

# 2020 Annual Report

## St George Girls High School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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2020 has certainly been a very unusual and uncertain year for the St George Girls High School learning community, as we have needed to respond to and manage learning continuity during a global pandemic. The 2020 Annual Report will illustrate the school operations and achievements throughout the year and the way that the school and community responded to the challenges that were presented along the way. It is this response that I am most proud of and I take great pride in knowing that our school has served each of our students well in preparing them for the uncertainties that we have now come to expect from life.

There is no doubt that these uncertain times have brought challenges for everyone, but more importantly this experience has also brought positive realisations. We have had the opportunity to take a pause, a deep breath and to reflect upon what is really important in our lives. This year our students have gained the insight and experience to be the change our world needs. The change to focus on appreciation, gratitude, support and collaboration. This year we have seen the beginning of a movement that showed a heightened appreciation for teachers, healthcare professionals, and all essential workers who risked their lives everyday, so that we as a society can stay safe and healthy.

This year more than ever, I would like to acknowledge the work of our dedicated teachers. Teachers who are passionate about the education of their students and who have strived to provide the very best learning experiences and opportunities. In 2020, our teachers have needed to go above and beyond to safeguard learning continuity, our teachers have needed to become experts on Google Classroom and Zoom to make sure learning was not compromised, as we transitioned from face-to-face learning to remote learning and back to face-to-face learning again, while also managing a wide range of new and changeable restrictions and guidelines for schools that needed to be adhered to and implemented.

I have witnessed firsthand the commitment and innovation from our teachers as they have worked individually and collectively to find solutions and create new learning experiences and opportunities for their students to ensure that learning was not compromised in what has been a complex and changeable period in our human history.

We have needed to follow a range of changeable NSW Health and Department of Education (DoE) advice and guidelines that have limited the usual type and nature of activities that were permitted to take place in schools. The Annual Report publication would usually celebrate the breadth of activities that feature as part of the SGGHS school calendar, however this year many of these activities were cancelled and not permitted to go ahead. The events that were not permitted for most of 2020 included overnight camps, domestic and international excursions, school assemblies, extra-curricular and performing arts activities, parent and community events, whole-school events, external visitors and presenters visiting school sites. As a result, the dynamic opportunities that characterise the school calendar and enhance the quality of school life at SGGHS, were unable to run this year. However, throughout the year our student leadership teams and staff still managed to find creative and innovative ways to bring a much needed sense of fun and celebration across the school, all of which were planned in consideration of the most relevant health and DoE guidelines in place.

I must say that having taken a moment to look back over the year and actively reflect on 2020, I can confidently say that we should feel very proud of our collective efforts to safeguard the health, wellbeing and educational continuity of our



learners under what can only be described as the most unusual and unpredictable set of circumstances.

I would like to acknowledge our Deputy Principals, Ms Pam Abson, Mr Mark Treacy and Mrs Amber Housego who relieved as Deputy Principal for a significant part of this year. They have all played a significant role to manage the changeable daily operations and strategic leadership of this highly complex educational setting under a very challenging set of circumstances. I would like to thank the school Executive Leadership team for the important role they too have undertaken as collaborative leaders of their faculty teams, this year they have worked relentlessly to keep the staff buoyant as they managed the provision of educational continuity for our learners.

Our school is a very dynamic organisation with many movable parts, and I am grateful to work with a team who maintain such a professional approach to all aspects of their work. This year all staff have needed to take on new and different roles to support with the effective running of the school and I thank all staff for their adaptability, flexibility and doing whatever was needed to manage and respond to the advice and guidelines that needed to be implemented.

I would like to thank the active and engaged parent and community bodies, which for our school include the P&C, Mothers' Committee and the St Georgians who work in collaboration with the school to enhance the opportunities and experiences available to the students. Our school is very fortunate to have such a supportive and committed parent and broader community. I am constantly impressed by the huge amount of energy that is invested by our parents and proud St Georgians to ensure that our school, its staff and students are supported across a range of domains. Our school is very lucky to be supported by each of these important groups and I thank them all for their contributions and support over the year. This year I certainly felt the genuine sense of gratitude from our parents/carers for how the school responded to the pandemic and this bestowed trust from our parents/carers in our ability to lead and support our learners has been very much appreciated and is what also motivated us to continue with the great work we undertake each year.

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. Well done to the SGGHS school community, we made it through a difficult and changeable year and more importantly thank you to our students for continuing to enrich our school. It has been an absolute pleasure working and learning alongside you this year.

Ms Betty Romeo

**Principal**

### Message from the school community

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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 2020 are listed below:

- Parents served on a range of panels, including merit selection panels for new staff.
- Due to the COVID-19 restrictions in place throughout the year, the P&C and Mothers' Committee were not able to provide their usual support to the school in 2020. The P&C and Mothers' Committee continued to provide support to the school through their participation in the Year 7 Welcome BBQ and the Annual Presentation Day.
- The P&C arranged a number of fundraising BBQs at Bunnings Warehouse, Rockdale.
- The P&C and Mothers' Committee funded the cost of the after-school Mathematics Homework Centre tutors.
- The Mothers' Committee 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 **Ms Kim Le** (Mothers' Committee President)

### Message from the students

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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. Due to COVID-19, the many activities and events that would normally be held were not able to take place in 2020, but the leadership teams were still able to make a valuable contribution to the school. A summary of the key contributions made in 2020 are listed below:

- The SRC online talent show - talented students from across all years submitted videos of their talents which were then uploaded online for all students to view and vote for their favourite.
- The SRC held a Christmas Accessory Day at the end of Term 4.
- SRC Week was held in Term 3 with the theme 'The Decades'. Various activities were planned over the week including a picnic lunch, old school party games, a Kahoot quiz and the SGGHS version of 'The Masked Singer'.
- Dragon Pride Day, a Prefect led initiative, promoted the various school clubs and extra-curricular activities available.
- The Prefects organised self-care activities in place of 'How U Doin Day?' which was cancelled due to COVID-19.

The 2020 Prefects were: **Captain:** Amy Koralis, **Vice-Captains:** Shoshanna Marrett and Taylor Ong-Le. The following 14 students were elected to serve as **Prefects:** Cate Armstrong, Tasya Bhuiyan, Mercoria Farhoud, Zoe Gajus, Sarah Khan, Samantha Law, Joy Lin, Jade Ma, Caoimhe O'Donohoe Deering, Alina Ruan, Muhsana Sattar, Carmen Truong, Annie Wang and Phoebe Yu.

The 2020 SRC Executive were: **President:** Samantha Edvell, **Vice-President:** Felicity Luong, **Secretary:** Alannah Ajami, **Treasurer:** Michelle Yihm and **New Student Contact:** Jacinta Low.



Dragon Pride Day 2020

## School vision

St George Girls High School creates a supportive and inclusive environment where high potential 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.



