

2022 Annual Report

North Sydney Girls High School



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Introduction

The Annual Report for 2022 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

In 2022, we have aspired to live our motto *Ad Altiora*, "towards higher things". As a community of students, parents and staff we have worked to achieve our personal best in a learning environment which nurtures the growth of us as individuals and as a school. We have reflected on our learning, our teaching and our culture and continue to move towards a collective mindset of growth in all aspects of learning and school life.

We have continued to build a community of inclusivity and belonging with our own unique characteristics and NSG style. In partnership with students, parents, staff, and the wider school community we have worked together to increase the academic writing skills of students and develop critical, creative and collaborative thinking skills. Encouraging reflection and explicit feedback we aim to ensure learning becomes more self-regulated and we have seen students take more ownership of their learning. Being able to reflect on feedback and act upon it, will ensure our students achieve sustained growth in their learning. Working in collaboration, we endeavour to achieve our personal best, as individuals and as a school.

Our Year 12 cohort achieved fabulous milestones as they graduated. Their dedication, creativity and determination has resulted in the creation of fabulous major works and performances. We wish each student well as they move into their future endeavours.

Our learning takes place on the beautiful lands of the Cammeraygal people and we continue to work to ensure our school community has a deep understanding of the richness and diversity of Aboriginal culture and histories. In 2023 we will implement our Reconciliation Action Plan.

It has been wonderful to welcome our parents and Alumni back to school and see longheld traditions such as Mocktail Night and Charities Day feature again in our school life. Our student voice groups, co-curricular groups and extra curricular sport have continued to thrive.

Our building programs have continued to come to fruition and with the fabulous support of the NSW Department of Education, NSGHS P&C, NSGHS Foundation and current parents, we have refurbished six science laboratories and air conditioned the school.

Thank you to our students, parents, support staff and teachers. The dedication, commitment and level of collaboration at NSGHS is at the core of its true success. Let's all move towards higher things in style.

Ad Altiora

Megan Connors

Principal

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 2021-2014 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 create a Reconciliation Action Plan and begin to develop an effective partnership with our local Aboriginal Education Consultative Group 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 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. Through the creation of our Reconciliation Plan 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.

Ad Altiora

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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, numeracy and thinking skills, will challenge our students and improve the intellectual quality of their learning.

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
- Intellectual Quality

Resources allocated to this strategic direction

English language proficiency: \$237,118.05

Professional learning: \$55,000.00

Summary of progress

Literacy

A number of SD 1 Literacy Initiatives were undertaken this year. WordFlyers activities have been adapted and integrated into at least one unit across Stage 4 for English, Mathematics, Science, Visual Arts, Music, Food Technology, History, Geography, Languages, and PDHPE. Staff have increased knowledge and confidence in delivering WordFlyers lessons, and some subjects have begun to adjust assessment tasks to include a related literacy component.

The EAL/D teacher has worked collaboratively with faculties to support the explicit teaching of literacy in Stages 4 and 5, with a particular focus on Years 7 and 8. This involved resource development, team teaching, and diagnostics. EAL/D has also worked intensively with Year 8 clusters on identified grammar and expression weaknesses.

Two Academic Writing classes were successfully run in Years 9, 10, 11, and 12, with evaluations and anecdotal evidence suggesting that all students in Stage 6 found these classes valuable, and some to most students in Stages 4 and 5 reporting valuing the classes. All Academic Writing classes now have T&L programs.

The Literacy Team had two full days of professional learning where members worked collaboratively to develop lessons on grammar concepts, HSC directive verbs, word banks, and deconstructing a text. All team members reported sharing/upskilling other faculty members on the resources they developed.

Next steps:

- implementation of programs in 2023 and further development of assessment tasks with literacy component.
- continue team teaching and increase use of EAL/D support in junior classes.
- review data to graduate out students and cut Year 9 classes to one following increase in student writing ability in this year.
- development of faculty specific literacy goals in line with whole school goal/s.

Intellectual Quality

The SD1 Intellectual Quality leadership team maintained its focus this year on distributed instructional leadership to support the use of student questioning and higher order thinking skills in classrooms.

Professional learning was held to upskill staff in the use of the Question Formulation Technique (QFT) and lead to the development of critical, creative and collaborative teaching and learning programs in Stage 4.

Data was collected from staff surveys and student focus groups on the use of reflective practice in classrooms. Analysis of the data was carried out by students, supported by external experts, using the Question Data Analysis Implication (QDAI) framework. Results of the analysis were reported to the School Executive to inform future planning.

Next steps

- continued implementation of strategies for higher order thinking into teaching and learning programs,
- further development of the skills associated with questioning in yr 8 and

- the continued use of student agency to inform the planning process through student led research.

