



Education &
Communities

Public Schools NSW

8133

North Sydney Girls High School Annual School Report



2012



TO HIGHER THINGS

Our school at a glance

Students

Our school is a very cohesive, confident and supportive girls' school for Years 7-12. The enthusiasm and dedication of this cohort of future citizens are reflected in their academic interests, breadth of co-curricular activities and diversity of university and career paths. Year 7 come from 56 different public and private primary schools across wider Sydney. Additional enrolments are subject to vacancies and entrance criteria.

Staff

The majority of teaching staff are highly experienced and trained in strategies for gifted and talented education. Extensive involvement in co-curricular activities, support offered to students outside the classroom and high staff retention are evidence of strong morale. Administrative staff are dedicated in their support of students and teachers.

Significant programs and initiatives

All curriculum programs are framed by a series of overarching questions which contextualize learning and encourage critical thinking and connections between class experience and learning. Global citizenship principles were infused in curriculum programs and projects. The Year 10 Umbrella Project was completed by the whole cohort providing a challenging and rewarding culmination of skills and conceptual understandings developed in Stages 4 and 5.

The ongoing implementation of student wellbeing activities continued to develop the school ethos.

Student achievement in 2012

Student performances in external test measures such as NAPLAN, ESSA and the Higher School Certificate (HSC) were outstanding, reflecting the academic pre-eminence of the student body and the quality of teaching and learning.

Messages

Principal's message

It is with great pride that I detail the achievements of our academically selective school. This report affirms the trend of continual improvement inherent in our culture. The school culture is imbued with the values of *connection*, *resilience* and *innovation* creating a unique environment where success is expected and attained. The powerful alliance of gifted and talented students, dedicated staff and supportive parents has created a vigorous dynamic.

The 2012 - 14 school management plan focused upon four key areas - improved curriculum and assessment, greater engagement and attainment levels, higher order literacy through 21st Century fluencies, and better organisational effectiveness. These future directions for the school built upon the sophisticated technology infrastructure of the school, challenging curriculum programs and an extensive co-curricular program. The underpinning of all programs with the ethos of global citizenship and ethical thinking enquiry has greatly enriched student capacity for creative and critical thinking.

The promotion of wellbeing programs and student voice was consistent with the school goals of resilience and connection. The girls at this school possess an exceptional degree of emotional intelligence and assuredness. The active promotion of personal best, student collegiality, reflection and articulation of learning experiences, and seamless integration of technology in the curriculum are crucial in the development of school culture. The cementing of the Reflective Assessment Panels (RAP) and curriculum projects has been central to the notion of student directed curriculum and significance in learning. The participation by girls in a raft of school and wider community groups is testimony to their initiative and leadership.

Complementing the outstanding academic prowess of our students, sport and outdoor education programs continued to develop in 2012 with the active participation and support of parents. The importance of holistic learning has meant the graduates of this school are capable of meeting demand beyond those of the classroom.

Physical improvements were made to the technology infrastructure of the school with P&C support. Planning for an extensive refurbishment and grounds improvement program leading into the 2014 centenary began in 2012.

I express my thanks to Ms Meredith Ash who was promoted to the position of School Education Director in Term 1 and to Ms Kathy Melky who was acting principal for Terms 2 and 3.

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 P&C Association is an integral part of the school community committed to supporting the welfare and wellbeing of the students. The most active involvement is in the area of extra-curricular sport with more than 500 students participating in P&C managed sports programs. In 2012 these included basketball, dance, field hockey, indoor hockey, netball, rowing, table tennis, touch football and water-polo. The Duke of Edinburgh Awards Scheme is co-ordinated by the P&C with more than 90 students participating during 2012. The school canteen is run by P&C volunteers five days a week from 8:00am to after lunch and second hand uniforms and stationery supplies are also provided through the P&C-operated clothing pool which is open once a week and more often during peak periods. The P&C also supports the school's extensive co-curricular music program, both via parent volunteers at musical events and tours, and also via a scholarship program.

During 2012 the P&C contributed or committed over \$100,000 towards a range of initiatives including the purchase of rowing boats, musical instruments and interactive whiteboards; supporting students and staff attendance at various summer schools and conferences as well as the activities of the Charities Council and Generation Earth, providing scholarships for music and the purchase of sporting equipment.

The NSGHS P&C aims to foster a vibrant and engaged school community and achieves this by

organising a range of social activities throughout the year, coordinated by parent year representatives. P&C meetings are another avenue for parental networking and meetings are well attended every month.

Ms Nina Prakash (P&C President 2012-13)

Student representative's message

The 2011-2012 SRC council bonding and planning camp was an opportunity for the newly elected council to get to know one another and plan the events and messages for 2012. During this camp, the theme of 'NSG Theory' (drawing inspiration from 'The Big Bang Theory') determined and separated into focus areas - *'The Theory of Happiness'*, *'The Theory of Identity'* and *'The Theory of Relativity'*.

The *'Theory of Happiness'* was about receiving and giving back love to the school and especially each other to create an environment that was full of happiness. To promote this, the SRC sold candy canes which people could buy, write messages on and then send to their friends via the SRC. This was a combined initiative with North Sydney Boys High School (NSBHS) promoting Christmas happiness and spirit. A similar initiative, also with NSBHS, was held for Valentine's Day where the SRC sold small heart-shaped 'Friendzone Chocolates'.

The *'Theory of Identity'* was about creating a healthy and comfortable school environment in which students can flourish and feel appreciated. To do this, the SRC welcomed new students to the school by creating 'Newbie Packs' for new students of each grade that included personally written letters and notes from the representatives of their grade, a decorated map of the school and various fun items such as stress balls and bookmarks. Year 7s were welcomed with "locker slips", hand-written welcome letters posted on their lockers. In Term 3, the SRC also held a free breakfast morning, offering pancakes and sweet treats to energize the students by starting their day with free food and a sugar high.

The SRC's *'Theory of Relativity'* brought students from both NSBHS and NSGHS together by creating opportunities to meet new people, have fun and forget about looming assignments and

assessments. The SRC held two annual dances in 2012, a 'Beauty and the Geek' themed junior dance, and 'The Senior Citizens Dance' themed senior dance. Junior trivia and senior trivia nights were held to put students' wit and intelligence to the test. 'Mocktail Night' held for Years 11-12 was an elegant evening where ex-NSGs were invited to share their post-high school journeys and offer advice on subject selections or university courses over fruit-juice based 'mocktails' and sweet treats.

The SRC is very thankful for the support provided by Ms Rumney (SRC Coordinator), Mr Henshaw, Ms Melky and Ms Ash throughout the year. Without their advice and suggestions, we would not have accomplished what we did.

It is the vigour, support and ideas of students that directs the SRC and keeps it going. The council is extremely thankful for the high levels of enthusiasm and strong participation of NSGs in all of SRC's events and activities in 2012.

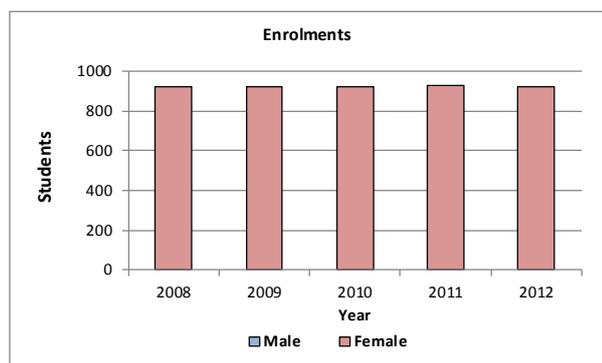
Simone Zhao SRC President 2012 -2013

School context

Student information

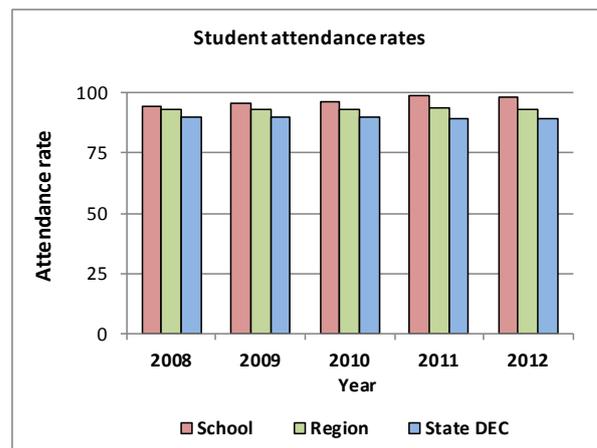
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



The enrolment profile for the school is very stable. The intake is 150 girls in Year 7 with an increase to 163 in Year 11. Total school enrolment was 929 students.