Presentation Day Team 2020

## 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                             | 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                       | Sustaining and Growing |
| 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                              | Sustaining and Growing |
| 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

In Strategic Direction 1 (Mindsets and Skills for Growth) student wellbeing remained a focus in the current school plan and has seen positive improvements, feedback and program development to support all students. There was evidence that students are displaying a growth mindset manner in their approach and commitment to learning, however it was noted that Stage 5 continues to be an area of concern. The Personal Best Interviews have developed greatly over 3 years and the refined structure, reflection questions used and length of time allocated to meet and discuss with students shows evidence that the school has achieved this improvement measure and students value this process. There has also been an increase in students' academic self-concept by 5% and the skills identified as being important in today's world relate directly to those being addressed in the Year 7-9 High Potential Learners (HPL) Program. Literacy data indicates a continued need to focus on developing writing skills and value-add in Numeracy.

#### 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)  |
|--|---|
| <p>The post-Growth Mindset Implementation survey and the 2020 <i>Tell Them From Me</i> survey were undertaken and the data collated was considered in the SGGHS Situational Analysis undertaken to inform the future directions for the Strategic Improvement Plan (SIP) 2021-2024.</p> <p>The personal learning profile in the Stage 6 student semester reports was amended to incorporate and reflect Growth Mindset language and skills.</p> <p>Deeper discussions were undertaken with Year 11 students at the scheduled Personal Best Report Interviews around their potential and the talent development process implemented. The reflection sheet issued to students was updated to incorporate the language and research that has informed the updated DoE High Potential and Gifted Education Policy.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul> |

##### Process 2: Learning Skills for Growth Project

A whole-school approach to developing learning skills of students, informed by qualitative school-collated data and evidenced-based research, to prepare students for a rewarding and engaged future in a complex and dynamic society.

## Progress towards achieving improvement measures

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| <p>The High Potential Learners (HPL) Program in Years 7-9 and the Year 11 SEED program has been developed, reviewed and now successfully integrated into the school.</p> <p>A thorough analysis of all literacy and numeracy data available, including the Year 7 Best Start and Year 9 Check-in Assessment was undertaken during the SGGHS Situational Analysis to inform the future directions for the Strategic Improvement Plan (SIP) 2021-2024.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$12000.00)</li><li>• Socio-economic background (\$10000.00)</li></ul> |

## Next Steps

In the elements of learning culture, curriculum and assessment, the SEF S-aS indicated no improvement in these elements from sustaining and growing over the past 3 years. Specifically, the themes of high expectations, differentiation and formative assessment were common areas identified by staff as the greatest need in moving forward as a school. The element of Student Performance measures remains an important area of focus having moved from delivering to sustaining and growing, especially targeting internal school data to measure student performance, growth and value-add. This element as a whole will be a key focus in the mandatory strategic direction 'Student Growth and Attainment'.



Year 7 Welcome BBQ 2020



## Strategic Direction 2

### Collaborative Practice

#### Purpose

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

#### Improvement Measures

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

#### Overall summary of progress

Strategic Direction 2 (Collaborative Practice) saw restructured meeting times provided for staff allow for greater opportunities for collegial discussion around teaching practice. It also saw time dedicated to NESA registration and faculty program evaluation as well as accreditation and teaching standards focus. These meeting structures are now embedded in the school but there needs to be a greater emphasis on a whole school procedure to evaluate teaching practice against the standards and provide meaningful ongoing feedback to staff.

#### 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)   |
|---|--|
| Clear SGGHS procedures to support the DoE Performance and Development Framework (PDF) have been created and communicated to staff. The restructured staff meeting times were allocated to support teachers with NESA Accreditation Administration and NESA Registration and HSC Monitoring requirements. Strategic Direction Meetings were utilised to undertake a rigorous Situational Analysis and to complete the 2020 SEF School Self-Assessment Survey to inform the 2021-2024 Strategic Improvement Plan (SIP). | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li></ul> |

##### 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)  |
|---|---|
| The initial plan to develop an evidence guide relating to the Australian Teaching Standards to support teachers in maintaining Accreditation at Proficient level was postponed and this will be completed in 2021. The Deputy Principal-Teaching and Learning delivered a staff collaboration professional learning session that identified teaching practice relating to each of the Australian Professional Standards for Teachers.<br><br>A series of targeted Learning Sprints were undertaken with Year 8 as part of the HPL Program and the impact of these identified sprints were evaluated. This evidence-based practice will be adapted and integrated teaching sprints will be incorporated into the 2021-2024 Strategic Improvement Plan (SIP). | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul> |

## Next Steps

As a whole, this domain has not been a key focus over the past few years and therefore has remained as sustaining and growing through the SEF S-aS process. It is no surprise that this domain was identified as an area for improvement and further development. Focus themes identified include explicit teaching and feedback in the effective classroom practice element; improvement of practice and accreditation in the professional standards element and collaborative feedback and practice in the learning and development element. Data literacy and data analysis themes were also identified as requiring more professional learning for staff and will be addressed when looking at the external and internal data available as a means to improve teaching practice to support student growth.



SRC and Enviro Council Leadership Day 2020

### 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

The improvement measures set for Strategic Direction 3 (Promoting School and Community Connections) did see an increase in the number of applications for enrolment in Years 8-11 and an increase of registrations at Open Day, except for 2020 due to COVID-19. More effective ways to communicate with the school community were established as well as quality ways to showcase excellence and promote the school as a whole. The established processes will remain embedded in the school structure however from the SEF S-aS it was very evident that this is no longer an area to develop as a strategic direction in the 2021-2024 SIP.

#### 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)   |
|--|------------------------------|
| <p>The school website will be hosted via the school website service (SWS) and key staff have been trained to assist with the new design to go live in 2021. The website has been built and all members of the community are in the process of contributing to the content that will go live in 2021.</p> <p>The school continues to schedule regular Facebook posts to showcase the breadth of experiences, opportunities and achievements that the students at SGGHS engage with. Evaluation of the data has identified that the Facebook posts are reaching a significant number of people in the community.</p> | School and Community \$5,000 |

##### 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)     |
|---|--------------------------------|
| <p>The school has successfully completed 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's office and the Common Room.</p> <p>The school completed the Hall staging and lighting upgrade funded in conjunction with the P&amp;C through the Stronger Communities Programme to create a multi-purpose professional school and community performance</p> | School and Community \$200,000 |

## Progress towards achieving improvement measures

venue. This project also included the installation of flexible staging.

In collaboration with the St Georgians the school completed the Victoria Street school front garden upgrade with the construction of a bricked rose garden bed along the length of the entrance.

The Sentral Student and Parent Portal has been set up and an online parent App for the dissemination of school-based communication to parents and the school community is ready to be implemented and further developed across the school in 2021.

## Next Steps

Although 2 elements in this domain have seen improvement and working towards excelling over the past few years, there were some key themes targeted through the SEF S-aS. In the element of educational leadership, two themes identified were high expectations culture and performance management and development. Continuous improvement, staff deployment and technology have also been identified as themes that require further development in the leading domain.



