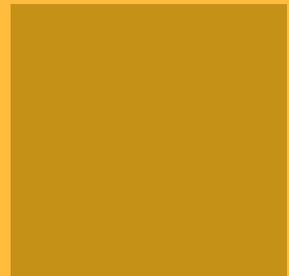


North Sydney Girls High School Annual School Report 2013



School context

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 testing procedures. In 2013 they came from 56 different public and private primary schools and 91% were from Language Backgrounds Other Than English (LBOTE). Additional enrolments are subject to vacancies and entrance criteria. Girls 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

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 ethos of *connection, resilience* and *innovation* creates a unique environment where success is expected and attained. The alliance of gifted and talented students, dedicated staff and supportive parents has created a powerful dynamic which blends academic traditions with innovative practice in the spirit of the motto *Ad Altiora*.

The 2013 - 15 school management plan focused upon three key areas: curriculum and assessment: engagement and attainment: and quality learning environment. These priority areas built upon the school's established foundation of sophisticated technology infrastructure, challenging curriculum and an extensive co-curricular program. 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 enhanced emotional intelligence and social assuredness among all our students. Our school culture celebrates the achievement of personal best, inculcates a sense of collective support and responsibility and creates opportunities for students to reflect upon and articulate the personal meaning of their learning. Reflective assessment and curriculum projects

have been central to the notion of student-directed curriculum, global citizenship and ethical understanding. 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 2013 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.

Significant building and grounds improvements and upgrades of technology infrastructure were made with P&C support. A committee of all school stakeholders developed an extensive program of activities to celebrate the school Centenary in 2014.

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

Many dedicated parents have again supported 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. In 2013, parents were also involved in Open Day, Orientation Day, the Sports Assembly, Year 12 Graduation, Presentation Day, and the newly formed Centenary Committee and North Sydney Council Education Institutions Working Group. Trained parent representatives took part in teacher selection processes.

In Term 4, the parent community approved a significant spending program for 2014, aimed at enhancing teaching and learning, supporting student voice and development, providing IT support, purchasing equipment, maintaining and improving school buildings and grounds and supporting the Centenary. This funding has been made possible by past generous donations from parents through voluntary annual P&C contributions, as well as the support of the NSW Government through a successful Community Building Partnership Grant.

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. During 2013 staff made special presentations to parents on school technology developments (and Bring Your Own Device), HSC results, subject selection and year-based learning with individual Year Advisers, as well as helping organize an external speaker on teaching and learning at tertiary level. Staff also provided well-planned and insightful parent-teacher interviews, extensive careers advice and regular feedback from the Principal about school developments through the fortnightly newsletter. The generous involvement of the Principal, staff Sports Coordinator, staff Music Coordinator and Music Conductors in various P&C committees has greatly helped the parent community to better support the school.

Claudia Solomon P&C President 2013 - 14

Student representative's message

Prefects

The Prefect body maintained North Sydney Girls (NSG) traditions and introduced new initiatives that build upon the school's tradition of altruism.

Connections with Year 7 students were made at the Meet the Prefects Night where NSG traditions were passed on to the newest students. The Prefects coordinated the Year 7 co-ed day against North Sydney Boys (NSB) in a trivia afternoon.

The traditional Senior Challenge included a ping-pong tournament, talent show and a netball game in which NSG were victorious.

The Prefects fostered bonds between students and teachers through a farewell assembly in which presents were given to retiring teachers and the annual teacher appreciation day where we made baked goods and delivered messages from the students to each staffroom. The first series of teacher versus student games included basketball, netball, futsal and volleyball.

The Liaison Council was streamlined and expanded to include representatives from most student groups giving better communication, planning and collaboration for events and campaigns. Congratulations to student coordinator Maggie Young, Mr Stuart Madgwick

(Student Voice Coordinator) and student group coordinators for greatly improving student voice.

The newest initiative this year was to coordinate a blood drive with the Australian Red Cross. Twenty students donated blood, many for the first time, in true NSG community spirit. This initiative will continue in 2014.

Prefects worked towards encouraging collegial spirit within Year 12 as they worked towards the HSC. Suggested study timetables and tips were handed out at year meetings, study groups and a 'study buddy' system were formed and a series of holiday sessions run by former NSG students were held before the Trial HSC. The use of the school's online learning space Scholaris for the sharing of notes, resources and practice papers was also encouraged. The Year 12 common room was repainted, recarpeted and refurbished to provide a comfortable space for students.

Prefects wish to thank Ms Clatworthy (Prefect Coordinator) and Mr Tomlin, Ms Melky and Mr Henshaw for their ongoing support.

Jasmine Fyfe Captain 2013

Student Representative Council (SRC)

Be your own superhero was our digital theme for this year. Festivities Week in Term 4 2012 included a carol serenade, a series of festive games, a photo-booth and our annual Candy Cane Courier service to promote school spirit.

The respective themes for the junior and senior dances, *Thrift Shop* and *90s Party*, promoted interaction between NSG and NSB. Junior and senior trivia nights fostered intellectual stimulation and healthy inter-school competition.

At Mocktail Night, alumni returned to advise current senior students about the world beyond high school, potential careers and different paths which can be taken upon graduation. With over 100 guests in attendance, the night confirmed the 'superpower' every student possesses.

Year meetings were a new program in which student representatives sought to celebrate student achievement and focus on the needs of different year groups. These meetings aimed to foster grade unity and address issues like stress management and maintaining a balanced lifestyle.

Superhero Day was our major project aiming to unlock the ‘superhero powers’ of every girl. Students brandished tartan bear badges and attended workshops about self-empowerment, positive thinking and the power of youth in society. This event was founded on core elements of happiness - art, food, intellectual stimulation and connection with friends and peers.

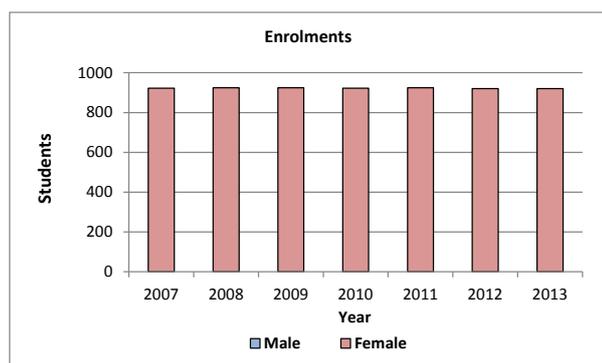
With the support of Mrs Mizoshiri (SRC Coordinator), Mr Madgwick, Ms Melky, Mr Tomlin and the leadership of SRC President Simone Zhou, we were able to ensure that every student drew upon their own personal powers to benefit themselves and the greater community.

Elizabeth Lim SRC

Student information

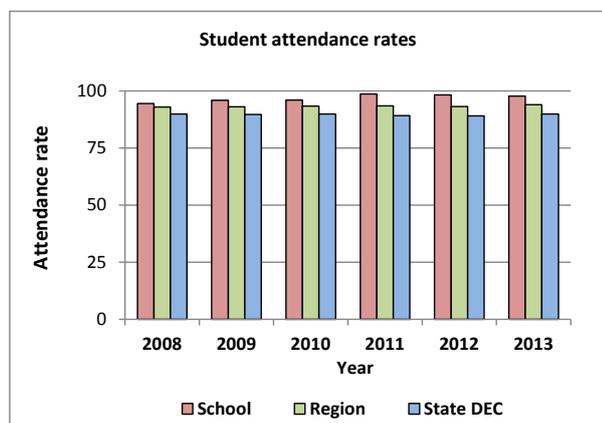
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



The enrolment profile for the school is very stable. The intake is 150 girls in Year 7 with an increase to 162 in Year 11. Total school enrolment was 921 students.

