

2022 Annual Report

St George Girls High School



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Introduction

The Annual Report for 2022 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

Welcome to the 2022 Annual Report. This year the school was able to see many of its usual activities and events return, after experiencing 2 very disrupted and interrupted years as a result of the global pandemic and its associated impact on school operations. These events will be celebrated in the pages of the Annual Report as we have come to appreciate more than ever, that it is these activities that connect and unite us as a learning community, and these activities are what makes St George Girls High School (SGGHS) such a great and enriching place to learn.

One of the most insightful aspects of my role is having the opportunity to engage regularly with students, parents/carers and community members. Through these varied interactions over the past 7 years, I have come to understand and appreciate the key reasons why families continue to select our school as the school of 'best fit' for their daughters. I wanted to share some of these insights and reasons with you. These are the reasons that I firmly believe make our school such a special and unique school environment and one that continues to be highly sought out by the community. At SGGHS we;

- put students and their needs at the core of our decision making. We nurture a genuine curiosity for life-long learning. We are a strong, connected and supportive community, that is committed to ensuring all of our students are known, valued and cared for.
- ensure our students are actively engaged in their learning, while also supporting our students to develop the confidence needed to take on challenges and the skills needed to become self-regulated learners.
- uphold a strong high expectations school culture and provide a curriculum that appropriately challenges students and one that caters for individual interests, talents and abilities. We complement this by providing quality co-curricular programs and enrichment opportunities in a range of areas and domains.
- create and seek out quality learning experiences and opportunities for our learners that encourages and supports the development of healthy, happy, successful and engaged learners, while also ensuring that the cognitive, physical, social and emotional development of our students continues to be nurtured and prioritised.
- are a school community that values collaborative practice to improve learning outcomes for every student, through targeted high impact professional learning for staff that informs and enhances teaching practice, and that effectively meets the needs of our high potential learners.
- provide a friendly, safe, welcoming and well-maintained learning environment, that is enhanced through the explicit wellbeing support structures in place that ensures that every student can identify key support people with whom they can communicate and collaborate with to work towards positive solutions.

This list is not exhaustive but it does describe the work we have continued to undertake throughout this year and the key ideas that we have embedded into our School Vision Statement and the 2022-2025 Strategic Improvement Plan Strategic Directions, **Student Growth and Attainment**, **Collaborative Practice** and **Building Capacity**.

Having now taken a moment to look back over the year and actively reflect on 2022, we should all feel very satisfied to have achieved great progress, not only from a school planning and school improvement perspective, but most importantly, we all should be very proud of quality work that is undertaken each and every day to enhance the educational, academic, leadership, social and emotional outcomes and experiences available for our learners.

Through the vibrant pages of the 2022 Annual Report, readers will view the volume, variety and quality experiences that our school provides for the high potential learners we have the pleasure to serve each day. SGGHS offers opportunities in a broad range of academic, extra-curricular, performing and creative arts, sporting, community, social, cultural and student leadership domains. Each year the students embrace these opportunities with enthusiasm, passion and a commitment to excel. We are incredibly lucky to have such a diverse group of students who have a healthy drive for academic success, a well-developed social conscience and a commitment to achieving their personal best.

I wanted to highlight some of these key opportunities through a snapshot of what took place each month at SGGHS in 2022:

- **JANUARY** - 919 students, 75 teaching staff and 12 School Administrative and Support Staff (SASS) reported for duty, we welcomed 150 new Year 7 students, Year 7 and 10 students commenced wearing **the newly designed SGGHS Junior and Senior school uniform**, all students in Years 7-12 embraced the new SGGHS ankle socks, Year 7 participated in their 4-day **Transition Program** and Year 7 met their **Year 10 Peer Support** leaders for the first time.
- **FEBRUARY** - The **Year 11 SEED Program** commenced, we had a glorious day at Bexley Swimming Pool for the **Swimming Carnival**, the Silver **Duke of Edinburgh Adventurous Journey** was held, the top performing 2021 Higher School Certificate (HSC) students were invited back to celebrate their success at the **HSC Excellence Ceremony**, The **Enviro Council** held their planning day, all of our new students in Years 8-11 attended a **welcome to SGGHS morning tea**, the Prefects organised a successful **Dragon Pride Day** and the first **Parents and Citizens (P&C) Meeting** for the year was held.
- **MARCH** - The **Student Representative Council (SRC)** participated in their **Leadership Day**, the staff and students scrubbed up beautifully for their **school photos**, the range of sporting **Knock Out Competitions** got underway, students participated in the **Zone Swimming Carnival**, Year 12 students completed their **Assessment Block 2**, the Year 10 **Duke of Edinburgh - Bronze Adventurous Journey** took place, the **Year 7 Best Start** and **Year 8 Check-In Assessments** were held yet unfortunately the **Year 11 Camp** held at Narrabeen was cancelled, not as a result of the pandemic, but due to the extensive flooding experienced across NSW at this time.
- **APRIL** - The **Champion of Champions School Cross Country Carnival** was held, the **Enviro Council** organised **Clean Up Australia Day**, the **SRC** and **Enviro Council** representatives for 2022 were inducted into office at the Leadership Assembly, the **Walkathon** was held, Year 10 students participated in the **Australian Geography Competition**, parent-teacher interviews for Years 7 and 12 were held, the History faculty hosted a commemorative **Anzac Day** assembly, the Senior Executive Leadership team completed **Faculty HSC Analysis Review meetings** with every Head Teacher, Year 7 engaged with **Transition Follow-up** activities and the P&C hosted a **Welcome BBQ** for new Year 7 families.
- **MAY** - Year 12 engaged in a **HSC Enrichment Day**, Year 7 **Vaccinations** were held, Years 12, 11 and 9 **Student Debating** was underway, the **Athletics Carnival** was successfully held at Sylvania Waters Athletics Track, the Prefects organised a week of **How You Doing? Activities**, the Mothers' Committee hosted their annual **Mother-Daughter Dinner**, Year 7 visited **Taronga Zoo**, Year 10 and 12 participated in their **Study Skills Workshop** with Dr Prue Salter, Year 11 had their **Personal Best Report Interviews**, **Year 9 attended their Camp** at Stanwell Tops, the **Zone Cross Country Carnival** was held, all Year 7 and 9 students sat their **National Assessment Program - Literacy and Numeracy (NAPLAN) tests**, Years 7-10 completed their **International Competitions and Assessments for Schools (ICAS) Science Assessment**, our students participated with success in the **Da Vinci Decathlon** and selected Year 12 students participated in the **Sydney Morning Herald (SMH) Student Photo Shoot** for the '2022 HSC Guide' Publication.
- **JUNE** - Year 12 and 10 attended their **Careers Expo**, Year 10 engaged in their **High Resolves** presentation, the **Music Camp** was held at The Tops Conference Centre, the Contemporary and Bollywood Dance Ensembles were selected to perform as part of the **"In the Spotlight"** Dance Festival, the **Wellbeing Team** participated in a Professional Learning and Planning Day, Year 11 participated in the **Talented Students Mathematics Day**, Year 7 participated in **Languages Day** and attended their **Year 7 Camp**, parent teacher-interviews were held for Years 10, and 11, students participated in the **Regional Cross Country** Carnival, students in Years 7-9 were issued with their **Semester 1 reports** and the school community enjoyed the creative and musical talents of the students at **Drama Night**, the **Gala Music Evening** and **Inspired**.
- **JULY** - Year 10 students participated in the **University of NSW (UNSW) Coding Workshop**, the **National Aboriginals and Islanders Day Observance Committee (NAIDOC) Week Mufti Day** and the **Enviro Council Bake Sale** was held, the **Year 7 and 8 Debating Competition** was undertaken, students and staff headed off to Perisher for the **SGGHS Annual Ski Trip**, SGGHS hosted the **Combined P&C Meeting** with Sydney Technical High School, the **International Chemistry Quiz (ICQ) Competition** and parent-teacher interviews for Years 8 and 9 were held.
- **AUGUST** - Students participated in the **Science Olympiad**, the **Australian Mathematics Competition** was run and the **Trial HSC Examinations** were held. The **HSC Practical and Speaking Examinations** commenced, a series of **High Expectations student focus groups** were undertaken, Year 7 attended their **Featherdale Park** Excursion, Year 7 and 11 participated in **English Shakespeare** Incursion, the **Sydney East Athletics Carnival** was held, Year 10 engaged in a week of **Work Experience**, **Year 8 Cross-Curricular Enrichment task** featured a unique Aboriginal perspective, the highly anticipated **SRC Week** was a huge success, prospective students sat the **Higher Ability Selection Test (HAST)**, Year 8 and 10 had their **Subject Selection Evening** and interviews, Year 12 Music students showcased their Music 2 and Music Extension repertoire at the **Music Soiree** and the **newly elected Prefects for 2022/23 were elected and inducted** into office.
- **SEPTEMBER** - The school was very proud to receive the news that 3 student Individual Performances and 1

Group Performance was nominated for the 2022 **OnSTAGE** Showcase, a selection of performances and individual projects from Higher School Certificate Drama students. A special congratulations must go to the following Year 12 students on their nominations - Katherine Elliot for "Free Derry", Mindy Liu for "Meeting Billy" and Mary Murray for "Hopscotch" and Group Performance - Ruiwen Cao, Katherine Elliot, Mindy Liu, Mary Murray, Alanna Nguyen and Amara Randhawa for "Golf First", Jessie Wang in Year 12 was also nominated for **ENCORE**, a showcase of a selection of performances and compositions by Higher School Certificate Music students. **Open Day** was held for prospective students and the annual **Visual Arts Exhibition** was beautifully curated in the Visual Arts Art Block, the school celebrated **SASS Recognition Week**, 2 **new murals** were designed and completed on the Library wall and the wall facing the Hockey Field, the **Year 12 Trivia Night** with Sydney Technical High School was hosted by SGGHS, Year 11 students sat their **Preliminary End-of-Course Examinations**, **Mind Quest** returned to SGGHS, **new student interviews** for Years 7-11 2023 were completed by the SGGHS Selection Committee, **new outdoor furniture** was installed in key student and staff spaces across the school, the **Year 12 Picnic** was held at Fox Studios and the **Year 12 Celebration (Mock) Assembly** and **School Farwell Assembly** was held to celebrate the Class of 2022.