Student attendance profile



Management of non-attendance

Rolls are marked in all classes and recorded online. Attendance is monitored closely by deputies and year advisers. All short-term absences must be explained. Requests for extended absences must be submitted to the principal. Approval is only given with good reason.

Post-school destinations

The great majority of our students proceed to university, either directly from school or after a period of travel. The 2013 pattern of offers is influenced by changing preferences between main offers and final offers. For the 162 students in 2012, 203 offers were made. Many received offers in the later rounds for higher listed preferences or they chose to rearrange or add to their preference list after the offer round. The pattern of offers below is based upon Universities Admissions Centre (UAC) advice.

University Offers (NSW and ACT only)

| University Offers (NSW and ACT only) | Number |
|---------------------------------------|--------|
| Australian National University (ANU) | 10 |
| Macquarie University | 7 |
| University of Newcastle | 5 |
| University of New South Wales (UNSW) | 83 |
| University of Sydney | 68 |
| University of Technology Sydney (UTS) | 20 |
| University of Western Sydney (UWS) | 3 |
| University of Wollongong | 1 |

| Courses | Number |
|---------------------------------|--------|
| Applied science/health sciences | 11 |
| Nursing/Sports physiotherapy | 6 |
| Architecture/Design/Fashion | 9 |
| Applied finance (accounting) | 1 |
| Actuarial studies | 6 |
| Commerce | 30 # |
| Economics | 4 |
| Business | 5 |
| Information technology | 2 |
| International studies | 6 |
| Medicine/Surgery | 16 # |
| Optometry | 7 # |
| Oral health | 1 |
| Medical science | 9 # |
| Psychology | 7 |
| Pharmacy | 2 |
| Science (Advanced) | 12 |
| Science | 19 # |
| Social work/research | 2 |
| Media and communications | 6 |
| Music | 4 |
| Arts | 13 |
| Law (combined) | 32 # |
| Law | 2 |
| Engineering | 12 # |
| Education | 5 # |
| Dentistry (non UAC interstate) | 2 |
| | |
| # includes combined courses | |

Year 12 student attainments

All students completed traditional academic paths of study leading to the award of a HSC. Vocational and trade training were not offered. There were 11 Sydney University scholarships, two UNSW Co-op scholarships and six accounting cadetships offered.

Staff 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.

Staff establishment

| Position | Number |
|---------------------------------------|--------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Head Teachers | 10 |
| Classroom Teachers | 54 |
| Careers Adviser | 1 |
| Teacher Librarian | 1 |
| Counsellor | 1 |
| School Administrative & Support Staff | 11 |
| Total | 81 |

The National Education Agreement requires schools to report on Indigenous composition of their workforce. No staff identified as Aboriginal or Torres Strait Islander.

Staff retention

The school has an exceptional retention rate other than those entering retirement or taking promotion positions in other public schools.

Teacher qualifications

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

| Qualifications | % of staff |
|-------------------|------------|
| Degree or Diploma | 100 |
| Postgraduate | 26 |

Financial summary

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

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 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.

| | |
|--------------------------------|-------------------|
| Date of financial summary | 30/11/2012 |
| Income | \$ |
| Balance brought forward | 402100.40 |
| Global funds | 706567.95 |
| Tied funds | 111311.19 |
| School & community sources | 1614769.23 |
| Interest | 28777.15 |
| Trust receipts | 242835.63 |
| Canteen | 0.00 |
| Total income | <u>3106361.55</u> |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 251948.32 |
| Excursions | 516357.85 |
| Extracurricular dissections | 422764.73 |
| Library | 425 |
| Training & development | 20380.62 |
| Tied funds | 103477.79 |
| Casual relief teachers | 121750.65 |
| Administration & office | 305172.16 |
| School-operated canteen | 0.00 |
| Utilities | 133202.40 |
| Maintenance | 225282.70 |
| Trust accounts | 231219.69 |
| Capital programs | 162537.35 |
| Total expenditure | <u>2494519.26</u> |
| Balance carried forward | <u>611842.29</u> |

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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

Achievements

Arts

P&C Co-curricular Music Program – the seven ensembles (Beginner Band, Concert Band, Wind Ensemble, Wind Orchestra, Camerata, Symphony Orchestra and Chamber Orchestra) have one co-ordinator, three directors/conductors and a supportive parent committee. A new Concert Band and Wind Orchestra structure created larger, complete ensembles with full brass sections. The restructure provided much more challenge for the girls.

The 208 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 are represented.

The Beginner Band included four French horns, four trombones, two trumpets, euphonium, two tubas plus oboe, bassoon and percussion. The Camerata (beginner strings) included violins, four violas and a cellist. The Chamber Orchestra consisted of 30 violinists, violists and cellists. The Concert Band and Wind Orchestra were full, with over 50 players in each. The Symphony Orchestra was a full classical orchestra supplemented by select Wind Orchestra players when repertoire necessitated their inclusion.

At the Performing Arts Challenge (Sydney Eisteddfod) the Concert Band won the Schools Intermediate Band section and the Wind Orchestra received a highly commended award in the Premium Concert Band section. The Chamber Orchestra and Symphony Orchestra were commended for their performances. At the NSW Band Championships, the Concert Band and Wind Orchestra both received silver awards.

Ensembles performed at community and school events and for primary school and aged care facilities on tours including the Cameraygal Festival, North Sydney Carols and North Sydney Children's Festival. The Symphony Orchestra was selected to perform and accompany the ArtsNorth Concert in the Sydney Town Hall. Ensembles have played at school for the gala concert, the music induction assembly, orientation day, the music spectacular, the Year 12 farewell, open day and presentation day.

The Concert Band and Chamber Orchestra toured the Bathurst area, including giving performances in the Jenolan Caves arch, primary and high schools, nursing homes and a shopping mall. The Symphony Orchestra and Wind Orchestra toured the Southern Highlands giving performances and workshops at primary schools and aged care facilities. These tours were valued by country communities, broadened the ensembles' repertoire and increased the girls' independence.

Parental assistance was appreciated at camp, performances and on tours. One P&C music scholarship was awarded.

Music (Curriculum) - 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 performed in an evening concert and created advertising jingles for local businesses. Year 10 composed and performed suitable repertoire for a medieval banquet. Year 11 attended a master class at the Independent Theatre for the semi-finalists of the Australian Singing Competition. Year 12 had several concert performances throughout the year and, with a Composer-in-Residence, developed the skills to enable them to produce highly successful HSC compositions.

Many girls participated in the combined NSBHS and NSGHS musical *Pirates of Penzance*. Year 9 and 10 elective classes were involved in the combined choir for the ArtsNorth Festival held at the Sydney Town Hall, while the String Ensemble and A Cappella were chosen by audition to present feature items. The String Ensemble also performed for the prefect induction ceremony, Year 12 graduation and presentation day. The A Cappella group performed at the opening of the new Royal North Shore Hospital, in the presence of The Premier and other dignitaries. The Christmas concert featured all vocal ensembles, Year 7 and 8 cohorts, the String Ensemble and the staff choir.

Visual Arts - a whole school visual arts exhibition showcased 16 HSC bodies of works (BOW) (see HSC section). Janette Chiu won the Experimental category for her BOW film titled *Entropy: The Routine of Disarray* in the 2012 Bond University Film and Television Awards (BUFTA) Short Film Competition. Many students were finalists in the 2012 DEC *We Create* awards, winning a number of video cameras and Wacom tablets.

Digital media student Rebecca Kwan won the highly competitive DG Design Network student design competition and visual arts student Alice Zhang won the Northbridge Art prize with Annie Zhao coming second. Annie Zhao was also awarded first place in the ceramic section at the Royal Easter Show. Year 8 and 10 refurbished

another girls' amenity using hand painted tiles with a marine theme.

Drama - the Years 7 and 8 Drama Ensemble performed two original devised pieces, a sci-fi spoof and a slapstick comedy, Year 9 performed assessment projects around the theme of *Our Humanity*, Year 10 performed a series of self-devised plays in their drama night and Year 12 showcased their HSC group and individual pieces. The TheatreSports senior team progressed to the metropolitan grand final.