Student attendance profile



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 for 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 great majority of our students proceed to university, either directly from school or after a period of travel. Most offers for applicants for courses starting in the first half of 2014 are made in the main round. Further offers for tertiary study are made periodically throughout the year from September to the following July.

The 2014 pattern of offers is influenced by changing preferences over the course of 12 rounds of offers. For the 165 students in 2013, 175 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. Further offers may still be made in later rounds. The pattern of offers below is based upon Universities Admissions Centre (UAC) advice to date.

University Offers (NSW and ACT only)	Number
Australian National University (ANU)	7
Australian Catholic University	3
Macquarie University	3
University of New South Wales (UNSW)	88
University of Sydney	55
University of Technology Sydney (UTS)	21
University of Western Sydney (UWS)	2
University of Wollongong	2

All students completed traditional academic paths of study leading to the award of a HSC. Vocational and trade training were not offered. Numerous university faculty scholarships were offered. There were two UNSW Co-op scholarships, two accounting cadetships, one Westpac Engineering and Technology cadetship, one engineering scholarship (USYD), one medicine scholarship (USYD) and one UBS Finance cadetship offered.

Course	Number
Humanities	
Classical Studies (ANU)	1
Architecture/Design/Fashion	5
Media/Communications	7
Creative Intelligence	1
Social Research & Policy	2
Philosophy (ANU)	1*
Arts	16*
International Studies	14*
Law	19*
Education	2
Actuarial studies	4*
Business	5*
Commerce	40*
Finance	1
Information Technology/Computer Science	4
Sciences	
Medicine/Surgery	7
Optometry and Science	8
Oral Health	1
Physiotherapy	2
Medical Science	16
Psychology	8*
Pharmacy	1
Nursing	3
Animal and Vet Bioscience	2
Applied Science	3
Nutrition and Dietetics	2*
Health Sciences	4
Science	8*
Science (Advanced)	10*
Engineering	15*
* includes combined courses	

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

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	10

Classroom Teacher(s)	54
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	11
Total	80.4

The Australian Education Regulation, 2013 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.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	25
NSW Institute of Teachers Accreditation	26

Financial summary

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

Date of financial summary	30/11/2013
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	3106361.55
Expenditure	
Teaching & learning	
Key learning areas	251948.32
Excursions	516357.85
Extracurricular dissections	422764.73
Library	425.00
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	2494519.26
Balance carried forward	611842.29

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.

A full copy of the school's 2013 financial statement is tabled for the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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 218 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 two French horns, five trombones, four euphoniums, three tubas plus four oboes, two bassoons, four saxophones, three bass guitars and percussion. The Camerata (beginner strings) included nine violins, three violas and three cellos. The Chamber Orchestra consisted of 24 violinists, two violists and three cellists. 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.

Symphony Orchestra, Chamber Orchestra and Concert Band all participated in the Performing Arts Challenge (Sydney Eisteddfod) with both Symphony Orchestra and Chamber Orchestra

receiving highly commended awards. At the NSW School Band Festival, the Concert Band and Wind Orchestra both received gold awards.

Ensembles performed at community events including the Crows Nest Fair, North Sydney Carols and North Sydney Children's Festival. A small group of advanced musicians from Symphony Orchestra was selected to take part in the specially formed festival orchestra celebrating the 80th anniversary of the City of Sydney Eisteddfod. Other special performances included Chamber Orchestra performing at the Gifted and Talented Education (GATE) Conference in Darling Harbour and Wind Orchestra's performance at the Royal Easter Show. School events included performances at the gala concert, the music induction assembly, orientation day, the Year 12 farewell, open day and presentation day.

The Concert Band and Chamber Orchestra toured the Wollongong area, performing at various primary and high schools, nursing homes, the local shopping centre and for a local community group. The Symphony Orchestra and Wind Orchestra toured to the Blue Mountains giving performances and workshops at primary and high schools and aged care facilities. These tours were valued by country communities, broadened the ensembles' repertoire and increased the girls' independence.

Parental assistance was greatly appreciated at camp, performances and on tours.

Music (Curriculum) – Year 7 created film music to a given video clip and composed an Irish jig and 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', performed in an evening concert *The Hall is Alive with the Sound of Music* and created advertising jingles for local businesses. 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, working with a composer-in-residence, developed the skills to produce highly stylised compositions.

Many girls participated in the combined NSB and NSG musical *Miss Saigon*. Year 9 and 10 elective classes and all vocal ensembles participated in the Chatswood RSL Club Music Spectacular while the String Ensemble and A Cappella were chosen by audition to present feature items at the ArtsNorth Secondary Showcase held at The Concourse, Chatswood. The String Ensemble also performed for the prefect induction ceremony, Year 12 graduation and presentation day. The Christmas *Carols in the Round* concert featured all vocal ensembles, Year 7 and 8 cohorts, the String Ensemble and the staff choir.

Visual Arts – an exhibition of all years showcased girls' work including 17 HSC Bodies of Work. Tracey Poon's work was chosen for exhibition in ARTEXPRESS at The Art Gallery of NSW (see HSC later).

Many girls represented NSGHS in competitions across NSW and interstate, including four entrants and a finalist, Rebecca Xiao, in the *Mosman Youth Art Prize* and in the *Royal Easter Show Art Competition*. Six girls were highly commended in the Queensland *Stuff It* film awards and four Year 10 students were highly commended in the *Schools Reconciliation Challenge*. Four Year 10 Digital Media students won bronze at the *ArtsNorth Film Festival*.

Ioana Antin won first place in the digital darkroom section of *The Pixel Prize* run by Australian Catholic University (ACU) and a place in the *V-Fest* Sydney film competition. Kayley Chan, Keerthi Muvva, Jackie Gao and Jessica Tan won both of the youth photography sections at the *Northbridge Art Prize*. Jasmine Lou won the art essay section of the *Artwrite* competition run by AGNSW. Year 10 went to the *Asia Pacific Triennial* in Brisbane and Year 8 visited the Toulouse Lautrec exhibition in Canberra.

Drama - the school entered the intermediate and senior divisions of the TheatreSports Schools Challenge. Both teams narrowly missed out on moving through to the finals after competing against older and more experienced teams.

Year 10 curriculum drama students conceived, wrote, produced and performed four one act plays that drew on social concerns and issues and later wrote and performed monologues to camera. Their drama night, *Four Story Building*, showcased their talents, maturity and citizenship. The class also engaged in an online naturalism

workshop through the National Institute of Dramatic Arts (NIDA). Year 9 drama wrote, produced and performed commedia dell'arte scenes. In Semester 2 a combined *Dance Meets Drama* performance night showcased a Shakespearean parody *Romeo and Calculus*, a parody *Despicable You* and other items. Year 7 engaged in *Play Day* in Term 4.

Writers and performers were represented at *Page to Stage* at Mosman High School Theatre. Julia McNamara and Estella Xia wrote two of the five plays performed. Julia's play was a transitional work that explored notions of normality and acceptance from an alien's perspective and Estella wrote a manic re-imagining of Mozart as a 'bogan'. Both girls also impressed as performers, playing multiple roles across four of the five plays. Year 9 were represented by Isabel Martins and Sophia Luo who also took on multiple roles.

Dance - over 200 girls auditioned for the four ensembles each of about 24 students and one open class. A ballet open class was offered in Term 4 for the first time using the new ballet barres. The two senior dance ensembles performed at the *Dance North Festival* at the Glen St Theatre. The two senior ensembles each achieved highly commended awards at the Ryde Eisteddfod. The two junior ensembles performed at the *Dance Meets Drama* evening held in the gym. All four ensembles were showcased at the annual sports assembly.

