North Sydney Girls High School
Annual School Report 2014
School context statement
Our school is an academically selective Years 7 – 12 girls’ school drawing from across wider Sydney. Year 7 students are offered places following Department of Education and Communities (DEC) testing procedures. In 2014 they came from 63 different public and private primary schools and 92% were from Language Backgrounds Other Than English (LBOTE). Later enrolments are subject to vacancies and entrance criteria. Students are highly motivated and perform strongly in external test indicators.

Outstanding technology infrastructure supports innovative gifted and talented classroom programs and an extensive range of co-curricular activities supports a holistic curriculum.

Principal’s Message
With deep pride I reflect on the achievements of our school in its Centenary year. The school ethos of connection, resilience and innovation creates a unique environment where success is expected and attained. Gifted and talented students, dedicated staff and supportive parents blend academic traditions and the school’s rich heritage with innovative practice in the spirit of the school motto, Ad Altiora.

The Centenary was not only a year to celebrate the outstanding record of the last 100 years but also an opportunity to project the school into another century of proud public education.

The Centenary Committee comprised students, parents, old girls, staff and occasional advisers. Mrs Kathryn O’Sullivan co-ordinated the overall program. Events and activities celebrated all aspects of school life and affirmed the pride of past and current generations of women who have been enrolled at North Sydney Girls High. The Centenary logo and the theme of nurture, support, give (NSG) distinguished the program.

In February, the Centenary program was officially launched by Her Excellency the Hon. Professor Marie Bashir AC CVO, Governor of NSW. After indigenous elder Uncle Max Eulo cleansed the hall in a traditional smoking ceremony, dignitaries, guests and students heard key addresses and musical performances. A Centenary bronze plaque was jointly unveiled by Her Excellency and Dr Michele Bruniges AM, Director-General of Education and Communities, to commemorate the occasion.

In April, the Old Girls’ Union hosted a high tea for over 800 old girls. Current students’ grew more appreciative of their school through stories of education during the war, differences in classroom styles and behavioural expectations. These narratives have been added to our rich archival collection.

In the autumn break, 28 students were able to travel through Central and Northern Australia as members of the Centenary Music Tour visiting remote indigenous and outback communities in a spirit of cultural exchange which also deepened understanding of the issues in the relationship of indigenous and non-indigenous Australians.

In May, charities day broadened its focus by raising $8300 for North East Rusalpur School in Bangladesh, the 90th celebration building project. This exceeded the target figure of $8000 which represented the running costs of the school for one year. Festival day drew together the current school as well as the broader community. An outstanding display of archival material across multiple rooms revealed the rich traditions of the school in decade by decade interactive displays. Local public schools’ performances, food stalls and a fashion parade featuring a range of sports and school uniforms created an atmosphere which celebrated public education. A replica of the school crest from the original site was unveiled as the gift from the Old Girls’ Union and the P&C to the school.

In June, the Centenary gala music concert at Chatswood Concourse and the August Centenary night of song showcased the very best of the music program and vocal and instrumental performances from old girls, many of whom have made their careers in music. The official opening of the time capsule from 1993 unearthed school and local records from the year that the new school site was officially opened. The final event of the year was the annual presentation day which featured the award winning digital animation 100 pages, a stirring visual encapsulation of a momentous year.

Distinguished alumni visited school functions and forums and former staff and principals renewed their association with the school. Themed
artworks, drama and dance performances confirmed the importance of the Centenary in curriculum projects. Other events are described in later sections of this report.

The 2013 - 15 school management plan focused upon three key areas – curriculum and assessment, engagement and attainment, and quality learning environment. These priorities built upon the school’s sophisticated technology infrastructure, challenging class curriculum and extensive co-curricular programs. The underpinning of all programs with the school values continuum enriched student capacity for creative and critical thinking.

The promotion of wellbeing programs and student voice was consistent with the school goals of emotional intelligence and assuredness. The active promotion of personal best, student collegiality, reflection upon and articulation of learning experiences, and seamless integration of technology into the curriculum are crucial in the development of school culture. Reflective assessment and curriculum projects have been central to the notion of student-directed curriculum, global citizenship and ethical thinking. A revised merit scheme recognised excellence in academic achievement complemented by wider school involvement in co-curricular or student voice activities. The participation by girls in a raft of school and wider community groups is testimony to their initiative and leadership.

The sport and outdoor education programs continued to develop in 2014 with the active participation and support of parents. The importance of holistic learning allows the graduates of this school to meet demands beyond the classroom.

Extensive building and grounds improvements and upgrades of technology infrastructure were made with P&C support.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

David Tomlin

P & C message

The landmark centenary year was a busy period for the P&C. Many dedicated parents supported the key celebratory activities including the Centenary assembly, festival day and the gala concert. P&C representatives sat on the school’s Centenary Committee, and the parent community financially supported the Centenary by approving funding for key events and projects.

In 2014 parents again played a major role in a wide range of extra-curricular sport, co-curricular music and Duke of Edinburgh’s Award Scheme activities, as well as canteen and uniform shop services. Year 8 parents organised the traditional welcome barbecue for new families. Additionally, parents were involved in the open day, orientation day, sports assembly, Year 12 graduation and presentation day. Trained parent representatives took part in teacher selection processes. Parent year group representatives arranged social activities which helped NSG parents maintain their sense of community.

The P&C continued its strong financial support for the school community and, aside from the funding for Centenary activities, also provided funding for many school activities. These included sporting programs, music equipment and travel costs for out of area academic competitions such as the Australasian Philosothon. The P&C also played a significant part in a successful application for a 2014 community building grant from the NSW government which will be used to renovate the school gym.

The parent community greatly appreciates the high level of engagement provided by the school executive and staff to ensure parents are well informed and involved in the school. Staff also provided well-planned and insightful parent-teacher interviews, extensive careers advice and regular feedback from the Principal about school developments at P&C meetings as well as through the fortnightly newsletter.

The generous involvement of the Principal, staff sports coordinator, staff music coordinator and music conductors on various P&C committees has greatly helped the parent community to better support the school.

John McNamara P&C President 2014 - 15
Student representative’s message

Prefects

We were privileged to be the Centenary Prefects, fulfilling our regular duties as role models and leaders whilst upholding the traditions and heritage of our 100 year old institution.

We introduced the Year 7 girls to a whole new world through our ‘Alice in Wonderland’ themed meet-the-prefects afternoon. Girls learnt about the customs and culture specific to the school and were informed about what to expect, but of course, their real journey into this “fantastical place” had only just begun.

Teacher and student relationships were strengthened and tested through the annual teacher versus student games. After a series of humbling losses for the students, there was no doubt that a high level of sportswomanship and sportsmanship had been displayed on all sides, generating camaraderie within the whole school community. For teacher appreciation day, students expressed their gratitude for the indelible impact of their teachers.

Our loss to North Sydney Boys in the senior challenge was a kind gesture on our behalf. Nevertheless, they completed the challenges with great tenacity, intelligence and school spirit and both sides celebrated the experience. Our prefect afternoon tea brought together a variety of schools all around Sydney, successfully creating a network for further interschool collaboration.

Various fundraisers and events, such as the blood drive, gelato sales, barbecues and mufti days, engaged the community and raised money for school projects. For the Centenary we contributed a plaque on behalf of Year 12 for the Centenary replica school crest.

The liaison council, led by Danica Hui and Mr Madgwick, was invaluable in co-ordinating student voice. As the main leadership body of Year 12, we tirelessly pursued grade cohesion and teamwork in all aspects of life. Marina Zhang was a true leader in uniting our year’s academic journey from the study buddy system through to group study timetables. It has been a rewarding year fulfilling the spirit of Ad Altiora.

Ann Wen Captain 2013 – 14

Student Representative Council (SRC)

The significance of student voice, advocacy and versatility was a theme sustained throughout the course of the Centenary. The SRC through the framework of the “Tartan Time Machine” sought to celebrate the achievements and abilities of North Sydney Girls students over this past century.

Our annual Mocktail Night drew in over 200 alumni and senior students, catalyzing the spirit of North Sydney Girls. The keynote speaker, the Hon. Justice Lucy McCallum, emphasised the importance of pursuing a liberal and dynamic education, a point that resonated deeply with all.

The establishment of a primary school workshop with North Sydney Demonstration School focusing upon communication and leadership skills training was a new student initiative aligning directly with core Centenary values of Nurture, Support, Give (NSG). The opportunity to interact with, and mentor, a group of young community leaders was invaluable for all involved.

As the year drew to a close, the United for South Korea initiative held in the wake of the MV Sewol ferry disaster served as a demonstration of solidarity and support from schools across the state as handwritten messages were compiled and sent to Danwon High School via the Korean Embassy. Finally, our staple events, junior and senior trivia nights and dances were once again met with great enthusiasm from both North Sydney Boys and Girls High students and served as occasions for both networking and entertainment.

