

2021 Annual Report

St George Girls High School



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Introduction

The Annual Report for 2021 is provided to the community of St George Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

In 2021 we have again navigated through another unpredictable and disrupted school year for students, families and educators - a year like no other in our living history, as we needed to respond to a further period of extended remote learning operations in Semester 2 and manage the roadmap back to face-to-face learning for staff and students.

I would like to thank all of our supporters. Our parents, teachers, students and community members, who have this year continued to express their genuine gratitude for the way the school managed learning continuity and responded to the changing guidelines, advice and protocols that were delivered from the Department of Education (DoE) and NSW Health. We have emerged from the second wave of the pandemic stronger, knowing that the restrictions that needed to be managed were to be eventually relaxed. We have emerged together with a renewed commitment to the vision of our school, an even stronger feeling of school community and connection to each other, and with an even greater determination to serve our learners with a well-defined purpose.

This year I have witnessed us appreciate each other's strengths, learn from each other and lean on each other, more than ever before in order to get through a tumultuous year. This respectful interdependence is the source of our greatness and what makes our school such a special place to work and learn.

This has been a pivotal year as the school has laid the foundations for the 2021-2024 Strategic Improvement Plan (SIP) that was officially launched at the start of Term 2. We are committed to our renewed school vision statement that explicitly states:

St George Girls High School is a supportive learning environment that empowers high potential learners to explore their talents and maximise their academic and personal growth within a culture of high expectations. The school community values high impact teaching and collaborative practice to build the capacity of students to be self-regulated and reflective learners.

We also know that the 3 Strategic Directions, **Student Growth and Attainment**, **Collaborative Practice** and **Building Capacity** that underpin the 2021-2024 Strategic Improvement Plan (SIP), will allow the school to tackle our identified school priorities that emerged from a rigorous school self-assessment, situational analysis and External Validation process undertaken in Term 2. The school has narrowed its focus to these 3 areas to provide the platform to effectively tackle these important priorities. The work that has commenced this year and will intensify over the next 3 years, will sustain a school culture of high expectations and our commitment to continuous school growth and improvement.

Can I take a moment to acknowledge the work of our dedicated teaching staff at St George Girls High School. Teachers who are passionate about the values of public education and have strived to provide our students with the very best learning experiences and opportunities all year. In 2021 our teachers have continued to go above and beyond to safeguard learning continuity, as we transitioned from face-to-face learning, to an extended period of online learning then back to face-to-face learning again. Our teachers have worked tirelessly to make sure learning was not compromised and that our learners remained engaged, motivated and connected with their peers.

I must say that having taken a moment to look back over the year and actively reflect on 2021, I can confidently say that we should feel very proud of our collective efforts to safeguard the health, wellbeing and educational continuity of our learners, under what can only be described as the most unusual and unpredictable set of circumstances.

I would like to thank our 2021 Prefects on behalf of the staff and students for their outstanding leadership over the last 12 months. Thank you to our School Captain Alannah Ajami, for her leadership. Alannah has represented the school and her grade with integrity, grace and humility. She is an outstanding leader who executed her duties with responsibility and care. I would also like to thank our Vice Captains, Samantha Edvell and Clare Jenkins for their outstanding leadership and for the role they have played to safeguard a sense of connection during a very disconnected and unusual year. These three individuals have complemented each other beautifully, each providing distinctly different leadership skills and qualities, however together proving to be a united and effective leadership team.

Our Captain and Vice Captains have been capably supported in their roles this year by 12 Prefects each of whom have demonstrated outstanding leadership skills and have fulfilled their duties with distinction, but above all, have been exemplary role models for the student body to aspire to and learn from. Thank you to Mariam Abbas, Humnah Bhatti, Sasha Bilanovsky, Corinne Cai, Laetitia Cooper, Jodie Hoh, Katerina Kalogerakis, Shivangi Katoch, Tammy Lee, Adeline Liu, Felicity Luong and Amy Vu.

There was no template, no pre-determined checklist or roadmap for this group Prefects to rely on, or refer back to, as they embraced their whole school responsibilities and led their cohort and peers through the year, while also preparing for their HSC, that proved a further source of uncertainty. They have all done an incredible job and the leadership skills and lessons this group of school leaders have innately developed and refined, as they have needed to navigate through one of the most challenging years of their school life is a credit to each of them and to the school.

I would like to acknowledge our Deputy Principals, Ms Pam Abson and Mrs Amber Housego. Thank you for the role you have both undertaken to manage the changeable daily operations and strategic leadership of this highly complex educational setting under a very challenging set of circumstances. I am so proud of how we have together embraced and led our school through a tumultuous time and I am grateful for your support, insightful guidance and commitment to the important and relentless role of Deputy Principal.

Thank you to the school Executive Leadership team for the important role they too have undertaken as collaborative leaders of their faculty teams, this year they have worked relentlessly to keep their staff buoyant as they managed the provision of educational continuity for our learners.

A collective thank you to our casual and temporary teachers who have been part of our community this year. Schools simply could not function without this core group of reliable and quality teachers who agree to take on these important roles throughout the year. This year their support was certainly relied upon and very much appreciated.

Can I extend my appreciation to our School Administration and Support Staff (SASS), General Assistants, Technology Support staff and cleaning staff who continue to take so much pride in their association with the school and who have supported the students, staff and families this and every year. Our school is a very dynamic organisation with many movable parts. I am grateful to work with a team who maintain such a professional approach to all aspects of their work. This year all staff have needed to take on new and different roles to support with the effective running of the school and I thank all staff for their adaptability, flexibility and doing whatever was needed to manage and respond to the advice and guidelines that needed to be implemented to maintain learning continuity and to keep us all safe.

A sincere thank you to the active and engaged parent and community bodies, which include the P&C, Mothers' Committee and the St Georgians who work in collaboration with the school to enhance the opportunities and experiences available to the students. Our school is very fortunate to have such a supportive and committed parent and broader community. I am constantly impressed by the huge amount of energy that is invested by our parents/carers and proud St Georgians to ensure that our school, staff and students are supported across a range of domains.

Our school is very lucky to be supported by each of these important groups and I thank them all for their contributions and support over the year. This year I certainly could feel the genuine sense of gratitude from our parents/carers for how the school responded to the pandemic and their trust in our ability to lead and care for our learners has been very much appreciated. This unconditional support from the community is what motivates us to continue with the great work we undertake each year.

Well done to the SGGHS community, we should all feel very proud of our collective efforts to safeguard the health, wellbeing and educational continuity of our learners. We made it through stronger and more importantly thank you to our students for continuing to enrich our school. It has been an absolute pleasure working and learning alongside you this year. I now look forward to a more 'normal' school year ahead in 2022. Until next year, keep safe and take care.

Ms Betty Romeo

Principal

Message from the school community

St George Girls High School has 2 parent bodies, the Parents and Citizens (P&C) Association and the Mothers' Committee, that collaborate and play a significant role in providing active community support for the students and staff at the school. The school encourages and values the contribution of parents/carers and believes that this connection is essential to support student learning and engagement during the high school years. A summary of the key contributions made in 2021 are listed below:

- Parents served on a range of panels, including merit selection panels for new staff
- Due to the COVID-19 restrictions in place throughout the year, the P&C and Mothers' Committee were not able to hold all meetings face-to-face at the school, some of the scheduled meetings were held on Zoom instead.
- The P&C and Mothers' Committee continued to provide support to the school through their participation in the Annual Presentation Day hosted on the school site.
- The P&C arranged a number of fundraising BBQs at Bunnings Warehouse, Rockdale.
- The P&C and Mothers' Committee funded the cost of the after-school Mathematics Homework Centre tutors.
- The Mothers' Committee and P&C provided funding for Academic, Subject and Community Service Awards.
- The Mothers' Committee coordinated volunteers to staff the Uniform Shop under the direction of the Uniform Shop Manager. All profits from the Uniform Shop are returned to the school.
- The Mothers' Committee held the annual Mother Daughter Dinner in May, a night of "Hollywood Glamour", with students and mothers from Years 7-12 and special guests.
- The Mothers' Committee introduced an online Uniform Shop for ordering school uniforms, to accompany the physical shop, and began the roll out of the new SGGHS uniform to commence in 2022 for students in Years 7 and 10.
- The Mothers' Committee started to compile a document to formalise the Roles and Responsibilities of Mothers' Committee Executive positions, this will be finalised in 2022.