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
Increase the percentage of HSC course results in top two bands to 93%.	89.9% of students attained results in the top two bands demonstrating progress toward the lower bound target.
Maintain baseline percentage of 99% of students achieving in the top 3 bands of HSC courses.	98.3% of students attained results in the top three bands demonstrating progress toward the lower bound target.
Maintenance of percentage of students in the top 2 bands of Numeracy (Year 9).	Maintained 100% of students in the top 2 bands in numeracy.
Maintenance of percentage of students in the top 2 bands of Reading (Year 9).	90.7% of students in the top 2 bands in reading indicating working towards achieving the lower bound target.
Increase in the achievement of expected growth rates per student of numeracy in Year 9 NAPLAN.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled professional development and change in teachers' practice to improve writing and reading.
All Stage 4 programs contain embedded literacy strategies appropriate to school and subject context.	All Stage 4 programs contain lessons requiring the reading and deconstruction of subject-specific text types for comprehension.
All Stage 4 programs contain embedded literacy strategies appropriate to school and subject context.	All Stage 4 programs contain a minimum of one literacy-based lesson or lesson sequence in a minimum of one unit. Lessons and related resources informed by application of WordFlyers activities relevant to subject areas and Literacy Team professional development of colleagues.
Effective guided professional learning delivered to staff to support the explicit teaching skill of questioning..	Professional learning for questioning was conducted in Term 2 and programs have been developed in English Faculty and Year 7 Innovations. Student focus groups have collected data from all of the Year 9 cohort to inform the development of creative and critical thinking programs across Stages 4 and 5. Future planning will incorporate collaboration across faculties that is informed by student agency and feedback.
Students complete training as researchers to conduct student focus groups of all Year 9 students.	Student focus groups can now be used to support student agency and inform the planning process.

Strategic Direction 2: Feedback for Growth

Purpose

Our purpose is to embed a high challenge / high support culture of learning that sets high expectations for High Potential and Gifted students and assists them to increase their self-efficacy through greater learning independence. Explicit teaching, authentic assessment and effective feedback practices will provide a 'clear line of sight' from teaching to assessment and support students to develop the skills and habits required to become increasingly growth-oriented in their learning.

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.

- Assessment Renovation
- Growth-Oriented Learning

Resources allocated to this strategic direction

Professional learning: \$60,000.00

Summary of progress

In 2022, we implemented the Leadership Development Initiative (LDI) which included participants from the Executive Team and aspiring leaders. The LDI facilitated distributed instructional leadership across four faculties - TAS, LOTE, CAPA and HSIE - via regular group and individual sessions with an external mentor. The LDI evaluation conducted in Term 4 showed that participants had a clearer understanding of what it means to be an instructional leader, how to use data as an integral part of their leadership, and increased confidence in themselves to drive and model change in teaching in learning through specific strategies such as Assessment Renovation.

Feedback from the Term 1 SDD showed that faculties are at various stages in their Assessment Renovation and require differentiated support. Throughout 2022, all faculties used professional learning days and extended faculty meetings to work collaboratively on renovating Stage 4 or 5 T&L programs. All faculties have now renovated at least one Stage 4 or 5 T&L program. Some faculties worked with students to develop personal growth goals aligned with explicit success criteria.

Teachers report that they have increased their own understanding of how to use assessment as a learning tool, and the importance of using explicit teaching strategies to create a clear line of sight between teaching and assessment which supports students to improve their academic outcomes and wellbeing. Student work samples show evidence that students are using formative feedback to inform the next steps in their learning and that they are clearer about what actions they need to take to achieve higher level outcomes.

This explicit teaching approach has resulted in increased student self-efficacy through more meaningful engagement with feedback and a greater understanding of what is required in formal assessment tasks, eliminating the "guess work". Students' assessment outcomes show both a marked improvement in their results and a lift in the intellectual quality of their work. Additionally, both teachers students report that this explicit teaching approach is lowering students' anxiety and increasing confidence.

Next Steps in 2023:

- We will develop the LDI to include mentors who were previous LDI participants and pair these mentors with aspiring leaders across the school
- We will continue to provide faculties with PL days to collaboratively undertake assessment renovation of Stage 4 and 5 T&L programs and to embed 'designed-in' feedback points aligned with explicit success criteria
- We will deepen our focus on supporting teachers to work with students across all KLAs to develop personal growth goals aligned with success criteria

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.

At least one Stage 4 & 5 T&L program has been collaboratively renovated to embed explicit learning intentions, specific success criteria, and feedback.	All faculties have undertaken professional learning days and used extended faculty meetings to collaboratively renovate at least one Stage 4 or 5 T&L Program. Students' assessment outcomes show both a marked improvement in their results and a lift in the intellectual quality of their work.
Increased teachers' understanding and confidence in relation to the Assessment renovation process and the use of effective formative assessment practices.	Professional learning was conducted in Term 1 for all teachers on Assessment Renovation and formative feedback. Examples of student work and outcomes and teacher feedback were shared between faculties.
Development of student personal growth goals aligned with success criteria.	A number of faculties have begun to work with students on developing individual growth goals aligned to success criteria. This will be a stronger focus in 2023-2024.
Increased student engagement with formative feedback that has specific success criteria.	Professional learning on feedback literacy was conducted in Term 1 for all teachers and feedback strategies were shared between teachers. Examples of LOTE, English and CAPA faculty feedback provided against success criteria were modelled for all staff..
Leadership Development Initiative participants have successfully led the design, implementation, and evaluation of an individual project and Program Evaluation Assessment Renovation Strategy in Stages 4 or 5.	Two Head Teachers and six aspiring leaders participated in the LDI (Leadership Development Initiative). Each participant completed an individual project in which they led the design, implementation, and evaluation of a Stage 4 or 5 T&L Program. In Term 4, each participant presented the outcomes of their project to the LDI Team, SD 2 Team, and the Executive.