With the enduring support of our coordinator Mrs Mizoshiri, and all staff and students within our school, the SRC was able to undertake our annual program with unwavering drive.

Elizabeth Lim SRC President 2013 - 2014
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

The enrolment profile for the school is very stable. The intake is 150 girls in Year 7 with an increase to 161 in Year 11. Total school enrolment was 921 students.

Full school retention from Year 9 occurs with a small number of students transferring to selective high schools closer to their residence and an even smaller number transferring to different systems.

Management of non-attendance

Online rolls are marked in all classes. Attendance is monitored closely by deputies and year advisors. All short-term absences must be explained. Emails parents of unexplained absences are sent daily. Requests for extended absences must be submitted to the principal. Approval is only given with good reason.

Post-school destinations

The majority of our students proceed to university directly from school. Most offers for applicants for courses starting in the first half of 2015 were made in the main round on Wednesday 21st January 2015. Offers for tertiary study are made periodically throughout the year from September, 2014 to the following July, 2015.

For the 159 students graduating in 2014, 162 offers were made in the main round. Some may have received offers in later rounds for higher listed preferences or chose to rearrange or add to their preference list after each offer round. Further offers may still be made in later rounds. The pattern of offers below is based upon the Universities Admissions Centre (UAC) January main round offers.

<table>
<thead>
<tr>
<th>University Offers (NSW and ACT only)</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian National University (ANU)</td>
<td>3</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>2</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>6</td>
</tr>
<tr>
<td>University of New South Wales (UNSW)</td>
<td>74</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>56</td>
</tr>
<tr>
<td>University of Technology Sydney (UTS)</td>
<td>16</td>
</tr>
<tr>
<td>University of Western Sydney (UWS)</td>
<td>1</td>
</tr>
<tr>
<td>Other (non NSW)</td>
<td>2</td>
</tr>
</tbody>
</table>

All students completed traditional academic paths of study leading to the award of a HSC. Vocational and trade training were not offered. Numerous university scholarships and faculty scholarships were offered including eight merit and entry scholarships (USYD), four UNSW Co-op scholarships, two accounting cadetships, two medicine scholarships (USYD) and one UTS Vice-Chancellor’s merit scholarship.
Year 12 students undertaking vocational or trade training
No students undertake vocational training through school.

Year 12 students attaining HSC or equivalent Vocational educational qualification
All students attain their HSC at school.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school is staffed in accordance with an industrial agreement. Appointments are through central appointment or local selection. Parents are represented on all selection panels.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>54</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>80.4</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff identified as Aboriginal or Torres Strait Islander.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

All students aspire to university courses with very few taking a gap year.
Professional learning and teacher accreditation

Five new teachers successfully completed accreditation processes leading to proficiency status. Experienced staff began a professional development awareness course of new BOSTES accreditation procedures legislated for 2016. All teachers, executive and the principal undergo a comprehensive annual review process conducted by relevant supervisors. School development days focused on mandatory training in child protection and on key areas of the school management plan including conceptual programming consistent with the new Australian curriculum, explicit teaching, innovative uses of technology in practice and cross curriculum initiatives. Faculty development days were supported in the implementation of management plan priorities.

Beginning Teachers

All beginning teachers are supervised by KLA head teachers and other executive staff. Three permanent beginning teachers were supported through the Great Teaching, Inspired Learning initiative funding. They were involved in a network initiative with other beginning teachers from North Sydney Boys, Mosman and Willoughby Girls High Schools coordinated by a retired principal. Funds were used to provide release for classroom observations of experienced teachers, mentoring, network meetings, planning and administrative time, and professional development course costs. Beginning temporary teachers were supported through an in-school probationary and beginning teacher program led by school executive.

Financial summary

A school Finance Committee supervises the school budget. The school holds funds in trust for various associated bodies and student groups. The school canteen is run by the P&C. Funds expended on training and development for staff are included in the tied fund dissection.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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**Income**
- Balance brought forward: $756075.44
- Global funds: $697848.48
- Tied funds: $169183.48
- School & community sources: $190783.61
- Interest: $27783.21
- Trust receipts: $350436.14
- Canteen: $0.00
- Total income: $3909165.36

**Expenditure**
- Teaching & learning
  - Key learning areas: $568096.63
  - Excursions: $532350.78
  - Extracurricular dissections: $584842.21
- Library: $2098.72
- Training & development: $3480.06
- Tied funds: $137261.83
- Casual relief teachers: $165060.93
- Administration & office: $355078.12
- School-operated canteen: $0.00
- Utilities: $151035.72
- Maintenance: $341486.91
- Trust accounts: $326883.01
- Capital programs: $53205.80
- Total expenditure: $3220680.72
- Balance carried forward: $688484.64

A separate tax deductible Public Library Fund operates in accordance with Australian Tax Office (ATO) guidelines. A tax deductible Building Fund operates under the auspices of the Foundation.

A full copy of the school’s 2014 financial statement is provided to the P&C President and available upon request. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

The culture of success achieved through student participation and commitment strengthened school identity and pride.

Arts

**P&C Co-curricular Music** – the seven ensembles (beginner band, concert band, wind ensemble, wind orchestra, camerata, symphony orchestra and chamber orchestra) had one co-ordinator, three directors/conductors and a supportive parent committee.

The 195 members each auditioned for different ensembles. Due to competition from offline
extension classes and representation in other areas of school life, more junior than senior students were represented.

The beginner band included three oboes, three French horns, two trombones, two euphoniums, two trumpets, two tubas, two bassoons, tenor saxophones and percussion. The camerata (beginner strings) included six violins, three violas and two cellos. The chamber orchestra consisted of 26 violins, two violas and two cellos. The concert band and wind orchestra were both well-balanced, large ensembles with over 50 players in each. The symphony orchestra was a full classical orchestra supplemented by selected wind orchestra players when repertoire necessitated their inclusion.

Students in all ensembles, with the exception of symphony orchestra, attended the annual NSGHS Music Camp at Galston Gorge in March. The camp was an opportunity for ensembles to play new repertoire and establish a positive rapport for the year ahead. Camp concert was well attended by parents and showcased the outstanding musicianship amongst the students.

Due to the Centenary celebrations taking place throughout the year, only the concert band participated in the Performing Arts Challenge (Sydney Eisteddfod) and NSW School Band Festival. In the latter competition they achieved gold in the David Stanhope Secondary School Concert Band event. Both symphony orchestra and wind orchestra performed at a number of school events, including the Centenary opening assembly. A newly formed contest band competed in the NSW State Open and Junior Band Championships in August. They were clear winners in the Junior B Grade Concert division.

As part of the Centenary celebrations, a special 28 member Centenary Orchestra was formed to undertake a two week tour of the Northern Territory between Alice Springs and Darwin. The tour saw the girls perform in a range of venues including an outdoor amphitheatre, beer garden, school halls and remote Aboriginal communities. This tour was also an opportunity for the students and staff to learn more and understand the complexity of relations between indigenous and non-indigenous Australia.

Performances at community events remained an important part of the year with ensembles performing at the Crows Nest Fair, North Sydney Children’s Festival and the Royal Easter Show. School events included performances at the music induction assembly, orientation day, the Year 12 farewell, open day and presentation day.

For their 2014 annual tours, concert band visited Wagga Wagga, chamber orchestra toured to the Southern Highlands, and symphony orchestra and wind orchestra toured to the New England region. All ensembles performed at various primary and high schools, nursing homes, local shopping centres and also gave workshops and combined with other local school and youth bands and orchestras. These tours were enormously valued by country communities, broadened the ensembles’ repertoire and increased the girls’ independence. Parental assistance was greatly appreciated at camp, performances and on tours.

Nik Glass was appointed as the co-curricular music coordinator after the retirement of Lyndall Haylen who had served for six years.

Music (Curriculum) – Year 7 discovered how the power of sound was linked to film, theatre and Irish music through incorporated performances, compositions, and listening activities. Year 8 presented digital representations of their social conscience music to peers and invited staff. Year 9 explored Ghanaian music with an interactive...
workshop featuring master drummer Tuza Afutu, examined the ‘Evolution of the Concerto’ and created advertising jingles in collaboration with the Year 9 digital media class. Year 10 composed and performed suitable repertoire for a medieval banquet and presented an original arrangement of a jazz standard. Year 11 and Year 12 had several concert performances throughout the year and, with a composer-in-residence, developed the skills to enable them to produce highly stylised compositions.

Many girls participated in the combined NSBHS and NSGHS musical *The Mikado*. Year 9 and 10 elective classes and all vocal ensembles participated in the 8th Annual North Shore Schools Music Spectacular at Chatswood RSL Club while the advanced strings and a cappella were chosen by audition to present feature items at the Arts North Primary Choral Concert at The Sydney Town Hall and the Secondary Showcase at the Sydney Opera House. The advanced string ensemble and a cappella also performed for the Year 12 graduation, Centenary Gala Concert, Presentation Day and the Old Girls’ Union Centenary High Tea. Festival Day performances were given by the string quartet, advanced strings, a cappella and busking music students.