- **OCTOBER** - The staff celebrated **World Teachers' Day**, the new **Outdoor Sports Courts** and refurbished **demountable classrooms** were completed, the **HSC Examinations** commenced, **Year 7 and 8 Check-In Assessments** were conducted and Year 8 students completed their **Validation of Assessment for Learning and Individual Development (VALID) Test**.
- **NOVEMBER** - We celebrated the Class of 2022 at their **Graduation Ceremony**, the Prefects hosted their handover day, Year 10 students participated in the **Georges River Council White Ribbon Walk**, Year 8 participated in their **Water Safety Program**, Year 11 Business Studies students were selected to participate at the **Business Plan Challenge** at the University of Newcastle, the **Year 10 Minimum Standards Test** were run, the Year 9 **Peer Support Training** was undertaken, **Green Day** was successfully enjoyed by all, the **Year 7 and New Student Orientation Day** was successfully hosted, the **Duke of Edinburgh Bronze Qualifying Journey** and **Silver Adventurous Journey** was undertaken and the school received the welcomed advice that 6 Year 12 Visual Arts students had been nominated for inclusion in ARTEXPRESS. A very big congratulations to the following students on their well-deserved nomination and recognition of excellence; Jennifer Bui, Sharon Cheung, Venus He, Cindy Liao, Crystal Wang and Chang Yun Yoong. Jennifer Bui had her artwork titled 'It's Their First Time Too' selected for inclusion in the ARTEXPRESS Showcase and her work will be displayed at the Hazelhurst Arts Centre in 2023.
- **DECEMBER** - The **Summer Festival of Music** beautifully showcased the creative talents of the music students, the **P&C hosted their Afternoon of Summer Delights**, the **Gold Duke of Edinburgh Qualifying Adventurous Journey** was held, **Semester 2** reports were distributed to all students, the eagerly anticipated release of the HSC results were well-received and the month concluded with the annual **Presentation Day** beautifully staged at the Sydney Town Hall and the **whole-school Activities Day** was held in a range of locations across Sydney.

By no means is this calendar list extensive or complete, but it does highlight the variety of activities and opportunities that are available to our students each and every day of the year at St George Girls High School. It also demonstrates just how much we have missed out on over the past 2 years.

Thank you to the 2022 Year 12 Prefects who embraced their leadership position as an opportunity to make a difference. The Prefect leaders have been outstanding role models who have served our school so well during their time in office. Over the year, we have seen each of our Prefects harness and demonstrate their personal strength, energy and commitment to the position of Prefect and to the school. They have achieved this objective both within the school and outside the school in obvious and tangible ways. I know that through this whole school leadership experience the students have gained the essential skills that have placed them in good stead for the future. I thank all of our outgoing Prefects on behalf of the staff and students for their outstanding leadership over the last twelve months.

The 2022 Prefect team have been so capably led by school Captain Eleni Markantonakis and Vice-Captains Aneesa Sukkarieh and Amara Randhawa. 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 ably supported in their roles this year by Prefects; Lucy Anderson, Hayley L Chan, Anna Cheng, Niamh Deuis, Katherine Elliot, Chanisa Jennings, Lily Knowles, Elizabeth Koubaroulis, Jessica Lau, Lara Murphy, Mary Murray, Cecilia Nguyen and Trilochana Sri Ganeshwaran. Each of our outgoing Prefects 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.

Now to a few thank you messages. I would like to firstly acknowledge our Deputy Principals, Ms Pam Abson and Mrs Amber Housego. I am fortunate to work shoulder-to-shoulder with two dynamic and talented school leaders who support me to strategically lead a school that we share a mutual love and genuine affection for. I thank Ms Abson and Mrs Housego for all they do each day to shape the conditions for our teachers and students to learn and succeed and for our community to feel connected to.

I would like to thank the school Executive Leadership team for the important role they each undertake as collaborative leaders of their faculty teams. Their support, advocacy and dedication to our school, is highly valued and very much appreciated.

To the teaching staff of SGGHS, thank you for managing the increasingly complex role of teacher with such professionalism and commitment. Albert Einstein said "It is the supreme art of the teacher to awaken joy in creative expression and knowledge." Thank you to our teaching staff for awakening the joy of learning in our students, so they can continue to thrive and grow as individuals and develop the skills and insights they will need to navigate through the complex world we live in. I count myself extremely privileged to work with such a dedicated team, who impress me every day with their genuine care and commitment to their vocation.

I would also thank all of 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. I would like to extend my sincere thanks and appreciation to our SASS, General Assistants 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, and I am grateful to work with a team who maintain such a professional approach to all aspects of their work

Thank you to the active and engaged parent and community bodies, which for our school include the P&C, Mothers' Committee and the St Georgians who work in collaboration with the school to enhance the opportunities and experiences available to the students. Our school is very fortunate to have such a supportive and committed parent and broader community. I am constantly impressed by the huge amount of energy that is invested by our parents and proud St Georgians to ensure that our school, its staff and students are supported across a range of domains. Our school is very lucky to be supported by each of these important groups and I thank them all for their contributions over the year.

Ms Betty Romeo

Principal

Message from the school community

St George Girls High School has 2 parent bodies, the 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 2022 are listed below:

- Parents served on a range of panels, including merit selection panels for new staff.
- The P&C and Mothers' Committee resumed face-to-face meetings, yet also maintained online Zoom meetings for some of the scheduled meetings throughout the year.
- The P&C and Mothers' Committee continued to provide support to the school through their participation in the Annual Presentation Day that returned back to the Sydney Town Hall in 2022.
- The P&C arranged a number of fundraising events including Gelato and Bubble Tea stalls, the sale of the Entertainment Book and BBQs at Bunnings at 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. The theme in 2022 was "Winter Wonderland". This was a highly successful evening enjoyed by students and family members from across Years 7-12.
- The Mothers' Committee continued to refine the online Uniform Shop for ordering school uniforms, to accompany the physical shop in 2022. The roll out of the new SGGHS uniform continued in 2022 and the transition to the new uniform suite will be completed by the end of 2023 as planned.

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 2022. It is wonderful to be part of a school with such a strong and obvious commitment to collaboration between students, teachers and parents/carers.

Ms Sharon Khan (P&C President) and **Ms Mon Zin** (Mothers' Committee President)

Message from the students

St George Girls High School has 3 student leadership bodies, the SRC, the Enviro Council 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. All student leadership bodies participate in a leadership development and planning day.

Student Representative Council

The SRC organise, coordinate and participate in a range of school and community activities, fundraiser for charity, liaise between students and staff, promote school spirit and support the wider school community. A summary of the key contributions made in 2022 are listed below:

- The SRC International Women's Day fundraiser.
- SRC Decade Day - Mufti Day fundraiser.
- SRC week activities.

The 2022 SRC Executive were: President: Haiqa Qazi, Vice-President: Alyssa Gunawan, Secretary: Selsabeel Al Hariri, Treasurer: Ayana Rahman, Community Liaison Officer: Sophia McLean and New Student Contact: Alyssa Chao.

Enviro Council

The Enviro Council has three main branches - Paper Recycling, Worm Farm and Gardening, which are supported by approximately 200 students and led by 3 Enviro Council Senior Executive and 30 Student Executive representatives. The environmental-focused activities in 2022 included:

- Clean Up Australia Day.
- Enviro Bake Sale fundraiser.
- Green Day.

The 2022 Enviro Council Senior Executive were: President: Jasah Singh, Vice-Presidents: Fiona Jiang and Sanavi Sanap.

School Prefect Body

The role of the School Prefects requires them to build positive and productive relationships with students, staff and members of the school community, demonstrate effective communication, show initiative and strategic planning and model the school's values and commitment to high expectations and personal best. A summary of the key activities in 2022 are listed below:

- Dragon Pride Day, a Prefect led initiative, promoted the various school clubs and extra-curricular activities available.
- How U Doing? Day focussed on promoting the importance of positive wellbeing and support across the school community, and providing strategies and toolkits to students.
- 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.
- School Walkathon day as a fundraiser activity.

The 2022 Prefects were: **Captain:** Eleni Markantonakis, **Vice-Captains:** Amara Randhawa and Aneesa Sukkarieh . The following 13 students were elected to serve as Prefects: Lucy Anderson, Hayley L Chan, Anna Cheng, Niamh Deuis, Katherine Elliot, Trilochana Sri Ganeshwaran, Chanisa Jennings, Lily Knowles, Elizabeth Koubaroulis, Jessica Lau, Lara Murphy, Mary Murray and Cecilia Nguyen.



Ms Romeo - Principal with students in 2022

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 919 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 2022-2025 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.



Library Mural Commissioned in 2022

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	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	Excelling
LEADING: Management practices and processes	Excelling

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 and meet the school system negotiated targets.

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 Self-regulated Learners
- Data-driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$26,070.00

Professional learning: \$23,110.00

Per capita: \$1,000.00

English language proficiency: \$23,900.00

Low level adjustment for disability: \$78,048.00

Summary of progress

Developing Self-Regulated Learners

The focus for 2022 was on building effective learners and creating a culture of high expectations. This involved an evaluation of current learning and wellbeing programs to ensure they explicitly support the development of self-regulated learners, through a process of authentic reflection. A revised format of the High Potential Learners program was trialled with the Year 8 Cohort, which included a change of structure, different content focus areas and strategically placed sessions that targeted specific skills relevant at key points of time throughout the year, e.g. developing study timetables prior to assessment blocks, and strategies for exam reflection. Student surveys were conducted following all wellbeing activities, including external presenters, to gauge effectiveness and relevance of the session, and interest and engagement of students. Focus groups were conducted to gather feedback around learning and classroom expectations. As a result, the wellbeing team used qualitative data to evaluate the current cohort programs and address highlighted needs relevant to cohorts, students were provided a wider range of strategies and tools to support academic and emotional development, and draft learning expectations were developed. Next year the focus will be on a revamped Years 7-9 program 'Social, Emotional and Academic Learners (SEAL) @ St George' which will support developing social, emotional and academic learners, targeted wellbeing sessions and a reduced assembly structure, and the launch of the 'Student Learning Commitment' profile across the school community.

