work more directly with the local community, this was seen when all Year 9 students participated in the Georges River Council White Ribbon Walk and Year 11 participated in the Leadership by the River initiative involving local primary and high schools.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)                              | Progress achieved this year  |
|--|--|--|
| <ul style="list-style-type: none"><li>Increased number of applications for enrolment into Years 8–11.</li></ul>                          | <b>\$3,000</b> – RAM Loading for Socio-Economic Background | <ul style="list-style-type: none"><li>A School Facebook page was developed along with clear administration protocols and guidelines. The Evidence-Based Practice Team in Term 4 embraced this task after consultation with the Principal.</li><li>The Cross-Curricular Enrichment Team provided opportunities for students to work with local businesses and groups, including the local Radio Station, local schools and the Kogarah library.</li></ul> |
| <ul style="list-style-type: none"><li>Increased number of registrations to attend Open Day and other school events/activities.</li></ul> | <b>\$5,000</b> – RAM Loading for Socio-Economic Background | <ul style="list-style-type: none"><li>The School Events and Promotion Team prepared for and hosted a highly successful Open Day to showcase the school to prospective students and parents.</li><li>St George Girls High School hosted the 2018 Principal Network Awards for 3 Principal Networks in Term 4.</li><li>Increased opportunities made available for</li></ul>  |



## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Increased number of registrations to attend Open Day and other school events/activities.</li> </ul>  |  | <p>student involvement with local community initiatives, for example the Georges River Council White Ribbon Walk and Year 11 participated in Leadership by the River.</p>   |
| <ul style="list-style-type: none"> <li>The school moves from Sustaining and Growing to Excelling in the Educational Leadership and Management Practices and Processes Element of the Leading Domain in the 2020 School Excellence Framework Self – Assessment (SEF S–aS)</li> </ul> | <ul style="list-style-type: none"> <li><b>\$100,000</b> donated by the P&amp;C for the Air–conditioning project</li> <li><b>\$50,000</b> School Operational Finding</li> <li><b>\$22,500</b> Stronger Communities grant</li> </ul> | <ul style="list-style-type: none"> <li>The Excellence in School Customer Service Survey was completed to measure school community satisfaction and to support the school to refine the management practices and processes in place in line with the feedback received.</li> <li>Resources were targeted to undertake a student chair refurbishment across all learning spaces, air–conditioning was installed in A and B Blocks, new floor coverings and blinds were installed, a new projector was installed in the Hall and the school was successful in obtaining a government grant application via the Stronger Communities Programme (SCP) for the installation of audio–visual equipment in the Gym (to create a more flexible and multi–purpose learning space) and a new flagpole that accommodates 2 flags at the front of the school.</li> </ul> |

## Next Steps

- A 2018 Gazette contribution roster to be published to broaden the communication provided via this correspondence to the community. The roster will include student SRC/Prefect updates as well as faculty/program updates.
- School–Based Communication Team to communicate to staff clear objectives for the school Facebook page and determine what specific content/activities the team would like to receive information about to appropriately showcase using this platform.
- Regular Facebook posts to be scheduled for all faculties, including the development of a "Throwback Thursday" scheduled post and a staff profile update to celebrate the skills and expertise evident across the staff. The Team will review statistics, posts and content on the school Facebook to ensure that the objectives of this platform are being met.
- School Event Management and Support Team to design a promotional advertisement for Open Day to feature in the Leader and to distribute to local primary and identified feeder primary schools.
- School branding, signage and promotional material updated and visible across the school to reflect the 2018–2020 school plan priorities. This will include designing and ordering new signage for key areas across the school including the Administration entrance, Hall and both school carparks.
- School Event Management and Support Team to review the registration numbers from the Open Day to determine if there has been an increase in the number of registrations in 2019, compared with the numbers from 2018.
- School Event Management and Support Team to prepare and deliver a successful Open Day in Term 3 Week 7 to appropriately showcase the school to prospective students and their families.
- School and Community Links Team to develop a online parent survey to determine the skills/expertise and connections the parent community has and is willing to offer to support the school. The team will collate and organise this information into an active data base that clearly outlines the skills and support the school parent community has and is willing to provide for the school and make this available to the staff.
- School and Community Links Team to organise and collate the results from the parent survey conducted in Term 1 and distribute this information to staff for possible use and inclusion in school and faculty programs/initiatives and contact the St Georgians communication team to network, and share alumni information.
- School to review current content contained on the school website and update/remove information as necessary to make it reflective of current school practice and programs.
- School–Based Communication Team to complete investigation into the implementation of a parent app for all school–based communication and consult the community about what information they would like to have communicated via this platform. An online parent App for the dissemination of school–based communication to parents and the school community to be trialled and ready for implementation across the school in 2020.
- The Sentral parent portal to be set up and operational across the school, allowing parents to access key information available through this portal such as attendance information, school reports and key school policies and procedures.

- School–Based Communication Team to develop key channels to share alumni stories (Gazette, noticeboard or student presentations) and reach out to alumni via school website, LinkedIn and Facebook to encourage connection back to the school.



| Key Initiatives                            | Resources (annual) | Impact achieved this year   |
|--|--------------------|---|
| <b>Aboriginal background loading</b>       | <b>\$643</b>       | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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, School Camps/excursions and Music camps.</li> </ul>  |
| <b>Low level adjustment for disability</b> | <b>\$84,011</b>    | <ul style="list-style-type: none"> <li>• A Learning and Support teacher is employed 2 days per week to coordinate the learning and support team at the school.</li> <li>• 3 mentor teachers per week 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.</li> <li>• 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.</li> <li>• Release time for students who were not currently meeting the Minimum Standards in Literacy to work intensively with the Learning and Support team.</li> <li>• Release time for the Learning and Support Team developed literacy resource booklets and strategies to support students successfully complete the Minimum Standards testing.</li> </ul> |
| <b>Socio-economic background</b>           | <b>\$27,756</b>    | <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Wellbeing Team was provided with release time to plan and evaluate the 2017 Year 11 Wellbeing and Year 7 Transition Program and prepare for the 2018 program, as well as organise the regular fortnightly assemblies for 2018.</li> <li>• The Years 7–9 Essential Skills Team was provided with release time to prepare the lessons and resources for the Essential Skills program that will be implemented in 2019.</li> </ul>   |

|                                       |                 |  |
|---------------------------------------|-----------------|--|
| <b>Socio-economic background</b>      | <b>\$27,756</b> | <ul style="list-style-type: none"> <li>Funding for release time and professional learning activities related to the school Strategic Teams (Growth Mindset Implementation, Future-Focused Essential Skills, Engagement for Effective Classroom Practice, Literacy, Cross-Curricular Enrichment, Technology for Innovative Practice, Evidence-Based Practice and School Events and Promotion) to develop, implement, monitor and review programs and events across the school in line with their planned milestones.</li> </ul> |
| <b>Support for beginning teachers</b> | <b>\$50,000</b> | <ul style="list-style-type: none"> <li>The funding was used to provide professional learning days, mentoring, release time and access to beginning teacher networking opportunities. It also allowed for professional development in working towards accreditation at Proficient Teacher, programming, lesson observations and reflection as required by the Performance and Development (PDP) Framework.</li> </ul>   |





## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 0          | 0    | 0    | 0    |
| Girls    | 920        | 917  | 922  | 924  |

In 2018, there was a total enrolment of 927 students. This total was comprised of:

Years 7–10 – 150 students, total enrolment 600

Year 11 – 167 students

Year 12 – 160 students

92% of students were from a language background other than English (LBOTE). The largest LBOTE background groups are of Chinese background (66.4%), Vietnamese background (20.2%) and Indian background (13%).

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| 7         | 96.8 | 97.6 | 98   | 97.1 |
| 8         | 96.8 | 95.8 | 96.6 | 96.9 |
| 9         | 96.5 | 96.7 | 95.9 | 95.5 |
| 10        | 94.9 | 96.2 | 95.1 | 92.7 |
| 11        | 96.2 | 95.2 | 95.2 | 94.8 |
| 12        | 95.3 | 96.3 | 94.6 | 94.7 |
| All Years | 96.1 | 96.3 | 95.9 | 95.3 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| 7         | 92.7 | 92.8 | 92.7 | 91.8 |
| 8         | 90.6 | 90.5 | 90.5 | 89.3 |
| 9         | 89.3 | 89.1 | 89.1 | 87.7 |
| 10        | 87.7 | 87.6 | 87.3 | 86.1 |
| 11        | 88.2 | 88.2 | 88.2 | 86.6 |
| 12        | 89.9 | 90.1 | 90.1 | 89   |
| All Years | 89.7 | 89.7 | 89.6 | 88.4 |

### 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. Roll Call is undertaken during the first 10 minutes of period 1 at the start of the school day and this supports the overall punctuality of students.