Strategic Direction 3: Collaborating for growth

Purpose

Our purpose as a school is to create a culture and language of growth to ensure the whole school community works towards achieving personal best and where students realise their potential across the four domains of giftedness. 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.

- Creating a culture of growth .
- Implementing our Reconciliation Action Plan

Resources allocated to this strategic direction

Professional learning: \$8,000.00

Low level adjustment for disability: \$49,021.40

Socio-economic background: \$15,400.00

Student support officer (SSO): \$96,000.00

Summary of progress

In 2022 we continued to develop productive partnerships and work towards all stakeholders striving for personal best and the achievement of all students' potential. Our Parent Partnerships Ecosystem team worked together to gather evidence and data to allow us to develop a shared language of growth; to encourage all stakeholders to adopt a growth mindset and understand the importance of growing resilience. Many parent forums were held via zoom with over 150 parents in attendance, implemented by our Wellbeing team and P&C. Sleep workshops, drug and alcohol awareness, post-school opportunities, the importance of pursuing the creative arts, cybersafety and cyber behaviour were presented. We have seen a large increase in the engagement of parents with our zoom wellbeing presentations.

In 2022 we developed a program " How to Have a Healthy and Successful HSC" which saw all Year 10 parents and their child joining us for a face to face workshop. Over 400 people were in attendance.

All teaching and learning programs were differentiated and adjusted to meet the needs of our highly gifted students. Co-curricular debating, public speaking, music and sporting programs once again thrived at NSGHS.

We continued to build on partnerships with our Alumni and saw the return of our Mocktail Night. Teachers participated in networks across subjects and also the selective and local networks. Teachers collaborated and shared expertise with teachers from other schools.

The Reconciliation Action Plan team collaborated to audit the current level of awareness and genuine embedding of Aboriginal and Torres Strait Islander histories and culture in our school and teaching and learning programs. Our Reconciliation Action Plan will be published and implemented in 2023 as one of our Strategic Direction 3's initiative.

Next Steps in 2023:

- we will continue to work on the creation of a shared language of growth,
- we will continue to create all opportunities to engage our parents in meaningful and purposeful events to share values and build culture

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
TTFM Wellbeing data (advocacy,	In the 2022 TTFM student surveys there was an increase in all measures of

belonging, expectations) is moving towards the school's lower bound system-negotiated target of 79.2%.	belonging compared to 2021 with the overall wellbeing data indicator being 75.73%.
Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 95.9%.	In 2022 the percentage of students attending school more than 90% of the time was 91%.
Increased parent engagement in forums to promote the wellbeing of students and a growth mindset for all stakeholders.	A number of parent forums were implemented by our P&C and Wellbeing team to engage parents and ensure wellbeing strategies were promoted. Zoom forums saw attendance of over 150 attendees per session, our Police Liaison cybersafety workshops had over 100 attendees, 400 parents attended the Year 10 Healthy HSC Seminar, the Showcase Concert at The Concourse, Chatswood and over 500 family members joined us in our Laboratory Opening and end of year "Sound in the Round" concert.
Maintenance of our productive partnerships with student activities with NSB, NSGHS alumni, subject networks, selective networks, HPGE reference group and principal networks in North Sydney.	Productive partnerships were maintained and expanded as we returned to normal school operations post COVID-19.
Development of a Reconciliation Action Plan.	Reconciliation Action Plan team formed to develop RAP and audit current practices.
Staff complete mandatory Aboriginal Education professional learning.	80% of teachers completed mandatory Aboriginal Education professional learning.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$15,400.00</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 a culture of growth . • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • All students participated in proactive wellbeing programs. <p>The allocation of this funding has resulted in the following impact: All students were able to access all opportunities.</p> <p>After evaluation, the next steps to support our students will be: We will continue to ensure all students given equal opportunities at school.</p>
<p>English language proficiency</p> <p>\$237,118.05</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EALD funding has supported teachers to gain confidence and skills in delivering lessons which embed literacy strategies. Students literacy is improving, particularly in senior academic writing. Increase in number of Band 6 responses, particularly short answer, in the 2022 HSC.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of Literacy Initiative as part of Strategic Direction 1.</p>
<p>Low level adjustment for disability</p> <p>\$49,021.40</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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creating a culture of growth . <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$49,021.40</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased proactive wellbeing strategies being offered.</p> <p>Increased identification of students needing support.</p> <p>Greater ability to offer whole school wellbeing programs such as Year 9 YAM.</p> <p>Increased confidence of all teachers in understanding wellbeing needs of students.</p> <p>Increased communication and better systems.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continued investment and improvement in support being offered to all students.</p> <p>All identified students to have learning support plans.</p>
<p>Professional learning</p> <p>\$123,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Assessment Renovation • Literacy • Intellectual Quality • Creating a culture of growth . • Implementing our Reconciliation Action Plan <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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. One Beginning/Early Career teacher was successful in gaining accreditation at Proficient level via their participation in mentoring meetings organised through the Lower North Shore Community of Schools. <p>Whole-school Professional Learning, steered by the cross-faculty Professional Learning Team, maintained a focus on building the capacity and confidence of staff to implement strategies aligned to the goals of the Strategic Improvement Plan.</p> <p>Targeted professional learning on high potential and gifted students was offered to beginning teachers and staff new to teaching in a selective school. Staff were provided with evidence based research and a range of strategies for teaching and developing HPG students while maintaining student engagement and learning.</p> <p>A number of staff across a range of faculties participated in a pilot project implementing Quality Teaching Rounds. This pilot assisted them to enhance their professional practice through developing their skills in identifying, coding and implementing the quality teaching framework.</p> <p>The SD1 Reflective Learning Team trained Year 9 students to participate in student-lead focus groups. Students learned to develop and refine questions and ran focus groups with their peers to gain insight into the student perception and perspectives on reflection in the classroom. Students were empowered to be involved throughout the whole process including data analysis. Results of the focus group analysis will inform the</p>

