

# St George Girls High School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of St George Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Betty Romeo

### Principal

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### Message from the Principal

St George Girls High School is an academically selective state high school with a well respected history of providing exceptional educational outcomes and opportunities for gifted and talented young women since 1916. In 2016 the school community proudly celebrated the centenary of the school and hosted a variety of events and activities that united the school community to commemorate its rich and vibrant history.

St George Girls High School creates a supportive and inclusive environment where gifted and talented students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become independent and ethical life-long learners.

The school offers a broad curriculum and a range of opportunities allowing students to achieve excellence in academic, creative, social, cultural, sporting, leadership and community endeavours. The school values collaborative learning, positive relationships and building capacity amongst its students to effectively allow them to engage in a world of the future, where problem solving, evaluating, working in teams, communicating, creating and innovating are not only valued concepts, but expected skills, attributes and capabilities.

The school has a very effective individual support and wellbeing framework that allows every student to thrive as they work towards achieving their personal best performance. St George Girls High School sets high expectations for its students and safeguards positive emotions across the school community. The highly experienced teachers are partners in learning with the students and seek to deepen their knowledge, provide enriching and innovative learning experiences, while also gently urging the students out of their comfort zone to attempt new challenges. Students graduate from St George Girls High School with the skills, mindsets and qualities that will best equip them for success in a world of the future.

St George Girls High School students engage in respectful relationships with their peers, teachers and the broader community. Students demonstrate a keen social conscience and the capacity to make ethical decisions. The school is committed to developing and sustaining productive partnerships and connections with parents, local schools, businesses and leading tertiary institutions. The school is proud to be a respected high performing public school and aims to be the selective school of first choice for all families within the local and broader community.

A high performing school, such as St George Girls, achieves its success and reputation as a direct result from the combined efforts of the entire student population, the dedicated teaching and administrative staff and a supportive and engaged parent and community body. As Principal, I witness how each of these three elements unite and work together at St George Girls High School to create the conditions that has allowed the school to earn its well-deserved reputation and why this unique school has cemented its place as one of NSW most highly sought after schools for gifted and talented students.

I am both humbled and inspired to be leading a school that leaves such a legacy in the hearts and minds of all those who have walked its historic halls and this was certainly showcased and celebrated throughout 2016. This year the school celebrated its Centenary and a range of activities and events were planned by the Centenary and Events team to commemorate and appropriately acknowledge this significant milestone in the schools rich and vibrant history. Outlined below are some of the key events that featured this year as part of the centenary celebrations.

### **Centenary Whole-School Photograph**

One of the first activities took place on Friday 4 March when the staff and students worked together to map out and create the number 100 that was then professionally photographed. The image created was truly amazing and a perfect way to physically commemorate the centenary.

### **Centenary Mural**

The school engaged in a creative collaboration between staff, students and street artist to design and create a large mural on a key outdoor space in the Maths Quad to also mark the centenary. Urban artist Alejandro 'Peque' Martinez was commissioned to paint the mural after extensive investigation into local street artists and discussion about what the mural needed to represent. It was important that the design built on the legacy of the past while responding to new ideas about art, interpretation and expression of the present and future. The centenary mural has certainly added a vibrant energy to the playground and we are all very grateful to project manager Mrs Liz Clark for finding such a talented artist in Peque, who has successfully transformed the vision of a commemorative centenary mural to represent the past and present into a reality for generations of St Georgians to enjoy.

### **Open Day**

On Wednesday 8 June the school hosted a Centenary Open Day. We proudly hosted over 300 guests on the day and received such positive feedback from the guests and staff who attended this special day. The centenary and events team was certainly able to create such a special and memorable occasion to celebrate the rich history of the school and share this with St Georgians both past and present. The assembly was just beautiful with many guests commenting on the quality of the student speakers, performance items, archival image display and the very moving singing of the school song. The school tours were also a highlight for many guests who had not walked through the historic halls of the school for many years. I would like to thank all of our wonderful students who took on the responsibility to be tour guides on the day and all the staff who graciously volunteered to open their classroom doors and share their lessons with the guests. The Prefects did a wonderful job organising the centenary memorabilia for sale, the luncheon prepared by the canteen was superb and the centenary cake made a very special centrepiece for the table.

### **Centenary Labyrinth**

A key initiative that the Centenary and Events team planned for in 2016 was the creation of a Centenary Labyrinth on the school grounds that was constructed with pavers inscribed with the names of proud St Georgians both past and present. The labyrinth was designed and managed by Mr Gordon Moncrieff and it was formally opened on Thursday 8 September. This was such a special afternoon for all who purchased a paver and attended the official opening to share in this historic event. The time capsule that was created by the Year 9 History class of 1982 was also on display in the Library after a solid search to locate it. A new time capsule created by the Prefects was placed in the Labyrinth to be opened in 50 years. Mr Gordon Moncrieff was very proud to see the Labyrinth he so skilfully designed and executed officially opened for all to enjoy. This will remain as a permanent feature to mark the school's centenary and for St Georgians both past and present to commemorate their time at the school. Pavers can still be purchased and they will continue to be inserted into the Labyrinth in the years to come.

### **P&C and Mothers' Committee Combined Centenary Dinner**

This year the P&C and Mothers' Committee worked in collaboration to host a centenary dinner at The Grand Roxy on Saturday 4 June for the families of the school community to enjoy. The evening was a huge success and it was lovely to share in this celebration with over 200 guests. Thank you to the organising committee for their work and a special mention must go to Mrs Debbie Wong and Ms Katia Vardakis who as Presidents of the Mothers' Committee and P&C respectively, did a brilliant job to create and co-ordinate this event.

### **St Georgians Centenary Luncheon**

The St Georgians planned a historic Centenary Luncheon at Dalton House Hyde Park on Saturday 23 July. I along with the 2016 school captain Rubsat Amin had the pleasure of attending the luncheon. This event had sold out and over 540 proud St Georgians attended to reflect on their time at the school and celebrate this special milestone together. It was a wonderful afternoon where St Georgians from many generations had the opportunity to share their experiences, memories, stories and sing the school song together. A special acknowledgement must go to the 2016 President of the St Georgians, Ms Melissa George for the kind invitation to attend this historic event and congratulate her and her team on the brilliant organisation of such a large event for so many proud St Georgians to enjoy.

## **Gala Dinner and Centenary Book Launch**

The school commissioned local historian, Pauline Curby, to compile the centenary history of the school, drawing on the recollections of past and present students, teachers and parents. "Independent Minds – A History of St George Girls High School" has been skilfully researched and written to capture the rich and vibrant history of the school. The centenary book project was managed so effectively by Mrs Lois Aspin and the school is very proud of the quality of the final product. The centenary history book is a fitting tribute to the long and rich history of the school and it is a must read for all St Georgians. The Centenary History book was officially launched at the Centenary Gala Dinner held at the Novotel Brighton Le Sands on Friday 11 November. The dinner attended by 200 staff (both past and present), along with many ex-students provided a rare and special opportunity to celebrate and share in this milestone together. The Centenary and Events team is very proud of the effort and role they have each played to ensure that throughout 2016 St George Girls High School appropriately planned for and celebrated this significant milestone. A special thank you must go to all the team members including Mr Gordon Moncrieff, Ms Helen Lee, Mrs Lois Aspin, Mrs Liz Clark, Ms Diane Longland, Ms Danielle Galea and Mrs Debbie Hall. Each of these team members have demonstrated such a tremendous commitment to the school as they worked collaboratively to organise all of the centenary events, with such precision, creativity and good humour.

## **Presentation Day At Sydney Town Hall**

The 2016 Centenary celebrations concluded with the Annual Presentation Day that was held at Centennial Hall, Sydney Town Hall on Wednesday 14 December. The ceremony was the most perfect and fitting event to celebrate what was a very special year for the school. It was a real honour to have Ms Michelle Ford (Olympic Gold Medallist and proud St Georgian) as the special guest speaker and the opportunity to hear her life experiences, life lessons and share in her successes was a truly memorable experience for everyone in the audience.

Another highlight from the ceremony was the opportunity to enjoy the remarkable composition so skilfully created by former student Elizabeth Cheung. The composition titled 'Centennial Triumph' was commissioned to celebrate St George Girls High School's Centenary; 100 years of excellence in education, nurturing and developing the many intelligent, talented, and passionate minds of students. I know that Elizabeth was extremely honoured and humbled to have composed 'Centennial Triumph,' and to witness this being performed so beautifully by the St George Girls High School Orchestra and Vocal Ensembles comprised of current students who were also accompanied on stage by a number of alumni, was another special moment.

2016 was certainly an eventful year and one that I know will be forever remembered by all members of the school community both past and present who joined together to celebrate the 100th Birthday of this very unique and special school.

Ms Betty Romeo

**Principal**

## Message from the school community

St George Girls High School has two parent bodies (the Parents and Citizens Association and the Mothers' Committee) that collaborate together and play a significant role providing active community of support for students and teachers at the school. The school encourages and values the contribution of parents and believes that this connection is an essential safeguard to students' learning and engagement during their high school years. A summary of the key contributions made in 2016 are listed below:

- Parents served on the Finance Committee, canteen tender panel, Years 8–11 Selection Committees and staff merit selection panels
- The P&C supported the school to fund the construction of the perimeter fence to the value of \$50,000
- The P&C hosted a combined P&C meeting with Sydney Technical High School on Thursday 19 May that featured Jocelyn Brewer as the special guest speaker to discuss digital nutrition and how to support 'screenagers' to develop healthy online habits
- The P&C collaborated with the Mother's Committee to co-host a special Centenary Dinner held at the Grand Roxy Brighton–Le–Sands on Saturday 4 June for the families of the school to enjoy. The evening was a huge success and was attended by over 200 guests
- The P&C donated \$1,200 to the Enviro Club's trip to Norfolk Island in 2016
- The P&C donated \$1,500 to support the Regional Music Tour held in October
- The P&C held three fundraising BBQs at Bunnings Warehouse Rockdale, two in July and one in December
- The P&C invited Head Teachers from a number of faculties in the school to inform the P&C and the community on educational matters and activities taking place at St George Girls High School
- P&C also provided support to the school through its participation at Orientation Day, Annual Presentation Day and Year 12 Graduation Assembly
- The P&C held its annual Multicultural Food Festival in November to celebrate the cultural diversity that exists across the school
- The Mothers' Committee provided funding \$30,092.70 to complete and deliver the Year 12 study room renovation
- The Mothers' Committee provided funding for Academic, Subject and Community Service Awards with each recipient receiving an Office Works Voucher
- The Mothers' Committee also provided funding for embroidered blazers for the school Captain and Vice Captains
- The Mothers' Committee provided funding to support the afterschool Mathematics Homework Centre, to employ ex-student tutors to work with the students every Thursday afternoon in the Library
- The Mothers' Committee co-ordinated volunteers to staff the uniform shop under the direction of a Uniform Shop Co-ordinator and managed the shop finances. All profits from the Uniform Shop are returned to the school
- The Mothers' Committee was addressed by various guest speakers including Ms Romeo the school Principal; Mrs Iosifidis Head Teacher Mathematics, Mr Bowen – Head Teacher Social Science, Mrs Housego – Head Teacher Administration/PD/H/PE and Mr Turner – Head Teacher English.

Mr Jude Perera, **P&C President** and Mrs Debbie Wong, **Mothers' Committee President**

## Message from the students

The Student Representative Council of 2016 was met with many shining young faces from Years 7 through to 12 eager to represent their student body. The year was filled with many successful events which raised valuable funds for a range of charities that enriched and brought the school community together. The SRC representatives were each elected by their peers and served their student body well. The SRC leadership training day aimed to bring the body together and focused on planning ahead for the year. The SRC focused on creating opportunities to bring the school together and ensure that the school community knew that they had a voice and that all opinions are heard and embraced. Being in such a diverse school, the SRC were able to come up with a variety of ideas for events and projects which were held through the school year.