Student attendance monitoring and tracking is managed by the Wellbeing Team. The Wellbeing Team monitors overall attendance rates at the fortnightly meetings, identifying any potential attendance concerns and developing early intervention plans to support students improve their overall attendance rates. Attendance is reviewed fortnightly by the Senior Executive, Head Teacher Wellbeing and the School Counsellor during their Executive Case Management meeting. At this meeting more intensive strategies are discussed and planned for students requiring targeted longer-term intervention and support.

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 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         | 0         |

In 2018, 154 students sat for their HSC. 99% of the 2018 candidates received offers to university to complete a degree. The main universities chosen were University of New South Wales 42%, The University of Sydney 31%, Macquarie University 8%, The University of Technology Sydney 7%, Western Sydney University 4% and Australian National University and The Australian Catholic University 2%. A smaller number of students also accepted offers to University of Wollongong, University of Canberra, University of Newcastle and UTS Insearch. Two students chose to study interstate at University of Melbourne and Monash University.

Science, Engineering and Information Technology were chosen by 22% of students, Business, Commerce, Actuarial Studies and Economics courses by 21%, Arts, Social Science, International Studies, Music and Communication by 13%, Applied Science and Allied Health (Vision Science, Pharmacy, Speech Pathology, Nursing, Physiotherapy, Exercise Physiology etc.) by 18%, Combined Law by 6%, Education, Social Work, Criminology and Psychology by 5%, Medicine and Medical Science by 8%, Design and Architecture and Animation by 6% plus a small number of other courses. Of these course offers, 43% were dual degrees.

### Year 12 students undertaking vocational or trade training

In 2018, no students at St George Girls High School undertook vocational or trade training.

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

One Year 12 student undertook a TVET course in Design at Enmore TAFE in 2018. Two Year 11 students undertook a Sport, Fitness and Recreation School Based Traineeship at Bluefit Hurstville Aquatic Centre in 2018.

100% of the St George Girls High School Year 12 cohort attained a HSC qualification in 2018.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Head Teacher(s)                         | 10    |
| Classroom Teacher(s)                    | 46.8  |
| Learning and Support Teacher(s)         | 0.4   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and 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 2018, no indigenous staff members were employed by the school.

### Teacher qualifications

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 2018 teacher professional learning related to the school's strategic directions, team priorities, and the NESA Curriculum changes. 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, literacy, engaging students through enhancing classroom practice, technology for innovative classroom practice, growth mindset and school planning. Staff participated in workshops and activities that included HSC data analysis, staff wellbeing, Stage 6 faculty programming, NAPLAN preparation, lesson observations and feedback, maintaining accreditation for teachers, CPR and mandatory training including anaphylaxis, child protection and the Code of Conduct.

Staff accessed a range of professional learning opportunities within the wider educational community. Professional learning courses included:

- Critical Conversations in School Planning
- Communicating and Engaging with your Community
- Implementing a Growth Mindset
- Critical and Creative Thinking
- Learning Sprints
- Literacy and Numeracy Learning Progressions
- Sydney Education Forum For Principals
- Meet the Markers – HSC workshops
- Curriculum-based workshops and courses

Staff also attended a range of educational conferences throughout the year including:

- National Future Schools Conference
- Positive Schools
- NSW Secondary Principals' Conference
- Legal Studies Conference
- Chemistry Teachers Conference
- Economics and Business Educators of NSW Conference
- Careers Advisors Association Annual Conference
- Aboriginal Education Conference
- Head Teacher Maths Conference

In Term 3, the school leadership team participated in their annual two day Executive Conference. Cathy Pearce, Teacher Quality Advisor for the Department of Education led the Executive team through a series of modules that included topics such as Leadership in Action, Effective Mentoring and Leading Accreditation, all of which provided valuable professional learning to support effective leadership practice. Margot Braithwaite, Head of Liaison Unit at the NSW Education Standards Authority (NESA), presented on the current NESA requirements. The leadership team also discussed the progress that had been made in relation to Strategic Direction 3: Promoting School and Community Connections from the 2018–2020 School Plan, with the Principal sharing some of the key findings that were received from the Excellence in School Customer Service 360 Reflection Tool Survey that was completed in May.

In 2018 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 2018, 16 staff applied for HSC marking across the various curriculum areas.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 675,641                 |
| <b>Revenue</b>                        | 10,692,948              |
| Appropriation                         | 8,925,672               |
| Sale of Goods and Services            | 98,695                  |
| Grants and Contributions              | 1,649,145               |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 19,436                  |
| <b>Expenses</b>                       | -10,024,594             |
| Recurrent Expenses                    | -10,024,594             |
| Employee Related                      | -8,265,659              |
| Operating Expenses                    | -1,758,935              |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 668,354                 |
| <b>Balance Carried Forward</b>        | 1,343,994               |

The school Finance Committee meets regularly throughout the year and is comprised of the Principal, both Deputy Principal's, the School Administrative Manager (SAM), a teacher representative and a parent representative. The meetings are minuted and these minutes are accessible by all members of staff. The Principal provides regular finance updates at Executive and P&C meetings and all members of staff who manage any allocated budgets are monitored closely and required to provide regular budget plans and expenditure reports to their supervisors.

In 2018 school operational funds were primarily directed to the faculty areas to resource their teaching and learning priorities. Enhancing the quality of the school's physical learning environment was a particular focus in 2018 and school and community resources were targeted to completing a student classroom chair refurbishment across all learning spaces, air-conditioning was installed in A and B Blocks, new floor coverings and blinds were installed across the school and a new data projector was installed in the Hall.

The school has a Building Fund and solid financial

paying voluntary contributions and making tax-deductible donations to the Building Fund. In addition the P&C was successful in obtaining a government grant application via the Stronger Communities Programme (SCP) for the installation of audio-visual equipment in the Gym (to create a more flexible and multi-purpose learning space) and a new flagpole that can accommodate 2 flags at the front of the school. The P&C invited faculty project submissions in 2018 and contributed funds to new Science and History textbooks, a CAPA outdoor learning space, the purchase of a 3D printer and outdoor garden beds for the TAS faculty and wall-mounted display screen to showcase student excellence in the History faculty.

The commitment to enhancing the quality of the school's physical learning environment will continue in 2019 and the school and community funds available will be used to undertake the painting of all learning spaces and common spaces in A Block, the installation of additional air-conditioners into identified staff rooms and classrooms, the purchase two new photocopiers for staff use, commence a library facility upgrade, undertake a staging refurbishment in the Hall and install new kitchenettes into the English and Languages staff rooms.

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 8,426,892               |
| Base Per Capita       | 178,248                 |
| Base Location         | 0                       |
| Other Base            | 8,248,644               |
| <b>Equity Total</b>   | 112,409                 |
| Equity Aboriginal     | 643                     |
| Equity Socio economic | 27,756                  |
| Equity Language       | 0                       |
| Equity Disability     | 84,011                  |
| <b>Targeted Total</b> | 0                       |
| <b>Other Total</b>    | 109,367                 |
| <b>Grand Total</b>    | 8,648,669               |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

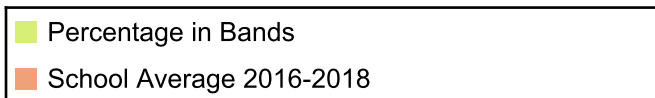
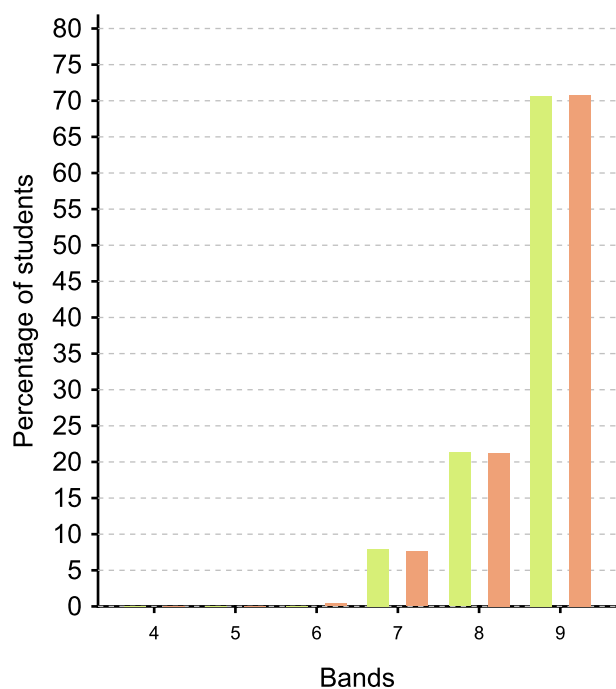
**Year 7 NAPLAN – Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation).