Debating and Public Speaking – the debating program enjoyed great success, particularly in the junior years. Approximately 90 girls were involved in competitive debating workshops with the aim to provide support for the Premier's Debating Challenge (PDC) competition. Five teams were entered in this competition. The senior debaters won through to the regional quarter final, losing in a close debate to eventual state finalists, North Sydney Boys. The Years 9/10 team progressed to the regional quarter finals where they were defeated by Normanhurst Boys. The Year 7/8 debaters were undefeated in 2013, winning 14 debates in a row and claiming the Year 7/8 state title for the first time in the history of NSG. 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. The

finalists of the NSG gala day then competed in a day of friendly debating against teams from NSB.

Sophia Kurianski (Year 9) progressed to the NSW Zone final of the Rostrum Voice of Youth annual speaking competition for secondary school students. Year 8 were involved in a public speaking competition through 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 Lydia Cheung (12 years), Rose Bao (13 years), Leah Huang (14 years), Melissa Park (15 years), Vaishnavi Calisa (16 years) and Angel Guo (17 years). A large group of girls went onto the regional carnival with 12 years team (Alana Xu, Lydia Cheung, Albertine Tran, Victoria Long and Juliet Healey) and the 15 years team (Claire Hu, Sian Bradley, Emma Fu, Melissa Park) representing at CHS. Leah Huang represented in butterfly. The 12 years team won gold 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 Lina Shi (12 years), Renee Hurley (13 years), Natalie Chen (14 years), Sophie Jiang (15 years), Leanne Wang (16 years), Haiqui Zhu (17 years) and Madeleine Langley (18 years). Natalie Chen, Sophie Jiang, Lena Shi, Leanne Wang, Sharon Choi, Lucy Qui, Stephanie Bian, Madeleine Langley and Jemma Cavanagh represented the zone at region. Natalie Chen was age champion for the second year running at region and went on to represent at CHS. Leanne Wang represented at CHS.

Athletics

The athletics carnival at Homebush athletic track was very well attended. A large group of girls went on to represent the zone at region with

Natalie Chen representing at CHS for the second year running.

Age champions were Nicole Liu (12 years), Renee Hurley and Hannah Wrigley-Carr (13 years), Sophie Luo (14 years), Tasha Wun (15 years), Sue-Maye Siow (16 years) and Samantha Ross (17 years).

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 teams were fielded in softball, touch football, soccer and netball. The girls proceeded to semis and finals in each sport. The Year 9 grade netball team was zone champion. All other teams made it to the finals in their respective sports.

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 continued to grow. Girls were involved in an intense training program during Terms 1 and 4. At CHS, the following girls qualified for finals:

U15 single scull – Simone Tai; U16 quad scull - Joanna Fu, Simone Tai, Anna Ryan, Yasmine Salionas, Evelyn Zhang (cox); Championship single scull - Madeleine Langley; Championship double scull - Madeleine Langley, Cindy Lian; U17 single scull - Liliana Tai; U17 double scull - Liliana Tai, Joanna Fu; Championship quad scull - Madeleine Langley, Cindy Lian, Iris Chen, Liliana Tai, Jessica Yang (cox).

Place getters at the finals were:

3rd place U16 junior quad scull (Joanna Fu, Simone Tai, Anna Ryan, Yasmine Salionas, Evelyn Zhang (cox))

2nd place U17 double scull (Liliana Tai, Joanna Fu)

2nd place senior quad scull (Madeleine Langley, Cindy Lian, Iris Chen, Lili Tai, Jessica Yang (cox)).

Netball – over 200 girls competed in this sport. Eleven umpires were selected by NSNA for the final series. The division championship team was Year 8 team 18 (coaches Jessica Huo, Stephanie Teh and Grace Lee). Division runner up teams were Year 11 Team 7 (coach Melody Teh); Year 9 Team 12 (coaches Lois Zhang and Christina Knezevich) and Team 13 (coaches Katharine Fan and Parami Premachandra) and Year 7 Team 20 (coaches Jessica Tan, Joanna Ng and Jessica Cong).

Basketball – the program continued to grow with 106 girls competing. There were 12 teams in two competitions with several grand final wins. An inaugural two day basketball camp was a resounding success with more than 50 players attending and four Norths coaches assisting. NSG were convincing winners in the inaugural competition against Sydney Girls High.

Hockey – U15 and U18 indoor and field hockey teams were fielded. Indoor teams play in Term 1 and 4, three of the four teams made it to the finals. Outdoor teams play in Terms 2 and 3. One team lost on a goal difference in the final.

Water Polo – there were 15 girls involved with a team entered in the junior division. One squad made it to round 2 of the NSW CHS knockouts. Girls train weekly all year.

Touch Football – two combined Year 7 and 8 teams and a combined Year 10 and 11 team competed in the Artarmon competition. The seniors made it to the semi-finals.

Snowsports – Natalie Chen and Claire Hu were selected as NSG representatives at the CHS Snowsports snowboarding competition.

Other

Chess – the chess club played weekly and some students received coaching sessions. Two junior teams and one intermediate team 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 upwards from Year 9. There were 58 bronze, 35 silver and three gold awards earned.

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 whilst Year 9 completed a module on collective action and conflict resolution before their school based projects began. They focussed on wellbeing and a happy, stable outlook on life. They promoted strategies for resilience, early recognition of stress and anxiety, and positive self-affirmation. Year 10 engaged in a global leadership program with leadership skills and project management reinforced through a community project. Their campaign, *Educate, Eradicate*, promoted education as a tool to eliminate poverty. The girls raised \$1500 for St Jude's school in Tanzania.

History - Year 9 students ran a moving Anzac Day commemorative assembly with evocative speeches and poetry. Year 10 students visited Canberra to explore and analyse the Australian War Memorial, National Museum, Parliament House, and Reconciliation Walk. 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.

Our team in Sydney University's *The Future of America* debate series, Ann Wen, Liliana Tai and Viki Gerova were narrowly beaten by the eventual winners. Thea Ross (Year 11) won the senior division of the national Royal Australian Navy's Fleet Review essay competition and represented the school at the North Sydney RSL Remembrance Day ceremony as well as the signing of the memorandum of understanding between Legacy and the Royal Australian Navy

Languages Other Than English (LOTE) – a total of 544 language students competed in the World Language Perfect competition which tests vocabulary learning in French, German, Latin, Japanese and Mandarin. NSG was first in Australia for schools with 500-1000 students, third in the world, third overall in Australia and first overall in Latin, with five special individual awards presented.

In Japanese, all Years 8 - 11 elective students were entered into the 2013 Australia-Japan Relations Essay Contest. Six prizes were won with Emily Kim and Karin Nishimuta-Jang earning outstanding awards in the Junior A division.

In the NSW Japanese Language Speaking contest, Peggy Wei came first in the high school division and later competed at the national finals. Emily Kim won second at the NSW finals of the junior division. In the Japan Foundation's *Art Speaks* competition, the school was first in the senior division. Solenna Fu, Beverly Mai and Anita Niu were awarded two week scholarships as part of the Japanese government's *Jenesys 2.0* program to Japan in December 2013.

Kerri Foweraker won a prestigious GASS scholarship to Germany. Mavis Tian participated in an exchange to France. Rebecca Nguyen received a highly commended award for her study of Vietnamese as part of the Minister's Awards for Excellence in Student Achievement - Community Languages Schools.