Dance – the dance ensembles were acclaimed at the Sydney North Dance Festival. In the City of Sydney Eisteddfod the Intermediate Ensemble achieved a highly commended and, in the Extreme Dance competition, the Senior Ensemble was awarded a highly commended in the school jazz section.

Debating and Public Speaking - six teams entered the Premier's debating competition. The Year 8 team was defeated in the quarter finals by Ryde Secondary College. The Year 9 and 10 teams competed well in the zone but did not progress beyond that level. The Year 12 team was defeated in the regional final by the eventual state runners up, Manly Selective Campus.

Lucinda Lester (Year 12) competed in the state final of the Sydney Morning Herald Plain English Speaking Award. Students entered Rostrum and Legacy speaking competitions. Ann Wen and Liliana Tai were regional finalists in the UN Youth Public Speaking Competition with Ann progressing to the state final. Year 8 were involved in a public speaking competition sponsored in English classes.

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 Ally Cao (12 years), Leah Huang (13 years), Melissa Park (14 years), Vaishnavi Calisa (15 years), Angel Guo (16 years) and Samantha Ross (17 years). Leah Huang

broke a record in the 13 years 50 metre butterfly. A small group proceeded to the regional carnival at Homebush Aquatic Centre.

Cross Country

This event is compulsory for all Year 7 and open to competitors from other years. Over 200 students from other years joined Year 7 in the school carnival.

Cross Country age champions were Sabrina Peng (12 years), Natalie Chen (13 years), Emma Fu (14 years), Leanne Wang (15 years), Faith James (16 years) and Jemma Cavanagh (17 years). Natalie Chen was age champion at region and competed at the CHS carnival.

Athletics

The athletics carnival at Homebush athletic track was very well attended. Natalie Chen won all her middle distance events and competed at region.

Age champions were Mandalena Constantinou (12 years), Rachel Jiang (13 years), Tassja Kriek (14 years), Christina Hong (15 years), Mi Dinh (16 years) and Samantha Ross (17 years).

Knockouts

CHS teams were fielded in hockey, touch football, volleyball, water polo and basketball. Our hockey team reached the regional finals.

Grade Sport

Grade sport 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.

Rowing – the rowing squad grew to 15 students. With the CHS being cancelled due to dangerous weather conditions, the school retained the CHS crown won by the Year 9 quad from 2011. Girls are involved in an intense training program during Terms 1 and 4.

Netball – twenty four teams competed in the netball program with 10 teams making finals and six making it to the grand finals.

Basketball – the program continued to grow. Girls in the 12 teams of all ages train regularly.

Hockey – U15 and U18 indoor and field hockey teams were fielded.

Touch Football – Year 7, Year 8 and a combined Year 10 and 11 team competed in the Artarmon competition.

Water Polo – a team competed in this growing sport at Warringah Aquatic Centre in Term 2. They trained weekly all year.

Other

Chess – the chess club played weekly and received coaching sessions provided with the financial support of the P&C. One team from each of the junior, intermediate and senior categories competed in the mixed NSW Junior Chess League competition in Term 2. They also competed in the one day annual Secondary Girls Team Challenge.

Duke of Edinburgh - this program was sponsored by the P&C and involved many girls from Year 9. There were 26 bronze, 23 silver and 14 gold awards earned.

High Resolves – all of Year 8 participated in the two day program on collective action and social justice. Girls who elected to continue the program for Years 9 and 10 completed school and community projects.

History - Year 9 students ran a moving Anzac Day commemorative assembly with an insightful address by Jessie Zhuang and Lucy Qiu. Year 10 students visited Canberra to attend the Australian War Memorial, National Museum and Parliament House. Year 9 elective history visited the Australian National Maritime Museum and conducted an archaeological dig in the grounds of the school, while Year 9 mandatory history visited the Sydney Jewish Museum. Year 11 and 12 modern history and society and culture students travelled to the United States visiting Eleanor Roosevelt High School in Maryland, and historical sites in New York and Washington. Jemma Cavanagh, Jananee Myooran, Rebecca Tay and Tracey Poon were narrowly beaten in the final of the Sydney University *The Future of America* debate. Senior history and society and culture students excelled in the HSC (see HSC later).

Languages Other Than English (LOTE) – for the Australia-Japan Relations Essay Contest all Year 7 girls entered with optional entry for Years 8 – 11 elective Japanese students. Eight prizes were won with Lucia Chen (Year 8) winning the Junior A division. In the NSW Japanese Language Speaking contest at Macquarie University, in the high school division Peggy Wei was second and Patricia Lai was third. In the Japan Foundation’s Art Speaks competition, the school was first in the senior division and Year 10 Japanese was awarded the national prize for the best Japanese. In the Japan Foundation’s video Matsuri competition, Year 12 Japanese extension won the senior division.

In the Rosemary Davies Classical Art and Design Competition, Christine Shen (Year 10) won the Athena trophy. Four students participated in the combined schools’ Classical Drama Festival production of the myth *Cupid and Psyche* with all dialogue and lyrics in Latin or Classical Greek.

In April, French students toured France with home stays in Toulouse for language, history and cultural enrichment. In September, Japanese students toured Japan. Maddie Teo and Amelia Nichols (Year 11) won 10 week Society for Australian-German Student Exchange (SAGSE) scholarships to Germany. Simone Zhao and April Zhao won four week scholarships as part of the KIZUMA program to Japan. Year 8 and 9 Mandarin short films were presented to Sydney University academics as part of a pilot program for technology in LOTE.

Philosophy - Year 9 and 10 philosophy students participated in the inaugural *NSGHS Philosothon*, a full-day workshop in philosophical inquiry facilitated by six academic philosophers. Working collaboratively in communities of inquiry, they explored three questions: “How can I be happy?”; “Is it morally worse to kill someone or to let them die?” and “Do animals have minds?” Marie Nemani and Ann Wen (Year 10), and Nandini Kaushik (Year 9) went on to compete against students from other schools in the Sydney Philosothon at Ascham school in September. Nandini Kaushik was awarded a medal for her thoughtful contributions to the discussion.

Social Science – three year 11 students were selected as guests of the UNSW Australian School of Business at the Capital W Finance annual

dinner. Seven year 11 students were selected for the Aspiring Business Leaders’ Conference at University of Sydney. Jenevieve Zhang was awarded a UBS Finance Academy scholarship. One student was selected for an actuarial workshop at UNSW. Year 9 Commerce students organised a business trade day competing against each other to raise over \$2,200 for Westmead Children's Hospital.

Student Wellbeing – annual camps were held for Year 7 at Collaroy, Year 9 at Somerset and Year 11 at Galston. Year 10 were involved in the peer support training camp at Elanora. 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, big sister/little sister for Years 11 and 8, peer support and peer mediation and personal development activities for the Year 11 crossroads program.

Student Leadership - leadership and student voice opportunities were provided through the prefects (Year 12), the SRC (Years 7-12), charities council, environment groups, Amnesty, the women’s collective, model United Nations and the Premier’s volunteering program.

Competitions

Australian Mathematics Competition

758 students participated and were awarded 47 high distinctions (6%) and 272 distinctions (36%). Prize winners included Karen Ma, Lisa Wei and Annabelle Evans (year 9) and Vaishnavi Calisa and Sandy Deng (year 10). Vaishnavi was awarded the Prudence award for the greatest number of consecutive correct responses.

Mathematics Challenge

100 students entered which required them to complete take home higher order problem solving tasks.

Mathematics Enrichment Competition

120 students participated in this take home higher order problem solving competition. Elite performers from both the challenge and enrichment competitions are invited to complete

the four hour Mathematics Olympiad. Vaishnavi Calisa and Katrina Chau earned high distinctions in the Olympiad. Vaishnavi was awarded bronze in the Pacific Olympiad and was shortlisted for the Australian International Olympiad team.

English Competition (ICAS)

736 students participated and were awarded 63 high distinctions (8.5%) and 260 distinctions (35%). Sharni Nichols (Year 11) was first in the state for Year 11.

