

2021 Annual Report

North Sydney Girls High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 'brave new world' while growing, changing and consistently aiming and progressing 'towards higher things' has been our goal at North Sydney Girls High School in 2021. Our community has never been so aware of the huge geographic spread of our families and learning from home has presented many challenges but also revealed our resilience and ability to self-regulate and manage our own learning. I believe in every aspect of learning - in our students, teachers, support staff, parents and community - we have grown.

In 2021 we created our new Strategic Plan of 2021-24 and our students wrote our new Vision Statement beginning with:

At North Sydney Girls High School we aspire to live our motto, Ad Altiora, "towards higher things" by striving to achieve our personal best in a learning environment which nurtures the growth of identity and promotes respectful, productive collaboration. In a landscape of high achievement and academic excellence, we encourage a culture of reflection and resilience that enables students to set and attain individual learning goals.

In 2021 we have lived this vision and seeing the growth of reflection and resilience has been impressive. Our graduating class have displayed incredible patience, resilience, autonomy and cohesiveness as they have completed their schooling with dignity and success. Moving online was challenging but we were so lucky to be supported by exceptional technology infrastructure and support staff. Our teachers and support staff have displayed a superb degree of flexibility and commitment to ensuring exceptional teaching and learning both in the classroom and online.

Our parent and ex-student community have stayed connected during 2020; offering constant support and guidance.

The importance of our family and friendships have been emphasised in 2021 and together we have all 'put others first' to ensure the safety and wellbeing of our communities. Through our sacrifices we have grown and have learnt not to take each other for granted. We will forever appreciate the gift of a smile or a hug from a friend. I have been very proud of our school community in 2021.

Thank you to every person who has played a role in ensuring we continued to grow and flourish at North Sydney Girls High School.

Ad Altiora

Megan Connors

Principal

Message from the students

'A little consideration, a little thought of others, makes all the difference.' - Winnie the Pooh.

After the lockdown last year, members of the SRC had high hopes in uplifting the wellbeing of our school community. Inspired by the events of last year, we decided on the theme: 'All the Little Things' as a reminder of the small actions we can take as individuals to help out the people we know and love, even in times where we may not be able to see each other.

We started off with planning our first school event: Festivities Week. With many recesses and lunches of sorting thousands of messages and candy canes, our council definitely bonded amidst the paper bags and joyful Christmas songs. North Sydney Girls and Boys Senior Games Night in early Term 2 brought us a challenge like no other with the announcement of mandatory mask restrictions in indoor events, 5 hours before our event. Racing to provide over 300 masks for all students attending, we managed to pull off a successful event amidst all the scrambling. Mocktail Night was our next major event, but it was unfortunately not to be because of Covid cases rising in Sydney. Our final term as SRC members saw us working from home while coming up with ideas to boost wellbeing in our school community. It gave us an opportunity for us to reflect on the past year and work on projects that were true to our theme. We were able to create a lockdown recap video as well as show our appreciation to teachers during this time of stress and uncertainty.

The past year, to say the least, has been the most challenging yet rewarding experience to date. Our council was able to encourage each other to create new ideas in times that we had not experienced before.

We hope that the SRC this year has been able to not only boost the wellbeing of our school community, but also show our peers that the little actions that we do can have a significant impact. I am so inspired by and grateful for the opportunities this year has given me and am beyond proud of what our council was able to accomplish. Here's to all the little things that are to come.

Ad Altiora

Jenevieve Liem

SRC President

School vision

At North Sydney Girls High School we aspire to live our motto, Ad Altiora, "towards higher things" by striving to achieve our personal best in a learning environment which nurtures the growth of identity and promotes respectful, productive collaboration. In a landscape of high achievement and academic excellence, we encourage a culture of reflection and resilience that enables students to set and attain individual learning goals.

By valuing lifelong learning, we foster the development of a wide range of skills to empower a student's voice, embrace leadership potential and develop confidence and resilience in learning and in life. A student of North Sydney Girls will be a person who moves with confidence into the wider community, contributing proactively and making a positive difference to our society both while at school and in the future. In our school community, we embrace public education values of kindness, compassion and respect in all that we do.

We aim to create a community of inclusivity and belonging that builds productive relationships. In partnership with students, parents, staff, and the wider school community we strive to ensure that North Sydney Girls High School is recognised as a school of innovation that exhibits evidence-based practice in the teaching and learning of gifted students.

We acknowledge that our learning takes place on the beautiful lands of the Cammeraygal people. We will work in collaboration with Indigenous people to ensure our school community has a deep understanding of the richness and diversity of Aboriginal culture and histories. We aim to ensure that all students achieve their potential and will endeavour to meet the social, emotional, spiritual and cultural needs of all individuals.

Ad Altiora

School context

North Sydney Girls is an academically selective high school catering to the needs of over 900 highly gifted students. Students come from a wide range of backgrounds with 93% for whom English is an additional language or dialect. The school community has high expectations for students and staff and the school consistently achieves outstanding academic results.

Our differentiated and conceptually based curriculum emphasises higher order critical, creative and collaborative thinking skills to enrich and extend the gifted learner. Learning experiences inside the classroom are complemented by extensive co-curricular sporting, cultural and leadership 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.

Embracing personal growth, students practise developing skills in resilience and adaptability. Positive mental health will assist students in becoming more confident in their beliefs and voice, being productive and active citizens. By empowering social skills and the ability to build relationships, students will develop the confidence needed for future success.

Parents, staff and students have agreed to develop common values in our students - resilience, responsibility, confidence, kindness, compassion, independence, courage and diligence.

Parental support is strong with a commitment to the holistic education of all students. The support of extensive extra and co-curricular activities such as student voice, music, sport, leadership, enrichment and STEM programs is thoroughly integrated.

Strong partnerships with our alumni, school networks and external stakeholders are fostered to ensure a collaborative and dynamic community emerges.

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.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. This process also included extensive research, literature reviews, analysis of internal and external data, surveying of students, staff, parents, and focus groups, where we were able to identify three strategic directions for our Strategic Improvement Plan.

Through our situational analysis we have identified the need to embed strategies that enhance literacy and build a

culture of reflective learning to ensure we achieve "Sustained Growth". The integration of highly effective formative feedback practices and self-regulated learning are key initiatives to ensure we achieve "Feedback for Growth". In building "Collaborative Communities", we aim to develop a professional learning culture and productive relationships to achieve personal best.

We will begin to develop a partnership with our local Aboriginal Education Consultative Group, Gawura, and consult with them to ensure all Aboriginal students find school to be engaging and culturally safe places to learn, succeed and feel confident in their heritage, cultures and languages. In working in collaboration with Gawuru and other Indigenous organisations, we will ensure that our non-Aboriginal students understand the heritage and culture of Aboriginal people, especially the Cammeraygal people. All students will attain an understanding of the history of the interaction between Indigenous and non-Indigenous peoples.

As a school community we commit ourselves to move "towards higher things" in all endeavours.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching and learning strategies to enhance literacy and the development of critical, creative and collaborative thinking skills in all students. Improvement in literacy, specifically academic writing and thinking skills, will enable our students to increase performance levels in NAPLAN and the HSC.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy Initiative - Embedding literacy across the curriculum.
- Building a culture of reflective learning

Resources allocated to this strategic direction

English language proficiency: \$111,270.80

Professional learning: \$45,000.00

Beginning teacher support: \$8,000.00

Summary of progress

At North Sydney Girls High School we made a decision as a whole school to target literacy and the improvement of writing to enhance student growth and performance. The whole school community is focused on improvement and committed to aspirational expectations for every student to achieve their personal best. This journey has been cemented by our consultation with experts from CESE and the findings of our situational analysis, which contained extensive surveying of all stakeholders and an extensive literature review, resulting in the development of our Strategic Direction 1 initiative - "Embedding literacy across the curriculum". To drive growth and achieve our targets of increased Band 6s /E4s across all subjects and also see the increase in student growth and value adding in NAPLAN and the HSC, every teacher extensively analysed, interpreted and extrapolated all data and created strategies to move forward in each subject. On a subject team and faculty level, teachers work collaboratively to use this data to inform future planning, create positive interventions and modify teaching practice. The high performance culture of NSGHS is shown through the clear focus on student progress and achievement and the evidence based approach to seeing gaps and addressing these with our proactive literacy and student wellbeing strategies.