<p>Professional learning</p> <p>\$123,000.00</p>	<p>SD1 Reflective Learning Team as they continue to refine and implement their initiative.</p> <p>A team of staff participated in the DoE Parent Partnerships Learning Ecosystems PL, developing a project to be implemented in 2023. This project will be implemented through SD3 Collaborative Cultures and aims to strengthen and further develop relationships with parents and carers to allow for a collaborative approach to improving student wellbeing and achievement.</p> <p>Building on the success of the 2021 program, the SD2 Feedback for Growth Team continued to implement their Assessment Renovation Initiative under the guidance of the Executive Mentoring/Coaching Program. All head teachers and a number of aspiring leaders have now completed this program and have implemented the assessment renovation process into their teaching and learning programs. This initiative has built the capacity of staff across the school 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. As faculties move into the new phase of curriculum reform, they are highly equipped to ensure that new teaching and learning programs follow the criteria that has been set up in this initiative. This will allow for new programs and resources to be created with a strong focus on feedback and support to empower students to build their confidence and take ownership of their learning.</p> <p>The allocation of this funding has resulted in the following impact: The development of a professional learning community is evident across the school. Teachers gained confidence and a range of skills across the targeted areas of our School Improvement Plan. TTFM surveys indicated increased confidence levels from students and parents.</p> <p>After evaluation, the next steps to support our students will be: Continued prioritisation of our school improvement plan and its initiatives. Collaborative professional learning, the development of instructional and distributed leadership to be fostered to enhance learning outcomes for all students.</p>
<p>COVID ILSP</p> <p>\$17,000.00</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 2022.</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"> • Creation of Literacy Classes Year 9-12 <p>Classes are small group tuition - are held before and after school for 1 hour per week.</p> <p>0.2 Teacher hired to teach Year 9 Literacy classes and targeted students. Students monitored for growth</p> <p>Literacy across the curriculum - Cross Faculty Literacy Team - embedding Literacy activities in all programs targeting Year 7 and 8.</p> <p>Utilisation of Wordflyers.</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Year 9 students enhanced literacy and academic writing skills. Students exhibited growth in confidence in their writing ability.</p> <p>After evaluation, the next steps to support our students will be: In 2023, small group tuition to enhance skills in academic writing will be continued.</p>

<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Creating a culture of growth . <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • <p>The allocation of this funding has resulted in the following impact: The purpose of the Student Support Officer (SSO) role is to promote the wellbeing outcomes of students through the delivery of whole-school initiatives, targeted group programs and individual check-ins. In 2022 this resulted in an increase in help-seeking behaviour amongst students, including referrals to the NSGHS Learning and Support Team and School Counsellors, as well as local support services (i.e. Headspace, KYDS and YESS Uniting). Increased opportunities for student voice and advocacy were provided via surveys and focus groups, allowing students to reflect and provide feedback on various wellbeing events and supports provided in 2022. Our SSO delivered the Study Without Stress program, created by Macquarie University's Centre for Emotional Health, to fourteen Year 11 and 12 students who requested additional support for managing their stress levels and building confidence in relation to their studies. Increased information regarding local community events and support services for young people and their families were provided via the school newsletter.</p> <p>After evaluation, the next steps to support our students will be: Continued efforts to create opportunities for student-led initiatives and feedback on wellbeing supports provided at NSGHS. This includes the establishment of a Student Wellbeing Committee in 2023 to represent each year group's needs, and suggestions for meaningful support at school. Continued delivery of the Study Without Stress program for interested senior students and the development of an Online Student Hub with information and resources to promote self-regulation and help-seeking skills. Increased promotion of student activities and lunch clubs to further encourage peer interaction, the development of social skills and a sense of belonging at NSGHS.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	908	911	906	909

Student attendance profile

School				
Year	2019	2020	2021	2022
7	98.3	95.1	98.1	97.3
8	97.5	94.4	96.5	95.4
9	97.1	94.5	95.1	94.7
10	96.5	94.4	95.8	92.5
11	96.8	95.8	96.5	94.6
12	96.9	95.4	95.6	94.9
All Years	97.2	94.9	96.2	94.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

All Year 12 students gained university entry and proceeded to enrol in a university course.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at North Sydney Girls High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at North Sydney Girls High School completed Year 12 in 2022 and received a Higher School Certificate. All Year 12 students gained university entry.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.7
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	12.37
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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. One Beginning/Early Career teacher was successful in gaining accreditation at Proficient level via their participation in mentoring meetings organised through the Lower North Shore Community of Schools.

