

2020 Annual Report

North Sydney Girls High School



8133

Introduction

The Annual Report for 2020 is provided to the community of North Sydney 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

Creating a new world seems to be our task for 2020. As a school and as individuals we have flourished in a time of uncertainty and change. I believe in every aspect of learning - in our students, teachers, support staff, parents and community - we have grown.

Our graduating class, our HSC cohort, have displayed incredible grit and determination as they have completed their year with dignity and success. Welcoming our new Year 7 students into our school has been very different in 2020, but our time in lockdown has made us all appreciate being together in a classroom and playground. Assemblies on teams, "quaranteam" games and sporting challenges kept reminding us that we belonged to a very special community. Moving online was challenging but we were so lucky to be supported by exceptional technology infrastructure and support staff.

In 2020 we have taken possession of our beautiful new performance space/gymnasium. The creation of this wonderful facility allows many new learning experiences and performances to occur. Our parent and ex-student community have stayed connected during 2020, offering constant support and guidance.

Our 2020 HSC students have received nominations to Encore, ARTEXPRESS and Texstyle. Our HSC results were outstanding with 58.68% of all subjects achieving at Band 6 level. 36 students achieved at least 10 units with all Band 6 achievement levels (All Rounders) and 13 students were listed on the merit list for a position in the state. Angela Wen achieved 1st place in Extension Japanese and Sharon He achieved 1st place in Visual Arts.

Our Philosothon team are national champions again, five students have been selected to the Australian Olympiad scholar schools and many students have developed their leadership capacity, citizenship and social awareness.

With mixed feelings, we farewelled Mr. Edmund McMahon. Mr. McMahon, a much loved teacher and colleague, has worked across the whole school to inspire teachers and engage students. Mr. McMahon has led the school in adopting a truly differentiated curriculum and ensuring critical thinking, creativity and collaboration remained core skills. In the English faculty, Mr. McMahon has been a resourceful, supportive and innovative colleague. Ms. Bronwyn Kelly was promoted to Head Teacher Social Science at Penrith High School and Ms. Katrina Walker was promoted to Head Teacher Science at Picton High School. Earlier in 2020, Ms. Yue Xing Chen was promoted to Head Teacher Creative and Performing Arts at Asquith Girls High School.

Creating and strengthening relationships, supporting each other and working creatively with each other has been so important this year. We need to continue to think differently and learn to embrace change and challenge with grace and humanity. I have been very proud of our school community in 2020. Thank you to every person who has played a role in creating our wonderful school community.

Ad Altiora

Megan Connors

Message from the students

2020 was undoubtedly a testing year - one which uncovered new depths in our relationships, not only with each other but with our learning also. It proved that despite our physical distance, the NSG community is constantly connected by our collective strive to achieve our highest potential through developing skills of teamwork, flexibility, dedication, leadership and a host of others. Throughout the year, the students continued to demonstrate that they are well adapted to take everything in their stride, using these unprecedented times as an opportunity to take initiative for their own education and experiment with different modes of learning and living. By exploring and adapting to new platforms of communication, our student groups maintained a strong voice for social justice and student wellbeing. Social media profiles and video communications allowed elected bodies such as the Student Representative Council and the NSG Prefects to promote student wellbeing in online initiatives that encouraged school community, positive mental health, physical activity, nutrition and healthy sleep patterns. In particular, the Prefect's 24-day "#NSGquaranteam" challenge managed to engage members of all cohorts in fun and varied activities such as yoga and origami.

The goal of the SRC of 2019-2020 was to further embody the concept of "Ohana", meaning "family" within our NSG community, by nurturing and strengthening the relationships between students and their grades as a whole. In the early months of the year, the council was able to run the traditional Festivities Week and NSGB Senior Trivia events. However, in a time of rapidly arising change, we were pushed to create new and innovative initiatives that could continue to promote these ideals in untraditional ways. Whether it be posting wellbeing check-ins on our Instagram stories or running interactive Easter activities, the SRC body stayed committed to promoting schoolwide wellbeing and self-care amidst difficult circumstances.

The Charities and Social Justice Council chose to focus on 'igniting' a spark and passion for change in all members of the school and the wider community through events such as the Christmas Appeal in December 2019 and a clothing/food drive for Tierney House. Despite being limited by social distancing and hygiene restrictions, they also implemented adapted versions of traditional events - including the school talent quest and JustUS week. The talent quest remained as a component from the annual Charities day in which students could showcase their skills in an area of their choice, ranging from song and dance to music and art. Each act was given the opportunity to perform in the outdoor setting of the school quadrangle, in front of a supportive audience of their peers.

Similarly, NSG's other student groups, such as Amnesty, Shout, ROAR and Women's Collective, continued to educate and advocate for important social issues using online and community-based platforms. During home learning, these groups adapted their approach to include regular posts on Instagram stories and Facebook profiles that provided accurate and reliable information on relevant social, political and environmental issues. Instead of tangible initiatives, our student voice groups turned to education as a means to spread awareness of the causes they support, such as the Black Lives Matter movement and the ongoing Australian bushfires. By ensuring that members of the school community were well-informed of the current issues, our social justice collectives continued to strive to contribute to the positive growth of these movements in any way possible.

With school back in full swing, JustUS week served as a collaborative event involving all of NSG's student voice groups as coordinated by the Charities and Social Justice Council. This week-long event incorporated a multitude of smaller initiatives and activities that promoted the causes supported by the individual committees. Throughout the week, all members of the school community were able to engage with the different advocacy areas and show their support by entering competitions, buying raffle tickets and attending the stalls set up around the school.

Despite the obstacles that 2020 raised, the North Sydney Girls student body remained unfazed and, rather, took each change as a challenge that we could ultimately overcome. As a whole, the students continued to strive to achieve their highest potential in not only their academic work but also their contributions to the broader community. The innovation and creativity of the student voice and leadership teams is just a single example of the flexibility and perseverance that the students possess. By taking old traditions and adapting them to the circumstances at present, the students demonstrated the resilience and initiative which drives them to constantly challenge and improve themselves.

Ad Altiora

Caitlan Loh

SRC President

School vision

North Sydney Girls High has as its motto *Ad Altiora*, "towards higher things". The aspirational ethos of this goal is provided through continually improving outstanding opportunities in curriculum, wellbeing and co-curricular programs.

A learning culture of excellence and commitment confirms the school's pre-eminence in NSW public education as a leading provider of holistic education which promotes resilience, connection and innovation. Through student voice initiatives, students are encouraged to become aware, empathetic and active in their advocacy of social justice. They make a connection between their school learning and the real world.