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| Year 7 (148 candidates) |
| High Distinctions – 7% |
| Distinctions - 36% |
| Highest mark - 50/55 |
| Average mark - 42.6/55 |
| Year 8 (146 candidates) |
| High Distinctions - 8% |
| Distinctions - 43% |
| Highest mark - 52/55 |
| Average mark - 41.3/55 |
| Year 9 (146 candidates) |
| High Distinctions - 10% |
| Distinctions - 36% |
| Highest mark - 55/60 |
| Average mark - 44/60 |
| Year 10 (140 candidates) |
| High Distinctions - 11% |
| Distinctions - 38% |
| Highest mark - 57/60 |
| Average mark - 45.8/60 |
| Year 11 (156 candidates) |
| High Distinctions - 8% |
| Distinctions - 24% |
| Highest mark - 54/60 (highest NSW score) |
| Average mark – 40.9/60 |

Science Competition (ICAS)

601 students participated and were awarded 31 high distinctions (5%) and 230 distinctions (38%).

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|--|
| Year 7 |
| High Distinctions – Carmen Benitez, Mandalena Constantinou, Zofia Foo, Hannah Leong and Julia Tran |
| Distinctions – 42 % |
| Year 8 |

| |
|---|
| High Distinctions – Ella Hoey, Tassja Kriek, Jessica Lu, Grace Song, Rachel Stock, Lily Wu, Wendy Yang and Amy Yu |
| Distinctions – 41% |
| Year 9 |
| High Distinctions - Linda Chen, Jennifer Choi, Deborah Du, Annabelle Evans, Jana Giang, Janice Lai, Lucy Liu, Sherrie Liu, Karen Ma, Alexandra Moor, Rebecca Peattie, Melinda Wang, Jessica Yang and Jessica Zhou |
| Distinctions – 36% |
| Year 10 |
| High Distinctions - Vaishnavi Calisa and Katrina Chau |
| Distinctions – 34% |
| Year 11 (13 candidates) |
| High Distinctions - Jisun Chang and Lisa Wang |

Australian National Chemistry Quiz

685 students participated earning four plaques, 115 high distinctions and 215 distinctions.

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|--|
| Plaques (perfect scores) |
| Amy Sun (Year 8), Annabelle Evans and Janice Lai (Year 9) and Vaishnavi Calisi (Year 10) |
| Year 7 |
| High Distinctions - 13% |
| Distinctions - 32% |
| Year 8 |
| High Distinctions - 13% |
| Distinctions - 32% |
| Year 9 |
| High Distinctions - 24% |
| Distinctions - 32% |
| Year 10 |
| High Distinctions - 12% |
| Distinctions - 32% |
| Year 11 |
| High Distinctions – 23% |
| Distinctions – 32% |

Science Olympiads

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

Gold (and summer Olympiad School invitation)
Jisun Chang (Physics)
Jessica Zhang (Chemistry)

Silver:

Vaishnavi Calisa (Physics)

Computational Linguistics

Southern NSW - first in the senior and junior divisions (Tracy Tang, Stephanie Shim, Nancy Chen, and Katrina Chau).

National - the same girls came fourth in the junior division.

LOTE

Language Competencies

| | Component | HD% | D% |
|-------------------------|-----------|-----|----|
| Japanese Cert 3 (Yr 11) | Reading | 50 | 50 |
| | Listening | 80 | 20 |
| Japanese Cert 2 (Yr 10) | Reading | 29 | 61 |
| | Listening | 42 | 58 |
| Japanese Cert 1 (Yr 9) | | 46 | 44 |
| German Cert 1 (Yr 9) | | 71 | 29 |
| French Cert 1 (Yr 9) | | 81 | 19 |
| Mandarin Cert 1 (Yr 9) | | 33 | 67 |

Mythology Examination for Years 8 – 10.

Athena gold medallion (100%) - three Year 8, six Year 9, eight Year 10 students

Silver medallion (95 – 99%) - 11 Year 8, five Year 9, 11 Year 10 students

Bronze medallion (90 – 94%) - seven Year 8, one Year 9, one Year 10 students

Latin Examination - 41 entries from Years 9 – 11

Score of 100% and gold medallion - four Year 10 and one Year 11 students

Gold medallions - 14 Year 10 and seven Year 11 students

Silver medallions – one Year 10 and one Year 11 student

Academic

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)

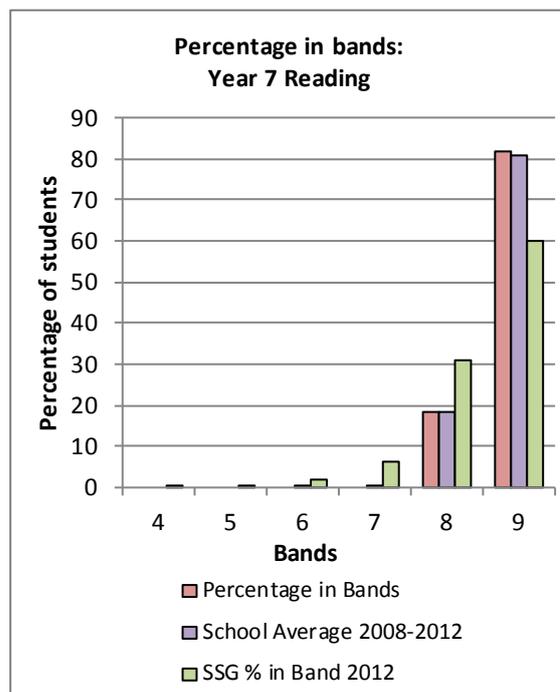
Statistically similar groups (SSG) values are calculated using the 2012 Index of Community

and Socio Economic Advantage (ICSEA) scales provided by the Australian Curriculum and Reporting Authority (ACARA).

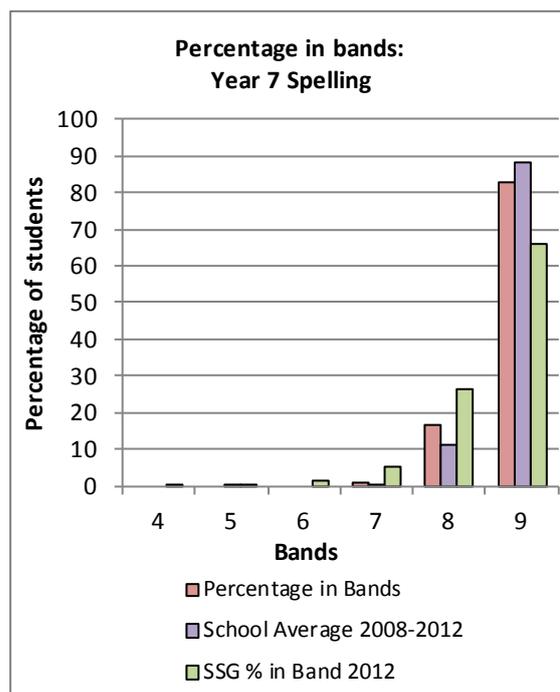
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