Students achieved overall results well-above state average in all aspects of Literacy tested. 93.3% of students achieved results in the top 2 bands in **reading** compared to 26.6% in the state. 70% of students achieved results in the top 2 bands in **writing** compared to 16.4% in the state. 98.7% of students achieved results in the top 2 bands in **spelling** compared to 32.9% in the state and 92.% of students achieved results in the top 2 bands in **grammar and punctuation** compared to 27.2% across the state.

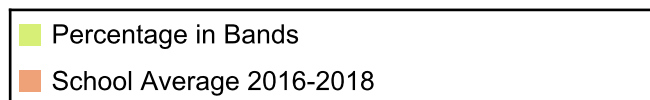
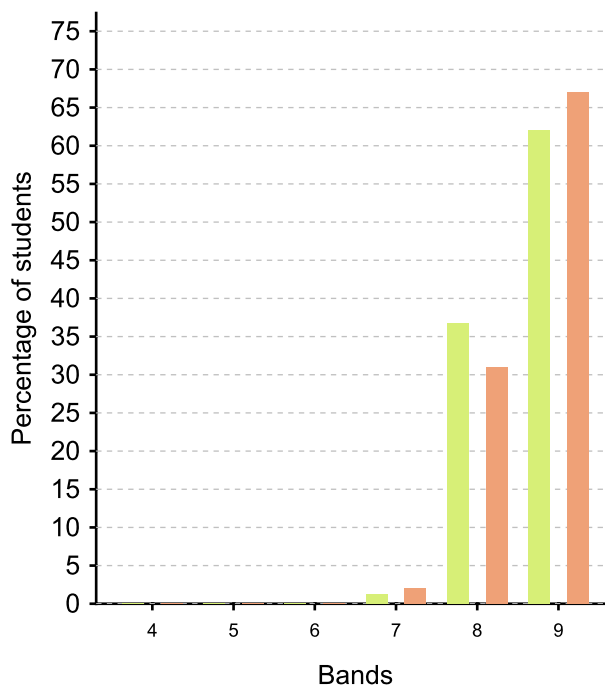
**Year 9 NAPLAN – Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation).

Students achieved overall results well-above state average in all aspects of Literacy tested. 84.7% of students achieved results in the top 2 bands in **reading** compared to 21.1% in the state. 48.7% of students achieved results in the top two bands in **writing** compared to 12.6% in the state. 84% of students achieved results in the top 2 bands in **spelling** compared to 24.4% in the state and 100% of students achieved results in the top 2 bands in **grammar and punctuation** compared to 42% across the state.

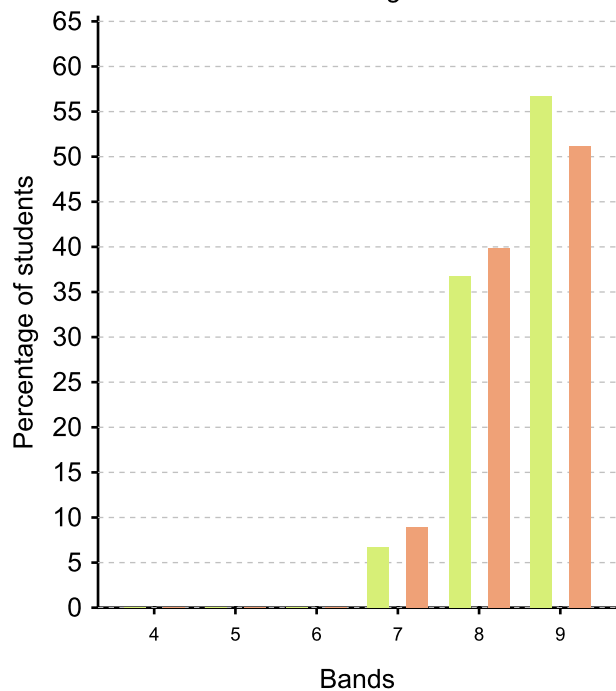
**Percentage in bands:**  
Year 7 Grammar & Punctuation



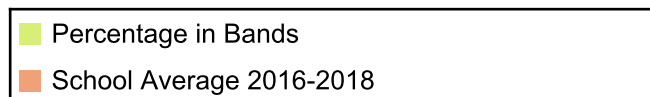
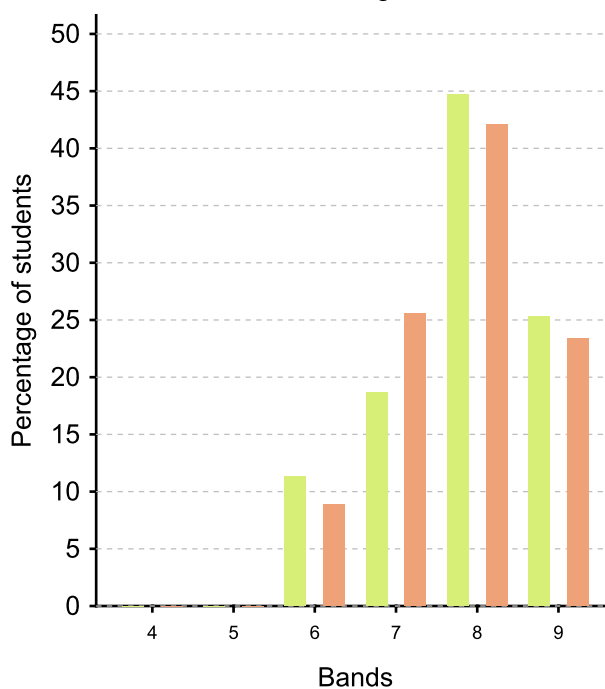
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 7 Reading

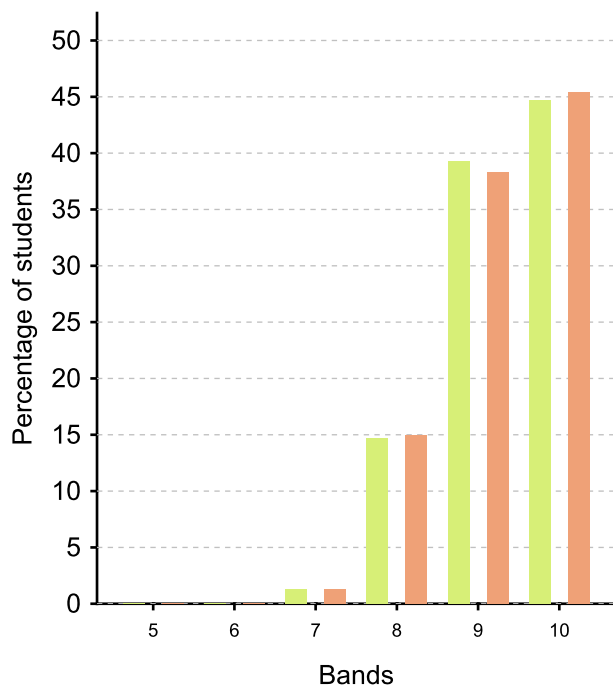


**Percentage in bands:**  
Year 7 Writing

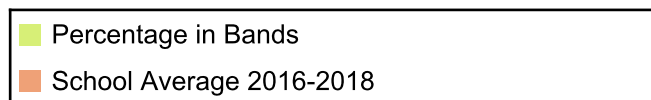
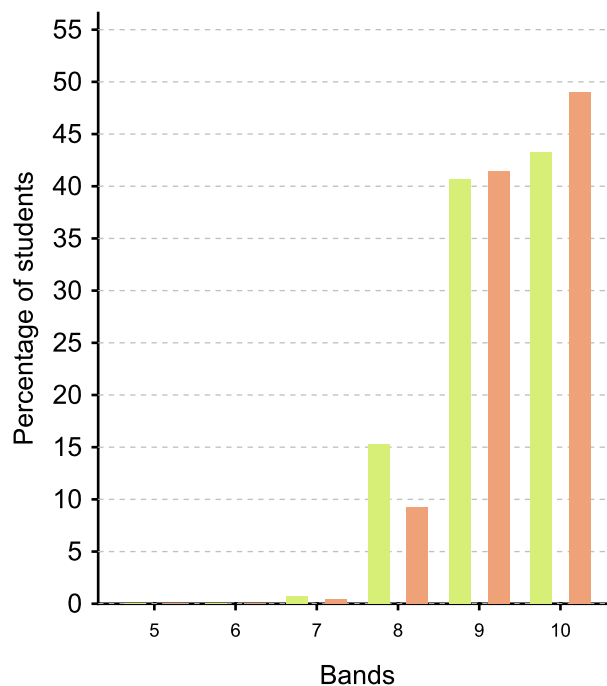