Students are empowered to become young women who confidently lead and participate in a complex and dynamic world of rapid technological and social change.

As they make their learning journey along a continuum that begins with social awareness and develops into understanding and advocacy, students become ethical, reflective and assertive citizens imbued with a deep understanding of themselves and their responsibility towards others.

School context

North Sydney Girls is an established fully academically selective school catering for over 900 highly gifted and talented girls from across wider Sydney. The Centenary in 2014 celebrated the rich heritage of female education and positioned the school for the future. Students come from a wide range of backgrounds with 93% being of language backgrounds other than English. Enrolment procedures are strictly controlled by DoE policies.

Students are highly motivated, aspirational and deeply involved in their school community. Curriculum programs emphasise higher order critical and creative thinking and are complemented by extensive co-curricular sporting, cultural and civic programs. Achieving one's personal best and self-reflection are key elements of the school's ethos leading to a supportive and inclusive learning environment.

Parental support is strong especially in financial contributions and active support of co-curricular programs. Regular communication is encouraged to ensure a synergy between home and school.

Technology is seamlessly integrated into classroom practice with all students having their own mobile learning device. The technology infrastructure and on-hand support are exceptional allowing collaborative learning to extend beyond the classroom.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

On balance we have assessed our school in 2020 as Sustaining and Growing in the element of Learning, excelling in the element of Teaching and excelling in the element of Leadership. We have seen improvement in a number of themes in each element and are particularly pleased with the move to excelling in two themes of Teaching. Our Tell Them From Me and What Works Best surveys of students, parents and teachers provide evidence for these judgements. Our gap analysis of our performance on the SEF has helped us to identify areas of focus for 2021 and also our 2021-2024 Strategic Improvement Plan.

Our next steps in self assessment are to focus on preparation for external validation which is scheduled for October 2021. As part of the implementation of the new Strategic Improvement Plan and completion of external validation, our focus is to collect data and evidence to allow a thorough evaluation of our programs and strategic directions.

Strategic Direction 1

Challenging Learning

Purpose

This strategic direction will create a culture of high expectations which will motivate gifted students to achieve their full potential.

An integrated and differentiated curriculum, with varied assessment, will engage and extend students by inspiring curiosity, promoting critical thinking, fostering collaboration and encouraging self reflection.

Teaching and learning will promote innovative pedagogy and practice supported by ongoing professional learning.

Improvement Measures

Faculty programs are regularly monitored and evaluated using a common review protocol.

All school professional learning activities are evaluated to gather data on staff uptake and student impact.

All faculties will present evidence of relevant changes in assessment practice to align with policy.

Overall summary of progress

Students have been challenged in their learning and a culture of high expectations has been established. A differentiated curriculum and co/extra-curricular program inspires curiosity, critical thinking, collaboration and self reflection. Teaching and Learning programs are differentiated and based on a conceptual framework.

Progress towards achieving improvement measures

Process 1: Continue whole school revision of programs to reflect curriculum and pedagogical priorities.

Evaluation	Funds Expended (Resources)
<p>Strong consensus that all faculties are successfully developing and monitoring teaching and learning programs that have been collaboratively created based on a conceptual framework.</p> <p>Broad evidence for effectiveness in the form of delivered program documents aligned to new syllabuses; 'working documents' updated/annotated; regularly completed registers; minutes of evaluation in programming days; peer observations; WordFlyers completion; Tell Them from Me survey; student focus groups; Year Coordinator role/responsibility documents; standardised assessment notification documents.</p>	<p>Professional learning, operational and 6300 funds used to promote collaborative programming of teaching and learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$20000.00)• 6300 Faculty Budgets (\$110000.00)

Process 2: Develop a strategy for ongoing evidence-based professional learning.

Evaluation	Funds Expended (Resources)
<p>Staff evaluated the effectiveness of professional learning in 2020 in the What Works Best Survey 2020.</p> <p>Professional learning adapted effectively to COVID-19 providing specific resources and support.</p> <p>Professional learning plan implemented successfully.</p> <p>Collaborative programming by all teachers has led to the creation of effective teaching and learning programs.</p>	<p>\$140000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$61000.00)• Support for beginning teachers (\$9000.00)• 6300 Professional Learning (\$70000.00)

Process 3: Implement and review the whole school assessment policy.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>All faculties implementing School Assessment Policy.</p> <p>Faculties incorporating a range of assessment and real world connections.</p> <p>Evidence: assessment schedules to demonstrate a range of task types and contexts.</p> <p>In the future more professional learning time devoted to improving the authenticity of assessment and continue linking to conceptual frameworks.</p> <p>Need to plan and timetable teaching and learning time explicitly on integrating feedback to improve learning.</p>	<p>Included in operational and professional learning expenditure.</p>

Next Steps

As we begin our new plan we build on the foundation of a differentiated curriculum and co/extra-curricular program. Focus on feedback for growth and the explicit teaching of critical, creative and collaborative thinking skills will be prioritised.

Strategic Direction 2

Connecting Learning

Purpose

This strategic direction will equip our students with the skills they need as future leaders and active participants in an increasingly connected world. They will engage critically with real world contexts in order to find significance and agency in their learning.

Stronger connections between the school and wider communities will enhance learning opportunities for students and staff.

Students will have a valued voice articulating their learning connections and understandings in the classroom, the school and the wider community.

Improvement Measures

Increase in the frequency of staff interactions with professional networks.

Reconstitute the Foundation and create a Public Library Committee as active entities connecting school community stakeholders.

Measured increase in interactions with the school's social media and online platforms.

Overall summary of progress

In 2020 NSGHS reached a new level of connecting learning through online platforms such as Microsoft Teams and Zoom. We connected with our students, stakeholders, community, alumni, other schools and networks in very different ways. Teaching and learning has been changed as a result. Staff collaborated successfully with each other at a faculty, school and network level. Although we lost face to face meetings and professional learning we joined online state staffrooms, learning hubs for our subjects, participated in online conferences and connected deeply with each other. Our online platforms; LMS, Google Classroom and Microsoft Teams became a normal part of every day, and our social media platforms such as Facebook, the school's website and student group accounts became valuable sources of information. Livestreaming of our graduation and presentation assemblies reached hundreds of people and were viewed in 15 countries. Our P&C meetings and information forums on Zoom reached record numbers of participants. Our surveying and focus groups created for our situational analysis provided valuable feedback. Many of the challenges of 2020 led to great innovation and changed our landscape forever.

Progress towards achieving improvement measures

Process 1: Develop opportunities for connections and interactions through networks and communities at school, local, national and global levels.