Both the P&C and Mothers' Committee appreciated the involvement of a range of Head Teachers and staff members who addressed the meetings on educational matters and activities taking place at St George Girls High School over 2021.

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

Ms Sharon Khan (P&C President) and **Mrs Cathy Anderson** (Mothers' Committee President)

Message from the students

St George Girls High School has 2 student leadership bodies, the Student Representative Council (SRC) and the School Prefects, which play a significant role in coordinating and organising key events and initiatives, as well as representing the students and the school. The students invest significant effort and time to ensure that the year is filled with school spirit, pride and many new experiences to share within the school community. Due to COVID-19, the many activities and events that would normally be held were not able to take place in 2021, but the leadership teams were still able to make a valuable contribution to the school. A summary of the key contributions made in 2021 are listed below:

- The SRC 'Support The Girls' fundraiser as part of International Women's Day.
- SRC Mother's Day Activities.
- The Year 7 SRC *Bandaged Bear Day* fundraiser, to raise money for children's hospitals across Sydney.
- Year 10 SRC organised fundraising for the *'Healing Foundation'*, an organisation committed to helping Indigenous Australians.
- Dragon Pride Day, a Prefect led initiative, promoted the various school clubs and extra-curricular activities available.
- The Prefects organised the Prefect Afternoon Tea with 60 guest Prefects from a range of schools participating in leadership activities.
- Annual Mother Daughter Dinner - Prefect led trivia and activities.

The 2021 Prefects were: **Captain:** Alannah Ajami, **Vice-Captains:** Samantha Edvell and Clare Jenkins. The following 12 students were elected to serve as **Prefects:** Mariam Abbas, Humnah Bhatti, Sasha Bilanovsky, Corinne Cai, Laetitia Cooper, Jodie Hoh, Katerina Kalogerakis, Shivangi Katoch, Tammy Lee, Adeline Liu, Felicity Luong and Amy Vu.

The 2021 SRC Executive were: **President:** Aneesa Sukkarieh, **Vice-President:** Anna Cheng, **Secretary:** Zaina Siddiqui, **Treasurer:** Hayley Chan, **Community Liaison Officer:** Lara Murphy and **New Student Contact:** Catherine Vuong.



Senior Executive Leadership Team

School vision

St George Girls High School is a supportive learning environment that empowers high potential learners to explore their talents and maximise their academic and personal growth within a culture of high expectations.

The school community values high impact teaching and collaborative practice to build the capacity of students to be self-regulated and reflective learners.

School context

St George Girls High School (enrolment 928 students, including 93% students from a language background other than English) is an academically selective state high school with a well-respected history of providing exceptional educational outcomes and experiences for high potential learners since 1916.

The school offers a broad curriculum and a range of opportunities that create the opportunity for students to maximise academic and personal excellence in their identified talent domains. Students are supported to realise their potential and become self-regulated learners through a process of reflection and evaluative thinking within a well-defined school culture of high expectations and personal best.

The school community values collaborative practice to improve learning outcomes for every student through targeted high impact professional learning for staff to inform and enhance teaching practice to meet the needs of high potential learners.

St George Girls High School is committed to building a strong foundation across the school community where students, teachers and parents demonstrate a deep understanding of the needs of high potential learners and actively engage in supporting talent development to achieve high performance.

A comprehensive situational analysis has been conducted which has led to the development of the 2021-2024 Strategic Improvement Plan (SIP). The situational analysis involved genuine and thorough consultation with students, staff and parents. The school is committed to continuous growth, improvement and student attainment and the situational analysis identified that a firm focus on explicit teaching, formative assessment, differentiation, feedback and data-driven practices will be the key to ensure that student learning outcomes are further enhanced.



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

St George Girls High School underwent External Validation in 2021 and the school's evidence submission was uploaded on Wednesday 19 May in preparation for the meeting with the External Validation panel that was held on Wednesday 2 June. Significant school focus and activity was directed to compiling the 7 quality evidence sets, that included individual annotations and analysis in Terms 1 and 2. The evidence sets created showcased the work undertaken across the school that clearly align to the SEF Domains of Teaching, Learning and Leading. The school is very proud of the collaborative work undertaken in preparation for the 2021 External Validation process and the breadth of documents collated from across the school that featured in the final evidence submission. The External Validation panel's feedback was very positive and the 2021 school's self-assessment judgements were all validated and supported by the External Validation panel, as evidenced in the panel report provided back to the school.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise academic and personal excellence, students will be supported to realise their potential and become self-regulated learners through a process of reflection and evaluative thinking within a culture of high expectations and personal best. Teachers will be empowered to effectively use and analyse a range of data sources to modify teaching and learning programs to support high potential learners achieve their personal goals.

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.

- Personalised Self-regulated Learning
- Data-driven Practices

Resources allocated to this strategic direction

Professional learning: \$2,040.00

Socio-economic background: \$3,060.00

Low level adjustment for disability: \$7,140.00

English language proficiency: \$3,060.00

COVID ILSP: \$11,220.00

Summary of progress

Important work in the **Personalised Self-Regulated Learning** initiative, particularly relating to enhancing a culture of high expectations at SGGHS commenced in 2021. All staff completed the CESE What Works Best: High Expectations online professional learning module on School Development Day (SDD) in Term 2 and during the scheduled Strategic Improvement Plan (SIP) Meeting in Term 2 Week 3, staff completed the CESE reflection and brainstorm activity. A Student Leadership Team SIP Forum was hosted to obtain student input into what SGGHS could do to enhance and promote a culture of high expectations across the school. The feedback from the student forum was also shared and discussed at a scheduled SIP meeting. Due to the COVID-19 interruption and the transition to remote learning school operations in Term 3, the other planned activities in relation to the school's high expectations focus were not undertaken in 2021 and will be a renewed focus for school activity in 2022.

The school had planned to revise the Personal Best Interview Reflection sheet for Years 10 - 12 to align to the strategic purpose of *'self-regulated learners through a process of reflection and evaluative thinking'*. The Senior Executive reviewed the reflection sheet, questions and process for the Year 11 and 12 interviews and made slight changes, including moving the interviews out of the Common Room and into separate meeting spaces to allow for more detailed and uninterrupted discussion to occur and refining the questions the students were asked to reflect upon prior to their interview. The Personal Best Interviews and associated activities will continue to be further refined in 2022 to support the school's focus to build the capacity of students to be self-regulated and reflective learners by integrating explicit evidence-based research.

The key work that underpins the **Data-Driven Practices initiative** was interrupted in 2021. The literacy and numeracy data analysis and intervention planned was unable to be undertaken. The Literacy Coordinator began the delivery of targeted teaching sprints in Stage 4 - Year 8 classes on punctuation skills, identified through data analysis in Term 1. Year 8 Check-in assessments and NAPLAN Online were conducted by the Literacy Team and in Term 4 the focus has been directed to completing the Years 7 - 9 Check-In Assessments and Year 10 Minimum Standards that were postponed from Term 3.

The school was able to capture important literacy and numeracy data available through the online testing platforms available. The Learning and Support Team (which also includes the teacher mentors and staff employed using COVID ILSP funds), worked with students who were identified as needing additional support/intervention upon their return to face-to-face learning in Term 4. The thorough and targeted data analysis and intervention activities planned were unfortunately not undertaken in 2021 due to the COVID-19 interruption experienced and targeted literacy and numeracy intervention will remain a priority and key focus area for the school in 2022.