The newly formed string quartet of Year 11 girls performed at NSW Parliament for the 20th Anniversary of The Hon. Jillian Skinner’s election. In the finals of the North Shore Spectacular, NSGHS was represented by the newly formed bassoon quartet and the a cappella singers. The Christmas *Carols in the Round* concert featured all vocal ensembles, Year 7 and 8 cohorts, the string ensemble and the staff choir. Year 7 choir were selected to perform at Open Day and Orientation Day.

The highlight of the year was the Night of Song held at the Independent Theatre to celebrate the Centenary of NSGHS. It included all vocal ensembles and exhibited the amazing talents of the Year 12 Music 2 and Extension class as well as music student alumni. The Year 11 Music 2 class performed the commissioned work *Warp and Weft* by Laura Altman, our composer-in-residence.

Visiting academic and leading choral expert, Rollo Dilworth, gave a masterclass to our elective students and our year concluded with students across all years attending the musical *Wicked*.

**Visual Arts** – three out of 11 HSC students were nominated for ARTEXPRESS (Marina Zhang, Sumi Shin and Annie Zhao). Two bodies of work were exhibited at The Armory at Homebush (see HSC later).

Year 11 visual arts students carried out public art interventions in the Sydney CBD in association with the codex_urbanite project, which also involved working with local artist Tina Fox to redesign three traffic signal boxes. The visual arts staff and students were involved in *PARK(ing) DAY*, an international event, taking over parking bays out the front of the school and setting up a day of art activities and installations.

The Year 10 digital media class produced a stop frame animation, *100 Pages*, which received much acclaim. It was featured at the 2014 presentation day and also won the junior section of the short film competition *V Fest* receiving $300 and a trophy. This animation was also awarded a highly commended and trophy from Arts North Film Screening for best application of stop motion, as well as receiving a trophy and pro style camera for best digital animation at the prestigious Robin Anderson Film Awards. The success continued with the film winning the award for best overall secondary schools category at the national competition *ScreenIt* sponsored by the Australian Centre for the Moving Image (ACMI) in Melbourne. The students were presented with a data projector for the school.

In the 2014 NSW Pixel Prize, NSGHS had 15 finalists from Years 8, 9 and Year 10. Two Year 9 films were highly commended at the Arts North Film Festival. In the North Sydney Council *Story to Screen* film screening, NSG was represented with a broad showcase of school films and films produced at North Sydney Council sponsored joint workshops with other schools.

Year 8 painted tiles with a Centenary theme and these were installed in the girls’ facilities in D block. Year 10 provided panel paintings for the doors, with the theme of famous artworks from the past 100 years. Year 8 went to the Biennale of Sydney on Cockatoo Island as part of their curriculum. Year 7 engaged in a postal art project for the Centenary sending hand painted postcards to old girls to connect with them on a personal level, and inviting them to view the
exhibition and have afternoon tea. Year 7 went to *Sculpture by the Sea* as part of their curriculum.

Five students received prizes in the Northbridge Art prize. Annie Zhao won first prize in painting; Aolei Wang won second place in the youth art award; Charlotte Kwong was first in the children’s photography section; Sadhvi Naresh won first prize in the children’s painting section; Michelle Huang won second prize in the children’s painting section and Joanna Liu and Alice Lu were highly commended.

The annual visual arts exhibition was opened by Mr Mark Tedeschi AM QC with works from all curriculum classes being displayed.

**Drama** - the school entered teams in the intermediate and senior divisions of the Theatre Sports Schools Challenge. This competition is one of the rare opportunities for students to compete against schools from both the private and government systems. Both teams performed well, using their collaborative and improvisational skills to progress through to the semi-finals.

Year 10 curriculum drama students conceived, wrote, produced and performed four one act plays that drew on social concerns and issues including identity, compassion, memory and filial relationships. Their drama night, *Telling Tales*, showcased their talents, maturity and teamwork. The class also wrote and produced solo performances to camera using a variety of songs by female recording artists as inspiration.

In Semester Two the Year 9 drama class joined with extra-curricular dance to present a Junior Performance Night. Their parody of the James Cameron film, *Titanic - Just Add Water* was a major production showcase of their performance skills and inventive use of all staging elements. The Year 9 class also produced small group performances for Commedia Dell’arte and interpretive movement units.

**Dance** – nearly 150 girls were involved in the dance program. Over 200 girls tried out for the 100 places in the five auditioned ensembles. Two open dance classes catered for girls who do not want the added pressure of competitions.

The inaugural Centenary ensemble achieved two highly commended placements and a fourth in competitions entered. The two senior ensembles performed at the Dance North Festival at Glen Street Theatre to general acclaim. The ensembles also danced at the Centenary Festival Day and the junior jazz and contemporary ensembles performed in the joint dance and drama performance night. All four ensembles were showcased at the annual sports assembly.

In the Sydney Eisteddfod, the senior contemporary were placed third and senior jazz received a highly commended. In the Ultimate Dance Challenge, junior jazz came first in 14 years jazz and senior jazz came first in their section. In the Australian Dance Challenge, the senior contemporary came first in the school group section and the Centenary dance ensemble came second. In the Flame Dance Challenge, junior jazz were first in the school group section and junior contemporary were highly commended.

** Debating and Public Speaking** – the debating program enjoyed great success, particularly in the senior years. Approximately 110 girls were involved in competitive debating workshops with the aim to provide support for the Premier’s Debating Challenge (PDC) competition. Seven teams were entered. The Year 12 debaters won through to the state final of the Hume Barbour competition where they were defeated in a split decision against Sydney Boys High.

The Year 11 debaters won through to the regional semi-final losing in a close debate to eventual state finalists, Manly Selective Campus. The Years 9/10 team progressed to the regional semi-final where they were defeated by Epping Boys High. The Year 7/8 debaters also progressed to the regional semi-final where they were defeated in a close debate against Killarney Heights.
Year 7 and 8 students participated in debates in class in Term 4 culminating in a debating gala day which involved all students debating and learning public speaking skills.

Catherine Ku progressed to the NSW State Final of the Legacy Annual Speaking Competition for secondary school students. Ana Ristich won the school based Year 8 public speaking competition through English classes with Ming-Yee Sun being second and Madeleine Reynolds being highly commended.

**Sport**

Extensive curricular and co-curricular sports programs complement the academically selective profile of the school. These programs are amongst the largest in the region.

**Curriculum Sport**

**Swimming**

Swimming age champions were Annie Gu (12 years), Lydia Cheung (13 years), Ally Cao (14 years), Leah Huang (15 years), Melissa Park (16 years) and Jessica Li (17 years). A large group of girls went onto the regional carnival. The 16 years relay team (Emma Fu, Clare Hu, Melissa Park and Sian Bradley) went on to represent the region at CHS winning a bronze medal. Leah Huang also represented the region at CHS.

**Cross Country**

This event is compulsory for all Year 7 students and open to competitors from other years. Over 300 students from other years joined Year 7 in the school carnival.

Cross Country age champions were Jennifer Wang (12 years), Lena Shi (13 years), Emily Zhong (14 years), Natalie Chen (15 years), Sophie Jiang (16 years), Lucy Qiu (17 years) and Haiqiu Zhu (18 years). Sophie Jiang, Deborah Du, Jade Pan, Stephanie Bian, Lucy Qiu, Alexandra Fraser and Jennifer Wang represented at region. The 17 years team (Deborah Du, Lucy Qiu, Stephanie Bian and Jade Pan) went on to represent the region at CHS, winning a bronze medal.

**Athletics**

The athletics carnival at Homebush was another display of NSGHS spirit. All events had multiple heats and competitors.

Age Champions were Janette Pan (12 years), Yazi Chen (13 years), Renee Hurley (14 years), Carolyn Chen (15 years), Sophie Jiang (16 years) and Mi Dinh (17 years). A large group of students went on to represent the zone at regional with the 12 years relay team (Alexandra Fraser, Tiffany Lin, Janette Pan and Jessica Tang) going on to compete at CHS finishing sixth in the 4 x 100 finals.

**Knockouts**

CHS teams were fielded in hockey, touch football, volleyball, water polo, netball and basketball. Our hockey team reached the regional finals. The basketball team progressed to the third round of the KO with a spirited performance in the elimination rounds at Gosford.
Grade Sport

Grade sport was again played in Terms 2 and 3 against Asquith Girls, Macarthur Girls, Hornsby Girls and Riverside Girls. Teams were fielded in softball, touch football, soccer and netball. The girls proceeded to semis and finals in each sport.

Co-curriculum Sport

The extracurricular sport program continued to grow with the support of the P&C sport committee and parents. 434 girls participated in one or more of the co-curricular sports offered by P&C fostering friendships, teamwork and inter grade relationships. The wide range of sports on offer included netball, basketball, dance, hockey, rowing, snow sports, table tennis, water polo, touch football and tae kwon do. This variety distinguished NSG from many other schools.