Evaluation	Funds Expended (Resources)
Network involvement is variable depending on KLA and personal connections. Networks are successfully operating at the Principal, Deputy Principal and faculties such as Maths, Science, Geography and Visual Arts. Teachers participated in the HSC Professional Learning High Leverage strategies in PDHPE, Visual Arts and English. Continued growth in links with Alumni and the online publication of Alumni profiles.	Funding Sources: • Professional learning (\$10000.00)

Process 2: Develop and implement school governance structures connecting all relevant stakeholders.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Continued development of effective relationships with P&C with Zoom meetings reaching record numbers and Zoom information sessions reaching over 150 parents in each session.

Implementation of wellbeing and educational forums were successfully attended by parents via Zoom.

Focus groups to explore strategic directions for new plan included parents, staff and students.

Foundation successfully operating and Performance Space refurbishment completed.

Public Library Committee led the refurbishment of the library.

Funding Sources:

- (\$0.00)

Process 3: Review and refine school external communication policies and procedures.

Evaluation	Funds Expended (Resources)
<p>Significant increase in engagement with school Facebook and website.</p> <p>Events and achievements celebrated and showcased in newsletter, livestreaming of formal assemblies, video production of orientation resources and Zoom/Microsoft Teams meetings.</p>	

Next Steps

We aim to build on the innovative and effective communication and collaboration tools that were utilised in 2021. Continued live streaming of events and meetings will allow us to reach our geographical spread community and build on networks established in 2020. We will continue to evaluate the best way to communicate with our community and review the newsletter format to ensure we engage all families.

Strategic Direction 3

Supporting Learning

Purpose

This strategic direction will create a nurturing school community which caters to the unique needs of students from diverse backgrounds.

The school learning environment will empower students by fostering quality relationships and instilling habits of personal resilience.

Students will be supported by the school's technological and physical infrastructure which will accommodate flexible and future focused learning.

Improvement Measures

Measured increase in staff usage of online wellbeing notification systems.

Measured increase in the number of students receiving equity support interventions, eg EAL/D and low level disability support.

Measured increase in student and staff awareness of, and satisfaction with, innovative learning environments.

Overall summary of progress

Building on our inclusive and supportive community, we continued to implement our wellbeing programs. While learning from home, wellbeing staff made phone calls to students and parents checking in and ensuring we stayed connected. Prefects, SRC, CSJ and our HOBs created programs to ensure all students remained connected, fit and healthy and positive. Our TTFM surveying revealed an increase in belonging as the year progressed.

The number of students receiving literacy (EAL/D) and disability support increased in 2020. All staff adjusted programs and assessments to meet the equity needs of all students.

Progress towards achieving improvement measures

Process 1: Promote more frequent and responsive internal staff dialogue and communication between teaching staff, parents/carers and the community resulting in more timely and effective wellbeing supports and interventions.

Evaluation	Funds Expended (Resources)
Effective communication via Zoom parent teacher evenings. Wellbeing teams effectively managed Wellbeing Roadmap and programs. Wellbeing team checked in with students during online learning. Videos developed to regularly update school community and also welcome new Year 7 and families.	

Process 2: Review and develop equity support strategies for EAL/D and low level disability students to meet diverse learning needs.

Evaluation	Funds Expended (Resources)
Increased numbers of students supported in academic writing, literacy and learning support interventions. Cross faculty literacy team met to embed lessons into learning programs. At risk students supported and encouraged to learn at school during online	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$100000.00)• English language proficiency (\$100000.00)

Progress towards achieving improvement measures

learning period.

Adjustments made for all students to ensure equity in accessing learning and assessment.

Process 3: Develop and implement a school infrastructure blueprint to allocate resources that will facilitate innovative learning.

Evaluation	Funds Expended (Resources)
<p>Continued development of technological infrastructure.</p> <p>Innovative technologies such as Microsoft Teams, Zoom, Google Classrooms integrated into the LMS to provide ease of online learning.</p> <p>Professional learning developed to support teachers and students accessing new technologies.</p> <p>Performance Space completed and available for use.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)• Technology Support (\$300000.00)• Foundation (\$1000000.00)

Next Steps

In continuing supporting learning at NSGHS we aim to build resilience and growth mindsets in every classroom, every day. Proactive wellbeing programs will continue to increase awareness of mental health issues and new strategies such as YAM (Youth Aware of Mental Health) for Year 9 and RAISE (mentoring) for Year 8 will be incorporated.

As part of the 2021-2024 Strategic Improvement Plan, the development of literacy and in particular writing will form part of Strategic Direction 1. Our Learning Support teachers will continue to prepare Learning Support Plans for identified students and make adjustments to ensure equity.

Our infrastructure plans continue to develop with funding accumulating for the refurbishment of our science laboratories and STEM facilities.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$121 000.00) • Professional learning (\$5 000.00) 	<p>Identification of EAL/D students.</p> <p>Further creation of Academic Writing support classes for students in Year 10, 11 and 12.</p> <p>Individual and small group support of students in Year 7-9 to provide literacy and learning support.</p> <p>Cross faculty Literacy team completed professional learning and created lessons to embed literacy into programs.</p> <p>School Development Day 2 focus on literacy.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$90 000.00) • 6100 and 6300 funds (\$30 000.00) 	<p>Identification of students in need of learning support and adjustment.</p> <p>Individual and small group support of students in Year 7-12 to provide learning support.</p> <p>All teaching and learning programs and assessments adjusted to meet the needs of students on learning support plans.</p> <p>Andrew Martin data used to identify underachieving students.</p> <p>Assistant Year Advisors implemented Program Achieve to raise motivation, organisational skills and the positive study habits of identified students in Years 7-9.</p> <p>Disability Provisions applied to senior students to ensure equity in internal and external assessments.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$15 000.00) 	<p>All students were supported to take part in all opportunities such as camps, music programs and events.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$26 000.00) 	<p>All Beginning Teachers supported by a period allocation to allow additional time for preparation, working collaboratively with staff in writing programs and assessments.</p> <p>Two Early Career Teachers accredited as proficient.</p> <p>All Beginning and Early Career Teachers took part in internal and external professional learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	918	913	908	911

Student attendance profile

School				
Year	2017	2018	2019	2020
7	98.6	98.5	98.3	95.1
8	95.7	97.4	97.5	94.4
9	96.3	96.8	97.1	94.5
10	95.4	96.4	96.5	94.4
11	95.8	96.7	96.8	95.8
12	95.9	96.1	96.9	95.4
All Years	96.3	97	97.2	94.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at North Sydney Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students who attended NSGHS in 2019 received their Higher School Certificate.