NSGHS Latin students participated in two international competitions which are conducted by the American Classical League and undertaken by over 154,000 students (see later). In the NSW annual Latin reading competition Eva Chiu and Catherine Leung performed in the finals of the Classical Association of NSW annual Latin reading competition and both were highly commended. Danille Encarnacion and Jessica Lu each won first prize in the Classical Languages Teachers' Association Year 9 reading competition.

Philosophy – over 90 Year 9 and 10 philosophy students participated in the annual NSG Philosothon with 10 visiting facilitators from various Sydney universities. Fern Mei Sim, Sally Wang and Medha Gupta were selected to represent the school at the Sydney Philosothon at Ascham School in September. Fern Mei and Medha won their sections while Sally performed strongly in the senior division. NSG won the overall competition against 20 other schools and earned the right to participate in the 4th Annual Australasian Philosothon to be held in Western Australia in July 2014. The team will comprise eight students from Years 9 to 11. Students also conducted a philosophy workshop with a visiting academic exploring the philosophy of mathematics.

Social Science – six Year 11 students were selected as guests of the UNSW Australian School of Business at the Capital W Finance annual dinner. Five Year 11 students were selected for the Aspiring Business Leaders' Conference at University of Sydney. Nancy Chen and Rucha Ranade were awarded UBS Finance Academy scholarships. Alice Kwan represented NSG at the NSW Schools State Constitutional Convention.

Year 9 Commerce students organised a business trade day competing against each other to raise over \$3,260.50 for The Children's Hospital at Westmead and The Fred Hollows Foundation. A joint HSC economics day was held with NSB and Years 10 - 12 were involved in the annual school careers day.

Mock Trial and Mediation - twelve legal studies students participated in the mock trial competition. Year 10 students were state runners-up in the grand final of the mock mediation competition sponsored by the NSW Law Society.

Student Wellbeing – annual camps were held for Year 7 at Collaroy, Year 9 at Somerset and Year 11 at Vision Valley. Year 10 were involved in the peer support training camp at Elanora. Years 7-10 were involved in wellbeing days that included a range of activities and events which promoted year cohesion and personal resilience.

Other wellbeing programs included 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. 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 Cross Roads program included workshops and discussion 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 were established as four pillars of student voice. All groups and their activities were coordinated by the prefect-led Liaison Council.

Group Highlights	Key Roles and Achievements
Prefects	Traditional duties modelling leadership qualities for the rest of the school. New initiatives such as the blood drive and the <i>Prefects' Annual</i> .
SRC	Expanded role in representing all student needs to the year adviser and school executive. Promotion of student wellbeing through dances, trivia nights, activities and assemblies.
Charities Council	Social justice conference with other selective schools and a social justice network built. Ongoing campaigns and workshops. Record-breaking Charities Day fundraising targeting local, national and global charities.
High Resolves	Expanded programs involving Years 8 - 10. <i>Educate, Eradicate</i> campaign and fundraising for a school in Africa.
SHOUT	Fundraising for national and international children's charities including Blue Dragon, Variety, Westmead Children's Hospital, and Save the Children.
Amnesty	Campaigns on human rights issues and links started with old girls at the University of Sydney.
Gen Earth	Practical environmental activism mandating use of Bioware for student groups activities, building herb garden, clothes/book swap at Charities Day, awareness raising and fundraising on the Great Pacific Rubbish Dump. Initiating an inter-school Sustainability Council for the North Sydney area.
Women's Collective	International Women's Day assembly advocating for women's rights and raising money for White Ribbon Day. Domestic Violence project in collaboration with NSB. Weekly workshops on gender issues.
4C	Advocacy and fundraising on water conservation, and assistance given to other groups with their campaigns.
Forum	Joint forums with NSB as well as weekly topics. Expert visit from Professor David Schlosberg on environmental justice.
Model UN	Success in Model UN activities at Sydney Grammar, Sydney University, state conference and national conference.
MaxPotential	Eight girls involved in a community leadership and mentoring program with Norths Club

Individual student voice highlights - Sindy Tang was awarded the Marie Bashir Peace prize and a Queen's Girl Guides award for her outstanding volunteering and advocacy. Liliana Tai was selected to represent Australia at the Model United Nations conference at The Hague. Jisun Chang was awarded a North Sydney Community Award through the office of The Hon. Joe Hockey MP. Valerie Schlosberg attended the Young Womessn's Leadership seminar at State Parliament. Several girls were involved in a metropolitan OzGreen Youth Leading the World conference with follow up collaborations with North Sydney Council. Liliana and Simone Tai were successful in their application for a NAB Schools First Award of \$5000, one of only 10 awarded nationally, for a community service project with Royal North Shore Hospital.

Volunteering – many students participated in the Premier's Student Volunteering Awards scheme. Black opal awards (150 hours or more) were earned by Sophie Jiang, Fern Mei Sim, Jessica Zhang, Laura Bee and Iris Lo. Diamond awards (80 hours or more) were earned by 14 students. Marie Nemani was selected to be a UNICEF Australia Young Ambassador. Year 9 girls raised \$33250 for Legacy in their annual appeal.

Competitions

Australian Mathematics Competition

All Year 7-11 students participated and were awarded three prizes, 40 high distinctions and 346 distinctions. Vaishnavi Calisa was awarded a prize in the senior division.

Mathematics Challenge

There were 83 students entered in this competition which required them to complete take-home higher order problem-solving tasks. High distinction awards were won by nine students in the junior division and 12 students in the intermediate division. Distinction awards went to 34 students.

Mathematics Enrichment Competition

There were 34 students who participated in this take-home higher order problem-solving competition. High distinctions were won by Selina Sun in the Euler section, Isabel Xu and

Andrea Sit in the Gauss section, and Janice Lai in the Polya section.

In the Australian Intermediate Olympiad, Lisa Wei won a distinction. In the Australian Mathematics Senior Olympiad, Vaishnavi Calisa earned a distinction and was honoured with a gold award by the Australian Mathematics Olympiad Committee.

English Competition (ICAS)

719 students participated and were awarded 44 high distinctions (6%) and 250 distinctions (35%). Sherrie Liu (Year 10) and Kerri Foweraker (Year 11) were medal winners.

Year 7 (148 candidates)
High Distinctions – 4%
Distinctions – 44%
Highest mark - 49/55 Average mark – 40.8/55
Year 8 (149 candidates)
High Distinctions - 9%
Distinctions - 41%
Highest mark - 50/55 Average mark – 42.8/55
Year 9 (146 candidates)
High Distinctions – 4%
Distinctions – 30%
Highest mark - 56/60 Average mark – 43.6/60
Year 10 (141 candidates)
High Distinctions - 6%
Distinctions - 32%
Highest mark - 59/60 Average mark - 46.1/60
Year 11 (135 candidates)
High Distinctions - 7%
Distinctions - 24%
Highest mark - 59/60 (MEDAL WINNER) Average mark – 45.9/60

Science Competition (ICAS)

597 students participated and were awarded 24 high distinctions (4%) and 212 distinctions (36%).

Year 7
High Distinctions – Avelyn Shi, Victoria Gao, Julia Jin, Jessica Lawson, Melissa Qiu, Bella Vacaflares, Lydia Wibawa, Kathy Zhang
Distinctions – 45%
Year 8
High Distinctions – Yelena Cao, Jessica Chen, Zofia Foo, Alana Huang, Emily Kim, Selina Sun, Rowena Wang, Ruth Wang
Distinctions – 42 %
Year 9
High Distinctions - Krystal Li, Rachel Stock, Amy Yu
Distinctions – 38%
Year 10
High Distinctions - Lisa Wei, Jennifer Choi, Sherrie Liu, Joanne Niu,, Jessica Yang
Distinctions – 28 %

Australian National Chemistry Quiz

694 students participated earning four plaques, 110 high distinctions and 191 distinctions.