Rowing – 19 rowers from Year 7 to 10 participated last season. Whilst the squad enjoyed some medallining success during the season, in particular at the CHS Rowing Championships at SIRC, the highlight was the way each rower strove for her personal best and improved significantly during the season. The purchase of another single scull and increased Monday afternoon training as a sport option gave the squad further opportunities to broaden their training and competition experience.

At CHS, the following girls qualified for the finals:

U15 single scull - Amelia Langley and Summer Menezes; U15 double scull – Amelia Langley, Summer Menezes; Serena Song, Shivanee Gopal; U16 single scull - Simone Tai and Yasmine Salionas; U17 single scull - Joanna Fu, Pele Halas and Iris Chen.

Place getters at the finals were:

1st place U17 quad final - Sofia Mendes, Joanna Fu, Simone Tai, Annabel Ryan and Yasmine Salionas, earning the school this highly prized trophy.

Netball – 24 netball teams formed in the NSGH Netball club, with more than 200 girls participating. 15 teams made the finals with 10 of those teams moving through to the grand finals where four teams finished in first place. Skills development through umpiring developed with the following levels being achieved:

Senior Level 1: Annie Zhao (Year 12), Alice Zhou (Year 11)
Senior Level 2: Jessica Tan (Year 11), Olivia Feng (Year 11), Cordelia Hsu, Crystal Mai, Grace Song, Rachel Kan (Year 10)
Junior Level 1: Neila Litkouhi (Year 10)
Junior Level 2: Audrey Fung (Year 10), Crystal Huang, May May Yang, Jennifer Le (Year 9), Annie Wu, Jess Lawson, Leila Liu, Michelle Shi, Noosha Litkouhi (Year 8).

Basketball – 14 teams with over 125 players participated in competitions. The April basketball camp attracted more than 50 players with Norths once again providing four coaches at the excellent facilities at Narrabeen Sport and Recreation Camp.

Comp 1 saw seven teams make the playoffs with four teams progressing to the June grand finals:

Team results were U18 Division 1 - runners up (Blue Lightning); U18 Division 2 - winners (KillaBees); U18 Division 2 - runners up (Rebels); U16 Division 2 - runners up (Blue Panthers).

NSG were convincing winners in the second year of the Ng and Shierlaw Cup against Sydney Girls High, named after the two basketball coordinators from their respective schools. Over 200 girls from more than 25 teams participate over one evening.

Table Tennis – there was been a big increase in participation with 24 girls playing. The level 1 professional coach helped girls make great progress with their skill levels.
Hockey – six-a-side indoor hockey ran in Terms 1 and 4 and 11-a-side outdoor hockey ran in Terms 2 and 3. Indoor Hockey had 35 girls playing in five teams. Four out of the five teams played in the finals. The first team won both competitions. In outdoor hockey, 18 girls played division 1B of North Shore League. The team consisted of a mixture of Year 7 to 11 and made it right through to the final of the competition.

Water Polo – a team of 10 girls was entered in the senior division of the Year 7-10 competition. They proceeded to the second round of the NSW CHS knockout water polo competition. The girls’ enthusiasm grew with continual improvement being shown throughout the season.

Touch Football – five teams competed – teams fielded were one Year 7, two Year 8, one Year 10 and one Year 11 who competed in the Artarmon competition.

Snowsports – three girls participated in the competition, one for each division. They participated in professional individual private lessons. The girls performed very well in the interschool competition with Natalie Chen (Year 9) coming first in the Redlands Cup and Clare Hu (Year 11) placed fourth. Both girls were selected to compete at CHS.

Other

Chess – the chess club met weekly and some students received coaching sessions during Term 1. Two junior teams (Years 7 and 8) and one intermediate team (Years 9 and 10) competed in the mixed NSW Junior Chess League competition in Term 2. A school team also competed in the one day annual Secondary Girls Team Challenge and received second place.

Duke of Edinburgh - this program was sponsored by the P&C and involved many girls upwards from Year 9. There were 134 bronze, 33 silver and 15 gold participants with 28 bronze, 17 silver and five gold awards being completed. Nancy Chen, Chloe Coop, Mi Dinh and Iris Lo were presented with their medals by the Governor of NSW, His Excellency General the Hon. David Hurley AC DSC (Retd).

High Resolves - through social awareness, advocacy and practical school and community based projects, this program promotes global citizenship. The theme is Our World, Our Choice. Year 8 completed a two day module on collective identity and social justice which aims to broaden the students’ view of the world and encourage acceptance of all people. All of Year 9 completed a module on collective action and conflict resolution before their school-based projects began. They focused on individual wellbeing and a happy, stable outlook on life. They presented a program to the Year 7s promoting strategies for resilience, early recognition of stress and anxiety, positive self-affirmation, domestic violence, the environment and social inclusion. Year 10 engaged in a global leadership program with leadership skills and project management reinforced through a community project. Aided by mentors from Deloittes, their campaign focused on homelessness. 65 students were trained to serve with St Vincent de Paul on their breakfast program. A promotional video and social media campaign were created, along with a collection of donated clothing given to St Vincent de Paul for further distribution.

Girls were surveyed on the effectiveness of the program on their experiences and opportunities for leadership development.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Bad</th>
<th>Very Bad</th>
<th>Good</th>
<th>Very Good</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>As an experience for learning about leadership</td>
<td>7</td>
<td>7%</td>
<td>97</td>
<td>93%</td>
<td>104</td>
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<tr>
<td>As an experience for learning about my role in creating social change</td>
<td>16</td>
<td>15%</td>
<td>88</td>
<td>85%</td>
<td>104</td>
</tr>
<tr>
<td>As an experience for learning about how to run and plan a social action project</td>
<td>6</td>
<td>6%</td>
<td>98</td>
<td>94%</td>
<td>104</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience</th>
<th>Disagree &amp; Strongly Disagree</th>
<th>Strongly Agree &amp; Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can be an effective leader even if I am not an expert in every element of leadership.</td>
<td>3 3%</td>
<td>101 97%</td>
<td>104</td>
</tr>
<tr>
<td>I believe that I can build upon the strengths I have to become a more effective leader.</td>
<td>3 3%</td>
<td>101 97%</td>
<td>104</td>
</tr>
<tr>
<td>I am ready and willing to start the next phase of my leadership journey</td>
<td>9 9%</td>
<td>94 91%</td>
<td>103</td>
</tr>
</tbody>
</table>

History - Year 9 students ran an Anzac Day commemorative assembly with evocative speeches and poetry. Year 10 students visited Canberra to investigate the Australian War Memorial, National Museum, Parliament House, and Reconciliation Walk. Year 9 elective history visited the Australian National Maritime Museum, while Year 9 mandatory history visited the Sydney Jewish Museum.
In history debating, Christine Jiang, Sophie Jiang and Jessie Zhuang were narrowly beaten by the eventual winners of Sydney University’s Debate The Future of America series.

Catherine Ku was the NSW runner up for the Simpson Prize, a national essay competition for Year 9 and 10 students focusing on the significance of ANZAC Day.

In the What Matters? essay competition sponsored by The Whitlam Institute, Dana Tribbia won the Year 9/10 category.

Languages Other Than English (LOTE) – language students competed in the World Language Perfect competition which tests vocabulary learning in French, German, Latin, Japanese and Mandarin. NSG’s achievements were second in overall global ranking out of 1152 schools, second in Australia out of 778 schools, first overall in NSW, first overall in the 501 – 1000 students category, overall first in Latin, second for Chinese, fourth for French and eighth for Japanese. For individuals, there were nine elite awards (10000 plus points), 76 gold (3000 plus points), 43 silver (2000 plus points) and 87 bronze (1000 plus points) awards.

In Japanese, all Years 8 - 11 elective students were entered into the 2014 Australia-Japan Relations Essay Contest. North Sydney Girls High School was awarded 2014 School of the Year. Eight prizes were won including first prize in the senior division to Emily Kim. Carey Guo achieved an outstanding award in the Junior A division. Six students were highly commended.

In the NSW Japanese Language Speaking contest, Lisa Wei was second in the senior division state final. In the 2014 Japan Foundation Art Speaks competition, NSGHS was first and second in the middle school division. Jennifer Choi, Melissa Chu, Bora Hyoung, Madeleine Kwong, Megan Miranda and Serine Yau were all awarded prestigious two week scholarships as part of the Japanese government’s Jenesys 2.0 program to Japan in May 2014.

The following students participated in foreign exchanges - Katherine Katchalova, Amanda Han, Lily Wu and Weijin Min (Germany), Julia Forkgen and Jodi Hui (France) and Annie Zou, Marjory Jiang and Jessica Yang (Italy). NSGHS Latin students participated in two international competitions conducted annually by the American Classical League and undertaken by over 146,000 students worldwide. The exams cover grammar, vocabulary, Roman culture, mythology, derivatives and translation abilities (see later). Stella Slack was awarded first place for prose in the Classical Languages Teachers’ Association Year 9 reading competition, Edwina Stephenson gained third place for poetry and Year 9 Latin came second in the choral recitation.