As part of our integrated approach to quality teaching, curriculum planning and delivery and assessment, a whole school literacy strategy was created and accepted by all stakeholders. Our literacy strategy emphasises the need to explicitly teach literacy (including academic writing) and ensure the curriculum is differentiated for our gifted students that have EALD backgrounds. Our Cross Faculty Literacy team worked collaboratively on designing this strategy and ensuring it could be implemented effectively with extensive and targeted professional learning. Both external and internal experts are used to deliver on-going professional learning and faculty members of the Literacy team have been upskilled to then be able to lead their faculty in the development of skills and embedding strategies in their Teaching and Learning programs. In 2021 we created a leadership position to ensure the sustainability of our Literacy focus, Literacy team and embedding of strategies into all teaching and learning programs. Two experienced staff members demonstrating advanced skills in instructional leadership were chosen to co-lead the team and Initiative 1 of the Strategic Improvement Plan. This leadership has seen significant momentum in the confidence of teachers and in the embedding of literacy activities across all subject areas in Stage 4 as was seen in the evaluation of SDD Term 2.

To address the needs of our EALD learners and to assess the gaps in their literacy and specifically writing development, a comprehensive analysis of all data for all students is collated. Identified students are targeted for increased levels of support, including invitation into the Academic Literacy Support classes. These small group classes with a trained Literacy specialist ensure that student growth in literacy is enhanced. All students are tracked with internal and external data sources throughout Years 7-10. Teachers collaborate to assist in the identification of students needing support. This intervention operates in conjunction with the explicit teaching of literacy strategies that is happening in all years and subjects from Year 7 to Year 12. Recognising the importance of our Literacy Strategy, the P&C committed 0.4 teachers (\$22000) in 2021 to assist in the provision of literacy support and the Academic Writing classes. School funds and staffing enabled the creation of the Literacy Coordinator positions and compensation of a reduced teaching load.

As mentioned, the major focus of our strategy has been to embed writing across the school and literacy in all curriculum. Led by our Literacy Team members and with professional learning expertise/time provided to collaborative plan and create explicit lessons we have seen the effectiveness of these strategies across all faculties and subjects. Examples from our Science and HSIE faculties have been provided to show the success of explicit teaching and feedback.

Modelling, joint construction and re-construction of paragraphs and HSC style answers is one of the main factors for the noted improvement in HSC results over the last two years.

The whole school commitment to the explicit teaching of literacy skills and the improvement of HSC results by moving our high Band 5 students to a Band 6 result will continue to be our direction and target for the duration of this Strategic Plan and into the future. Early results, as seen in internal and external data, are very positive. Teachers report increased confidence in explicitly teaching literacy, and increased student engagement in literacy learning, and acceptance of support, is promising. The dedication of our entire school community to the achievement of each student's personal best epitomises the educational aspirations of all stakeholders.

At North Sydney Girls High School we aspire to live our motto, Ad Altiora, "towards higher things". Our journey has begun to establish a culture of reflective learning, where students would grow through explicit, consistent and research-informed teaching and learning strategies and the development of critical, creative and collaborative thinking skills. The foundations of the culture lay in professional learning to upskill all staff in the teaching and assessing of critical, creative and collaborative thinking skills and the development of a conceptual framework from the curriculum which would reveal the self-reflection and evaluation skills required by students to explore the personal significance of their learning.

In order to support our Strategic Direction 1 in 2021, to roll out reflective learning on a whole school basis, we began by mapping a Critical, Creative and Collaborative skills continuum for Stage 4 against the revised ACARA framework. This formed the basis for developing explicit teaching of these skills in learning programs that are dynamic, show evidence of revisions and are based on feedback on teaching practices. Student progress is continuously tracked through meaningful classroom discussion and student recording of feedback for their peers.

Future plans include working with Head Teachers and faculty representatives across the curriculum to embed these skills in learning programs for all Year 7 subjects in Semester 2 2022 and the revising and consolidating of the Stage 4 Innovations and Philosophy programs based on the 2021 pilot units. The two key elements of "Questioning" and "Discussion" are the vehicles for the reflective use of the Thinking Moves and Collaborative Discussion Skills explicitly taught in the Innovations and Philosophy Programs. Questioning and discussion will be transferable to all subjects and the reflective learning team will collaborate with faculty representatives to design and share stimulus materials and a suite of bespoke reflection tools that can be used in the exploration of our conceptually based curriculum at NSGHS.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of HSC course results in the top two bands to be moving towards the school's lower bound system-negotiated target of 95.8%.	<ul style="list-style-type: none"> • 93.34% of students attained results in the top three bands demonstrating progress toward the lower bound target and all faculties evaluated HSC data to look at strategies to achieve their target of higher Band 6 outcomes for students.
The percentage of students achieving in the top 2 bands of the NAPLAN writing assessment to moving towards the school identified target of 70%.	<p>The Cross Faculty Literacy team delivered highly effective professional learning to ensure all teachers felt more confident in their ability to embed literacy strategies across the curriculum. Utilising WordFlyers two pilot subjects, PDHPE and History, trialed the explicit teaching of literacy skills in a formative assessment task and evaluations of the summative tasks revealed improvement. Students in need of support were targeted and received small group tuition in our Academic Writing Classes. In 2022 we hope to see all subjects embedding more explicit literacy strategies in their teaching and learning programs.</p> <ul style="list-style-type: none"> • 100% of all subject areas have embedded literacy strategies in either their Year 7 and 8 programs. • Year 7 History and PDHPE trialed successfully the implementation of a Word Flyers unit to formatively assess skills and evaluated progress against a summative task. • 94.63% of students are now in the top two skill bands (NAPLAN 9) for reading.
Effective professional learning delivered to staff to develop a "skills continuum" and conceptual framework to support the explicit teaching of inquiry skills.	We were not able to deliver our planned professional learning to all staff on inquiry skills and reflective learning due to the shift to online learning in Term 3 2021. We have rescheduled this professional learning to 2022. We were able to begin team teaching and upskill our team on implementing communities of inquiry and questioning proformas.
The percentage of students achieving	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading

<p>expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 63.3 %.</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 61.8 %.</p> <p>Students work towards improving expected growth or maintenance of NAPLAN results in Year 9.</p>	<p>increased to 70.14% indicating achievement exceeding the upper bound target.</p> <ul style="list-style-type: none"> • The percentage of students achieving expected growth in numeracy increased to 63.19% indicating achievement exceeding the lower bound target. • Average NAPLAN score in Year 9 reading increased from 696.7 in 2019 to 699.5 in 2021. • Average Growth score in reading of 25.8 in 2021 was higher than statistically similar schools (SSSG) at 22.9. • 70.7% of students achieved at expected growth in reading. • 94.63% of students are now in the top two skill bands (NAPLAN 9) for reading and 100% for numeracy, indicating significant progress towards the achievement of future annual progress measures.
<p>Identify and map the specific inquiry skills to be assessed both formative and summative, across the curriculum.</p>	<p>Inquiry skills have been mapped across the curriculum and a team created to move each faculty forward into embedding question and reflection in each subject.</p>
<p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 93.6 %.</p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 97.8%.</p>	<ul style="list-style-type: none"> • 94.64% of students achieved in the top two bands in NAPLAN reading indicating achievement exceeding the lower-bound target. • 100% of students achieved in the top two bands in NAPLAN numeracy indicating achievement exceeding the upper-bound target.

