

St George Girls High School

2019 Annual Report



8136

Introduction

The Annual Report for 2019 is provided to the community of St George Girls High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

St George Girls High School is an academically selective high school with a well-respected history of providing exceptional educational outcomes and opportunities for high potential learners since 1916. The 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 promotes 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 wellbeing and support 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 their students and seek to deepen their knowledge, provide enriching and innovative learning experiences, while also gently urging the students out of their comfort zones 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.

In 2019 the school has continued to gain the momentum needed to drive the 2018–2020 school plan forward, while ensuring that quality teaching and learning programs, spaces and experiences continue to be delivered and are available for all students to thrive and succeed. The school has explicit school processes and procedures that are essential to establishing a school culture that values academic excellence, collaborative practice and positive wellbeing. St George Girls High School has a strong commitment to creating quality learning experiences for all students through an environment that encourages and supports the development of healthy, happy, successful and productive individuals, while strengthening their cognitive, physical, social and emotional development.

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 2019 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 the Stronger Communities Grant on behalf of the school for the value of \$15,000 to refurbish the school hall.
- The P&C helped to fund the Japan study tour and NZ music trip through the Bunnings BBQ's.
- The P&C held a Welcome Family Luncheon in February to welcome new and existing families to the school community.
- The P&C arranged a combined P&C parent meeting with Sydney Technical High School in August. It featured Dr Toula Tsovolos who provided a very engaging presentation about the social and emotional development of gifted teens and how best to support them.
- The P&C hosted the 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 and Mascot.
- 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 the uniform shop managers. 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 2019.

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

Ms Sharon Khan (P&C President) and **Dr 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 co-ordinating 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 2019 are listed below:

- The SRC arranged a number of mufti days and bake sales to raise money for different charities including the Cancer Council and the Butterfly Foundation.
- The SRC held a Christmas Accessory Day and organised a Colour Run to promote the 2019 theme of 'Female Empowerment'.
- The SRC organised the combined School 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 student vs teacher Family Feud, Malala Foundation Krispy Kreme bake sale, 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 promote the importance of positive mental health and wellbeing.

The 2019 Prefects were: Captain: Aalya Sukkarieh, Vice–Captains Alexandra Spiliotopoulos and Connie Zhao. The following 11 students were elected to serve as Prefects; Julianna Chen, Anna He, Natalie Kan, Clarissa Lau, Michelle Lee, Sophia Li, Peta Macpherson, Josephine Ng, Jaclyn Nguyen, Shantelle Nguyen, Erika Strehler, Claudia Tran and Catherine Zhao.

The 2019 SRC Executive were: President: Cate Armstrong, Vice–President: Taylor Ong–Lee, Secretary: Sarah Khan, Treasurer: Annie Wang and New Student Contact: Mercoria Farhoud.



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

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

- Increased proportion of students and staff displaying a Growth Mindset manner, evident in data.
- Increased proportion of students confidently reflecting on their learning progress as identified through Personal Best Reflection Statements and Focus Group discussions.
- Increased proportion of students reporting a high level of academic self-concept and the importance of essential skills as very important.
- Increased proportion of students displaying Literacy and Numeracy mastery.

Overall summary of progress

- Prepared and delivered Growth Mindset lessons as part of the Years 7–9 Essential Skills Program.
- Secured presenters to deliver Growth Mindset student presentations for Year 7 and new students in Years 8–11.
- Amended the personal learning profile in the Year 7–10 student semester reports to incorporate Growth Mindset language and skills.
- Initiated a student short-film competition promoting the importance of adopting a Growth Mindset approach to learning.
- Evaluated the Growth Mindset lessons (through student surveys) incorporated into the Years 7–9 Essential Skills program and made adjustments in preparation for the 2020 updated program.
- All members of the Literacy and Executive Teams completed SCOUT training to become more familiar with how to analyse the rich data sources available via SCOUT reports, in particular NAPLAN and HSC data.
- Literacy team completed the 2018 NAPLAN data analysis and presented the key findings/areas for improvement to the staff.
- Learning and Support Team (LaST) examined the 2018 NAPLAN data and worked with small groups of identified students in Years 7–9 to provide targeted additional support to improve their literacy skills.
- LaST also worked with targeted Year 10 students to support them to prepare for the Minimum Standards Test.
- Literacy Team prepared and delivered a professional learning session for staff to explicitly incorporate the "Explain" verb into Year 8 teaching and learning programs in all KLAS.
- Planned and conducted Literacy Awareness Week.
- The Student Engagement through Classroom Practice Team created a resource for all staff to access and incorporate into their practice.

Progress towards achieving improvement measures

Process 1: Mindsets for Growth Project

A whole-school integrated approach to embedding a Growth Mindset manner that includes professional learning for the school community, the development of strategies and tools to facilitate thinking and learning, as well as, the enhancement of school systems and processes.

Evaluation	Funds Expended (Resources)
• Evaluate the Growth Mindset lessons incorporated into the Years 7–9 Essential Skills program and make adjustments in preparation for 2020.	• \$6,000

Process 2: Learning Skills for Growth Project

A whole-school approach to developing learning skills of students, informed by qualitative school-

Progress towards achieving improvement measures

Process 2: collated data and evidenced-based research, to prepare students for a rewarding and engaged future in a complex and dynamic society.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 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 by focusing on the "Explain" verb.• 2018 student NAPLAN data analysis undertaken using the information available through the SCOUT reports and the findings are presented to staff.• The Years 7–9 Essential Skills Program is evaluated by staff and students involved and this information is used to inform the planning for its delivery in 2020.• The Student Engagement through Classroom Practice Team have provided a resource for all staff to access and incorporate into their practice. These strategies have been implemented into teaching practice and evaluated.	<ul style="list-style-type: none">• \$6,000

Next Steps

- Launch the re-vamped High Potential Learners (HPL) Program in Years 7–9.
- Launch the re-vamped Year 11 SEED Program.
- Arrange a Professional learning session with Michael Anderson to inform the next phase of the Growth Mindset Implementation process across the school.
- Amend the personal learning profile in the Stage 6 student semester reports to incorporate Growth Mindset language and skills.
- Complete the *Tell Them From Me Survey* and post-Growth Mindset Implementation Survey and analyse the results.
- Use the post-Growth Mindset Implementation Survey results and information from Michael Anderson's presentation to inform the future directions for the next School Plan 2021–2023
- Complete and analyse Year 7 Best Start Survey results.
- Literacy Team to lead a staff professional learning activity that explicitly consolidates the previously targeted verbs into Stage 4 teaching and learning programs.
- 2019 student NAPLAN data analysis undertaken using the information available through the SCOUT reports and the findings presented to staff.
- Integrate Digital Nutrition presentations and focus groups into the HPL Program delivered by Psychologist Jocelyn Brewer.



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.

Improvement Measures

- Increased proportion of teachers engaging with evidence-based research that then informs their practice.
- Increased opportunities available for staff to engage in collaborative practice, professional dialogue and professional learning opportunities.
- The school identifies a shift across the Teaching Domain elements in the SEF S-aS in 2020.

Overall summary of progress

- Implemented a meeting structure for Executive and Staff meetings in 2019 that incorporated additional opportunities for professional dialogue and collaboration amongst the staff.
- SDD Twilight Session in Term 1 planned to promote collaborative practice and skills in data analysis – 2018 HSC RAP analysis completed by faculty members and Head Teachers presented their findings and plans for 2019 to the Principal and Senior Executive supervisor.
- 2019 Strategic Teams with their associated Terms of Reference were operational. 2019 Team milestones completed by all team members and incorporated into 2019 School Plan milestones in SPARO.
- A joint Term 2 School Development Day afternoon session completed by the Kogarah Cluster schools that focused explicitly on Stage 6 Assessment practice across the cluster. The Kogarah Cluster High Schools met regularly throughout the year to plan and implement an increased number of joint initiatives for staff and students to collaborate together, including a joint Executive Leadership Conference in Term 4.
- The SDD Twilight Session 2 was designed to support staff understand NESA Teacher Accreditation and the associated maintenance requirements. A school commitment made to develop explicit school procedures developed to support staff with the administrative and legislative requirements regarding Maintenance of Accreditation and to develop a deeper understanding of the Australian Professional Standards for Teachers.
- The Technology for Innovative Practice Team planned and organised a school professional learning activity to develop skills and confidence in integrating Smartboards more effectively into teaching practice.
- Significant school resources were targeted towards funding a range of faculty programming days in 2019 to review, design and implement new curriculum requirements and/or update existing teaching and learning programs. A key expectation across the school is that all SGGHS teaching and learning programs include an explicit section for evaluation and review as a regular and ongoing component of the teaching and learning process.

Progress towards achieving improvement measures

Process 1: Enhancing a Culture of Collaboration Project

Establish a strong and visible culture of collaboration that promotes evaluative thinking, reflective practice and professional dialogue to support the School Plan priorities and Strategic Directions.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Explicit Performance and Development policy and procedures in place ready for implementation in 2020 for all teaching and administrative staff at the school.• Explicit school procedures in place to support staff with the administrative and legislative requirements regarding Maintenance of Accreditation and a deeper understanding of the Australian Professional Standards for Teachers.• The Kogarah Cluster High Schools meet regularly throughout the year to plan and implement an increased number of joint initiatives for staff and students to collaborate together.	<ul style="list-style-type: none">• \$5,000

Progress towards achieving improvement measures

Process 2: Informing and Evaluating Teacher Practice Project

A whole-school approach to embed evidenced-based practice, using targeted Learning Sprints as a strategy to engage staff in professional dialogue to inform and evaluate teaching practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff provided with professional learning in the use of the updated Smartboard software to integrate into teaching practice.	<ul style="list-style-type: none">• \$2,000

Next Steps

- Develop and publish a meeting structure for Executive and Staff Meetings to incorporate additional opportunities for professional dialogue and collaboration among the staff. Additional meetings in 2020 to be included include Strategic Direction Meetings, Teacher Accreditation Administration Meetings and NESR Registration Meetings.
- The 2020 Strategic Teams with their associated Terms of Reference will be set up and operational. The 2020 Team milestones to be completed by Team leaders and incorporated into 2020 School Plan milestones in SPARO.
- Deliver a suite of professional learning opportunities to staff via the Staff and Executive meeting schedule focused on unpacking and understanding the High Performance and Gifted Education (HPGE) Policy.
- Draft the SGGHS High Potential and Gifted Education (HPGE) Policy Implementation strategy, associated procedures and support material for all teaching staff.
- All staff to complete a suite of online professional learning courses to support the delivery of teaching and learning throughout Term 2 in areas such as Google Classroom and on line communication platforms such as Zoom and Microsoft Teams.
- Implement targeted Learning Sprints into the Years 7–9 HPL Program and evaluate their impact.