Throughout 2016, the SRC wanted to focus on charities which would resonate with the school's values. Numerous multi days were co-ordinated by the SRC which included Autism Awareness Day in support of Autism Spectrum Australia, Malala Day which funded for the Malala foundation which advocates and raises funds for girl's education, and a Christmas themed accessory day which funded the Salvation Army Christmas appeal aiding families in need. Other events which were held throughout the year included the Combined School Dance with Sydney Technical High School, "Unplugged" which offered a friendly performance space for the students, supporting the World's Greatest Shave and SRC week that featured the theme 'As Seen On TV' where the whole student body was involved in raising funds for the SRC. With the identified increase in demand for technology and the number of devices students bring to school each day, the SRC decided to purchase a charging station as the final project for the school. It is anticipated that this charging station will be very useful for students over the years to come.

Regina Le, **SRC President**

## School background

### School vision statement

St George Girls High School aims to create a supportive and inclusive environment where gifted and talented students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become independent and ethical life-long learners.

### School context

St George Girls High School is an academically selective school with a long tradition of academic excellence in girls' education. The school creates a supportive environment of high expectations where gifted and talented students can thrive and realise their full potential to become resilient, well rounded high achievers with a keen social conscience and a desire to enrich and lead society in the future. St George Girls High School has a philosophy of developing the whole student through a broad curriculum, information technology, wellbeing structures and co-curricular programs including the creative and performing arts.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

In 2016 the school undertook a rigorous Self-Assessment using the School Excellence Framework and participated in an External Validation. The School Excellence 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. During the external validation process, an independent panel of peer principals considered the evidence and assessment of the school's progress and aligned this with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the school has primarily focused on the elements of Assessment and Reporting, Wellbeing and Curriculum and Learning. The school identified the need to create a consistent and integrated approach to assessment across the school and has now developed and implemented a clear and effective Assessment Policy and set of Illness/Misadventure Procedures for junior and senior students. This strong commitment has been a key reason why the judgement was made in the second Self-Assessment Survey that the school has moved from **Delivering** to **Sustaining and Growing** in the element of Assessment and Reporting.

The school community identified the need to focus on developing a strategic and planned whole-school approach to wellbeing and to establish a learning and support team to focus on the individual learning needs of students. The wellbeing and learning and support teams now co-exist in the school and the individual learning and wellbeing needs of students are managed through an integrated case management approach that is based on collaboration between staff, students, parents, mentor teachers (employed to work individually on targeted areas with the students), outside community agencies and targeted professional support as required.

There is a strong commitment by the school community to strengthen and deliver on learning priorities. The school has developed explicit processes to collect and analyse internal and external data, primarily through the Strategic Team model implemented in 2016. These explicit strategies have allowed for a whole-school commitment to ongoing performance improvement and developing a culture of shared responsibility and collaboration.

The school has implemented a range of strategies to support students to achieve their personal best. A range of academic student support structures, in particular the Personal Best report interviews for Years 10–12 and the revised subject selection process for significant transitions such as Year 8 into 9 and Year 10 into 11, provide the welcomed opportunity to meet regularly with the students and provide individual advice and guidance at key times throughout the year. The school is very proud of the quality outcomes experienced by the students in a range of student performance measures. The focus on a range of learning elements will ensure that the school continues to build educational aspiration and ongoing performance improvement across the community.

The judgement was therefore made in the Self-Assessment Survey that on balance the school is **Sustaining and Growing** in the elements: Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and **Delivering** in the element of Student Performance Measures.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the major focus has been on developing explicit systems for collaboration and feedback to sustain quality teaching practice and the use of data to identify student achievements and progress in order to inform future school directions. The Strategic Teams have

created the structure for teachers to collaborate across faculties towards achieving their targeted Terms of Reference that are directed towards driving school wide improvement in teaching practice and student outcomes.

The school has implemented the Performance and Development Framework (PDF) effectively with all staff identifying three goals they are working towards. These goals include their membership to a Strategic Team, as a whole-school goal that is directly aligned to the school plan; a faculty identified common goal that is collaboratively determined at the faculty level, as well as their own personal goal. There was also a clear need identified by the staff via their Performance and Development Plans (PDP) to develop processes that will provide mentoring to support leadership practice. A school commitment to building leadership capacity has seen the development of the Expression of Interest (EOI) procedures that now exist as established practice across the school.

The School Development Day programs are strategically determined to align with whole-school priorities and the implementation of the school plan. Opportunities are made available to collaborate, plan and develop as a team, with staff working cohesively to contribute to whole-school focus areas in their discussions. The incorporation of data skills and analysis to inform decision making and enhance teaching practice highlight a move towards developing a teaching culture that gives priority to evidence-based teaching strategies. The practice of incorporating data analysis in planning for learning was evident with the executive and whole school undertaking analysis of HSC RAP Data, the *Tell Them From Me* community survey results and NAPLAN data. Importantly, there is a strong commitment to develop school-wide use of data to inform future school directions, improve student performance outcomes, as well as sustain quality teaching practice.

The judgement was therefore made in the Self-Assessment Survey that on-balance the school is **Sustaining and Growing** in the elements: Data skills and Use, Collaborative Practice and Professional Standards and **Delivering** in the elements: Effective Classroom Practice and Learning and Development.

The results of this process indicated that in the School Excellence Framework domain of **Leading** the elements of Leadership and Management Practices and Processes have been the focus areas in this domain. The school had a new Principal appointed in January 2015 and two new Deputy Principals appointed in Term 2 and Term 3 2015 respectively. The change in the senior leadership team, along with the new DoE school planning model, necessitated significant energy to be invested in building relationships and opportunities for collaboration and consultation to develop the School Plan. The school planning process involved the organisation of a School Forum where parents, students and teachers had the opportunity to work collaboratively and provided a vehicle for community consultation and engagement to develop the school vision and priorities for the 2015–2017 School Plan. The executive team then collated the feedback from the Forum at the Executive Conference and worked collaboratively with the support of the Principal School Leadership (PSL) to draft the School Plan.

The need to focus on the development of Quality Systems was identified by the school community as a priority area and this was cemented as one of the three strategic directions. This focus has resulted in the examination and review of the management systems, structures and processes that existed and demonstrate the strong commitment by the school leadership team to create an organisational structure that enables management systems, structures and processes to work effectively and that are in line with legislative requirements and obligations.

Leadership development and capacity building has been a key priority in the domain of Leading. Succession planning, distributed leadership and organisational best practice has been a focus of the schools' leadership strategy. The introduction of the Performance and Development Framework (PDF) has also complemented the development of leadership skills in staff and demonstrate the school's focus in this area and commitment to provide real opportunities and processes to support staff and build leadership capacity. The development of Strategic Teams aligned to the key projects in the school plan has become the vehicle for staff to have purposeful leadership roles and the forum to solicit and address feedback on school performance from the school community. Head Teachers are working together to lead the Strategic Teams and this organisational structure has resulted in greater distributed leadership and enhanced whole-school commitment to the schools' strategic directions.

The new school planning model has been a welcomed opportunity to align school resources to achieve improved student outcomes and to implement key projects described in the school plan. The Strategic Teams have an allocated budget to provide professional learning and release time to fulfil the activities outlined in their Terms of Reference and the focus on the strategic directions of Quality Teaching, Quality Systems and Quality Relationships has seen the school direct resources to key initiatives in these areas. The school vision states clearly that St George Girls High School creates a supportive and inclusive environment where gifted and talented students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Through a detailed analysis of the data, in particular the *Tell Them From Me* Surveys, HSC RAP and NAPLAN analysis, the school has been implementing a range of strategies to support each student realise their personal best, as well as embed a whole-school culture that values and is committed to continuous improvement.

The school has directed significant resources towards ensuring that the school's physical resources and facilities are well maintained and provide a safe environment that supports learning. Improvements have been made to a range of areas throughout the school.

The judgement was therefore made in the Self-Assessment Survey that on balance the school is **Sustaining and Growing** in the elements: Leadership, School Resources and Management Practices and Processes and **Delivering** in the element of School Planning, Implementation and Reporting. The External Validation panel report highlighted that in the domain of Leading the school's Self-Assessment was consistent with the evidence presented, with two exceptions. In the element of School Planning the evidence presented indicated the school is operating at the **Sustaining and Growing** stage and in the School Resources element the evidence presented indicated the school is operating at the **Excelling** stage.



## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To create a supportive school environment that provides engaging and challenging learning opportunities for gifted and talented students to achieve their personal best and become resilient and creative life-long learners.

#### Overall summary of progress

In 2016 the school engaged in professional learning activities with a key focus on enhancing teaching and learning practice to support improved student learning outcomes. The Student Engagement team completed a deep analysis of the *Tell Them From Me* survey resulting in student focus groups being conducted with the purpose of gathering student feedback, through qualitative data, around student engagement.

In line with the Terms of Reference, the Literacy and Numeracy team completed a detailed analysis of the 2016 NAPLAN data and created a staff survey to gather literacy needs across all KLA's. This process allowed staff to highlight areas of concern and contribute to developing a plan to improve literacy skills in students.

The school continued to focus on the Quality Feedback project by extending the Personal Best Interviews to include Year 10 students and seeking student input via a 'feedback on feedback' process. By obtaining feedback from the students it allowed the school to identify positive practices around providing quality feedback to students and identifying areas for further development.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 80% of students (including equity groups) achieve greater than or equal to growth in the aspects of writing in NAPLAN data from a baseline of 63.3% and grammar and punctuation from a baseline of 61.2%.</li></ul>	<ul style="list-style-type: none"><li>• The Literacy and Numeracy Team created with representatives from all KLA. A teacher survey was created and distributed to collate qualitative data about the specific literacy and numeracy needs of the students. The team presented these findings to staff and started to collate resources and strategies to support these areas. Individual Stage 4 students who were identified through the survey were referred to the learning and support team to receive small group support in targeted literacy and numeracy areas.</li><li>•</li></ul>	\$5,000 RAM Loading for Socio-economic Background \$5,000 RAM Low Level Adjustment for Disability
<ul style="list-style-type: none"><li>• Students report in the Tell them from me Survey an improvement in the levels of classroom instruction having a clear purpose with appropriate feedback that helps them learn from a 6/10 to 8/10.</li></ul>	<ul style="list-style-type: none"><li>• A consistent approach to the writing of report comments was discussed and developed for all student reporting periods. All student reports identify specific areas for improvement as well as corresponding advice and strategies on how to enhance their achievement in the future.</li></ul>	\$2,000 RAM Loading for Socio-economic Background
<ul style="list-style-type: none"><li>• Teachers provide explicit and timely feedback to students on how to improve. Students reflect on this feedback to improve their results.</li></ul>	<ul style="list-style-type: none"><li>• Personal Best interviews were expanded to now support students from Years 10–12. The interviews take place twice a year to align with issuing of student reports and subject selection. During the interviews teachers work through a number of targeted questions around key strengths, areas for development and a focus on achieving personal best within a growth mindset.</li></ul>	\$5,000 RAM Loading for Socio-economic Background

## Next Steps

- The Student Engagement team will collate the data from the student focus groups and identify key teaching and learning strategies to implement into teaching practice. There will be time allocated during School Development Days to work collaboratively on strategies and embed them into teaching programs.
- The school will participate in the 2017 Tell Them From Me survey to compare and analyse survey results against improvement measures outlined in the current school plan. Key areas of interest will include levels of classroom instruction having a clear purpose, explicit and timely feedback on how to improve as well as the levels of advocacy at school.
- The Literacy team will work collaboratively with the teacher–mentors to create a targeted program around improving writing skills as identified in the 2016 NAPLAN data analysis. The team will develop and source effective teaching strategies and resources to embed into teaching and learning programs in Stage 4 across each KLA. A new initiative, 'Literacy Awareness Week', will promote a whole–school approach to developing literacy skills and encourage involvement across the school community. The team will work with the Teacher–Librarian on strengthening the Information Literacy skills of all students through library workshops.