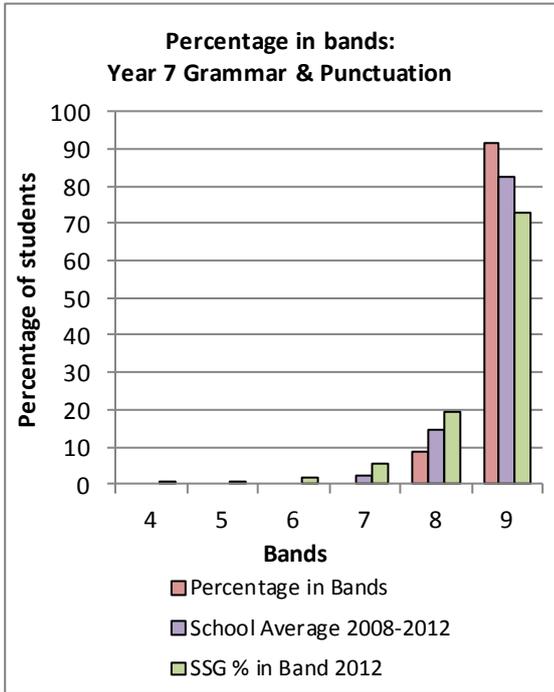
Reading – NAPLAN Year 7



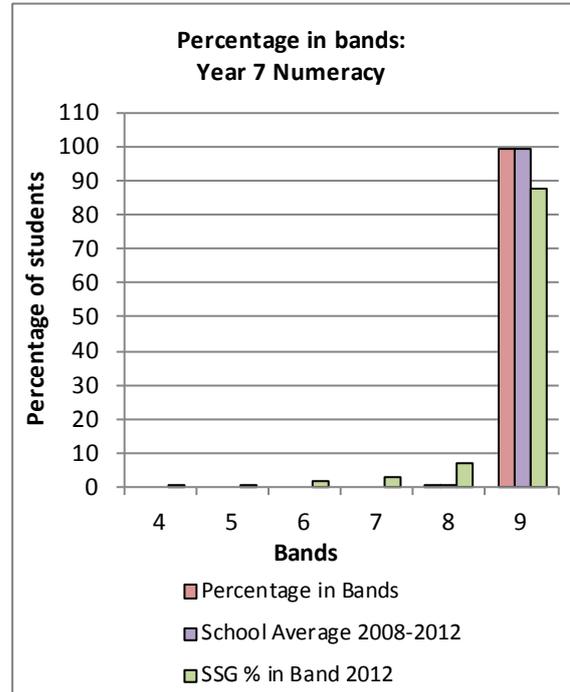
Spelling - NAPLAN Year 7



Grammar and Punctuation - NAPLAN Year 7

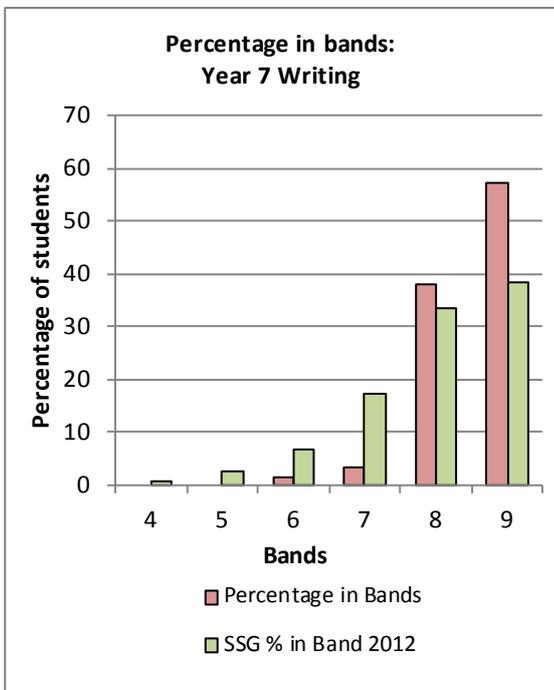


Numeracy – NAPLAN Year 7

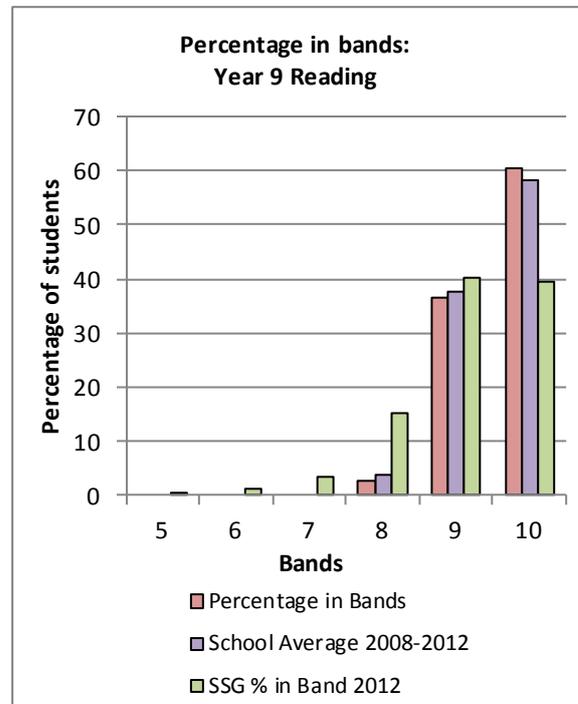


Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

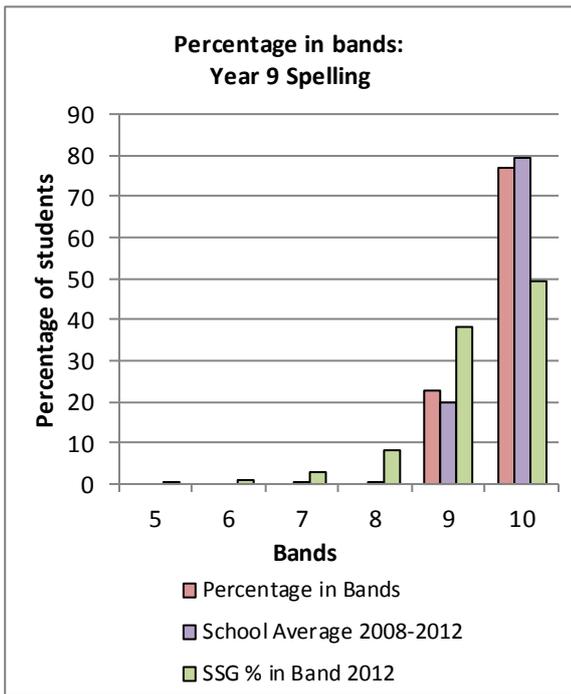
Writing – NAPLAN Year 7



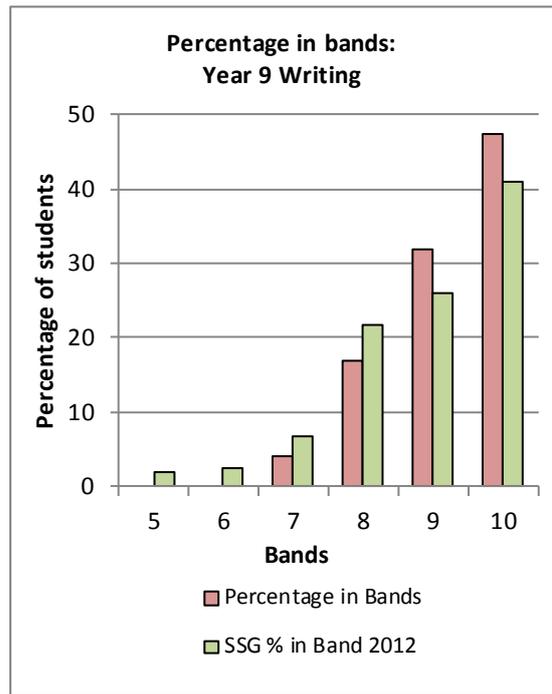
Reading – NAPLAN Year 9



Spelling – NAPLAN Year 9

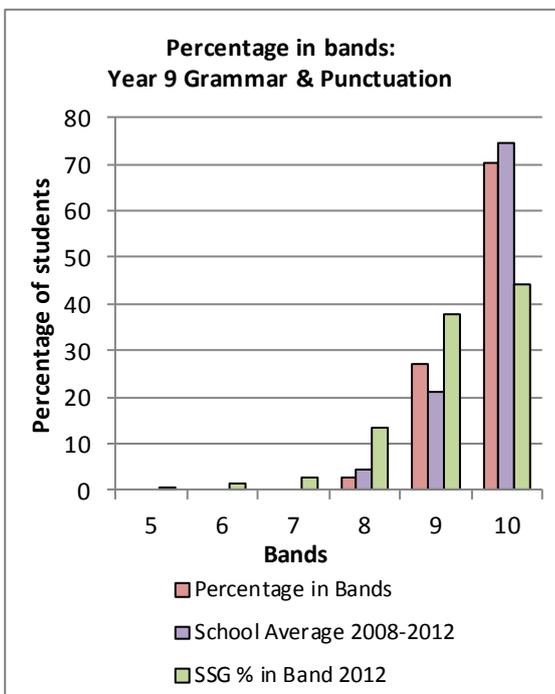


Writing – NAPLAN Year 9

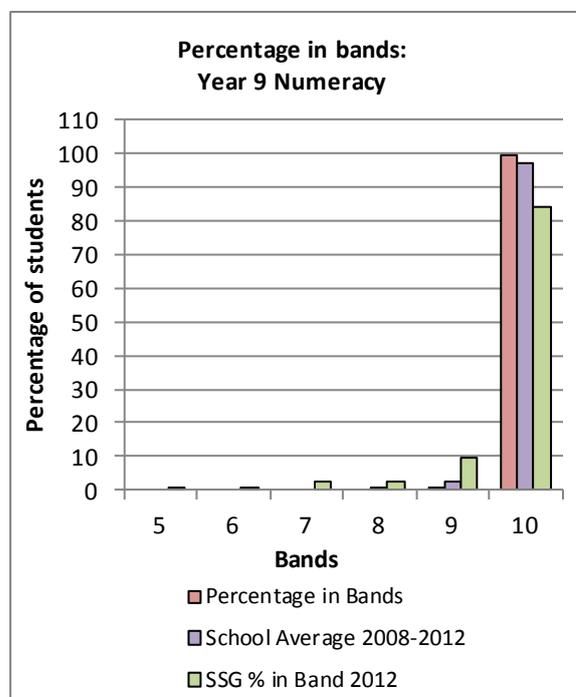


Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

Grammar and Punctuation – NAPLAN Year 9



Numeracy – NAPLAN Year 9



Essential Secondary Science Assessment (ESSA)