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.

Improvement Measures

- Increased number of applications for enrolment into Years 8–11.
- Increased number of registrations to attend Open Day and other school events/activities.
- 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)

Overall summary of progress

- 2019 Gazette contribution roster published to broaden the communication provided via this correspondence to the community. The roster includes student SRC/Prefect updates as well as faculty/program updates.
- Regular Facebook posts scheduled to showcase the range of activities, achievements and events operational at SGGHS. The School–Based Communication Team developed clear objectives for the school Facebook page and determined what specific content/activities the team would like to receive information about to appropriately showcase using this platform.
- Designed and ordered new signage and door signs for key areas across the school including the Administration entrance, Hall and both school carparks.
- School Event Management and Support Team prepared and delivered a successful Open Day in Term 3 Week 7, to appropriately showcase the school to prospective students and their families.
- Enhancing the quality of the school learning environment – In 2019 the A Block Painting project was completed, two additional staff photocopiers purchased, two faculty Kitchen upgrades completed (LOTE and English), Library facilities upgrade, The Dragon's Den (Room 19) refurbished into a multi-purpose wellbeing space and School Counsellor office relocation and refurbishment completed through successfully securing the Youth–Friendly Counselling Offices Grant \$10, 000.
- School and Community Links Team developed an online parent survey to determine the skills/expertise and connections the parent community has and is willing to offer to support the school.
- The School and Community Links Team created an active data base that clearly outlines the skills and support the school parent community has and is willing to provide for the school.
- The School and Community Links Team has a collated an up to date database of student alumni information for the school to access.
- School–Based Communication Team completed a parent survey to evaluate existing school communication channels and determine what information they would like to have communicated and in what ways to enhance communication within and across the school community.
- The Sentral parent and student portal was set up and is operational across the school, allowing parents and students to access key information available such as attendance information, school reports and key school policies and procedures.

Progress towards achieving improvement measures

Process 1: Showcasing Excellence Project

An integrated, collective approach to effectively showcase and celebrate achievements and the range of activities available at the school to the community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• School activities are celebrated more broadly and appropriately using Facebook and the Gazette.• School branding, signage and promotional material updated and visible	<ul style="list-style-type: none">• \$30,000

Progress towards achieving improvement measures

across the school to reflect the 2018–2020 school plan priorities.

Process 2: Engaging the Community Project

Whole-school commitment to enhancing the communication channels to foster authentic engagement and connections throughout and beyond the school community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The Sentral parent and student portal will be set up and operational across the school, allowing parents and students to access key information available through this portal such as attendance information, school reports and key school policies and procedures.• The School and Community Links Team will have an active data base that clearly outlines the skills and support the school parent community has and is willing to provide for the school.• The School and Community Links Team has a collated and up to date database of student alumni information for the school to access.	<ul style="list-style-type: none">• \$2,000

Next Steps

- The school website will be hosted via the school website service (SWS) and key staff will be trained to assist with the new design to go live in 2020.
- Conduct parent–teacher evening bookings using the Sentral Student/Parent portal.
- Continue to schedule regular Facebook posts to be scheduled for all faculties to celebrate the quality of school life on offer at SGGHS.
- Complete the Hall entrance re-tiling project to make this school and community space safe and aesthetically pleasing.
- Complete the Hall staging and lighting upgrade funded in conjunction with the P&C through the Stronger Communities Programme to create a multi-purpose professional school and community performance venue.
- In collaboration with the St Georgians, complete the Victoria Street school front garden upgrade with the construction of a bricked rose garden bed along the length of the front fence and entrance.
- Complete a targeted refurbishment of the key spaces across the school that are utilised for school purposes and community functions/interactions and events such as the Administration foyer, Principal office refurbishment to allow for meetings to take place and a Common Room Kitchen upgrade.
- Complete the commitment to refurbishing key areas across the school that includes the completion of Staff kitchen upgrades (TAS Prep room, PDHPE, Social Science, Library, Administration Office), new floor coverings for any spaces that have yet to have the carpet replaced and the final installation of air-conditioning to Maths, PDHPE, TAS Staffrooms, Labs 5 and 6, Career's Advisor and General Assistants Office, Prep room, DT1 and DT 2.
- Online parent App for the dissemination of school-based communication to parents and the school community trialed and ready to be implemented across the school in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$659 – RAM Equity Funds	<ul style="list-style-type: none"> • 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. • 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.
Low level adjustment for disability	\$42, 686 – RAM Equity Staffing (0.4) \$46,682 – RAM Equity Flexible Funds	<ul style="list-style-type: none"> • A Learning and Support teacher is employed 2 days per week to coordinate the Learning and Support Team at the school. • 3 mentor teachers per week are employed to work individually with students with an 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. • 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. • Release time for students who were not currently meeting the Minimum Standards in Literacy to work intensively with the Learning and Support Team. • Release time for the Learning and Support Team to develop literacy resource booklets and strategies to support students successfully complete the Minimum Standards testing.
Socio-economic background	\$29,705 RAM Equity Funds	<ul style="list-style-type: none"> • 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. • The Wellbeing Team was provided with release time to plan and evaluate the 2019 Year 11 Wellbeing, Peer Support Program and Year 7 Transition Program and prepare for the 2019 program, as well as organise the regular fortnightly assemblies for 2020. • The Years 7–9 Essential Skills Team was provided with release time to evaluate and refine the lessons and resources for the re-vamped High Potential Learners Program

Socio-economic background	\$29,705 RAM Equity Funds	<p>will be re-launched and re-branded in 2020.</p> <ul style="list-style-type: none"> • Funding for release time and professional learning activities related to the school Strategic Teams (Growth Mindset, Cross-Curricular Enrichment, Literacy, School and Community Links, Student Engagement, School-Based Communication, School Event Management and Support and Technology for Innovative Practice to develop, implement, monitor and review programs and events across the school in line with their planned milestones.
Support for beginning teachers	• \$45,000	<ul style="list-style-type: none"> • 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 level, programming, lesson observations and reflection as required by the Performance and Development (PDP) Framework.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	917	922	924	925

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.6	98	97.1	97.2
8	95.8	96.6	96.9	94.8
9	96.7	95.9	95.5	95.7
10	96.2	95.1	92.7	93.5
11	95.2	95.2	94.8	93.8
12	96.3	94.6	94.7	94
All Years	96.3	95.9	95.3	94.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	15	20	40
Employment	25	25	15
TAFE entry	N/A	N/A	N/A
University Entry	0	0	100
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

In 2019, 162 students sat for their HSC. 100% of the 2019 candidates received offers to university to complete a degree. The main universities chosen were University of New South Wales 44%, The University of Sydney 36%, The University of Technology Sydney 11%, Macquarie University 3%, Western Sydney University 2% and University of Newcastle and The Australian Catholic University 1%. One student chose to study interstate at University of Queensland.

Arts, Education, Psychology, International Studies, Media & Music were chosen by 28% of the cohort, Business, Commerce, Actuarial Studies and Economics courses by 22%, Medicine, Health, Applied Science and Veterinary Science by 19%, Science, Computing, Engineering and Data Science by 18%, Law and Criminology by 9%, Design, Architecture and Fashion by 4%. Of these course offers, 42% were dual degrees.

Year 12 students undertaking vocational or trade training

1.20% of Year 12 students at St George Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at St George Girls High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.7
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Professional learning continued to be a priority in 2019 and staff actively engaged in a wide range of targeted professional learning opportunities throughout the year that linked to curriculum, identified goals outlined in individual Performance and Development Plans, as well as the 2018–2020 strategic directions and strategic team projects and key

milestones.

In 2019 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 2019, 18 staff applied for HSC marking across the various curriculum areas.

School Development Days

School Development Days and twilight sessions allowed staff to collaborate and share teaching practice during faculty and cross-faculty sessions. Focus areas included:

- 2018 HSC Analysis using SCOUT and RAP data
- NAPLAN analysis and literacy targets for Stage 4
- Growth Mindset and school planning
- Teacher Accreditation requirements and professional learning hours
- Mandatory training including CPR, Anaphylaxis, Code of Conduct, e-Emergency Care, Corruption Prevention

Teacher Professional Learning Courses and Conferences

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

- Leading Curriculum Monitoring
- Accidental Counsellor Training
- Environmental Educational Workshop
- Best Start Year 7 Training
- Butterfly Foundation – Self-Esteem Training
- Meet the Markers – HSC workshops
- Curriculum-based workshops and courses
- Growth Mindset with Dan Haesler

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

- Fostering Collective Efficacy Conference
- Positive Schools Conference
- EduTECH Conference
- NSW Secondary Principal's Conference
- Science Teachers Conference
- Economics and Business Educators of NSW Conference
- Careers Advisors Association Annual Conference
- NAFT (NSW Association of French Language Teachers) Conference
- Metropolitan East Mathematics Association Conference
- Aboriginal Education Conference

Staff Collaboration Meetings

Changes to the structure of the staff meeting schedule included two dedicated staff collaboration meetings, one held each semester. In Semester 1, all staff were trained in SMART Board software and were able to learn about new functions available and how to effectively include this software into their daily teaching practice to further engage students. In Semester 2, the session focused on the NSW Curriculum Review; staff were provided some background to the Review, were presented with the Interim report findings and watched prepared videos to provide deeper information about the reform direction. Staff had an opportunity to consider the reform directions and discuss ideas with colleagues. Staff reflected on the possible changes and the positive and negative impacts the three focus areas may have on teaching.

Strategic Direction Teams

Strategic Teams continued to support the identified school projects and developed milestones in 2019. Teams met three times a term to discuss and evaluate programs, outline new initiatives and research, and plan and monitor identified milestones. The teams provided an opportunity for staff to collaborate in cross-faculty groups and strengthen professional dialogue and collegiality. Continuing teams in 2019 were:

- Technology for Innovative Practice and Evaluation
- Engagement Through Classroom Practice
- Literacy

- Growth Mindset
- Cross–Curricular Enrichment
- School Events and Promotion

Two new teams were established to specifically focus on targeted areas in Strategic Direction 3 – Promoting School and Community Connections. The two new strategic teams were:

- School–Based Communication
- School and Community Links

SGGHS Executive Leadership Team Conference

In Term 3, the school leadership team participated in their annual two day Executive Conference.

The theme for the conference was 'Leadership and Learning' and the executive leadership team participated in six different sessions that focused on a range of leadership strategies and tools, department of education policies and school compliance. Guest presenters included Jane Thorpe, Executive Director Employee Performance and Conduct Directorate, who worked through a session on Courageous Conversations, Dr Ben North, Principal Research Officer with the Centre for Education Statistics and Evaluation who presented to the team on *'Revisiting Gifted Education: Understanding the evidence base supporting effective practices for gifted students'*.