Plaques (perfect or near perfect scores)
Annabelle Evans (HD Excellence with a perfect score), Sophie Jiang, Deborah Du, Angela Jiang
Year 7
High Distinctions - 14%
Distinctions - 21%
Year 8
High Distinctions - 12%
Distinctions - 32%
Year 9
High Distinctions - 17%
Distinctions - 30%
Year 10
High Distinctions - 16%
Distinctions - 18%
Year 11
High Distinctions – 24%
Distinctions – 39%

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 Boys High.

Gold (and summer Olympiad School invitation):
Annabelle Evans (Physics) and a high distinction

Silver:

Lisa Wei (Physics) and a high distinction

Bronze:

Alice Shen (Biology) and a high distinction
Jessica Sun (Biology) and a high distinction
Claudia Cox (Chemistry) and a high distinction

Australian Economics Competition

There were 20 entries in this competition.

Computer Skills Competition

31 candidates
High Distinctions – 2
Distinctions – 15
Highest mark – 40/45
Average mark – 35/45

Computational Linguistics

Southern NSW - first in the junior divisions and second in the senior division (Sally Wang, Serin Yau, Lisa Wei and Catherine Leung).

LOTE

Language Competencies	Component	HD%	D%
Japanese Cert 3 (Year 11)	Reading	37	63
	Listening	32	63
Japanese Cert 2 (Year 10)	Reading	56	40
	Listening	52	36
Japanese Cert 1 (Year 9)		67	33

Mythology Examination for Years 8-9 (Latin)

Athena gold medallion (100%) - six Year 8, two Year 9 students

Silver medallion (95-99%) - nine Year 8, five Year 9 students

Bronze medallion (90-94%) - four Year 8, seven Year 9 students

Latin Examination

50 entries from Years 9-12

Gold medallion for 100% score - nine Year 9, two Year 10 and three Year 11 students

Gold medallions - nine Year 10, 13 Year 11, four Year 12 students

Silver medallions – one Year 11, one Year 12 student

(The Year 9 Latin class achieved second place overall in this competition and 15 outstanding achievement ribbons).

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.

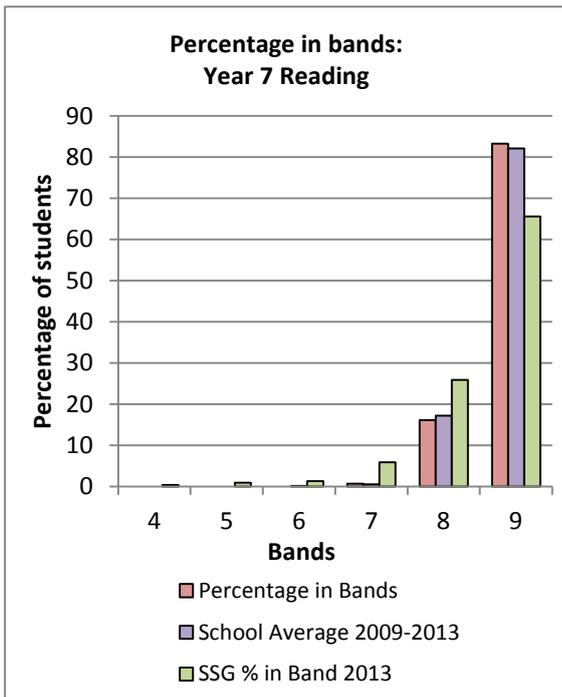
Year 7: from Band 4 (lowest) to Band 9 (highest)

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

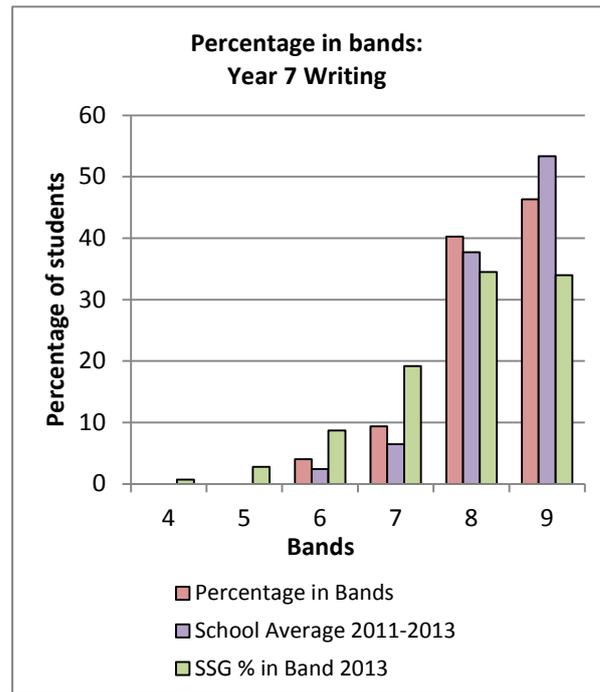
Statistically similar groups (SSG) values are calculated using the 2013 Index of Community and Socio Economic Advantage (ICSEA) scales provided by the Australian Curriculum and Reporting Authority (ACARA).

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> and enter the school name in the *Find a school* and select *GO*.