Strategic Direction 2: Feedback for growth

Purpose

Our purpose is to embed a culture of reflective and resilient learning that sets high expectations for every learner and assists High Potential and Gifted students to self-regulate. Within this culture, evidence-based formative feedback practices will enable a growth mindset approach that equips every student with the skills to focus on sustained progress in their learning. Our teachers will reflect on and evaluate their current effectiveness and adapt their classroom feedback practices to facilitate a growth mindset approach supported by high impact professional learning and use of student data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Embedding highly effective formative feedback practices
- Developing self-regulated learning

Resources allocated to this strategic direction

Per capita: \$20,000.00

School support allocation (principal support): \$45,000.00

Professional learning: \$15,000.00

Summary of progress

In our commitment to the pursuit of excellence at North Sydney Girls High School, we understand and value the importance of continuous and coherent high impact professional learning (HIPL) which is driven by the needs of our highly gifted students and aligned to system, school and individual teacher performance and development goals. Our school culture of high-level performance and aspirational expectations is apparent in the clear and sustained focus on student learning progress and achievement, which has at its core the sustained support for our highly gifted students to connect, thrive and succeed in their learning.

Our decision to strengthen and deepen a whole school focus on assessment and feedback in our SIP 2021-2024 - Strategic Direction 2: "Feedback for Growth", resulted from the 2020 Situational Analysis which revealed that both students and teachers identified assessment and feedback as a key area for further improvement. A strong theme that emerged across both teacher and student data was the inextricable link between assessment and student engagement and wellbeing.

In order to build instructional leadership capacity in our executive team, which drives quality assessment and feedback practices, we have implemented the Executive Mentoring/Coaching Program. This bespoke program prioritises the sustained and collaborative professional development of Head Teachers to deliver purposeful instructional leadership informed by evaluative practice. This targeted HIPL approach highlights the pivotal role of the Head Teacher as a key instructional leader in communicating high expectations for teaching and learning in their faculty. As a result of their participation in the Executive Mentoring/Coaching Program, Head Teachers report that they are increasingly confident in their instructional leadership capacity to communicate high expectations for both teachers and students, informed by best practice, and to both lead and model sustained quality evaluative assessment and feedback processes in their faculty.

Through a faculty-based recursive and collaborative evaluative process of Assessment Renovation led by the Head Teacher, our evidence shows that the Executive Mentoring/Coaching Program is increasing the impact of instructional leadership by enabling school leaders and teachers to evaluate the impact of targeted professional learning on classroom practice, student progress and achievement, and to make adjustments to teaching and learning where required. This strategic approach ensures that explicit teaching which has a clear line of sight to assessment, is practised expertly and consistently by teachers across the school and is used flexibly and responsively as an integral part of differentiated daily classroom instruction.

Geoff Master's *Towards a Growth Mindset* (2013) has helped to inform our focus on addressing the wellbeing needs of our highly gifted students through quality assessment and feedback practices. Effective feedback plays a crucial role in developing growth mindsets through communicating assessment information and providing advice for how a student might improve (Sadler, 2010; WWB 2020). Research shows that students learn best when teachers provide them with effective feedback which is constructive, timely, detailed and specific. Feedback which enables students to understand how they have performed on a particular task and is clear about where mistakes were made is critical in informing the 'next steps' in learning (WWB 2020 Update).

The embedding of highly visible learning intentions and success criteria into assessment tasks, and designed-in feedback points into teaching and learning programs, has supported students to actively and purposefully engage with individualised feedback through metacognitive strategies such as self-reflection, self-assessment, peer assessment and setting individual learning goals. This explicit approach removes the 'guesswork' from assessment, which can create considerable stress for students, and assists them to clarify the expectations of their learning and assessment in order to proactively assess the next steps in their learning and set purposeful individual learning goals focussed on areas for growth.

Our evidence set shows that the collective evaluative thinking processes now being used by teachers, strengthen their ability to both identify gaps in student learning and to address these with evidence-informed assessment and feedback strategies. Furthermore, a recursive learning culture of 'feedback, feed-up and feed forward' enables a triangulated approach of teacher, self and peer feedback to inform both teachers and students of the next steps in learning. This high support / high challenge culture focussed on learning growth and personal best achievement, is enabling students to become reflective and resilient students who approach the pursuit of academic success with a growth mindset. Our evidence set supports our on-balance judgement that we are excelling on Educational Leadership, Data Skills and Use, Professional Standards in the theme Improvement of Practice, and Curriculum in the theme Teaching and Learning Programs. We are sustaining and growing on Assessment, Learning and Development, Wellbeing in the theme Individual Learning Needs, and Effective Classroom Practice in the theme Feedback.

In conclusion, our evidence set shows a strong, positive shift in both individual and collective instructional leadership capacity at NSGHS and faculty professional practices, demonstrating the efficacy of professional learning communities in developing, sharing and modelling expert instructional leadership to evaluate current practice and to use this evaluative data to lead the ongoing evidence-informed adjustment of practice for improved student outcomes. The Executive Mentoring/Coaching Program has been highly successful in implementing a collaborative school HIPL initiative which drives ongoing refinement and improvement in teaching and learning, and shares responsibility for the sustained and measurable improvement in the quality of student outcomes.

The Executive Mentoring/Coaching Program will continue in 2022 and will be extended to the three Head Teachers who have not yet participated and aspiring leaders throughout the school. Head Teachers who have already participated across the last 2 years will work with other Head Teachers to share best practice and mentor new Head Teachers and aspiring leaders. Preliminary results from the Assessment Renovation Survey (2.1.f) show that faculties are at various stages in their assessment renovation and require different levels of support; some faculties have not yet started their assessment renovation. Whilst a lot of work has been done, we still have much work to do in embedding this approach across all KLAs. We also need to deepen our focus on assisting students to formulate meaningful learning goals across KLAs which enable them to assess their learning growth against explicitly taught learning intentions and success criteria. We are working towards including a student reflection statement on semester 1 and 2 reports which will allow students to articulate learning goals and the progress they have made, so that the whole school focus on learning growth, rather than marks, is valued and clearly communicated as a priority in our school community. It is anticipated that individual student learning goals and progress made against these, will become a focus of parent-teacher interviews.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers participate in collaborative PL to enhance skills and confidence in writing explicit learning intentions and success criteria. One Year 7-10 T&L program in each faculty is reviewed, evaluated and renovated (i.e. backward mapped) to embed explicit success criteria and learning intentions.	Self-assessment against the School Excellence framework shows the school currently performing at excelling in the element of data skills and sustaining and growing in the element of assessment. Five faculties have engaged in the Assessment Renovation process, renovating at least one Stage 4 or Stage 5 Teaching and Learning program. This will continue to be a strong focus in 2022 with targeted PL support provided for those faculties which have not yet conducted Assessment Renovation.
Faculties participate in collaborative PL informed by expert research (e.g. Hattie, Timperley, Black & Wiliam) to implement effective feedback strategies which enable teachers to provide timely, specific and detailed feedback to students against specific success criteria, on the progress they have made in their learning and the 'next	Qualitative data from the end of Term 2 Assessment Renovation Survey conducted with five faculties indicates that teachers in these KLAs have participated in collaborative faculty professional learning to evaluate a Stage 4 or Stage 5 teaching and learning program to embed explicit learning intentions and success criteria in order to provide specific and detailed feedback which enables the formulation of explicit, challenging and achievable learning goals for students. Whole school professional learning planned for the SDD Term 3 on the principles of explicit teaching was deferred to 2022.