Prefect Induction Assembly 2020

| Key Initiatives                            | Resources (annual)   | Impact achieved this year  |
|--|--|--|
| <b>Aboriginal background loading</b>       | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$675.00)</li> </ul>   | <ul style="list-style-type: none"> <li>All Aboriginal students have an Individual Learning Plan developed and evaluated in consultation with parents. The target areas of the plans created encourage Aboriginal students to actively engage, participate and immerse themselves in a range of extra-curricular activities in particular the music programs within the school and region.</li> <li>Funds were also utilised to hire instruments for student use such as a Euphonium and enhance participation in the school music ensemble program. Funds are also directed to allow indigenous students access to additional enrichment and wellbeing activities.</li> <li>Funds were used to access additional tutoring for students in identified subjects of need such as Science.</li> </ul>  |
| <b>Low level adjustment for disability</b> | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$43 754.00)</li> <li>Low level adjustment for disability (\$47 384.00)</li> </ul> | <ul style="list-style-type: none"> <li>A Learning and Support teacher is employed 2 days per week to coordinate the Learning and Support Team at the school.</li> <li>3 mentor teachers per week are employed to work individually with students with an identified disability or Personal Learning Plan (PLP) to support them in their learning, particularly focusing on the areas of literacy and numeracy support, organisation and resolving outstanding NESA course warning letters. Students who were provided with individualised learning and support have improved their learning outcomes and overall level of academic achievement and engagement.</li> <li>Release time for the Learning and Support and Wellbeing Teams to engage in professional learning and planning and to meet with students and their parents to develop, monitor and review Personal Learning Plans (PLP's) for students.</li> <li>Release time for students who were not currently meeting the Minimum Standards in Literacy and Numeracy to work intensively with the Learning and Support Team.</li> <li>Release time for the Learning and Support Team to develop literacy resource booklets and strategies to support students successfully complete the Minimum Standards testing.</li> </ul> |
| <b>Socio-economic background</b>           | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$32 386.00)</li> </ul>  | <ul style="list-style-type: none"> <li>All senior students (Years 10, 11 and 12) are interviewed at key times throughout the year, for example when reports are issued and when important curriculum decisions are made. 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 achieving their identified personal best goals.</li> <li>The Wellbeing Team was provided with release time to plan and evaluate the 2020 Year 11 SEED Program, Peer Support Program and Year 7 Transition Program and prepare for the implementation of the 2021</li> </ul>  |

|                                       |  |  |
|---------------------------------------|--|--|
| <b>Socio-economic background</b>      | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$32 386.00)</li> </ul>      | <p>programs, as well as organise the regular fortnightly assemblies for 2021.</p> <ul style="list-style-type: none"> <li>• A Wellbeing Conference was organised to provide valuable professional learning for the Wellbeing team.</li> <li>• The Years 7-9 High Potential Learners team was provided with release time to evaluate and refine the lessons and resources in preparation for 2021.</li> <li>• Funding for release time allocated to the teachers planning the Year 11 SEED Program to review and update the program and resources ready for implementation in 2021.</li> </ul> |
| <b>Support for beginning teachers</b> | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$45 000.00)</li> </ul> | <ul style="list-style-type: none"> <li>• The funding was used to provide professional learning days, mentoring, release time and access to beginning teacher networking opportunities. It also allowed for professional development in working towards accreditation at Proficient level, programming, lesson observations and reflection as required by the Performance and Development (PDP) Framework.</li> </ul>   |



SGGHS Zoom Staff Meeting During Remote Learning



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 0          | 0    | 0    | 0    |
| Girls    | 922        | 924  | 925  | 928  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 98   | 97.1 | 97.2 | 97.3 |
| 8         | 96.6 | 96.9 | 94.8 | 96.2 |
| 9         | 95.9 | 95.5 | 95.7 | 94.8 |
| 10        | 95.1 | 92.7 | 93.5 | 95.1 |
| 11        | 95.2 | 94.8 | 93.8 | 93.4 |
| 12        | 94.6 | 94.7 | 94   | 96.5 |
| All Years | 95.9 | 95.3 | 94.8 | 95.5 |
| 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   | 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 2020, 158 students sat for their HSC. 100% of the 2020 candidates received offers to university to complete a degree. The main universities chosen were University of New South Wales 48%, The University of Sydney 26%, The University of Technology Sydney 13%, Macquarie University 5%, Western Sydney University 3%, The Australian National University 1% and one student received an offer to each of the following institutions; Australian Catholic University, University of Wollongong, CQ University and University of Queensland. One student accepted an offer overseas at Keio University, Japan.

Arts, Education, Psychology, International Studies, Media and Music were chosen by 13% of the cohort, Business, Commerce, Actuarial Studies and Economics courses by 23%, Medicine, Health, Applied Science and Veterinary Science by 18%, Science, Computing, Engineering and Data Science by 29%, Law and Criminology by 10%, Design, Architecture and Fashion by 6%. Of these course offers, 81 students elected to complete a combined degree (51%).

## Year 12 students undertaking vocational or trade training

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

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

99% of all Year 12 students at St George Girls High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



2020 School Captain and Vice-Captains

# 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, 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 <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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.

A focus on Professional Learning was maintained by the school and staff throughout 2020, even through the period of remote learning during Terms 1 and 2. Although there were limited face-to-face opportunities to attend courses, staff embraced the online professional learning opportunities that became available and continued to attend courses that were relevant to identified goals outlined in individual Performance and Development Plans (PDP's), curriculum requirements and school plan strategic directions and initiatives. In 2020 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 2020, 17 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. Schools were given an extra day at the start of Term 2 to allow for intense development and preparation of materials to support remote learning and develop essential skills in online platforms to successfully delivery teaching and learning program. Focus areas included:

- 2019 HSC Analysis using SCOUT and RAP data
- Performance and Development Framework and the Australian Professional Standards for Teachers
- Understanding Sentral Modules
- Learning On Demand Modules - supporting remote learning
- NAPLAN and Best Start Year 7 analysis and literacy targets for Stage 4
- Mandatory Training including CPR, Anaphylaxis, Code of Conduct, Corruption Prevention

### **Teacher Professional Learning Courses**

Staff accessed a range of professional learning opportunities within the wider educational community, including engaging in professional networks. Professional learning included:

- High Potential and Gifted Education School Leaders Course
- Selective Schools Head Teacher Science Professional Learning Network
- HSC Disability Provisions Workshop
- Assessment and Reporting Workshop
- Beginning Teachers Workshop
- Working Smart with Microsoft Outlook
- Curriculum-based workshops and courses
- Kogarah Cluster Executive Leadership Team Conference

In preparation for the development and implementation of the 2021-2024 Strategic Improvement Plan (SIP), professional learning workshops focused on:

- School Excellence in Action
- Strategic Improvement Plan
- Situational Analysis
- Developing the Strategic Improvement Plan (SIP)
- Excellence in Resourcing

### **Strategic Direction Teams**

Strategic teams continued to support the identified school projects and developed milestones in 2020. Teams met twice 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 2020 were:

- Literacy
- Growth Mindset
- Cross-Curricular Enrichment

### **Executive Leadership Team Professional Learning Day**

The focus of the Executive Leadership Day was on School Excellence and working through the Situational Analysis process which included the SEF S-aS completed by all staff in Term 4. In preparing for the development of the new Strategic Improvement Plan (SIP), staff engaged in a number of collaboration meetings to complete the 2020 school assessment survey against the School Excellence Framework (SEF) domains, elements and themes. The school identified areas of strength as well as focus areas and themes moving forward into the next 4 year plan. The Executive looked at different data sources including SCOUT data linked to NAPLAN and HSC results, TTFM student data comparing results from 2015, 2018 and 2020 and the High Potential and Gifted Education Attitudes and Teaching Practice teacher survey. Analysing the data against current research, evidenced-based practice and key DoE policies and compliance requirements, the Executive highlighted common themes for inclusion into the new SIP and began to draft key initiatives and activities linked specifically to collaborative practice around explicit teaching.