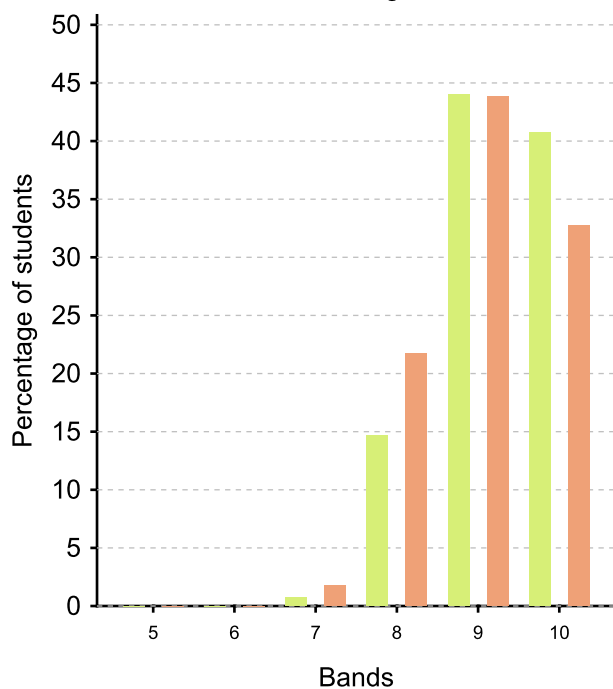
**Percentage in bands:**  
Year 9 Grammar & Punctuation



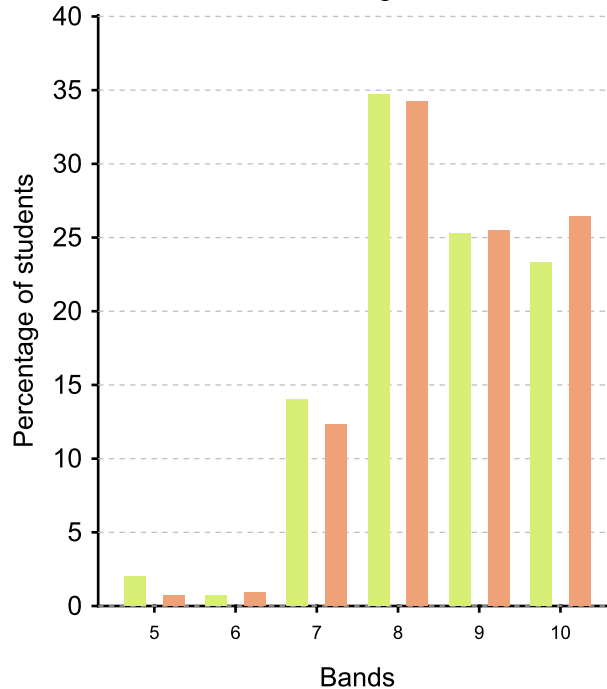
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



### YEAR 7 NAPLAN – Numeracy

The NAPLAN numeracy results for 2018 were outstanding with students achieving overall results well-above the state average. 98.7% of students achieved a result in the top 2 bands compared to 27.4% across the state.

## YEAR 9 NAPLAN – Numeracy

The 2018 the NAPLAN numeracy results continued to be outstanding with 98% of students achieved a result in the top 2 bands compared to 26.2% across the state.

In 2018, 93.67% of students in Years 7 and 9 were in the top 2 bands in Numeracy and Reading in accordance with the *Premier's Priorities: Improving education results*. This was an improvement from 89.19% in 2017.



## 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 2018 performed exceptionally well and the students deserve congratulations for the quality HSC results they have achieved. A summary of the 2018 results in each subject is provided.

- Students of **Ancient History** achieved an average exam mark of 87.87, 15 marks greater than the state mean with 50% (improving from 48% in 2017) of students receiving band 6 (over 90 marks) compared to 9.51% state-wide.
- With an average mark of 83.97, 9.88 marks greater than the state mean, 70% of **Biology** students achieved a band 5 or 6 compared to 37% state-wide.
- With an average exam mark of 85.53, 12 marks greater than the state mean, 86% students who studied Business Studies were placed in the top 2 bands compared to 37% state-wide.
- 53.56% of **Chemistry** students achieved a band 5 or 6 compared to 42.08% state-wide.
- With an average exam mark of 84.73, 7 marks above the state mean, 22.22% of **Drama** students achieved marks over 90 compared to 13.79% state-wide. 88.88% of students who studied Drama were placed in the top 2 bands compared to 42.37% state-wide.
- In **Economics**, 20% of students achieved a band 6 compared to 13.13% state-wide. 62.5% of candidates were placed in the top 2 bands compared to 46.39% state-wide.
- With an average exam mark of 85.84, 31.44% of **English Advanced** students received marks over 90 compared to 13.75% state-wide. 89.3% of

**English Advanced** students were awarded a band 5 or 6, compared to 62.61% state-wide.

- With an average exam mark of 44.24/50, 58.97% (up from 39% in 2017) of **English Extension 1** students were placed in the top band (E4) compared to 37.83% state-wide.
- 84.61% of **English Extension 2** students were placed in the top 2 bands (E4 and E3) compared to 71.52% state-wide.
- **Geography** students achieved an average exam mark of 88.43, 14 marks above the state mean, with 100% (up from 80% in 2017) of students awarded a band 5 or 6, compared to 43.18% state-wide.
- With an average exam mark of 85.85, 12.57 marks above the state mean, 38.46% of students who studied **Information Processes and Technology** were awarded a band 6, compared to 6.83% state-wide.
- With an average mark of 87.56, 12.5 marks above the state, 57.89% of **Legal Studies** students achieved a band 6 compared to 12.17% state-wide.
- With an average exam mark of 87.52, 17.6 marks above the state, 33.33% of **Mathematics General 2** students achieved a band 6 compared to 6.54% state-wide.
- With an average exam mark of 85.88, 51.45% (up from 38.37% in 2017) of **Mathematics** students were awarded a band 6, compared to 22.46% state-wide.
- 37.34% of **Mathematics Extension 1** students received a mark in the top band (E4), compared to 32.84% state-wide.
- 44.82% of students in **Mathematics Extension 2** achieved in the top band (E4), compared to 33.19% state-wide.
- With an average exam mark of 86.84, 12.96 marks above the state, 36.84% (up from 21.95% in 2017) of **Modern History** students received a band 6 compared to 10.44% state-wide.
- 69.23% of **History Extension** students were placed in the top band (E4) compared to 23.64% state-wide.
- **Music 2** students received an average mark of 90.12, 70% of students were awarded a band 6, compared to 41.63% state-wide. 100% of students were placed in the top 2 bands.
- 75% (up from 71.42% in 2017) of **Music Extension** students were placed in the top band (E4) compared to 66.96% state-wide.
- 37.5% of students studying **Personal Development, Health and Physical Education** were awarded a band 6, compared to 6.71% state-wide. 91.66% (up from 88.88% in 2017) of students were placed in the top 2 bands compared to 33.11% state-wide.
- 41.93% of students in **Physics** were awarded marks in the top 2 bands, compared to 33.79% state-wide.
- With an average exam mark of 84.25, 7.19 marks above the state mean, 37.5% of **Textiles and Design** students achieved a band 6 compared to 14.34% state-wide.
- With an average exam mark of 80.76, 17.64% of **Visual Arts** students were awarded a band 6,

compared to 12.34% state-wide. 88.22% of students were placed in the top 2 bands compared to 53.26% state-wide.

- 60% of **French Continuers** students were awarded a band 6, compared to 28.93% state-wide.
- 50% of **Japanese Continuers** students achieved a band 6, compared to 28.67% state-wide. 100% of students were awarded a band 5 or 6.
- 100% of our **Japanese Extension** students were placed in the top band (E4) compared to 41.55% state-wide.
- 100% (up from 88.88% in 2017) of **Latin Continuers** students achieved marks in the top 2 bands, compared to 86.53% state-wide.
- 100% of **Latin Extension** students were placed in the top 2 bands (E4 and E3).