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
<ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top two bands in NAPLAN - Numeracy to be above the 2019 actual of 96.64%. 	In 2021, 100% of students achieved in the top 2 bands in NAPLAN - Numeracy. This target has been achieved and will need to be maintained in 2022.
<ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in NAPLAN - Numeracy to be above the 2019 actual of 45.45%. 	In 2021, 57.86% of students achieved expected growth in NAPLAN - Numeracy. This will be an area of continued focus in 2022 to ensure that the school moves towards the school's system lower-band target of 66.6%.
<ul style="list-style-type: none"> Percentage of students achieving in the top two HSC bands is moving towards the school's system lower-bound target. 	In 2021, 75.96% of students achieved in the top 2 HSC bands. This will be an area of explicit focus in 2022 to ensure that the school moves towards the school's system lower-band target of 88.8% by 2022.
<ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in NAPLAN - Reading to be above the lower-bound target of 69.9%. 	In 2021, 68.79% of students achieved expected growth in NAPLAN - Reading. This will be an area of continued focus in 2022 to ensure that the school achieves the school's system lower-band target of 69.9% in 2023.
<ul style="list-style-type: none"> SEF - Teaching Domain: Element - Data Skills and Use is assessed at Sustaining and Growing. The Theme: Data Analysis is assessed at Excelling. 	In 2021, the school's on-balance judgement for the SEF - Teaching Domain: Element - Data Skills and Use was assessed at Sustaining and Growing . The school also assessed the Theme: Data Analysis at Excelling, meeting this annual progress measure.
<ul style="list-style-type: none"> SEF - Learning Domain - Element - Learning Culture is assessed at Sustaining and Growing. 	In 2021, the school's on-balance judgement for the SEF - Learning Domain: Element - Learning Culture was assessed at Sustaining and Growing meeting this annual progress measure.
<ul style="list-style-type: none"> Percentage of students achieving in the Top 2 bands in NAPLAN - Reading to be above the school's upper-bound target of 82.3%. 	In 2021, 83.33% of students achieved in the top 2 bands in NAPLAN - Reading. This target has been achieved and will need to be maintained in 2022.



2021 SRC Induction

Strategic Direction 2: Collaborative Practice

Purpose

To improve learning outcomes for every student through targeted high impact professional learning and collaboration to inform and enhance teaching practice to meet the needs of high potential 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.

- High Impact Teaching and Assessment
- Culture of Collaborative Professional Development

Resources allocated to this strategic direction

Professional learning: \$8,479.00

Summary of progress

Many of the planned activities listed under the **High Impact Teaching and Assessment** and **Culture of Collaborative Professional Development** initiatives were not undertaken in 2021. The school underwent External Validation in Term 2 and the focus of school activity shifted to collaboratively compiling the evidence sets for submission for the External Validation panel meeting. The transition to remote learning school operations that followed in Term 3 also meant that the planned collaboration activities outlined in Strategic Direction 2 were unable to be effectively undertaken.

A key planned activity that was able to be undertaken in 2021 was the Stage 6 Teaching Practice activity that involved the collaborative development of the 2021 Faculty Improvement Plan (FIP) addressing the key findings from the 2020 HSC analysis undertaken by each Faculty. The Term 1 School Development Day agenda provided Faculty teams with time to undertake a rigorous 2020 HSC Analysis to inform the development of their 2021 Faculty Improvement Plan (FIP) that outlined the specific activities, resources, staff and evaluation processes needed to address the Top 2 HSC bands school target. These FIP's were developed and shared with the Executive Leadership team, Senior Executive team and the Relieving Director Educational Leadership. Time was prioritised during a SIP meeting in Term 4 to review and evaluate the FIP activities undertaken in 2021.

The Senior Executive and Executive Leadership Team members undertook online professional learning activities that related to targeted themes identified through the Situational Analysis including higher levels of accreditation, formative assessment, visible learning and differentiation. This evidence-based professional learning and the resources obtained through the learning will be used to inform the planning for SIP focus areas in 2022.

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
• SEF - Learning Domain: Element - Assessment is assessed at Sustaining and Growing. The Theme: Formative Assessment is assessed at Excelling. SEF - Learning Domain - Element - Curriculum is assessed at Sustaining and Growing.	In 2021, the school's on-balance judgement for the SEF - Learning Domain: Element - Assessment was assessed at Sustaining and Growing meeting this annual progress measure. The school's on-balance judgement for the SEF - Learning Domain: Element - Curriculum was assessed at Sustaining and Growing meeting this annual progress measure.
• SEF - Teaching Domain - Element - Effective Classroom Practice is assessed at Sustaining and Growing.	In 2021, the school's on-balance judgement for the SEF - Teaching Domain: Element - Effective Classroom Practice was assessed at Sustaining and Growing meeting this annual progress measure.



2021 SRC Planning Day

Strategic Direction 3: Building Capacity

Purpose

To build strong foundations across the school community where students, teachers and parents/carers demonstrate a deep understanding of the needs of high potential learners and actively engage in supporting talent development to achieve high performance. To build the capacity of staff in the three domains of Professional Knowledge, Professional Practice and Professional Engagement.

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 High Potential Learners
- Engaging Across the Professional Domains

Resources allocated to this strategic direction

Professional learning: \$8,010.00

Beginning teacher support: \$1,530.00

Summary of progress

Important preliminary professional learning was undertaken by all SGGHS staff as part of the **Developing High Potential Learners** initiative. All staff participated in the Introduction to the HPGE Policy on School Development Day in Term 2 through the MyPL Canape Workshops allowing for collegial discussion and reflection. The SIP Meeting in Term 2 provided staff with the opportunity to engage with more MyPL Canape Workshops to continue developing their understanding of the HPGE policy and new research. A Mini COGE Team was formed and this team completed the Mini COGE Professional Learning course online. The HPGE team has not been able to complete all of the planned activities for 2021, yet these activities will be undertaken in 2022. Unfortunately in 2021 due to the COVID-19 interruption, the school's HPGE policy implementation was delayed and developing SGGHS procedures to address HPGE Policy statements will remain a priority and key focus area for the school in 2022.

The planned activities as part of the **Engaging Across the Professional Domains** initiative were not all undertaken. A staff survey was conducted to identify staff strengths, expertise and interests that align to the SIP Strategic Directions and Initiatives. The information collated and identified expertise across the staff will be utilised to plan for 2022 initiatives and to identify team membership based on staff interest and expertise to drive school priorities. Staff interested in pursuing higher levels of accreditation were identified through the staff survey undertaken and interested staff attended professional learning around higher levels of accreditation in 2021. All SGGHS have been regularly updated on any changes regarding accreditation. The SGGHS Accreditation Procedures continue to be refined and interim SGGHS Accreditation Procedures will be developed and presented to staff in 2022 to support pre-2004 teachers complete their first maintenance of accreditation cycle.

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
• Improvement in the student attendance percentage to be above the 2019 actual of 87.2%.	In 2021 the school's overall attendance rate was 89.18%. This is an improvement from 2019 and will continue to be a focus in 2022 to ensure the school meets the lower-bound target set at 92.40%.
• Improvement in Wellbeing to be at or above the 2020 actual of 74.34%.	Due to the interruptions experienced during the COVID-19 pandemic the Tell Them From Me Survey was not completed and the wellbeing data in relation to this school target will be reviewed after the school has experienced a more usual school year and has the opportunity to complete the survey.
• SEF - Teaching Domain - Element - Professional Standards is assessed at Sustaining and Growing.	In 2021, the school's on-balance judgement for the SEF - Teaching Domain: Element - Professional Standards was assessed at Sustaining and Growing meeting this annual progress measure.