The session worked through some of the key points of CESE's recently released literature review Revisiting Gifted Education – a review that supports the development and strategy behind the department's High Potential and Gifted Education Policy, as well as Lisa Jamieson and Steve So, Employee Performance and Development Advisers with the School Services Directorate who focussed on the role of the line supervisor and how to effectively use the Australian Professional Teaching Standards when managing performance and engaging in meaningful conversation with staff around teaching practice.

Other sessions presented from our staff included the importance of school and team culture and the vital role leaders play in creating and promoting culture, a session on 'The Power of the Collective' – the difference and positive impact that unity, teamwork, collaboration and collective efficacy can have across the school and especially on student outcomes, and Stage 6 programming including the NESA registration process and random inspections.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,343,994
Revenue	11,043,548
Appropriation	9,214,994
Sale of Goods and Services	103,040
Grants and contributions	1,705,538
Investment income	19,977
Expenses	-10,596,225
Employee related	-8,665,861
Operating expenses	-1,930,364
Surplus / deficit for the year	447,323

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

The school Finance Committee meets regularly throughout the year and is comprised of the Principal, both Deputy Principals, 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 2019 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 continued to be a particular focus in 2019 and DoE, school and community resources were targeted to the following:

- Painting of all learning spaces and common spaces in A Block
- New school signage was designed and installed across the school
- Two faculty Kitchen staffroom upgrades were completed (LOTE and English)
- Round 3 of the SGGHS air-conditioning project was completed (Maths, PDHPE, TAS Staffrooms, Labs 5 and 6, Prep room, DT1 and DT 2)
- Hall entrance was re-tiled
- Library facilities upgrade completed
- Dragon's Den (Room 19) was refurbished into a multi-purpose wellbeing space
- School Counsellor office relocation and refurbishment project was completed through successfully securing Youth-Friendly Counselling Offices Grant of \$10, 000.

The school has a Building Fund and solid financial support from the community, demonstrated through a significant proportion of families 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) to undertake a staging and lighting refurbishment in the Hall that will be completed in 2020.

The commitment to enhancing the quality of the school's physical learning environment will continue in 2020. The School, DoE and community funds available will be targeted to the following identified projects;

- Victoria Street front gate replacement in line with existing DoE heritage specifications
- A front garden upgrade with bricked rose garden beds created and a new garden designed and funded by the St Georgians
- Teacher classroom chair refurbishment
- Administration foyer refurbishment

- Principal's office refurbishment
- New floor coverings for any spaces that have yet to have the carpet replaced
- Further staffroom kitchen refurbishments (TAS, PDHPE, Common Room, Administration Office)
- The installation of security cameras at carpark gates and one way camera to monitor sick bay

In 2019 the school was informed that it had become a beneficiary from the estate of a former St George Girls High School student Marena Manzoufas (known as Marena Raynor) who sadly passed away on July 5, 2019. In her Will she stated that she is providing a gift to the sum of \$250,000 to her former high school, St George Girls High School "in gratitude for the support and encouragement the staff provided me which enabled me, then known as Marena Susan Raynor, to achieve my career and personal ambitions". The school now has an immense responsibility to ensure that these funds are dedicated to a purpose that will enhance the educational outcomes of the students at the school. The school has decided that these funds will be directed towards a medium-scale building project to replace the demountable classrooms onsite with a new multipurpose teaching and learning space that will service the students well into the future.

This is clearly a more ambitious and medium-term project, however with the support from the school community and the Department of Education, it is anticipated that this vision will be realised in the years to come.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	119,552
Equity - Aboriginal	659
Equity - Socio-economic	29,705
Equity - Language	0
Equity - Disability	89,188
Base Total	8,576,156
Base - Per Capita	216,806
Base - Location	0
Base - Other	8,359,351
Other Total	368,825
Grand Total	9,064,533

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

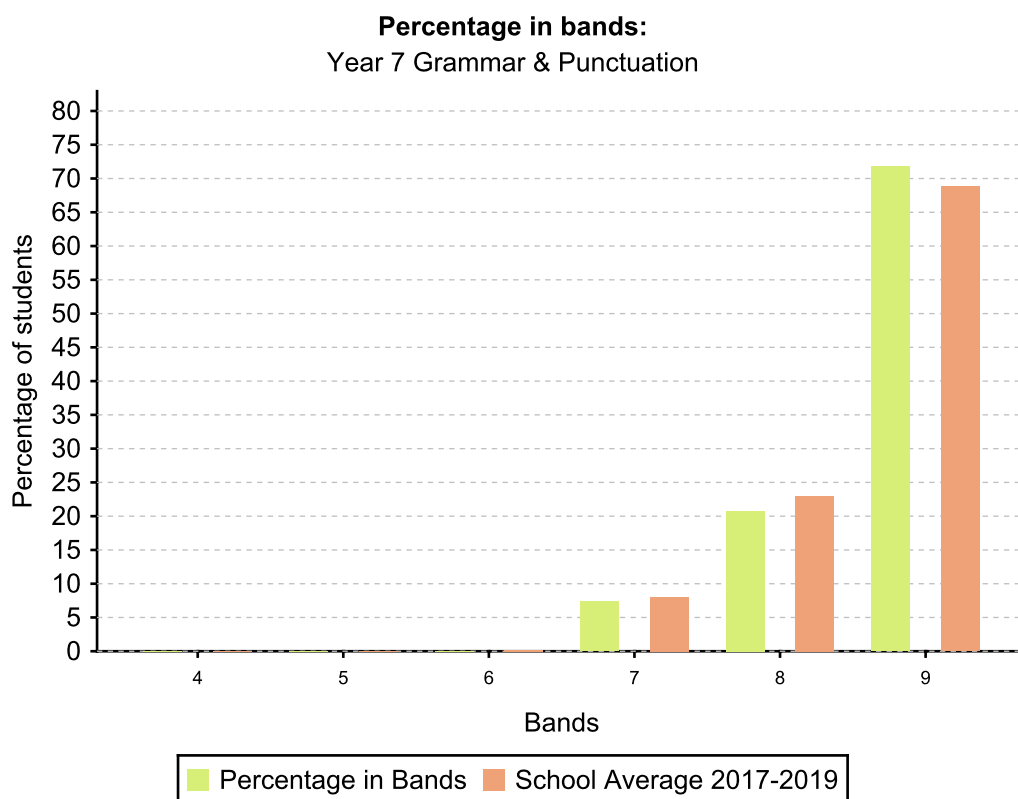


School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

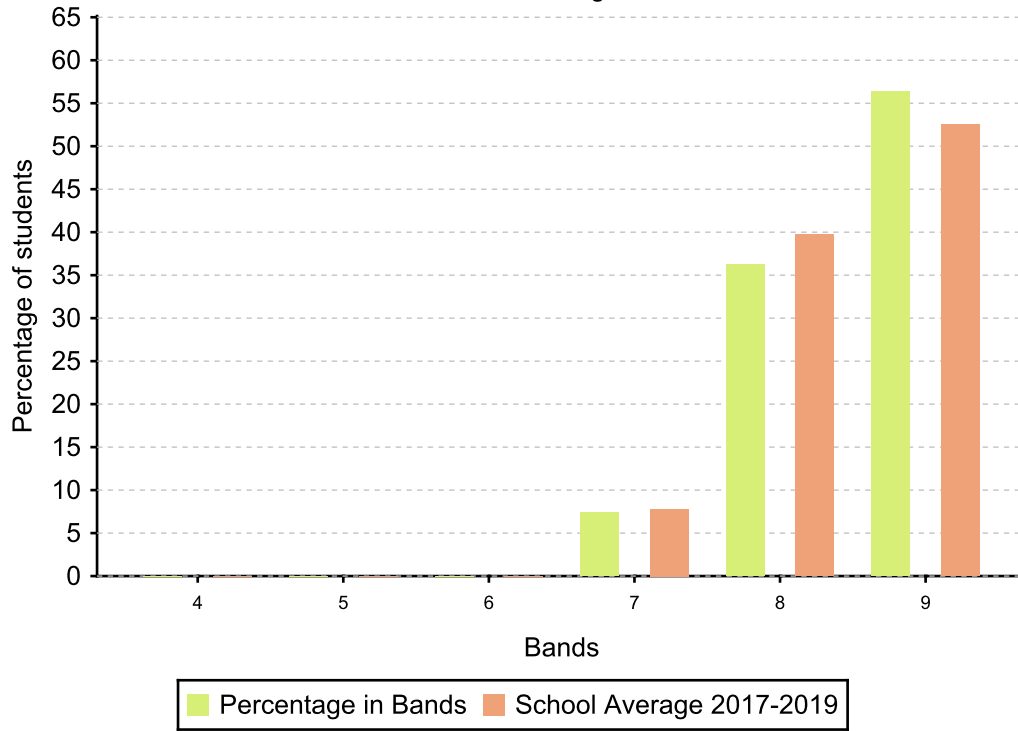
Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	7.4	20.8	71.8
School avg 2017-2019	0	0	0.2	8	23	68.8

Percentage in bands:

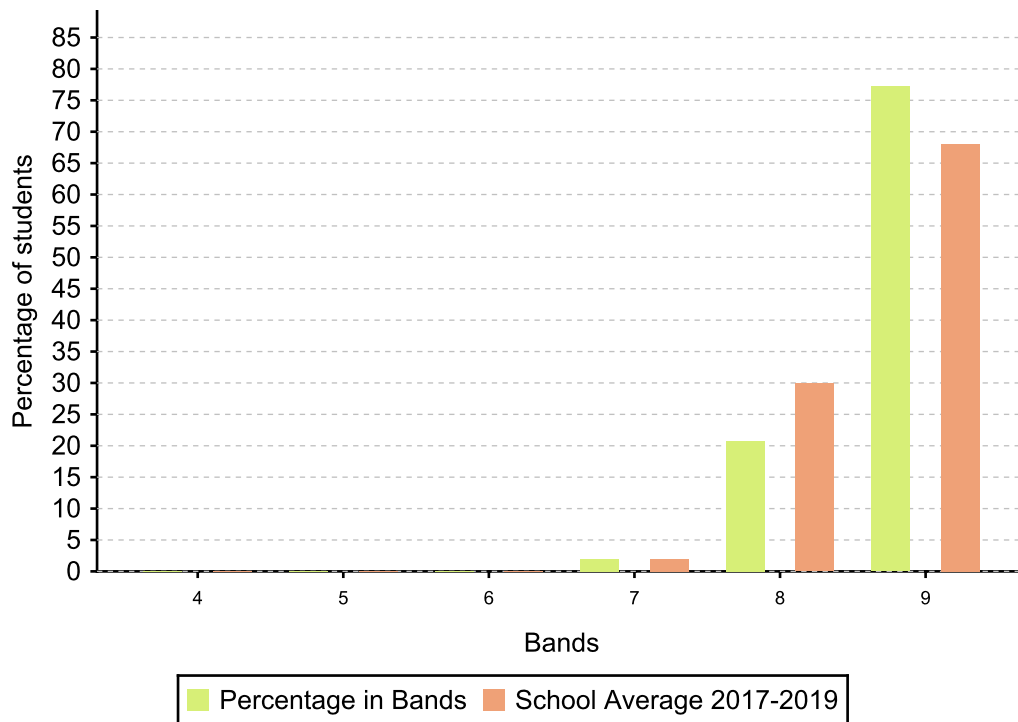
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	7.4	36.2	56.4
School avg 2017-2019	0	0	0	7.8	39.7	52.5