Data-driven Practices

The focus for 2022 was on literacy/numeracy intervention and the HSC Top 2 Bands target, to increase the capacity of teachers to more effectively use and analyse various forms of data. This involved all staff developing a Stage 6 course Faculty Improvement Plan (FIP) following faculty HSC analysis sessions and the literacy/numeracy coordinators conducting a deep analysis of all literacy/numeracy data in Years 7-10. As a result, teachers highlighted areas for further development in both Stage 5 and 6, and made modifications to the scope and sequence and redeveloped assessment tasks. There was an increase in staff undertaking targeted HSC Professional learning courses to increase understanding of high impact teaching strategies. Targeted literacy/numeracy intervention was provided to identified students in Stage 4 and 5, with an increase in student performance evident in post-assessment data. Next year the focus will be on deeper analysis of HSC data and FIP targets, increasing teacher engagement in the various Department of Education (DoE) HSC professional learning opportunities, and the expansion of literacy/numeracy intervention support. These initiatives will support further improvement of Numeracy expected growth target and improved percentage of courses achieving the HSC Top 2 Bands lower-bound target.

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"> Percentage of students achieving in the top two bands in NAPLAN - Numeracy to be at the school's baseline of 98.3%. 	<p>The 2022 NAPLAN data reveals that 98.59% of students achieved in the top two bands in NAPLAN numeracy indicating that the school has achieved the lower-bound target of 98.4%.</p>
<ul style="list-style-type: none"> Percentage of students achieving expected growth in NAPLAN - Numeracy to be above the school's 2021 actual of 57.86%. 	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<ul style="list-style-type: none"> Percentage of students achieving in the top two HSC bands is moving closer to the school's lower-bound target of 88.8% and is greater than the 2021 actual of 75.97%. 	<p>In 2022 76.76% of students attained HSC results in the top two bands demonstrating progress toward the lower-bound target of 88.8%. This result was an improvement on the 2021 actual of 75.97%.</p>
<ul style="list-style-type: none"> Percentage of students achieving expected growth in NAPLAN - Reading is above the 2021 actual of 68.79%. 	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<ul style="list-style-type: none"> All students in Stage 6 have identified Growth Goals through the Personal Best Reflection sheet. 	<p>All students in Stage 6 participated in Personal Best Interviews where they discussed, developed and recorded specific individual Growth Goals.</p>
<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%. 	<p>The 2022 NAPLAN data reveals that 81.76% of students achieved in the top two bands in NAPLAN reading indicating that the school has achieved the lower-bound target of 79.3% but not the annual progress measure of above 82.3%.</p>
<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. 	<p>The 2022 Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Element of Data Skills and Use and at Sustaining and Growing in the Theme of Data Analysis.</p>
<ul style="list-style-type: none"> SEF - Learning Domain - Element - Learning Culture is assessed at Sustaining and Growing. 	<p>The 2022 Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Element of Learning Culture.</p>
<ul style="list-style-type: none"> Percentage of students attending school 90% of time or more is above the 2021 actual of 89.18% 	<p>The percentage of students attending school more than 90% of the time or more has decreased by 7.35% from 89.18% to 81.83%, however, this data has been heavily impacted by the NSW Public Health Orders in place at the beginning of 2022 in relation to Covid-19.</p>
<ul style="list-style-type: none"> Stage 6 students can identify their strengths as a Visible Learner as evidenced during Personal Best Interviews. 	<p>100% of Stage 6 students explicitly identified their strengths as a Visible Learner as evidence through the student reflection sheets completed prior to the scheduled Personal Best Interviews.</p>



2022 OnSTAGE Nomination "Golf First"

Strategic Direction 2: Collaborative Practice

Purpose

To improve learning outcomes for every student through targeted high impact professional learning and collaboration that leads to excellence in teaching practice that challenges and motivates 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

Summary of progress

High Impact Teaching and Assessment

The focus for 2022 was on explicit teaching practice, specifically the inclusion of learning intentions and success criteria (LISC). This involved reviewing and presenting the 2016 and 2020 TTFM student survey data in the areas of explicit teaching, rigour and relevance. Current evidence-based research was presented to staff on the effectiveness of LISC in the classroom, providing support materials to guide teaching strategies and undertaking a staff evaluation to ascertain the current use of LISC by staff and what further professional learning was required. Year 12 students were also provided information on how LISC explicitly support their learning, at the HSC Enrichment Day. Follow-up sessions with staff included a presentation on the work of Dylan Williams around formative assessment and explicit teaching strategies and opportunities for collegial cross-faculty discussions. As a result, students reported an increase in the use of LISC in the classroom across faculties and staff were able to confidently discuss their approach to LISC and collaboratively share resources with colleagues. In 2023, the focus for high impact teaching will be on Stage 6 teaching practice, targeting high leverage strategies through collaborative discussions and sharing of resources, including scaffolds and templates identified through the DoE HSC professional learning courses.

Culture of Collaborative Professional Development

The focus for 2022 was on unpacking the Professional Learning Policy with staff and the elements of the high impact professional learning (HIPL) model. This involved providing staff the opportunity to engage with the different components of the policy during a staff meeting, showing how the policy is directly linked to the Strategic Improvement Plan (SIP), School Excellence Framework (SEF), Professional Development Plan (PDP) process and accreditation, as well as developing greater understanding around the requirements and structure of School Development Days and SGGHS meeting schedules. As a result, staff have gained deeper knowledge and awareness of the policy and their role within the policy, are able to utilise a range of platforms to access available professional learning, and identify meaningful professional learning linked to their PDP goals. Next year the focus will be on two key areas: unpacking the High Potential and Gifted Education (HPGE) policy statements and linking these to relevant teaching practice specific to the school context, and the curriculum reform, specifically focussing on the current curriculum offerings, preparing for new curriculum implementation, investigating acceleration and alternate curriculum structures.

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 Sustaining and Growing.	The 2022 Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Element of Assessment and at Sustaining and Growing in the Theme of Formative Assessment.
• SEF - Learning Domain - Element - Curriculum is assessed at Sustaining	The 2022 Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the

<p>and Growing. The Theme: Teaching and Learning Programs remains at Sustaining and Growing.</p>	<p>Element of Curriculum and has moved to Excelling from Sustaining and Growing in the Theme of Teaching and Learning Programs.</p>
<ul style="list-style-type: none"> • SEF - Teaching Domain - Element - Effective Classroom Practice is assessed at Sustaining and Growing. The Theme: Explicit Teaching remains at Delivering. 	<p>The 2022 Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Element of Effective Classroom Practice and moved to Sustaining and Growing from Delivering in the Theme of Explicit Teaching.</p>
<ul style="list-style-type: none"> • All teachers are using Learning Intentions/Success Criteria as an explicit teaching strategy at the start of each lesson as identified through classroom observations. 	<p>Analysis of internal school data shows an increase in the number of teachers using Learning Intentions/Success Criteria as an explicit teaching strategy at the start of each lesson as identified through classroom observations, highlighting progress made towards this school identified target.</p>



2022 Visual Arts Exhibition

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 to support academic achievement. 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.

- Understanding and Supporting High Potential Learners
- Engaging Across the Professional Domains

Resources allocated to this strategic direction

Professional learning: \$1,530.00

Socio-economic background: \$4,080.00

Summary of progress

Understanding and Supporting High Potential Learners

The focus for 2022 was on unpacking the (HPGE) policy and building capacity across the school community to develop understanding around the HSC credential. In regards to the HPGE policy, a targeted session was developed and implemented into the Year 7 Transition Program to better equip students with understanding the talent domains and how to develop these from high potential to high performance. Students were able to identify their strengths across the domains, and outline the various processes and programs embedded and available across the school to support talent development. All staff completed the CESE Online Module-Revisiting Gifted Education during Term 2 School Development Day (SDD), providing the opportunity to engage with evidence-based research and reflect on this literature review against their current teaching practice. All staff completed and submitted their reflection statements to the Deputy Principal - Teaching and Learning for endorsement. As a result, the written reflections highlighted a genuine and detailed engagement with the evidence and research covered as part of the Centre for Education Statistics and Evaluation (CESE) Online Learning Module, and staff were able to identify areas for further development in their teaching of high potential students. Next year the focus will be on revising the transition sessions for Year 7 and incorporating further targeted lessons around the HPGE model into the Year 7-9 SEAL @ St George Program. To further support high potential learners in Stage 5 and 6, a new 'Roadmap to the HSC' program will be developed with a greater focus on Year 10 and more effectively preparing students for the transition into Stage 6 and working toward the HSC credential. To build staff capacity, the school will engage the support of NESAs to deliver targeted workshops and to build the skills and knowledge of parents/carers, introduce an HSC Information Evening that focuses on general HSC requirements, moderation process, Universities Admissions Centre (UAC) and scholarships and the Early Entry Scheme.

Engaging Across the Professional Domains

The focus for 2022 was on staff induction and orientation at SGGHS, as well as supporting staff through the accreditation process. This involved delivering a comprehensive Orientation Program to support new members of staff transition to the school and also updating the SGGHS Staff Handbook to support with school procedures, expectations and staff roles and responsibilities. As a result, new staff were well-informed of all school procedures and provided clear guidance and support documents to successfully fulfil their responsibilities in line with school procedures and processes throughout the year. In regard to supporting accreditation, this involved consulting a group of teachers at different levels in their career, to draft Interim SGGHS Maintenance Accreditation Procedures in line with the DoE Policy to support pre-2004 teachers in successfully completing their first maintenance of accreditation cycle. As a result, feedback received through the development and consultation process identified that the interim accreditation procedures developed were easy to implement, focused explicitly on teacher practice that aligned to each of the Teaching Standards and effectively supported staff and the Teacher Accreditation Authority (TAA) to complete this accreditation cycle. To support staff in pursuing higher levels of accreditation, a presentation was prepared and delivered to staff on the requirements and process involved. Interested staff were provided more in-depth professional learning around the commitment required at this level and what the process and support would be available at school to assist with achieving this higher level of accreditation. As a result, a team of staff interested in pursuing higher levels of accreditation was formed and the team met over a number of afternoon sessions to discuss and plan how they would proceed with working through this process in 2023. Next year the focus will be on supporting staff who have registered to complete their higher levels of accreditation and provide opportunities to support and lead whole school initiatives outlined in the SIP. There will also be a commitment to further developing middle leaders by engaging with the DoE Middle Leaders Role Description, external

presenters around authentic leadership and providing opportunity for leaders to reflect on their leadership practices across the professional domains. A revised Expression of Interest (EOI) process will also be implemented to provide aspiring leaders greater opportunity to engage with the leadership experience at Head Teacher and Deputy Principal levels.