2021 HSC Excellence Assembly

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$13,060.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St George 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"> • Personalised Self-regulated Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Revise the Personal Best Interview Refection sheet for Years 10 - 12 to align to the strategic purpose of 'self-regulated learners through a process of refection and evaluative thinking'. • Funding provided for students without economic support for educational materials, uniform, equipment and other items. • Funding allocated to provide supplementation of extra-curricular activities to ensure all students are supported to access to the full range of experiences, activities and opportunities available at the school. Funding allocated to support students attend camps, extra-curricular competitions, enrichment and leadership opportunities. • These funds are used to release a panel of teacher advisers to undertake Personal Best Report interviews with students in Years 10 - 12. <p>The allocation of this funding has resulted in:</p> <p>The impact of COVID-19 on school operations has meant that not all of the planned activities were able to be implemented. However the funding allocation has supported students being able to access the full range of experiences, curriculum and opportunities available at the school. High impact reflective questions have been created, based on evidence, that support deeper discussions around maximising personal best performance and goal setting. Students reported higher levels of support and advocacy as they are now provided with individual mentoring to support and guide them towards achieving their identified personal best goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Embed whole school processes that focus on the consolidation of a consistent culture of high expectations across the school community. Evaluate current learning and wellbeing programs to ensure they explicitly support the development of self-regulated learners, through a process of authentic reflection.</p> <p>Implement evidence-based programs that target self-regulated learning skills in order to maximise student academic growth, attainment and personal excellence.</p>
<p>Aboriginal background</p> <p>\$692.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St George Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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 equity loading include:</p> <ul style="list-style-type: none"> • All Aboriginal students have an Individual Learning Plan developed and evaluated in consultation with parents/carers. The target areas of the plans created encourage Aboriginal students to actively engage, participate and

<p>Aboriginal background</p> <p>\$692.26</p>	<p>immerse themselves in a range of extra-curricular activities in particular the music programs within the school and region.</p> <ul style="list-style-type: none"> • Funds were also utilised to hire instruments for student use to enhance participation in the school music ensemble program. Funds are also directed to allow indigenous students access to additional enrichment and wellbeing activities. • Employment of additional staff to deliver personalised mentoring and tutoring support for Aboriginal students. <p>The allocation of this funding has resulted in: The school has been able to support the specific learning needs of Aboriginal students at St George Girls High School, through the provision of individualised planning and support to foster talent development across the identified learning domains of high potential Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use any Aboriginal Background funding to support high potential and gifted Aboriginal students access the full range of curriculum offerings and extra-curricular/enrichment opportunities available at the school.</p>
<p>English language proficiency</p> <p>\$3,060.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St George 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"> • Data-driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of small group literacy intervention for students at the developing stage. • Provision of student mentor teacher time to provide targeted support for identified EAL/D students. • Release time for staff to collate school data for EAL/D survey. <p>The allocation of this funding has resulted in: A more comprehensive understanding and profiling of EAL/D students at the school. The additional funds received as a result of this profiling has allowed the school to provide targeted support and intervention for identified EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise the expertise of the Learning and Support Team to assess, collate and analyse student EAL/D data to inform targeted small group intervention in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$53,108.40</p>	<p>Low level adjustment for disability equity loading provides support for students at St George 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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A Learning and Support teacher is employed 2 days per week (0.4) to coordinate the Learning and Support Team at the school. • Employment of student mentors teachers to work individually with students with an identified disability or active Personal Learning Plan (PLP) to support their learning, particularly focusing on the areas of literacy and numeracy support, organisation and resolving outstanding NESA course

<p>Low level adjustment for disability</p> <p>\$53,108.40</p>	<p>warning letters.</p> <ul style="list-style-type: none"> • Release time for the Learning and Support and Cohort Teams to engage in professional learning and planning and to meet with students and their parents to develop, monitor and review Personal Learning Plans (PLP's) for students. • Release time for Learning and Support Team to provide individual and small group intervention and support for students identified through online literacy and numeracy testing. • Release time for Literacy support teacher to deliver teaching sprints to Stage 4 - Year 8 classes on two literacy skills, identified through data analysis. <p>The allocation of this funding has resulted in: The impact of COVID-19 on school operations has meant that not all of the planned activities and targeted intervention were able to be implemented. Despite this interruption, the school has noted improved academic achievement, learning outcomes and engagement experienced by the students who were provided with the individualised learning and support intervention as evidenced in online testing results, academic reports and student feedback.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise the expertise of the Literacy and Numeracy Support team to assess, collate and analyse student data from external online assessments to inform targeted individual and small group intervention in 2022 and to ensure that identified areas for further growth and improvement in literacy and numeracy are explicitly addressed in SGGHS teaching and learning programs and teaching sprints.</p>
<p>COVID ILSP</p> <p>\$28,780.00</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"> • Data-driven Practices • 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 an additional mentor teacher one day per week to support targeted students identified through the Learning and Support Team and analysis of student data available in the areas of organisation, catching up on missed coursework, literacy and numeracy support, and resolving outstanding NESA non-completion letters. • Release time for the Learning and Support Team staff to analyse school and student data to identify students for small group tuition groups in literacy and numeracy. • Release time for staff to participate in professional learning needed to administer online literacy and numeracy testing platforms. • Employ a Maths and English casual teacher one day per week to provide support to students in Years 11 and 12 during library study periods to assist with students working towards their personal best learning goals. <p>The allocation of this funding has resulted in: The impact of Covid-19 on school operations has meant that not all of the planned activities and interventions were able to be implemented. The school has realised an increase in the amount of small group tuition and targeted intervention provided for students identified through an analysis of student data and Learning and Support Team referrals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to utilise the expertise of the Literacy and Numeracy Support Teams to assess, collate and analyse student data from external online</p>

COVID ILSP

\$28,780.00

assessments to inform targeted intervention. Continue to employ additional teachers and mentor teachers to undertake rigorous data analysis and to provide small group tuition and intervention in literacy and numeracy for targeted students.



2021 Graduation Day

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	924	925	928	925

Student attendance profile

School				
Year	2018	2019	2020	2021
7	97.1	97.2	97.3	97
8	96.9	94.8	96.2	96.2
9	95.5	95.7	94.8	95.4
10	92.7	93.5	95.1	93.5
11	94.8	93.8	93.4	94.2
12	94.7	94	96.5	91.8
All Years	95.3	94.8	95.5	94.6
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	15	20	40
Employment	25	25	15
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	100
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

In 2021, 162 students completed their HSC. 99% of the 2021 HSC cohort received an offer to university or private college to complete a degree. The university's chosen by students were as follows; University of NSW 39%, University of Sydney 27%, Macquarie University 10%, University of Technology 7%, Western Sydney University 4%, University of Wollongong 3%, Australian Catholic University 2% and 1% or less of students received an offer to the following institutions Denver University (USA), National Art School, RMIT (Victoria), School of Audio Engineering, University of Canberra, University of Newcastle and Australian Film, Television and Radio School. One student has decided to travel and work.

Business/Commerce were chosen by 19% of the cohort, Arts/Social Sciences by 23%, Medicine/Health and Applied Science by 23%, Science/Technology and Engineering by 19%, Design/Media and Architecture by 9% and Law and Criminology by 7%. 60 students (40% of the cohort) elected to study a dual degree.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at St George Girls High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at St George Girls High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



2021 Dragon Pride Day

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

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.

A focus on Professional Learning was maintained by the school and staff throughout 2021, even through the period of

remote learning during Terms 3 and 4. Although there were limited face-to-face opportunities to attend courses, staff embraced the online professional learning opportunities that became available and continued to attend courses that were relevant to identified goals outlined in individual Performance and Development Plans, curriculum requirements and Strategic Improvement Plan (SIP) strategic directions and initiatives. In 2021 the funding support for early career teachers was used to provide professional learning days, mentoring, release time and access to beginning teachers' networking opportunities. It also allowed for professional development in working towards accreditation at Proficient level, programming, lesson observation and reflection. In 2021, 19 staff applied for HSC marking across the various curriculum areas.