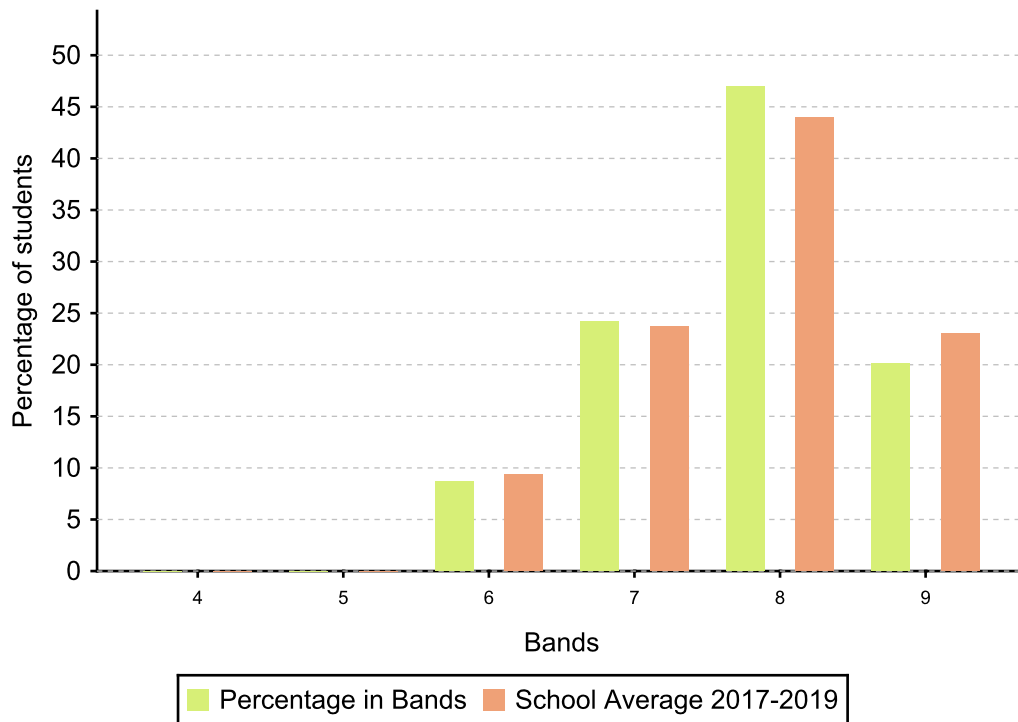
Percentage in bands:

Year 7 Spelling



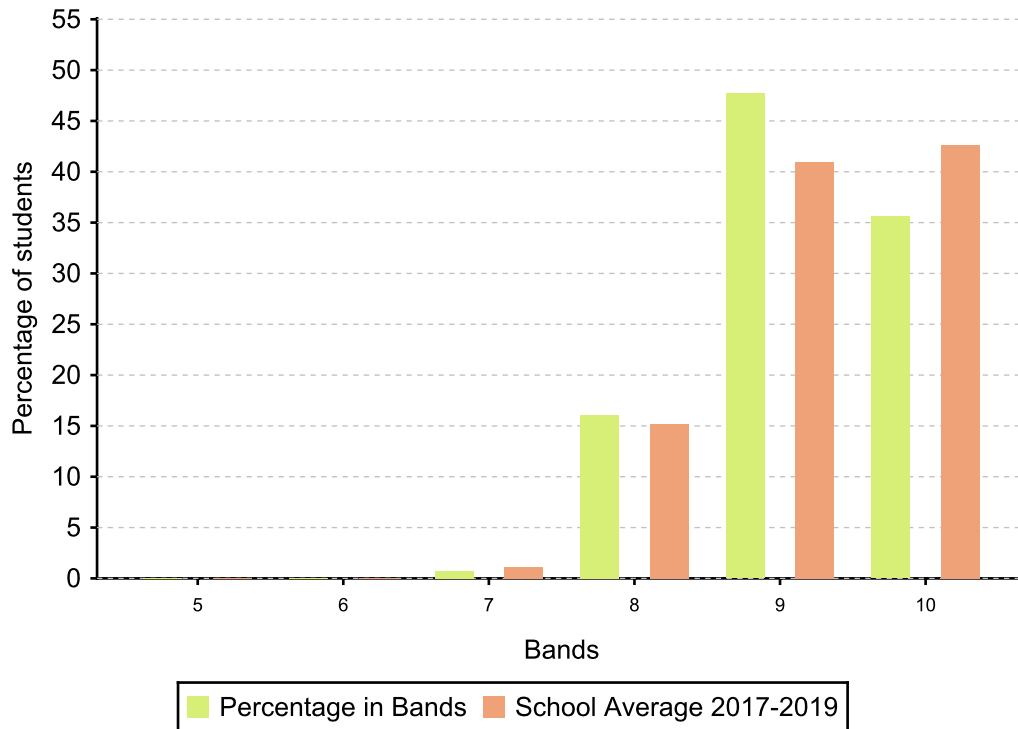
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	2.0	20.8	77.2
School avg 2017-2019	0	0	0	2	29.9	68.1

Percentage in bands:
Year 7 Writing



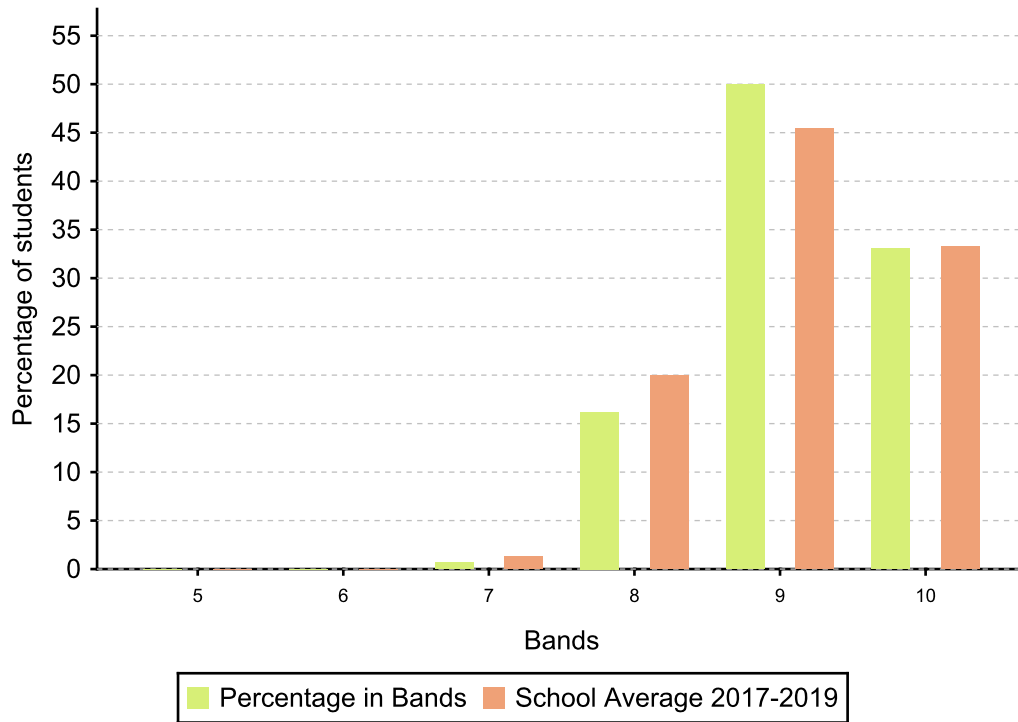
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	8.7	24.2	47.0	20.1
School avg 2017-2019	0	0	9.4	23.7	44	23

Percentage in bands:
Year 9 Grammar & Punctuation



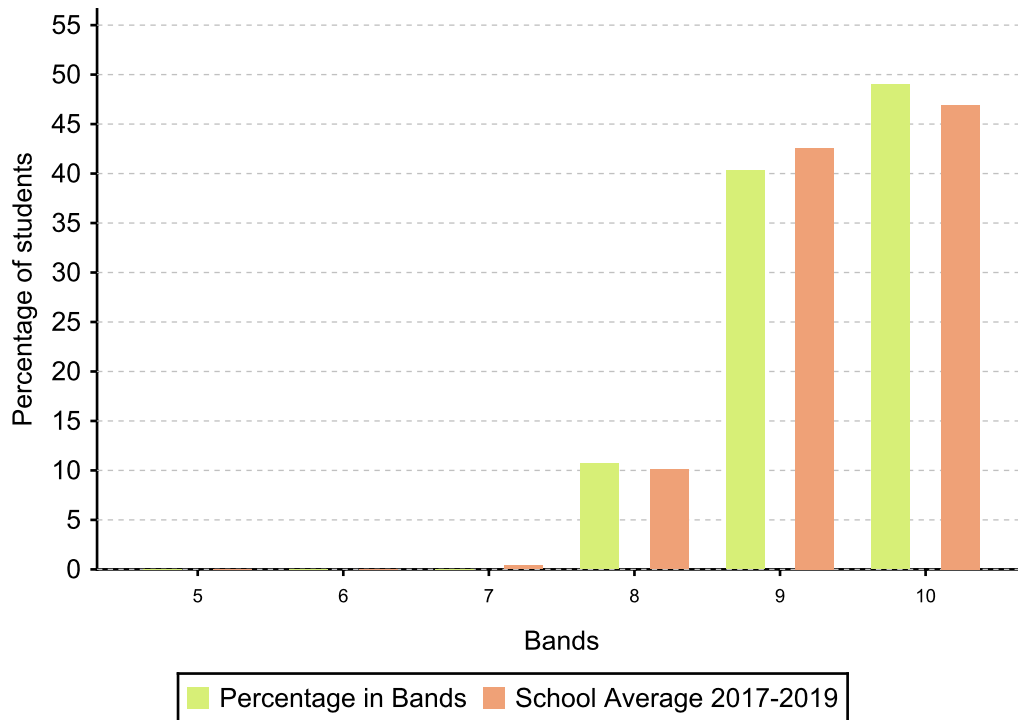
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.7	16.1	47.7	35.6
School avg 2017-2019	0	0	1.1	15.2	41	42.6