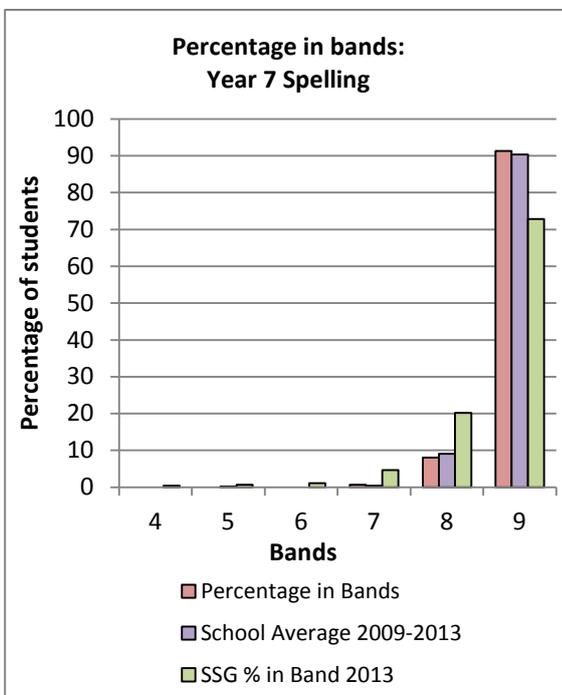
NAPLAN Year 7 – Reading



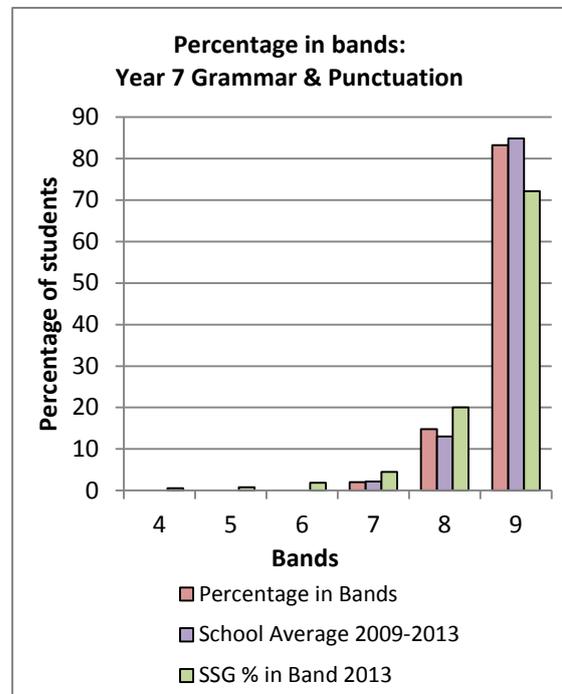
NAPLAN Year 7 – Writing



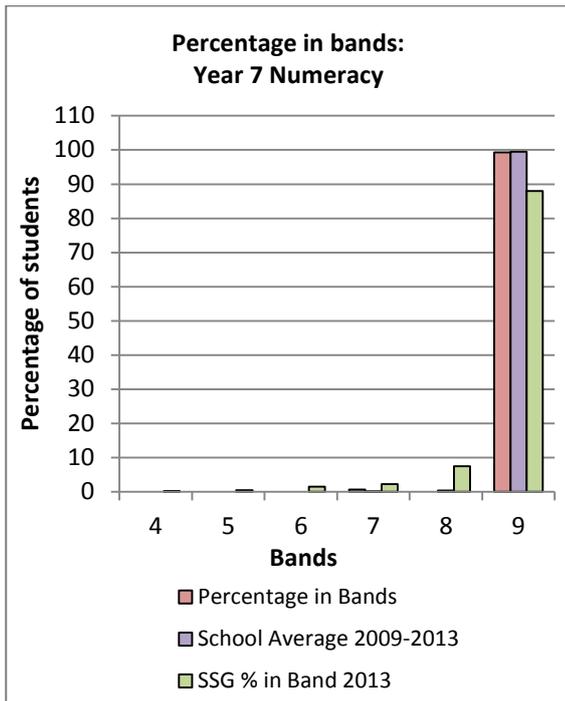
NAPLAN Year 7 – Spelling



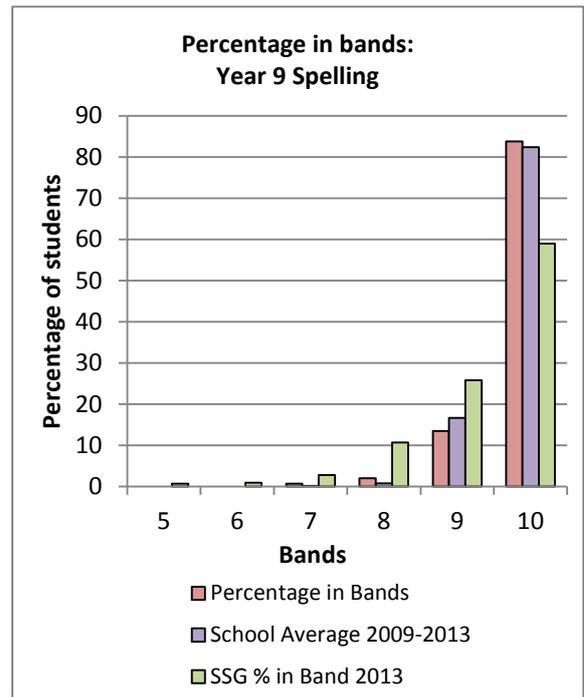
NAPLAN Year 7 – Grammar and punctuation



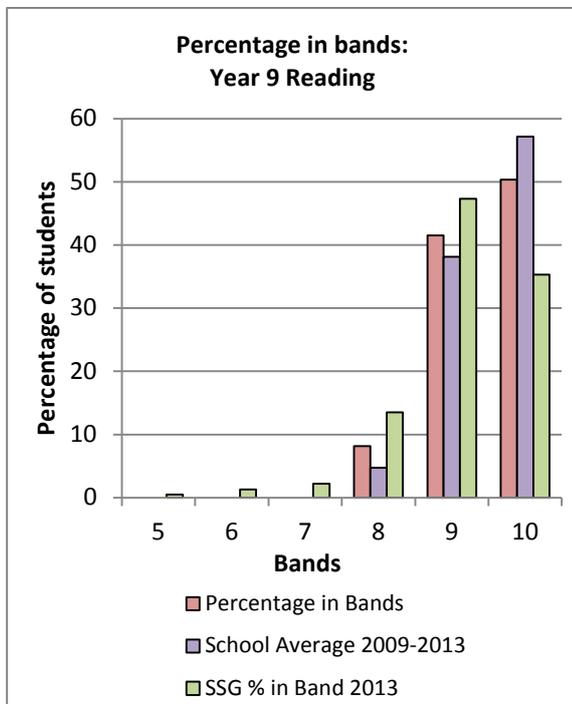
NAPLAN Year 7 – Numeracy



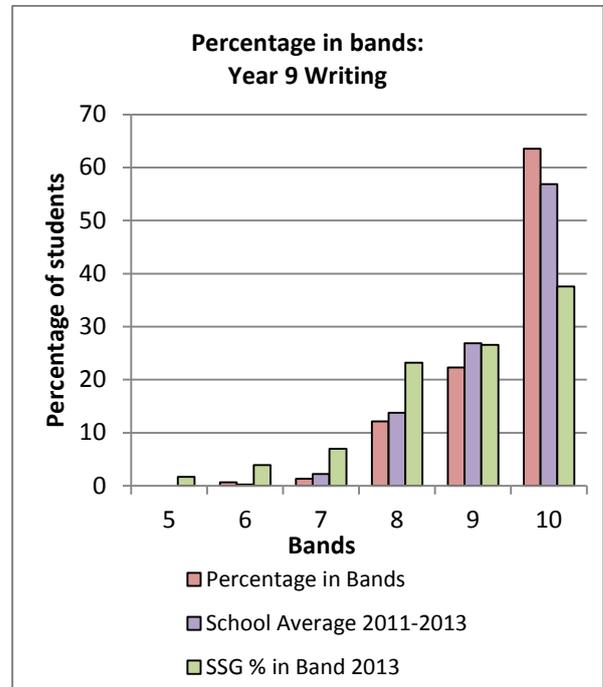
NAPLAN Year 9 – Spelling



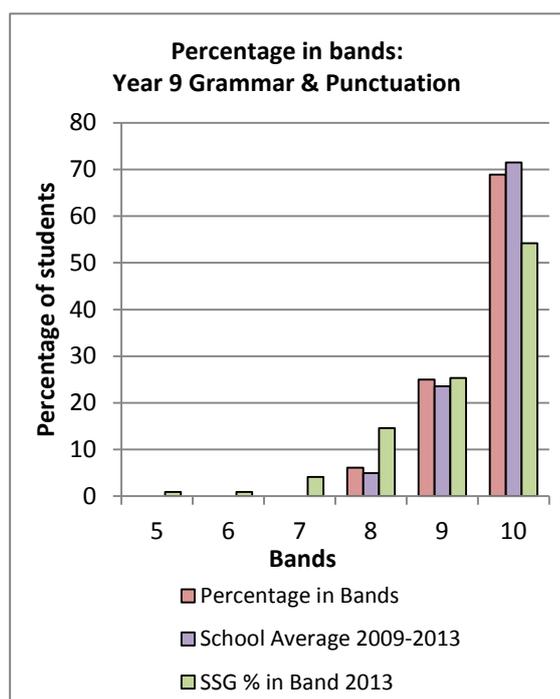
NAPLAN Year 9 – Reading



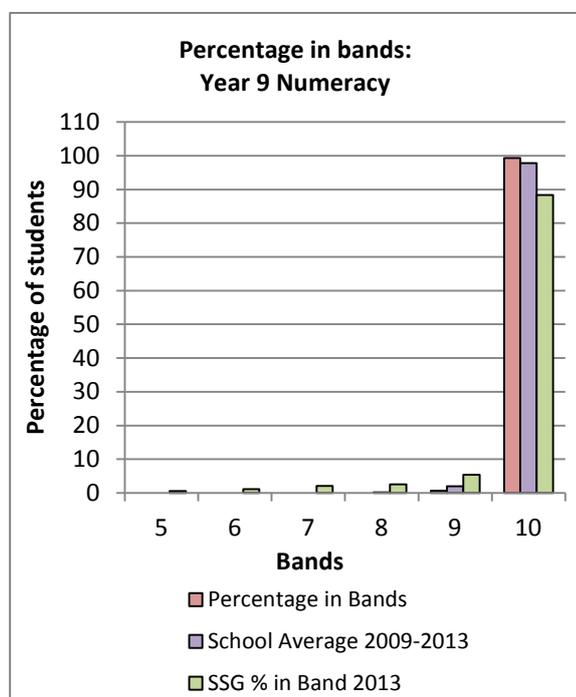
NAPLAN Year 9 – Writing



NAPLAN Year 9 – Grammar and punctuation



NAPLAN Year 9 – Numeracy



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 %	
	2011 /12 avge	2013	2011 /12 avge	2013	2011 /12 avge	2013
Science (overall)	0	0	9	6	92	94
Extended response tasks	0.5	0	24	28	76	72
Knowing and understanding	0	0	12	7	89	93
Communicating scientifically	.5	0	15	7	86	93
Working scientifically	4.5	0	23	19	78	81

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 2013 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. 54.1% of student results across all subjects were in Band 6.

Lisa Wang was the dux with an ATAR of 99.95, the highest rank possible. There were 37 students who attained ATARs of 99 or over. Based upon estimates, the median ATAR rank was 97.40 and the mean was 95.45. There were 112 students gaining ATARS of 95 or more (69.5% est).

A total of 47 girls were listed on the prestigious 'all-rounders' list having achieved Band 6 results in their best 10 units of study. Congratulations to Margery Ai, Ritika Bhattacharya, Hai Man Cao, Jemma Cavanagh, Amy Chang, Jisun Chang, Emily Chen, Guang Yu Chen, Jiaxin Chen, Zilan Fan, Celia Feng, Jasmine Fyfe, Julianne Hsu, Anne Jian, Woo Veen Kim, Gabriella Kontorovich, Patricia Lai, Delyse Lam, Jasmine Lei, Erica Liu, Ivy Lu, Catherine Mao, Melissa McKeogh, Sharanya Mohan, Sharni Nichols, Estelle Pham, Brigitte Samaha, Libbi Sham, Alison Sue, Xinyi Tang, Madeleine Teo, Ka Tong, Helena Wang, Yixiao Wang, Olivia Webster, Peggy Wei, Rebecca Wong, Henrietta Wu, Jee Yun Yang, Lorraine

Yang, Peggy You, Sally Yu, Vivian Zhang, Xue Yin Zhang, Quan Zhou, Xinrui Zhou and Yan Zhuang.