Whole-school Professional Learning, steered by the cross-faculty Professional Learning Team, maintained a focus on building the capacity and confidence of staff to implement strategies aligned to the goals of the Strategic Improvement Plan.

Targeted professional learning on high potential and gifted students was offered to beginning teachers and staff new to teaching in a selective school. Staff were provided with evidence based research and a range of strategies for teaching and developing HPG students while maintaining student engagement and learning.

A number of staff across a range of faculties participated in a pilot project implementing Quality Teaching Rounds. This pilot assisted them to enhance their professional practice through developing their skills in identifying, coding and implementing the quality teaching framework.

The SD1 Reflective Learning Team trained Year 9 students to participate in student-lead focus groups. Students learned to develop and refine questions and ran focus groups with their peers to gain insight into the student perception and perspectives on reflection in the classroom. Students were empowered to be involved throughout the whole process including data analysis. Results of the focus group analysis will inform the SD1 Reflective Learning Team as they continue to refine and implement their initiative.

A team of staff participated in the DoE Parent Partnerships Learning Ecosystems PL, developing a project to be implemented in 2023. This project will be implemented through SD3 Collaborative Cultures and aims to strengthen and further develop relationships with parents and carers to allow for a collaborative approach to improving student wellbeing and achievement.

Building on the success of the 2021 program, the SD2 Feedback for Growth Team continued to implement their Assessment Renovation Initiative under the guidance of the Executive Mentoring/Coaching Program. All head teachers and a number of aspiring leaders have now completed this program and have implemented the assessment renovation process into their teaching and learning programs. This initiative has built the capacity of staff across the school 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. As faculties move into the new phase of curriculum reform, they are highly equipped to ensure that new teaching and learning programs follow the criteria that has been set up in this initiative. This will allow for new programs and resources to be created with a strong focus on feedback and support to empower students to build their confidence and take ownership of their learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,512,204
Revenue	12,540,122
Appropriation	10,206,629
Sale of Goods and Services	110,501
Grants and contributions	2,213,231
Investment income	9,761
Expenses	-12,955,910
Employee related	-9,792,540
Operating expenses	-3,163,370
Surplus / deficit for the year	-415,788
Closing Balance	1,096,416

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 2022 we completed refurbishment of six science laboratories with funding supplied from a Metro NSW government grant, P&C fundraising and the NSGHS Foundation.

Our cooler classrooms program was completed to ensure all classrooms are now safely ventilated and temperature controlled.

In 2023 we have committed funds to improving ventilation and air conditioning of our Hall (a multipurpose venue hosting many co-curricular music events, teaching and learning lessons, year meetings, assemblies and exams including the HSC).

Solar will be installed early in 2023 to offset the energy consumption of our cooler classrooms.

In 2023 we will refurbish all student bathrooms, a much needed infrastructure improvement.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	328,613
Equity - Aboriginal	0
Equity - Socio-economic	15,195
Equity - Language	223,023
Equity - Disability	90,394
Base Total	9,054,283
Base - Per Capita	228,877
Base - Location	0
Base - Other	8,825,406
Other Total	541,481
Grand Total	9,924,377