School Development Days

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

- 2020 HSC Analysis using SCOUT and RAP data
- CESE What Works Best: High Expectations Modules
- High Potential and Gifted Education Policy Implementation
- Mandatory Training including CPR, Anaphylaxis, Code of Conduct, Fraud and Corruption

Teacher Professional Learning Courses

Staff accessed a range of professional learning opportunities within the wider educational community, including engaging in professional networks. Many staff also embraced the HSC Professional Learning courses that were offered, to support the development of the course Faculty Improvement Plan (FIP) following the analysis of the HSC data. Professional learning in 2021 included:

- Differentiating Teaching and Learning in Schools
- Critical and Creative Thinking in Practice
- Selective Schools Network Meetings and Conferences
- HSC Professional Learning: Modern History, Visual Arts, Biology
- Meet The Markers HSC Workshops
- Curriculum-based workshops, courses and conferences

In preparation for the implementation of the 2021-2024 Strategic Improvement Plan from Term 2, as well as External Validation, professional learning workshops for the Senior Executive included:

- 2021 Summit on Girls' Education
- School Excellence in Action Workshops
- Preparing for External Validation

Executive Leadership Team Professional Learning Day

The focus of the Executive Leadership Day, held in Term 1, was on finalising the 3 strategic directions, identifying success criteria and improvement measures and breaking down the specific initiatives and key projects. The Executive Leadership Team engaged with evidenced-based research, data sources and DoE policies as they collaborated on drafting key areas of the 2021-2024 SIP initiatives.



2021 Executive Leadership Day Planning Day

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	2,024,188
Revenue	10,858,932
Appropriation	9,674,232
Sale of Goods and Services	118,022
Grants and contributions	1,063,537
Investment income	3,141
Expenses	-10,393,755
Employee related	-9,045,019
Operating expenses	-1,348,736
Surplus / deficit for the year	465,178
Closing Balance	2,489,365

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

The school Finance Committee meets regularly throughout the year and is comprised of the Principal, both Deputy Principals, the School Administrative Manager (SAM), 2 teacher representatives and a parent representative. The meeting minutes are recorded and are accessible by all members of staff. The Principal provides regular finance updates at Executive and P&C meetings and all members of staff who manage any allocated budgets are monitored closely and are required to provide regular budget plans and expenditure reports to their supervisors.

In 2021 school operational funds were primarily directed to the faculty areas to resource their teaching and learning priorities, implement COVID-Safe practices, sustain continuity of learning and target equity priorities. Enhancing the quality of the school's physical learning environment continued to be a focus in 2021 with school and community resources and grants received used to undertake the following school improvement projects and priorities:

- Kitchen refurbishment of the Library and Social Science staffrooms
- Teacher classroom and Administration Office chair refurbishment
- Continue to allocate school and community funds to the new building project and commence the design/costing process in 2022

The school has a Building Fund and can rely on strong financial support from the community, demonstrated through a significant proportion of families paying voluntary contributions and making tax-deductible donations to the Building Fund.

The commitment to enhancing the quality of the school's physical learning environment will continue in 2022. School and community funds available will be targeted to the following identified projects that have been rolled over from 2021. Unfortunately some key projects were unable to be completed due to the interruptions to school operations experienced during the year that limited visitors and contractors from attending the school site to undertake works. The following school improvement priorities have now been scheduled for 2022:

- The installation of security cameras at car park gates and one way camera to monitor sick bay
- Completion of the outdoor Sports Court upgrade with the support from the Metro Renewal DoE Grant applied for in 2020
- Continue to allocate school and community funds to the new building project and commence the design/costing process in 2022
- Staff toilet facility upgrade, including a re-model of the toilets available in the Hall with the support from a WESTCONNEX community grant secured by the P&C

- Outdoor areas upgrade - install new outdoor seating/furniture for staff and students and painting/artwork murals completed in designated areas around the school
- Installation of new copiers and printers in all Faculty areas and the main school Print Room
- New laptops rolled out and issued to teaching staff
- Undertake an internet bandwidth upgrade to cater for the increased demand for online services and remote learning possibilities
- Complete the curtain replacement in the Hall
- Complete the Food Lab 1 upgrade costing

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	125,722
Equity - Aboriginal	692
Equity - Socio-economic	28,532
Equity - Language	4,267
Equity - Disability	92,231
Base Total	9,002,161
Base - Per Capita	228,866
Base - Location	0
Base - Other	8,773,294
Other Total	419,285
Grand Total	9,547,168

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



Year 9 Camp

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.

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

Students achieved overall results well-above state average in all aspects of Literacy tested. 94.7% of students achieved results in the top 2 bands in **reading** compared to 27.1% state-wide. 79.9% of students achieved results in the top 2 bands in **writing** compared to 21.8% state-wide. 98.% of students achieved results in the top 2 bands in **spelling** compared to 31.1% state-wide and 89.8% of students achieved results in the top 2 bands in **grammar and punctuation** compared to 27.8% state-wide.

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

Students achieved overall results well-above state average in all aspects of Literacy tested. 83.3% of students achieved results in the top 2 bands in **reading** compared to 22.5% state-wide. 58.7% of students achieved results in the top two bands in **writing** compared to 12.5% state-wide. 92% of students achieved results in the top 2 bands in **spelling** compared to 24.2% state-wide and 83.7% of students achieved results in the top 2 bands in **grammar and punctuation** compared to 21.2% state-wide.

YEAR 7 NAPLAN - Numeracy

The NAPLAN numeracy results for 2021 were outstanding with students achieving overall results well-above the state average. 99.3% of students achieved a result in the top 2 bands compared to 32.3% state-wide.