### **Wellbeing Professional Learning Day**

The Wellbeing team focused on professional learning around Department of Education (DoE) policies and legislation and revised current school structures and processes to better align to updates and key initiatives around student wellbeing. The School Psychologist presented to the team on the role of the School Counselling Service and how to best work alongside this service to support our students. The Wellbeing team looked at the most recent Tell Them From Me (TTFM) student data linked to wellbeing areas and what this data showed to inform the planning for wellbeing assemblies, activities and guest presenters in 2021. The team were presented with the revised wellbeing structures in terms of meetings and the SGGHS referral processes that will be put in place from the beginning of 2021.



Green Day 2020

# 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 1,791,317        |
| <b>Revenue</b>                        | 10,453,332       |
| Appropriation                         | 9,429,223        |
| Sale of Goods and Services            | 97,803           |
| Grants and contributions              | 919,067          |
| Investment income                     | 7,238            |
| <b>Expenses</b>                       | -10,220,461      |
| Employee related                      | -8,990,738       |
| Operating expenses                    | -1,229,724       |
| <b>Surplus / deficit for the year</b> | 232,870          |
| <b>Closing Balance</b>                | 2,024,188        |

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 2020 school operational funds were primarily directed to the faculty areas to resource their teaching and learning priorities and target equity priorities. Enhancing the quality of the school's physical learning environment continued to be a particular focus in 2020 and DoE, as well as school and community resources were targeted to the following improvements:

- A front garden upgrade with bricked rose garden beds was designed and built that was funded by the St Georgians
- Administration foyer refurbishment
- Principal's office refurbishment
- Sound and lighting upgrade in the Hall with the support from the Stronger Communities Programme (SCP) government grant secured by the P&C in 2019
- Installation of flexible staging in the Hall with the support from the Stronger Communities Programme (SCP) government grant secured by the P&C in 2019
- Further staff room kitchen refurbishments (TAS, PDHPE, Common Room, Administration Office)
- New floor coverings for any spaces that had yet to have the carpet replaced
- The final installation of air-conditioning in the Maths, PDHPE, TAS Staffrooms, Labs 5 and 6, Career's Advisor Office, Prep room, DT1 and DT 2

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.

The commitment to enhancing the quality of the school's physical learning environment will continue in 2021. The School, DoE and community funds available will be targeted to the following identified projects;

- Kitchen refurbishment of the Library and Social Science staffrooms
- The installation of security cameras at car park gates and one way camera to monitor sick bay
- Teacher classroom and Administration Office chair refurbishment



- Food Lab 1 upgrade
- Outdoor basketball/tennis court upgrade with the support from the Metro Renewal DoE Grant applied for in 2020
- Continue to allocate school and community funds to the new building/demountable replacement project and commence the design/costing process in 2021
- Staff toilet facility upgrade, including a re-model of the toilets available in the Hall
- Curtain replacement in the Hall.



Year 12 Graduation Day 2020

## Financial summary - Equity loadings

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

|                         | 2020 <b>Approved SBA (\$)</b> |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 0                             |
| <b>Equity Total</b>     | 132,435                       |
| Equity - Aboriginal     | 675                           |
| Equity - Socio-economic | 32,386                        |
| Equity - Language       | 8,237                         |
| Equity - Disability     | 91,137                        |
| <b>Base Total</b>       | 8,837,328                     |
| Base - Per Capita       | 222,394                       |
| Base - Location         | 0                             |
| Base - Other            | 8,614,934                     |
| <b>Other Total</b>      | 345,518                       |
| <b>Grand Total</b>      | 9,315,281                     |

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.



Year 12 Graduation Day 2020

## 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](https://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.

In 2020 the Department of Education (DoE) provided schools the opportunity to opt-in for a Check-in Assessment to supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor teaching to meet student needs. With NAPLAN not proceeding due to the COVID-19 pandemic, the school made the decision to have Year 9 students participate in this optional assessment.

In the **Numeracy** Check-in Assessment test 88.7% of students assessed answered all questions correctly, compared to 53.1% state-wide and 86.7% of students in the statistically similar school group (SSSG).

In the **Literacy** Check-in Assessment test 78.3% of students assessed answered all questions correctly, compared to 57.9% state-wide and 78.5% of students in the statistically similar school group (SSSG).