The Classical Association of NSW conducts an annual Latin and Greek reading competition. For this highly-contested competition students study extracts of poetry and prose for recitation before judges at the University of Sydney. Danille Encarnacion, Medha Gupta, Eva Chiu and Catherine Leung were all highly commended.

Our school also participated in the Kevin Lee Latin Quiz in which student teams compete against other high schools and have to answer a range of questions on grammar, culture and derivatives. Our combined Year 7- 10 team came second.

Philosophy – in the sixth NSW Philosothon, Larissa Steele, Myurie Wijayakumar and Edwina Stephenson competed. Larissa and Edwina won their divisions and Myurie came a close second in the Year 10 division. The NSG team won best school competing against 22 state and private schools. In the Australasian Philosothon, Fern Mei Sim, Sally Wang, Medha Gupta, Isobel Xu, Tegan Field, Larissa Steele, Myurie Wijayakumar and Edwina Stephenson helped make NSG the winning school competing against 15 Australasian schools.

Social Science – five Year 11 students were selected as guests of the UNSW Australian School of Business at the Capital W Finance annual dinner. Jessie Zhuang was awarded a UBS Finance Academy scholarship. Year 11 students attended the B.Inspiring Law and Leadership Conference at Sydney University.

Year 10 commerce students participated in the ASX stock exchange game. Year 9 Commerce students organised a business trade day competing against each other to raise over $1853 for The Children’s Hospital at Westmead. An HSC economics study day was held with NSB and
Years 10 - 12 were involved in the annual school careers day.

In the *Education Perfect Social Sciences Championships*, NSG was globally ranked 32nd out of 684 schools, 26th overall in Australia, ninth overall in the 501 – 1000 student category and seventh overall in NSW.

**Mock Trial and Mediation** - twelve legal studies girls participated in the mock trial competition proceeding to Round 2. Year 10 students competed in the NSW Law Society mock mediation competition.

**Student Wellbeing** – annual camps were held for Year 7 at Collaroy, Year 9 at Somerset and Year 11 at Vision Valley. There was a shift in the organization for peer support with Year 9 being trained and selected as peer support leaders upon becoming Year 10 in 2015. Years 7-10 were involved in wellbeing days participating in a range of activities and events which promoted year cohesion and personal resilience.

Other wellbeing programs involved project achieve for Year 7, an introductory program designed to introduce students to the importance of organization, persistence, and emotional resilience. Mentoring was provided through big sister, little sister for Years 11 and 8 and peer support with Years 11 and 7, and a new pilot mentoring for success program which paired Year 9 and 7 students to develop study planning and management. The Year 12 teacher student mentoring program provided one-on-one support for HSC students. Year 12 took part in a number of stress management workshops and activities. The Year 11 Crossroads program included workshops on topics such as alcohol and other drugs, sex and sexuality and relationships.

**Student Voice and Leadership** – the prefects (Year 12), the SRC (Years 7-12), charities council/social justice and High Resolves continued as the four pillars of student voice. All groups and their activities were coordinated by the Prefect-led Liaison Council with an emphasis on forward planning and communication through new dedicated display boards. There was an increase in student voice activism and participation, especially in Centenary events. An inaugural U (United) Week allowed all groups to participate in themed advocacy days culminating in a debate between the Model UN and Forum students groups on the topic “that Australia should send military advisers to Iraq”. Survey feedback confirmed the value students place on the diversity and inclusivity of student groups.

<table>
<thead>
<tr>
<th>Group Highlights</th>
<th>Key Roles and Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prefects</strong></td>
<td>Traditional duties and modelling of leadership qualities. Organised the blood drive and the <em>Prefects’ Annual</em>. Coordinated Year 12 study buddies, holiday workshops and welcomed Year 7s at Meet the Prefects. Attended combined schools Camping for Cancer event and promoted more student versus teacher events.</td>
</tr>
<tr>
<td><strong>SRC</strong></td>
<td>Expanded role of representing student needs to the year adviser and school executive. Highly successful Centenary Mocktail Night with over 200 attending and keynote speakers including Supreme Court Judge Lucy McCallum. Promotion of student wellbeing through dances, trivia nights, activities and assemblies.</td>
</tr>
<tr>
<td><strong>Charities Council</strong></td>
<td>Record-breaking Charities Day fundraising targeting local, national and global charities. Pink Breakfast in support of National Breast Cancer Foundation. Coordinated inaugural UWeek. Junior Council bake sale for Hands Across the Water. Wear it Purple tie-dye and mufti day in support of LGBTIQA young people. Over $8,000 raised for the North East Rusalpur School in Bangladesh.</td>
</tr>
<tr>
<td><strong>High Resolves</strong></td>
<td>Expanded programs involving Years 8 - 10. All Year 9 participated in school based project targeting Year 7. Major campaigns on student issues and global issues.</td>
</tr>
<tr>
<td><strong>ROAR</strong></td>
<td>New animal rights group initiated by Year 7s and mentored by Year 11 and 12. Campaigns on battery chicken farming and endangered animal hunting in Africa, raised awareness and money through mufti days and assembly presentations.</td>
</tr>
<tr>
<td><strong>SHOUT</strong></td>
<td>Fundraising for national and international children’s charities. Support of Blue Dragon targeting funds to stop child trafficking in Vietnam. U Week focus on Save the Children. UNICEF emergency relief awareness and funds raised in Term 4.</td>
</tr>
</tbody>
</table>
Amnesty  Campaigns on human rights issues such as Human Rights Day photo challenge, mufti days and bake sales linked to assembly addresses. Links continued with old girls at the University of Sydney.

Gen Earth  Practical environmentalism through hosting an inter-school Sustainability Council conference for the North Sydney area, organising, distributing and emptying new recycling bins, with the generous support of North Sydney Council, and supplying bioware for Centenary events.

Women’s Collective  International Women’s Day assembly advocating for women’s rights and raising money for White Ribbon Day. Domestic Violence project with NSB. Weekly workshops on gender issues.

4C  Advocacy and fundraising on water conservation and the environment, and assistance given to other groups with their campaigns.

Forum  Student led forums on political social and cultural topics. Expert visit from Sydney University academic Dr David Smith on ISIS. Coordinated the Centenary Q&A on feminism.

Model UN  Success in Model UN activities at Sydney University, NSW state conference and two representatives at national conference.

Fine Print  Revitalized student thematic journal published twice per term integrating articles, creative writing drawings, poetry and humorous pieces.

MaxPotential  Eight girls involved in a 22 week community leadership and mentoring program with Norths Club.

Shave for a Cure  Led by Fern Mei Sim, this group raised $18,309, the most ever at NSG, and in the top 30 of all groups in Australia. They were recognized at a gala event in NSW Parliament House.

World Vision  In-school workshop on leadership and philanthropy and fundraising.

**Charities** – the following charities were supported by various student groups within the school reflecting priorities set for 2014:

<table>
<thead>
<tr>
<th>Charity</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>North East Rusalpur (Bangladesh)</td>
<td>8361</td>
</tr>
<tr>
<td>World Vision</td>
<td>4057</td>
</tr>
<tr>
<td>UNICEF</td>
<td>3892</td>
</tr>
<tr>
<td>Sydney Children’s Hospital</td>
<td>1853</td>
</tr>
<tr>
<td>Stewart House</td>
<td>1695</td>
</tr>
<tr>
<td>Medecins Sans Frontieres</td>
<td>1695</td>
</tr>
<tr>
<td>Model UN</td>
<td>1145</td>
</tr>
<tr>
<td>Animals Australia</td>
<td>841</td>
</tr>
<tr>
<td>Oxfam Australia</td>
<td>821</td>
</tr>
<tr>
<td>St Vincent de Paul</td>
<td>620</td>
</tr>
<tr>
<td>Wear it Purple</td>
<td>387</td>
</tr>
<tr>
<td>Salvation Army</td>
<td>323</td>
</tr>
<tr>
<td>Animals Welfare (ROAR)</td>
<td>279</td>
</tr>
<tr>
<td>beyondblue</td>
<td>263</td>
</tr>
<tr>
<td>Greening Australia</td>
<td>263</td>
</tr>
<tr>
<td>Tutti Arts</td>
<td>263</td>
</tr>
<tr>
<td>Save the Children Australia</td>
<td>263</td>
</tr>
<tr>
<td>UN Women Australia</td>
<td>263</td>
</tr>
<tr>
<td>Hands Across the Water</td>
<td>230</td>
</tr>
<tr>
<td>Blue Dragon Foundation</td>
<td>253</td>
</tr>
<tr>
<td>Indigenous Literacy</td>
<td>161</td>
</tr>
<tr>
<td>Other</td>
<td>183</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28111</td>
</tr>
</tbody>
</table>

**Volunteering** – many students participated in the Premier’s Volunteering scheme. Black Opal awards (150 hours or more) were earned by Louise Lu and Crystal Mai. Diamond awards (80 hours or more) were earned by Priscilla Chen, Jacqueline Liang, Melissa Liu and Hannah Nie. Year 9 girls raised an impressive $31,910.00 for Legacy in their annual appeal.
Academic achievements

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 representing increasing levels of skills and understandings.