<p>steps' they need to take.</p>	
<p>Teachers support students to develop individual learning goals in response to formative feedback given against specific success criteria. Through formative feedback strategies, students develop self regulation and responsibility for their learning in working towards clearly defined learning goals (aitsl Spotlight Feedback).</p>	<p>Not as much progress has been made in this initiative. However, qualitative data from the end of Term 2 Assessment Renovation Survey conducted with five faculties who have engaged in Assessment Renovation indicates that those teachers who are supporting students to formulate individual learning goals perceive learning intentions, success criteria, and designed-in formative feedback as crucial in providing opportunities for students to practise and receive feedback against explicit success criteria, These teachers also reported seeing students take greater ownership of their learning as a result of this process. Additionally, the 2021 TTFM Survey data showed that 290 students reported receiving support from their teachers to set individual learning goals and 199 students reported using self assessment of their learning. Only 48 students reported using peer feedback to improve their learning.</p>
<p>Faculties develop a policy for standardised faculty feedback processes to ensure students receive consistent and ongoing feedback that indicates what actions the student has to undertake to improve their response prior to the final submission of learning/assessment tasks.</p>	<p>67% of head teachers have participated in the Executive Mentoring/Coaching Program which has built their instructional leadership capacity to lead and model Assessment Renovation through collaborative professional learning within their faculties. At least one Stage 4 or Stage 5 teaching and learning program has been evaluated and renovated to incorporate explicit learning intentions, success criteria, and designed-in feedback points which support and enable students to assess their learning growth and achievement in at least one formal formative assessment task, thereby increasing their confidence and providing a clearer picture of what 'success' looks like in their learning. The 2021 TTFM Survey data showed that only 15 students reported receiving clear assessment task notifications, 13 reported clear learning intentions and specific criteria related to assessment tasks and 39 reported receiving formative feedback about their learning to identify strengths and areas for growth.</p>

Strategic Direction 3: Collaborative Cultures

Purpose

Our purpose as a school is to create a collaborative culture to ensure the whole school community works towards achieving personal best. We aim to have a collective responsibility for student learning that is shared by parents, staff and teachers. We will develop partnerships both within the school and in the wider community to deliver a holistic education for our highly gifted learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Developing a professional learning culture to collaboratively plan, share, assess and evaluate all learning tasks.
- Creating productive relationships to achieve personal best.

Resources allocated to this strategic direction

Professional learning: \$42,000.00

Beginning teacher support: \$10,000.00

Socio-economic background: \$14,788.43

Low level adjustment for disability: \$90,289.62

Summary of progress

Although always a priority, this goal of creating Collaborative Cultures has now been cemented in Strategic Direction 3 of our Strategic Improvement Plan 2021-2024 and was a direct result of our extensive evaluation of all data in the Situational Analysis 2020/2021. Building partnerships to form active professional learning communities and a dynamic school community that meets the needs of our highly gifted students and their families is our aim.

Our performance development process and our emphasis on the setting of relevant Performance Development Plan (PDP) goals ensures support is pursued to provide resources and opportunities for individual staff members. Our PDP/ Observation process illustrates the effective culture of collegial observation based on a staff wide negotiated system of observation; observations reinforce that all classrooms are well-managed within a consistent, school-wide approach. Teachers model and share their repertoire of strategies for classroom management and improving engagement; this has been particularly relevant in the "learning from home" environment.

We are working towards developing a collective responsibility for student learning that is shared by parents, staff and teachers. The effective partnerships that exist with parents ensure the need to support a growth mindset (of all stakeholders) and encourage the positive mental health of our students based on the need to work towards "personal best" and a mindset of continual improvement. In completing our situational analysis the need for more effective engagement was noted and this feedback was utilised to create SD3.. Our focus groups of parents, students and staff to reflect on data to guide school planning and create an innovative Strategic Improvement Plan was an example of highly successful collaboration. Student voice in school planning and operations continues to grow; however, it is student voice in the classroom and with regards to their own learning that we aim to improve. The stakeholders of our community are strongly focused on successful learning across all domains: academic, social, emotional, physical and creative.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Professional learning provision of collaborative planning, programming, assessing and evaluating learning. As part of collegial observation teachers open classrooms to other teachers and are prepared to analyse each other's strengths and areas for improvement.	The school has embedded explicit systems that facilitate professional dialogue, collaboration, classroom observation and modelling of effective practice and feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. Coaching and mentoring to support the induction of early career teachers, aspiring leaders and instructional leadership is evident in our collaborative practices. All staff evaluate professional learning activities and implement strategies to show impact of these activities. As expert teachers our staff are often asked to demonstrate, mentor and share resources with colleagues in other schools

<p>Opportunities established for the development of student voice in the classroom to encourage students to feel connected to their learning.</p>	<p>and we also utilise the expertise and support for our inexperienced teachers and sole teachers on subjects of external teachers.</p> <p>In 2021 faculties reviewed their teaching and learning programs.. Staff applied feedback from survey results as well as data collected from student assessment and achievement to assess T&L programs and assessment tasks. Staff worked in teams to share expertise and experience, collaborating to find innovative and engaging resources to complement lessons. Revisions to programs were informed by evidence based teaching practices in line with whole school strategic directions, ensuring that T&L programs have a visible line of sight to the assessment task with appropriate activities built in to the unit of work to allow for practice and feedback. Adjustments were incorporated to meet the specific learning needs of identified students.</p> <p>Teachers work together to foster a whole school environment of collaboration and growth. Students are encouraged to take risks to build confidence in using their voice in the classroom to take ownership of their learning. Our next steps are to continue to build capacity and confidence in students so that we can assist them to strive to reach their own personal best learning goals.</p>
<p>TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the school's lower bound system-negotiated target of 79.2%.</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 74.23% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). <p>In 2021 the Wellbeing Roadmap was successfully implemented and we were able to run all programs including three wellbeing camps for Year 7, 9 and 11. Mentoring programs between teachers and students (Year 12) and , RAISE mentors (Year 8 students) and Year 9 and 7 one on one mentoring were successfully implemented..</p> <p>Meeting the wellbeing needs of all students is a priority that is the foundation of our Strategic Improvement Plan. Instead of devoting one strategic direction to wellbeing we have chosen to integrate student wellbeing across all three strategic directions and emphasise that wellbeing is the responsibility of all stakeholders. Ensuring successful transitions to school from over 50 different feeder schools relies heavily on a collaboration with our parent body that culminated in our "Welcome Event" for new families. Our parents work closely with the school to provide support during Orientation Day, P&C meetings and the Welcome Event. This effective collaboration is one part of ensuring the successful transition of families to our school community and helps ensure the community is fully informed and supportive of ensuring a successful continuation of learning.</p> <p>Transitioning into the senior school and also to post school is supported by individual student meetings with members of the senior executive and wellbeing team. NSGHS regularly solicits and addresses feedback from parents and the broader school community to ensure effective community engagement and uses school resources (such as staff expertise and technology) to assist in this engagement. As is shown in this evidence set, our Wellbeing Roadmap created and modified each year by our Wellbeing Team, depicts that we do implement well-developed and evidence-based approaches to meeting the needs of our students. Our mentoring and individual interviews with students encourages the development of positive relationships enhances engagement in learning, growth mindsets and self-regulation of students.</p>
<p>The percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 95.9 %.</p>	<p>Attendance levels have remained high, however, we are slightly below our lower bound target in 2021 with 93.84%. Strategies are in place to achieve our target in 2022.</p> <p>Students at risk have been identified by Wellbeing Team and more students than 2020 identified as needing support. We have seen an increase in the number of students on Learning Support Plans.</p> <p>Students impacted by our time learning from home were targeted with small group support and underachieving students were part of our Program Achieve.</p>