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"> SEF - Teaching Domain - Element - Professional Standards is assessed at Sustaining and Growing. The Theme: Accreditation remains at Sustaining and Growing. 	<p>The 2022 Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Element of Professional Standards and at Sustaining and Growing in the Theme of Accreditation.</p>
<ul style="list-style-type: none"> SEF - Learning Domain - Element - Curriculum is assessed at Sustaining and Growing. The Theme: Curriculum Provision is assessed at Sustaining and Growing. School will have evidence gathered from the investigation of curriculum models that support HPGE students. 	<p>The 2022 Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Element of Curriculum and at Sustaining and Growing in the Theme of Curriculum Provision.</p> <p>In 2022 the school was unable to gather evidence and investigate curriculum models that support HPGE students. This activity will be prioritised in 2023.</p>
<ul style="list-style-type: none"> SEF - Teaching Domain - Element - Learning and Development is assessed at Sustaining and Growing. The Theme: Professional Learning is assessed at Sustaining and Growing. 	<p>The 2022 Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the Element of Learning and Development and at Sustaining and Growing in the Theme of Professional Learning.</p>



Knock-Out Netball Competition

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$30,150.00</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"> • Understanding and Supporting High Potential Learners • Developing Self-regulated Learners • Data-driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funding provided for individual students to provide supplementation of extra-curricular activities to ensure all students are supported to access the full range of experiences, activities and opportunities available at the school. Funding also allocated to support students attend wellbeing and music camps, extra-curricular competitions, enrichment and leadership opportunities. • Release time to develop a revised format of the High Potential Learners Program for the Year 8 Cohort, which included a change of structure, different content focus areas and strategically placed sessions that targeted specific skills relevant at key points of time throughout the year, e.g. developing study timetables prior to assessment blocks, and strategies for exam reflection. • Release time for the Wellbeing Team to develop and conduct student surveys to evaluate wellbeing activities, including the external presenters utilised, to gauge effectiveness and relevance of the sessions, as well as interest and engagement of students. Release time for Year Adviser team to participate in the Wellbeing Professional Learning and Planning Day to review the student survey findings and develop the Wellbeing program of activities for 2023 in response to this feedback. • Release time to conduct student focus groups to gather feedback around learning and classroom expectations. • Employment of mentor teachers and release time for targeted literacy and numeracy staff to analyse external and internal data sources across Years 7-10 and to provide targeted literacy/numeracy intervention and support. • Release time for faculty teams to develop and finalise their 2022 Faculty Improvement Plan (FIP) to address the HSC Top 2 Bands target. Release time provided for faculty teams to implement identified FIP initiatives, activities and evaluation processes. • Release time for the new SEAL@ St George team leaders to develop a continuum of lessons across Years 7-9 that will focus on developing essential skills for self-regulated learners to support academic excellence and personal best achievement for 2023. • Release time for teachers to undertake Personal Best Interview reflections with students in Years 10-12 twice a year. <p>The allocation of this funding has resulted in the following impact:</p> <p>The funding allocation has supported students being able to access the full range of experiences, curriculum and opportunities available at the school. Staff have utilised the release time to undertake rigorous evaluative processes to obtain and collate data and feedback to inform and refine the whole-school academic and wellbeing programs in place in order to ensure that they continue to meet identified student needs.</p> <p>The targeted data analysis and intervention undertaken has resulted in the school meeting the NAPLAN Numeracy and Reading Top 2 Bands target and has resulted in an improvement in the % of students in the top 2 HSC bands, with 20 HSC courses experiencing an improvement in the % of students in the Top 2 Bands in 2022.</p> <p>The Personal Best Interview Reflection sheets for Years 10-12 were successfully redeveloped to ensure that the interview questions allowed for deeper student reflection and growth goal setting to take place that incorporated the CESE Growth Goal Setting evidence-based research. The</p>

<p>Socio-economic background</p> <p>\$30,150.00</p>	<p>quality of student conversations undertaken at the interviews were reported to be more detailed, as the discussion questions provided the students with the opportunity to identify the challenges they have faced in their learning, discuss tangible strategies to overcome these challenges and develop Growth Goals to support them maximise their potential.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the revamped 'SEAL @ St George' Years 7-9 program will be delivered to explicitly support with developing social, emotional and academic learners, targeted wellbeing sessions and a revised assembly structure will be implemented in response to student feedback, and the launch of the 'Student Learning Commitment' profile will be explicitly embedded across the school community and reinforced in the new School Behaviour Support and Management Plan that will be developed in 2023. The focus in 2023 will be to maintain the commitment to undertake rigorous data analysis of HSC data literacy and numeracy data, increasing the levels of teacher engagement in the various DoE HSC Strategy professional learning opportunities, and the expansion of literacy and numeracy intervention and support in place. These initiatives will support the school work towards achieving the NAPLAN expected student growth target and improve the percentage of courses achieving the Top 2 HSC Bands school target in 2023.</p> <p>The time allocated for Year 11 and Year 10 Personal Best Interviews will need to be extended in 2023, to respond to teacher feedback that identified that they were rushing to get through the reflection questions, as the students really engaged with the questions asked and more time was needed to effectively provide the time for the conversation to unfold in meaningful way.</p>
<p>English language proficiency</p> <p>\$23,900.00</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 intensive literacy support and intervention for students identified as being at the beginning and emerging phases. • Provision of student mentor teacher time to provide targeted support for identified EAL/D students. • Release time for staff to collate and complete the school data for EAL/D survey. • Additional teacher time to provide targeted support for EAL/D students and for the development of programs/resources to support EAL/D students in the classroom. • Additional release time for designated numeracy and literacy support staff to complete the data analysis of the 2022 Year 7 Best Start, Year 8 Check-in Assessment and NAPLAN to identify the specific support needs of identified EAL/D students. <p>The allocation of this funding has resulted in the following impact: A more comprehensive understanding and profiling of EAL/D students across the school is now evident. The additional funds received as a result of this profiling has allowed the school to provide additional targeted support and intervention for identified EAL/D students. Students receiving additional EAL/D support have demonstrated improvement as identified through the analysis of Best Start, Check-in and NAPLAN data, with a number of students demonstrating progress along the EAL/D phases, in particular shifting from developing to consolidating.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise the expertise of the Learning and Support team and DoE support and professional learning materials to assess, collate and analyse student EAL/D data, engage in targeted EAL/D professional learning to improve the knowledge and understanding of staff about the specific</p>

<p>English language proficiency</p> <p>\$23,900.00</p>	<p>strategies and tools that best support EAL/D learners in the classroom and to continue to provide targeted small group intervention for identified EAL/D learners. The school will also broaden the process in place to complete the annual EAL/D survey, utilising the insight and input from a number of teachers across KLA's to assist with the EAL/D student learning progression assessment in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$78,048.00</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Learning and Support teacher 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) or Behaviour Support Plan (BSP) to support their learning, particularly focusing on literacy and numeracy support, organisation and resolving outstanding NESA course warning letters. • Release time for the Learning and Support and Cohort teams to engage in professional learning, planning and to meet with students and parents/carers to develop, monitor and review PLPs for students. • Release time for Learning and Support team to provide individual and small group intervention and support for students identified through the analysis of the range of literacy and numeracy testing data available. • Additional release time for designated numeracy and literacy support staff to complete the Year 10 Minimum Standards data analysis. • Targeted literacy/numeracy intervention provided by the Learning and Support team and mentor teachers employed to work with identified students in Stage 4 and 5. <p>The allocation of this funding has resulted in the following impact: The school has noted improved academic achievement, learning outcomes and engagement experienced by the students who engaged 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 will be: To enhance and expand the intervention and support for identified students, in particular by employing mentor teachers who can offer a broader range of subject specific support for the students beyond Mathematics and Science. Utilise the additional Learning and Support staffing allocation to broaden the individual and small group intervention and support provided to students with additional learning needs. These initiatives will result in an improvement in the expected student growth NAPLAN data and see further increases in the number of courses achieving the Top 2 HSC bands. In 2023 the school will continue to utilise the expertise of the Literacy and Numeracy Support team to assess, collate and analyse student data from external online assessments and internal school data to inform targeted individual and small group intervention and to ensure that identified areas for further growth and improvement in literacy and numeracy are explicitly addressed in SGGHS teaching and learning programs.</p>
<p>Professional learning</p> <p>\$24,640.00</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 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>

<p>Professional learning</p> <p>\$24,640.00</p>	<ul style="list-style-type: none"> • Understanding and Supporting High Potential Learners • Developing Self-regulated Learners • Data-driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff accessed a range of professional learning opportunities within the wider educational community, including engaging in professional networks. Many staff continued to embrace the HSC Professional Learning courses that were offered, to support the identified areas in the course FIP following the analysis of the HSC data. • All members of the Wellbeing Team attended a professional learning and planning day with the overall theme of the day being 'Putting the Pieces Together'. The Year Advisers, Relieving Head Teacher Wellbeing and Student Support Officer (SSO) worked collaboratively to revisited the current wellbeing processes and programs, undertake analysis and evaluation of cohort and whole school programs and aligned current procedures and structures to what the research highlights as best practice. <p>The allocation of this funding has resulted in the following impact:</p> <p>There was an increase in the number of staff engaging with the HSC Professional Learning courses and collaboratively sharing high impact strategies from these courses with their faculty colleagues and also at a whole school SIP meeting. This ensured that all staff have been presented with evidenced-based strategies to be used in teaching practice to increase student engagement and attainment in Stage 6. In regards to the Wellbeing Team, the professional learning day, as well as professional learning conducted during Wellbeing Team meetings provided a toolkit for key staff to more confidently support students in managing wellbeing concerns and access a range of up-to-date, quality resources to provide students and parents/carers.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, the focus will continue to be on prioritising targeted professional learning for staff to support the work that has been undertaken around the HSC Top 2 Band target and HSC high impact teaching strategies. Staff will continue to attend the HSC Professional Learning courses offered across a range of curriculum areas and also attend the HSC Action Collectives courses. There will be more opportunities for cross-faculty collegial discussions during scheduled meeting with the goal to share and enhance innovative, high impact teaching practice. Professional learning for all teaching staff will also be a priority to up-skill staff in managing common wellbeing concerns arising across the student body as a way to best support all students in the classroom environment and increase engagement and motivation with their learning.</p>
<p>COVID ILSP</p> <p>\$26,387.00</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"> • Employment of an additional Learning and Support Teacher (LaST) one day per week to provide individualised/small group intervention, support and tuition (0.2). • Release time for the development of resources and planning of small group tuition groups. • Release time for literacy and numeracy Support staff to analyse school and student data to identify students for small group tuition groups and to monitor and record progress of student groups. • Employment of additional casual staff with expertise in Mathematics and English to provide support small group support and tuition during the post-

COVID ILSP

\$26,387.00

trial revision period for targeted Year 12 students.