In 2020 our students received the following university offers:

Macquarie University 9

University of NSW 70

University of Sydney 52

University of Technology Sydney 11

Western Sydney University 4

University of New England/University of Newcastle 6

Many university and faculty scholarships were offered including 1 UNSW Co-op Scholarships, 2 Cadetships were offered at UBS and 9 known University of Sydney 'Sydney Scholars' Awards.

Our Year 12 students chose to study the following courses:

Humanities/Social Sciences/Commerce.

Actuarial 8

Architecture/City Planning 2

Arts 6

Business 1

Commerce/Economics 29

Education 2

ICT/Data/Technology & Innovation/Computer Science 6

International/Global 1

Law/Dual 15

Media/Communications 3

Social Work 1

Sciences

Advanced Science 1

Medicine 10

Science 16

Applied Sciences

Diagnostic Radiotherapy 2

Engineering 27

Exercise Physiology 2

Medical Science 2

Nursing 1

Optometry 5

Pharmacy 4

Psychology 7

Physiotherapy/Exercise Physio 4

Speech Pathology 3

Double degrees included in list.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.7
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

All staff participated in the Performance and Development Program goal-setting and review process and aligned their professional learning goals with systemic, school and faculty-level priorities. Two Beginning/Early Career teachers were successful in gaining accreditation at Proficient level and four teachers achieved promotion to Head Teacher.

Whole-school Professional Learning, steered by the cross-faculty Professional Learning Team, shifted focus towards building the capacity and confidence of staff to deliver lessons remotely. Staff from across all faculties were involved in online professional learning to develop skills in using technology effectively and efficiently to maintain student engagement and learning. Accordingly, School Development Days and staff meetings were significantly supported by a sophisticated technological infrastructure. Professional learning resources were developed and tailored to suit the needs of staff with a diverse range of experience incorporating technology into their classroom practice. In addition to the essential focus on technology and remote learning, the Literacy Team maintained its momentum and implemented initiatives across all KLAs in Stage 4 to develop and improve paragraph structure relevant to the context of each subject area. Faculty planning and program revision were generously supported, and all faculties had the opportunity to review their programs and assessments. Staff in selected faculties were supported to attend KLA-specific HSC professional learning courses to implement high leverage teaching strategies that support student growth in HSC achievement. They applied this training to the creation of learning opportunities that challenged and extended the capabilities of students, especially in the senior school.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,064,448
Revenue	11,020,813
Appropriation	9,472,011
Sale of Goods and Services	135,150
Grants and contributions	1,409,496
Investment income	4,157
Expenses	-11,045,379
Employee related	-9,205,304
Operating expenses	-1,840,076
Surplus / deficit for the year	-24,566
Closing Balance	1,039,882

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.

In 2020 we continued to raise funds for our Science Laboratory refurbishment. COVID-19 did increase expenditure and two casual teachers were employed on contracts to ensure we could support the online learning of teachers that were at high risk. In late 2020 we applied for METRO funding and committed \$700,000 of our closing balance to the completion of our science lab and toilet refurbishment. In 2021 we aim to refurbish many classrooms with more appropriate furniture for the learning of our students.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	224,014
Equity - Aboriginal	0
Equity - Socio-economic	13,882
Equity - Language	120,935
Equity - Disability	89,196
Base Total	8,746,774
Base - Per Capita	218,474
Base - Location	0
Base - Other	8,528,301
Other Total	350,978
Grand Total	9,321,766

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

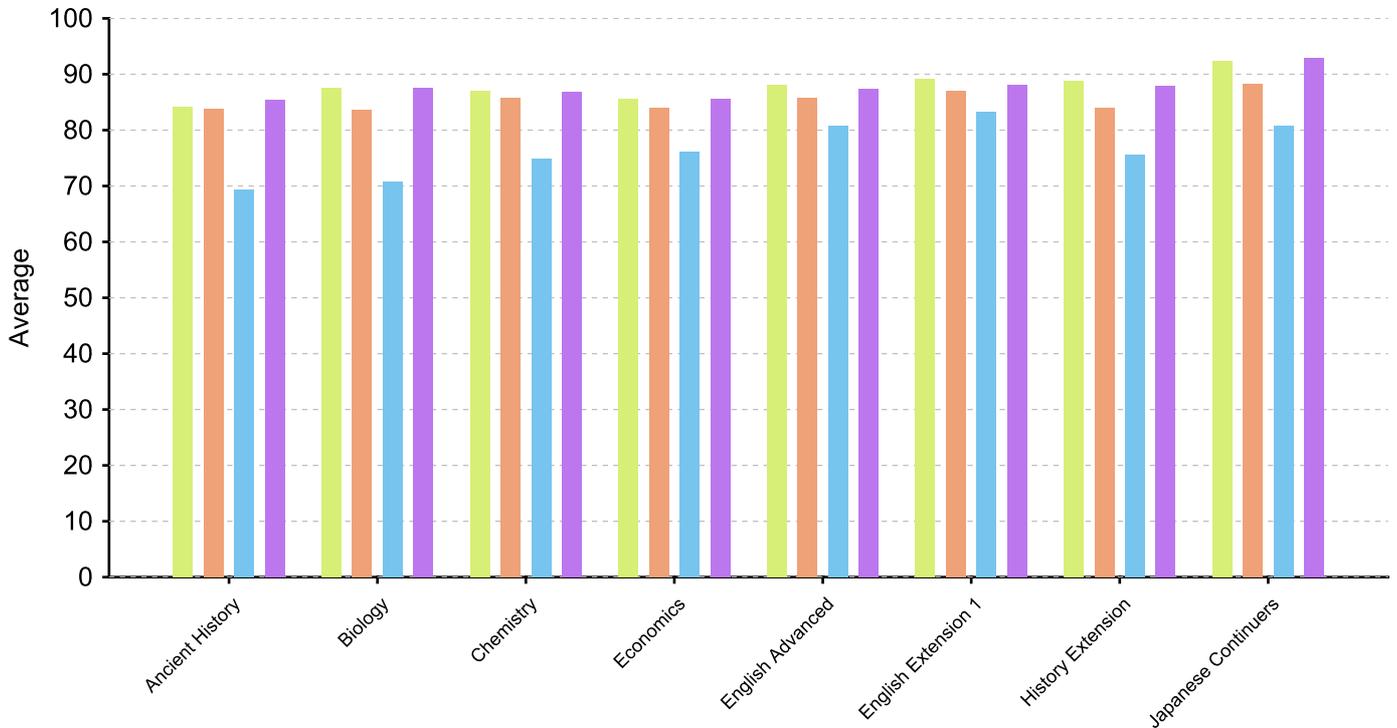
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