<p>Successful implementation of YAM program reveals an increase in reporting of minor mental health concerns (as opposed to major).</p>	<p>The Youth Aware of Mental Health (YAM) program was successfully implemented and all Year 9 given the opportunity to participate. Program evaluated successfully and will be implemented again with Year 9 in 2022. Students reported increased understanding of mental health issues, the need for self-care and importance of help seeking behaviours.</p> <p>RAISE mentoring was also implemented successfully to 14 Year 8 students with great success. All students found the program to be highly effective in meeting their individual needs and all recommended its continuation in 2022.</p> <p>Mentoring of Year 12 students and the active support of our Wellbeing Team and newly engaged Student Support Officer ensured the constant monitoring of students both at school and when learning from home.</p>
<p>Successful audit of all partnerships operating between the school, stakeholders and external bodies.</p>	<p>As a school we have built effective partnerships with parents to ensure the need to support a growth mindset and encourage the positive mental health of our students based on the need to work towards "personal best" and a mindset of continual improvement. In completing our situational analysis the need for more effective engagement was noted and this feedback was utilised to create SD3 of our 2021-2024 Strategic Improvement Plan. The stakeholders of our community are strongly focused on successful learning across all domains (academic, social, emotional, physical and creative) which supports us to continue to progress towards our targets in SD3. We have not managed to reach our intended goal of auditing all partnerships operating between the school, stakeholders and external bodies this year but we have been fortunate to be successful in our application to join the DoE Parent Partnership Learning Ecosystems PL in 2022. Our team is looking forward to working in our Community of Practice group and learning new strategies for increasing parent engagement in our initiative.</p> <p>Our local high school network consisting of 5 schools - Mosman HS, Cammeraygal HS, Willoughby Girls HS, NSBHS and NSGHS -is referred to as the Lower North Shore Community of Schools (LNSCoS). Across this network we run Principal, Deputy Principal, Head Teacher, Subject Area, Early Career, Beginning and HALT network meetings. The network provides a hub for collaboration, resource sharing and local expertise. It encourages the spread of good ideas and focuses on developing instructional leadership and effectiveness of curriculum delivery. It also allows the delivery of high impact professional learning in a more cost effective way. The Beginning and Early Career Teacher network provides a mean to collaborate across schools and be mentored in developing skills in the first two years of teaching and also work towards accreditation at Proficient. We currently have 4 teachers attending the Beginning Teacher group which meets twice a term. Sharing of expertise, lessons and experiences are key components. The LNSCoS HALT teacher network that allows aspiring teachers to collaborate and work together to achieve their HA or Lead accreditation. We current have 2 teachers working towards HA and one towards Lead as part of this team. As expert teachers our staff are often asked to demonstrate, coach, mentor and share resources with colleagues in other schools and we also utilise the expertise and support of teachers in other schools for our inexperienced teachers who may be teaching a subject solo.(3D(iv))</p> <p>The Principal, Deputy Principals and Head Teachers are also leading Selective networks such as the Selective School's Principal and Deputy Principal networks. Collectively we are able to advocate for the needs of High Potential and Gifted students and the implementation of the new policy.</p>
<p>Strategic Improvement Plan shared with Guwara AECG and Reconciliation Action plan process created.</p>	<p>Attendance at Guwara AECG meeting and sharing of Strategic Improvement Plan. Links established through our network with local AECG and professional learning undertaken with Aboriginal Education Consultants and local AECG.</p>
<p>Team created to lead Reconciliation Action Plan and guide its implementation and the professional learning of all staff.</p>	<p>Our Staff team has begun the process of auditing the level of current community awareness of Aboriginal and Torres Strait Islander cultures and have identified professional learning to take place for the whole staff in 2022.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$14,788.43</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North Sydney Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creating productive relationships to achieve personal best. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: 100% of all students being able to access all resources, including technologies and participate in all opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: All students and families will continue to be supported in 2022 allowing enhanced equity and opportunity.</p>
<p>English language proficiency</p> <p>\$111,270.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Sydney Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Initiative - Embedding literacy across the curriculum. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Academic Literacy Coordinator and teachers to assist EAL/D students and also ensure all teachers were embedding literacy into all programs. • Additional teacher time to provide targeted support for EAL/D students and for development of programs • Specialist use of Wordflyers as a means to embed literacy activities across the school. <p>The allocation of this funding has resulted in: The creation of 5 Literacy (Academic Writing) classes to support the development of literacy skills across Years 9 - 12. The identification and mapping of EAL/D students and support provided. The development of all teachers through professional learning in embedding literacy strategies in their teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will continue to target improved literacy outcomes and enhanced writing skills. The P&C has agreed to fund 0.4 teacher to assist us in providing additional English classes and Academic Writing Support Classes.. Professional Learning to ensure all teachers are confident teachers of literacy and enhanced writing will continue. We will also continue to use Word Flyers as a tool to enhance interest, engagement and skills.</p>
<p>Low level adjustment for disability</p> <p>\$90,289.62</p>	<p>Low level adjustment for disability equity loading provides support for students at North Sydney Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$90,289.62</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creating productive relationships to achieve personal best. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Identified students supported through the implementation of our learning support plans. Increased engagement and attendance levels of specific students. Adjustments made to teaching, learning and assessment to cater to the individual needs of all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued identification and support of students with low levels of disability.</p>
<p>Beginning teacher support</p> <p>\$18,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at North Sydney Girls High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building a culture of reflective learning • Creating productive relationships to achieve personal best. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professionally learning at a Network level was provided to all Beginning Teachers to assist in their induction into teacher, public education and our school. • Beginning teachers access professional learning to upskill themselves in gifted education, differentiation and classroom management. • Beginning teachers were given a 2 period per fortnight period allocation to allow them to work on preparation of lessons, observation of mentor's lessons and documentation for accreditation at proficient. • Mentors provided to support Beginning teachers. <p>The allocation of this funding has resulted in: Three beginning teachers moving satisfactorily towards accreditation. Continued development of and participation in Beginning Teacher Network across five high schools in our network.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support and mentoring will be provided to beginning teachers in year 2 of teaching and support given to complete accreditation of proficient in the second year of teaching.</p>
<p>School support allocation (principal support)</p> <p>\$87,000.00</p>	<p>School support allocation funding is provided to support the principal at North Sydney Girls High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding highly effective formative feedback practices • Other funded activities

<p>School support allocation (principal support)</p> <p>\$87,000.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Principal support funds have been utilised to employ additional staff to assist in the management of school infrastructure and large projects. <p>The allocation of this funding has resulted in:</p> <p>Completion of major projects including the Cooler Classroom Project (air conditioning and filtration systems), Roofs on C and D block, new carpeting of D block and approval of Science Laboratory plans (project to be completed in 2022)</p> <p>Ongoing maintenance issues have been mapped and monitored.</p> <p>Major plumbing work has been undertaken to remove bathroom problems.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued monitoring and planning for infrastructure upgrades.</p> <p>Six Science laboratories and two preparation rooms including new chemical storage will be refurbished in 2022.</p> <p>Continued monitoring and implementation of maintenance.</p>
<p>COVID ILSP</p> <p>\$20,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy and specific skills eg Textiles and Design skills. employment of a teacher to work with wordflyers and choose and design appropriate lessons and supports for various subjects. <p>The allocation of this funding has resulted in:</p> <p>Year 9 Academic Writing classes successfully implemented with 21 students identified as needing support due to gaps created from lockdown in 2020. All students attended classes and completed activities and tasks assigned.</p> <p>Year 12 Textiles and Design students were supported to develop practical skills that were not developed due to learning at home during their preliminary course.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>All students in Years 7 to 10 will be evaluated in Term 1 2022 to assess any gaps in literacy, numeracy and subject specific skills / content.</p> <p>Year 7, 8 and 9 (2021) have completed check-in assessments which will assist in identification of students needing support.</p> <p>Students needing support will receive small group tuition, support and monitoring in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	913	908	911	906

Student attendance profile

School				
Year	2018	2019	2020	2021
7	98.5	98.3	95.1	98.1
8	97.4	97.5	94.4	96.5
9	96.8	97.1	94.5	95.1
10	96.4	96.5	94.4	95.8
11	96.7	96.8	95.8	96.5
12	96.1	96.9	95.4	95.6
All Years	97	97.2	94.9	96.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

1.25% of Year 12 students at North Sydney Girls High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at North Sydney Girls High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

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.