## Strategic Direction 2

### Quality Systems

#### Purpose

To refine and create flexible and transparent administrative, communicative and procedural systems that equitably cater for the needs of the school community and enable the facilitation of high quality teaching and learning and positive relationships across the school.

#### Overall summary of progress

In 2016 the school published assessment policies and information booklets for all Year groups, outlining assessment dates for each task, course components and outcomes assessed as well as processes around illness/misadventure, extensions and rescheduling. This allowed for consistency across the school and enabled the school to identify students of concern regarding assessment.

SENTRAL modules and available tools was a key focus in 2016. The documents section of SENTRAL was utilised more effectively to allow for improved communication to staff regarding whole school information, procedures and policies. The school calendar clearly outlined all assessments tasks, events and staff professional learning to increase communication within the school.

The Structural Review team investigated a number of models and changes that could be implemented to address concerns regarding the impact of the current school structure. Surveys were conducted with students, staff and parents to gather feedback on current structure around roll call, assemblies, sport, length and number of periods. This information was collated and recommendations put forward on two areas – roll call and assemblies. The outcome of these recommendations will be implemented into the daily school structure in 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>A new structure of the school day will be implemented that supports the teaching and learning, curriculum and wellbeing needs of the students.</li></ul>	<ul style="list-style-type: none"><li>The Structural Review Team investigated different models of various schools, including selective high schools, regarding the structure of a school day. Key areas identified to investigate further within the school community included roll call, assembly time, sport, curriculum choices, length and number of periods. The team developed surveys for students, staff and parents to collect feedback and form the recommendations for implementation in 2017. The two recommendations looked at the timing of roll call and the inclusion of wellbeing assemblies. The final outcome was to move roll call to the start of the day and hold assemblies every fortnight.</li></ul>	\$3,000 RAM Loading for Socio-economic Background
<ul style="list-style-type: none"><li>Staff survey results reveal a 25% increase in their overall satisfaction with the daily structure, as well as the administrative and communicative systems in place from 2015 baseline (to be determined).</li></ul>	<ul style="list-style-type: none"><li>To increase communication the SENTRAL school calendar was expanded to include daily information relevant to all staff. All assessments tasks and events were included on the calendar and information regarding professional learning, whole school events and meetings were now available. These changes that provided detailed information of day to day activities within the school assisted staff with planning assessments and events to avoid clashes and minimise disruption to student learning.</li><li>The Daily Announcements module of SENTRAL was introduced as a way to communicate daily information to staff and students, including meetings, teacher announcements, staff and student absences.</li></ul>	\$1,000 RAM Loading for Socio-economic Background

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Well developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>All assessment booklets and policies were issued, requiring acknowledgement about school processes and practice from students and parents. The assessment calendar outlined specific dates, task type and weightings for each task in order to support students in managing and planning their time effectively while minimising anxiety and stress around assessment task completion.</li> <li>The Junior and Senior policies, which align to NESAs requirements, ensure a consistent approach to dealing with incomplete tasks, rescheduling requirements, malpractice and appeals for formal assessment blocks and faculty in-class tasks. Students have a clear understanding of their requirements and have been applying the processes efficiently when applying for illness/misadventure, extension or rescheduling requests.</li> </ul>	<p>\$2,000</p> <p>RAM Loading for Socio-economic Background</p>

## Next Steps

- Implement changes to roll call and fortnightly wellbeing assemblies into the daily structure. All students, parents and staff will be informed of the new procedures and we will ensure systems are in place to support these changes. An assembly schedule will be developed to ensure whole school and year group wellbeing times are managed equitably and delivered at the appropriate times.
- Further develop the use of the school calendar to include period by period information for assessments, identify organisers of events, and categorise all calendar entries to allow easier identification of specific year group, staff, school and community events.
- Executive team will investigate and recommend three variations to the structure of the school day for consideration by the school community. Executive members will work in small groups to visit appropriate school settings to gather crucial information to assist in informing their proposed changes for consideration.
- Feedback policy will be included in the assessment booklets. All assessment notification letters for illness/misadventure, appeals, extension and rescheduling requests will be made available on SENTRAL.

## Strategic Direction 3

### Quality Relationships

#### Purpose

To foster a culture of trust and respect that enables all members of the school community to feel connected and included. This will be achieved through developing a supportive environment that values positive relationships and where all members are equipped to face the social and emotional challenges of a changing world.

#### Overall summary of progress

In 2016 the Learning and Support Team was established to focus on the individual learning needs of the students. Three mentor teachers were employed to work individually with students providing additional support in the areas of organisation, time management and literacy. Fortnightly Learning and Support Meetings and Executive Case Management meetings were added to the existing wellbeing meeting structure to ensure that the learning and wellbeing needs of students are managed through an integrated approach based on collaboration and clear lines of communication between staff, students, parents, mentor teachers, outside community agencies and targeted professional support as required.

A Wellbeing Conference was held that provided the opportunity for all members of the wellbeing and learning and support teams to engage in collegial discussion around the key elements of the Wellbeing Framework for Schools and how to develop a whole-school and embedded approach that will enhance the social, emotional, physical and cognitive development of all students.

The afterschool Mathematics Homework Centre was established in 2016. This centre operates in the Library on a Thursday afternoon and provides additional support for students in Mathematics. The P&C and Mothers' Committee fund the employment of past students to act as tutors to work with students in developing their skills and confidence in Mathematics. The Centre is managed and supervised by the Head Teacher Mathematics.

A voluntary senior student mentoring program was implemented for Year 12 students. In early Term 4 all Year 12 students were asked to nominate if they would like to be allocated a teacher mentor to support and guide them through their HSC year. The majority of teaching staff volunteered to take part in this program and were allocated up to four students to work with. Students now meet regularly with their mentor teacher who provide advice, advocacy and guidance on the specific areas identified by the student.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Students report in the <i>Tell them from me Survey</i> an improvement in the levels of advocacy at school (having someone at school who provides encouragement and advice) from 1.9/10 to 6/10 and a reduction in the levels of moderate to high levels of anxiety from 25% to 15%.</li> </ul>	<ul style="list-style-type: none"> <li>The student report interviews that commenced in 2015 for Years 11 and 12, were expanded to include Year 10 students.</li> <li>All Year 12 students were given the opportunity to nominate to have a teacher mentor to support, monitor and guide them student through their HSC year. Most Year 12 students have been allocated a teacher mentor for 2015/16.</li> </ul>	\$5,000  RAM Loading for Socio-economic Background
<ul style="list-style-type: none"> <li>Students are aware of the support structures available and how to access this support to enhance and promote their sense of wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>An additional teacher mentor was employed to provide additional support for students with any identified learning needs.</li> </ul>	\$10,000  RAM Low Level Adjustment for Disability
<ul style="list-style-type: none"> <li>Improved tracking and communication of students experiencing wellbeing concerns through the effective use of available technology systems and communication processes</li> </ul>	<ul style="list-style-type: none"> <li>The wellbeing team and meeting structure was expanded to include a learning and support team (LaST). Fortnightly LaST, Year specific Deputy Principal and Year Adviser and Executive Case Management meetings were added to the wellbeing meeting structure for 2016. All meetings</li> </ul>	\$2,000  RAM Low Level Adjustment for Disability

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
amongst all members of the school community.	are minuted and accessible to all members of the community, improving the tracking and communication of student learning and wellbeing matters. This integrated approach to wellbeing has allowed for a more comprehensive management of the unique learning and wellbeing needs of students within the school context.	

## Next Steps

- Implement and embed the Year 11 Wellbeing Program to support the implementation of the Wellbeing Framework for schools and enhance the social, emotional, physical and cognitive development of the students. This program will run each Monday afternoon and will include a range of guest speakers, sports sessions, wellbeing initiatives, skills development to enhance learning and how to adopt a growth mindset.
- Establish a Growth Mindset Strategic Team that is responsible for developing a strategy to implement the growth mindset into school culture and practice. This will need to incorporate professional learning and the development of resources and information for students, staff and parents.
- Develop and implement a Year 7 Transition Program to support the students transition into high school. This program will involve a series of orientation activities, guest speakers from within the school to inform the students about the various support structures available to them, provide valuable information literacy information presented by the school Librarian and a range of study skills sessions to support student development of organisational routines and practices that will best support them in managing their workload in a selective school context.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All Aboriginal students have an Individual Learning Plan developed and evaluated in consultation with parents. The target areas of the plans created encourage Aboriginal students to actively engage, participate, and immerse themselves in a range of extra-curricular activities in particular the music programs within the school and region. Funds were also utilised to hire instruments for student use such as a Euphonium and enhance participation in the school music ensemble program. Funds are also directed to allow indigenous students access to additional enrichment and wellbeing activities such as Duke of Edinburgh and Music camps.	\$ 435.44
<b>Low level adjustment for disability</b>	<p>Three mentor teachers are employed to work individually with students with a identified disability or Personal Learning Plan to support them in their learning, particularly focusing on the areas of literacy and numeracy support, organisation and resolving outstanding course warning letters. Students are provided with individualised learning and support and this has improved their learning outcomes and overall achievement levels.</p> <p>Release time for the learning and support and wellbeing teams to engage in professional learning and planning, meet with students and their parents to develop, monitor and review individual learning and support plans for students.</p>	\$30,378
<b>Socio-economic background</b>	<p>All senior students (Years 10, 11 and 12) are interviewed at key times throughout the year, for example prior to subject selection decisions and when reports were issued and these funds are used to release a panel of curriculum advisers to undertake these interviews. Students are reporting higher levels of support and advocacy as they are provided with individual mentoring to support them in developing personal best goals to work towards.</p> <p>The Wellbeing Conference was held to review the Wellbeing Framework for School and plan a range of initiatives to support the unique wellbeing needs of the students. Funding for school strategic teams (literacy and numeracy, gifted and talented, centenary and events and student engagement) to be released to develop, implement, monitor and review programs and events across the school.</p>	\$26, 322
<b>Support for beginning teachers</b>	The funding was used to provide professional learning days, mentoring, release time and access to beginning teacher networking opportunities. It also allowed for professional development in working towards accreditation at Proficient Teacher, programming, lesson observations and reflection as required by the Performance and Development Framework.	\$17, 459

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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	940	931	920	917

In 2016, Year 7 students were enrolled from eighty one primary schools 71% of Year 7 students were the only ones to enrol from their particular school.

There was a total enrolment of 917 students. This total is comprised of:

Years 7–10 – 150 students, total enrolment 600

Year 11 – 159 students

Year 12 – 158 students

91% of students were from a language background other than English (LBOTE). The largest LBOTE background groups are of Chinese background (61%), Vietnamese background (11%) Indian background (5%) and Korean background (4%).

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	98.5	97.7	96.8	97.6
8	97.1	97.2	96.8	95.8
9	96.4	96.1	96.5	96.7
10	97.4	94.6	94.9	96.2
11	96.4	96.1	96.2	95.2
12	96.2	95.9	95.3	96.3
All Years	97	96.2	96.1	96.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

A concerted effort to track and monitor student attendance from 2009 to 2016 has resulted in attendance rates above state average across all Years. The school marks electronic rolls each period using SENTRAL and makes contact with parents/caregivers via SMS messaging in the event of non-attendance each morning. The Wellbeing team monitors overall attendance rates at their fortnightly meetings, identifying any potential attendance concerns and develop early intervention plans to support students improve their overall attendance rates. The school works collaboratively and proactively with outside agencies and the Home School Liaison Officer (HSLO) to provide additional support to students who are identified as having ongoing or repeated attendance concerns.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	15	20	40
TAFE entry	0	0	0
University Entry	0	0	99.9
Other	0	0	0
Unknown	0	0	0.01

In 2016, 159 students sat for their HSC. 100% of the 2016 candidates received offers to university or a private college to complete a degree. The main universities chosen were University of New South Wales 45%, The University of Sydney 32%, The University of Technology Sydney 8%, Australian National University and Macquarie University (<1%). Students also accepted offers to Western Sydney University, University of Wollongong, Australian Catholic University and Charles Sturt University. Two students chose to study at a Private College; MIT and SAE.