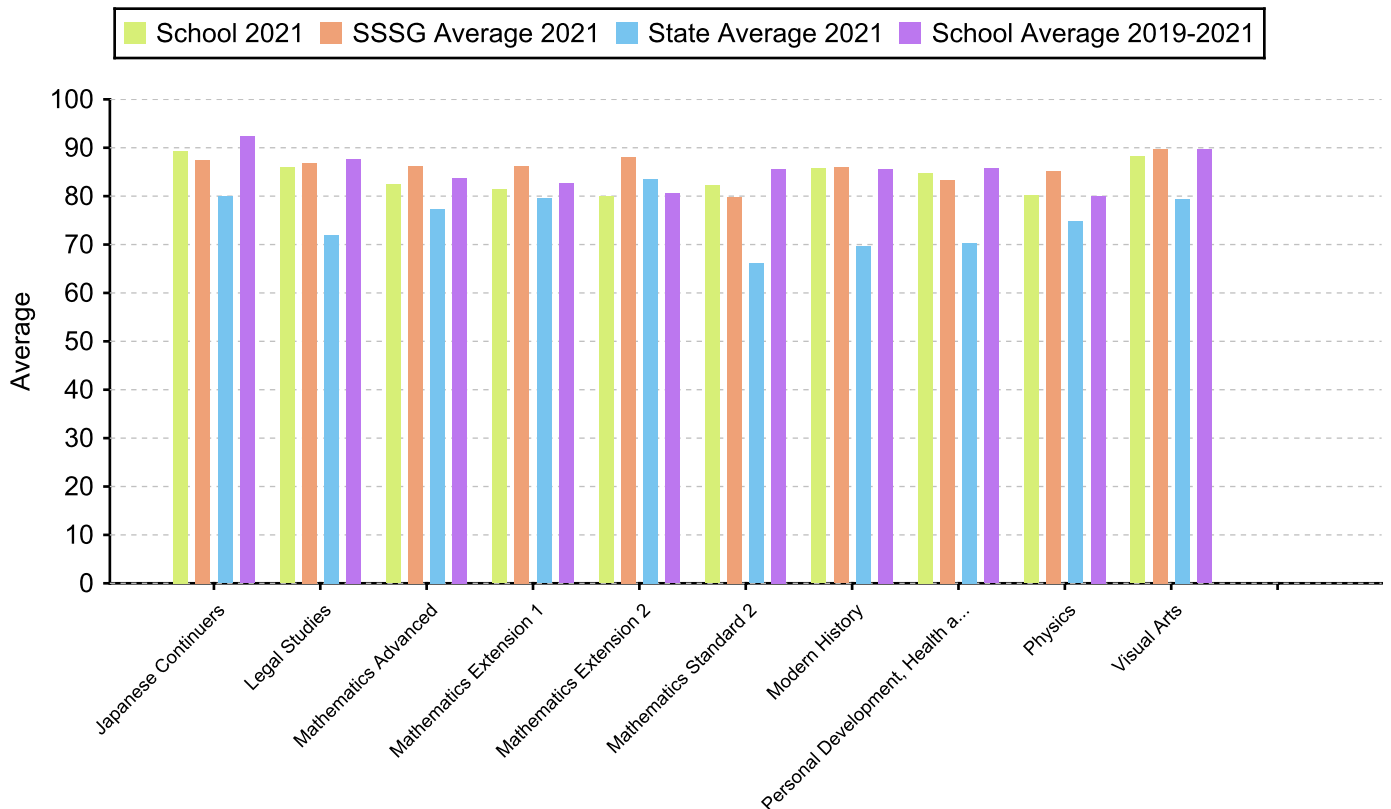
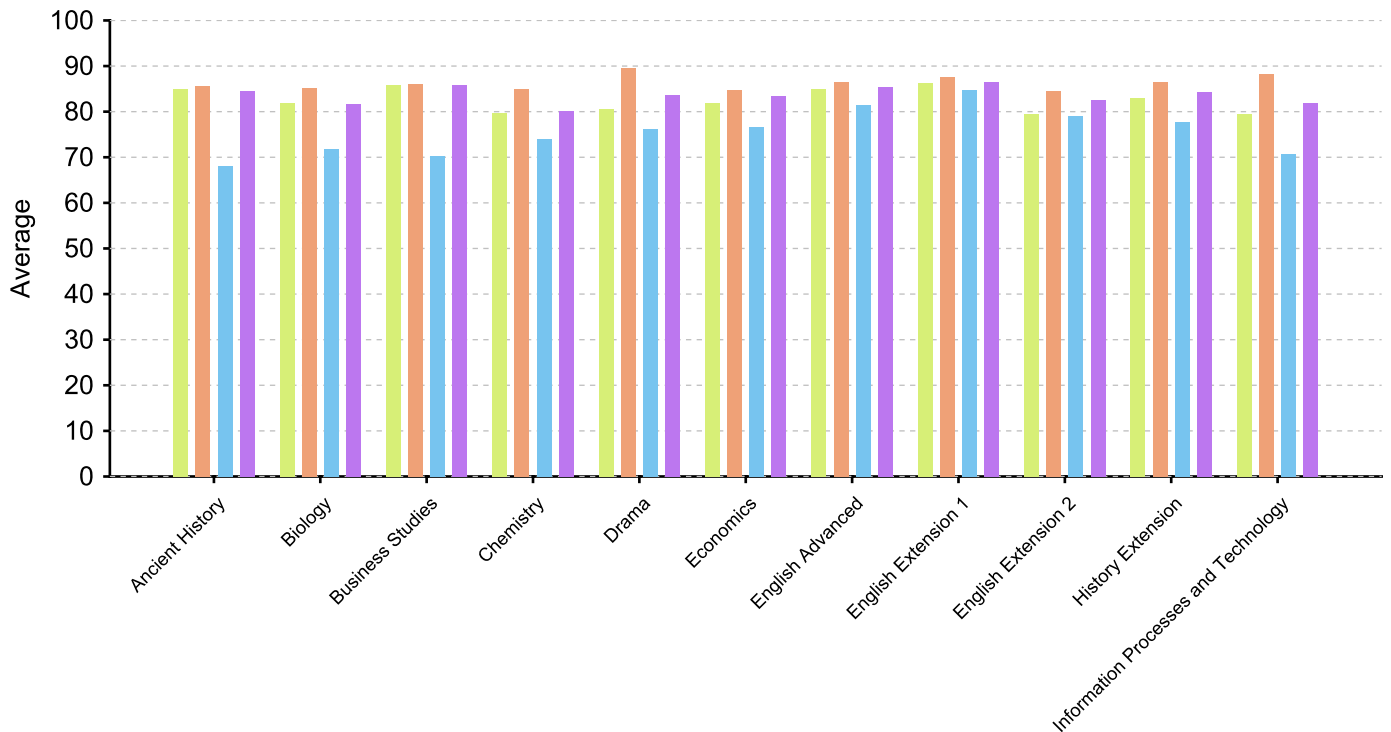
YEAR 9 NAPLAN - Numeracy

The 2021 NAPLAN numeracy results continued to be outstanding with 100% of students achieving a result in the top 2 bands compared to 22.9% state-wide.

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	84.9	85.5	68.1	84.5
Biology	82.0	85.2	71.9	81.7
Business Studies	85.9	86.1	70.4	85.9
Chemistry	79.6	85.0	74.1	80.1
Drama	80.5	89.5	76.1	83.7
Economics	81.9	84.8	76.7	83.4
English Advanced	84.9	86.4	81.4	85.3
English Extension 1	86.3	87.6	84.8	86.6
English Extension 2	79.4	84.6	79.0	82.5
History Extension	83.0	86.5	77.7	84.3
Information Processes and Technology	79.5	88.3	70.8	81.8
Japanese Continuers	89.3	87.5	79.9	92.3
Legal Studies	85.9	86.9	72.0	87.6
Mathematics Advanced	82.4	86.3	77.4	83.7
Mathematics Extension 1	81.4	86.2	79.5	82.6
Mathematics Extension 2	79.9	88.2	83.5	80.6
Mathematics Standard 2	82.2	79.9	66.1	85.7
Modern History	85.7	85.9	69.7	85.6
Personal Development, Health and Physical Education	84.8	83.3	70.3	85.7
Physics	80.1	85.1	74.8	80.1
Visual Arts	88.2	89.7	79.4	89.7

The Class of 2021 have all secured impressive HSC results and have gained the university pathways of their choice. The students have made their school very proud as they have overcome enormous challenges throughout their HSC studies, as they navigated through a global pandemic.

The following **eight** HSC subjects demonstrated growth in the number of students in the top 2 bands in comparison to the 2020 HSC results:

- With an average mark of 81.74, 8.36 marks greater than the state mean, 64.5% (up from 62.66% in 2020) of **Biology** students achieved a band 5 or 6 compared to 31.07% state-wide.
- With an average exam mark of 85.612, 12.29 marks greater than the state mean, 87.87% (up from 84.37% in 2020) of students who studied **Business Studies** achieved a band 5 or 6 compared to only 35.63% state-wide.
- With an average exam mark of 91.14 (up from 89.03 in 2020), 100% of **Food Technology** candidates continued to be placed in the top 2 bands compared to 35.7% state-wide.
- 100% of students who studied **Geography** continued to be placed in the top 2 bands compared to 44.07% state-wide.
- With an average mark of 85.59, 10.87 marks above the state, 84.3% (up from 82.34% in 2020) of **Legal Studies** students achieved a band 5 or 6 compared to 41.86% state-wide.
- With an average exam mark of 85.36, 12.15 marks above the state, 86.47% (up from 83.32% in 2020) of **Modern History** students received a band 5 or 6 compared to 37.59% state-wide.
- 75% (up from 40% in 2021) of **Science Extension** students placed in the top 2 bands (E4 and E3) compared to 71.96% state-wide.
- 100% of **Visual Arts** candidates continued to be awarded a band 5 or 6, compared to 63.07% state-wide.