Whole-school Professional Learning, steered by the cross-faculty Professional Learning Team, maintained a focus on building the capacity and confidence of staff to deliver lessons remotely. Staff from across all faculties were involved in online professional learning to further develop skills in using technology effectively and efficiently to maintain student engagement and learning. Accordingly, School Development Days and staff meetings continued to be 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. Additional resources were adapted from previous experience in remote learning to assist new staff to build their confidence with technology and online teaching strategies. In addition to the essential focus on technology and remote learning, the SD2 Feedback for Growth Team implemented their Assessment Renovation Initiative under the guidance of the Executive Mentoring/Coaching Program. This initiative allowed faculties to review Stage 4 and 5 teaching and learning programs and embed opportunities for formative assessment and feedback and scaffolded support for formal assessment tasks.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,039,882
Revenue	11,980,517
Appropriation	9,715,423
Sale of Goods and Services	105,916
Grants and contributions	2,157,633
Investment income	1,545
Expenses	-11,470,616
Employee related	-9,403,809
Operating expenses	-2,066,806
Surplus / deficit for the year	509,901
Closing Balance	1,549,783

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 2021 we successfully applied for a NSW Government grant (Metro funding) to refurbish two of our six science laboratories. With additional funding from our parent community we have been able to raise funds to complete all six refurbishments in two phases, both phases to be completed by Term 4, 2022. Our closing balance in 2022 will be significantly lower as these community sourced funds will be utilised.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	219,753
Equity - Aboriginal	0
Equity - Socio-economic	14,788
Equity - Language	114,675
Equity - Disability	90,290
Base Total	8,850,339
Base - Per Capita	224,527
Base - Location	0
Base - Other	8,625,811
Other Total	423,178
Grand Total	9,493,269

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

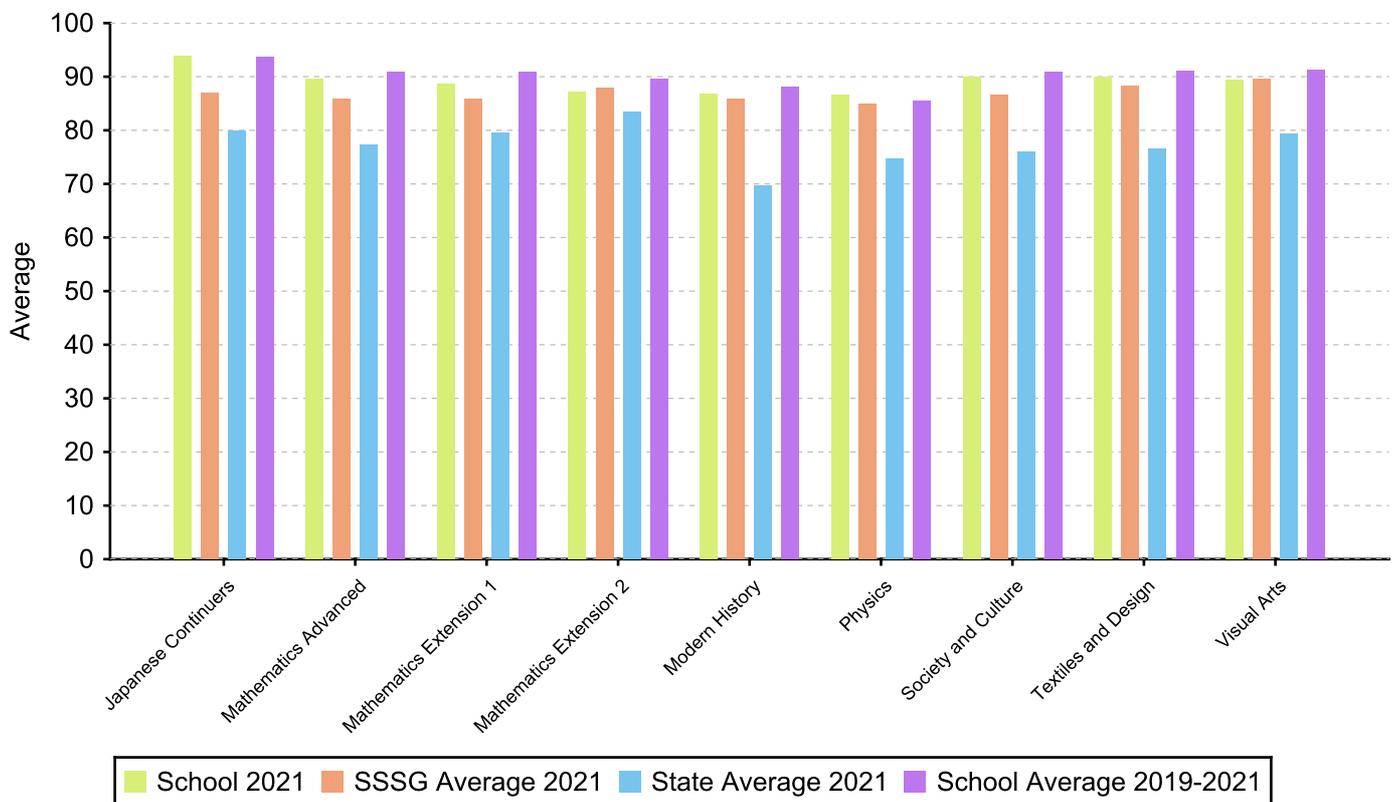
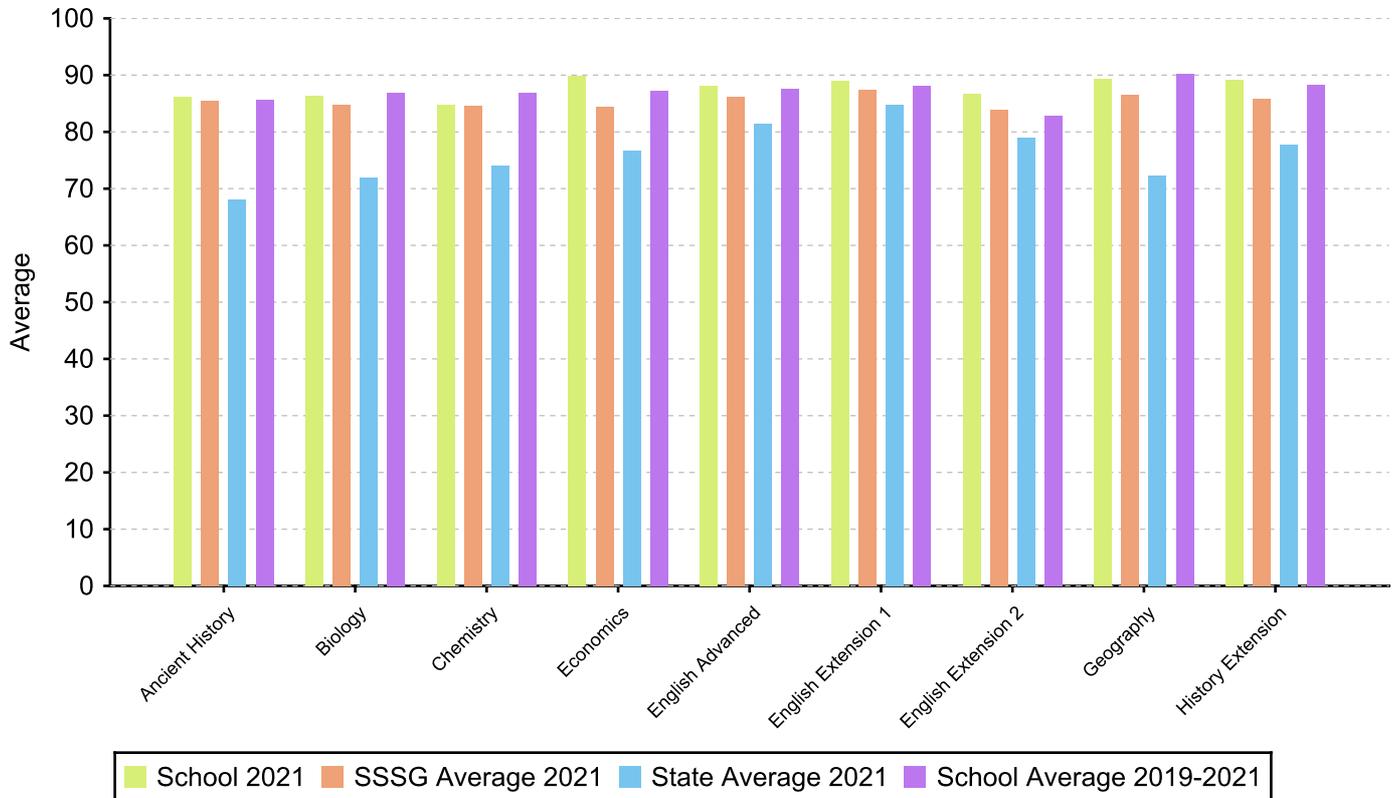
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	86.2	85.5	68.1	85.6
Biology	86.3	84.9	71.9	86.9
Chemistry	84.8	84.7	74.1	86.9
Economics	89.9	84.4	76.7	87.2
English Advanced	88.2	86.2	81.4	87.6
English Extension 1	89.0	87.4	84.8	88.1
English Extension 2	86.8	84.0	79.0	82.8
Geography	89.4	86.6	72.4	90.2
History Extension	89.1	85.9	77.7	88.4
Japanese Continuers	93.9	87.0	79.9	93.8
Mathematics Advanced	89.6	85.9	77.4	90.8
Mathematics Extension 1	88.7	85.9	79.5	90.9
Mathematics Extension 2	87.2	88.0	83.5	89.6
Modern History	86.8	85.8	69.7	88.0
Physics	86.6	85.0	74.8	85.5
Society and Culture	89.9	86.6	76.0	90.9
Textiles and Design	89.9	88.3	76.6	91.1
Visual Arts	89.4	89.7	79.4	91.2