Year 7: from Band 4 (lowest) to Band 9 (highest)
Year 9: from Band 5 (lowest) to Band 10 (highest)

Statistically similar groups (SSG) values are calculated using the 2013 Index of Community and Socio Economic Advantage (ICSEA) scales provided by the Australian Curriculum and Reporting Authority (ACARA).

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy
Essential Secondary Science Assessment (ESSA)

This Year 8 test provides a snapshot of capabilities in various scientific domains.

<table>
<thead>
<tr>
<th></th>
<th>Level 3 &amp; 4 %</th>
<th>Level 5 %</th>
<th>Level 6 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (overall)</td>
<td>7.6 13.6</td>
<td>64.4 72.8</td>
<td>27.7 13.6</td>
</tr>
<tr>
<td>Extended response tasks</td>
<td>21.7 71</td>
<td>56.4 27.9</td>
<td>21 2</td>
</tr>
<tr>
<td>Knowing and understanding</td>
<td>9.4 12.2</td>
<td>57 64.6</td>
<td>34 22.4</td>
</tr>
<tr>
<td>Communicating scientifically</td>
<td>13.9 6.8</td>
<td>33.6 31.3</td>
<td>53 61.9</td>
</tr>
<tr>
<td>Working scientifically</td>
<td>19.8 34</td>
<td>43.4 49.7</td>
<td>42.9 14.3</td>
</tr>
</tbody>
</table>
**Higher School Certificate (HSC)**

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

Statistically similar groups (SSG) values are calculated using the 2014 Index of Community and Socio Economic Advantage (ICSEA) scales provided by the Australian Curriculum and Reporting Authority (ACARA).

The performance of the cohort was outstanding, confirming the school as one of the highest performing schools in the state. 56% of achievements were Band 6.

Vaishnavi Calisa, Katrina Chau, Ann Wen and Marina Zhang were joint duxes with ATARs of 99.95, the highest rank possible. Across the state there were 47 maximum scores with 14 of these being female. Four of these 14 were from NSG.

Based on estimates*, there were 39 students (25.4%) who attained an ATAR rank of 99 - 99.95. 24% attained an ATAR rank of 98 - 98.95, 10% gained an ATAR rank of 97 - 97.95 and 15% gained and ATAR rank 95 - 96.95. 89.5% of students achieved an ATAR rank of 90 or above. The median ATAR rank was 97.88 and the mean was 95.85.

* ATAR ranks are not supplied to the school and many ranks have been externally estimated based on trend data.

A total of 43 girls were all-rounders achieving Band 6 results in their best 10 units of study. Congratulations to Michelle Bai, Jessica Bi, Vaishnavi Calisa, Garnet Chan, Katrina Chau, Felicity Cheng, Ann Dai, Sandy Deng, Lillian Dong, Kerri Foweraker, Tina Gao, Viktorya Gerova, Emily Huang, Lisa Huang, Patty Huang, Si Si Jia, Celine Kok, Rebecca Kwan, Claire Li, Rebecca Li, Adele Liu, Yutong Niu, Michelle Ou, Jade Pearson, Nirodhi Premachandra, Parami Premachandra, Prashanthi Raviraj, Thea Ross, Shivani Sankaran, Valerie Schlosberg, Sue-Mae Siow, Liliana Tai, Grace Tang, Lily Tao, Ann Wen, Sally Wong, Stephanie Wong, Sarah Wu, Susie Yu, Marina Zhang, Meggie Zhang, Haqiq Zhu and Ba Ying Zou.

Outstanding individual achievements included students who received mention in the Board of Studies top achievers list for outstanding subject placing. In English advanced, Sharon Hu was first and Marina Zhang was second in the state. In Japanese continuers, Tina Gao was first in the state and Sandy Deng was third in the state. In biology, Stephanie Wang was ninth, Sharon Chen was 16th and Susie Yu was 18th in the state. Vaishnavi Calisa was first in mathematics extension 1, second in mathematics extension 2 and second in chemistry in the state. In society and culture, Ann Wen was second and Liliana Tai was 10th in the state. In food technology, Garnet Chan was sixth in the state.

All students in music 2 and extension music earned Band 6/E4 results. In English advanced (159 candidates), 57.2% of students achieved Band 6, English extension 1 (131) 53.4% achieved Band E4, mathematics 2U (74) 73% achieved Band 6, mathematics extension 1 (27) 73.2% achieved Band E4, mathematics extension 2 (72) 75% achieved Band E4, ancient history (11) 63.6 achieved Band 6, history extension (16) 50% achieved E4, French continuers (10) 90% achieved Band 6, Latin continuers (12) 58.3% achieved Band 6, visual arts (11) 81.8% achieved Band 6, food technology (6) 66.6% achieved Band 6 and in PDHPE (7) 71.4% achieved Band 6 (see later graphs).

Bodies of works by Marina Zhang, Sumi Shin and Annie Zhao were nominated for ARTEXPRESS with Marina’s work *Gathering Fuel in Vacant Lots* and Sumi’s *Starts in the Shire* being selected for exhibition at the Armory Gallery, Homebush. HSC music *Encore* nominations included Jacqueline Pan (music 2 composition) and Anna Cao (music 2 composition and extension performance).

Valerie Schlosberg earned second in the History Teachers’ Association prize for the best 2014 American studies history extension project. Danielle Huang’s English extension 2 short story was nominated for Showcase, the anthology of exemplary works in this course.

For the Personal Interest Projects (PIPS), the Society and Culture Association awarded high distinctions to Viki Gerova and Vanessa Anthony (eight awarded across NSW) and a distinction to Jasleen Chew (10 awarded across NSW).
The following table indicates nine out of 17 subjects with cohorts of 10 or more improved over their school average for the last five years.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Ave 2010-2014</th>
<th>SSG 2014</th>
<th>State DEC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>89.1</td>
<td>87.6</td>
<td>84.7</td>
<td>69.1</td>
</tr>
<tr>
<td>Biology</td>
<td>87.7</td>
<td>88.0</td>
<td>84.2</td>
<td>70.2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>88.3</td>
<td>87.8</td>
<td>84.2</td>
<td>75.4</td>
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<tr>
<td>Economics</td>
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<td>84.3</td>
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<tr>
<td>English (Advanced)</td>
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<td>80.1</td>
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<td>English Extension 1</td>
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<td>82.9</td>
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<tr>
<td>English Extension 2</td>
<td>85.4</td>
<td>85.2</td>
<td>83.4</td>
<td>77.0</td>
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<tr>
<td>Information Processes and Technology</td>
<td>89.7</td>
<td>88.6</td>
<td>87.0</td>
<td>72.1</td>
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<tr>
<td>Legal Studies</td>
<td>82.6</td>
<td>85.9</td>
<td>86.9</td>
<td>70.4</td>
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<tr>
<td>Mathematics</td>
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<td>89.9</td>
<td>86.6</td>
<td>77.3</td>
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<tr>
<td>Mathematics Extension 1</td>
<td>91.8</td>
<td>90.9</td>
<td>85.8</td>
<td>81.8</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>91.2</td>
<td>90.5</td>
<td>86.2</td>
<td>82.8</td>
</tr>
<tr>
<td>Modern History</td>
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<td>88.2</td>
<td>85.7</td>
<td>72.2</td>
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<tr>
<td>History Extension</td>
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<td>87.8</td>
<td>83.7</td>
<td>77.3</td>
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<tr>
<td>Physics</td>
<td>84.2</td>
<td>85.3</td>
<td>82.2</td>
<td>73.2</td>
</tr>
<tr>
<td>Society and Culture</td>
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<td>92.0</td>
<td>90.2</td>
<td>76.0</td>
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<tr>
<td>Visual Arts</td>
<td>93.6</td>
<td>92.1</td>
<td>88.4</td>
<td>76.4</td>
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</table>

2014 KLA Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>School % Band 6/Ext 4</th>
<th>School % Band 5/Ext 3</th>
<th>State % Band 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>64</td>
<td>27</td>
<td>33</td>
</tr>
<tr>
<td>Biology</td>
<td>49</td>
<td>38</td>
<td>28</td>
</tr>
<tr>
<td>Chemistry</td>
<td>39</td>
<td>56</td>
<td>46</td>
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<tr>
<td>Economics</td>
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<td>45</td>
</tr>
<tr>
<td>English (Advanced)</td>
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<td>36</td>
<td>59</td>
</tr>
<tr>
<td>English Extension 1</td>
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<td>45</td>
<td>93</td>
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<tr>
<td>English Extension 2</td>
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<td>Food Technology</td>
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</table>
Z scores measure the differential of school performance to state performance (school mean minus state mean divided by state standard deviation). All courses were higher or significantly higher than the state. Large candidatures provided more reliable Z scores.