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

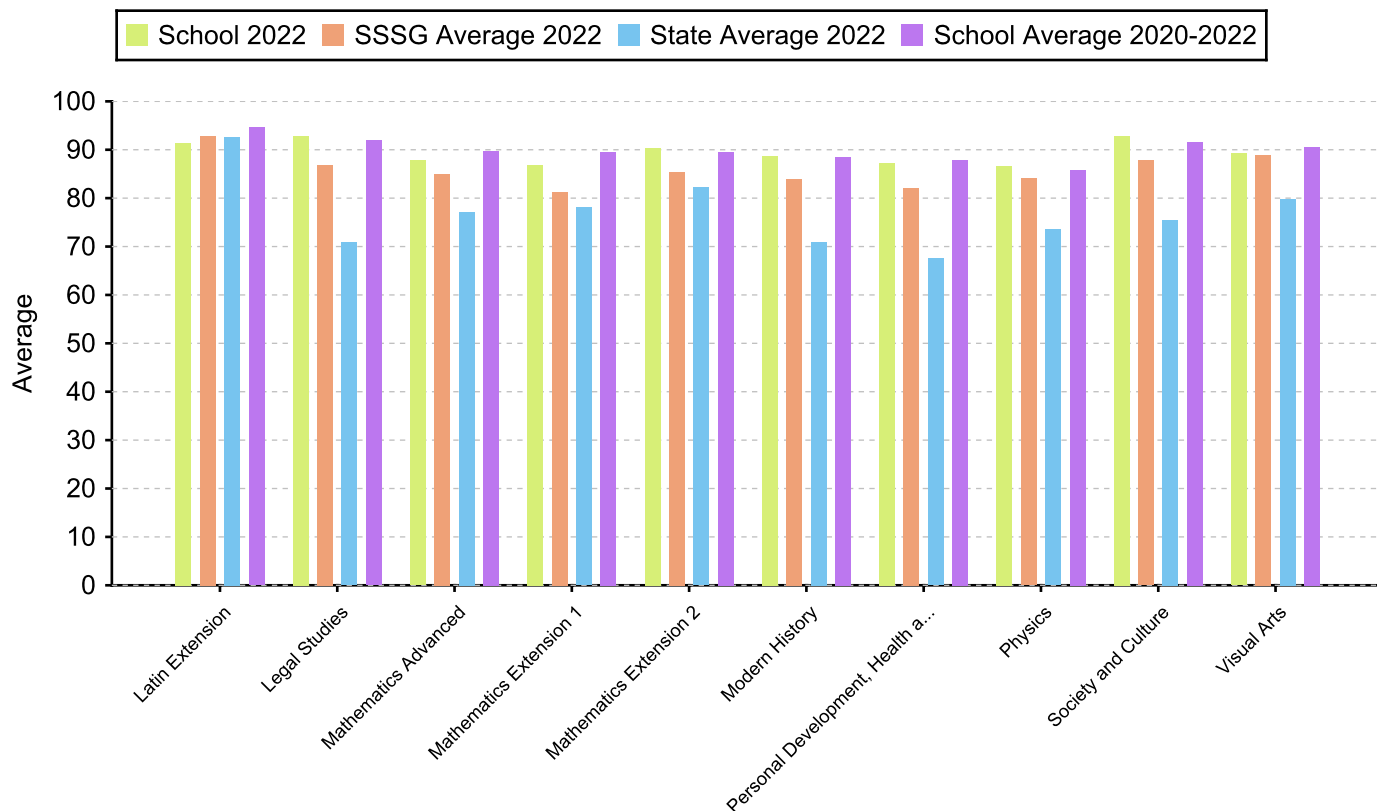
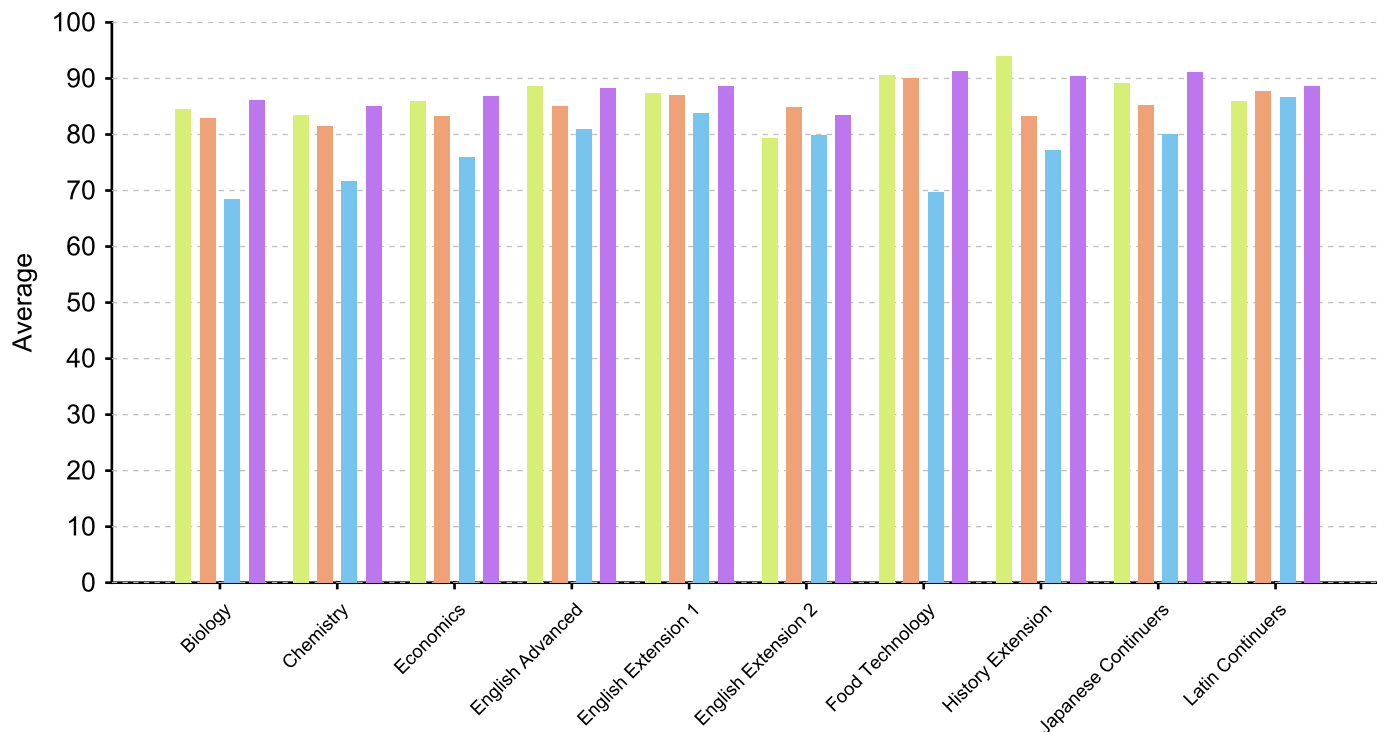
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	84.5	82.9	68.5	86.1
Chemistry	83.4	81.5	71.7	85.1
Economics	85.9	83.3	76.0	86.9
English Advanced	88.6	85.1	81.0	88.3
English Extension 1	87.3	87.0	83.9	88.6
English Extension 2	79.4	84.9	79.9	83.5
Food Technology	90.5	90.0	69.7	91.4
History Extension	94.0	83.2	77.2	90.3
Japanese Continuers	89.1	85.2	80.1	91.2
Latin Continuers	86.0	87.7	86.6	88.7
Latin Extension	91.4	92.9	92.7	94.6
Legal Studies	92.9	86.8	70.8	91.9
Mathematics Advanced	87.8	85.0	77.1	89.7
Mathematics Extension 1	86.9	81.2	78.0	89.5
Mathematics Extension 2	90.4	85.4	82.2	89.5
Modern History	88.7	83.9	70.9	88.5
Personal Development, Health and Physical Education	87.3	82.1	67.5	87.9
Physics	86.7	84.1	73.5	85.8
Society and Culture	92.9	87.8	75.5	91.6
Visual Arts	89.2	88.9	79.8	90.6