2021 Higher School Certificate

Our HSC results were outstanding with students achieving a Band 6 or E4 in 49.25% of their HSC exams. Twenty six students were on the NSW Education Standards Authority's (NESA) All Rounders list, attaining a Band 6 in at least 10 units studied, and 10 students were on the Top Achievers list for attaining a state rank in a course.

Our Visual Arts, Music and Textiles and Design 2021 HSC students have received nominations to Encore, ARTEXPRESS and Texstyle.

Outstanding individual achievements:

Ten 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:

- Naomi Enochs: 2nd in state - Biology
- Ashley Xu: 14th in state - Biology
- Faye Tang: 2nd in state - Japanese Extension
- Isabella Tan: 3rd in state - Japanese Extension
- Claire Hsu: 4th in state - Latin Extension
- Maggie Liu: 5th in state - Latin Extension
- Minrui Li: 14th in state - Legal Studies
- Sumedha Deo: 1st in state - Hindi Continuers (Outside Tutor)
- Airi Sugahara: 1st in state - Japanese in Context (NSW School of Languages)
- Alex Duke-Yonge: 5th in state - German Beginners (NSW School of Languages)

All Rounders:

A total of 26 students received an All Rounders award for achieving Band 6/E4 results in their best 10 units of study. Congratulations to: Rianna Allen, Tiya Banerjee, Laura Campbell, Annabel Chen, Sherry Chen, Naomi Enochs, Tiffany Guo, Mira Healey, Claire Hsu, Reanne Huang, Geuni Kim, Lia Kwon, Diane Lee, Yoon Seo Lee, Minrui Li, Emma R Liu, Maggie Liu, Chiara Ly, Trisha Nangia, Reina Reilly, Asmita Sayanthan, Airi Sugahara, Valencia Tan, Faye Tang, Iris Wei, Ashley Xu

Exemplary HSC Projects and Performances:

- In Visual Arts, Reina Reilly's *Body of Work* was nominated for ARTEXPRESS and was exhibited at the Moree *Bank Art Museum* and in the *Virtual Exhibition VX*.
- In Music, Faye Tang received an ENCORE nomination for her Music 2 performance program and Emma R Liu received an ENCORE nomination for her Music Extension performance program.
- In Textiles and Design, Alicia Yap was nominated for Textstyle.

University Offers:

118 students received/accepted an offer for one of their first 2 preferences.

USYD and UNSW were by far the primary university destinations, with 66 UNSW and 71 USYD first preference offers made to students. Other institutions included: UTS, Macquarie University, Australian Catholic University, ANU, Newcastle University, Griffith University and Bond University.

The degrees chosen by students ranged across several disciplines, with the majority being focused on Commerce / Actuarial / Science and Advanced Studies degrees. Six offers for medicine were made to students:

- University of NSW - 2 offers for Medicine
- University of Sydney - 1 offer for Medicine
- University of Wollongong - 2 offers for Pre-Medicine
- University of Technology Sydney - 1 offer for Pre-Medicine

Early Entry, Scholarships and ATARS:

12 students were awarded an early entry offer/scholarship:

- Tiya Banerjee - Sydney Scholars Program (USYD)
- Kelly Fung - Sydney Scholars Program (USYD)
- Jessica Kim - Sydney Scholars Program (USYD)
- Sherry Chen - E12 - Early Offers Year 12 (USYD)
- Geuni Kim - E12 - Early Offers Year 12 (USYD)
- Vivien Wu - E12 - Early Offers Year 12 (USYD)
- Claire Jiang - UNSW Gateway
- Lexie Chiha - Undergraduate Award in Education (UNSW)
- Liang Liang - UNSW Business Information Systems Co-op Scholarship
- Laura Campbell - ANU Tuckwell Scholarship
- Valencia Tan - Melbourne National Merit Scholarship (University of Melbourne)
- Isabella Tan - Business Cadetship Program (PCA)

The 2022 Dux was Naomi Enochs who achieved a 99.95 ATAR.

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. In 2021 we completed External Validation and added to the data gathered from all stakeholders.

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 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. Tell Them From Me - 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 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 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.