The summary of the 2018 HSC results above certainly highlight that the students have again achieved quality HSC results. The school community is very proud of the energy and time that has been invested to ensure that the school's academic performance continues to place the school as one of NSW High Performing schools. In 2018 the school was ranked in the top 20 schools in NSW, ranking 19th (an improvement from 24th in 2017). The students performed exceptionally well and have made their school, teachers and parents/carers very proud. This is further evidenced by the following successes:

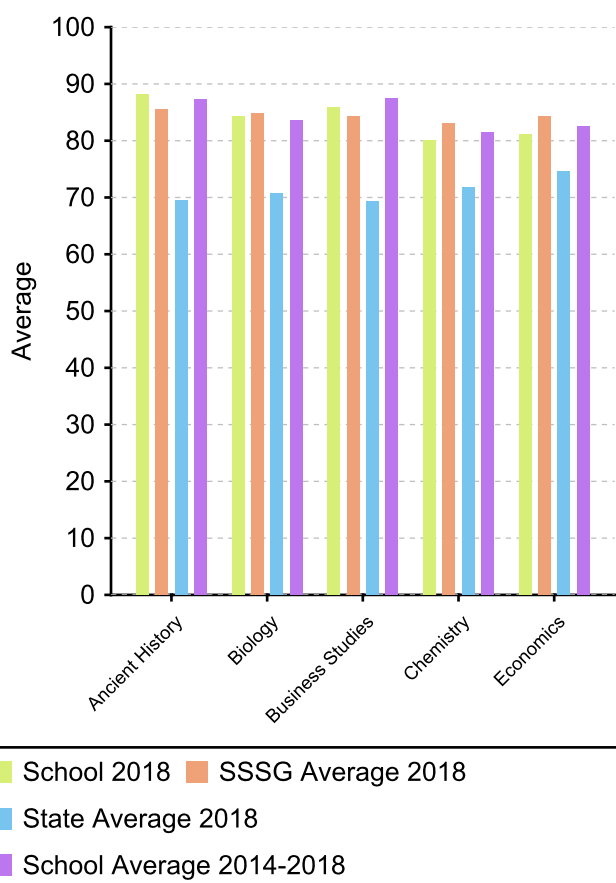
- Annie Lin was the Dux of the year, each attaining the very impressive ATAR of 99.60.
- 6 students were named as HSC Top Achievers as they gained some of the highest places in a number of HSC courses. These students for 2018 included Sasha Patterson-Rajek who ranked **1st** in the State in **Japanese Extension** and **3rd** in the State in **Japanese Continuers**, Emily Kasovska ranked **1st** in the state in **Macedonian Continuers**, that she studied through the Saturday School of Community Languages, Janet Cao ranked **2nd** in the State in **Japanese Extension**, Jacquelyn Harrington ranked **8th** in the state in **Information Processes and Technology**, Beatrix Ye ranked **10th** in the state in **Latin Extension** and Hae Jung Park who placed **15th** in the state in Personal Development, Health and Physical Education.
- 13 students (up from 10 in 2017) were named in the **HSC All-Round Achievers List** for achieving a result in the highest band possible (Band 6 or Band E4) in 10 or more units of courses in their pattern of study. They were; Aleksandra Akulova, Janet Cao, Jenny He, Emily Kasovska, Jacinta Liew, Annie Lin, Vanessa Luong, Samraggi Pant, Minoli Samarappulige, Erica Soenarjo, Brenda Tan, Jennifer Tan and Beatrix Ye.

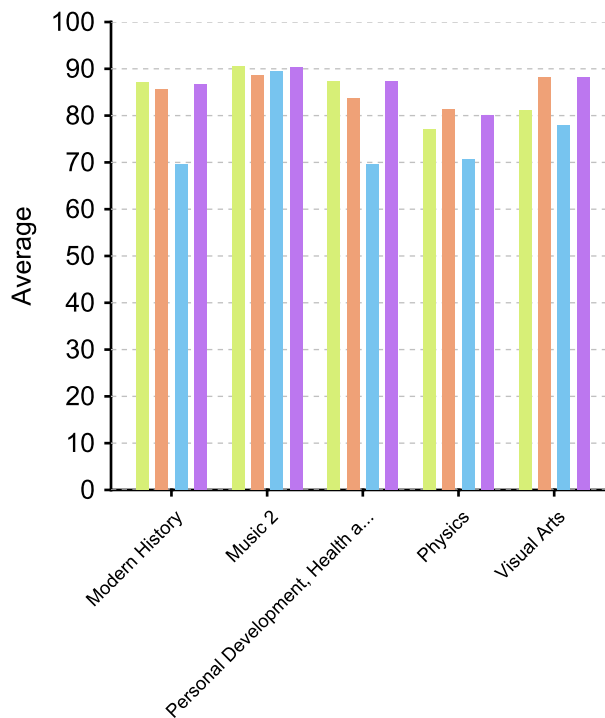
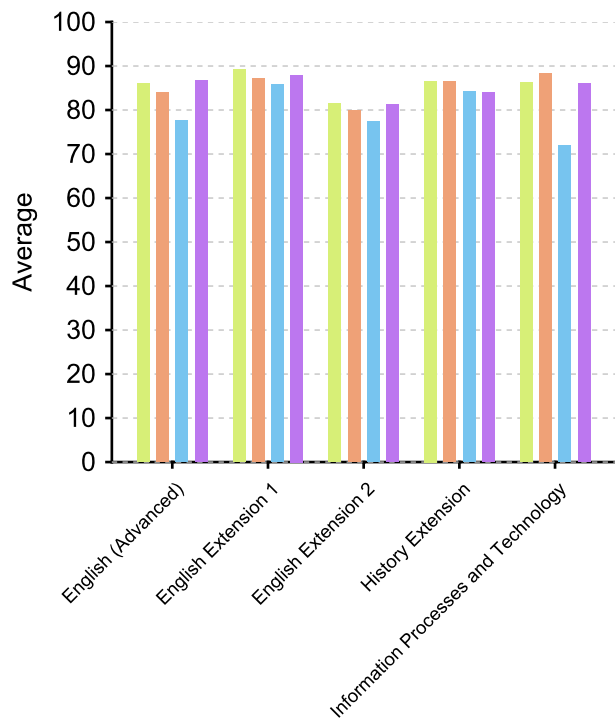
In the Creative and Performing Arts a number of students work was acknowledged as exemplars. Each year exceptional major works and performances are nominated for inclusion in exhibitions which showcase the very best in NSW schools.

- Michelle Gan had her Body of Work titled "Les Fleurs du Mal" nominated for consideration for inclusion in **ARTEXPRESS**.
- 2 Music 2 students, Eloise Cooper and Rebecca

Sun were nominated for possible inclusion in ENCORE, a selection of performances and compositions from the Higher School Certificate Music students.

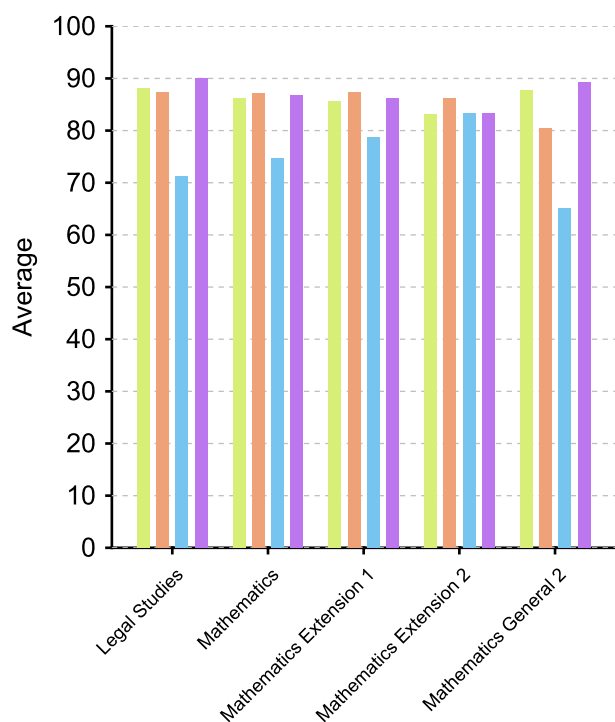
- One of the Year 12 Drama students' Group Performances "Don't Mention the Children" was nominated for possible inclusion in OnSTAGE, a selection of performances and individual projects from Higher School Certificate Drama students. Congratulations to the following students; Wendy Hu, Tasnim Kabir, Isabelle Laxamana, Davina Oh and Jennifer Tan.





■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

## Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and teachers about the school. This occurred through discussions at P&C meetings, Mothers' Committee meetings, staff, executive and faculty meetings. In 2018 the school also completed the Excellence in School Customer Service 360 Reflection Tool Survey.