Business, Commerce and Economics courses were chosen by 24% of students, Arts, Social Science, International Studies and Communication by 15%, Science, Engineering & IT by 21%, Applied Science and Allied Health (Optometry, Pharmacy, Oral Health, Nursing, Physiotherapy, Exercise Physiology etc.) by 12%, Combined Law by 10%, Education, Social Work, Criminology and Psychology by 10%, Medicine and Medical Science by 3%, Design and Architecture and Animation by 5% plus a small number of other courses. Of these course offers 43% were dual degrees.

## Year 12 students undertaking vocational or trade training

No students at St George Girls High School undertook vocational or trade training.

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

One Year 12 student undertook a TVET course in Health Services in 2016..

100% of the St George Girls High School Year 12 cohort attained a HSC qualification in 2016

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1.7

\*Full Time Equivalent

The experience level amongst the teaching staff is varied, ranging from beginning teachers to staff with extensive skills and experience. The Australian Education Regulation, 2015 requires schools to report on Aboriginal composition of their workforce.

In 2016, no indigenous staff members were employed by the school.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

### Professional learning and teacher accreditation

In 2016 teacher professional learning related to the school's strategic directions, team priorities, and the National Curriculum. School development days and Twilight Sessions allowed staff to collaborate and share teaching practice during faculty and cross-faculty sessions. Focus areas included Student Wellbeing, Curriculum and Assessment, Compliance, School Plan and the School Excellence Framework. Staff also participated in workshops and activities that included HSC data analysis, faculty programming, copyright survey training, NAPLAN data, lesson observations and feedback, CPR and mandatory training including anaphylaxis, Child Protection, Code of Conduct and E-emergency care. All staff were part of the Self-Assessment Survey process and worked with the School Excellence Framework document to make on-balance judgements across all three domains of Teaching, Learning and Leading. Staff contributed examples of evidence as part of External Validation, which the school undertook in Term 3.

Staff accessed a range of professional learning opportunities within the wider educational community. These included conferences and workshops related to gifted and talented education, growth mindset, new syllabus implementation, mental health, positive schools, STEM and careers. The senior executive attended the respective selective school and state conferences as well as Business Intelligence training and external validation procedures. Building leadership capacity within the executive was a key focus in 2016. Four executive staff attended Franklin Covey Leadership conferences – *Habits of Highly Effective Leaders* and *Great Leaders, Great Teams, Great Results*. A two day Executive Conference was held in Term 4 that focused on effective leadership, the changing role of the Head Teacher and the four imperatives of leading a successful faculty.

In 2016 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.

One staff member attained teacher accreditation at Proficient level in 2016 and three attained maintenance of accreditation. Other staff continued to complete the required registered and teacher identified professional learning hours as part of maintaining their accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>274 977.65</b>
Global funds	676 626.76
Tied funds	227 091.54
School & community sources	1 276 591.12
Interest	13 499.04
Trust receipts	154 329.15
Canteen	21 280.00
<b>Total income</b>	<b>2 644 395.26</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	404 811.60
Excursions	431 542.35
Extracurricular dissections	92 373.56
Library	15 452.25
Training & development	59 675.97
Tied funds	166 729.47
Short term relief	186 503.98
Administration & office	336 160.03
School-operated canteen	0.00
Utilities	106 439.59
Maintenance	64 283.12
Trust accounts	186 910.54
Capital programs	112 976.33
<b>Total expenditure</b>	<b>2 163 858.79</b>
<b>Balance carried forward</b>	<b>480 536.47</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

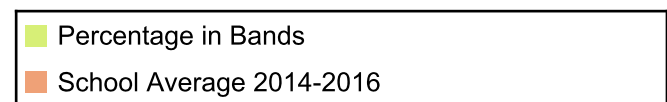
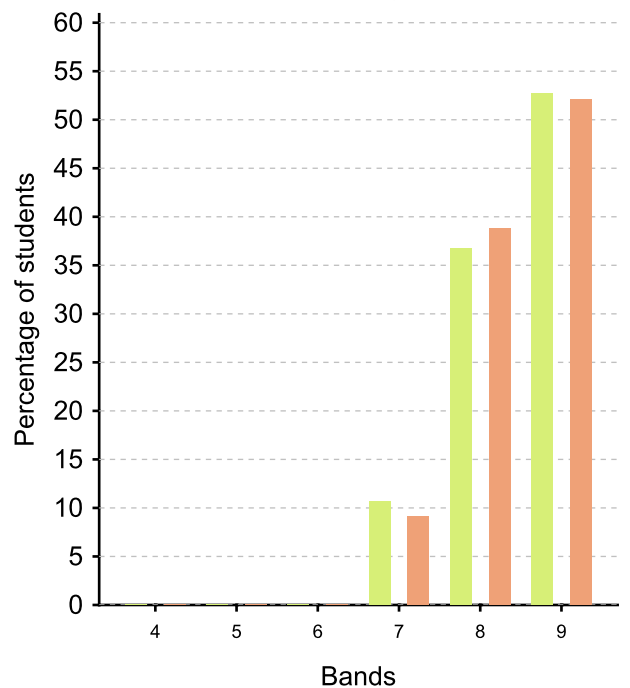
### NAPLAN

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.

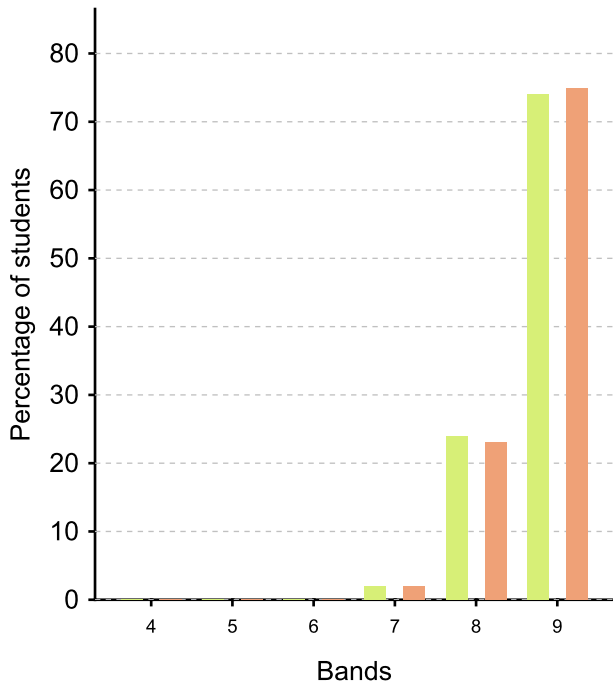
#### Year 7 NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation).

Students achieved overall results well above state average in all aspects of Literacy tested. 78% of students achieved in the top band in grammar and punctuation compared to 15.2% of the state. 74% of students achieved in the top band in spelling compared to 12.3% of the state.

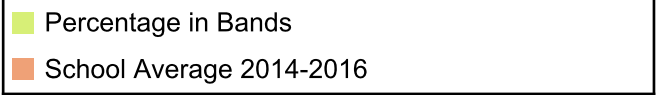
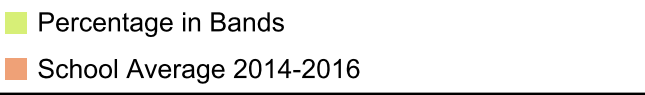
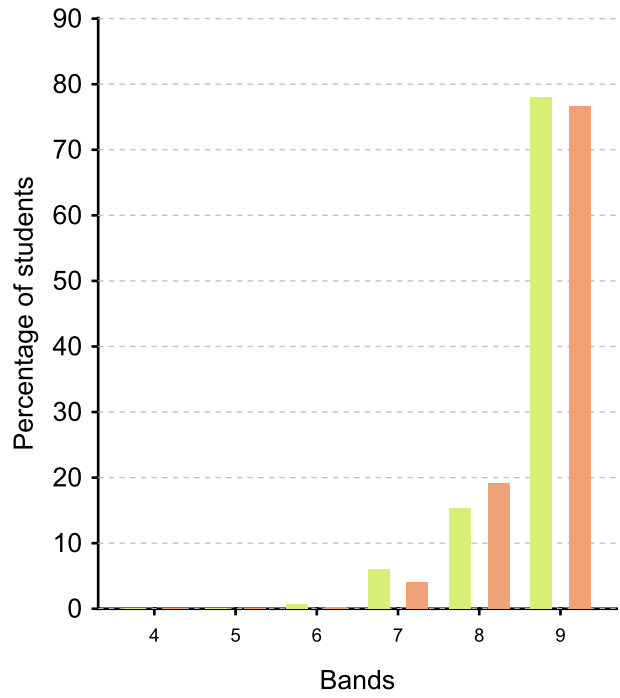
Percentage in bands:  
Year 7 Reading



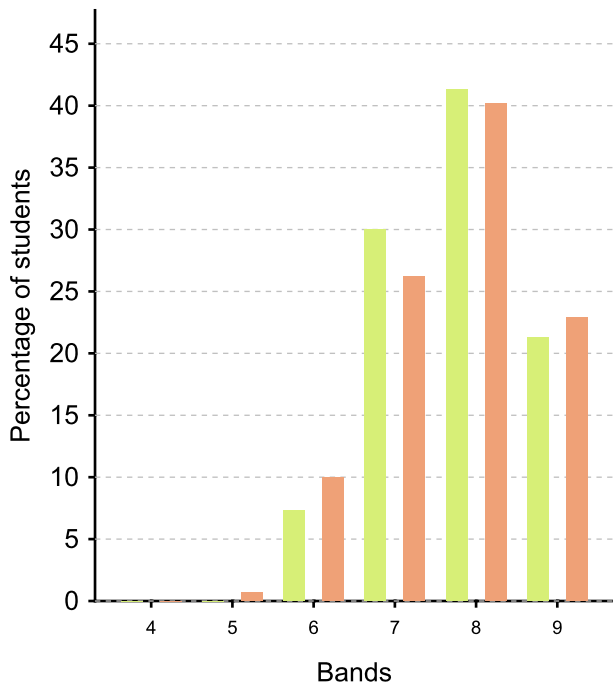
**Percentage in bands:**  
Year 7 Spelling



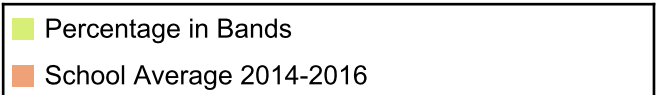
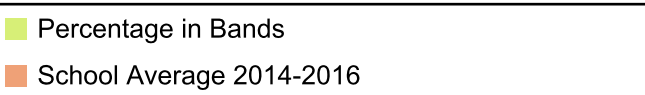
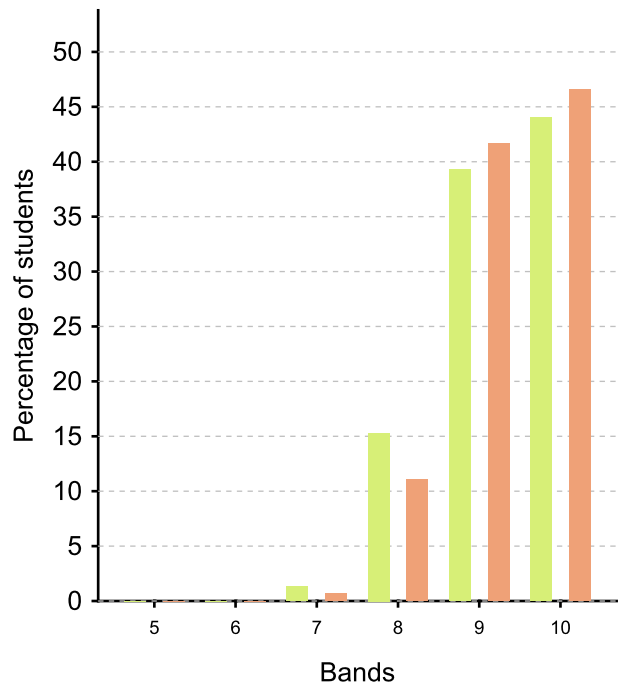
**Percentage in bands:**  
Year 7 Grammar & Punctuation