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 where teachers indicated that 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 classroom and around assessment is an area to improve on. 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 have been attached (Blackburn, Cornish & Smith, 2016; Henfield, Woo & Bang, 2017), and both include references within 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 refining 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
- * Organisations skills, time management
- * Real world skills / post school skills eg 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 class 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 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 - fun activities, more lunch time events - 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 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 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 eg. 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:

(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 a "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, 2021, 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

On 14/10/2021 our school did participate in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The External Validation team gathered evidence that incorporated authentic consultation and feedback, data analysis and proof of practice. Our EV Team, comprised of six school leaders, have been enthusiastically involved in the submission development for External Validation with our school Executive team, Initiative team leaders and other key teachers involved in evidence provision and consultation on judgement. All staff, students and parents were involved in the Situational Analysis and development of the Strategic Improvement Plan (2021-2024) in Term 4, 2020 and Term 1, 2021. A student team, junior members of our SRC, reviewed the entire Situational Analysis and Strategic Implementation Plan to write our Vision Statement.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

As illustrated across our four evidence sets, the school has demonstrated a culture based on learning, educational aspiration and improvement with a growth mindset. Our strategic approach to whole school wellbeing processes is emphasised by its inclusion across all strategic directions and initiatives of our Strategic Improvement Plan (2021-2024). Our Wellbeing roadmap, committed Wellbeing team and focus of every teacher / staff member is to ensure that all students connect, succeed, thrive and learn. Our evidence sets reveal that we work with parents to achieve this goal. As a school of highly gifted students, positive, respectful relationships are widespread, however our future challenge (SD2) is to encourage students to be more active in their own learning and to be able to self-regulate to develop greater resilience.

In the elements of Assessment and Curriculum, all evidence sets have addressed the various themes. In delivering a conceptually based, differentiated curriculum to meet the needs of gifted learners all teachers collaborate to analyse data, plan, teach, assess and evaluate our teaching and learning programs and cross-curricular programs. Adjustment is made to teaching and learning programs to meet the literacy needs of our EALD learners and to cater specifically for students that are deemed twice exceptional (gifted with a disability). Learning Support Plans provide advice to teachers on how these adjustments can be included. Assessment is a major priority in SD2 and there is ongoing emphasis in supporting staff through instructional leadership to ensure authentic, formative assessment is integrated into teaching practice in every classroom.

The element of Reporting has been addressed through the inclusion of three Semester 1, 2021 reports - one from each stage. Student reports are personalised and comprehensive providing parents with specific information about student learning, growth and next steps. An area we are working on in Semester 2, 2021 is the inclusion on each report of the performance and improvement of our identified EALD learners in a sensitive and fair manner.

Our Scout and HSC RAP data as well as Evidence Set 1, reveal that our students perform at the highest level on external and internal performance measures and that equity gaps (identified EALD learners and Twice Exceptional students) are closing.

On balance we have made the judgement that on the domain of Learning we are Sustaining and Growing and have incorporated in our Strategic Improvement Plan (2021-2024) initiatives that will allow us to reach the success criteria in Learning Culture, Wellbeing and Reporting that we desire.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Our evaluation processes have revealed that all teachers demonstrate personal responsibility for improving their teacher practice in order to improve student learning. As the evidence sets exhibit, all staff (teaching and non-teaching) participate in the Performance Development process. Our evaluation reinforced the need for collaboration of all stakeholders and specifically across all aspects of teaching.

Although our evidence sets reveal teachers are committed to identifying, understanding and implementing the most explicit teaching methods, this is an area that still requires further commitment and growth and has been incorporated into all strategic directions. Strategic Direction 3 and the evidence sets provided also reinforce that we wish to continue to improve in the area of Learning and Development by developing more explicit, whole school approaches to collaborative practice and feedback.

Our evidence sets reveal that all teachers are engaged in the processes identified in data skills and use, however the continued utilisation of student feedback is an area we are focusing on. All staff demonstrate personal responsibility for maintaining and developing their professional standards. Although we do not have a high proportion of staff who have attained accreditation at Highly Accomplished and Lead, we do have a strong, visible culture that promotes and supports the attainment of higher accreditation and promotional positions (as evidenced in our Annual Report as well as Evidence Sets 2 and 3).

On balance we have made the judgement that on the domain of Teaching we are Sustaining and Growing and have incorporated in our Strategic Improvement Plan (2021-2024) initiatives that will allow us to reach the success criteria in Effective Classroom Practice and Learning and Development.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Building leadership capacity has had a high profile at North Sydney Girls High School and we are determined that all stakeholders and the school as a whole has the opportunity to build leadership capacity and be recognised for this leadership. At NSGHS we do enable a self-sustaining and self-improving community that will ensure the school continues to create a lasting legacy. The Principal, school leadership team and aspiring leaders model and practise instructional leadership and support a culture of high expectations and community engagement, resulting in school and system wide improvement.

On the element of Educational Leadership, all evidence sets support our judgement of excelling.

In our system embedded processes, such as our Scout data, Annual Report, Situational Analysis and dynamic use of Implementation and Monitoring tools in the Strategic Improvement Plan (2021-2024) we have judged NSGHS as excelling on the elements of School Planning Implementation and Reporting, School Resources and Management Practices and Processes. Although not required, we have provided some evidence in our Evidence Sets on these three Leading elements as well.

On balance we have made the judgement that on the domain of Leading we are Excelling and have reinforced and committed to improving these processes in our Strategic Improvement Plan (2021-2024) initiatives that will allow us to continue to achieve the success criteria of all elements.

Our next steps in self assessment will be continued collection of evidence. Collecting evidence of impact will be necessary for our new initiatives of the Strategic Improvement Plan (2021-2024). This evaluation has enabled us to check-in on each of our new initiatives thoroughly and has allowed each team leader to discover what evidence of impact

is needed over the next term and year. Refining our Implementation, Progress and Monitoring method by utilising the QDAI model will be implemented.

Continued participation by all our stakeholders in the TTFM surveys will ensure we access data on student belonging that we have set as a target. Strategic Direction 1's initiatives led by the Cross Faculty Literacy Team and Reflective Learning Team will survey T&L programs for the embedding of literacy and inquiry skills across the curriculum.

Our Feedback for Growth team has begun surveying all involved staff in the pilot program to renovate assessment and will continue to share these findings and successes with the whole school and judge the effectiveness of the program.

In Semester 2, 2022 all staff will be asked to complete the What Works Best survey to again monitor confidence in explicit teaching and expansion of collaboration across all stakeholders.

The Professional Learning and Productive Partnerships teams will begin an audit of the effectiveness of all processes and partnerships with the view to enhancing effectiveness in the achievement of personal best for all students, staff and parents. Parent feedback will be sought to evaluate new management and technological systems that are being trialled to improve collaboration and communication to all parents.

Using our QDAI evaluation model will focus on continued reporting of our Implementation Progress Monitoring with each team unloading annotated evidence. 'Home learning' has delayed some of the planned professional learning and activities that our Initiatives Teams had hoped to implement and these will be rescheduled for 2022, however it has also provided opportunities for further growth in collaboration in teaching for engagement, sharing of resources and formative feedback.

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.

Aboriginal Education - School statement

In 2021 we connected with our local Aboriginal Education Consultative Group, Gawura and shared our Strategic Improvement Plan. Working in our school network we began the development of our Reconciliation Action Plan. In working in collaboration with the AECG and other Indigenous organisations, we will ensure that our non-Aboriginal students understand the heritage and culture of Aboriginal people especially the Cammeraygal people. IN 2021 we set the goal of ensuring that our students will attain an understanding of the history of the interaction between Indigenous and non-Indigenous peoples. In celebrating NAIDOC week and acknowledging country in all ceremonies we continue to increase awareness of Aboriginal and Torres Strait Islander culture. In our classrooms, all syllabuses are implemented to embed awareness and understanding of Aboriginal and Torres Strait Islander peoples history, culture and futures.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.