Percentage in bands:
Year 9 Reading



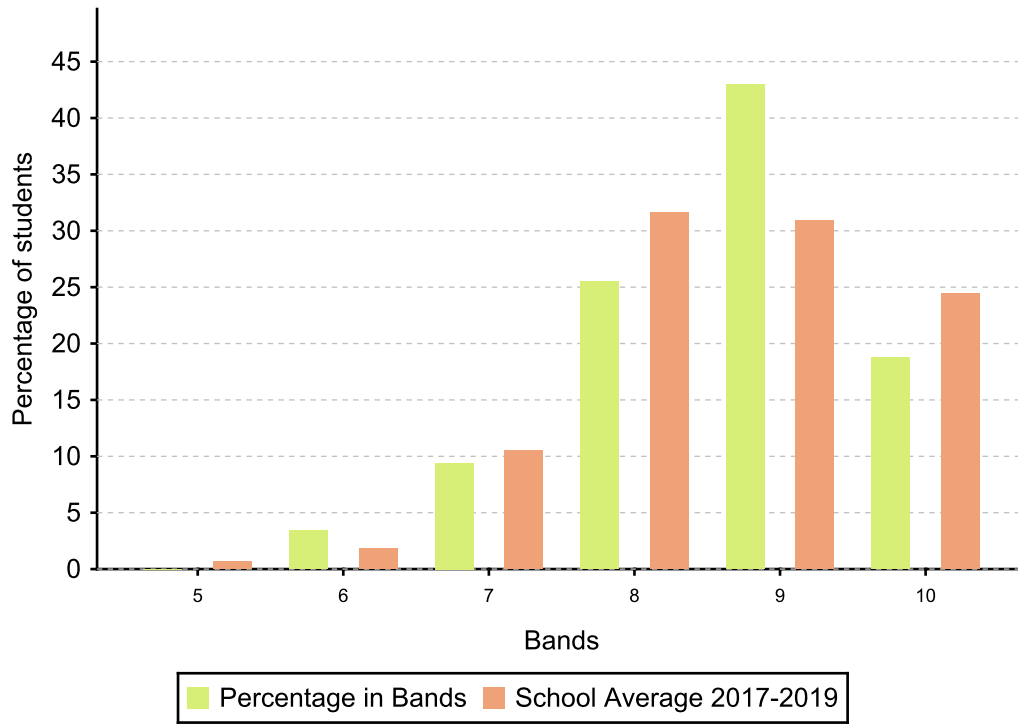
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.7	16.2	50.0	33.1
School avg 2017-2019	0	0	1.3	20	45.4	33.3

Percentage in bands:
Year 9 Spelling



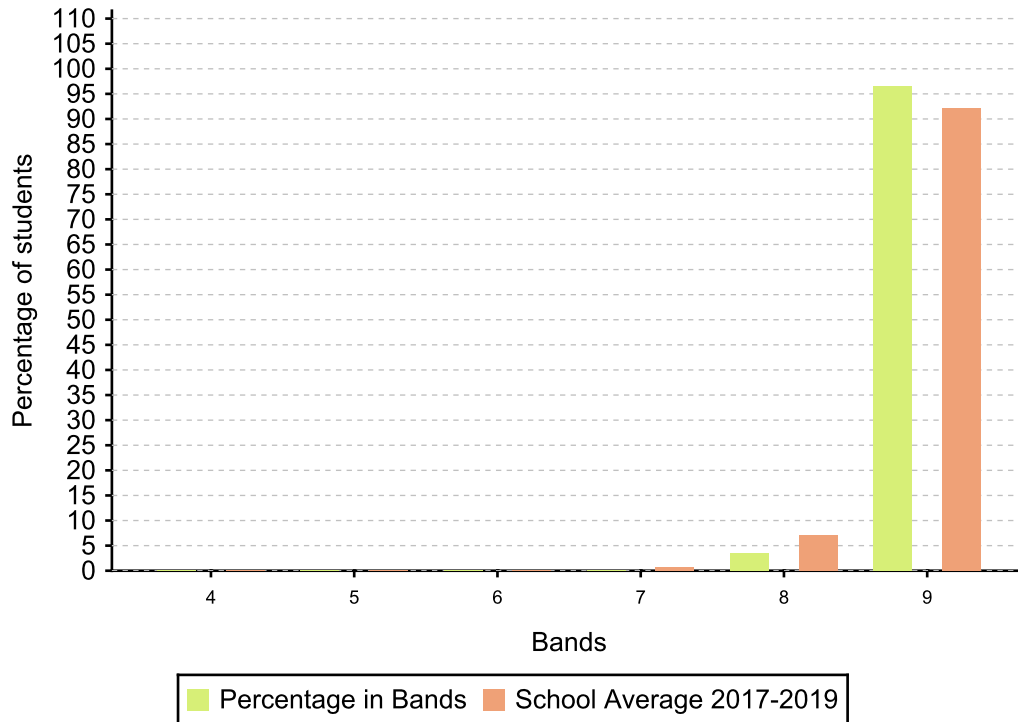
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	10.7	40.3	49.0
School avg 2017-2019	0	0	0.4	10.1	42.6	46.9

Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	0.0	3.4	9.4	25.5	43.0	18.8
School avg 2017-2019	0.7	1.8	10.5	31.6	30.9	24.4

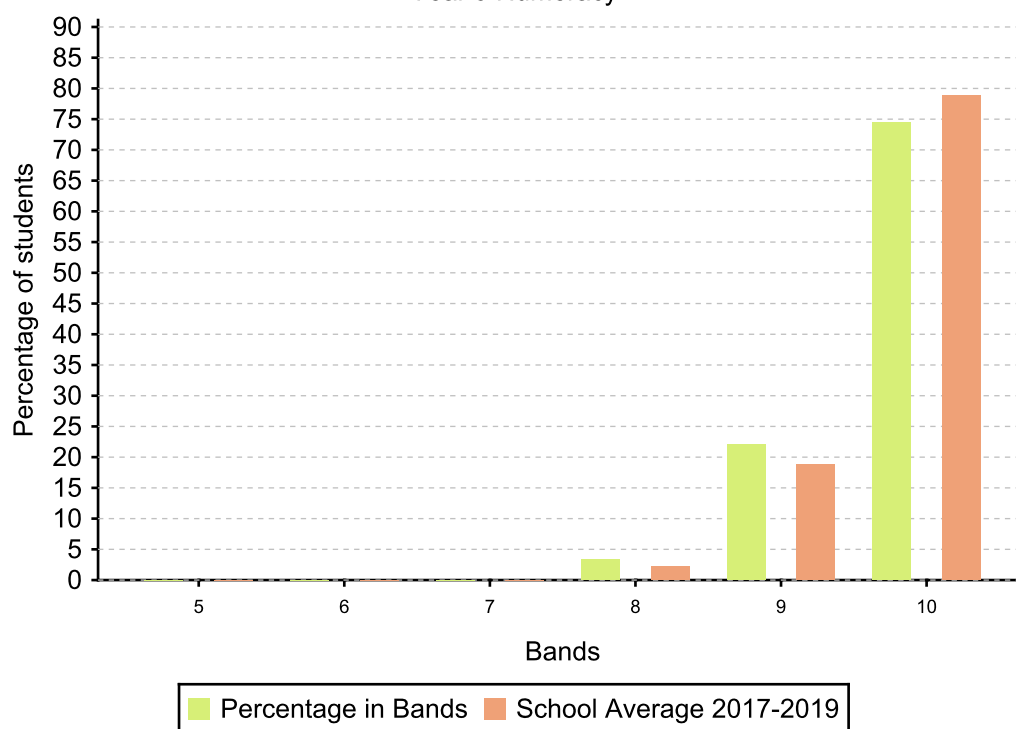
Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	3.4	96.6
School avg 2017-2019	0	0	0	0.7	7.1	92.2

Percentage in bands:

Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	3.4	22.1	74.5
School avg 2017-2019	0	0	0	2.2	18.8	78.9

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. 92.6% of students achieved results in the top 2 bands in **reading** compared to 26.8% in the state. 67.1% of students achieved results in the top 2 bands in **writing** compared to 15.9% in the state. 98.% of students achieved results in the top 2 bands in **spelling** compared to 31.7% in the state and 92.6% of students achieved results in the top 2 bands in **grammar and punctuation** compared to 28.6% 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. 83.1% of students achieved results in the top 2 bands in **reading** compared to 22.1% in the state. 61.7% of students achieved results in the top two bands in **writing** compared to 11.2% in the state. 89.3% of students achieved results in the top 2 bands in **spelling** compared to 23.1% in the state and 83.2% of students achieved results in the top 2 bands in **grammar and punctuation** compared to 19.4% across the state.

YEAR 7 NAPLAN – Numeracy

The NAPLAN numeracy results for 2019 were outstanding with students achieving overall results well—above the state average. 100% of students achieved a result in the top 2 bands compared to 32% across the state.