The allocation of this funding has resulted in the following impact:

The school has experienced a considerable increase in the provision of small group tuition and targeted intervention provided for students identified through the extensive analysis of student data and LaST referrals. Data analysis from a range of external online tests, including NAPLAN, Check-in, Best Start and Minimum Standards has revealed improvements in student literacy and numeracy outcomes for the students who engaged with this targeted small group support and intervention in 2022.

After evaluation, the next steps to support our students will be:

Continue to utilise the expertise of the allocated literacy and numeracy support staff to assess, collate and analyse student data from external 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 in a broader range of subject areas in 2023.



2022 Sydney Morning Herald HSC Study Guide Publication

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	925	928	925	919

Student attendance profile

School				
Year	2019	2020	2021	2022
7	97.2	97.3	97.0	95.5
8	94.8	96.2	96.2	93.7
9	95.7	94.8	95.4	92.8
10	93.5	95.1	93.5	91.8
11	93.8	93.4	94.2	90.2
12	94.0	96.5	91.8	92.5
All Years	94.8	95.5	94.6	92.7
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	15	20	40
Employment	25	25	15
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	N/A
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

In 2022, 164 students completed their HSC. 99% of the 2022 HSC cohort received an offer to university to complete a degree, one student was offered an apprenticeship and two students were not contactable. The university's chosen by students were as follows; University of NSW (51%), University of Sydney (30%), University of Technology (11%), Macquarie University (2%), Western Sydney University (2%), Australian National University (2%) and (1%) of students received an offer to the Australian Catholic University, University of Newcastle and the University of Melbourne.

Business/Commerce were chosen by 18% of the cohort, Arts/Social Sciences by 13%, Medicine/Health and Applied Science by 21%, Science/Technology and Engineering by 34%, Design/Media and Architecture by 9% and Law and Criminology by 5%.

Year 12 students undertaking vocational or trade training

1.22% of Year 12 students at St George 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 St George Girls High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 12 Graduation 2022

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.3
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 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.

A focus on Professional Learning was maintained by the school and staff throughout 2022, with staff continuing to attend courses that were relevant to identified goals outlined in individual PDPs, curriculum requirements and Strategic Improvement Plan (SIP) strategic directions and initiatives. In 2022 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 2022, 19 staff applied for HSC marking across the various curriculum areas.

School Development Days

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

- 2021 HSC Analysis using SCOUT and RAP data
- Explicit Teaching including Learning Intentions and Success Criteria
- Embedding Formative Assessment
- CESE Revisiting Gifted Education Module
- High Potential and Gifted Education Policy Implementation
- Mandatory Training including CPR, Anaphylaxis, Code of Conduct, Fraud and Corruption, Anti-Racism, Aboriginal Cultural Education.

Teacher Professional Learning Courses

Staff accessed a range of professional learning opportunities within the wider educational community, including engaging in professional networks. Many staff continued to embrace the HSC Professional Learning courses that were offered, to support the identified areas in the course Faculty Improvement Plan following the analysis of the HSC data. Professional learning in 2022 included:

- NSW Education Standards Authority (NESA) workshops in Record of School Achievement (RoSA) and HSC Eligibility and Credentialing, and Assessment in Practice - Illness/Misadventure Processes
- Highly Accomplished and Leader Teacher Accreditation Workshop
- Youth Mental Health and Accidental Counsellor Training
- Bridging the GAP in First Nations Education Course
- Selective Schools Network Meetings and Conferences
- HSC Professional Learning: Legal Studies, Personal Development, Health and Physical Education (PDHPE), Biology, Business Studies, History, Visual Arts, English, Mathematics, Science
- Meet The Markers HSC Workshops
- Curriculum-based workshops, courses and conferences

Wellbeing Team - Professional Learning and Planning Day: 'Putting the Pieces Together'

In Term 2, members of the Wellbeing Team attended a professional learning and planning day with the overall theme of the day being 'Putting the Pieces Together'. The Year Advisers, Relieving Head Teacher Wellbeing and Student Support Officer (SSO) worked collaboratively as we revisited the current wellbeing processes and programs, undertook some analysis and evaluation of cohort and whole school programs and aligned our current procedures and structures to what the research shows as best practice. With the introduction of the new SSO role, it was timely to look at the key principles of a whole school, tailored approach to wellbeing, identify areas of strength and areas for further enhancement and re-define roles, responsibilities and referral steps to ensure our established structures provide the best and most effective support to all students and parents/carers. Following the day, the Wellbeing Team finalised modifications to the school's referral processes and communicated these to staff, students and parents/carers.



Duke of Edinburgh Program 2022

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	2,236,513
Revenue	11,416,614
Appropriation	10,134,391
Sale of Goods and Services	66,444
Grants and contributions	1,190,801
Investment income	24,978
Expenses	-12,976,825
Employee related	-9,361,915
Operating expenses	-3,614,909
Surplus / deficit for the year	-1,560,211
Closing Balance	676,302

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 2022 school operational funds were primarily directed to the faculty areas to resource their teaching and learning priorities, fund equity programs and priorities, as well as ensure that school operations are appropriately supported and funded. Enhancing the quality of the school's physical learning environment continued to be a focus in 2022 with school and community resources and grants received utilised to undertake the following school improvement projects and priorities:

- Completion of the new outdoor Sports Courts Court upgrade, that also features a new covered grandstand area. This project was completed with the support from the Metro Renewal DoE Grant applied for in 2020.
- Continued to allocate school and community funds to the new modular building project that will commence construction in 2023. The funds for this project were transferred to the DoE at the end of 2022.
- Installation of new outdoor seating and furniture for staff and students in key areas around the school including the Year 11 Quad, Year 12 Quad, Maths Quad, along the new Outdoor Sports Courts and around the Library. The scope of this project also included the installation of large heavy duty shade umbrellas to provide appropriate sun and weather protection. Some of the school and community funds utilised to purchase the new outdoor furniture was provided by the Mothers' Committee.
- Installation of new rubbish bin enclosures around the areas in the school where new outdoor furniture was installed.
- Two large scale outdoor murals were commissioned, designed and installed on the Library wall and on the large wall of the Hall facing the Hockey Field.
- Procurement and installation of new copiers and printers in all Faculty areas and the main school Print Room
- New laptops were purchased and issued to teaching staff.

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 2023. School and community funds available will be targeted to the following identified projects, some of which have been

rolled over from 2022.

The following school improvement projects and priorities have been planned for 2023:

- Installation of security cameras at both car park gates and a one way camera to be installed to monitor sick bay.
- Installation of new electronic car park gates to replace the existing technology that has become obsolete and difficult to maintain.
- Cost, design and compete the refurbishment of Food Lab 1 with the support from the DoE.
- Design and install new hydration water stations that provide chilled water drinking and water bottle refilling options for students.
- Commence the 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.
- Complete the Hall curtain replacement.

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	171,633
Equity - Aboriginal	0
Equity - Socio-economic	30,286
Equity - Language	49,055
Equity - Disability	92,292
Base Total	9,108,758
Base - Per Capita	233,830
Base - Location	0
Base - Other	8,874,928
Other Total	448,974
Grand Total	9,729,364

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.



New Sports Courts Completed in 2022

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.

St George Girls High School continues to go from strength to strength in the published 2022 NAPLAN results. The school ranked 14 amongst NSW Public Secondary Schools and was recognised as the best performing school in the St George area. This is a testament to the targeted work that has been undertaken to utilise student performance data as a guiding beacon to indicate where the school needs to go next as well as to identify the specific students who need additional guided support. The school will continue with its collective purpose to strengthen the literacy and numeracy outcomes for students in 2023, focusing specifically on meeting the DoE NAPLAN expected growth target in 2023.

A summary of the key NAPLAN results are outlined below;

- **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% of students achieved results in the Top 2 Bands in reading compared to 26.8% state-wide. 84% of students achieved results in the Top 2 Bands in writing compared to 25.5% state-wide. 96.6% of students achieved results in the Top 2 Bands in spelling compared to 36.7% state-wide and 94.6% of students achieved results in the Top 2 Bands in grammar and punctuation compared to 26.1% 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. 81.8% of students achieved results in the Top 2 Bands in reading compared to 21.8% state-wide. 72.6% of students achieved results in the Top 2 Bands in writing compared to 15.9% state-wide. 91.7% of students achieved results in the Top 2 Bands in spelling compared to 20.9% state-wide and 90.3% of students achieved results in the Top 2 Bands in grammar and punctuation compared to 24.1% state-wide.

- **YEAR 7 NAPLAN - Numeracy**

The NAPLAN numeracy results for 2022 were outstanding with students achieving overall results well-above the state average. 100% of students achieved a result in the Top 2 Bands compared to 32.5% state-wide.

- **YEAR 9 NAPLAN - Numeracy**

The 2022 NAPLAN numeracy results continued to be outstanding with 98.6% of students achieving a result in the Top 2 Bands compared to 22.5% state-wide.