### The Excellence in School Customer Service 360 Reflection Tool Survey

To help schools gather feedback on the customer service behaviours exhibited to both internal and external customers the Department of Education developed the Excellence in School Customer Service 360 Reflection Tool. The surveying tool, based on a framework which identifies customer service behaviours along a continuum measures 4 key areas, if a school:

- Communicates effectively
- Commits to customer service
- Works collaboratively
- Has consistency and vision in planning

The tool measures twelve competencies:

- Information quality and ease of use
- Engagement with others
- Values
- Inclusivity
- Customer Service
- Community Partnerships
- Empathy



- Teamwork
- Collaboration that is valued and recognised
- Process collaboration
- Ethical behaviour
- School vision

For each key competency, the tool measures if the school;

- Sometimes meets community expectations
- Meets community expectations
- Exceeds community expectations

The tool provides the school an opportunity to reflect on their capacity to deliver exceptional customer service and to effectively communicate and engage with the school community. It helps to learn more about the school strengths, identify and explore opportunities for improvement, gather feedback on the customer service provided by the school, use feedback to reflect on leadership and the direction of communication and engagement at the school and plan professional learning and development opportunities. The results from this survey are described below.

- 63 survey responses were received during the survey period 07/05/2018 – 27/05/2018.
- 30 Students, 16 staff (teaching and non – teaching) and 17 parents completed the survey.

The highest scoring items from the survey and the school's areas of strength were:

1. Inclusivity – Administrative staff are respectful of and sensitive to all cultural backgrounds in their interactions.
2. Inclusivity – Teachers make me feel included; my relationships with them are positive and respectful.
3. Empathy – In difficult situations, staff stay calm and respond appropriately to manage a given situation.

The lowest scoring items and areas for development from the survey were:

1. Engagement with others – I am often asked about how well the school communicates and engages with me.
2. Engagement with others – The school invites and welcomes members of the school community to be involved and contribute to student learning.
3. Process Collaboration – Members of the school community get access to the same information, in a transparent way.

### Parent/Student Study Skills session

In 2018 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 KLA. 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.
- The Year 9 topic 'Making a Nation' ask students to consider and discuss the experiences of contact between European settlers and indigenous people, while the 'Progressive Ideas and Movements' elective examines the impact of imperialism on both a national Australian level and a global perspective.
- 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 2018, 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 History Extension 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. Students also examine contemporary leaders in the Aboriginal community such as Briggs and journalist, Stan Grant.

- The implementation of the 2015 NSW Geography Syllabus achieved final rollout across Stages 4 and 5 at the conclusion of 2018. 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. Particular focus is given to law reform in connection with native title, the roles of the High Court, federal parliament and major native title decisions. In the context of HSC study, students examine the impact on and treatment of Aboriginal persons who come into contact with the criminal justice system as well as Aboriginal families and children in connection with adoption and out of home care within the area of Family Law.
- In Stage 4 Science, students research how Aboriginal people's knowledge is used in making decisions when managing natural resources. In Stage 5 Science students assess the ways cultural practices and knowledge contribute to conservation and management of sustainable ecosystems. In Stage 6 Biology students use Aboriginal rock paintings as evidence for past changes in ecosystems and investigate how traditional Aboriginal knowledge of bush medicine and other biological materials have been applied in contemporary medicine. In Stage 6 Chemistry students investigate the chemical processes that occur when Aboriginal people detoxify poisonous food items including the use of solubility equilibria when removing the toxins from cycad fruit. They also explore the acid / base analysis techniques used by Aboriginal Peoples.
- 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 learn about, prepare and taste aboriginal bush foods. Students visit the botanic gardens to look at Aboriginal foods and are guided and educated by an Aboriginal throughout the visit. With a variety of native bush foods

growing in the school garden (including finger lime trees, native guava, wild rosella, lemon myrtle and lilly pilly) students have the opportunity to actively learn about agriculture and the conditions in which they grow and thrive. With the new plants students have the opportunity to use a paddock to plate approach when cooking recipes with native bush foods as the essential ingredient.

- 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.
- 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. The 'Progressive Ideas and Movements' elective allows for an in-depth examination into the impacts of racism on minorities as well as challenging false notions of social Darwinism.
- 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 complete rollout of the 2015 NSW Geography Syllabus for Stages 4 and 5 in 2018, 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. Giving effect to this in terms of student assessment, Stage 5 students are tasked with the completion of a group based research assignment analysing and assessing the impact of international migration on a self-selected Australian community.
- As part of the HSC Legal Studies course, the topic of Human Rights, requires the coverage of fundamental international instruments and therein, the significance of anti-discrimination in the recognition and enjoyment of human rights.
- 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

#### Australian Mathematics Competition

The Australian Mathematics Competition challenges students to engage with mathematical concepts embedded in questions in novel and unfamiliar ways. In 2018, 557 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 6 High Distinctions, 112 Distinctions and 294 Credits.

8 students finished within the top 4 percentile bands in the state. These students included:

- 99 percentile – Catherine Huynh, (Year 9), Idy Zhao (Year 10), Vanessa Fon (Year 10) and Zoe Gagus (Year 10).
- 98 percentile – Stephanie Lin (Year 7), Mandy Shi (Year 9).
- 97 percentile– Bethany Hong (Year 7), Siman Fidelina (Year 8).

#### 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. 19 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 quality results, the students that performed particularly well included:

- Distinction – Vibha Balaji (Year 7), Chaturmi Atapatu (Year 8)

- Credit –Aazeen Khan (Year 7) Helena Chiu, Amanda Xu (Year 8) Amber Chou, Ngoc Ngo (Year 9) and Angela Xie (Year 9).

## 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 exceptionally well reaching Round 7 of the competition. The following students should be commended for their efforts: Talia Quartullo, Samirah Ali, Noelene Bowrey, Lily Chen, Jacqueline Tsovolos, Rosemary Saad, Michelle Lieng, Zoe Morris.

## 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.

## Geography Competition

Students completed a series of challenging multiple-choice questions that tested their general geographic knowledge and ability to effectively use geographic tools. The results were fantastic with the following students performing exceptionally well:

- Top 1% of candidates across Australia: Minola Samarappulige and Maja Vasic.
- High Distinction – Nathania Adikarta, Noelene Bowrey, Nicola Cafcaros, Sandra Kallarakkal, Darshni Rajasekar, Connie Zhao and Helen Chen
- Distinction – Samirah Ali, Sophia Chia, Emily Cox, Kate Ou, Jenny He.

## 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:

- Adelle Ruys, Elizabeth An, Victoria Papathanasiou (Year 7)
- Sarah Wang, Monica Zhou (Year 8)
- Tammy Lee (Year 9)
- Anne Chen (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:

- Adelle Ruys (Year 7)
- Cecilia Chenh, Varisara Laosuksri, Darshni Rajasekar, Maja Vasic, Rachelle Wu (Year 11)
- Yurou Fu (Year 12)

Several teams of Year 12 students competed in the Royal Australian Chemical Institute's Titration Competition. The team consisting of Karen Lau, Erica Soenarjo and Minudi De Zoysa excelled and finished 20th place in the state in the National Chemical Analysis Competition at UNSW. A special mention goes to Selina Trinh who, in an earlier round of the competition, obtained a perfect score.

A record number of students sat the qualifying examinations for one or more of the Biology, Chemistry, Earth and Environmental and Physics Olympiads. These students studied university level material in preparation for these challenging exams and deserve recognition for their efforts. High achievers receiving Distinctions and High Distinctions were placed in the top 20% of this very competitive pool of students which is quite an achievement. Even more impressive is the fact that several of these students achieved this in several subjects. These outstanding performers were:

- Lauren Hook, Maja Vasic, Varisara Laosuksri, Aimee Soenarjo, Nehel Syed, Cecilia Chenh, Darshni Rajasekar and Connie Zhao.
- Maja and Lauren were placed in the top 35 students in Australia in Earth and Environmental and were both offered a place at the training camp in Canberra. This gives them a chance to qualify for the Australian team to compete at the international Olympiad in 2019.