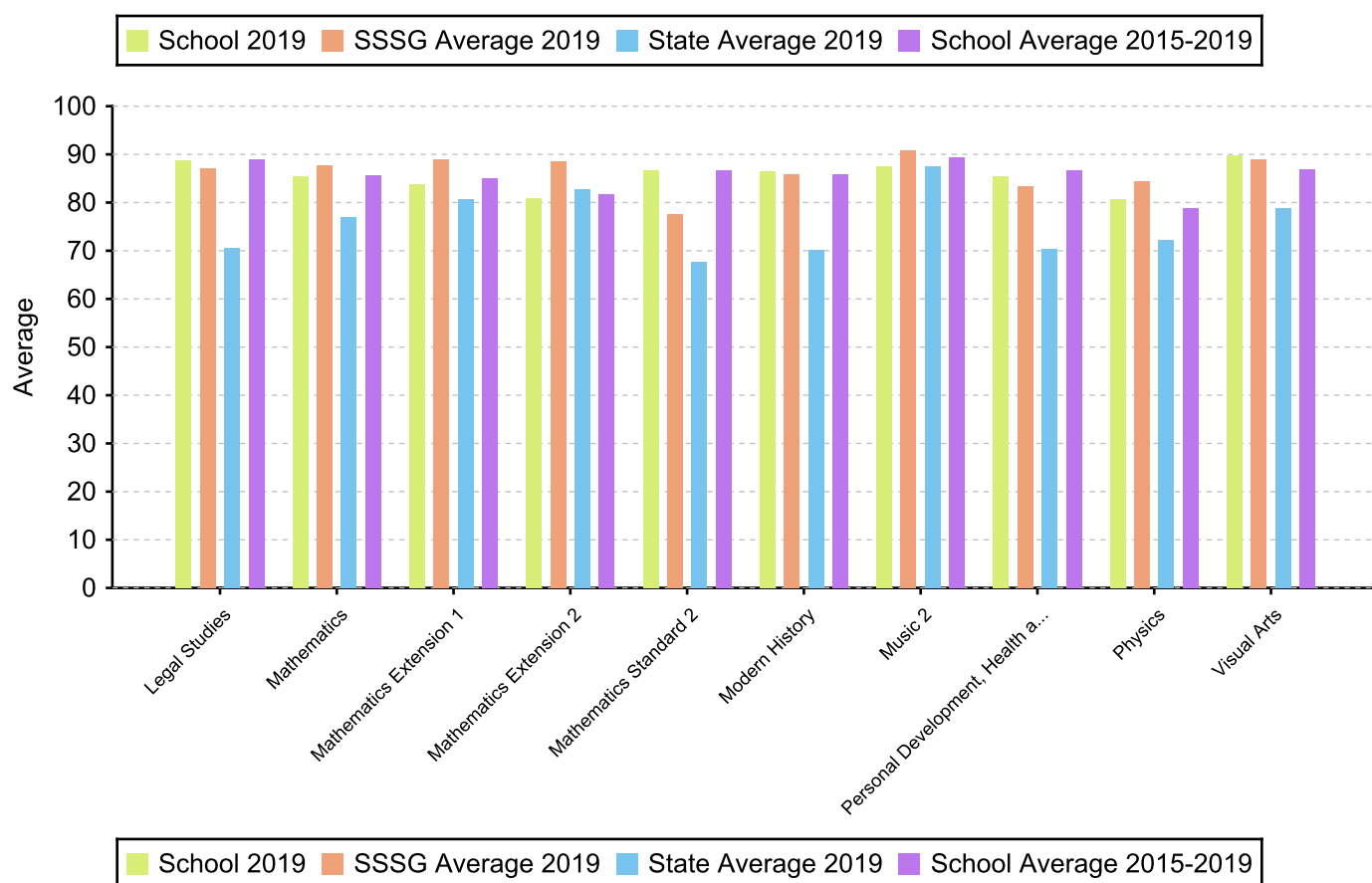
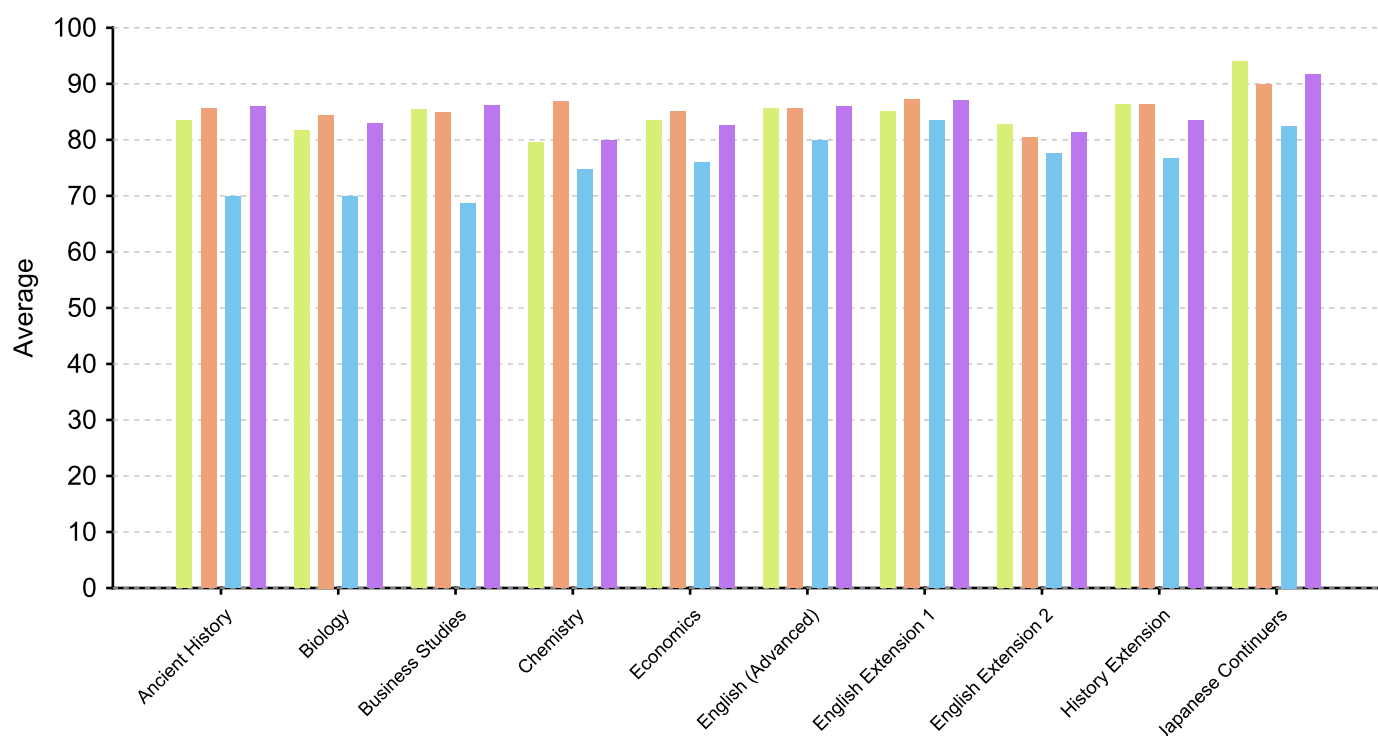
YEAR 9 NAPLAN – Numeracy

The 2019 NAPLAN numeracy results continued to be outstanding with 96.6% of students achieved a result in the top 2 bands compared to 24.5% across the state.

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	83.5	85.6	69.9	86.0
Biology	81.6	84.4	69.9	83.0
Business Studies	85.4	84.8	68.6	86.1
Chemistry	79.6	86.8	74.7	79.9
Economics	83.5	85.1	75.9	82.6
English (Advanced)	85.6	85.5	80.0	86.0
English Extension 1	85.1	87.2	83.4	87.1
English Extension 2	82.8	80.4	77.6	81.3
History Extension	86.3	86.2	76.8	83.4
Japanese Continuers	94.0	89.8	82.5	91.7
Legal Studies	88.8	87.0	70.6	89.0
Mathematics	85.5	87.6	76.9	85.7
Mathematics Extension 1	83.7	89.0	80.6	85.1
Mathematics Extension 2	80.8	88.5	82.7	81.7
Mathematics Standard 2	86.6	77.5	67.7	86.6
Modern History	86.4	85.8	70.2	85.9
Music 2	87.5	90.8	87.5	89.4
Personal Development, Health and Physical Education	85.4	83.5	70.5	86.7
Physics	80.6	84.4	72.1	78.8
Visual Arts	89.7	89.0	78.8	86.9

The Class of 2019 performed exceptionally well and the students deserve congratulations for the quality HSC results they have achieved. A summary of the 2019 results in each subject is provided.

- Students who studied **Ancient History** achieved an average exam mark of 83.26, 10.64 marks greater than the state mean, 69% of students received a band 5 or 6 compared to 35.46% state-wide.
- With an average mark of 81.22, 9.29 marks greater than the state mean, 68.33% of **Biology** students achieved a band 5 or 6 compared to 31.31% state-wide.
- With an average exam mark of 84.93, 12.75 marks greater than the state mean, 29.41% of students who studied **Business Studies** were placed in a band 6 compared to only 9.34% state-wide.
- 51.38% of **Chemistry** students achieved a band 5 or 6 compared to 45.93% state-wide.
- With an average exam mark of 84.44, 6.13 marks above the state mean, 100% (up from 88.88% in 2018) of **Drama** students achieved a band 5 or 6 compared to 43.66% state-wide.
- In **Economics**, 26.66% of students achieved a band 6 compared to 15.2% state-wide. 76.66% (up from 62.5% in 2018) of candidates were placed in the top 2 bands compared to 51.73% state-wide.
- With an average exam mark of 85.13, 27.27% of **English Advanced** students received marks over 90 compared to 13.47% state-wide. 84.84% of **English Advanced** students were awarded a band 5 or 6, compared to 61.79% state-wide.
- With an average exam mark of 42.13/50, 95.23% of **English Extension 1** students were placed in the top band 2 bands (E3 and E4) compared to 93.87% state-wide.
- 94.73% (up from 84.61% in 2018) of **English Extension 2** students were placed in the top 2 bands (E3 and E4) compared to 79.79% state-wide.
- 50% of students studying **Food Technology** achieved a band 6 compared to 8.34% state-wide. 83.33% of candidates placed in the top 2 bands compared to 33.17 state-wide.
- **Geography** students achieved an average exam mark of 86.80, 12.14 marks above the state mean, with 100% of students awarded a band 5 or 6, compared to 43.18% state-wide.
- With an average exam mark of 86.20, 13.74 marks above the state mean, 37.5% of students who studied

Information Processes and Technology were awarded a band 6, compared to 10.64% state-wide.