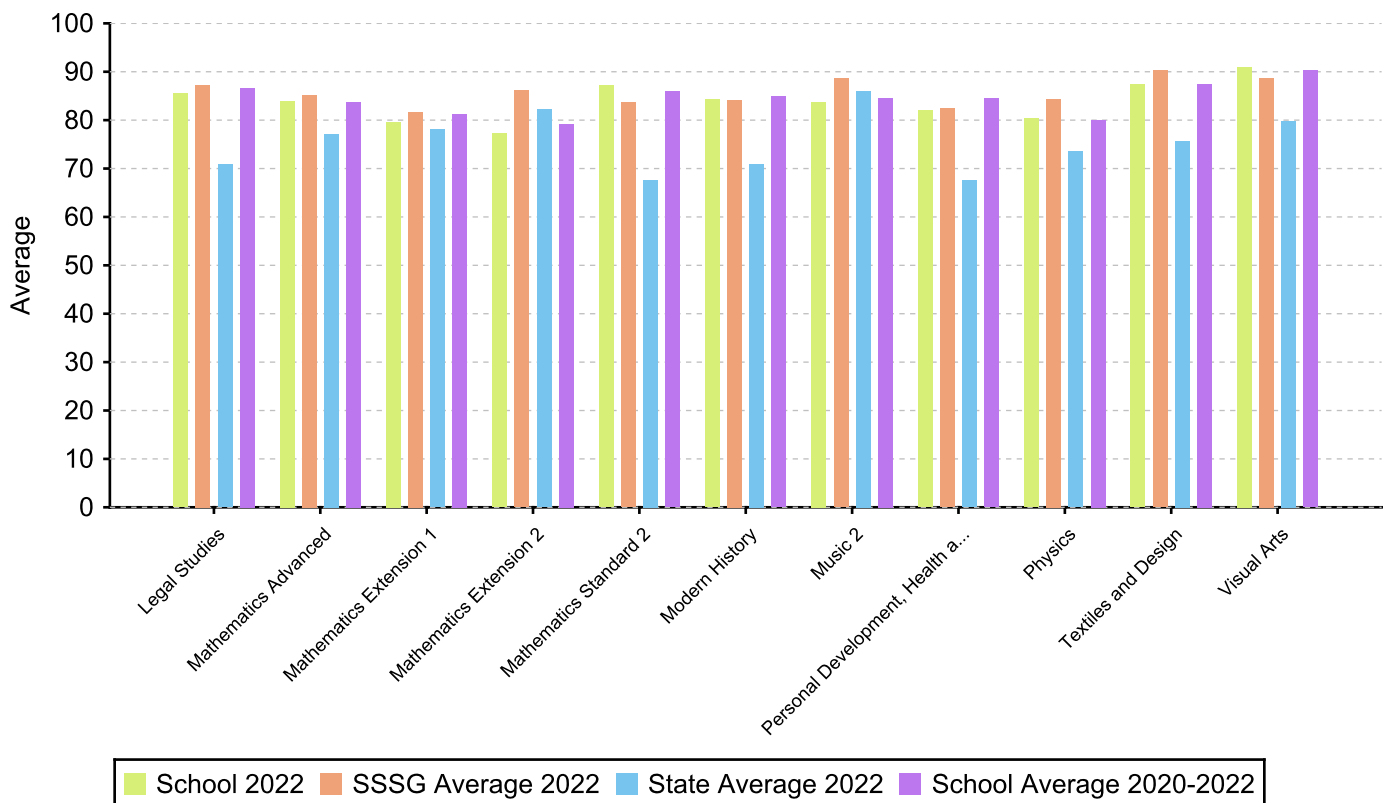
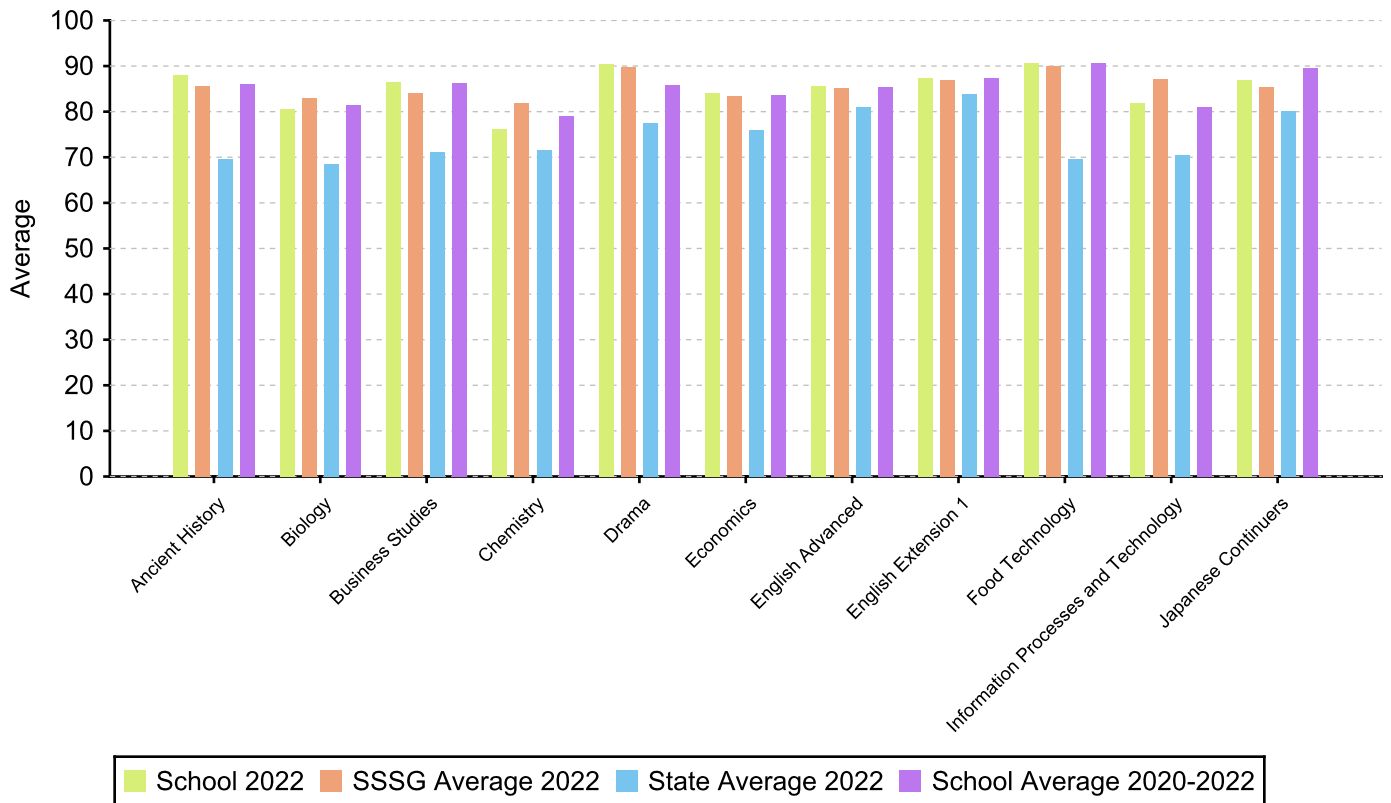


Science Practical Experiment 2022

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
Ancient History	88.0	85.6	69.6	86.0
Biology	80.6	83.1	68.5	81.4
Business Studies	86.4	84.0	71.2	86.2
Chemistry	76.3	81.8	71.7	79.0
Drama	90.4	89.9	77.5	85.9
Economics	84.1	83.4	76.0	83.6
English Advanced	85.7	85.3	81.0	85.4
English Extension 1	87.3	87.0	83.9	87.3
Food Technology	90.6	90.0	69.7	90.6
Information Processes and Technology	82.0	87.1	70.5	81.0
Japanese Continuers	86.9	85.3	80.1	89.7
Legal Studies	85.5	87.2	70.8	86.7
Mathematics Advanced	83.9	85.2	77.1	83.7
Mathematics Extension 1	79.6	81.6	78.0	81.2
Mathematics Extension 2	77.2	86.1	82.2	79.3
Mathematics Standard 2	87.2	83.7	67.6	85.9
Modern History	84.3	84.1	70.9	84.9
Music 2	83.8	88.6	86.0	84.6
Personal Development, Health and Physical Education	82.0	82.4	67.5	84.5
Physics	80.3	84.4	73.5	80.0
Textiles and Design	87.4	90.3	75.7	87.4
Visual Arts	91.0	88.8	79.8	90.3

The Class of 2022 have all secured impressive HSC results and have gained the University pathways of their choice. The students have performed very well and the school has witnessed considerable improvement in the school's overall HSC results.

The following **20** HSC subjects demonstrated growth in the number of students in the Top 2 HSC Bands in comparison to the school's 2021 HSC results:

- With an average mark of 87.38, 15.4 marks greater than the state mean, 93.75% (up from 64.5% in 2021) of **Ancient History** students achieved a Band 5 or 6 compared to 33.35% state-wide.
- With an average mark of 90.03, 9.32 marks greater than the state mean, 100% of **Drama** students (up from 41.66% in 2021) achieved a Band 5 or 6 compared to 58.44% state-wide.
- In **Economics**, 68.75% of students achieved a Band 5 or 6 (up from 66.6% in 2021) compared to 50.12% state-wide.
- 89.43% of **English Advanced** students were awarded a Band 5 or 6 (up from 83.42% in 2021), compared to 68.65% state-wide.
- With an average exam mark of 43.28/50, 100% (up from 98.06% in 2021) of **English Extension 1** students were placed in the Top 2 Bands (E3 and E4) compared to 92.36% state-wide.
- 88.88% (up from 83.33% in 2021) of **English Extension 2** students were placed in the Top 2 Bands (E3 and E4) compared to 84.88% state-wide.
- With an average exam mark of 90.15, 18.37 marks greater than the state mean, 100% of **Food Technology** candidates continued to be placed in the Top 2 Bands compared to 29.52% state-wide.
- 100% (up from 91.66% in 2021) of **History Extension** students placed in the Top 2 Bands (E4 and E3) compared to 83.51% state-wide.
- 66.66% (up from 43.75% in 2021) of **Information Processes and Technology** students were awarded a Band 5

- or 6, compared to 27.53% state-wide.
- 100% (up from 91.66% in 2021) of **Japanese Continuers** students achieved a Band 5 or 6, compared to 57.64% state-wide.
- 100% of the students studying **Japanese Extension** continued to be placed in the Top 2 Bands (E4 and E3) compared to 90.68% state-wide.
- 75% (up from 40% in 2021) of **Latin Continuers** students were placed in the Top 2 Bands compared to 74.46% state-wide.
- 100% (up from 80% in 2021) of **Latin Extension** students placed in the Top 2 Bands (E4 and E3) compared to 95.17% state-wide.
- 72.21% (up from 63.8% in 2021) of **Mathematics Advanced** students were awarded a Band 5 or 6, compared to 48.88% state-wide.
- 79.54% (up from 78.07% in 2021) of **Mathematics Extension 1** students received a mark in the Top 2 Bands (E4 and E3), compared to 73.36% state-wide.
- 85.71% (up from 62.5% in 2021) of **Music 2** students were placed in the Top 2 Bands compared to 86.1% state-wide.
- 100% (up from 71.72% in 2021) of **Music Extension** students were placed in the Top 2 Bands (E4 and E3) compared to 97.44% state-wide.
- 100% (up from 75% in 2021) of **Science Extension** students placed in the Top 2 Bands (E4 and E3) compared to 78.71% state-wide.
- With an average mark of 87.03, 8.98 marks greater than the state mean, 100% of **Textiles and Design** candidates were awarded a Band 5 or 6, compared to 54.16% state-wide.
- 100% of **Visual Arts** candidates continued to be awarded a Band 5 or 6, compared to 65.62% state-wide.