Outstanding individual achievements included students who received mention in the Board of Studies 'top achievers' list for outstanding subject placing. Anne Jian was second in German extension, Stephanie Ding was third in information processes and technology (IPT) (accelerated), Celia Feng was twelfth in chemistry, Julianne Hsu was fifth in music extension, Jemma Cavanagh and Peggy Wei were both fifth in society and culture, Brigitte Samaha was seventh in society and culture and Lisa Jiang was first in Heritage Japanese (external). Michael Fowler (NSB) who came first in German extension also studied at NSG.

All students in society and culture, extension Japanese and extension music earned Band 6/E4 results. In English advanced, 47.2% of students achieved Band 6; English extension 1, 56% achieved Band E4; in mathematics 2U, 61.6% achieved Band 6; mathematics extension 1 64.4% achieved Band E4 and in mathematics extension 2, 62.3% achieved Band E4 (see later graphs).

Bodies of works by Tracey Poon and Olivia Webster were nominated for *ARTEXPRESS* with Tracey Poon's work SMART solutions being selected for exhibition at the Art Gallery of NSW. HSC music *Encore* nominations included Julianne Hsu and Lorraine Yang (performance) and Julianne Hsu, Lorraine Yang, Jessica Pham, Rachael Wong and Annie Zhou (composition).

Catherine Mao and Tiffany Yang were awarded certificates of excellence in the History Teachers' Association prize for the best 2013 History Extension Project in history extension.

For the Personal Interest Projects (PIPS), the Society and Culture Association awarded high distinctions to Christina Knezevich, Wendy Jiang and Margery Ai (10 awarded across NSW) and distinctions to Peggy Wei, Sindy Tang and Erica Goh (nine awarded across NSW).

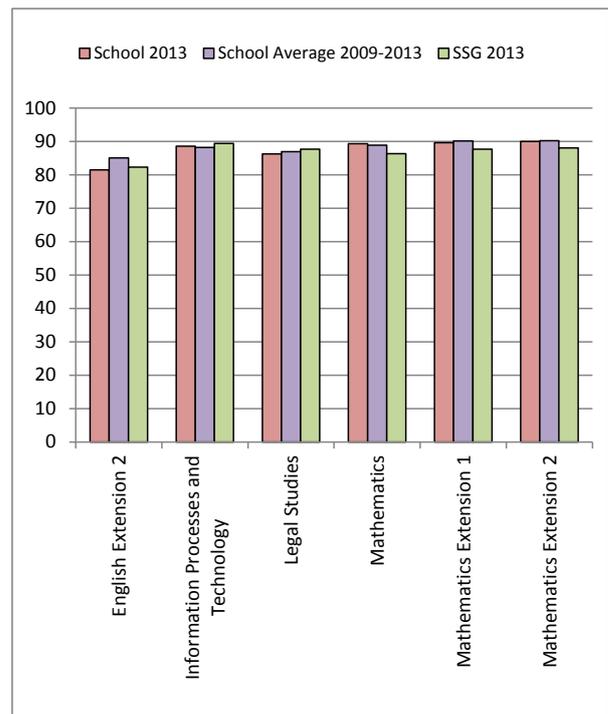
As the following table indicates, 53% of subjects with cohorts of 10 or more improved upon their school average for the last five years.

Course	School 2013	School Avege 2009-2013	SSG 2013	State DEC 2013
Ancient History	88.9	87.2	86.0	69.3
Biology	88.8	88.0	84.6	72.8
Chemistry	88.1	87.5	85.7	75.4
Economics	83.8	84.7	82.9	73.8
English (Advanced)	88.1	88.6	85.5	78.5
English Extension 1	88.5	88.1	86.8	81.3
English Extension 2	81.4	85.0	82.3	76.9
Info Processes and Tech	88.5	88.1	89.4	72.6
Legal Studies	86.2	86.9	87.7	72.8
Mathematics	89.3	88.8	86.3	76.3
Mathematics Extension 1	89.6	90.1	87.7	81.4
Mathematics Extension 2	90.0	90.2	88.0	83.2
Modern History	88.8	87.9	86.6	73.5
History Extension	84.8	88.4	83.3	74.6
PDHPE	89.9	90.0	82.8	68.8
Physics	83.8	85.9	84.0	73.3
Society and Culture	95.9	91.4	91.3	77.4
Studies of Religion I	84.8	87.0	84.9	82.7
Visual Arts	89.0	91.4	88.2	77.5