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

| | Level 1&2 % | | Level 3&4 % | | Level 5&6 % | |
|------------------------------|-------------|------|-------------|------|-------------|------|
| | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 |
| Science (overall) | 0 | 0 | 10 | 7 | 90 | 93 |
| Extended response tasks | 1 | 0 | 16 | 32 | 83 | 68 |
| Knowing and understanding | 0 | 0 | 11 | 12 | 89 | 88 |
| Communicating scientifically | 0 | 1 | 21 | 8 | 79 | 92 |
| Working scientifically | 0 | 9 | 20 | 25 | 80 | 75 |

Higher School Certificate

In the Higher School Certificate 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 2012 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 the highest performing girls' school in the state. 57.14% of achievements were Band 6, an improvement over 2011.

Shirin Salimi was the dux with an ATAR of 99.9. There were 43 students who attained ATARs of 99 or over. Based upon estimates, the median ATAR rank was 97.40 and the mean was 95.15.

A total of 49 girls were all-rounders achieving Band 6 results in their best 10 units of study. This was the highest number for all schools in Northern Sydney Region. Congratulations to Inez Astono, Maria Bilal, Joanna Cao, Amanda Chai, Joanne Chan, Angie Chen, Jessica Cheng, Victoria Cheng, Rachel Choi, Susan Deng, Leilani Doorbinnia, Millie Garg, Eun Jee Hong, Ji Hong, Min Sarah Hu, Amy Kang, Nishta Kaushik, Asha Keaney, Rachel Kim, Log Tung Lai, Beatrice Lau, Ellen Law, Eun-Hae Lee, Maisie Lee, Nancy Lee, Lucinda Lester, Natalie Leung, Sarah Lin, Emma Lu, Yen Luo, Michelle Ly, Neeharika Maddula, Sylvia Mai, Shirin Salimi, Lily Sedra, Wendy Su, Alyssa Susanto, Kenna Tso, Meng Wang, Alison

Woodward, Henna Xing, Crystal Yang, Estella Yao, Tracey Yeung, Jessica Young, Elaine Zhang, Jennifer Zhang, Yifan Zhang and Amelia Zhou.

Outstanding individual achievements included students who received mention in the Board of Studies top achievers list for outstanding subject placing. Elaine Zhang was first in Italian beginners and third in Japanese beginners, Susan Deng was third in Italian beginners, Jessica Cheng was second in French extension, Clara Choi was second in Korean continuers, Natalie Leung was second in society and culture with a mark of 100%, Alison Woodward was eighth in society and culture, Lisa-Marie Long was fifth in music 1 and Maisie Lee was fifteenth in biology.

All students in society and culture, music 1, music 2 and extension music earned Band 6 results. Five out of eight students in music extension earned perfect scores. Shirin Salimi earned a mark of 100 in her mathematics extension 1, Millie Garg earned 97 in mathematics extension 2 with 82.6% of students in that course earning E4 results.

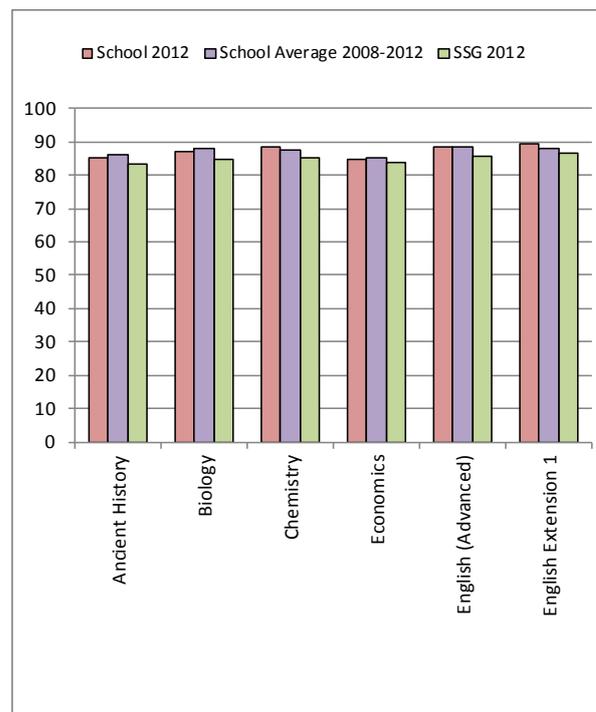
Bodies of works by Ginny Wong and Gloria Ha were nominated for *ArtExpress* with Gloria Ha's scratchboard drawing and kinetic sculpture *The Boy Who Cried Wolf* being selected for exhibition. HSC music *Encore* nominations included Rachael Graham, Helen Huang, Amy Wang, Ginny Wong, Vicki Zhang and Angela Zhu for extension music (performance), Angie Chen for music 2 (performance), Helen Huang and Vicki Zhang for music 2 (composition) and Amanda Berckelman and Lisa-Marie Long for music 1 (performance). Amy Wang was awarded the Bessie Cook Scholarship at the Sydney Conservatorium. Angie Chen was awarded one of the few places on offer for Sydney University's combined Music /Medicine degree. Lisa-Marie Long was also nominated for HSC drama *Encore*.

Jessica Cheng won the History Teachers' Association prize for the best 2012 History Extension Project in history extension. Nat Leung won the Peg White Prize for the best Personal Interest Project (PIP) and one of 10 state high distinction awards for her society and culture project. Danica Zhan earned a high distinction for her PIP while Alison Woodward and Crystal Yang earned distinctions for their PIPs.

The following table indicates 55% of subjects with cohorts of 10 or more improved over their school average for the last five years.

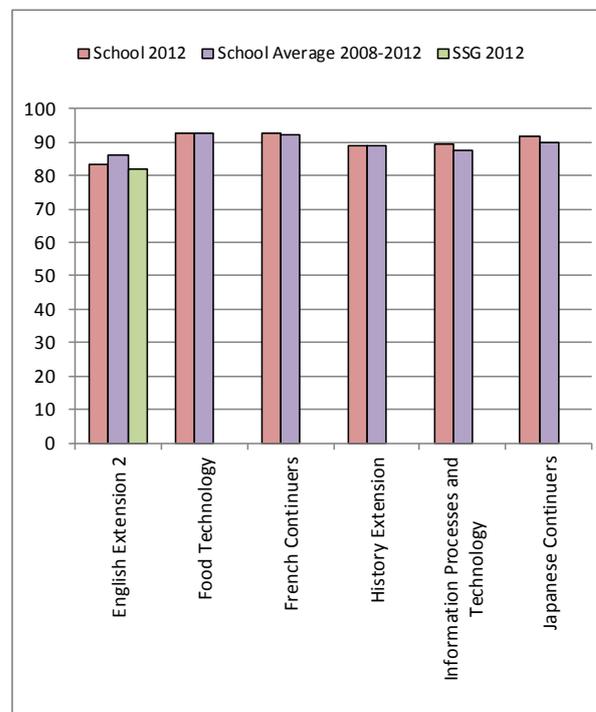
| Course | School 2012 | School Avge 2008-2012 | SSG 2012 | State 2012 |
|--------------------------------------|-------------|-----------------------|----------|------------|
| Ancient History | 85.3 | 86.3 | 83.4 | 66.6 |
| Biology | 87.3 | 88.1 | 84.7 | 71.0 |
| Chemistry | 88.5 | 87.4 | 85.2 | 75.0 |
| Economics | 84.6 | 85.4 | 83.8 | 74.4 |
| English (Advanced) | 88.6 | 88.7 | 85.7 | 79.0 |
| English Extension 1 | 89.4 | 88.1 | 86.5 | 80.7 |
| English Extension 2 | 83.4 | 86.2 | 81.8 | 76.6 |
| Food Technology | 92.6 | 92.5 | | 71.8 |
| French Continuers | 92.6 | 92.4 | | 79.5 |
| History Extension | 89.1 | 88.8 | | 72.7 |
| Information Processes and Technology | 89.3 | 87.7 | | 69.4 |
| Japanese Continuers | 91.9 | 90.0 | | 77.0 |
| Legal Studies | 85.5 | 87.6 | 86.8 | 72.2 |
| Mathematics | 88.5 | 89.0 | 86.5 | 76.6 |
| Mathematics Extension 1 | 90.8 | 89.7 | 88.4 | 82.2 |
| Mathematics Extension 2 | 91.1 | 89.8 | 88.2 | 83.4 |
| Modern History | 89.1 | 88.0 | 87.2 | 73.1 |
| Physics | 85.8 | 86.1 | 83.4 | 73.2 |
| Society and Culture | 95.5 | 89.7 | | 75.6 |
| Visual Arts | 91.6 | 92.1 | | 77.7 |