2022 Higher School Certificate

Our HSC results were outstanding with students achieving a Band 6 or E4 in 53.47% of their HSC exams. Thirty-two 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 and Music 2022 HSC students have received showcase nominations to Encore and ARTEXPRESS.

Outstanding individual achievements:

Seven 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:

- Cassie Xiyu Cai: 2nd in state - Society and Culture
- Alina Yuxuan Shao: 3rd in state - Textiles and Design
- Stephenie Ouyang: 4th in state - Classical Greek Extension
- Nicole Hsueh: 5th in state - Classical Greek Extension
- Akshaya Gnanakumaran: 6th in state - History Ext
- Zali Slunjski: 18th in state - Modern History
- Asmara Downey Twiss: 4th in state - Spanish Continuers, NSW School of Languages

All Rounders:

A total of 32 students received an All Rounders award for achieving Band 6/E4 results in their best 10 units of study. Congratulations to: Lithmi Abeydeera, Janelle Ah Kit, Li Ann Chan, Shuly Chang, Arena Chen, Rainy Chen, Xin Yue Dai, Megan Do, Audrey Fan, Akshaya Gnanakumaran, Nicole Hsueh, Elaine Huang, Caitlin Jefferson, Sitara Lau, Jocelyn Liu, Ria Matharu, Allison Mei, Renee Nayager, Lingxuan Ni, Stephenie Ouyang, Julia Pan, Sylvana Pui, Jianing Qiu,

Exemplary HSC Projects and Performances:

- In Visual Arts, Sonia Freiburg's Body of Work was nominated for ARTEXPRESS which is showcased at Virtual Exhibition VX while Lillian Lin's BOW is showcased at Mudgee Arts Precinct (MAP)
- In Music, Cheuk Yan Cheung, Sonia Freiburg, Nicole Hsueh, Pingting Lin and Tiffany Yu Man Wei received ENCORE nominations for their Music performance program.

University Offers:

- 279 offers were made through UAC in the December and January offer rounds
- 279 offers through UAC round offers + 143 early offers = 422 offers for 157 students
- Majority students received 2+ offers

USYD and UNSW were by far the primary university destinations, with 155 UNSW and 97 USYD first preference offers made to students. Other institutions included: Macquarie University, UTS, Australian Catholic University, ANU, CQ University, University of Newcastle, Western Sydney University, and Bond University in QLD.

The degrees chosen by students to study in 2023 ranged across several disciplines, with the majority being focused on Double Degrees + Vertical Degrees (Bachelor/Masters), Integrated Honours programs, Actuarial Studies, Allied Health/Medicine, Commerce, Law (double), Engineering, Science, and Psychology.

- University of NSW - 4 offers for Medicine
- University of Sydney - 1 offer for Medicine

Early Offers:

53.8% of students received an Early Offer = 142 Early Entry offers.

These offers were made to students from ANU (45), Macquarie University Leaders & Achievers (35), University of New England (4), UTS (51), and Western Sydney University (1). 7 offers were made through the School's Recommendation Scheme.

Scholarships:

18 students were awarded an early entry offer/scholarship:

- Jenevieve Liem (USYD Sydney Scholars Award)
- Fariha Mahjabine (USYD Sydney Scholars Award)
- Shuly Chang (USYD Sydney Scholars Award reserve list; USYD Dalyell Scholar)
- Arena Chen (USYD Dalyell Scholar)
- Ashley Peng (USYD Dalyell Scholar)
- Hannah Poon (USYD Dalyell Scholar)
- Alaleh Saeidi Moghaddam (USYD Dalyell Scholar)
- Jiaqi Song (USYD Dalyell Scholar)
- Catherine Yang (USYD Dalyell Scholar)
- Jennifer Yu (USYD Dalyell Scholar)
- Hiba Zanjani (USYD Dalyell Scholar)
- Aashka Desai B Commerce (UNSW COOP in Marketing)
- Jocelyn Liu (UNSW COOP in Finance & Banking)
- Alina Shao (UNSW COOP in Commerce)
- Hannah Wah Day (UNSW School of Engineering Award & UNSW All Rounder Award)
- Jennifer Yu (UNSW Women In Engineering Scholarship)
- Michelle Hong (UBS Cadetship)

The 2023 Dux was Elayna Zhang who achieved a 99.95 ATAR.