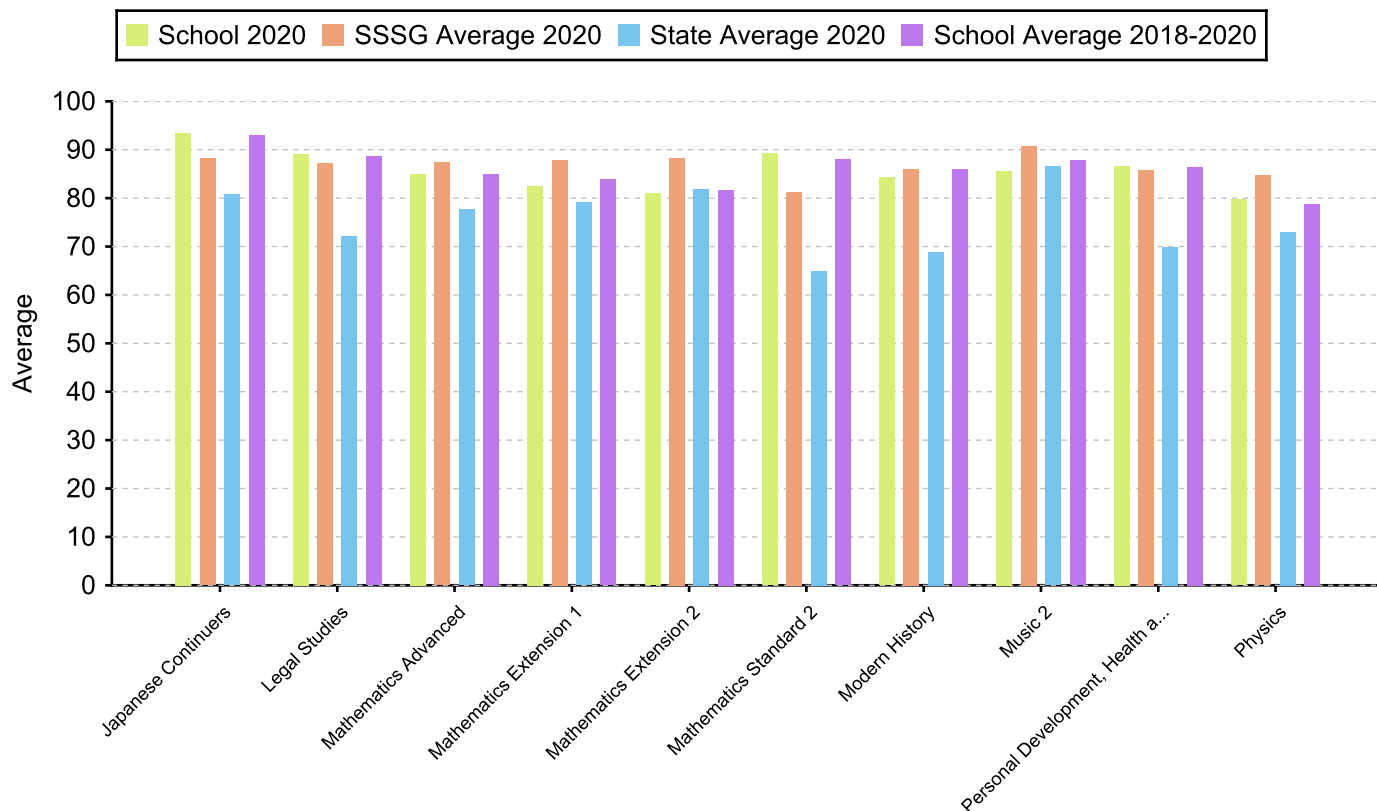
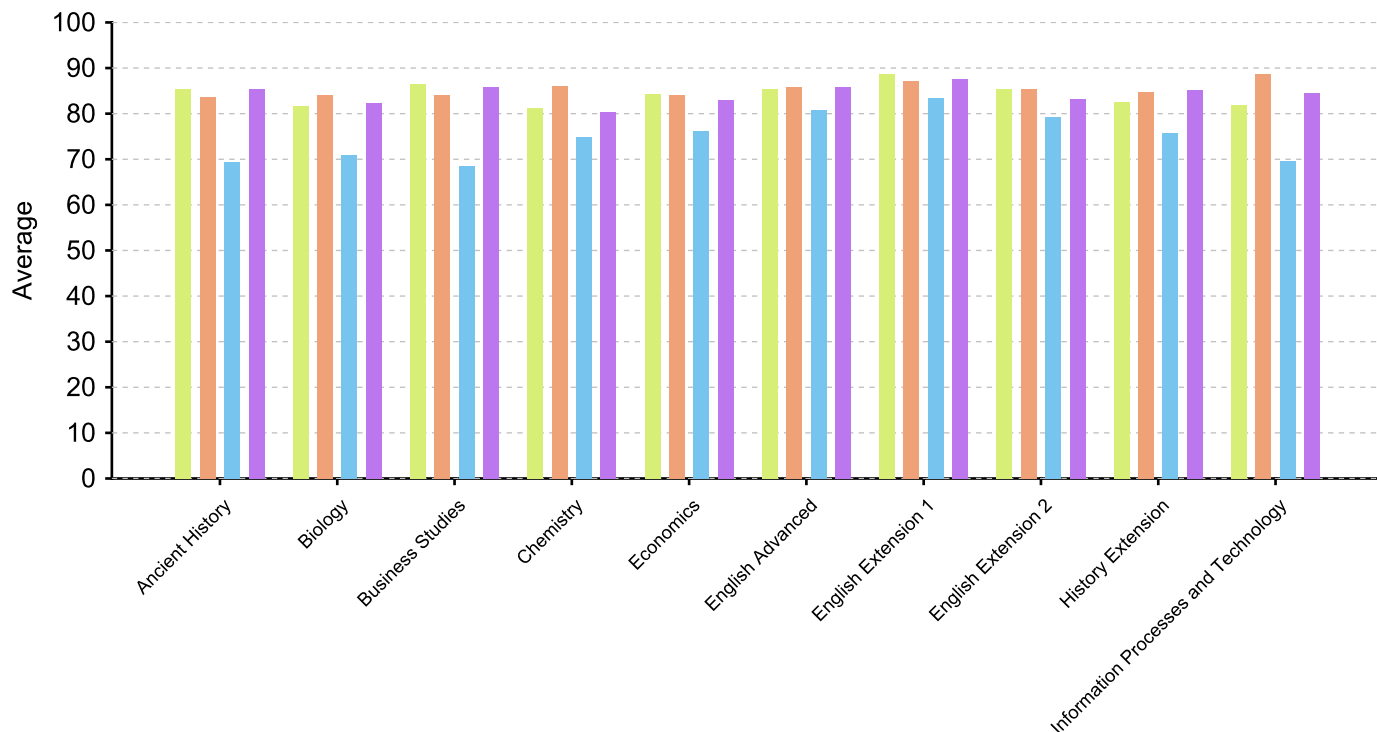


2019 HSC Distinguished Achievers at the 2020 Excellence Assembly

## 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 2020 | SSSG | State | School Average 2018-2020 |
|---|-------------|------|-------|--------------------------|
| Ancient History                                     | 85.4        | 83.6 | 69.4  | 85.5                     |
| Biology   | 81.6        | 84.0 | 70.8  | 82.3                     |
| Business Studies                                    | 86.4        | 84.2 | 68.6  | 85.8                     |
| Chemistry   | 81.3        | 86.1 | 74.8  | 80.3                     |
| Economics   | 84.4        | 84.1 | 76.1  | 83.0                     |
| English Advanced                                    | 85.5        | 85.8 | 80.8  | 85.8                     |
| English Extension 1                                 | 88.8        | 87.1 | 83.4  | 87.6                     |
| English Extension 2                                 | 85.3        | 85.4 | 79.3  | 83.3                     |
| History Extension                                   | 82.6        | 84.7 | 75.7  | 85.2                     |
| Information Processes and Technology                | 81.8        | 88.8 | 69.6  | 84.6                     |
| Japanese Continuers                                 | 93.4        | 88.2 | 80.8  | 92.9                     |
| Legal Studies                                       | 89.1        | 87.1 | 72.1  | 88.6                     |
| Mathematics Advanced                                | 85.0        | 87.3 | 77.7  | 85.0                     |
| Mathematics Extension 1                             | 82.5        | 87.9 | 79.1  | 83.8                     |
| Mathematics Extension 2                             | 81.0        | 88.2 | 81.8  | 81.6                     |
| Mathematics Standard 2                              | 89.2        | 81.3 | 64.9  | 87.9                     |
| Modern History                                      | 84.3        | 86.1 | 68.9  | 86.0                     |
| Music 2   | 85.6        | 90.8 | 86.6  | 87.8                     |
| Personal Development, Health and Physical Education | 86.7        | 85.8 | 69.9  | 86.5                     |
| Physics   | 79.7        | 84.7 | 73.0  | 78.8                     |

The following **nine** HSC subjects demonstrated growth in the number of students in the top 2 bands in comparison to the 2019 HSC results;

- Students who studied **Ancient History** achieved an average exam mark of 85.26, 13.16 marks greater than the state mean, 77.77% (up from 69% in 2019) of students received a band 5 or 6 compared to 33.06% state-wide.
- With an average exam mark of 86.16, 14.17 marks greater than the state mean, 84.37% (up from 73.52% in 2019) of students who studied **Business Studies** achieved a band 5 or 6 compared to only 34.91% state-wide.
- 67.73% (up from 51.38% in 2019) of **Chemistry** students achieved a band 5 or 6 compared to 42.86% state-wide.
- In **Economics**, 20.45% of students achieved a band 6 compared to 13.4% state-wide. 79.54% (up from 76.66% in 2019) of candidates were placed in the top 2 bands compared to 51.3% state-wide.
- With an average exam mark of 44.07/50, 100% (up from 95.23% in 2019) of **English Extension 1** students were placed in the top 2 bands (E3 and E4) compared to 92.54% state-wide.
- With an average exam mark of 89.03, 100% (up from 83.33% in 2019) of **Food Technology** candidates placed in the top 2 bands compared to 29.48% state-wide.
- 30% (up from 16.66% in 2019) of students studying **Personal Development, Health and Physical Education** were awarded a band 6, compared to 9.13% state-wide. 96.66% (up from 83.32% in 2019) of students were placed in the top 2 bands compared to 34.19% state-wide.
- 60.86% (up from 52.37% in 2019) of students in **Physics** were awarded marks in the top 2 bands, compared to 40.36% state-wide.
- 75% (up from 66.66% in 2019) of **French Continuers** students were placed in the top 2 bands compared to 63.57% state-wide.