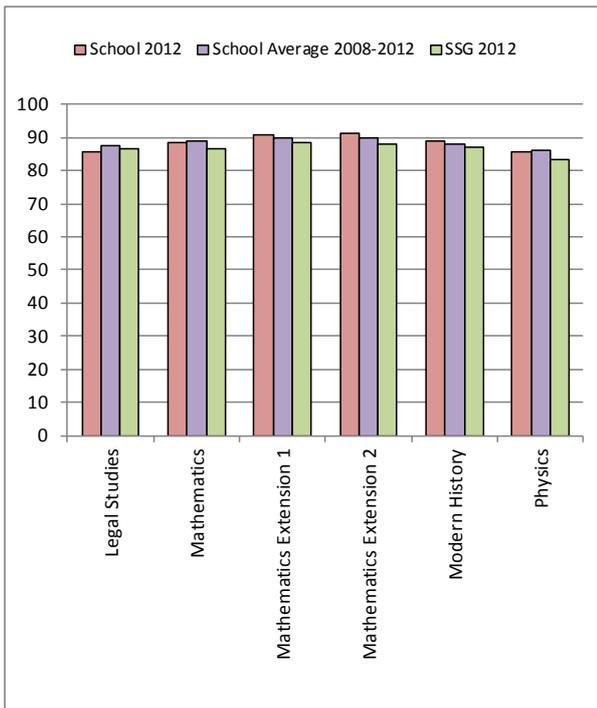
Course performance relative to school average and similar schools grouping.



2012 KLA Performance (cohorts of 10 or more)

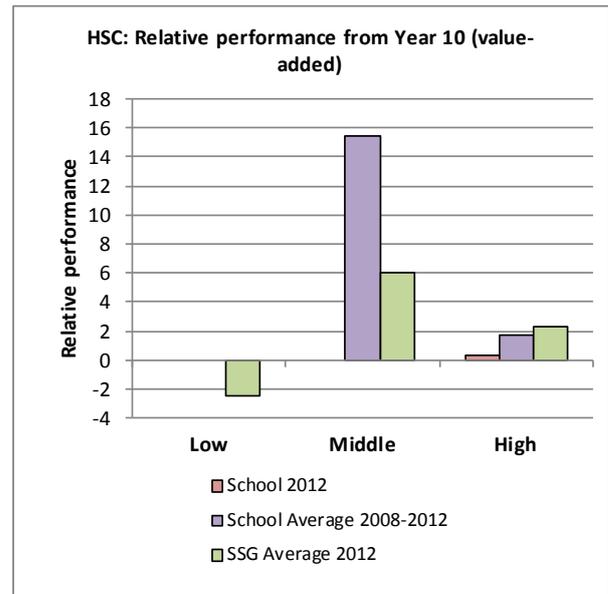
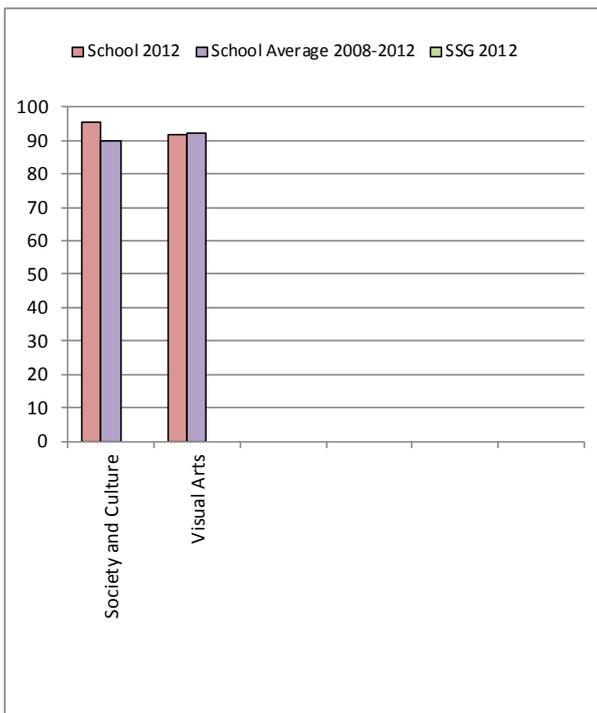
| Course | School % Band 6/Ext 4 | School % Band 5/Ext 3 | State % Band 5/6 |
|--------------------------------------|-----------------------|-----------------------|------------------|
| Ancient History | 23.5 | 70.5 | 27 |
| Biology | 47 | 35 | 27 |
| Chemistry | 52 | 36 | 42.5 |
| Economics | 25 | 51.5 | 47 |
| English (Advanced) | 49.5 | 45 | 54 |
| English Extension 1 | 67 | 31 | 87 |
| English Extension 2 | 21 | 75 | 78 |
| Food Technology | 90 | 10 | 31 |
| French Continuers | 73 | 27 | 64.5 |
| History Extension | 68.5 | 21 | 66 |
| Information Processes and Technology | 58 | 42 | 31 |
| Japanese Continuers | 71.5 | 28.5 | 46.5 |
| Legal Studies | 20 | 64 | 30 |
| Mathematics | 58 | 31.5 | 52.5 |
| Mathematics Extension 1 | 73 | 23.5 | 85 |
| Mathematics Extension 2 | 82.5 | 16 | 88 |
| Modern History | 55 | 44 | 46 |
| Physics | 30.5 | 56.5 | 34 |
| Society and Culture | 100 | 0 | 44 |
| Visual Arts | 81 | 19 | 54 |





HSC relative performance comparison to School Certificate (value adding)

By definition, state average value added is zero. The low performance range indicates students who averaged Band 3 in the School Certificate. The middle performance range indicates students who averaged Band 4 and the high performance range indicates students who averaged Bands 5 and 6. Residual data is based on HSC marks converted to the UAC scale.



Figures in the lower two ranges are distorted as the sample is statistically unreliable. The strong School Certificate results for 2010 limited capacity for value adding from such a strong base.

Significant programs and initiatives

The school model places great importance on holistic learning and values education. Global citizenship values and 21st century fluencies permeate all curriculum and co-curriculum programs.

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.

Z scores measure the differential of school performance to state performance (school mean minus state mean divided by state standard deviation). All courses, except for one small candidature course, were significantly higher than the state. Large candidatures provided more reliable Z scores.

Multicultural education

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

Other programs

Cross-curricular Problem Based Learning Program

Year 7 students engaged in The Dome and The Apprentice learning activities, reflecting upon themselves and how to approach their learning across the curriculum. Year 10 students participated in an extensive research and problem solving project which was directly related to the real world environment. Using 21st century skills and fluencies, they had to investigate an aspect of Smartphone technology and present their findings to a real-world appraisal panel. The outcomes of the project are reviewed below (School Evaluation).

Progress on 2012 targets

The school management plan 2012-14 set annual achievement targets within four priority areas.

Engagement and attainment priority targets

10% increase in engagement for Years 7-12

93% Year 10 Term 4 attendance rate

10% reduced anxiety levels for Years 7 and 8

15% increase in ability of students to connect learning from different subject areas.