- With an average mark of 88.07, 14.41 marks above the state, 60% (up from 57.89% in 2018) of **Legal Studies** students achieved a band 6 compared to 13.47% state-wide.
- With an average exam mark of 86.38, 15.7 marks above the state, 90% of **Mathematics Standard 2** students achieved a band 5 or 6 compared to 24.05% state-wide.
- With an average exam mark of 85.10, 44.06% of **Mathematics** students were awarded a band 6, compared to 23.51% state-wide. 75.41% of candidates were awarded a band 5 or 6, compared to 49.18% state-wide.
- 90.31% of **Mathematics Extension 1** students received a mark in the top 2 bands (E4 and E3), compared to 80.11% state-wide.
- 39.28% of students in **Mathematics Extension 2** achieved a mark in the top band (E4), compared to 35.74% state-wide.
- With an average exam mark of 86.09, 12.65 marks above the state, 34.14% of **Modern History** students received a band 6 compared to 9.74% state-wide.
- 47.61% of **History Extension** students placed in the top band (E4) compared to 27.61% state-wide. All candidates studying History Extension were placed in the top 2 bands (E4 and E3).
- **Music 2** students received an average exam mark of 87.13, 100% of students were placed in the top two bands.
- 85.71% (up from 75% in 2018) of **Music Extension** students were placed in the top band (E4) compared to 66.42% state-wide. All candidates studying Music Extension were placed in the top 2 bands (E4 and E3).
- 16.66% of students studying **Personal Development, Health and Physical Education** were awarded a band 6, compared to 6.26% state-wide. 83.32% of students were placed in the top 2 bands compared to 31.26% state-wide.
- 52.37% (up from 41.93% in 2018) of students in **Physics** were awarded marks in the top 2 bands, compared to 36.88% state-wide. 23.8% of students achieved a band 6 compared to 12.37% state-wide.
- 66.66% of **Science Extension** students placed in the top 2 bands (E4 and E3) in the first year this course was offered at SGGHS.
- With an average exam mark of 90.44, 11.95 marks above the state mean, 80% (up from 37.5% in 2018) of **Textiles and Design** students achieved a band 6 compared to 16.36% state-wide. 100% of students were placed in the top 2 bands compared to 53.3% state-wide.
- With an average exam mark of 89.01, 60% (up from 17.64% in 2018) of **Visual Arts** students were awarded a band 6, compared to 15.77% state-wide. 100% of students were placed in the top 2 bands compared to 62.5% state-wide.
- 66.66% of **French Continuers** students were placed in the top 2 bands compared to 64.65% state-wide.
- 85.71% (up from 50% in 2018) of **Japanese Continuers** students achieved a band 6, compared to 27.66% state-wide. 100% of students were awarded a band 5 or 6 compared to 60.18% state-wide.
- 100% of our **Japanese Extension** students were placed in the top band (E4) compared to 46.04% state-wide.
- 100% (up from 88.88% in 2017) of **Latin Continuers** students achieved marks in the top two bands compared to 89.3% state-wide.
- 100% of **Latin Extension** students were placed in the top 2 bands (E4 and E3).

The summary of the 2019 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 2019 the school was ranked 32nd in NSW a further testament to the quality educational outcomes achieved by its high potential learners. This success is further evidenced by the following individual achievements:

- Maya Vasic was the Dux of the year, each attaining the very impressive ATAR of 99.95.
- Maya Vasic was also named as a HSC Top Achiever as she gained some of the highest places in two of her HSC courses. Maja was ranked **1st** in the State in **Latin Continuers** and **13th** in the State in **Mathematics**.
- **Twelve** students 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 Nicola Cafcaros, Cecilia Chenh, Varisara Laosuksri, Hattie Liang, Mia Lo Russo, Mikayla Perry, Shaily Shrestha, Aimee Soenarjo, Nehel Syed, Maja Vasic, Yujia Wang and Rachelle Wu.

In the Creative and Performing Arts we had a number of students whose 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.

- **Bonnie Dong** had her Body of Work titled "Departure" nominated and selected for inclusion in **ARTEXPRESS**.
- Music 2 student, **Claire Hwang** has been nominated for possible inclusion in **ENCORE**, a selection of performances and compositions from Higher School Certificate Music students and **Mia Lo Russo** had her musicology elective essay identified as exemplary.
- The Year 12 Drama students' **Group Performance** "Body Parts" and Keira Hinton's and Preety Thapa's **Individual Performances** were nominated for **OnSTAGE**, a selection of performances and individual projects from Higher School Certificate Drama students. Congratulations to the following students; Linh Cao, Keira Hinton, Emily Perry, Preety Thapa and Flora Tran.

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents, students and teachers about the school.

Parent/Student Study Skills session

In 2019 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/carers found the session worthwhile and were happy with the content covered. Parents/carers found the following areas to be most useful: breadth of techniques outlined, practical suggestions, study plan and time management strategies. 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.

Parenting Ideas

Since joining Parenting Ideas in 2018, there has been an increase in communication with parents through the Gazette and providing up-to-date information to support parents in key areas including parenting girls, wellbeing and mental health, resilience, respectful relationships and emotional intelligence. 2019 saw a significant increase in parents/carers accessing the available webinars and online resources with over 2700 parents/carers logging in to the site and attending the free webinars.

Combined P&C Presentation

The Combined P&C Meeting held with Sydney Technical High School saw Dr Toulia Tsovolos – a Child and Adolescent Psychiatrist – present 'The Secret Life of the Gifted Teenager – social and emotional development of gifted teens and how best to support them.' The presentation focused on understanding the mindset of a 'gifted' teenager, the impact of different parenting styles and the best strategies to support and nurture them to maximise their personal growth. Parents/carers found this one of the most useful presentations as it provided practical strategies to use in supporting gifted students and also how to deal with challenges in their learning. Feedback from parents included requests for similar presentations aimed at understanding gifted learners for future meetings.

Uniform Survey

The SRC Executive conducted a uniform survey with the students and parents/carers which provided valuable feedback regarding the school uniform. The SRC, in consultation with the School Executive and Uniform Shop Manager, will now reflect on the findings and implement a plan to introduce further uniform enhancements.

School and Community Links Team Survey

As part of the terms of reference, the School and Community Links Team conducted a survey with parents/carers to gather information regarding the skills and industry experience of our parent body. This information was collated and will be used to engage our parents and increase parent involvement as experts in supporting school activities and teaching and learning programs.

SGGHS Wellbeing Programs Student Survey

All students were surveyed to provide valuable feedback about current Wellbeing Programs at St George Girls High School. Students were asked to comment on the sessions included in the Wellbeing Assembly Program, the suitability of guest speakers and focus topics, and the different sessions incorporated into the Year 11 Wellbeing Program. Students also had the opportunity to outline future topics they would like to see included in the programs and the areas of support they are requiring at different stages. This feedback was discussed at the annual Wellbeing Conference held in Term 4 and revised programs were developed to accommodate student identified needs for implementation in 2019.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

Other School Programs (optional)

Essential Skills Program – Years 7–9

The Essential Skills Program for students in Years 7–9 was developed to support Strategic Direction 1 – Mindsets and Skills for Growth. The aim of the program is to equip students with a range of key skills and mindsets that are needed in order to meet their full potential, engage and contribute successfully as global citizens, and thrive in a world of accelerating change. While the digital world is growing, soft skills like communication, problem-solving, collaboration and empathy are becoming more valued and these areas were a key component in developing the program content, resources and teaching and learning activities.

Throughout the Essential Skills Program, students developed their capacity to demonstrate and use targeted skills, engage in discussions, collaborate with peers, participate in activities and engage with resources and strategies to be used beyond the program.

Students rotated through a number of lessons each term focusing on the following areas:

- Enhancing Literacy
- Growth Mindset
- Embracing the 4 C's
- Rethinking Challenges
- Learning to Learn

The program ran on a Thursday morning during Period 1 in the weeks where SRE was not occurring.

Competitions

Australian Mathematics Competition

The Australian Mathematics Competition challenges students to engage with mathematical concepts embedded in questions in novel and unfamiliar ways. In 2019, 616 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 3 High Distinctions, 99 Distinctions and 294 Credits.

7 students finished within the top 5 percentile bands in the state. These students included:

- 100 percentile rank: Bella Wu (Year 7) – Best In School Award Winner
- 99 percentile rank: Azkiya Uman (Year 7)
- 98 percentile rank: Amanda Xu (Year 9)
- 97 percentile rank: Emilie Young (Year 9)
- 96 percentile rank: Cindy Liao (Year 9), Annabel Huang, Hy-Anh Nguyen (Year 10)

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.

23 students took part in this independent problem solving challenge conducted by the Australian Mathematics Trust. The students had a three to four week period in which to develop solutions to six questions.

Among many quality results, the students that performed particularly well included:

- **Distinction:** Junior Competition – Vicky Yan, (Year 8); Senior Competition – Vanessa Ngo (Year 10)
- **Credit:** Junior Competition – Sophia Lu (Year 7), Vibha Balaji (Year 8), Aazeen Khan (Year 8), Zara McNally (Year 8); Senior Competition – Ru-Yu Liu (Year 10), Mai-Khanh Ly Truong (Year 10), Chaturmi Atapattu (Year 9).

Geography Competition

In 2019, funded by the faculty, all Year 10 and a select group of Year 12 Geography students tested their geographical skills and knowledge against schools from all around Australia in the 2019 Australian Geography Competition. With over 73,500 students from 792 schools across Australia entering the competition, the results gave teachers an external benchmark as to how our students were going in certain aspects of Geography. All students received a certificate of participation for their involvement and students who obtained a credit, distinction or high distinction received an award from the Royal Geography Society of Queensland who is sponsored by Macquarie University.

The following students should be commended on their effort and achievement:

- **High Distinction** – Nathania Adikarta (Year 12); Alisa Greyze, Sabrina Hou, Alisha SHAIK, Claire Jenkins, Astrid Brahe, Leonie Chen, Bonnie Deng, Phoebe Tandjiria, Katerina Kalogerakis and Samantha Edvell (Year 10)
- **Distinctions** – Emily Cox, Kate Ou, Nicola Cafcaros, Samirha Ali (Year 12); Zainab Safi, Grace Chen, Rana Oral, Jessica Harding, Tracey Wang, Teagan Oshea, Catherine Weng, Becky Hang, Annabel Huang, Yuna Toda, Maria Abbas, Alice Ruan, Divyanshi Bhatt, Ru yun Liu, Hyanh Nguyen, Zahra Fathullah, Jasmin Small, Samantha Stanford, Maggie Lin, Michelle Xu, Kelly Su, Aneeta Nelson (Year 10).

University of Newcastle Business Plan Challenge

In connection with the Preliminary Business Studies course, all Preliminary Business Studies students entered the 2019 University of Newcastle Business Plan Challenge. Students in the Business Studies classes managed to repeat the previous year's success even further. In October, the University of Newcastle recognised the work done by Anjini Verma, Lisa Cheng, Swathi Shanmugan and Induni Atapattu (Year 11) whose business plan for an enviro-friendly plant, suitable for the rigors of city living, harnessing the technology of atmospheric water extraction, won them a place to compete as finalists at Newcastle's City Campus. Students presented their business ideas in front of a panel of experts in a bid to win the overall challenge and a cheque of \$2000 for the team and \$500 for the school, along with university scholarship funding for each team member. The team ultimately prevailed and was awarded 1st prize. The integration of this competition into the subject's formal assessment structure continues to remain a novel way of enhancing the relevance of course content and student engagement.

Science Competitions, Quizzes and Olympiads

Years 7 – 10 participated in the REACH Science Assessment. Many students performed exceptionally well. In particular, the following students achieved an Exemplary Award for their performance:

- Azkiya Umam, Zoe Zhao (Year 7)
- Alexandra Baeha, Maysa Oukrit, Adelle Ruys (Year 8)
- Chloe Wang (Year 9)

- Samantha Edvell, Alice Ruan, Samantha Stanford (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 8)
- Sansitha Velayuthar (Year 10)
- Cecilia Chenh, Rachelle Wu (Year 12)

A large number of students sat the qualifying examinations for one or more of the Biology, Chemistry, Physics and Earth and Environmental Olympiads this year. 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. Our most outstanding achievement was a High Distinction awarded to Ru Liu (Year 10) in Biology.