By definition, state average value added is zero. A combine Year 9 reading and numeracy score has been used as the starting point for the calculation of relative performance. The low performance range indicates students who averaged Bands 5,
6 and 7 in the Year 9 NAPLAN. The middle performance range indicates students who averaged Band 8 and the high performance range indicates students who averaged Bands 9 and 10. No students performed in the lower two bands. Residual data is based on HSC marks converted to the UAC scale.

Other achievements

Competitions

Australian Mathematics Competition
All Year 7-11 students participated in this competition. Kara Wong (Year 7), Merry Chu (Year 8) and Sarah Tan (Year 10) were awarded prizes. These students were invited to attend a follow-up mathematics enrichment session.

A further 36 students earned high distinctions and 359 students earned distinctions. Participation in the competition was voluntary for Year 12 students. Vaishnavi Calisa was awarded a prize, and there were two high distinctions and 10 distinctions awarded. 14 students earned results in the 100th percentile of their year group.

UNSW School Mathematics Competition
This rigorous competition requires highly developed mathematical skills and lateral thinking. Eight students from Years 9 and 10 participated in the junior division of this competition and 18 students from Years 11 and 12 were invited to compete in the senior division. Annabelle Evans was awarded a distinction in the senior division and Vaishnavi Calisa earned 2nd prize. Five students earned credit achievements.

Mathematics Challenge
The Mathematics Challenge is a problem solving activity for talented mathematics students in Years 7-10. 110 students were entered. High distinction awards were won by eight students in the junior division (Years 7 and 8) and eight students in the intermediate division (Years 9 and 10). Another 30 students were awarded distinctions.

Mathematics Enrichment Competition
67 students participated in this competition which is designed to foster interest in mathematics by solving challenging mathematical problems through learning new concepts or problem solving techniques and then attempting to solve related or similar problems at home. Nine students were awarded a distinction.

Australian Intermediate Mathematics Olympiad
Eighteen students from Year 9 and 10 were invited to participate in this competition. The Olympiad is a four hour examination and the results are used by the Australian Mathematics Trust to pick candidates for Australia’s Mathematical Olympiad team. Students who distinguish themselves in this competition may be considered for “invitation only” events, including enrichment classes and training schools. Jessica Lu (Year 10) and Zhiyi Ma (Year 10) were awarded distinctions in this competition.

Mathematics Olympiad
Vaishnavi Calisa (Year 12) was invited to participate in the Australian Mathematical Olympiad where she was awarded silver. Based on this result, she was then invited to participate in the Asia Pacific Mathematics Olympiad where she was awarded bronze.

English Competition (ICAS)
738 students participated. 66 high distinctions (9%) and 308 distinctions (42%) were awarded. Annabelle Evans and Julia McNamara were UNSW medallists both achieving the top score in the Year 11 age division of the English test.

Year 7 (146 candidates)
High Distinctions – 6%
Distinctions – 39%
Highest mark - 50/55
Average mark – 41.4/55

Year 8 (146 candidates)
High Distinctions - 8%
Distinctions - 43%
Highest mark - 52/55
Average mark – 41/55
Science Competition (ICAS)

598 students participated and were awarded 33 high distinctions (6%) and 255 distinctions (43%).

Year 7

*High Distinctions* (8) – Sophia He, Joanna Hua, Sophia Li, Kasturi PK Kunalan, Fiona Shen, Kim Sun, Amee Wu, Jenny Zeng
*Distinctions* – 45%

Year 8

*High Distinctions* (6) – Victoria Tang, Tanya Bareja, Julia Jin, Celina Mak, Ada Mo, Katie Tran
*Distinctions* – 40%

Year 9

*High Distinctions* (10) – Farihah Alam, Melody Chen, Lara Dodd, Wenbo Guo, Emily Kim, Jeanne Shu, Selina Sun, Caroline Xu, Margaret Zhang, Jennifer Zhou
*Distinctions* – 44%

Year 10

*High Distinctions* (6) – Lucia Chen, Joanna Huang, Zhiyi Ma, Isabel Xu, Wendy Yang, Amy Yu
*Distinctions* – 39%

Australian National Chemistry Quiz

677 students participated earning 14 plaques, 96 high distinctions and 186 distinctions

Plaques (perfect or near perfect scores)

Diana Chen, Katherine Ecob, Joanna Huang, Amelia Langley, Nicole Liu, Nancy Zhao, Esther Zhong, Victoria Zhou, Yasmin Johnson, Edwina Stephenson, Annabelle Yin, Illian Yuan, Sophie Hu, Deborah Du

Year 7

High Distinctions - 9%
Distinctions - 28%

Year 8

High Distinctions - 16%
Distinctions - 32%

Year 9

High Distinctions - 11%
Distinctions - 29%

Year 10

High Distinctions - 16%
Distinctions - 15%

Year 11

High Distinctions – 20%
Distinctions – 33%

Science Olympiads

A small number of students are selected to be in an Olympiad team from the school. Year 10 and 11 students chose to participate in the training program at North Sydney Girls High.

The following awards were received from the Olympiad qualifying exams.

**Gold** (and summer Olympiad School invitation): Annabelle Evans (Physics), Lisa Wei (Chemistry)

**Silver**

Anabelle Evans (Chemistry), Isabel Xu Chen (Physics), Lisa Wei (Physics)

**Bronze**

Karen Ma (Chemistry), Serine Yau (Biology)
Computer Skills Competition

23 Year 10 candidates
High Distinctions - 2
Distinctions - 15
Highest mark – 38/45
Average mark – 31.8/45

Computational Linguistics

Australia - ninth in the senior division and first in the NSW (South) division (Sally Wang, Serine Yau, Lisa Wei and Catherine Leung).

LOTE

Australian Language Competence tests

The ALC comprises listening and reading tests which are offered at three competency levels: Certificate 1 listening; Certificate 2 listening and reading and Certificate 3 listening and reading for students who have completed between 200 and 300 hours of prior learning.

Japanese

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<td>Certificate 3 (Year 11) Listening</td>
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<tr>
<td>Certificate 2 (Year 10) Reading</td>
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<td>Certificate 2 (Year 10) Listening</td>
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<td>Certificate 1 (Year 9) Listening</td>
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French

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<tr>
<td>Certificate 2 (Year 10) Listening</td>
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<tr>
<td>Certificate 1 (Year 9) Listening</td>
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</table>

Chinese

Latin Examination (American Classical League)

54 entries from Years 9-12

Gold medallion (100% score) - four Year 9, three Year 10, three Year 11 students and three Year 12 students
Gold medallions (95% - 99%) - seven Year 10, five Year 11, three Year 12 students
Silver medallions (90 – 94%) – three Year 10, two Year 11, six Year 12 students.

Medals are not awarded for Year 9 but 15 girls received certificates for outstanding achievement in introduction to Latin.

Significant programs and initiatives – Policy and equity funding

The school resource allocation model (RAM) provided $3900 to compensate for socio-economic disadvantage. Upon application, these funds were used to assist families experiencing difficulty in resourcing essential school education needs for their daughters.

Aboriginal education

Programs in various KLAs educate students in Aboriginal history, culture and contemporary Aboriginal Australia consistent with the Aboriginal education policy of the DEC. The school includes acknowledgement of country in formal gatherings and assemblies. A smoking ceremony was incorporated into the official opening assembly of the Centenary. The Centenary music tour of central and northern Australia promoted greater cultural understanding between indigenous and non-indigenous Australia.

Multicultural education and anti-racism

Contemporary multiculturalism was recognised in curriculum programs and the active promotion of an inclusive learning environment. Celebration of culture through food and events complemented deeper understandings of the importance of culture to personal and national identity.
Learning and Support

The learning and support team developed new systems and procedures to support identification and strategic support of students with learning needs. School policy was confirmed, a whole school referral system was implemented and channels of communication improved. Improved case management strategies included streamlined liaison between the school and parents, health care plans, learning assistance plans and return to school plans for serious cases.

Staff who have wellbeing roles were trained in welfare resourcing including all year advisers undergoing “accidental counsellor” training and youth mental health first aid courses. The allocation of $24000 was used for course costs, professional learning providers and teacher relief.

Other significant initiatives

Values education

The school places great importance on holistic learning and values education. Global citizenship values and 21st century fluencies permeate all curriculum and co-curriculum programs. A values continuum from Year 7 to senior years emphasizes development from awareness to understanding and empathy and finally advocacy. Cross curricular programs and student voice activities are broadly aligned with the values continuum.