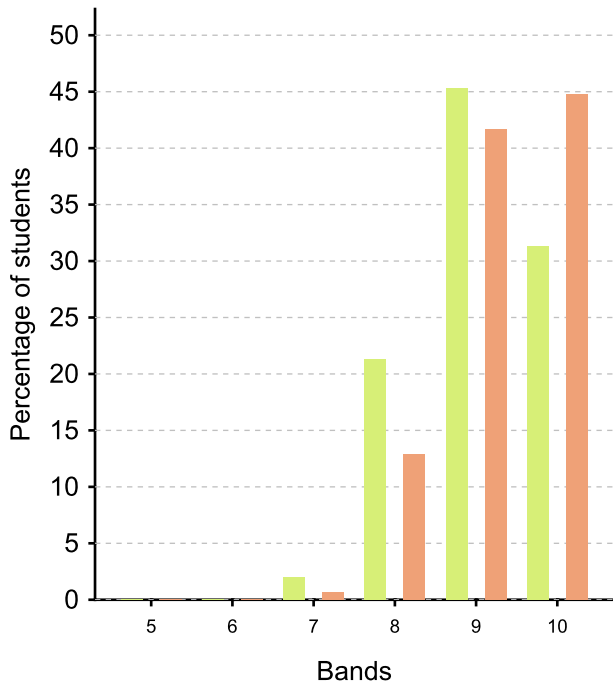
**Percentage in bands:**  
Year 7 Writing



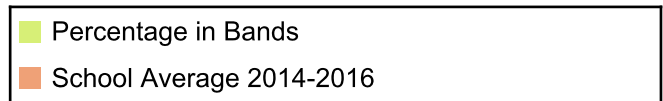
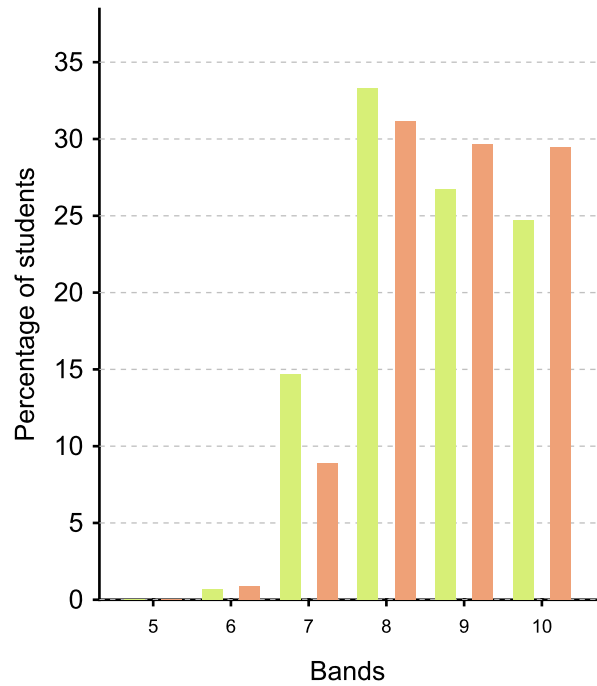
**Percentage in bands:**  
Year 9 Grammar & Punctuation



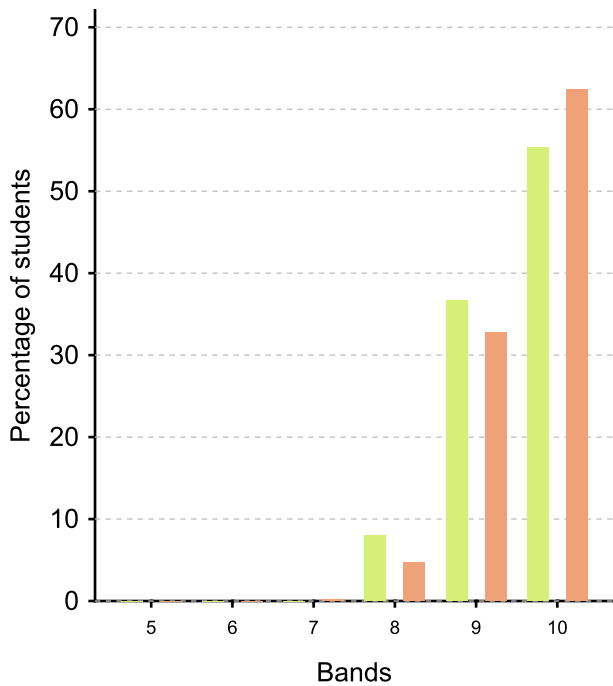
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Spelling

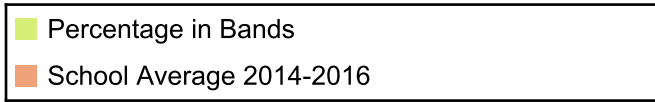
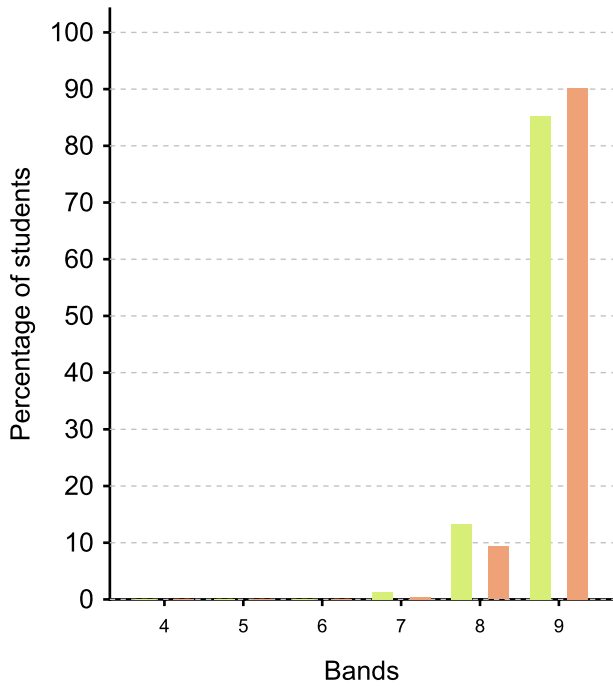


**Year 9 NAPLAN – Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation).

Students achieved outstanding overall results in all areas of Literacy tested. The tables above indicate that the school's literacy results continue to be significantly above state averages. One of the highlights from 2016 is the students results in spelling and in grammar and punctuation. 92% of students achieved results in the top two bands in spelling compared to 25.5% of the state and 83.3% of students achieved results in the top two bands in grammar and punctuation compared to 22.2% of the state.

two bands.

**Percentage in bands:  
Year 7 Numeracy**

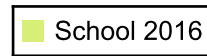
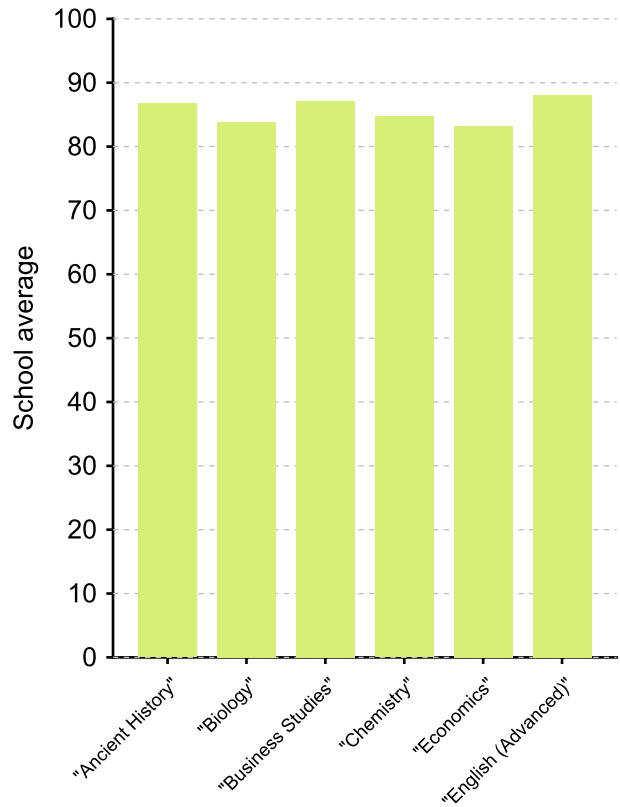


**YEAR 9 NAPLAN – Numeracy**

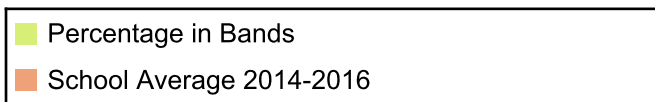
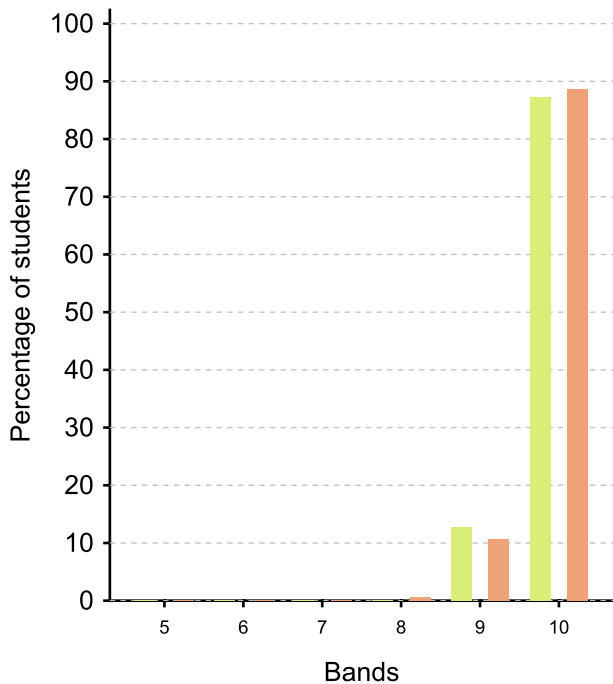
The 2016 Numeracy results continued to be outstanding with 87.3% of students achieving the top band compared to 11.5% across the state. 100% of Year 9 students achieved results that placed them in the top two bands.