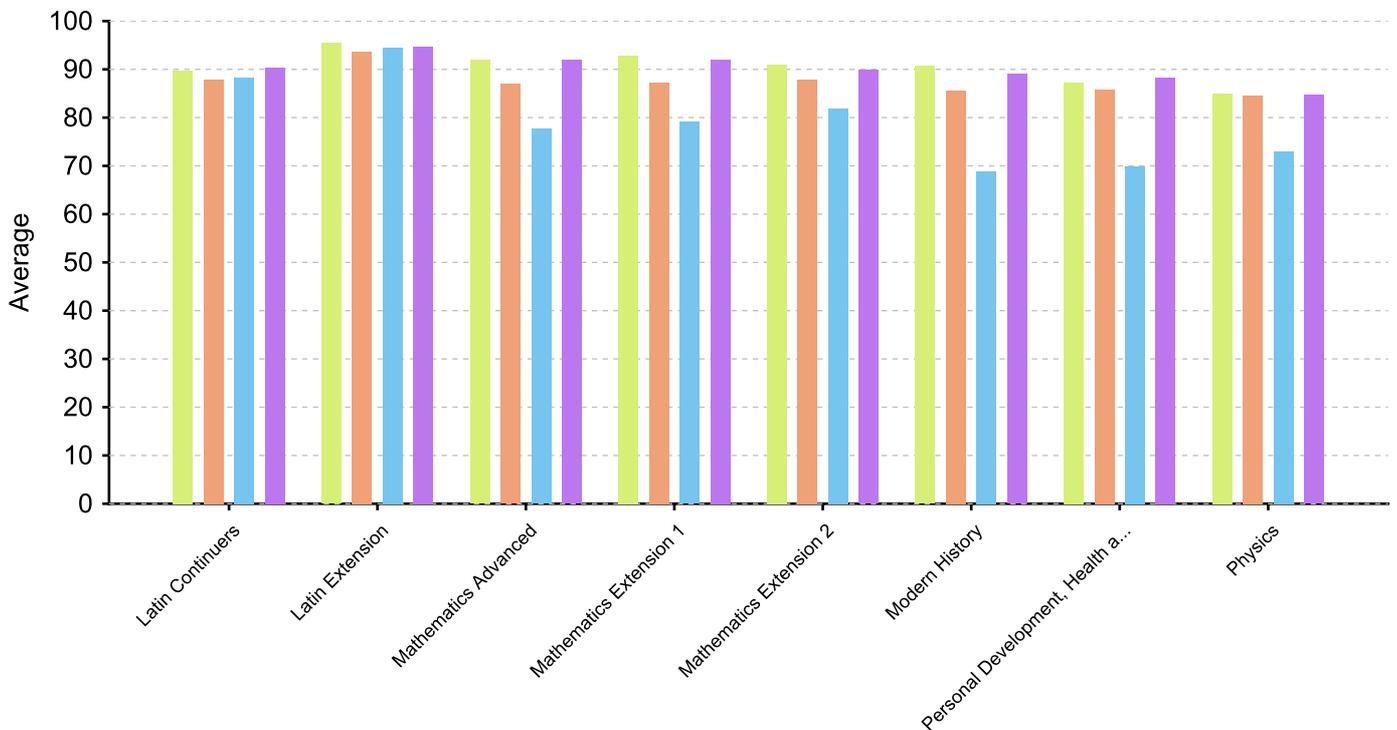
School performance - HSC

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.



Legend: School 2020 (Light Green), SSSG Average 2020 (Orange), State Average 2020 (Blue), School Average 2018-2020 (Purple)



Legend: School 2020 (Light Green), SSSG Average 2020 (Orange), State Average 2020 (Blue), School Average 2018-2020 (Purple)

Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	84.1	83.8	69.4	85.4
Biology	87.5	83.7	70.8	87.5
Chemistry	87.1	85.8	74.8	86.8
Economics	85.5	84.1	76.1	85.7
English Advanced	88.0	85.7	80.8	87.3
English Extension 1	89.2	87.0	83.4	88.1
History Extension	88.8	84.0	75.7	87.9
Japanese Continuers	92.3	88.2	80.8	92.9
Latin Continuers	89.8	87.9	88.3	90.4
Latin Extension	95.4	93.7	94.5	94.7
Mathematics Advanced	91.9	87.0	77.7	91.9
Mathematics Extension 1	92.8	87.3	79.1	92.0
Mathematics Extension 2	91.0	87.8	81.8	89.8
Modern History	90.7	85.7	68.9	89.0
Personal Development, Health and Physical Education	87.3	85.8	69.9	88.3
Physics	85.0	84.5	73.0	84.7

2020 Higher School Certificate

Our 2020 HSC students have received nominations to Encore, ARTEXPRESS and Texstyle. Our HSC results were outstanding with 58.68% of all subjects achieving at Band 6 level. 36 students achieved at least 10 units with all Band 6 achievement levels (All Rounders) and 13 students were listed on the merit list for a position in the state. Angela Wen achieved 1st place in Extension Japanese and Sharon He achieved 1st place in Visual Arts.

Outstanding individual achievements:

13 NSGHS students received mention in the NSW Education Standards Authority's (NESA) top achievers list for outstanding subject placing. The students who received a state ranking were:

- Ela Cimen: 4th Classical Greek Extension
- Jasmine De Rosa: 5th Economics
- Claire Stephens: 2nd History Extension
- Catherine Le: 4th History Extension
- Angela Wen: 1st Japanese Extension
- Jessica Zhang: 3rd Japanese Extension
- Sijin Soon: 9th Latin Continuers
- Ayishah Ahmad: 10th Latin Continuers
- Karen Ka-Wei Yuen: 5th Mathematics Advanced
- Emily Kar-Bo Poon: 8th Mathematics Extension 2
- Allegra De Jager: 18th Modern History
- Sharon He: 1st Visual Arts
- Iris Wei (Yr 11): 5th Dance (Bradfield College)

All Rounders:

A total of 36 girls received an all-rounders award for achieving Band 6/E4 results in their best 10 units of study. Congratulations to: Ayishah Ahmad, Kathy Cao, Ela Cimen, Allegra De Jager, Jasmine De Rosa, Chloe Duncan, Serena Feng, Sharon He, Janette Ho, Hannah Jamal, Soha Kashif, Dorothy Kwong, Giselle Kwong, Catherine Le, Joanna Lee, Jessie Leung, Jing Li, Rachel Li, Kaitong Liang, Kelly Liu, Sophie Liu, Manjari Manimaran, Amy Navarro, Jenny Nguyen, Divena Rajasundaram, Hannah Shi, Sijin Soon, Claire Stephens, Aalia Syed, Charlotte Tee, Jia Xi Ye, Emily Yu, Bessie Yuan, Jessica Zhang, Michelle Zhang, Kelly Zhao.