Peer mentoring pilot program

A goal of the school management plan was to enhance student self-efficacy through improved relationships between different year cohorts. A pilot program targeted 14 Year 7 mentees who identified through survey data as being able to benefit from mentoring and Year 9 mentors identified through teacher judgement as potential leaders and guides. The program consisted of five formal sessions and student initiated informal sessions. It focused on planning and study management skill development. All but two Year 7 girls reported an improvement in planning with an average improvement of 8.2% for the sample. All but one Year 7 girl reported an improvement in study management with an average improvement of 9.4% for the sample.

Qualitative data from Year 9 was positive with all girls reporting that through mentoring these skills they had improved their own planning and study management efficacy. The success of the pilot has ensured it will be expanded in coming years.

Motivation and engagement longitudinal study (Andrew Martin data)

Included in the school management plan was the goal of a 10% improvement in students’ motivation and engagement levels from comparative 2013 data for Year 7. Surveys for Year 7 were conducted at a different time to previous data collections making comparisons unreliable. The data sets were based on Andrew Martin’s study of adolescent students using his motivation and engagement wheel.

Terms used in the Motivation and Engagement Wheel

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<tr>
<th>BOOSTER THOUGHTS</th>
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<td>BOOSTER BEHAVIOURS</td>
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<td>Planning</td>
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<td>Task Management (Study Skills)</td>
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<td>Persistence</td>
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<td>Anxiety</td>
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<td>GUZZLERS</td>
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<td>Self-sabotage</td>
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<tr>
<td>Disengagement</td>
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</table>

![BOOSTER T-Score AVG Comparison](image)
The same cohort was sampled in Year 7 (2013) and Year 9 (2015) and comparisons were made. Figures for boosters were above sample average for both samplings except in the valuing of school by Year 9 students. The difference is significant for this area. The greatest area of similarity was in the focus placed on learning. Figures compared to the previous cohort indicate a devaluing of school.

Figures for mufflers were worse than sample average for both samplings in anxiety. Engagement is still a concern as the sample progressed to Year 9. Figures compared to the previous cohort indicate increased levels of disengagement.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Quantitative and qualitative data through surveys and focus groups
- External test results (HSC)
- Participation and activity rates

School planning 2012-2014:

Priority 1 - Curriculum and assessment

Outcomes from 2012–2014

- Developing and/or revising curriculum programs for Years 7-10 within the Australian Curriculum framework aligned with the school learning model
- Defining relationships between curriculum and school values for Years 11-12
- Implementation of a range of cross curricular authentic assessment practices for Years 7-10
- Expansion of explicit teaching as a formally embedded pedagogical framework all years.

Achievement of outcomes and targets in 2014:

- All KLAs Year 7 - 10 programs have been revised and written in the new format to align with the new Australian curriculum
- All subjects gave at least one authentic assessment task per year group and incorporated it into assessment schedules
- Student survey results confirmed an improvement in satisfaction ratings for the Year 10 Agents of Change project from 81% to 90%, easily exceeding the target of 2% improvement. Year 7 – 9 students were not surveyed.
- The HSC Band 6 results target of a 1% improvement was exceeded comfortably with an improvement from 54.1% to 56%

Strategies to achieve these outcomes in 2014:

- Professional development and ongoing reviews to ensure programs were collaboratively revised by all KLAs incorporating big questions and core understandings
- Review and alignment of cross curricular projects for each year group with the values continuum. Incorporation of student self-reflection in projects
- Planning and implementation of cross curricular programs between Year 10 English and science, Year 7 mathematics and languages, Year 9 visual arts and music and Year 7 geography and history. Plans for Year 7 PDHPE and TAS subjects are to be implemented in 2015
- Expansion of explicit teaching practices in all KLAs through use of exemplars, modeling, professional sharing in staff and executive presentations and reviews
- Detailed analysis of BOSRAP and SMART data to “backward map” explicit teaching addressing areas for development
- Participation by some staff in online Harvard Graduate School of Education courses within a peer coaching framework and involvement with external professional development providers.
Priority 2 - Engagement and attainment

Outcomes from 2012–2014

- Introduction of targeted learning support to students through the Every Student, Every School initiative
- Expansion of opportunities for student voice and leadership
- Whole year acceleration in targeted subjects
- Development of a whole-school ‘roadmap’ document to strategically coordinate wellbeing and student support strategies currently operating within the school.

Achievement of outcomes and targets in 2014:

- Improved targeted learning support for identified students through interventions by the learning and support team. Identification and monitoring of students led to improved academic and social outcomes evidenced in semester reports and teacher feedback
- Society and culture HSC results for the accelerated cohort are due in 2015
- Student motivation and engagement from Year 7 to 9 did not improve based on Andrew Martin survey data
- Intended ongoing student recording of participation in curriculum, co-curriculum and metacognitive programs was limited to merit scheme and school reference recordings
- Intended metacognitive workshops for all students were only implemented for Stage 6
- Surveys to benchmark student voice and leadership perceptions were not completed uniformly. Surveys and reviews were conducted within some student groups

Strategies to achieve these outcomes in 2014:

- Support for identified students with learning needs through specific interventions and a co-ordinated approach between wellbeing staff and classroom teachers
- Close monitoring of accelerated society and culture student progress
- Implementation and refinement of the student wellbeing roadmap from Years 7 to 12 to ensure maximum efficacy of programs. This document sets a scope and sequence for wellbeing activities complementing classroom teaching
- Extension and refinement of the Year 12 teacher/student mentoring program and improvement of access to alumni for mentoring
- Introduction of a new merit scheme which incorporates academic achievement, participation in co-curricular activities and allows for deep reflection upon the learning process
- Implementation of a developmental scope and sequence across all years of metacognitive skills and social/ emotional skills
- Expansion and refinement of student voice and leadership opportunities and communications within the school

Priority 3 - Quality learning environment

Outcomes from 2012–2014

- Piloting of a vertical peer tutoring program to enhance student wellbeing and engagement
- Enhanced use of the school’s online learning management portal (Scholaris)
- Development of Bring Your Own Device (BYOD) technology infrastructure to improve student outcomes and equity.

Achievement of outcomes and targets in 2014:

- All Year 7 - 10 students were given access to Scholaris for recording their co-curricular activities towards the merit scheme
- Students evaluated the pilot peer mentoring scheme very positively ensuring its expansion in 2015
- All staff and students integrated laptop computers effectively in classroom teaching and learning

Strategies to achieve these outcomes in 2014:

- Professional learning opportunities for staff to be upskilled in Scholaris software applications and the reporting program
- Develop a pilot program of peer mentoring targeting Year 7 students who have been identified as needing support and Year 9 students who have potential mentoring and leadership skills
- Streamline assessment schedules and practices to reduce stress and anxiety.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.
Focus groups for exiting Year 12 students expressed overall high satisfaction levels with the quality of teaching, the school learning environment and the support afforded. They emphasized the value of classes where explicit and structured teaching complemented explicit and structured feedback. The use of Scholaris as a learning tool was mixed with respondents appreciating its potential but lamenting its limited speed and functionality. The establishment of peer-initiated study groups was generally effective but staff moderation was appreciated for some subjects. The teacher-student mentoring program was seen as a mixed success. Greater counsellor access was sought.

Parent feedback indicated overall satisfaction with the quality of teaching and learning and improvements in physical facilities. Centenary celebrations were lauded. Parents were highly appreciative of co-curricular opportunities afforded their daughters. Improvements in administrative procedures were noted with further changes being desired.

Staff feedback is encouraged in regular staff meetings, development days and involvement in school decision making. Positive staff morale is reflected in the widespread staff involvement in, and commitment to, co-curricular activities. Staff surveys indicated above norm responses to the use of technology in classes, teaching strategies, the use of data to inform practice, the learning culture of the school and collaborative practices. There was a perceived need to involve school leadership more in classroom observations and activities and to involve the parent community much more in the school.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

A consultation process with key stakeholders and extensive collection of appropriate data has led to the determination of three strategic directions:

a. **challenging learning** through creating a culture of high expectations which will motivate gifted students to achieve their full potential. Pedagogy will engage and extend students by inspiring curiosity, fostering collaboration, promoting critical thinking and integrating knowledge across domains

b. **connecting learning** through equipping our students with the skills they need as future leaders in an increasingly connected global world. Students will engage critically with real world contexts in order to find significance and agency in their learning. They will have a valued voice in the classroom, the school and the wider community.

c. **supporting learning** through creating a nurturing school community which caters to the unique needs of students from diverse backgrounds. The school learning environment will empower students by instilling habits of personal resilience and facilitating quality relationships. Students will be supported by the school’s technological and physical infrastructure accommodating flexible and future-focused learning.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. Targets have been set for future development.

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Ed McMahon - Head Teacher Teaching and Learning (Rel)
Elli Criddle - Head Teacher Teaching and Learning
Greg Henshaw - Deputy Principal Middle School

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