Other HSC Highlights:

- Students who studied **Ancient History** achieved an average exam mark of 84.70, 13.64 marks greater than the

- state mean, 68.75% of students received a band 5 or 6 compared to 33.75% state-wide.
- 58.2% of **Chemistry** students achieved a band 5 or 6 compared to 40.2% state-wide.
- 41.66% of **Drama** students achieved a band 5 or 6 compared to 45.47% state-wide.
- In **Economics**, 66.6% of students achieved a band 5 or 6 compared to 50.12% state-wide.
- 83.42% of **English Advanced** students were awarded a band 5 or 6, compared to 68.65% state-wide.
- With an average exam mark of 42.79/50, 98.06% of **English Extension 1** students were placed in the top band 2 bands (E3 and E4) compared to 93.63% state-wide.
- 83.33% of **English Extension 2** students were placed in the top 2 bands (E3 and E4) compared to 83.06% state-wide.
- In **Information Processes and Technology** 43.75% of students were awarded a band 5 or 6, compared to 32.74% state-wide.
- With an average exam mark of 81.96, 12.81 marks above the state, 78.56% of **Mathematics Standard 2** students achieved a band 5 or 6 compared to 24.5% state-wide.
- 63.8% of **Mathematics Advanced** students were awarded a band 5 or 6, compared to 50.1% state-wide.
- 78.07% of **Mathematics Extension 1** students received a mark in the top 2 bands (E4 and E3), compared to 74.11% state-wide.
- 79.3% of students in **Mathematics Extension 2** achieved a mark in the top 2 bands (E4 and E3), compared to 86.48% state-wide.
- 91.66% of **History Extension** students placed in the top 2 bands (E4 and E3) compared to 77.17% state-wide.
- 62.5% of Music 2 students were placed in the top 2 bands compared to 88.19% state-wide.
- 71.72% of **Music Extension** students were placed in the top 2 bands (E4 and E3) compared to 95.27% state-wide.
- 82.14% of students studying **Personal Development, Health and Physical Education** were awarded a band 5 or 6, compared to 30.64% state-wide.
- 49.99% of students in **Physics** were awarded marks in the top 2 bands, compared to 40.42% state-wide.
- 91.66% of **Japanese Continuers** students achieved a band 5 or 6, compared to 57.9% state-wide.
- 100% of our **Japanese Extension** students continued to be placed in the top 2 bands (E4 and E3) compared to 91.56% state-wide.
- 40% of **Latin Continuers** students were placed in the top 2 bands compared to 77.27% state-wide.
- 80% of **Latin Extension** students placed in the top 2 bands (E4 and E3) compared to 95.04% state-wide.

The 2021 HSC success is further evidenced by the following individual student achievements:

- The prestigious SGGHS 2021 DUX was **Tammy Lee** who attained the very impressive ATAR of 99.6.
- Seven** students were named in the HSC All-Round Achievers list for achieving a result in the highest band possible (Band 6 or Band E4) in 10 or more units of courses in their pattern of study. They were **Katerina Kalogerakis, Abby Ke, Tammy Lee, Leanne Masum, Meera Thayaparan, Thais Tsovolos** and **Catherine Weng**.
- Violeta Shopova** was placed 3rd in the State in Macedonian Continuers, studied at the Secondary College of Languages.

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

- Catherine Weng** had her Body of Work titled 'Entropy' selected for inclusion in **ARTEXPRESS**. To receive a nomination is always an impressive achievement, but to be selected for inclusion is even more special. Yuna Toda's Body of Work titled 'In Solitude' was selected for inclusion in the ART RULES 2021 and Marina Kawabe had her HSC Body of Work titled 'Ecchi' was selected for inclusion in the ZOOMERS exhibition.
- Two** of our Music students **Annabelle Cao** and **Violeta Shopova** were nominated for **ENCORE**, the showcase of a selection of performances and compositions by Higher School Certificate Music students. This is an incredible achievement as it is such a prestigious honour to be nominated at this elite level in NSW.
- Three** Year 12 Drama students had their Individual Performances nominated for **OnSTAGE**, a selection of performances and individual projects from Higher School Certificate Drama students. Congratulations to **Jasmin Small, Rana Oral** and **Alisa Greyze**.
- Catherine Weng** had her Major Project in Textiles and Design selected for inclusion in **SHAPE 2021**. Shape is an exhibition of outstanding Major Projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design. This is a great achievement and one that is even more notable when you consider that these two students completed this course via the Sydney Distance Education High School.



Catherine Weng's BOW titled 'Entropy' selected for inclusion in ARTEXPRESS.

Parent/caregiver, student, teacher satisfaction

The disruption to schools due to COVID-19 prevented many of our planned activities to occur and therefore limited the feedback we would normally obtain from our school community. In 2021 we were able to hold the annual Parent/Student Study Skills session in Term 2, online and the feedback was very positive in terms of the information presented and the ease of accessing this valuable session.

Continuity of Learning during Remote Learning

Supporting the staff, students and parents through the period of remote learning required detailed Continuity of Learning plans to be reviewed, modifications to communication processes implemented and updated procedures followed to monitor and support student learning and wellbeing.

Feedback from all stakeholders was gathered via the online '2021 SGGHS Remote Learning Parent, Student and Staff Survey'. The survey sort feedback around the following remote learning experiences:

- how easy it was to access (see and understand what they have to do) the learning activities
- ability to complete the amount of work set
- assistance provided from classroom teachers
- types of online learning activities/experiences that are engaging and most effective
- level of student interaction during remote learning
- effectiveness of the school's remote learning operations (e.g. attendance check-in, remote learning guides, communication from and to school, compulsory check-in lessons)

Following the collation of the feedback, key recommendations were outlined and addressed, including:

- increased number of Year 12 compulsory check-in lessons undertaken via Zoom or similar from 2 to 4 per week, to support the students with obtaining quality feedback and revision preparation leading into the Trial HSC period
- increased frequency of online Zoom (or similar) interactions between students and teachers (Years 7 - 11)
- reduction in the overall amount of work assigned for students to complete each week, to assist students with working through their learning tasks and managing their time more effectively
- uploading the learning tasks at the start of the week, so the students can plan and organise their week to ensure that they can effectively complete the tasks
- providing teachers with additional guidance and support around possible teaching and learning strategies to enhance student engagement and interaction using Zoom
- developing a series of key strategies to enhance student wellbeing and connectedness across all year groups
- enhancing the opportunities for faculty teams to connect and engage as colleagues
- integrating targeted strategies to enhance staff connectedness and wellbeing
- revising the SGGHS remote learning guidelines for staff to make clearer the process of following up students to further streamline this with the inclusion of SASS support



Year 12 Students at the 2021 Swimming Carnival

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

Other School Programs (optional)

Mathematics Competitions

Unfortunately the Australian Mathematics Competition was cancelled in 2021 due to COVID-19 restrictions and limitations that were faced with online remote learning. However, students were able to participate in the Mathematics Challenge for Young Australians.

34 students took part in this independent problem-solving challenge over a 3-week period conducted by the Australian Mathematics Trust. The students had a three-week period in which to develop solutions to 6 questions.

5 students gained a High Distinction (Junior competition): Felicia Berios (Year 7), Kate Rai, Sydney Tran-Pham, Ashwini Binesh, Katelyn Tu (Year 8).

4 students gained a Distinction: (Junior Competition) Amy Li (Year 8); (Senior Competition): Ada Fu, Alina Joseph, Manya Gupta (Year 9).

6 students gained a Credit: (Junior Competition): Sharani Skandarooban (Year 7) Amy Salamone, Benice Ou (Year 8); Senior Competition: Sai Vibha, Tanuri Jayatilaka, Helen Guo (Year 9).