Elayna received:

- December UAC offer: Bachelor of Science/Doctor of Medicine - at the University of Sydney (accepted this offer)
- January UAC offer: Bachelor of Medical Studies/Doctor of Medicine - UNSW
- an offer for the Hall Chadwick Cadetship (Accounting)

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

Tell Them From Me Surveys

November 2022

Results - 100 participants which was an increase from previous years.

Comparative results 2021 to 2022 indicate that parents attitude to schooling is relatively stable.

Results about parent participation at school indicate that 84% of parents have contacted teachers and attended meetings. 18% of parents report having been involved in school committees. Parents utilise various modes of communication with the school. 77% of parents positively responded to various types of communication methods available to them.

89% of parents feel that the school is a culturally safe place for all students.

94% of parents agree that school has a positive reputation.

The open ended questions revealed that improvements in our communications systems is needed.

Student Satisfaction

Tell Them From Me 2022

Students were surveyed twice in 2022.

381 students completed TTFM between October 28 2022 and and 14 November 2022.

Engaged

The percentage of students socially engaged at school was above the state norm on the three measures of

- Students with a positive sense of belonging 77%
- Student participation in school sports and clubs 79%
- Students with positive relationships 79%

Student participation in school sports and clubs was significantly higher than the state norm (61%)

Institutional engagement

The levels of institutional engagement reflect that students at NSGHS value schooling outcomes and feel that their learning is directly related to their long term success.

- Students that value schooling outcomes 71%
- Students with positive attendance 99%
- Students with positive behaviour at school 100%
- Students with positive homework behaviour 73%

Intellectual engagement

Survey results indicated that some students meet the institutional demands of the school, however they are not truly engaged in their learning. Although they feel they are appropriately challenged (72%) only 24% report that they are interested and motivated.

The trend data indicates that "High Skill High Challenge" learning has improved by 4%.

Drivers of Student Engagement

Of the four school level factors associated with student engagement, student responses are significantly higher than the state norm. The four factors are expectations for success, positive learning climate, positive teacher-student relations and quality instruction.

Academic Self Confidence

There has been a significant improvement in the student perception of academic outcomes in English, Science and most particularly in Mathematics.

This data correlates with an improvement in Academic Self Concept (80%) and Perseverance High increasing by 3%.

63% of students report that they set challenging goals for themselves in their school work and aim to do their best.

Academic buoyancy (students can overcome setbacks and challenges) although increasing slightly is below the state norm.

Wellbeing

94% of students know where to seek help if bullied.

The majority of students feel proud to be a student at NSGHS.

Next Steps - TTFM surveys.

2022-2026 aims to address the complex issues of disengagement at school. The plan considers classroom practice, student advocacy, effective feedback, wellbeing strategies, effective communication with parents and parent engagement.

What Works Best 2022 - Formative Assessment / Feedback

Teachers revealed an increase in the use of Formative Assessment

More teachers are reporting that they are providing students with exemplars and explicitly unpacking tasks.

Most teachers surveyed often share learning intentions with students; however, less revealed that they always do this.

The majority of teachers highlight areas of improvement for their students.

Next Steps - What Works Best Teacher Surveys

In Strategic Direction 2, our focus on feedback and assessment renovation will continue to engage more instructional leaders and all faculties.

Student Focus Groups - Year 9 (Student-led focus groups where students were trained as researchers and analysts).

Students identified a functional purpose to their learning to assist with future education and employment.

Student ideas about being challenged in their learning are tied very closely to achievement in assessment tasks. Students do not appear to understand the concept of higher order thinking to critique their learning.

Teachers are the biggest influence on learning and the learning environment, closely followed by the physical environment including decor and layout of teaching and learning spaces.

Constructive feedback and/or criticism made up 39% of all responses.

Students believe that communication between teachers and students and teachers and teachers does not always occur effectively and does not, therefore, adequately acknowledge prior learning.

Some focus groups noted that teachers needed to further embrace the cultures and races in the school.

Students prefer group activities, however, they believe that teachers must better ensure that workload distribution is fair.

Issues of trust, meeting teacher expectations and exposing their ideas, impacts students' ability to reflect honestly.

Students are often more comfortable sharing feedback with just their peers.

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 2022 we began the implementation of our Reconciliation Plan. 80% of teachers have completed mandatory Aboriginal Education Professional Learning.

Our next school improvement plan outlines that we will

- Develop a productive partnership with our local AECG with the aim of enhancing outcomes for all students and staff and developing a rich understanding of Indigenous cultures and histories.
- Build links and develop two-way partnerships with Indigenous communities across Australia.
- Embed Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes.
- Utilise our Reconciliation Action Plan to engage and develop the creative, intellectual, social-emotional and physical talents of our gifted learners.

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.