## 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, 33 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:

- Yashwini Gopal, Aynan Hoque, Stephanie Todorovski, Zaina Siddiqui, Natalie Pham, Loshantti Thirukumar, Samantha Ma, Lucy Cai, Chaturmi Atapattu, Jenisha Paudel, Avishi Katamaneni (Year 8)
- Grace Chen, Maya Akid, Zoe Lee, Humnah Bhatti, Meera Thayaparan, (Year 9)
- Joyce Wang (Year 10)
- Caroline Jiang (Year 11)

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:

- Mary Murray, Disha Balumuri, Angel Lin (Year 8)
- Zahra Fathullah (Year 9)
- Gabrielle Nguyen (Year 10)

- Josephine Chin (Year 11)

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:

- Aiza Khurram (Year 8)
- Marissa Lin, Leanne Masum (Year 9)

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:

- Tina Liang (Year 8)
- Maggie Lin (Year 9)
- Natalie Catubig, Jasmyn Tuladhar, Ayisna Takhel (Year 10)

Ahona Dutta of Year 9 was the only student to receive an Elite award for 10,000+, placing her in the top 0.2% of 250,00 competitors and 1500 schools globally

### Language Perfect NSW Competition

The following students earned a certificate of Credit for 500+ points:

- Mandy Yang, Jenny Duong, Stephanie Todorovski, Avishi Katamaneni, Kate Law (Year 8)
- Gabrielle Nguyen (Year 10)

The following students earned a Bronze certificate for 1,000+ points:

- Tina Liang, Disha Balumuri, Gloria Han, Marissa Lin (Year 8)
- Ahona Dutta (Year 10)

Irene Zhong (Year 9) was the only student to earn a Silver certificate for 2,000+ points in the competition

### UTS Illuminate Next Gen Challenge – Social Enterprise Business Development Planning

Organised entry and selection by the school's Careers Advisor and staffed by the Social Sciences Faculty, students attended a week of in school planning days and workshops at the University of Technology Sydney to develop, submit and present their business plan for a social enterprise that they developed. Engaged students explored key concepts and ideas around starting their own business to solve a current problem in their community. The ideas were developed using contemporary business planning tools, with students presenting business plans, financial forecasts, pitch decks, marketing collateral and more to prove the viability of their business. St. George Girls fielded two teams who were presented with a number of awards for their business concept, with one group receiving the Best Overall Business Award.

### University of Newcastle Business Plan Challenge

All Preliminary Business Studies students entered the 2018 challenge. One of the submissions that made it to the final round came from a team of three: Emily Chan, Krystal Zhang and Selina Chiem, who won a \$1000 prize for themselves and \$500 for the school. The team travelled to the Newcastle City campus to receive an award along with three other teams from across the state. Here they presented their business ideas in front

of academics and other contenders in a bid to win the overall challenge. The integration of this competition into the subject's formal assessment structure has been a novel way to enhance the relevance of course content and engage students.

### Da Vinci Decathlon

In 2018, 32 students competed in the annual NSW Da Vinci Decathlon held at Knox Grammar School.

The Da Vinci Decathlon is an inter-school academic competition designed to challenge and stimulate the minds of school students. The competition is named after Leonardo Da Vinci (1452–1519), who was one of the world's greatest thinkers and scholars. Leonardo da Vinci demonstrated an ability to perceive the interconnected nature of knowledge and embraced learning with a lifelong passion and determination to uncover the unknown. The Decathlon competition places a particular emphasis on higher order thinking skills, problem solving and creativity.

Students compete in teams of eight across 10 disciplines: engineering, mathematics and chess, code breaking, art and poetry, science, English, ideation, creative producers, cartography and general knowledge

The team results for the competition were:

- **Year 7:** 4th in Ideation, 7th in Creative Producers.
- **Year 8:** 11th in Ideation.
- **Year 10:** 6th in Creative Producers
- **Year 11:** 9th Overall, 1st in English, 6th in General Knowledge, 7th in Science, 8th in Art & Poetry, 9th in Ideation, 12th in Creative Producers, 13th in Code Breaking and 16th in Engineering.

### Sport

The importance of sport as being an integral and vital part of school life has been maintained in 2018. 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 2018 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, Dance Fitness, Musical Theatre, Callisthenics, Tae Kwon Do, AFL, Aerobics, Flag Gridiron, Zumba, Australian Rules, 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 'Dance Fitness'. This sport involved students using drumsticks to create fun and high intensity dance routines. The feedback received was extremely positive and in response, this sport will be incorporated into the 2019 Sport Program.

The school participated in the following Knockout competitions in 2018: 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, Softball and Volleyball teams progressing the furthest in their respective competitions.

### Outstanding Individual Sporting Achievements

- Angelina Gong (Year 10) trialed for the Sydney East Golf team and performed to an extremely high level against tough competition. She won the individual tournament and got chosen for the NSW team. At the National tournament the team she was in won the competition.
- Isabella Chidiac (Year 9) gained selection in the Football NSW Institute for the under 17's girls team. She represented NSW at the National Tournament in Coffs Harbor placing 2nd.
- Erica Li (Year 12) competed in the Australian National Championships for synchronised swimming. She will continue to perform at this elite level in 2019.
- A number of students trialed 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.

### 2018 School Blues

The following Year 12 students were awarded School Blues in 2018:

- Michelle Gan– Volleyball
- Sophie Sender– Dance
- Wendy Hu– Dance
- Jessie Kuang– Athletics, Cross Country & Sport
- Helen Chen– Swimming
- Eloise Cooper– Swimming
- Erica Li– Swimming
- Ivy Chou– Dance & Sport

### 2017 Zone Blues

The following Year 12 students were awarded School Blues in 2018:

- Eloise Cooper– Cross Country
- Helen Chen– Swimming
- Michelle Gan– Volleyball
- Jessie Kuang– Cross Country and Athletics
- Erica Li– Swimming

### Sports Awards

The following students were the recipients of prestigious sports awards:

- Pierre De Coubertin : Jessie Kuang (Year 12)
- Sports Woman of the Year : Erica Li (Year 12)

- PSC Medallion: Ivy Chou (Year 12)
- Michelle Ford Award: Michelle Lee (Year 12)

### Duke of Edinburgh

The Duke of Edinburgh program continued to develop strongly, and in 2018 St George Girls High School was acknowledged as the 23rd largest program in Australia and in the top 5 Public Schools in NSW. A huge, and number of students embraced the ideology of personal challenge to participate in different levels of the award. 50 Year 9 students undertook their Bronze awards, 33 Year 10 students undertook a Silver award and 28 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.

### Food Technology

Year 9 Food Technology participated in a nationwide challenge, the McCormack's Flavour Forecast challenge, released by Home Economics Institute Australia (HEIA). In undertaking this challenge, students looked at emerging culinary trends which are expected to influence flavour innovation during the next few years.

### Textiles and Design

Ivy Chen had her HSC Textiles and Design Major Project selected to be exhibited in the 2017 NESA TEXTSTYLE Exhibition at Rosehill Racecourse.

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

- Emily Guan (Year 11) won the Whitehouse holiday workshop scholarship to complete some intense fashion illustrations in the school holidays.
- Alice Wang (Year 11) won the prestigious Christine Castle, Creativity and Innovation prize.
- Year 10 Textiles students participated in the annual, 'Recycled Runway Challenge' where they developed a hat for a royal high tea, with the following students' group project presenting the winning design; Anne Chen and Sabrina Hui.
- Students entered the 'Inspired' design challenge to 'Transform a Shirt' with the chance to win one of two BROTHER sewing machines. First prize in the junior category was awarded to Catherine Weng (Year 9) and first prize for the senior category to Da Lin (Year 11).
- The program design competition winner was Christine Ho (Year 12) and Luyi Deng (Year 12) was the winner of the Year 12 fashion illustration to feature on the cover of the Inspired program.

### Information Processes and Technology (IPT)

Jacqueline Harrington was awarded 8th in the state for the Higher School Certificate in Information Processes and Technology.

### Information Software and Technology (IST)



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: Monique Jomaa, Serena Zhu, Josephine Lam
- High Distinction: Annie Li, Natasha Everitt, Phoebe Yu, Zoe Gajus, Fiona Chau, Josephine Smith
- Perfect Score: Carmen Truong, Helen Mai, Vienna Chan, Ahona Dutta

## Achievements in the Arts

### Drama

In 2018, 5 Drama students (Jennifer Tan, Isabelle Laxamama, Davina Oh, Tasnim Kabir and Wendy Wu) received OnStage nominations for the group performance "Don't Mention The Children."

Drama students successfully auditioned to represent the school in the elite State Drama Ensembles. These ensembles are run by the DOE's 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 and Amelia Mackadam (Year 10)

Amelia and Kyla were also chosen to compere Arts Unit events held at the Sydney Opera House and Seymour Centre. Angela Tran (Year 12) successfully auditioned for the State Drama Ensemble, "Company" performing in a wonderful production of "Yerma" at NIDA. These students who are selected to be a part of these ensembles also attend regular workshops and programs, work with industry professionals and perform at the State Drama Festival at The Seymour Centre Theatre.

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 2 students were nominated for selection in ENCORE, the HSC showcase for exemplar performances and submissions in Music. Eloise Cooper and Rebecca Sun were both nominated for selection in *ENCORE 2018* for their exemplar Music 2 and Extension HSC performance programs.