Exemplary HSC Projects and Performances:

- In Visual Arts, the Bodies of Work by HSC students Joanna Lee, Mona Wu, Grace Chan, Jia Xi Ye and Sharon He were nominated for ARTEXPRESS. Joanna Lee had her BOW exhibited at *The Armory, Sydney Olympic Park SOPA* and Mona Wu had her BOW exhibited in the *Virtual Exhibition VX*.
- In Music, Hannah Shi, Emma Chang and Yee Shuen Yeoh received ENCORE nominations for their Music 2 and Extension performance.
- In Textiles and Design, Manna Cai, Alex Hammond, Joanna Lee, Mandy Yi Lou, Carol Shi and Melissa Thein were nominated for Textstyle.



Sharon He's Body of Work 'Simulation and Simulacra' nominated for ARTEXPRESS

Parent/caregiver, student, teacher satisfaction

In 2020 we began the process of evaluating our school plan and preparing a situational analysis of our current position.

1. Our journey began with a deep dive into our **SCOUT data** - which again reinforced our need to focus on writing. We were concerned about growth in writing as reflected in Year 9 NAPLAN and also the impact a lower standard of academic writing was having on our HSC results across all subjects. Our focus to move HSC results from Band 5 to Band 6 was identified.

2. Values Survey

We began our situational analysis with a Values Survey (see image below). These surveys affirmed our commitment to a holistic education for our gifted students; surveys revealed values were in line with public education and school. All stakeholders held similar values in regards to the education of our students.

3. Staff Evaluation of 2018-2020 School Plan - Findings for next plan

Strategic Direction 1 - challenging learning

Continued focus on differentiated learning.

Strong consensus that all faculties are collaboratively programming and programs are regularly reviewed.

Literacy initiatives in place should continue and broad agreement that this should remain a priority.

More opportunities for teacher evaluation of professional learning needed and more sharing of evaluation of professional learning with staff.

More professional learning devoted to improving the authenticity of assessment and continue linking to conceptual frameworks of programs.

Strategic Direction 2 - Connecting Learning

Network involvement is variable depending on KLA and personal connections and should be encouraged.

Strong consensus that there is a need to improve the 'shared vision' between the school and parents - at present there is a disconnect between school vision and parent expectations in some families.

Strategic Direction 3 - Supporting Learning

General view that staff are not as familiar as they should be with wellbeing procedures and that LAW requires some updates or streamlining to allow for easier record-keeping and record-accessing.

More strategies for classroom teachers to deal with perfectionism and anxiety.

Wellbeing professional learning to continue to be utilised.

Student mental health needs to be prioritised with a focus on resilience.

Student confidence and intellectual risk-taking needs to be prioritised

We must value problem-solving, mastery of concept and the development of growth mindset.

Push for additional funding for building projects.

4. TTFM - Students, Staff and Parents 2019 and 2020 completed Tell Them From Me surveys.

Student Focus on Academic Writing

Key Themes 2019

Question - What academic writing skill do you need to improve?

Year 7

*Vocabulary *Creative writing *Structure *Grammar *Essay writing

Year 8

*Essay writing *Creative writing *Vocabulary *Structure *Generating ideas and/or putting ideas into words

Year 9

*Essay writing *Creative writing *Structure *Expression *Grammar/syntax

Year 10

*Essay writing *Creative writing *Analytical writing *Structure *Expression *Generating ideas and/or putting ideas into words *Analysing text types

Year 11 and 12

*Essay writing *Creative writing *Timed writing in exams *Structure *Being concise when writing *Grammar/syntax *Vocabulary/Academic register *Analysis

Question - What might our school do differently in the future to help you improve your academic writing skills?

Year 7 and 8

*Workshops and/or explicit teaching of academic writing skills *Time and opportunities for practice *Setting clear learning goals and scaffolding academic writing *Unsure of what was needed to help improve *Individual support

Year 9 and 10

*Workshops and/or explicit teaching of academic writing skills *Time and opportunities for practice *Formative assessment opportunities particularly with feedback prior to summative tasks *NSG is already doing well in developing this

Year 11 and 12

*Opportunities for formative feedback *Exam technique/practice *Explicit teaching of academic writing skills/ use of scaffolds *More detailed summative feedback *Explicit teaching of grammar and punctuation etc. *Personalised support *Stronger focus on academic writing in junior years *Use of exemplars

2020 TTFM Trend Report

65% of students felt their academic writing skills were well developed

70% of students felt that NSGHS was helping to develop their academic writing skills.

2% increase in sense of belonging between July and October 2020 (77-79%)

Maintenance of positive behaviour measure at school (99%)

Intellectual engagement did decrease by 11% between July and October 2020 (57-46%) (perhaps COVID, online learning related)

Interest and Motivation fell by 2% between July and October 2020 (31-29%) (perhaps COVID, online learning related)

Student academic buoyancy (ability to overcome setbacks) fell between July and October 2020.

Students felt explicit teaching practices and feedback had improved between July and October 2020.

2020 Student Open Ended Response - Key Themes Years 7-11

Wellbeing and mental health - more support needed.

Coping with assessments and stress management is a priority.

Stronger scaffolding and support to prepare for assessment tasks.

Opportunities for more formative assessment and more feedback.

Building a more inclusive environment.

Increasing real-life relevance in subject content.

Explicit teaching of academic writing skills with a relevant progression towards the HSC.

Support and encouragement from teachers needed.

Bonding across year groups and building school spirit and a more connected community needed.

In summary, the TTFM surveys of parents, students and teachers revealed a continued need to prioritise student engagement, pursuit of growth in literacy and continued focus on wellbeing and mental health. Assessment was highlighted as an area both staff and students identified as needing more development, particularly formative assessment.

5. What Works Best - Teacher Survey 2020 (Focus on teaching and learning in Stage 5)

High Expectations - Generally positive on most measures, however, 15/47 staff reported that they did not provide students with quality examples and exemplars.

Explicit Teaching - Majority of teachers reported always and often using the explicit teaching strategies identified.

Effective Feedback - Teacher responses indicated that this is an area where improvement is needed, particularly in relation to formative assessment.

Use data to inform practice - Majority of teachers indicated that a greater understanding of data usage to inform/adapt teaching and learning needed.

Assessment - A large number of teachers indicated a better understanding of task development and reflection by students on assessment was required. Group assessment task design was also an area that teachers indicated required further development.

Classroom Management - Overwhelming majority of teachers reported positive classroom management strategies; however, noting that engagement is more relevant to our context.