Performing Arts

Drama

In 2021, 3 students received HSC Individual Projects nominations for OnSTAGE, which showcases exemplary HSC Drama projects and performances. The 3 students were Jasmin Small, for her Costume Design for the play Death of a Salesman, and Rana Oral and Alisa Greyze for their monologue performances.

In 2021, St George Girls High School Drama students successfully auditioned to represent the school in the elite State Drama Ensembles. These ensembles are run by the DoE's Arts Unit and feature outstanding Drama students in NSW. It is a challenging audition process and this year congratulations go to Katelyn Labrakis (Year 10) who gained a coveted place in the State Drama Company and Molly Maguire-Ward (Year 8) who successfully auditioned to gain a place in the NSW Junior Drama Ensemble. These students who are selected to be a part of these ensembles also attend regular workshops and programs, work with industry professionals and perform at the State Drama Festival at the Seymour Centre Theatre. Katelyn also was chosen to perform in the production of Tales from the Wild Bush which played at the Seymour Centre earlier in the year. Congratulations to these students.

Music

The Music Performing Ensembles Program is focused on musical excellence, inspiring talented musicians to enjoy music making, reaping the social, academic and emotional benefits of co-curricular music in the wider school community.

In 2021, 2 students, Violeta Shopova and Annabelle Cao, were nominated for selection in ENCORE. Both students were nominated for their Music 2 and Extension HSC performance programs.

The Music Performing Ensembles Program is focused on musical excellence, inspiring talented musicians to enjoy music making, reaping the social, academic and emotional benefits of co-curricular music in the wider school community. Approximately 250 students participated in the Performing Ensembles Program this year. These include the instrumental ensembles: *concert band, intermediate band, orchestra, stage band, chamber strings, senior strings, training band*; and vocal groups - *vocal ensemble*, and *A Cappella Plus*. Small ensemble tutorials included *guitar ensemble, percussion and chamber percussion ensembles, and string trio*.

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

In Term 4, Jessie Wang, (Year 11) was inducted as the school pianist for 2021/2022. Jessie presented a solo recital at the Prefects Induction Assembly.

Visual Arts

ARTEXPRESS, ART RULES and the ZOOMERS are dynamic and popular exhibitions featuring a selection of outstanding student artworks developed for the artmaking component of the HSC Examination in Visual Arts.

- Catherine Weng: 'Entropy'-selected for inclusion in ARTEXPRESS 2021 exhibition
- Yuna Toda: 'In Solitude'- has been selected for inclusion in the ART RULES 2021 exhibition at the Hazlehurst Regional Gallery and Arts Centre
- Marina Kawabe: 'Ecchi' was selected for inclusion in the ZOOMERS 2021 exhibition at the Hazlehurst Regional Gallery and Arts Centre

Da Vinci Decathlon

In 2021, 8 students from each year group (7 - 11) competed in the annual NSW DaVinci Decathlon, usually held onsite at Knox Grammar School, but due to COVID-19, was held via Zoom. The Da Vinci Decathlon is an inter-school academic competition designed to challenge and stimulate the minds of school students from the top 80 performing schools in NSW. Students completed highly challenging and thought-provoking tasks in ten disciplines: Creative Producers, Science, Ideation, English, Cartography, Engineering, Art and Poetry, Mathematics, Codebreaking, and, finally, a new Legacy section on prominent figures throughout history. Results included:

- Year 8 team placed 4th in Engineering
- Year 9 team placed 15th in English
- Year 10 team placed 7th in English and 9th in Creative Producers
- Year 11 team placed 6th in Creative Producers

Sport

Sport has always been an integral and vital aspect of school life, and fortunately in 2021 we were able to hold and compete in a number of carnivals and sporting events.

The 2021 School Sport Program for Years 7 - 10 began in Term 1 and as the year went by was modified due to COVID-19 restrictions and DoE guidelines around sport and external providers onsite. Throughout the year students were able to engage in physical activity across a variety of different sporting activities including Oztag, Fitness, Tennis, Dance Fitness, Tae Kwon Do, Zumba, Hip Hop, Walking and Games at school.

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

- 12 years: Eliane Ugto
- 13 years: Crystal Kwok
- 14 years: Joey Lu
- 15 years: Nicole Yu
- 16 years: Chloe Xu
- 17 years: Catherine Weng

Students represented the school at the Zone Swimming Carnival, and congratulations to the following students who were either Zone Age Champion or Zone Runner up:

- 12 Years Age Runner Up: Eliana Ugto
- 14 Years Age Champion: Joey Lu
- 16 Years Age Runner Up: Chloe Xu
- 17 Years Age Runner Up: Catherine Weng

28 students represented the school at Regional Swimming in March. A successful day for all competitors, including the 12 years relay team (Emma Sun, Eliana Ugto, Ria Choi and Mia Liu) that placed second and qualified for CHS Swimming in April.

The Athletics Carnival allowed for a high level of participation in both track and field events and novelty activities.

- 12 years: Lorna Yu
- 13 years: Sarah Lin
- 14 years: Elizabeth Suto
- 15 years: Ninus Zhang
- 16 years: Bonnie Li
- 17 years: Jacinta Low

36 students achieved places at the Zone Carnival, providing them the opportunity to compete at the Regional Carnival, which was to be held in July. Unfortunately, both Regional and CHS Athletics Carnivals were cancelled due to COVID 19 restrictions.

Zone Age Champion - Elizabeth Suto (Year 8)

Student across all years also participated in a number of knockout competitions in the following sports: volleyball, basketball, tennis, touch football, netball.

3 Year 12 students received Zone Blues this year. These are highly prestigious awards and are the culmination of outstanding participation and Zone representation throughout their secondary school life.

- Magdalene Wong - Cross Country
- Catherine Weng - Athletics
- Jacinta Low - Gymnastics

Environmental Education

The Enviro Council offers the opportunity for students across all years to develop their leadership and problem solving-skills through facilitating a variety of activities throughout the year. The students participate in cross-curricular real world investigations of global environmental issues through hands-on projects. The Enviro Council has three main branches - Paper Recycling, Worm Farm and Gardening which are supported by approximately 200 students and led by a Student Executive of 30 students. In 2021 the Enviro Council was led by:

- President - Aneeta Nelson (Year 12)
- Vice Presidents - Michelle Vuu (Year 12) and Eleni Markantonakis (Year 11)

The Enviro Council Senior Executive organised Dragon Pride Day, Earth Hour and Clean up Australia Day while simultaneously opening up the Worm Farm, Gardening, Paper Recycling and Return and Earn teams for the school community to participate in.

The annual **Green Day** offers an opportunity for gifted and talented students to develop their leadership skills and

teamwork whilst offering a platform to raise awareness and educate their peers and teachers on a wide variety of environmental issues. In 2021, arrangements were modified to ensure COVID-Safe protocols allowed full participation and engagement by students. All Year 7 to 10 students participated in a two-hour workshop which included a variety of activities such as Kahoot quizzes, theory, film clips and hands on activities. Workshop focus topics included Why Enviro? (Year 7); Bee Aware (Year 8); Marine Biology (Year 9) and all Year 10 students completed a **WIRES** online community course on how to look after injured animals. Students also delivered exciting and thought provoking GREEN - X talks which all had a vital Environmental message.

Wellbeing Programs

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

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

Camps give students the opportunity to develop friendships, build team skills, take risks, and to challenge themselves physically and mentally in a safe environment. The Year 7 camp, held at Dural was vital in developing friendships and building on relationships that had been established through the transition and Peer support program. For some Year 7 students, this was their first time away from the family unit. Thankfully, both the Year 9 and Year 11 camps were able to also go ahead in 2021.

Peer Support

In 2021, Year 9 students applied to participate in the Peer Support training program in Term 4. 50 leaders were selected to undertake the role of Peer Support Leaders in Year 10, 2022. Peer Support was again a highly valued program with most students reporting they found it very helpful with the transition process and making new friends at high school.



2021 Music Camp