Other HSC Highlights:

- With an average mark of 80.83, 10 marks greater than the state mean, 58.06% of **Biology** students achieved a Band 5 or 6 compared to 26.65% state-wide.
- With an average exam mark of 86.26, 12.31 marks greater than the state mean, 85.29% of students who studied **Business Studies** achieved a Band 5 or 6 compared to only 35.63% state-wide.
- 26.85% of **Chemistry** students achieved a Band 5 or 6 in 2022.
- 71.42% of students who studied **Geography** were placed in the Top 2 Bands compared to 41.94% state-wide.
- With an average mark of 85.22, 11.44 marks above the state, 79.4% of **Legal Studies** students achieved a Band 5 or 6 compared to 40.55% state-wide.
- With an average exam mark of 87.07, 16.2 marks above the state, 74.99% of **Mathematics Standard 2** students achieved a Band 5 or 6 compared to 28.82% state-wide.
- 75.75% of students in **Mathematics Extension 2** achieved a mark in the Top 2 Bands (E4 and E3), compared to 85% state-wide.
- With an average exam mark of 83.67, 10 marks above the state, 82.6% of **Modern History** students received a Band 5 or 6 compared to 34.17% state-wide.
- 73.32% of students studying **Personal Development, Health and Physical Education** were awarded a Band 5 or 6, compared to 25.81% state-wide.
- 50% of students in **Physics** were awarded marks in the Top 2 Bands, compared to 41.3% state-wide.

The summary of the 2022 HSC results certainly highlights that our students have again achieved quality HSC results. The school community is very proud of the energy and time that has been invested to ensure that the academic performance continues to place St George Girls High School as a high performing selective schools for girls in NSW.

In 2022 the school ranked 49th in NSW (a drop from 45 in 2021), while this was disappointing to witness, it certainly does not represent or recognise the incredible growth and overall improvements realised across the vast majority of the HSC courses. It is important to celebrate the effort and the impressive progress made, as the school now continues on its journey to undertake a rigorous self-assessment and detailed data-analysis to identify areas for further focus and improvement in 2023. This collective commitment to reflection, review and growth will continue be a key focus area in 2023 and will drive the work that the school will undertake throughout 2023.

The 2022 HSC success is further evidenced by the following individual student achievements:

- The prestigious SGGHS 2022 **DUX** was Aneesa Sukkarieh who attained the very impressive ATAR of 99.35.
- **Six** 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 **Katherine Elliott, Katelyn Kim, Mindy Liu, Helena Ly, Mary Murray** and **Anessa Sukkarieh**.
- **Anessa Sukkarieh** was recognised as a **HSC Top Achiever** after placing **19th** in the State in **Legal Studies**.

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

- **Six** Year 12 Visual Arts students had their HSC Major Works nominated for inclusion in **ARTEXPRESS**. A very big congratulations to the following students on their well-deserved nomination and recognition of excellence; Jennifer Bui, Sharon Cheung, Venus He, Cindy Liao, Crystal Wang and Chang Yun Yoong. Jennifer Bui had her artwork titled 'It's Their First Time Too' selected for inclusion in the ARTEXPRESS Showcase, and her work will be displayed at the Hazelhurst Arts Centre. Jessica Lau had her Body of Work titled 'Indescribable' selected for inclusion in the Art Rules 2022 exhibition. A warm congratulations to the very talented Visual Arts students on the

recognition of their incredible skills and creativity at this elite level in NSW.

- **Three** student Individual Performances and **One** Group Performance was nominated for the 2022 OnSTAGE Showcase, a selection of performances and individual projects from Higher School Certificate Drama students. A special congratulations to the following Year 12 students on their nominations - Katherine Elliot for "Free Derry", Mindy Liu for "Meeting Billy" and Mary Murray for "Hopscotch" and Group Performance - Ruiwen Cao, Katherine Elliot, Mindy Liu, Mary Murray, Alanna Nguyen and Amara Randhawa for "Golf First".
- Jessie Wang was nominated for **ENCORE**, a 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.

The school is understandably very proud of the Class of 2022. Thank you also to the dedicated group of teachers and supportive parents who lived the HSC journey with the students in 2022. The students are the ones who work so tirelessly to achieve their impressive results, however each year there is always a group of core individuals who work alongside the students, providing support and guidance that helps steer them to such exceptional educational outcomes.



2022 HSC High Achievers at the HSC Excellence Assembly

Parent/caregiver, student, teacher satisfaction

In 2022 the school was able to hold the annual Parent/Student Study Skills session in Term 2. Parents overwhelmingly nominated to attend this workshop online as opposed to face-to-face, as had previously been the case. The feedback from parents/carers and students was very positive in terms of the information presented, the ease of accessing the session and navigating the study skills website to locate resources. The new HSC Enrichment Day initiative saw Year 12 students participate in a number of different sessions including understanding all HSC requirements and processes, evidenced-based study strategies to support learning and a focus on maintaining positive wellbeing and reducing exam anxiety throughout the HSC year. The feedback survey indicated that, overall, students found this new initiative very useful and recommended it remain in the SGGHS Year 12 HSC Strategy program, however they did indicate that they wanted more practical strategies and examples, and more interaction and discussion with their peers.



Practical TAS Lesson

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)

SEAL @ St George Program

Social, Emotional and Academic Learners

The SEAL @ St George Program for students in Years 7-9, supports student in developing their social, emotional and academic skills, to actively contribute to discussions, collaborate with peers, participate in problem-solving and decision-making tasks, and engage with resources and strategies that can be used beyond the classroom and school life.

SEED Program

Supporting Educational and Emotional Development

The Year 11 **SEED Program** supports student as they transition into Stage 6. The program delivers targeted learning and opportunities for students around essential skills and knowledge required in the senior years to support continued growth academically, physically and mentally.

The SEED Program links directly to areas of the Strategic Improvement Plan and also supports the implementation of the High Potential and Gifted Education Policy, the Wellbeing Framework and the Life Ready Program.

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 and discuss upcoming events, celebrate success and showcase the achievements of their peers.

Cohort Camps

Cohort camps give students the opportunity to develop friendships, build team skills, take risks, and challenge themselves physically and mentally in a safe environment. Cohort Camps are held each year for students in Years 7, 9 and 11.

Mathematics Competition

It was wonderful to see that students were able to sit for the Australian Mathematics Competition this year and to be engaged with mathematical concepts embedded in questions in ways that may not be familiar to them. In 2022, 536 St George Girls High School students sat the competition at the various levels. Student achievements included:

5 High Distinctions, 86 Distinctions and 290 Credits.

Congratulations to Sydney Tran-Pham (Year 9) who was awarded the **Best in School** award.

Mathematics Challenge for Young Australians

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

7 students gained a High Distinction: Junior Competition - Chloe Cheung (Year 7), Felicia Berios, Anne Mao (Year 8); Senior Competition - Carrie Chen, Yinyuan Fu, Sophia Lu, Sai Vibha Pothuganti (Year 10)

18 students gained a Distinction: Junior Competition - Lisa Kataoka (Year 7); Senior Competition - Parisa Azad, Christine Choi, Esther Hyun, Sophie Mak, Sophie Nguyen, Bernice Ou, Kate Rai, Sydney Tran-Pham, Katelyn Tu, Ava Vu, Helena Zhang (Year 9), Tessa Jolly, Jasmine Nguyen, Raashi Parmar, Fatema Pervin, Rithika Sivakkumaran, Mailee Wong (Year 10).

17 students gained a Credit: Junior Competition - Susmita Boopathi, Yeleena Choi, Ruby Lin, Namaratha Sathishkuma, Annabelle Yip (Year 7), Sithmi Gunasekara, Maahika Srinivas, Nishat Tasnim (Year 8); Senior Competition - Nidhi Joshi, Christie Luong, Molly Maguire-Ward (Year 9), Linxin Chen, Claudia Cheung, Manya Gupta, Micayla Metledge, Natalie Wong, Jennifer Zhao (Year 10).

Australian Science Olympiad Qualifying Examinations

Students who sat this examination, in one or more of the Biology, Chemistry, Earth and Environmental and Physics Olympiads, studied university level material in preparation for these challenging exams. High achievers receiving distinctions and high distinctions were placed in the top 20% of this competition - Chelsea Hong (Year 11) achieved a distinction in Chemistry.

Junior Science Olympiad Examinations.

The examination is based on general science content (Biology, Chemistry and Physics) and assumes students have a good knowledge of the Australian Curriculum Science up to a Year 10 level. The 2022 outstanding performers were:

Jasmin Wu (Year 10) - High Distinction; Selina Decarlo (Year 9), Ada Fu (Year 10) - Distinction.

Royal Australian Chemical Institute Titration Competition

The Titration Competition involves performing two chemical reactions, reacting hydrochloric acid and sodium hydroxide, and reacting sodium hydroxide with acetic acid, to determine the concentration of the acetic acid. The final answers were required to 4 decimal places with students aiming to get as close to the real value as possible. Daanya Sudesh, Adya Swain and Ayana Rahman (Year 11) placed 3rd on the day, with a score of 99.