Wellbeing - Resilience building in the classroom and around assessment is an area on which to improve. A large number of staff indicated the need to promote student voice and participation in every lesson.

Collaboration - Collaboration between teachers was reported as an area to develop and improve. Opportunities to co-plan and share resources needed. Observation and feedback of colleagues was not common practice for some teachers.

Leadership - Majority of staff agreed that our school has a professional learning culture to ensure the continuous improvement of teaching and learning. Comments reflected teachers would like more opportunities to develop capacity, sharing strategies cross-faculty and consideration of a faculty leadership structure.

In summary, the What Works Best surveys of teaching staff with a focus on the delivery of our Stage 5 Curriculum identified that the teaching staff felt very confident in the achievement of the elements of High Expectations, Explicit Teaching and Classroom Management. However, further development and focus was needed on Effective Feedback, Using Data to Inform Practice, Assessment, Wellbeing and Collaboration between staff.

Literature Review

To support our internal and external data, we utilised a range of research and literature. Extensive professional learning has been devoted to making our learning visible and in collaboration with Harvard's Project Zero many staff have completed Visible Learning courses:

Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools: Ron Ritchhart (2015)

Intellectual Character Ron Ritchhart (2002)

Our cross-faculty Literacy team has researched widely the most effective pedagogies for embedding literacy strategies in the curriculum.

CESE completed a Literature search for us "Literature Search: Improving literacy skills of gifted students"

The two main relevant summary articles are cited below (Blackburn, Cornish & Smith, 2016; Henfield, Woo & Bang, 2017), and both include references to further research that may be of interest. Otherwise, most of the focus in the research has been on under-represented cultural groups who tend to be from lower SES and disadvantaged backgrounds.

Gifted English Language Learners: Global Understandings and Australian Perspectives

By: Blackburn, Aranzazu M.; Cornish, Linley; Smith, Susen. *Journal for the Education of the Gifted*, v39 n4 p338-360 Dec 2016. (EJ1118816)

Gifted Ethnic Minority Students and Academic Achievement: A Meta-Analysis

By: Henfield, Malik S.; Woo, Hongryun; Bang, Na Mi. *Gifted Child Quarterly*, v61 n1 p3-19 Jan 2017. (EJ1122878)

Brian Miller, literacy specialist, presented at our School Development Day to upskill teachers in embedding literacy strategies into lessons.

In further researching our assessment and wellbeing needs, Geoff Master's research paper *Towards a Growth Mindset (2013)* has helped to refine our focus on the need to address wellbeing needs and the development of a growth mindset in the classroom and the role of assessment in assisting the development of a growth mindset.

For many years as a school, we have collected Andrew Martin *Motivation and Engagement Survey* data to guide improvement at an individual and cohort level.

CESE's *Revisiting gifted education literature review and the new High Potential and Gifted Education Policy* provided the most current research into meeting the needs of gifted students.

The *What works best: 2020 update* (CESE Friday 24th April) and survey has directed the findings of our research and ensured cohesion with the School Excellence Framework.

BROAD THEMES to be explored further for future Strategic Directions

The above data combined with our literature reviews (focusing on literacy, assessment, engagement, visible learning and gifted education) allowed us to identify 4 main themes to explore further:

1. Engaging pedagogy

Assessment including formative

Differentiation

Feedback

Literacy

Explicit teaching of critical, creative and collaborative thinking skills

New High Potential and Gifted Students policy

Infrastructure to support these initiatives

2. Reflective Practice

Professional learning - assessment, feedback

Student ownership of learning, self regulation, using their voice

Leadership of staff, students and school

Data analysis to inform practice

Infrastructure to support these initiatives

3. Culture of resilience and risk taking

Self awareness of mental health, self regulation

Every classroom an opportunity to build resilience and positive mental health

Actively building resilience, growth mindset (assessment)

Parents and school on same page (education) - parent and student expectations / goals / personal best

Student voice in the classroom, student ownership of learning

Feedback

4. Collaboration and community

Staff collaborating at faculty and whole school level

Student collaboration

Parent collaboration with school

Links and networks including alumni, networks, etc

Infrastructure to support these initiatives

NEXT STEPS: Focus Groups with parents, students and staff.

To explore our data more deeply we explored these broad themes with focus groups. Each group had 6-7 people with a mix of parents, students, staff and a teacher leader. Two groups were held face-to-face and 6 groups were held over zoom.

Focus Groups December 2020 - parents, students and staff

Summary of group feedback

Question 1. Could you suggest 21st century skills that you believe are essential in the education of NSG students?

- * Soft skills
- * Emphasis on communication skills
- * Collaboration
- * Critical and creative thinking
- * Organisational skills, time management
- * Real world skills/post school skills e.g. tax
- * Resilience, stress management
- * Coding, STEM
- * Environmental issues/sustainability
- * Business/social etiquette
- * Inter-grade communications
- * Technological skills
- * Confidence

Question 2 The data has revealed that we need to do more to encourage students to "speak out" and communicate better in class environments. Do you agree with this? Do you have any ideas or suggestions of how we might achieve this?

- * Typing answers anonymously - digital discussion builds into a verbal discussion
- * Small group discussion before class discussion
- * Philosophy encourages students to speak, joint sessions. No right or wrong answer, students more inclined to participate. i.e. Community of Inquiry (COI)s in Philosophy allows classes to split into halves
- * Giving students more time to answer questions
- * Utilising online platforms/forums to voice opinions
- * Voicing opinion without penalty
- * Online inquiry box to allow for students to anonymously communicate with school peers & reduces fear with communicating and answering questions
- * Class participation could be inbuilt into assessments to reward students for active participation
- * Bringing students outside of a classroom environment - Projects such as Slum Saviour
- * Making it a normal thing to speak up - get everyone to talk about their opinions and thoughts about the task
- * Confidence issue - more self-conscious as you get older
- * Group tasks - encourage each other to speak
- * If teachers speak less and encourage students more, class participation may increase
- * Allow students to get used to classroom environments where participation is common
- * Maintaining their confidence throughout senior years
- * Adding onto anonymous platforms, maybe blog pages in LMS which allow students to talk to each other and give advice on schoolwork/school in general
- * Having some opportunity to be able to regularly split the class into smaller groups (such as the size of many elective classes)
- * Rearranging student seating plans regularly to encourage discussion with different groups of people rather than students sticking with the same few friends in a class all throughout the year
- * Teachers should ask more thought provoking questions to encourage students to answer and present their thoughts before being given the answer

Question 3 Being resilient and having good mental health has been identified as a key goal for our students. What are your thoughts on this?