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.

Over 100 students participated in music tutorials in 2018. The music tutorial program has continued to provide tuition for over 100 students in flute, oboe, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, tuba, percussion, drum kit, violin, viola, cello, double bass, electric guitar, acoustic guitar, bass guitar and voice.

Approximately 250 students participated in the performing ensembles program in 2018. Ensembles included the instrumental ensembles: concert band, intermediate band, orchestra, stage band, chamber string ensemble, training band; and vocal groups – vocal ensemble, and A Cappella Plus. Small ensemble tutorials included brass ensemble, flute ensemble, guitar ensemble, saxophone ensemble, advanced and intermediate percussion ensembles, senior and intermediate string quartets. All ensembles rehearsed regularly throughout the year with many public performances within the school community and beyond.

86 students from both Vocal Ensemble and A Cappella Plus had the great privilege of performing at The Arts Unit In Concert 2018 at Sydney Town Hall in May with The Idea of North. They formed as part of the 600-voice combined NSW Public Secondary Schools Choir, along with Stella Serrao-Smith (Year 8) performing with the NSW Schools Singers; Zoe Morris (Year 11) performing in the NSW Schools Symphony Orchestra, with Mia Lo Russo and Mikayla Perry (Year 11) performing in the NSW Schools Symphonic Wind Ensemble.

In Term 2, the Advanced Percussion Ensemble performed in the 2018 Sydney Eisteddfod, being awarded 'Highly Commended'. The Stage Band and the newly formed Chamber Strings ensemble participated in the 2018 Engadine Music Bandfest, being awarded Gold and Silver respectively. In Term 3, the Concert Band, Stage Band and Intermediate Band competed in the NSW Schools Band Festival at the Sydney Conservatorium of Music. All ensembles were awarded Silver in their competition events.

Almost 100 of our ensemble students participated in the much-anticipated Music Camp of 2018 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 2018 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:

- Tasya Bhuiyan (Year 10 – NSW State Senior Wind Band)
- Evalyne Duong (Year 7 – Sydney Youth Orchestras)
- Kiera Hinton (Year 11 – TAU NSW Public Schools Recorder Ensemble)
- Caitlin Matthews (Year 7 – Sydney South-East Symphonic Winds)
- Zara McNally (Year 7 – Sydney Southeast Orchestra, TAU NSW Public Schools Recorder Ensemble)
- Zoe Morris (Year 11 – AYO, TAU Orchestra; State Senior Music Camp)
- Amelia Nimac (Year 9 – TAU NSW Public Schools Symphonic Wind Orchestra, Western NSW Tour 2018)
- Christina Nguyen (Year 11 – Sydney Youth Orchestras; SYO Dubbo Tour 2017)
- Mikayla Perry (Year 11 – TAU Symphonic Wind Ensemble)
- Talia Quartullo (Year 11 – Sydney Youth Orchestras)
- Samika Rath (Year 7 – TAU String Sinfonia, Western NSW Tour 2018)
- Stella Serrao-Smith (Year 8 – NSW Public Schools Singers)
- Marie Sikiotis (Year 7, State Junior Music Camp)
- Claudia Tran (Year 11 – TAU NSW Public Schools Symphonic Wind Orchestra, Western NSW Tour 2018)

Students were selected to perform in various music ensembles for the 2018 Schools Spectacular:

- Lillian Li (Year 12, Orchestra – Violin)
- Stella Serrao-Smith (Year 7 – NSW Public School Singers/Combined Choir)

Tasya Bhuiyan (Year 10), Mia Lo Russo, Zoe Morris and Mikayla Perry (Year 11) were selected as part of 30 students across the state, to participate in the Arts Unit composition and performance workshop "Romeo & Juliet Reimagined" at the Sydney Conservatorium of Music. They had the opportunity to improvise, rehearse, direct, compose and collaborate, culminating in a public performance of their final composition at the Conservatorium of Sydney.

Our students once again were highly successful at the annual St George and Sutherland Youth Music Awards in June. Students who were finalised this year were: Alice Hu (ex-student, Under 19s Composition) and Tasya Bhuiyan (Year 10, Open Performance – Euphonium). Alice Hu was awarded first place in the finals and Tasya received the "People's Choice" award. Tasya also participated in the Sydney Metropolitan Band Branch Solo's (1st place in Open Slow Melody) and the NSW State Solos and Party Championships (2nd place President's Shield Open Slow Melody).

## Visual Arts

In 2018, 1 student was nominated for consideration for inclusion in ARTEXPRESS:

- Michelle Gan, "Les Fleurs Du Mal"

The St George Art Society awarded Angela Cheung the 2018 Outstanding Year 10 Visual Art Award for her self-portrait oil painting.

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.

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 2018, excursions included Taronga Zoo, Wendy Whiteley's Secret Garden in Lavender Bay, the Aquarium and the Art Gallery of NSW.

22 talented Year 10, 11 and 12 elective art students and 2 art teachers travelled to the original residence of well-known Australian landscape artist Arthur Boyd for an overnight excursion. The students experienced the story of Arthur Boyd through a visit to Bundanon Homestead and Arthur Boyd's studio. The students were involved in 2 workshops on landscape drawing and visual effects using ink washes and wash techniques where they were able to explore a range of media inspired by the iconic river and rocks of the Shoalhaven.

## Environmental Education

The Enviro Council 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 Council has 3 main branches – Paper Recycling, Worm Farm and Gardening, which are supported by approximately 200 students and led by a Student Executive of 30 students. The following students were members of the Executive team

- President – Jenny He (Year 12)
- Vice President – Lily Chen, Sandra Kallarakkal (Year 11)
- Committee members –Vienna Chan, Anne Chen, Samantha Law, Kyla Rivera, Yuan Tran, Phoebe Yu, Hannah Yuan (Year 10); Isabel Duong-Balada, Eesha Ahmed, Lily Chen, Lisa Gronich, Sandra Kallarakkal, Mia LoRusso, Claudia Tran, Jacqueline Tsouolas, Maja Vasic, Sherina Xie (Year 11); Mykah Alipio, Jenny He, Cathy Huynh, Nareuchaya Karoonuthaisiri, Isabelle Laxamana, Lillian Li, Tiffany Luong, Samraggi Pant, Samriddhi Pant, Liana Pasas, AliceTruong (Year 12).

The Enviro Council raised funds to sponsor Pearl the Koala, following on from 8 years of sponsoring Rose the Koala. Georges River Council donated 15 trees that

were planted at school for National tree day. A group of dedicated students worked enthusiastically throughout the year planting a variety of herbs and vegetables and selling produce to the staff.

In 2018 there was a focus on the strawberry patch which was hugely successful with the produce being used on Green Day along with an abundance of lettuce. The gardening team continued to supply a source of fresh ingredients which were used by the TAS faculty.

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, Solar Energy Cars, Gardening, Why Enviro? (Year 7)
- Mobile phones, Campions – Get Outdoors,(Year 8)
- Marine Life, Green Skin Care, Bee Keeping, Green Day Every Day (Year 9)
- Stop Motion, Recycled Art, Fire Hazard Reduction, Garden to Plate, Up – cycled Headbands (Year 10)

Exciting and thought provoking GREEN –X talks were delivered by Zaina Siddiqui (Year 7) and Eliza Ho (Year 8). Students choreographed two drama performances and the Year 10 Textiles and design classes presented an inspiring parade of hats made from recycled paper. This year saw the first Kogarah Cluster Enviro Forum, where students from the Kogarah Cluster joined together to share initiatives and projects implemented at each school, and to collaborate on broader local initiatives.

### **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 continued to support and foster the needs of the student as they transition into High School. The program ran over 4 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.

In 2018 The Year 11 Wellbeing Program continued 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 in Term 4. 50 leaders were selected to undertake the role of Peer Support Leaders in Year 10, 2019. 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 served 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 2018, the Prefect Leadership Day saw students participate in workshops about the qualities of effective leaders and planning initiatives for 2019.

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

SRC led activities and initiatives for each term in 2018.

The SRC collaborated with other SRC leaders through the Kogarah Cluster organised activities. Students participated in a Leadership Day hosted by James Cook Boy's High School. Students presented program and initiatives that were a current focus in their schools, had a presentation from the GWS Giants AFL team around leadership and collaborated through brainstorming activities on possible combined activities that could be introduced within the cluster.

The Year 9 SRC leaders were instrumental in organising the school's participation in the Georges River White Ribbon Day Walk in November. The students developed posters and information to educate and inform the school community on the purpose of the walk and the important message being delivered.

6 students in Year 11 participated in the Leadership By The River program.

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.