International Chemistry Quiz

This quiz provides a major focus for secondary school students on the relevance of chemistry and the role of chemists in our society. The following students achieved a High Distinction:

Maahika Srinivas (Year 8)

Parisa Azad and Sydney Tram-Pham (Year 9)

Sienna Cai, Claudia Cheung, Jennifer Hu, Raashi Parmar, and Jasmin Wu (Year 10)

Vidhi Amin and Adelle Ruys (Year 11)

REACH Science Assessment

Year 7 to 10 students sat the assessment and gained valuable feedback on their Working Scientifically Skills and insight into their higher-order thinking and problem-solving skills. 17% of student performances were in the Outstanding category. Top performing students were:

Prisha Parshottam, Anabel Tian, and Fiona Zhu (Year 7)

Linda Ou, Angela Yuan, Yawen Liu, and Maahika Srinivas (Year 8)

Parisa Azad, Jasmine Thoroughgood, and Emma Langley (Year 9)

Jasmin Wu, Claudia Cheung, Linxin Chen, Jasmine Nguyen, and Tracey Nguyen (Year 10)

Geography Competition

For the 2022 Competition, congratulations go to the following students who were awarded Distinctions and High Distinctions for their performance:

Distinction: Rachel Barbey, Carrie Chen, Ada Fu, Aurelia Gunawan, Mavis Hong, Tessa Jolly, Candice Lu, Safiya Magrabi, Raashi Parmar, Adeeba Rahman, Azkiya Umam, Fiona Waddington, Emily Wan, Angela Xue, Jennifer Zhao, Winnie Zhao, Sophia Zhou and Olivia Zou (Year 10); Joyce Deng, Chelsea Hong, Elaria Salib, and Jessica Wang (Year 11).

High Distinction: Claudia Cheung, Ceara Kearnes, Sophia Lu, Jasmin Morgan, Katherine Morris, Sai Vibha Pothuganti, Jasmin Wu and Meredith Zhang (Year 10); Cecilia Chan (Year 12).

Economics and Business Educators (EBE) Australia Plan Your Own Enterprise Competition

Amy Le, Brianna Liao and Louella Sant (Year 11) achieved 3rd place in the Plan Your Own Enterprise Competition for their business, *Simplified Clothing*, producer of stylish and comfortable clothing designed to cater for the specific needs of people with disabilities.

University of Newcastle Business Plan Challenge

Cynthia Susanto, Fiona Tan and Yanie Wu (Year 11) reached the Grand Final of the Business Plan Challenge, which was held in Newcastle in November. The students presented their business *Point 95*, a cafe-library hybrid offering food and drinks, study spaces and tutoring services, winning \$1,000 for themselves and \$500 for the school.

Drama

In 2022, 3 students received HSC Individual Projects nominations for OnSTAGE which showcases exemplary HSC Drama projects and performances, and 1 Group Performance "Golf First" received nomination. In 2022, St George Drama students successfully auditioned to represent our school in the State Drama Ensembles. These ensembles are run by the Department of Education's Arts Unit and feature outstanding Drama students in NSW. It is a very demanding audition process and this year congratulations go to Molly Maguire-Ward (Year 9) for her successful audition and gaining a place in the Year 9 State Ensemble, Jasmin Morgan and Ceara Kearnes (Year 10) for gaining a role in the NSW Year 10 Drama Ensemble, Year 10's Anthea Sebastian on her success as part of the elite NSW Drama Ensemble, Company and Eliza Hoh (Year 11) who successfully auditioned to gain a role in the Senior State Drama Ensemble. Students selected attend regular workshops and programs, work with industry professionals and perform at the State Drama Festival at the Seymour Theatre.

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 2022, Jessie Wang, was nominated for selection in ENCORE 2022. Jessie was nominated for her Music 2 and Extension HSC Performance programs.

Approximately 180 students participated in the Performing Ensembles Program this year. These include the instrumental ensembles: Concert band, Intermediate band, Orchestra, Stage Band, String Ensemble, Senior Strings, Training Band; and vocal groups - Vocal Ensemble, and A Cappella Plus. Small ensemble tutorials included Percussion Ensemble and Chamber Percussion ensembles, and String trio.

The music tutorial program has continued to provide tuition for over 109 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, Vanessa Paulus, (Year 11) was inducted as the school pianist for 2022/2023. Vanessa presented a solo recital at the Prefect Induction Assembly.

Visual Arts

ARTEXPRESS is an exhibition that celebrates outstanding student artworks across NSW, selecting work from the practical component of the HSC Visual Arts Course. This 6 Year 12 Visual Arts students were nominated for this prestigious exhibition.

Jennifer Bui had her Body of Work titled '*It's Their First Time Too*' selected for inclusion in the 2023 ARTEXPRESS Showcase. Jessica Lau's Body of Work 'Indescribable' was selected for ART RULES at Hazelhurst Arts Centre.

School Sport

Sport is an integral and vital part of St George Girls school life. The 2022 School Sport Program for Years 7-10 provided opportunities for the students in the areas of Hip Hop, Bootcamp, Games, Oztag, Fitness, Callisthenics, Tae Kwon Do, Aussie Rules, Musical Theatre, Aerobics, Flag Gridiron, Off-site Walking, Pilates and Boxercise.

Swimming

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 a special mention:

12 Years - Lynn Tang

13 Years - Eliana Ugto

14 Years - Crystal Kwok

15 Years - Tracey Nguyen

16 Years - Nicole Yu

17+ Years - Tina Liang

30 students represented the school at the Zone Swimming Carnival, and congratulations to the following students who were Zone Age Champions:

12 Years - Lynn Tang

15 Years - Tracey Nguyen

The 15 years 4 x 50m relay team progressed to the NSW CHS Swimming Championships.

Cross Country

The inaugural school Cross Country Champions of Champions was held with over 100 students competing from Years 7 to 12. The 3 km race was hotly contested and the first five placings were as follows:

First - Zara McNally (17 Years)

Second - Majella Murphy (13 Years)

Third - Salam Khalil (15 Years)

Fourth - Nicole Yu (16 Years)

Fifth - Joey Lu (15 Years)

Age champions were as follows:

12 Years - Lily Smith

13 Years - Majella Murphy

14 Years - Rayani Jayawardana

15 Years - Salam Khalil

16 Years - Nicole Yu

17+ Years - Zara McNally

The Zone Cross Country results were again outstanding with the following results and overall placings:

12 Years - Lily Smith (2nd)

15 Years - Salam Khalil (2nd)

15 Years - Joey Lu (3rd)

16 Years - Nicole Yu (2nd)

17+ Years - Zara McNally (1st)

18 students qualified for the Sydney East Regional Carnival. Zara McNally (Year 11) placed 1st in the 17 Years and Majella Murphy (Year 7) placed 10th in the 13 Years.

Athletics

The Athletics Carnival allowed for a high level of participation in both track and field events, and novelty activities. The following students were age champions:

12 Years - Arwan Huang and Naisha Daga (Equal Age Champions)

13 Years - Amalee Doyle

14 Years - Jasmine Thoroughgood

15 Years - Salam Khalil

16 Years - Nicole Chen

17+ Years - Chloe Khan

70 students represented the school at the Zone Athletics Carnival with outstanding performances by the following students resulting in them achieving age champions:

13 Years - Amalee Doyle

15 Years Runner up - Tracey Nguyen

17+ Years - Chloe Khan

30 students represented the school and the St George Zone at the Regional Athletics Carnival. Zara McNally (Year 11)

placed first in the 17+ years 1500m and was selected to represent Sydney East Region at the CHS Carnival.

Outstanding Individual Sporting Achievements

- Sienna Cai (Year 10) competed at the Australian Figure Skating Championships in November, competing in both the Junior and Senior Divisions, where her team placed first in both. Sienna is the first double winner of both divisions in Australia in over 10 years and will be attending both the Junior and Senior World Championships in 2023 in France and America.
- Amalee Doyle (Year 7) played in the NSW State Cup and at the National tournament for Cronulla and Sutherland respectively in Oztag in Coffs Harbour.
- Nandha Sajish (Year 9) competed in the Western NSW Junior Cricket Carnival at the start of the year, and is also a member of the Metropolitan East Cricket Team where she competed at the CHS Cricket tournament placing 5th. Nandha has been selected to play in an international tournament in England and Paris in 2023.
- Trisha Tong (Year 9) completed in the Australian Figure Skating Competition in Brisbane. She will be competing internationally in Singapore and New Zealand next year.
- Majella Murphy (Year 7) played Touch Football in the Junior State Cup in Wagga and is also a representative player for Inner West Netball.

Significant Sports Awards

- St George All Rounder Award, which recognises participation, success and leadership - Bonnie Li (Year 12)
- Michelle Ford Award, which acknowledges sporting and academic achievement - Tina Liang (Year 12).
- Premier's Sporting Challenge Medal, which awards regular participation across numerous sporting activities - Hayley Chan.
- 7-11 Premier's Sporting Challenge Medal - Mia Chalak (Year 10)
- Sports Woman of the Year Award - Sienna Cai
- Sporting Blues awards - Tina Liang (Year 12) for Dance, Bonnie Li (Year 12) for Sport.

Dance

2 dance groups, Bollywood and the Regional Dance Team, were selected to perform at 'In The Spotlight Dance Festival' at the Seymour Centre.

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.

The Enviro Council organised a range of activities throughout the year which included:

- a stall on Dragon Pride day showcasing what the Enviro Council does and providing the opportunity for the School community to sign up for the various activities.
- Earth Hour.
- Clean up Australia Day.
- Speak 4 the Planet internal school competition and regional competition; fundraising for WIRES.
- fundraising for Save the Koala Foundation.
- Enviro Council stall at the Hurstville Public School Roadshow.
- Planting 30 native plants and shrubs, donated by George River Council, around the school for National Tree Planting Day.

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. A total of 20 workshops were facilitated by the Enviro Council Student Executive and volunteers from Years 9,10 and 11. All Year 7 to 10 students participated in 2 one-hour workshops which included a variety of activities. Workshop focus topics included Why Enviro?, Solid Waste, Solar Energy (Year 7); Get Outdoors, What a Mess - Our Backyard (Year 8); Where di the Wildlife Go?, Up-cycled (Year 9); Solar Panels, Going Going Gone!, Proactive Action- Now or Never facilitated (Year 10).



Summer Festival of Music 2022