**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

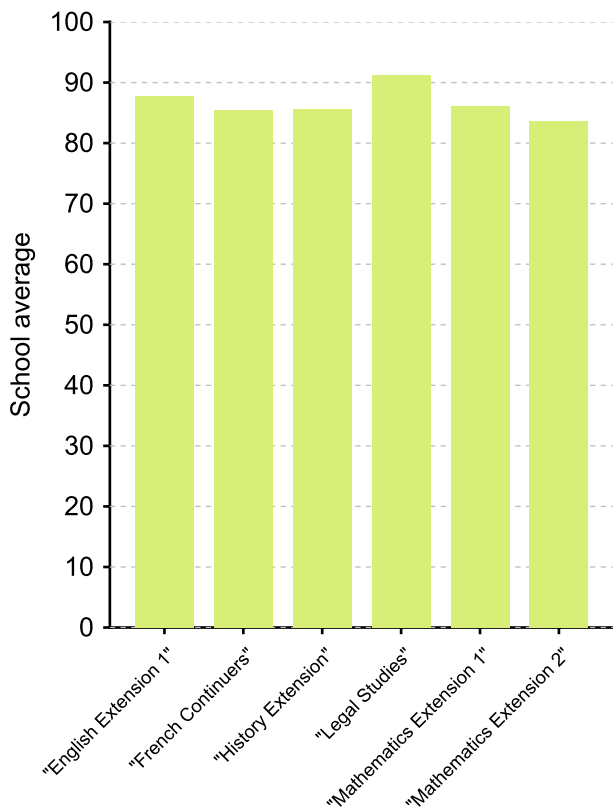


**Percentage in bands:  
Year 9 Numeracy**

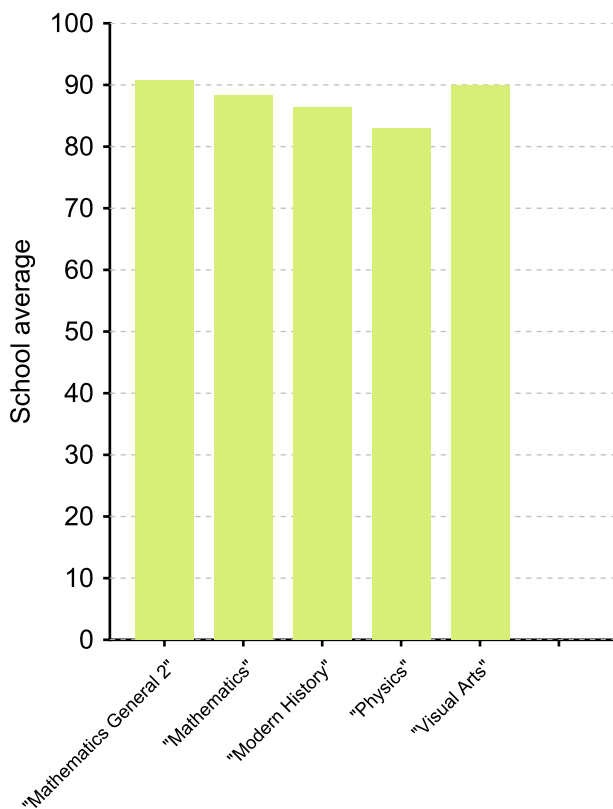


**YEAR 7 NAPLAN – Numeracy**

The Numeracy results for 2016 were outstanding with students achieving overall results well above the state average. 85.3% of students achieved a result in the top band, compared to 13.7% of the state. 98.6% of Year 7 students achieved results that placed them in the top



School 2016



School 2016

The Centenary class of 2016 achieved exceptional HSC results.

- Students of Ancient History achieved an average exam mark of 86.47, 16 marks greater than the state mean with 33% of students receiving band 6 (over 90 marks) compared to 8% state-wide
- With an average mark of 83.53, 10 marks greater than the state mean, 78% (improving from 73% in

2015) of Biology students achieved a band 5 or 6 compared to 35% state-wide

- 47.05% of our Business Studies students received marks of 90 or more, compared to 8.81% state-wide and 41.17% of students were awarded a band 5, compared to 25.52% state-wide
- With an average mark of 84.52, 9 marks greater than the state mean, 83.32% (improving from 59.73% in 2015) of Chemistry students achieved a band 5 or 6 compared to 40.94% state-wide
- With an average score of 88.90, 11 marks above the NSW mean, 66.66% (improving from 56.25% in 2015) of Drama students achieved marks over 90 compared to 14% state-wide
- In Economics, students achieved an average mark of 82.96, 6 marks above state average, with 79% in the top 2 bands (improving from 65% in 2015) compared to 45.2% state-wide
- With an average exam mark of 87.88, 36.18% of English Advanced students received marks over 90 (improving from 29.45% in 2015) compared to 15.39% state-wide. 33.33% of English Standard students received a mark of 80 plus (improving from 21.42% in 2015), compared to 13.39% across the state
- With an average mark of 43.52/50, in Extension 1 English 100% of students were placed in the top 2 bands compared to 94% state-wide
- With an average exam mark of 42.20, 57.14% (improving from 50% in 2015) of Extension 2 English students achieved the top band (E4) compared to 18.11% state-wide
- 100% (up from 57.14% in 2015) of Food Technology students gained a band 6, compared to 6.78% across the state
- Geography students achieved an average mark of 91.67, 17 marks above the state mean, with 100% of students awarded a band 6, compared to 8.35% state-wide
- With an average exam mark of 87.86, 17 marks above the state mean, 71.42% of students who studied Information Processes and Technology were awarded a band 6, compared to 6.86% across the state
- With an average mark of 91.04, 16.03 marks above the state, 68.57% (up from 65.85% in 2015) of Legal Studies students achieved 90+ marks compared to 12.07% of the state
- With an average exam mark of 90.66, 22 marks above the state, 71.42% (up from 57.14% in 2015) of Mathematics General 2 students achieved a mark of 90 plus, compared to 5.31% state-wide
- With an examination mean of 88.02, 57.64% (up from 38.77% in 2015) of 2 Unit Mathematics students were awarded a band 6, compared to 23.13% state-wide.
- 46.23% of Mathematics Extension 1 students received a mark in the top band (E4), compared to 33.03% state-wide
- 95.64% of students in Mathematics Extension 2 achieved marks in the top bands (E4 and E3), compared to 85.34% in the state
- With an average exam mark of 86.15, 12 marks above the state, 28.2% of Modern History

students received a band 6 compared to 9.33% state-wide

- Students of Extension History received an average mark of 41.76/50 with 96.77% of students in the top 2 bands, compared to 80.59 state-wide
- Music 2 students received an average mark of 88.75. 37.5% of students were awarded a band 6, compared to 34.44% state-wide. 100% of students gained marks of 80 or more
- 100% of Music Extension students were placed in the top two bands
- 55.55% (up from 36.36% in 2015) of students studying Personal Development, Health and Physical Education were awarded a band 6, compared to 11.1% in the state. 88.88% of students were placed in the top 2 bands compared to 34.41% state-wide
- 64% (up from 54.16% in 2015) of students in Physics were awarded marks in the top 2 bands, compared to 29.94% state-wide. 24% of students achieved a mark of 90 plus, compared to 8.32% state-wide
- With an average examination mark of 83.97, 8 marks above state average, Textiles and Design students achieved great success with 33.33% receiving marks of 90+, compared to 15.32% state-wide
- With an average examination mark of 89.75, 69.23% of Visual Arts students were awarded a band 6, compared to 14.09% state-wide
- 46.15% of French Continuers students were awarded a band 6, compared to 29.78% in the state
- 88.88% (up from 66.66% in 2015) of Japanese Continuers students achieved a band 6, compared to 23.24% across the state. 100% of the students in this course placed in the top 2 bands
- 100% of our Japanese Extension students were placed in the top 2 bands (E4 and E3), compared to 89.43% state-wide
- 100% (up from 88.88% in 2015) of Latin Continuers students achieved marks in the top 2 bands, compared to 80.48% state-wide. 66.66% of students received a band 6, compared to 48.78% state-wide
- 75% (up from 57.1% in 2015) of Latin Extension students were awarded a top band (E4). 100% of students in this course were placed in the top 2 bands (E4 and E3).
- The summary of results described above, has demonstrated that our students have again achieved quality HSC results that we as a school community are very proud of. This is further supported through the following successes:
- Harpreet Kaur was the **Dux of the year**, attaining the very impressive ATAR of 99.95
- 19 students (up from 11 in 2015) were named as **HSC All Rounders Distinguished Achievers** for achieving the top band in 10 or more units at the HSC. They were Rubsat Amin, Odessa Blain, Teodora Bojanic, Wendy Chau, Michelle Chen, Xuanyou Chen, Kara Ho, Peony Ho, Jennifer How, Maggie Huang, Talissa Jondral, Harpreet

Kaur, Patricia Kesuma, Lily Lasic Latimer, Stephanie Noronha, Nina Pirola, Fiona Pylotis, Yuchen Ren and Kathleen Tan. This improved the NSW school ranking from 22nd in 2015 to 17th in 2016.

- 5 students were named as **HSC Top Achievers** as they gained some of the highest places in a number of HSC courses. These students for 2016 included Yuchen Ren who was placed 1st in the state in Mathematics, Stephanie Hartanto who also placed 1st in the state in Heritage Indonesian that she studied through the Open High School. Jennifer How ranked 3rd in the state in Chemistry, Harpreet Kaur ranked 9th in the state in Chemistry and Wendy Chau ranked 10th in the state in Legal Studies

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

- Last year FOUR students were nominated for **ARTEXPRESS**, Carrie Feng 'The Hero with a Thousand Faces', Elsa Feng 'In Loving Memory of You, Dad', Michelle Luo 'Rite of Passage' and Rebecca Zhuang 'Accepting the Beauty of My Mind'. One of the nominees Michelle Luo, has been officially selected for inclusion. Her work will be exhibited in the Hazlehurst Regional Art Gallery and Arts Centre in 2017. It is always super special to be nominated but to be selected for inclusion is a very prestigious honour.
- In Music 2 Sylvia Wang and Melody Zhu were nominated for **ENCORE** and Sylvia Wang was informed that her work had been selected for inclusion and she performed in ENCORE in March 2017.
- Freya Norved had her HSC Textiles and Design Major Project selected to be exhibited in the 2017 **TEXTYLE** Exhibition held in March of this year at Rosehill Racecourse.



## Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school. This occurred through discussions at P&C, Mothers' Committee, staff, executive and faculty meetings.

### Parent/Student Study Skills session

In 2016 the online Study Skills website for parents and students was introduced. Part of this program also included an interactive parent/student session 'Tools for Success' for Year 7 and 8 families, with Dr Prue Salter. The session looked at the essential skills of managing workload, working effectively at home, summarising notes, preparing for exams and explaining how students can integrate these into their approach to school. The evening provided a range of strategies for both parents/carers and students to use in their respective roles as learner and support person.

The evaluation conducted at the conclusion of the evening outlined that all parents found the session worthwhile and were happy with the content covered. Parents found the breadth of techniques outlined, the easy to use guidelines, practical suggestions, study plan and time management strategies to be most useful. Overwhelmingly, the students found the interactive session extremely worthwhile and found the topics of creating a diary plan, making study notes and time management most useful.

### Structural Review

As part of the Structural Review team's terms of reference, feedback was sought from the school community to gain information related to length of periods, frequency of allocated assembly time, sport organisation and the breadth of curriculum currently offered.

### Parent Survey

The questions in the parent survey asked for their thoughts on the most valuable parts of their daughter's day, if the length of lessons has an impact on student learning and their interest in attending a future forum to review the organisation of the school day.

- 75% of parents believed that the length of lessons has an impact on the quality of learning.
- 55% of parents were interested in attending a forum to review the organisation of the school day.
- Parents indicated that they would like to see more extra-curricular opportunities, wellbeing initiatives and increased communication.

### Student Survey

The information below reflects student responses in regards to current timetable structure, allocated time for school assemblies, sport organisation and structure, and the optimal period length for learning.

- 65% of students indicated they liked the current structure of the timetable.
- 60% of students felt that the current allocation of time for school assemblies is not sufficient.
- 40% of students strongly agreed with the current organisation of school sport.
- 57% of students felt that period lengths longer than 60 minutes is difficult to maintain focus.

### Teacher Survey

The teaching staff provided feedback on the current period lengths and timetable structure, transition time between classes, sport and scripture arrangements, roll call, assemblies and staff meeting time. Phase 1 of the structural review implementation focused on three key recommendations: roll call, location and day of assembly, and frequency of assembly.

- 50% of staff were in support of moving roll call to the start of the day.
- 66% of staff supported the recommendation to increase the frequency of assemblies and the modification of when these would occur.

Results of Phase 1 will see two changes in 2017: roll call will be embedded into Period 1 and fortnightly assembly time will allow for increased communication with the students and greater flexibility in programming wellbeing initiatives.

# Policy requirements

## Aboriginal education

An Aboriginal perspective is taught in an integrated way across all KLAs. This enables staff and students to develop a deep knowledge and understanding of and respect for Aboriginal Australia as highlighted in the Aboriginal Education Policy.