#### Other HSC Highlights:

- With an average mark of 81.30, 8.91 marks greater than the state mean, 62.66% of **Biology** students achieved a band 5 or 6 compared to 30.54% state-wide.
- With an average exam mark of 86.91, 7.29 marks above the state mean, 77.77% of **Drama** students achieved a band 5 or 6 compared to 59.04% state-wide.

- With an average exam mark of 85.17, 83.84% of **English Advanced** students were awarded a band 5 or 6, compared to 63.31% state-wide.
- 94.11% of **English Extension 2** students were placed in the top 2 bands (E3 and E4) compared to 82.4% state-wide.
- In **Information Processes and Technology** 61.53% of students were awarded a band 5 or 6, compared to 32.1% state-wide.
- With an average mark of 88.89, 13.92 marks above the state, 58.82% of **Legal Studies** students achieved a band 6 compared to 15.01% state-wide. 82.34% of students were placed in the top 2 bands compared to 39.4% state-wide.
- With an average exam mark of 89, 20.6 marks above the state, 90.9% of **Mathematics Standard 2** students achieved a band 5 or 6 compared to 24.5% state-wide.
- With an average exam mark of 84.61, 73.82% of **Mathematics Advanced** students were awarded a band 5 or 6, compared to 52.46% state-wide.
- 83.32% of **Mathematics Extension 1** students received a mark in the top 2 bands (E4 and E3), compared to 74.25% state-wide.
- 83.33% of students in **Mathematics Extension 2** achieved a mark in the top 2 bands (E4 and E3), compared to 83.86% state-wide.
- With an average exam mark of 84.08, 11.55 marks above the state, 83.32% of **Modern History** students received a band 5 or 6 compared to 37.13% state-wide.
- 93.75% of **History Extension** students placed in the top 2 bands (E4 and E3) compared to 76.06% state-wide.
- **Music 2** students received an average exam mark of 85.31, 100% of students were placed in the top 2 bands compared to 87.78% state-wide.
- 100% of **Music Extension** students were placed in the top 2 bands (E4 and E3) compared to 97.25% state-wide.
- 40% of **Science Extension** students placed in the top 2 bands (E4 and E3) compared to 73.72% state-wide.
- With an average exam mark of 91.44, 77.77% (up from 60% in 2019) of **Visual Arts** students were awarded a band 6, compared to 16.83% state-wide. 100% of students were placed in the top 2 bands compared to 62.5% state-wide.
- 83.33% of **Japanese Continuers** students achieved a band 6, compared to 28.86% state-wide. 100% of students were awarded a band 5 or 6 compared to 56.24% state-wide.
- 100% of our **Japanese Extension** students were placed in the top 2 bands (E4 and E3) compared to 88.95% state-wide.

The 2020 HSC success is further evidenced by the following individual student achievements:

- We had **two** students share the prestigious DUX of the year. Congratulations to and **Taylor Ong-Le** and **Annie Wang**, each attaining the very impressive ATAR of 99.75.
- We had **two** students listed as HSC Top Achievers. **Anne Chen** was ranked **9th** in the State in Mathematics Advanced and **Taylor Ong-Le** was ranked an **10th** in the state in English Advanced which is very impressive.
- **Katerina Kalogerakis** was ranked **2nd** in the State in Modern Greek Extension and **4th** in the state in Modern Greek Continuers, studied through the Saturday School of Community Languages Kogarah High School Centre.
- **Sansitha Velayuthar** (currently in Year 12 2021) was ranked **3rd** in the state in Tamil Continuers a course she completed while in Year 11 via an Outside Tutor.
- **Eight** 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 **Anne Chen, Katrina Dinh, Natasha Hossain, Sophie Indraputri, Christine Karabalis, Rachel Luo, Taylor Ong-Le** and **Annie Wang**.

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.

- **Three** students had her Body of Works nominated for **ARTEXPRESS**, Congratulations to Angela Cheung, Jade Ma and Ayisna Takhel. Jade Ma and Ayisna Takhel had their Body of Works selected for inclusion in ARTEXPRESS. To receive a nomination is always a wonderful achievement, but to be selected for inclusion is even more special.
- **Two** Music students had their compositions nominated for **ENCORE**. A very big congratulations to Linyun Cai and Vanessa Pirom on this wonderful achievement.
- **Three** Year 12 Drama students had their Individual Performances nominated for OnSTAGE, a selection of performances and individual projects from Higher School Certificate Drama students, for their Individual Performances. Congratulations to Cate Armstrong, Katrina Hayler and Sophie Indraputri.
- **Two** students Tiffany Li and Helena Tang were nominated for inclusion in **Textstyle**, the annual exhibition of outstanding Major Textiles Projects developed by HSC Textiles and Design students. This is a great achievement and one that is even more notable when you consider that these two students completed this course via the Sydney Distance Education High School.





Jade Ma at the 2020 HSC ARTEXPRESS Exhibition

## Parent/caregiver, student, teacher satisfaction

The disruption to schools due to COVID-19 prevented many of the planned activities to occur and therefore limited the feedback we would normally obtain from our school community. In 2020 we were not able to hold the annual Parent/Student Study Skills sessions or the combined P&C Presentation with Sydney Technical High School.

### Continuity of Learning during Remote Learning

Supporting the staff, students and parents through the period of remote learning required detailed Continuity of Learning Plans (CLP's) to be developed, modifications to communication processes implemented and new procedures followed to monitor and support student learning and wellbeing. Feedback from all stakeholders, both verbally and via email correspondence to the school, indicated that the school community felt they were well-informed and kept up-to-date of DoE guidelines and procedures, understood the expectations and protocols in place during remote learning and had clear frameworks for contacting relevant staff at school for support.

### Tell Them From Me Student Survey

911 students participated in the Tell Them From Me (TTFM) student survey which included ten measures of student engagement, categorised as social, institutional and intellectual engagement. In comparing the results from the 2018 survey, the following reflect the areas of improvement and areas for future focus.