- * Students need to understand that it isn't the end of the world if you don't do well in a test
- * Promote wellbeing (sleep enough, eat enough, exercise enough)
- * Wellbeing talks are beneficial, guest speakers maybe twice a year, teach students how to deal with situations, e.g. conflict management and peer pressure
- * Student led events promoting wellbeing e.g. fun activities, more lunchtime events - yearly based events around holidays
- * More participation at swimming and athletics carnival (HOBs meeting) - more house meetings to promote house spirit
- * Seminars and sessions for parents, touching on issues we may face e.g. alcohol, drugs.
- * School counsellors be more involved in general school environments. Once a year every student should have compulsory meeting with the counsellor. Take stigma away from going to the counsellor. More counsellors. Broadening the role of the school counsellor for whole school
- * Talk to whatever teacher that you connect best with

- * Branching out Year 12 mentoring program
- * Roll call: for first fifteen minutes
- * Time to sit and reflect
- * Study periods to catch up on work
- * Student groups - talking with older students really helps
- * Reaching out to the counsellors and getting to know them better
- * Year 7: treating them more realistically; Talking about issues that are not usually discussed with younger students
- * It is important to discuss self-harm behaviours in a delicate manner
- * How to approach work, and balance work and life
- * Wellbeing is part of every classroom: how teachers phrase assessments to encourage student engagement in the tasks
- * Mental health for students should be prioritised

Question 4 Improved communication and collaboration between the school and parent body has also been identified as an area to focus on. Do you agree? If so, have you any suggestions to help this happen more effectively.

- * Give a brief overview of the work done in a subject. Teachers should write a page for students to introduce themselves
- * Currently think that the level of emails being sent is fine
- * Parent participation in school events and P&C e.g. music concerts, art exhibitions, sporting activities, dance
- * Raised issues with attending school events due to geographical issues
- * Improved communication to target EAL/D parents that may not feel comfortable or excluded
- * Translations? For different languages
- * Formatting of newsletters - Many agree that a PDF Newsletter is a better format to incorporate all sections of the newsletter into one - Encourages more parents and teachers to read the newsletter to improve communication -The newsletter needs to cover a broader range of activities and faculties at school and should be more easily accessible to students and parents
- * P&C may only include the voice of a portion of parents at the school
- * Events: meetings, school barbecues
- * Year 11: more discussion between students, parents, and teachers
- * Communication between parents and the school is critical in promoting a healthy and positive school community and ensuring that everyone gets the most out of their experience at NSG
- * The newsletter needs to cover a broader range of activities and faculties at school and should be more easily accessible to students and parents
- * More active NSG social media accounts that parents and students can follow to receive updates and/or see what's happening at school
- * Provide P&C meeting overviews or short posts that allow busy parents to receive a short snapshot of announcements, updates or events
- * Possibly have SRC/Charities reps at P&C meetings to give a general overview of activities being organised that month

Question 5 The data from students has revealed that students from (7-10) would like to complete more practice assessment tasks. What would this look like for you?

- * Exam blocks - should be implemented
- * Information session about how to manage stress, time and studying for exams
- * Not necessarily handing in a draft for every assessment but having peer marking
- * Critical writing - students hand in paragraph or practice essays.
- * More in-class assessments for English and PDHPE
- * Practice exams for a certain subject, get feedback and learn how to structure. Feedback on a practice exam, especially for Year 7s and writing tasks
- * Year 7: very informal tests that do not cater to the academic environment at NSG
- * Allowing reflection based on feedback on English tasks
- * In class assessment tasks may prepare students for English exams in senior years
- * More NSG style practice questions, particularly for Science
- * More focus on the preparation techniques prior to the exams

Question 6 Literacy has been identified as a major area to focus on. How would you like to see this addressed in the school?

(i) Junior school

- * Relevant assessments, more correlation between classwork and assessments
- * More beneficial to have the teacher teach a lesson on language conventions and produce a piece of writing that is marked by the teacher
- * Inform junior students about explanations for questions, e.g. how to answer an "explain" or "assess" question
- * More instruction on punctuation, grammar and spelling
- * Greater time allocated to wide reading
- * Spelling words to increase vocabulary
- * Literacy classes that focus strongly on succinct and cohesive essay writing
- * Including identification of language and sentence structures, and the basics of writing an essay
- * Foster an enjoyment for English: there are many students who do not like English, despite it being compulsory all throughout high school
- * More focus on analysis (especially on poetry), timed responses, in class tests in preparation for senior school.

(ii) Senior school

- * Constant feedback from teachers/ peers
- * Making students think, researching.
- * Brainstorming
- * Give students a topic that requires them to think, research, original thoughts.
- * Word flyers
- * Literacy classes that focus strongly on writing text types relevant to senior exams
- * Focusing on analytical skills appropriate to senior school and improving the sophistication of literacy in writing

* Regular English classes should focus more strongly on what is required in each assessment task and how to write different text types. This could include providing samples of top answers and pinpointing specific things needed in the task

Question 7 - How can we help educate all parents that we must work together to relieve the pressure students are feeling?

* Encourage parents and students to remember that academics is not the most important aspect of their daughters' education

* Educate that ATAR is just a number - school is not just about academics

* Speakers to talk about how parental pressure affects students

* Message: push for your personal best while gaining different experiences

* Encouraging parents to talk to students after their assessments so they can reflect on their mistakes and be motivated to work on their weaknesses

* Being realistic about matching expectations to the student's strengths and improving in the things they are good at

* Parents being flexible with students as they go through adolescence

* Better to work on the relationship building than to focus on specific strategies that may not target every student

On the Term 1 School Development Days, staff shared, discussed and analysed data to help develop strategic directions:

By exploring the broad themes presented, four themes were identified:

1. Engaging pedagogy
2. Reflective practice
3. Culture of resilience and risk taking
4. Collaboration and community

Theme - Engaging Pedagogy

Elements

(in order of staff identified priority)

1. Assessment - Refining summative and formative assessments to make them more conceptual in nature and/or integrating literacy
2. Assessment and feedback - professional learning
3. Literacy
4. Differentiation
5. Feedback
6. Explicit teaching of thinking skills, creativity
7. Increasing engagement in middle years

Theme: Reflective Practice

Elements

(in order of staff identified priority)

1. Student ownership of learning, self regulation, using their voice
2. Data analysis to inform practice

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.
-
- All syllabus implementation embeds subject specific outcomes which actively support the Aboriginal Education Policy.
 - Celebration of NAIDOC week was led by the SRC with a whole school day dedicated to raising awareness and communication in 2020.
 - Our Charities and Social Justice student voice groups showcased volunteering in the Aboriginal Literacy program while also fundraising for these initiatives.

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.