- Stage 4 History examines significant features of Aboriginal cultures prior to colonisation and the impact of colonisation on indigenous peoples
- Stage 5 History examines the changing rights and freedoms of Aboriginal peoples, including the study of the stolen generation, land rights, suffrage and reconciliation
- Stage 4 Geography studies the origins of the continent from an Aboriginal and geographical perspective
- English and Drama students study plays such as 'Box the Pony', 'Seven Stages of Grieving' and indigenous poetry, which invite students to view the world from an Aboriginal perspective. Year 11 study 'First Australian', and 'Who do You Think You Are' as part of the unit, Representing Indigenous History
- In Food Technology, students have the opportunity to study, prepare and taste traditional Aboriginal food
- Acknowledgement of Country and respects are paid to the traditional custodians of the land at each school assembly and at important ceremonies such as Presentation Day
- Special assemblies are held throughout the year to mark significant events such as Reconciliation and NAIDOC Week
- Stage 5 and 6 Music students study the traditional and popular music of Aboriginal cultures through the topics of Australian music, popular music and music of a culture. Through engagement in performance, composition and listening activities, students develop an appreciation and understanding of the dynamic nature of Aboriginal cultures
- In Visual Arts, students examine in depth the cultural, historical and political forces which have shaped the art making of Aboriginal and Torres Strait Islander peoples. In particular, the Stage 6 syllabus places emphasis on both traditional and contemporary Aboriginal art forms
- In PDHPE, Stage 6 students examine Aboriginal and Torres Strait Islander health issues. Stage 5 students experience Aboriginal dance. The PDHPE faculty delivers an indigenous games unit.

working environment. St George Girls High School has an Anti-Racism Contact Officer (ARCO) representative whose role is the contact between students, staff, parents and community members who wish to make a complaint. The Principal is ultimately responsible for decisions regarding racism within the school

- Multicultural perspectives are a compulsory component of all teaching programs. This is also evidenced in many curricula and extra-curricular programs throughout the school
- All Year 9 students participated in the St George District's Mosaic Writing Project in collaboration with the University of NSW. The project enabled students to explore, through writing, their own cultural heritage and their place in a multicultural society
- In Visual Arts, students study art from a wide range of cultures including Asian, Oceanic, African, Islamic and Aboriginal art forms
- All students in Years 7 and 8 study at least one foreign language. The school's languages program encourages students to study and engage with other cultures and to develop an appreciation of other cultures
- Interpreters in our main community language are provided for important parent meetings such as parent-teacher interviews
- The school community celebrates cultural diversity at the Parents and Citizens' Multicultural Food Festival which is held annually, prior to the Summer Festival of Music in November.

## Multicultural and anti-racism education

- All NSW Government schools are committed to the elimination of racial discrimination and are directed in this endeavour by the Anti-Racism Policy. Actions such as direct and indirect racism, racial vilification and harassment are unacceptable in all aspects of the learning and

## Other school programs

### COMPETITIONS

#### Westpac Mathematics Competition

The Westpac Mathematics Competition provides challenges to students to engage with mathematical concepts embedded in questions in ways that may not be familiar. In 2016, 576 St George Girls High School students sat the competition at the various levels of Junior (Years 7/8), Intermediate (Years 9/10) and Senior (Years 11/12).

Students gained 11 High Distinctions, 153 Distinctions and 292 Credits.

17 students finished within the top four percentile bands in the state. These students included;

- 100 percentile – Emily Huang (Year 9)
- 99 percentile – Olivia Li, Anna Wong (Year 7), Fiona Chau (Year 8), Gabriel Tran (Year 9)
- 98 percentile – Grace Hui, Jennifer Hu (Year 7), Esther Ye (Year 8), Stephanie Zhao (Year 9), Jennifer Xu (Year 11)
- 97 percentile  
This year all Year 9 students completed Peer Support training as part of the Year 9 Camp program. 50 leaders were selected to undertake the role of Peer Support Leaders in Year 10, 2017. Peer Support – Nicole Fry (Year 7), Sharon Xiong, Rachelle Wu, Varisara Laosuksri, Cecilia Chenh, Clarissa Lau (Year 9), Erica Soenjarjo (Year 10).

#### Mathematics Challenge for Young Australians

All students are encouraged to take on this opportunity to explore a more creative challenge in Mathematics. This test highlights the importance of Mathematics in the curriculum, provides students with the opportunity to demonstrate their ability and talent and provides resources and topics for further discussion in the classroom. 22 students took part in this independent problem solving challenge over a three week period conducted by the Australian Mathematics Trust. The students had a six week period in which to develop solutions to six questions.

Awards received for this challenge were as follows:

- 11 students gained a High Distinction – Laetitia Cooper, Mandy Shi, Helen Mai, Angela Xie (Junior Competition), Eloise Cooper, Aimee Soenarjo, Janet Zhao, Michelle Lieng, Hattie Liang, Freda Ke, Maja Vasic (Senior Competition).
- 2 students gained a Distinction– Amber Chou, Sylvita Fernandes (Year 7).
- 9 students gained a Credit – Ahona Dutta, Jasmine Nanada (Junior Competition), Vivian Fan, Jacqueline Har, Clarissa Lau, Sophia Li, Grace Zhong, Xin–Di Lim, Christine Sumskas (Senior Competition).

#### Mock Trial

Participation in the NSW Law Society's 2016 Mock Trial Competition provided Year 11 Legal Studies students with real experience in relation to the Court Trial process. This year the team performed exceptionally well, reaching the elimination rounds. The following students Una Altarac, Shajneen Tasnim, Lauren Malanos, Rabiba Pervez, Angela Sun, Eleni Carydis, Nicole Catubig and Saria Vouros should be commended for their efforts.

#### UNSW Australian Business and Economics Competitions

Students participated in the Australia-wide University of New South Wales Australian Business and Economics Competitions for Stage 6 students. The participation of students in these competitions was noteworthy and their performances equally praiseworthy. In relation to the Business Studies Competition, Wendy Chau (Year 12) received a cash prize for her performance. In the Economics competition, Yuchen Ren (Year 12) received a cash prize for her commendable performance.

#### Science Competitions, Quizzes and Olympiads

- Years 7 – 12 participated in the ICAS Science Competition with many students performing exceptionally well. In particular, the following students were awarded High Distinction Certificates; Jasmin Small (Year 7), Angela Deng (Year 8), Maja Vasic (Year 9) and Jessica Lee and Chey Park (Year 10)
- A large number of junior students joined Senior Chemistry students in sitting the Royal Australian Chemical Institute National Chemistry Quiz. The following students achieved a High Distinction: Cecilia Chenh, Maja Vasic and Rachelle Wu (Year 9), Eloise Cooper (Year 10), Louisa He and Irene Shen (Year 11), and Anne Chen (Year 8) achieved a Certificate of Class Excellence – 100%
- All of Year 7 participated in the Big Science Competition. Congratulations to the following students who achieved High Distinctions; Mariam Abbas, Nicole Fry and Angelika Low
- Year 8 completed their state-wide VALID Science test completely online. This involved a day of classes scheduled into computer rooms and tested their skills and knowledge from Years 7 and 8
- 2 Year 9 students were accepted into the Gifted and Talented Science Workshop at Sydney University based on their performance in the qualifying examination. These students had the opportunity to attend 3 days of intensive hands-on experiences in each of the Science disciplines at Sydney University. Maja Vasic and Cecilia Chenh are to be congratulated on their achievement in being selected for this highly contested opportunity
- Many students sat the qualifying examinations for one or more of the Biology, Chemistry and Physics Olympiads. These students studied university level material in preparation for these challenging exams and deserve recognition for their efforts. Participants and those receiving

Credits included: Mahua Singh, Surabhi Shrestha, Talia Quartullo, Jessica Nikolovski, Michelle Lieng, Anuki Jayawardana, Eloise Cooper and Cecilia Chenh. High achievers receiving Distinctions were: Surabhi Shrestha in Biology, Irene Shen in Chemistry and Sophie Lin in Physics

- Jessica Nikolovski (Year 10) submitted her Student Research Project (SRP) to the NSW Science Teachers Associations' Young Scientists Awards and received equal 1st place in the STANSW Most Promising Awards 7–12. Jessica investigated the effects of four different ingredients at a range of concentrations in treating and preventing acne growth. Of these, it was found that 100% tea tree oil was most effective in the treatment and prevention of acne.

### Language Perfect Competition

Years 8–10 French classes participated in the Language Perfect World Championships competing against students from over 1100 schools in 25 countries. Over the 10 days of the competition students were tested on their Language skills, including reading, writing, listening, dictation, grammar and cultural knowledge. The students answered over 170 thousand questions, accumulated over 67 thousand points and earned 23 awards altogether: 10 Credit Certificates, 7 Bronze Certificates, 2 Silver Certificates, 1 Gold Certificate and 3 Elite Certificates.

- Esther Ye (Year 8) was awarded a Gold Award
- Sabrina Hui (Year 8) and Mikayla Perry (Year 9) were awarded Silver Awards
- Talia Barel and Jessica Nikolovski (Year 10), Josephine Chin (Year 9) and Natalie Catubig, Sarah Khan, Rachel Luo and Yuan Tran (Year 8) were awarded Bronze Awards
- Ahona Dutta, Bianca Shen and Josephine Smith (Year 8), who were placed in the top 0.2% of all competitors, were awarded Elite Awards. These girls out performed more than 330 thousand students to earn an Elite Award in this event. Over the 10 days of the competition they answered over 20 thousand questions each and earned over 10 thousand points each. Congratulations to all students who participated in the Language Perfect World Championships.

### Da Vinci Decathlon

Students in Years 7–10 competed in the annual Da Vinci Decathlon held at Knox Grammar School. This competition is fiercely competitive and over 2,800 students competed. The competition involved a series of topic booklets and activities that the team had to complete within a set time limit, working together and using personal strengths to complete each assigned task. The topics assigned included engineering, mathematics, code breaking, art and poetry, science, English, cartography, drama, philosophy and general knowledge. All of the teams that participated in the 2016 Competition achieved a Top 15th placing in the

individual topics out of more than 100 schools that participated. The team results for the competition were:

- Year 7 ranking 4th in Art and Poetry
- Year 8 ranking 14th in Engineering
- Year 9 ranking 1st in Creative Producers, 3rd in General Knowledge, 11th in Mathematics and Chess, 14th in Arts and Poetry and 15th Overall
- Year 10 ranking 11th in Philosophy, 12th in Engineering, 10th in Creative Producers and 5th in Art and Poetry.

### SPORT

Sport is an integral and vital part of school life at St George Girls high School. The sports program aims to develop specialised skills required for a variety of physical activities and to enhance fitness and social skills. In addition to this, sport endeavours to enhance cognitive development and encourage students to adopt exercise patterns that they may maintain throughout their lives. The 2016 School Sport Program for Years 7–11 provided opportunities for our students to participate in a diverse range of activities. These included:

- Oztag, Fitness, Tennis, Jazz Ballet, Musical Theatre, Callisthenics, Tae Kwon Do, AFL, Aerobics, Flag Gridiron, Lacrosse, Hip Hop, Walking and Games at school.

In addition to weekly sport sessions, Year 7 students were enthusiastically involved in the annual Sporting Expo. This enjoyable day involves the students being instructed by professional athletes in a variety of sports which aim to improve skills, fitness and teamwork.

St George Girls participated in the following Knockout competitions in 2016:

- Under 15 and Open Basketball, under 15 and Open Soccer, under 14, 16 and Open Futsal, Open Volleyball, Netball, Softball, Tennis, Cricket and Table Tennis. Students are always encouraged to get involved in trialling for these teams in an effort to be a school sporting representative. In 2016 the school also entered teams in a local Oztag Gala day competition.