In regards to ***Social Emotional Outcomes***:

- 6% increase in the areas of Sense of Belonging and Positive Relationships
- 3% increase in Intellectual Engagement Composite
- 4% decrease in Values School Outcomes and 3% in Effort

In regards to ***Perceived Importance of Skills for Future Jobs or Career Plans***, the following three skills were rated the highest of importance among students:

- Communicating with others - 71%
- Thinking Critically - 68%
- Working as part of a team - 63%

The following three skills were rated the lowest in terms of importance:

- Technology Skills - 35%
- Managing Finances - 37%
- Writing - 40%

The ***Drivers for School Outcomes*** data indicates the areas where there was an increase since 2018:

- Effective Learning time - increase from 6.7 to 6.9/10
- Explicit Teaching Practice and Feedback - increase from 6.4 to 7.0/10
- Advocacy at school - 5.5 to 6.3/10
- Positive Learning Climate - 6.5 to 7.2/10
- Positive Teacher-Student Relations - 5.9 to 6.6/10

Areas where the school data is at or below the NSW Norm and therefore needs to be a focus include:

- Academic Self-Concept
- Perseverance
- Academic Buoyancy



Years 8-11 New Student Morning Tea 2020

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy 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

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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

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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)

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### Year 7 Transition Program

The Year 7 Transition Program supports a smooth transition into high school for all of our new Year 7 students. The program ran over 3 days and students rotated through a range of activities including peer support, positive friendships, cyber safety and healthy self. All Year 7 students completed the *Best Start Program* as part of their transition in to High School, assessing key literacy and numeracy skills. The data provided feedback to teachers to help identify student needs and key information to support targeted teaching strategies that meet the learning needs of all students.

### High Potential Learners (HPL) Program Years 7-9

The High Potential Learners Program for Years 7-9 started well in Term 1 with some changes to the structure and key focus areas. The five focus areas were:

- Literacy for High Potential Learners
- Growing Your Mind
- Embracing the 4 C's
- Me as a High Potential Learner
- Rethinking Challenges

After remote learning, we were able to return to the program and continue to deliver the face-to-face key workshops. All Year 9 students were fortunate enough to have a session this year with Psychologist Jocelyn Brewer who focused on technology and overcoming the distractions related to technology, providing some valuable tips and strategies.

### Year 11 SEED Program: Supporting Educational and Emotional Development

The Year 11 SEED program supports students as they transition into Stage 6. The program delivers targeted learning

and opportunities for students around essential skills and knowledge required in the senior years to support continued growth academically, physically and mentally. The planned sessions target three key areas:

- Enhancing Academic Performance
- Social and Emotional Development
- Physical Health and Wellbeing

The SEED program supports the implementation of the following DoE policies:

- High Potential and Gifted Education Policy
- The Wellbeing Framework
- Mandatory Life Ready Program

In 2020, the SEED program was disrupted due to COVID-19, however the school was able to reschedule essential sessions throughout the year to ensure students were provided a range of support and key information. Sessions included: assessment procedures and requirement for the HSC, key NESA information, careers information including scholarships, overcoming adversity, building resilience and self-empowerment.

## **HSC Transition Day**

The school held an HSC Transition Day for Year 11 students on the first day of Term 4. This was a new initiative developed and implemented due to the cancellation of a number of key sessions scheduled in the SEED program. Sessions focussed on key HSC information that students need to be aware of and follow as they transition into HSC courses and NESA requirements. The process of HSC moderation and how school-based assessments are used to moderate HSC marks was outlined to students as well as information regarding Disability Provisions, the Educational Access Scheme (EAS) and information and key dates regarding scholarships. Clinical Psychologist, Jennifer Hawken from the Kidman Centre at UTS, ran a session titled 'Coming Back Stronger'. This session provided practical support to students on how to identify any struggles they may be facing, how to address these and how to turn struggles into goals. Students worked through strategies on building daily habits for success, looking at personal values as they head into the HSC year and what to do when things start to get a bit too much in Year 12. Due to the positive feedback from the students, the HSC Transition Day has now been scheduled as part of the 2021 program.

## **Competitions**

### **Australian Mathematics Competition**

The Australian Mathematics Competition challenges students to engage with mathematical concepts embedded in questions in novel and unfamiliar ways. In 2020, 582 St George Girls High School students sat the competition at the various levels.

Students gained 5 High Distinctions, 77 Distinctions and 296 Credits.

Best in School Award winner - Azkiya Umam (Year 8)

**Nine** students finished within the top five percentile bands in the state.

98th percentile rank: Azkiya Umam (Year 8); Selina Zhu, Breena Woodbury (Year 9), Sydney Tran-Pham, Queena Liu (Year 7)

97th percentile rank: Monica Zhou (Year 10)

96th Percentile rank: Vidhi Amin (Year 9); Kelly Chen, Serena Giang (Year 8)

## **Science**

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 praise 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 11) in Biology.

### **Australian Geography Competition**

Year 10 and a select group of Year 11 Geography students tested their geographical skills and knowledge against schools from all around Australia in the 2020 Australian Geography Competition. With over 65,800 students from 699 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.

St George Girls High School clearly have a number of geographers who performed to a high standard. All students

received a certificate of participation for their involvement and those who obtained a Credit, Distinction or High Distinction level of performance received an award from the Royal Geography Society of Queensland who is sponsored by Macquarie University.

The following students in the following years are commended for their effort and achievement:

The following students in Year 11 were awarded a High Distinction: Bonnie Deng, Clare Jenkins, Tammy Lee and Jasmin Small.

The following students in Year 11 were awarded a Distinction: Shu-Been Kim, Kyee Lei, Amy Vu, Annie Zhou.

The following students in Year 10 were awarded a High Distinction: Nashita Choudhury, Niamh Deuis, Fidelina Siman, Chanisa Jennings, Marissa Lin, Tracy Yao, Cecilia Chan, Sumi Kong, Jessica Lau, Angelica Guan, Alicia Tang, Melody Yan, Natalie Pham and Aneesa Sukkarieh.

The following students in Year 10 were awarded a Distinction: Michelle Ha, Griffin Small, Jessica Wang, Anna Cheng, Hannah Malek, Natalie Tang, Agnes Tjokrosetio, Tajfi Ahamed, Yashwini Gopal, Bella Nguyen, Evon Wu, Monica Zhou, Cindy Liao, Mindy Liu, and Stephanie Todorovski.

## **2020 Business Educators Australasia Plan Your Own Enterprise Competition**

Two teams from St George Girls High School qualified for the final, which was run via Zoom during the September holidays. Finalists were narrowed to a 10-team field and while we did not ultimately win the competition, Becky Hang, Alekhya Immadi and Sharon Yang (Year 11) were recognised for their business, Teaology, a create your own bubble tea lab and Duha Haque and Isabella Wang (Year 11) finished runners up for their business Pokette, designer of fashionable and practical women's clothing with pockets. The integration of this competition into the subject's formal assessment structure remains a novel way to enhance the relevance of course content and engage students.

## **Achievement in the Arts**

### **Drama**

In 2020, 3 students received OnStage nominations for the HSC Monologues Performance- Katrina Hayler (Sue Anne) Cate Armstrong (Mrs Smith) and Sophie Indraputri (Vegan Veneer).

In 2020, St George Girls High School Drama students successfully auditioned to represent our 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 who each gained a place in the Year 11 State Ensemble, and to Katelyn Labrakis for gaining a place in the Year 9 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 11) was also selected in the Belvoir Theatre Youth program and Alisa Greyze (Year 11) gained a coveted place in the Sydney Theatre Company's "Young Wharfie" program.