Achievements in the Arts

Drama

In 2019, 5 Drama students (Linh Cao, Kiera Hinton, Emily Perry, Flora Tran and Preeti Thapa) received OnStage nominations for their HSC Group Performance "Body Parts". Preeti Thapa and Kiera Hinton were also nominated for Onstage for their HSC Individual performances.

In 2019, St George 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 Alisa Greyze and Rana Oral (Year 10) who each gained a place in the Year 10 State Drama Ensemble. 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.

Rana Oral (Year 10) was also successful in gaining a place in the Sydney Theatre Company's work experience program where she worked closely behind the scenes of the major theatre company which included pitching her directorial ideas.

Cate Armstrong (Year 11) gained a coveted place in the Sydney Theatre Company's "Young Wharfies" program. This exciting program runs throughout the year and allows selected Year 11 Drama students to attend professional productions, participate in workshops and meet artists and creatives at Sydney Theatre Company. Congratulations to all these students for representing St George Girls High School so competently.

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

Claire Hwang and Mia Lo Russo were nominated for selection in ENCORE 2019, the HSC showcase for exemplar performances and submissions in Music. Claire was nominated for her exemplar Music 2 and Extension HSC performances and Mia was nominated for her Music 2 Elective Musicology Essay.

At the end of Term 3, **Idy Zhou** (Year 11) was inducted as the school pianist for 2019. Idy presented a solo recital at the *Prefects Induction Assembly*.

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 120 students participated in music tutorials in 2019. The music tutorial program has continued to provide tuition for students in flute, oboe, clarinet, bass clarinet, bassoon, saxophone, trumpet, French horn, trombone, tuba, percussion, drum kit, violin, viola, cello, double bass, electric guitar, acoustic guitar, bass guitar and voice.

Approximately 290 students participated in the performing ensembles program in 2019. 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.

60 students from both Vocal Ensemble and A Cappella Plus had the great privilege of performing at The Arts Unit *In Concert 2019* at Sydney Town Hall in May with Casey Donovan. They formed as part of the 800-voice combined NSW Public Secondary Schools Choir, along with Stella Serrao-Smith (Year 9) performing with the NSW Schools Singers; and Mia Lo Russo (Year 12) with Tasya Bhuiyan (Year 11) and Amelia Nimac (Year 10) performing in the NSW Schools Symphonic Wind Ensemble.

The brass ensemble, saxophone ensemble and advanced percussion ensemble performed throughout the year at numerous school events, including SRC Week, Open Day, Japanese Exchange Visit, and Green Day.

At the end of Term 2, 40 students from the Concert Band, Chamber Strings, Orchestra and Percussion Ensemble competed in the *Rhapsody Rotorua* International Youth Music Festival as part of their tour to New Zealand.

The major annual music evenings for 2019 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 11 – TAU NSW Symphonic Wind Ensemble)
- Evalyne Duong (Year 8 – Sydney Youth Orchestras)
- Kiera Hinton (Year 12 – TAU NSW Public Schools Recorder Ensemble)
- Zoe Morris (Year 12 – AYO)
- Amelia Nimac (Year 10 – TAU NSW Public Schools Symphonic Wind Orchestra)
- Christina Nguyen (Year 12 – Sydney Youth Orchestras)
- Talia Quartullo (Year 12 – Sydney Youth Orchestras)
- Samika Rath (Year 8 – TAU String Sinfonia; NSW Public Schools Festival Orchestra)
- Stella Serrao-Smith (Year 9 – NSW Public Schools Singers)
- Marie Sikiotis (Year 8, NSW Junior State Music Camp)

Students were selected to perform in various music ensembles for the 2019 Schools Spectacular:

- Stella Serrao-Smith (Year 9 – 2019 Schools Spectacular Combined Choir)

Visual Arts

In 2019, 1 student was selected for exhibition in ARTEXPRESS:

- Bonnie Dong, "Departure"

The St George Art Society awarded Catherine Weng the 2019 Outstanding Year 10 Visual Art Award and 5 students participated in the Make Your Mark mentoring program – Catherine Weng, Rubia Gill, Tasmin Sultana, Marina Kawabe and Claire Zhou. This was a great opportunity for the students to develop skills and techniques in a variety of art tutorials delivered by local professional artists. They were also given the opportunity to exhibit their major artwork at the Love Local Artisan Market and display their artwork at the SGAS Annual Art Show.

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

Visual Arts students experienced a number of excursions to exhibitions and specific places of interest. These opportunities inspire and expand their understanding of the artists and their works. In 2019, excursions included Taronga Zoo, Wendy Whiteley's Secret Garden in Lavender Bay, Sydney Aquarium and the Art Gallery of New South Wales to view exhibitions, such as the Archibald, Wynne and Sulman Prize, the 50th Anniversary of Kaldor Public Arts Projects and Japan Supernatural.

Sport

Sport has always been an integral and vital aspect of school life and this was evident in 2019. The various sports programs aim to develop and focus on all dimensions of health. They allow for the students to enjoy the social aspect of week to week sport, while also learning individualised and specialised skills required in various sporting domains and

promoting a lifelong positive experience in physical activities.

The 2019 School Sport Program for Years 7–10 allowed students to continue to engage in regular physical activity across a variety of different sporting activities. Students were provided the opportunity to actively participate in 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. Furthermore, Year 7 students were also active participants in the annual "Sporting Expo". The day allowed students to enthusiastically participate with professional athletes targeting fundamental skills development, fitness and teamwork. The students had a great day and thoroughly enjoyed being instructed by these professional sports role models.

The school participated in a number of Sydney East Region Knockout competitions in 2019: Under 15 and Open Basketball, Under 15 and Open Soccer, Under 14, Under 16 and Open Futsal, Under 14,16 and Open Volleyball, Under 15 and Open Netball, Softball, Tennis, Cricket and Table Tennis. In addition, the school was represented in local competitions such as the OzTag Gala day entering a total of 7 teams. The Futsal teams qualified and represented the school at the Football NSW School Championship which was an outstanding result, whilst the Netball and Volleyball teams also progressed throughout their competitions.

Outstanding Individual Sporting Achievement and Awards

St George Girls All Rounders Award: Michelle Lee – Sport (Year 10)

Sports Woman of the Year: Angelina Gong –Golf (Year 11)

Michelle Ford Award: Alina Ruan – Tennis (Year 11)

Premiers Sporting Challenge: Joey Lu – Sport (Year 7)

Out of School Sport Acknowledgments

Isabella Chidiac (Year 10) represented at a high level for Futsal NSW and traveled overseas and interstate with her respective club to compete at various tournaments.

Jodie Hoh (Year 10) competed at the National Clubs Carnival held in Gold Coast where she competed in the level 6 senior division of rhythmic gymnastics.

Carnivals

Students competed at Zone, Regional and State Swimming, Athletics and Cross Country carnivals throughout 2019 and our school was the winning girls schools across all three Zone competitions which was an outstanding team effort from all our athletes.

2019 School Blues

Michelle Lee – Sports and Athletics

Lily Chen– Cross Country

Preeti Thapa – Dance

Aboli Pawar– Dance

2019 Zone Blue

The following Year 12 student was awarded a School Blue in 2019:

- Michelle Lee – Sports and Athletics

Da Vinci Decathlon

In 2019, 16 students from Years 7 and 8 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 from the top 80 performing schools in NSW. 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, codebreaking, art and poetry, science, English, ideation, creative producers, cartography and legacy. The Year 7 team

placed 9th overall.

Duke of Edinburgh

The Duke of Edinburgh program had a successful year in the 60th anniversary year of the Duke of Edinburgh award. The commitment of St George Girls High School to the program was recognised at a special award ceremony attended by Ms Romeo, Ms Dwyer and Mr Cowper. St George Girls High School has a 50 year history of involvement with the award. A large number of students embraced the ideology of personal challenge to participate in different levels of the award. 55 Year 9 students undertook the Bronze award, 39 Year 10 students undertook a Silver award and 16 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.

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 three 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 – Lily Chen (Year 12)
- Vice Presidents – Samantha Law, Anne Chen (Year 11)
- Committee Members – Sasha Bilanovsky, Katerina Kalagerakis, Felicity Luong, Aneeta Nelson, Phoebe Tanajiria (Year 10); Vienna Chan, Anne Chen, Caoimhe O'Donohoe Deering, Samantha Law, Rachel Luo, Mehar Luthar, Yuan Tran, Ramisa Quader, Carmen Truong, Annie Wang, Rebecca Wu, Phoebe Yu, Hannah Yuan, Idy Zhao (Year 11); Eesha Ahmed, Lily Chen, Nabeeha Chowdhury, Isabel Duong—Balada, Sandra Kallarakkal, Iris Le Jones, Mia LoRusso, Jacqueline Tsovolas, Maja Vasic, Heidi Xing (Year 12).

The Enviro Council organised and participated in a number of key events in 2019, including: Dragon Pride Day – promoting the Enviro Council, their commitments, mission and responsibilities; Earth hour – supported by the school with various activities to raise awareness of our use of energy; Clean up Australia Day; Return & Earn; and The Australian Koala Foundation National Tree Day – where Georges River Council and Bunnings Rockdale donated native trees and bushes.

Speaking 4 the Planet was hosted by St George Girls High School on 5 June, involving 6 schools coming together to compete in public speaking, drama, videography and art, with the theme "Beat Plastic Pollution", which was based on the 2018 UN world environment day theme, in promoting ways to improve the Earth's environment.

Gardening Project – Students transplanted and potted more than 15 Jacaranda plants that were babies of our school's iconic Jacaranda tree in the Year 11 quadrangle, which were sold during the centenary celebration to old and current students of our school. Students learnt to plant beetroot, celery, cucumber, spring onions and strawberries this year, and tasted the first few mandarins that ripened on our new dwarf citrus trees planted last year.

Worm Farm Project – This year, students continued to work independently to keep the three worm farms operational for the 9th year running.

Paper Recycling Project – On average 50 to 70 students emptied approximately 60 recycling bins around the school every week.

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 and students, and current students delivered exciting and thought provoking GREEN –X talks.

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 our 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 'Life Ready Skills' program were delivered.

The Year 7 Transition Program continued to support and foster the needs of the students 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 2019 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, 2020. Peer Support was again a highly valued program with most students reporting they found it very helpful with the transition process and making new friends at high school.

Student Leadership

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

Students in Year 11 serve on the SRC Executive.

The 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 2019, the Prefect Leadership Day saw students participate in workshops about the qualities of effective leaders and plan initiatives for 2020.

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 2019.

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.