### Outstanding Individual Sporting Achievements:

- Angelina Gong (Year 8) performed exceptionally well in the Golf knockout competition, winning the 2016 JNJC NSW all schools junior championship. She also made the Sydney East representative team and competed in the Australian under 15's schools championship and also toured New Zealand with the NSW schools team
- A number of other students gained selection in Sydney East teams this year. They included: Anjelica Williams for Soccer and Grace Tam, Kaelyn Rahardja (Year 11), Michelle Gan and Kim Nguyen (Year 10) for Volleyball. Grace Tam's Volleyball success continued with her selection in the NSW CHS Volleyball team
- Aya Mizukami (Year 8) played in the NSW CHSSA Tennis Championships in Grafton in September as a member of the Sydney East Tennis Team.
- Jacinta Liew (Year 10) competed in the Australian Gymnastics Championships in the junior division

and was placed 10th

- Zoe Li (Year 11) was selected in the NSW under 18 Table-Tennis team
- Erica Li (Year 10) competed in the Junior World Synchronised Swimming Championships in Russia
- Isabella Chidiac (Year 7) had considerable success in Soccer. She played in the State titles in order to trial for the Institute under 13's squad. However, due to her immense talent, Isabella was selected in the Institute of Sport under 15 team. In addition, Isabella played as a member of the NSW junior Indoor Soccer team and was selected in the 2016 National Junior Indoor Soccer Team.

Many students competed at Zone, Regional and State carnivals in Athletics, Swimming and Cross Country. In 2016 the following students were awarded School Blues:

- Volleyball– Grace Tam
- Sport– Fiona Pyliotis
- Sport– Kaelyn Rahardja
- Swimming–Cindy Chen
- Athletics– Kathleen Tan

Kaelyn Rahardja was also the worthy recipient of the Pierre de Coubertin Award for sporting excellence.

In 2016 the following students were awarded Zone Blues:

- Athletics– Kathleen Tan
- Volleyball– Grace Tam
- Volleyball– Kaelyn Rahardja

All students involved in sporting activities in 2016 are to be congratulated.

## DUKE OF EDINBURGH

The Duke of Edinburgh program continued to develop strongly, and in 2016 St George Girls High School was acknowledged as the 22nd largest program in Australia. A huge, and growing number of students embraced the ideology of personal challenge to participate in different levels of the award. 73 Year 9 students undertook their Bronze awards, 33 Year 10 students undertook a Silver award and 22 Year 11 students entered the Gold level of the award. Students challenged themselves to improve one of their skills, to engage in physical recreation and to give something back to the community by volunteering. They also demonstrated their camp craft skills by planning and going on two adventurous journeys

## ACHIEVEMENTS IN TEXTILES AND DESIGN

- Vivian Lin (Year 11) won the Whitehouse Scholarship Award
- Nieminy Nian (Year 11) was awarded the Year 11 Christine Castle Creativity and Innovation Award
- Nieminy Nian (Year 11) won the INSPIRED Year 10 and 11 challenge – 1st Prize of a Brother overlocker
- Sherina Xie (Year 9) won the INSPIRED Year 8 and 9 challenge – 1st prize of a sewing machine

## ACHIEVEMENTS IN THE ARTS

### Drama

In 2016, 5 St George Drama students successfully auditioned to represent our school in the elite State Drama Ensembles. These ensembles are run by the DoE Arts Unit and feature outstanding Drama students in NSW. It is a challenging audition process and this year congratulations go to the following students:

- Kyla Rivera and Jessica Wang (Year 8)
- Angela Tran and Mehnaz Parvez (Year 10)

The students selected attended regular workshops and programs, worked with industry professionals and performed at the State Drama Festival at The Seymour Centre Theatre.

Angela Tran (Year 10) was also selected to compere the Primary Proms at the Sydney Opera House and was accepted by Sydney Theatre Company to participate in their work experience program which is a highly sought after position.

Madison Jackson performed her HSC monologue at OnStage at the Seymour Centre.

The annual Drama Showcase Evening in Term 2 was again a highlight of the year, featuring innovative performances from Years 8 to 12. This night brings together staff, students, parents and families to celebrate student learning and success and gives the students opportunities to be involved in all aspects of the production, including front of house, promotion, stage management, sound and lighting. Importantly, this evening also provides students with essential teamwork and leadership skills.

The Annual HSC Showcase evening provided Year 12 students the opportunity to present their major works to an audience and allowed them to receive crucial feedback on their performances.

### Music

This year, Sylvia Wang and Melody Zhu were nominated for selection in ENCORE for their exemplar Music 2 and Extension HSC performance programs. Sylvia Wang was also nominated for her Music 2 Core Composition. Sylvia Wang was selected to perform at ENCORE at the Sydney Opera House on 20 March 2017.

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, while entertaining the wider school community. Music tutorials are also available for students to further their musical skills on their desired instrument with our tutors.

Approximately 295 students (almost one third of the student population) participated in the performing ensembles program and 110 students participated in

music tutorials this year.

These include the Instrumental Ensembles: concert band, intermediate band, orchestra, stage band; and Vocal – vocal ensemble, and A Cappella Plus. The official accompanist for vocal ensemble was Jamie–Lee Xu (Year 11). Small ensemble tutorials included saxophone ensemble, advanced and intermediate percussion ensembles, brass ensemble, flute ensemble, junior and senior string quartets. All ensembles rehearsed regularly throughout the year and performed both within the school community and beyond.

The intermediate, concert, stage bands and orchestra experienced great success at the 2016 Engadine Bandfest at Caringbah High School; with concert and stage band achieving Gold Awards and the orchestra and intermediate band achieving Silver Awards. The stage band and advanced percussion ensemble also competed in the 2016 Sydney Eisteddfod, with advanced percussion ensemble receiving 'Highly Commended'.

Selected members of the Vocal Ensemble and A Cappella Plus performed at the Arts Unit "In Concert" with internationally–renowned performing artist, Katie Noonan, at Sydney Town Hall in May. They were part of a 600–voice combined NSW Public Secondary Schools Choir; Mikayla Perry, Zoe Morris and Talia Quartullo (Year 9) performed with the Arts Unit performing ensembles.

At the beginning of Term 4, members from the concert band, orchestra, stage band, and advanced percussion ensemble went on a road trip to the NSW North Coast to perform for schools in Byron Bay, Mullumbimby, and Lismore. The students performed and ran instrument workshops at Byron Bay High School, Wyrallah Road Public School, and Wilson's Creek Public School to motivate and encourage band and music programs in regional public schools.

St George Girls High School students were highly successful at the annual St George and Sutherland Youth Music Awards in June. For her original Fanfare composition, Veronica Tsang (Year 12) received Most Promising Talent. Annie Ma (Year 11, piano) was awarded 1st place for her solo performance and was invited to play at the Silver 25th Anniversary Concert at Sutherland Entertainment Centre with all past winners, including past student winner Calista Yeoh (2012). Annie was also a performance finalist in the 2016 Sydney Eisteddfod: Piano Concerto Recital; and the 2016 St George Eisteddfod.

The following students are recognised for their participation in the various NSW Public Schools ensembles: Tasya Bhuiyan (Year 8 – Sydney Southeast Symphonic Wind Ensemble), Zoe Morris (Year 9 – TAU Orchestra; Senior State Music Camp) and Mikayla Perry (Year 9 – TAU Symphonic Wind Orchestra)

A number of students were also selected to perform in various music ensembles for the 2016 Schools Spectacular: Zoe Morris (Orchestra), Talia Quartullo

(Orchestra) and Sylvia Wang (Orchestra).

Jamie–Lee Xu (Year 11) was inducted as the school pianist for 2017.

## Visual Arts

4 students were nominated for ARTEXPRESS. Michelle Luo "Rite of Passage", Rebecca Zhuang "Accepting the Beauty of My Mind", Carrie Feng "The Hero with a Thousand Faces" and Elsa Feng "In Loving Memory of You, Dad". Michelle Luo's work was selected for inclusion in ArtExpress at Hazelhurst Regional Gallery and Arts Centre.

3 Year 11 students were selected to participate in the National Art School HSC Intensive Studio Practice in the area of painting: Annie Kang, Nieminy Nian and Mahitha Ramanathan.

The St George Art Society awarded Amberlee Naser the 2016 Outstanding Year 10 Visual Art Award for her self–portrait oil painting.

Co–create is a collaboration between extension art students and the local art community where every fortnight students from Year 11 Visual Arts were given the opportunity to attend the program at Kogarah Town Hall with graphic designer Kristine Ballard. Students were mentored to further develop their skills in art practice. Their artworks were included in the annual art exhibition at Kogarah Town Hall. This included the following students:

- Nieminy Nian
- Ivy Chen
- Celia Tulau
- Cathy Wu

The annual art exhibition of student artworks this year allowed the school community the chance to enjoy the creativity of students and engage with the culture of their world. It is always an excellent showcase of the student's fine achievements across all year groups.

## ENVIRONMENTAL EDUCATION

The Enviro Club 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 Club has 3 main branches – Paper Recycling, Worm Farm and Gardening, which are supported by approximately 200 students and led by a Student Executive of 25 students.

Paper Recycling Project – On average 50 to 70 students empty approximately 60 recycling bins around the school every week.

Gardening Project – Students transplanted and potted more than 15 Jacaranda plants that were babies of our school's iconic Jacaranda tree in the Year 11 quadrangle, which were sold during the centenary celebration to old and current students of the school.

Students learnt to plant beetroot, celery, cucumber, spring onions and strawberries this year, and tasted the first few mandarins that ripened on our new dwarf citrus trees planted last year. The native beehive is thriving and we have plans to divide the hive soon.

Worm Farm Project – This year the students continued to work independently to keep the three worm farms operational for the 9th year running.

The annual Green Day offers an opportunity for gifted and talented students to develop their leadership skills and teamwork whilst offering a platform to raise awareness and educate their peers and teachers on a wide variety of environmental issues. Workshops were conducted and facilitated by outside presenters and students, and current students delivered exciting and thought provoking GREEN –X talks.

During the April holidays 14 students from Years 11 and 12, and 2 teachers, participated in a 5–day Wollemi and Secret Creek Environmental Residential Conservation Project with Wildmob. Students participated in building the sanctuary for the Spotted Quoll breeding programme, in addition to mentoring feral animals and investigating environmental issues related to farming around Wollemi National Park and the impact of people on National Parks. In the July school holidays, 11 students and 2 teachers travelled to Norfolk Island and participated in conservation work with Wildmob. They weeded invasive species, planted 300 native trees and visited a farm which supplies fresh food to the locals and tourists.

## **WELLBEING CAMPS AND PROGRAMS**

Camps give students the opportunity to develop friendships, build team skills, take risks, and to challenge themselves physically and mentally in a safe environment.

Year 7 camp, held at Vision Valley, was vital in developing friendships and building on relationships that had been established through the transition and Peer Support program. For some Year 7 students, this was their first time away from the family unit.

The Year 9 camp, held at Stanwell Tops Conference Centre in May, was pivotal in enhancing teamwork, co–operation skills and friendships through challenges and a range of specialised programs, including study skills. This camp was also used to complete the Peer Support training program for the students.

Year 11 students participated in a camp at Narrabeen Sports and Recreation Centre. Specialised programs in team building activities and study skills, along with the mandatory Personal Development, Health and Physical Education (PDHPE) program, ‘Crossroads’, was delivered.

## **PEER SUPPORT**

This year all Year 9 students completed Peer Support training as part of the Year 9 Camp program. 50 leaders were selected to undertake the role of Peer

Support Leaders in Year 10, 2017. Peer Support was again a highly valued program with most students reporting they found it very helpful with the transition process and making new friends at high school.

## **STUDENT LEADERSHIP**

Opportunities exist for students to develop their leadership potential through the prefect body in Year 12 and the Student Representative Council (SRC), which has representatives from Year 7 to Year 12. Students in Year 11 serve on the SRC executive. The SRC executive and School Captains met regularly with the Principal to discuss student issues and to plan future initiatives. The prefect structure enabled Year 12 students to become socially responsible leaders in the school. 15 Prefects were elected by their peers and acted as role models for the student body. They represented the school in the broader community, assisted in the running of school activities and functions and catered for and represented the opinions of Year 12 students. Students participated in a number of district, regional and state leadership initiatives. The school is committed to developing the leadership skills of students and will continue to provide all students with the opportunities to take up leadership positions within the school and wider community.