### **Music**

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 in the wider school community.

Approximately 250 students participated in the Performing Ensembles Program this year. These include the instrumental ensembles: concert band, intermediate band, orchestra, stage band, chamber strings, senior strings, training band and vocal groups - vocal ensemble, and A Cappella Plus. Small ensemble tutorials included brass ensemble, guitar ensemble, saxophone ensemble, percussion and chamber percussion ensembles and string trio.

At the end of Term 3, Anna Wong (Year 11) was inducted as the school pianist for 2020/2021. Anna presented a solo recital at the Prefects Induction Assembly.

### **Visual Arts**

The highly-commendable efforts of our Year 12 Visual Arts students resulted in the work of Angela Cheung, Jade Ma and Ayisna Takhel being short-listed for inclusion in the ARTEXPRESS exhibition in 2020. A special congratulations goes to Jade and Ayisna whose work will be exhibited.

The "Make Your Mark" School Mentoring Program is an initiative of the St George Art Society, designed to activate,

engage and inspire creative thinking and art making by local young artists. Due to COVID-19 restrictions it was not

possible to run this program in 2020, however, a selection of student artwork was shown on the St George Art Society website and the awards for Outstanding Young Artists were presented to the following winning students.

- Winner-Venus He (Year 10)
- Sharon Cheung (Highly Commended)

## **Sport**

Sport has always been an integral and vital aspect of school life, however due to COVID-19, the usual sporting events and carnivals including the Regional, CHS and All Schools Swimming Carnivals, Cross Country and Athletics events for 2020 were cancelled. Knock Out competitions, Gala days and Dance festivals were also put on hold.

The 2020 School Sport Program for Years 7-10 began in Term 1 and as the year went by was modified due to COVID-19 restrictions and DoE guidelines around sport and external providers onsite. Throughout the year students were able to engage in physical activity across a variety of different sporting activities including Oztag, Fitness, Tennis, Dance Fitness, Tae Kwon Do, Zumba, Hip Hop, Walking and Games at school.

In Term 1 the school did hold the annual Swimming Carnival and witnessed some outstanding achievements from the talented students across the year groups. The following students deserve special mention:

### **School Age Champions:**

12 years: Crystal Kwok

13 years: Joey Lu

14 years: Nicole Yu

15 years: Chloe Xu

16 years: Mindy Liu

17 years: Catherine Weng

Over 30 of our students progressed to the Zone carnival and competed for St George Girls High School over this two day event. Not only did our school win the Girls Point score Trophy for this championship, but all relay teams progressed to Regional level, which was unfortunately cancelled. The following students deserve special mention:

### **Zone Swimming Age Champions:**

13 years age Champion: Joey Lu

14 Years age Champion Runner up: Gabrielle Ciu

17 years age Champion: Catherine Weng

17 years age Champion Runner up: Laetitia Cooper

## **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 34 students. The following students were members of the Executive team:

- President: Hannah Yuan (Year 12)
- Vice President: Carmen Truong and Samantha Law (Year 12) Aneeta Nelson (Year 11).
- Enviro Journalist: Anne Chen (Year 12), Assistant Journalists- Sasha Bilanovsky (Year 11) Adminstrator - Phoebe Tandjiria (Year 12)
- Student Enviro Executive: Anna Cheng, Fiona Jiang, Jessica Lau, Sabrina Huang, Eleni Markantonakis and Katherine Elliott (Year 10); Katerina Kalogerakis, Felicity Luong, Navneeta Das, Violeta Shopova, Anika Tahsin, Michelle Vuu, Mandy Yang, Ru Yun Liu and Annie Zhou (Year 11); Vienna Chan, Christine Karabalis, Samantha Law, Joy Lin, Rachel Luo, Mehar Luthra, Caoimhe O'Donohoe Deering, Ramisa Quader, Yuan Tran, Annie Wang,



Rebecca Wu, Phoebe Yu, Idy Zhao (Year 12).

Students entered the Speak 4 The Planet Competition, independently judged by experts in each field, and performed exceptionally well. Congratulations to:

- Art Category: Winners - Vibha Balaji and Jasmin Wu (Year 8); Runner up - Mavis Hong (Year 8).
- Writing Category: Winners - Thais Tsovolos and Violeta Shopova (Year 11).
- Tik Tok Category: Winner - Anika Tahsin (Year 11); Runner up - Angelika Gandarasa (Year 8)
- Video Category: Winner - Alina Ruan (Year 12); Runner up - Trisha Shankar and Karishama Gadgil (Year 11).

SGGHS were runners up on the Global Stage of Speak 4 the Planet competition. Eight countries competed in this inaugural event. Congratulations to Violeta Shopova (Year 11) who achieved runner up in the writing category and Jasmin Wu (Year 8) as runner up in the Art category.

Katrina Hayler of Year 12 won the RD Walshe Memorial Writing for the Environment: National Writing Competition run by the Sutherland Shire Environment Centre.

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 included the following: Why Enviro, Gardening, Sustainable Living, Last XMAS (Year 7); Get Outdoors, What a Mess, Make it Up (Year 8); Bees, Eco Face, Bees Wax Wraps (Year 9) and all Year 10 completed a WIRES Rescue and Immediate Care Course (RICC).

Students delivered exciting and thought provoking GREEN -X talks which all had a vital Environmental message.

Year 8 speakers and subjects:

- Vicasini Carthigeyan - 'Diaper up our world'
- Jasmin Wu - 'Individuals alone can't prevent climate change'
- Sophia Zhou - 'Biodiversity'

Year 10 speakers and subjects:

- Yanting Huang - 'Water Scarcity'
- Eleni Markantonakis - 'Conscious Consumerism and the Environmental Impacts of our Food Choices'
- Zaina Siddiqui - 'Let's save the animals'

Year 11 speaker and subject:

- Mandy Yang - 'Save Our Endangered Birds'

An online vote was organised for the students to select a People's Choice Award:

- Yanting Huang (Year 10) was the Winner of the 2020 GREEN X talk People's Choice Award.

## **Wellbeing Programs**

The Wellbeing Team is pivotal in providing essential support and guidance to all students. The vast Wellbeing programs that run each year are specifically designed and targeted for each cohort, cover a range of wellbeing areas and focus on building and maintaining positive mental health and wellbeing for our students. The wellbeing assembly schedule provides an opportunity for guest presenters and workshops as well as the opportunity for students to meet with their Year Advisors and Deputy Principal to discuss upcoming events, celebrate success and showcase the achievements of their peers.

During the wellbeing assembly time, students engaged in presentations with external presenters including: UTS - Managing Stress (Years 10 and 12), BATYR Mental Health Presentation (Year 11), High Resolves and Paul Wade Presentation (Year 10), Turning Point and Police Youth Liaison Officer Presentation (Year 9), Brainstorm Production's Sticks and Stones and Girls Talk (Year 8), Backflips Against Bullying and Growth Mindset (Year 7).

Camps give students the opportunity to develop friendships, build team skills, take risks, and to challenge themselves physically and mentally in a safe environment. The 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. Unfortunately, due to COVID-19, the Year 11 and Year 9 camps were cancelled for 2020.

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, 2021. 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.



Year 7 Camp 2020