Our achievements include:

- focus groups and limited surveys indicated increased engagement in curriculum and co-curriculum areas
- attendance rates improved to 89% for Year 10 during the umbrella project
- trend data for Stage 4 confirmed reduced significant anxiety levels from 75% in 2008 to 15% in 2012
- focus groups and RAP presentations indicated improved recognition by students of connections between subjects

Curriculum and assessment priority targets

10% increase in the number of HSC all-rounders

All students in Years 7-9 participating in RAP.

Our achievements include:

- 17% increase in HSC all-rounders
- More students participated in RAP verbal presentations but did not achieve 100% levels. This is a goal over three years.

Literacy priority targets

Improved HSC results:

- chemistry (50% Band 6)
- biology (50% Band 6)
- physics (40% Band 6)
- economics (40% Band 6)

100% of Year 7 achieve Band 7 in 21st Century school developed framework.

Our achievements include:

- Achieved - chemistry 52% Band 6
Not achieved - biology 47% Band 6, physics 30.5% Band 6 and economics 25% Band 6
- The framework is a three year goal.

Organisational effectiveness priority targets

All students in Years 7 and 8 have a laptop at school connected to the school cloud.

Our achievements include:

- Cloud technology was developed and piloted. Investigations into Bring Your Own Device technology make this target impracticable.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of curriculum for year 10.

The Year 10 Umbrella Project

Background

Consistent with the school's project based learning model, to replace the School Certificate Year 10 were involved in an inaugural extended cross-curricular project based on Smartphone technology. In groups of six constructed to include a profile of varied aptitudes, students responded to expert briefings and stimulus

material to determine a focal point. Critical and creative thinking skills, collaboration, ethical thinking and understandings of themselves as global citizens framed project directions. Staff mentored and monitored student achievements at set milestones. The research, findings and outcomes of groups were presented to a panel of real world experts as well as a presentation evening for parents and peers.

Findings and conclusions

Staff and students strongly supported the project. 88% of staff and 72% of students were in favour of the project continuing in future years. The project's intellectual quality, rigour and significance to students' worlds were marked. The time allocation, physical learning environment and need for more structured staff training and student expectations were areas for future improvement. Students rated the Smartphone scenario as satisfactory (47%), good (32%) and excellent (10%). 44% of students rated the assessment process as fair and accurate and 47% somewhat fair and accurate. Students rated as relevant and valuable feedback from experts at 49% and from teachers at 37%. The average rating for collaboration skills was 87% and for ICT skills 71%. Application of subject knowledge was rated at 57%.

Future directions

The project has been confirmed for future years with a reduced time frame and better transition activities which clarify KLA inputs into student thinking. A problem challenge in which students will synthesize their learning from across the curriculum before the project will assist students in understanding the importance of cross curriculum thinking. Improved planning of resources and earlier contact with outside experts will project timelines. The project will be presented at a Northern Sydney Region gifted and talented conference as exemplary learning.

Parent, student, and teacher satisfaction

In 2012 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. They recommended further collaborative practices among students and classes, especially through online learning tools, balance in study between subjects and greater use of modelling best responses. These strategies are being actively adopted in 2013.

Parent feedback indicated overall satisfaction with the quality of teaching and learning. Some administrative procedures and access to Scholaris were identified as areas for improvement.

Staff feedback is encouraged in regular staff meetings, development days and involvement in school decision making. Positive staff morale is reflected in staff involvement in, and commitment to, co-curricular activities.

Professional learning

Five school development days are allocated annually. These focused on the implementation of the 2012-14 school management plan including the alignment of curriculum programs with the school learning model domains of 21st century skills, global citizenship and values education, and the close review of HSC analysis data. The Year 10 umbrella project incorporated particular professional learning demands. Classroom teachers relatively new to the profession, continued their accreditation processes with the NSW Institute of Teachers fulfilling the demands of national professional standards. Executive members were involved in weekly professional development at executive meetings and have begun the process of reviewing all curriculum programs for Years 7-10 ensuring clearly articulated scope and sequence of content and pedagogy. This will involve greater cross-curriculum alignment of "big questions" and faculty programs through collegial and collaborative learning. Staff members were involved in regional and state professional development activities.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

Priority 1 – Curriculum and assessment

Outcome for 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 for Years 7-12.

2013 Targets to achieve this outcome include:

- Minimum of one assessment task per year group for all subjects requiring students to reflect upon their learning referenced against the school effective global citizenship framework
- 10% increase in evaluated levels of overall student satisfaction with the Year 10 umbrella project
- 2% improvement in the school average of students achieving Band 6 results at HSC.

Strategies to achieve these targets include:

- Defining effective global citizenship values to guide students' developing ethical understanding and civic engagement for Years 7-10
- Cross-curricular mapping to integrate the values continuum with KLA programs for Years 7-10
- Curriculum mapping to define 'Big Questions' and 'Core Understandings' as overarching frameworks for learning at both whole year and unit level
- All faculties to include at least one authentic assessment task per cohort requiring students to reflect upon their learning in relation to effective global citizenship values
- Implementation of assessment mapped to the values continuum and awareness and advocacy programs for Years 7-10 through:

- Year 7 Innovations program (*Dome* and *Apprentice* tasks)

- Year 8 Ethics program (*Leviathan* task and written reflection on connected learning within curriculums)
- Year 9 High Resolves program (written reflection on connected learning in curriculum and co-curricular activities, peer assessed)
- Year 10 High Resolves program, Whitlam Institute "What Matters?" challenge and school based problem challenge examination on connected learning
- Formulation of overarching "touchstone statements" as a reference point for values education in Years 11-12
- Curriculum mapping to integrate explicit teaching pedagogies into all programs for Years 7-10
- Evaluate all senior teaching programs for the inclusion of explicit teaching practices for Years 11-12
- Use of HSC item analysis data to backwards map effective explicit teaching and feedback practices, and faculty/teacher goals in executive and teacher annual review schedules (EARS and TARS)
- Continuous professional learning around explicit teaching strategies, through the use of exemplars, modelling and professional sharing at executive and whole-staff level
- Staff peer coaching and mentoring, informed by targeted student feedback questionnaires (facilitated by Group8 Education).

Priority 2 – Engagement and attainment

Outcome for 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 subject area/s
- Development of a whole-school 'roadmap' document to strategically coordinate wellbeing and student support strategies currently operating within the school.

2013 Targets to achieve this outcome include:

- 10% decrease in students presenting with significant motivation and engagement issues from comparative 2012 data
- Survey students to establish benchmarks for student voice/leadership perceptions
- 10% increase in the number of students accessing the online study skills handbook.

Strategies to achieve these targets include:

- Development of a whole-school 'roadmap' document to strategically coordinate wellbeing and student support strategies currently operating within the school
- Use of diagnostic surveys to target support to students through group learning support, mentoring and wellbeing programs
- Implementation of mentoring group support for all Year 12 students to provide assistance in study skills, self-regulation and stress management during the HSC year, and identify and support students who are at risk
- Increased use of online study skills handbook to provide students with self-directed courses in all aspects of study management
- Coordination and streamlining of co-curricular student groups and activities into 'four pillars' structure, with immediate and upper-level staff oversight and control
- Reorganisation of assembly and year meeting structure to broaden access to student voice opportunities among the student body
- Promotion of student voice and advocacy opportunities such as debating, model UN, volunteering and service learning.

School priority 3 – Quality learning environment

Outcome for 2012–2014

- Pilot 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.

2013 Targets to achieve this outcome include:

- Student surveys on the effectiveness of the pilot vertical tutoring program
- 10% increase in use of discussion boards, wikis and blogs through Scholaris.

Strategies to achieve these targets include:

- Explore timetable options to accommodate vertical tutoring
- Ongoing professional learning to build capacity with the learning management portal, including the use of survey tools and Scholaris social media functions
- Publication of a coordinated whole-school assessment schedule for Years 7-10
- Training to all staff in the use of *ReporterPro* markbook software, and professional sharing of best practice at executive level
- Revision of technology infrastructure to facilitate Bring Your Own Device model.

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.

David Tomlin - Principal
Greg Henshaw – Deputy Principal
Kathy Melky – Deputy Principal
Georgina McDonald – Teacher
Claire Caswell – Teacher
Ed McMahan – Head Teacher (Rel)

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback at:

<http://www.schools.nsw.edu.au/asr>