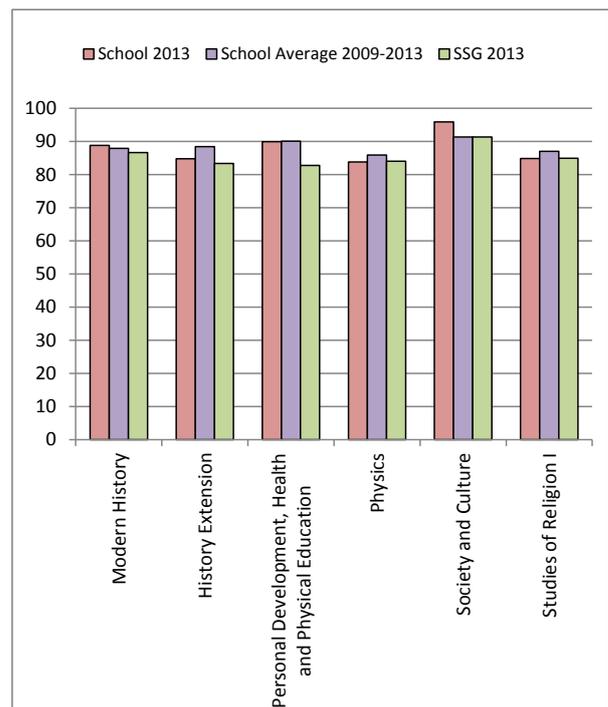
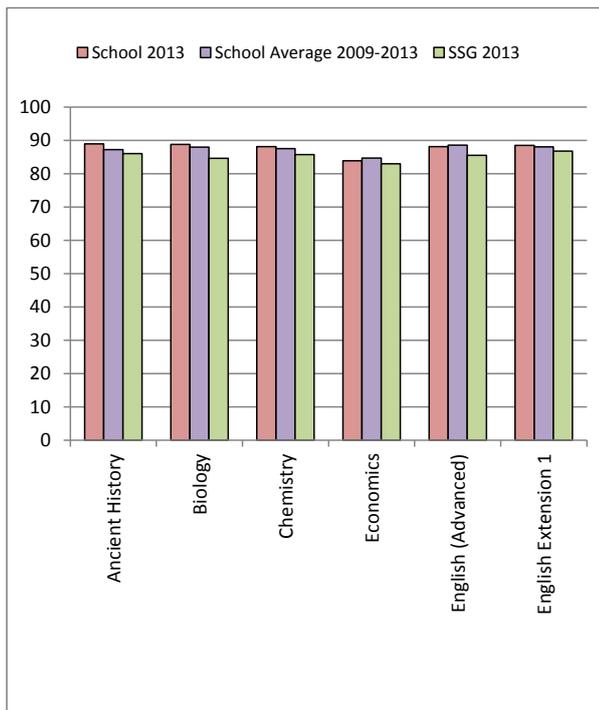
2013 KLA Performance (cohorts of 10 or more)

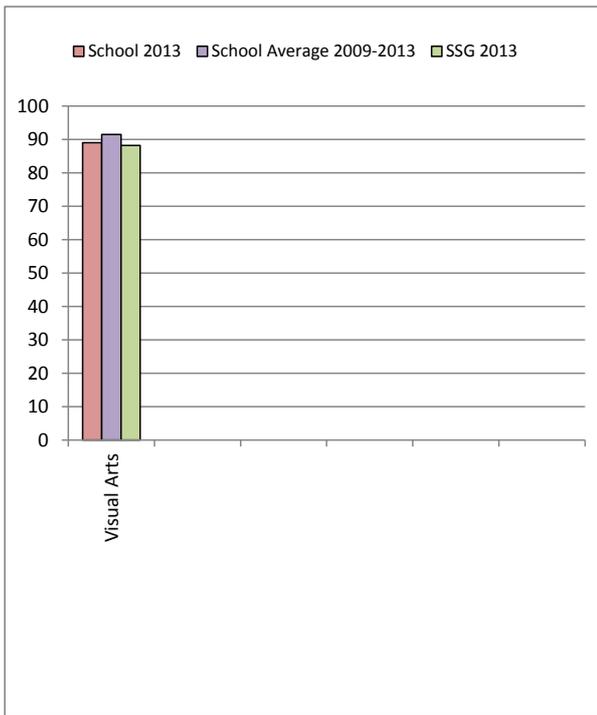
Course	School % Band 6/Ext 4	School % Band 5/Ext 3	State % Band 5/6
Ancient History	43	50	34.5
Biology	50	50	33
Chemistry	45	41	41.5
Economics	25	52	43
English (Advanced)	47	46	53
English Extension 1	56	43	88
English Extension 2	33	61	78

History Extension	28	72	74
Information Processes and Technology	42.5	51.5	36.5
Legal Studies	23	77	43
Mathematics	61.5	33	49
Mathematics Extension 1	64	35	83.5
Mathematics Extension 2	62.5	38	87
Modern History	51	47	47
PDHPE	62.5	31	28
Physics	21	52	33
Society and Culture	100	0	47.5
Studies of Religion	17	83	48.5
Visual Arts	47	53	51.5



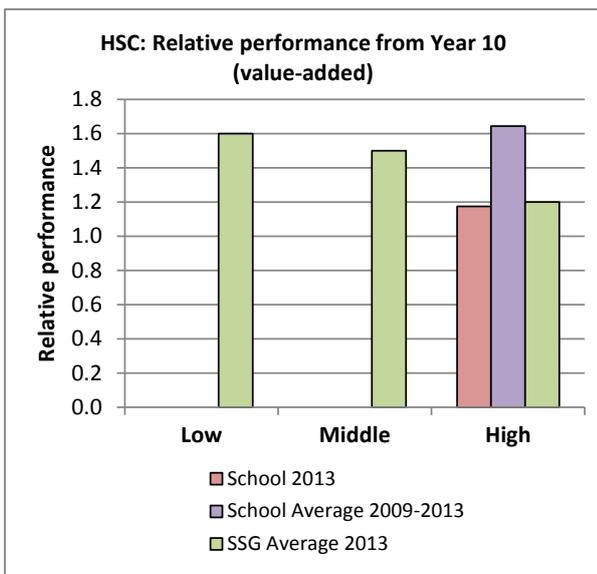
Course performance relative to school average and similar schools grouping:





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.

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. No students performed in the lower two bands. Residual data is based on HSC marks converted to the UAC scale.

Other achievements

Gifted and Talented Educators' (GATE) – at this international conference, students represented the school through musical performances, workshops and PechaKuchas. They articulated their learning in three workshops, vocal and instrumental performances, and in question and answer forums. Students also acted as ushers and guides for visitors. Delegates later visited classrooms to see demonstration lessons in gifted and talented education.

Significant programs and initiatives

The school places great importance on holistic learning and values education. Global citizenship values and 21st century skills 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.

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.

Multicultural education

Contemporary multiculturalism is 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.

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:

- Reviews of external data (HSC, NAPLAN) and internal diagnostic data supplied by DEC
- Ongoing qualitative evaluation processes with executive staff and classroom teachers
- Annual evaluation of target achievements.

School planning 2012—2014: progress in 2013

School Priority - Curriculum and assessment

Intended 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.

2013 Curriculum and assessment targets

- 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.

Evidence of progress towards outcomes in 2013:

- A revised Year 7-10 programming *pro forma* was finalized explicitly incorporating the school values continuum, big questions, syllabus requirements and innovative pedagogy including the use of digital technology. A draft framework of big questions was developed across the school

and KLAs completed the majority of 2014 new curriculum programs.

- All KLAs incorporated a reflective learning component in at least one assessment per year aligned with the school values continuum. Cross curriculum initiatives were initiated between paired KLAs for implementation as assessments or programs in 2014. Cross-curricular projects for Years 7-10 were confirmed and aligned with the values continuum. The target for increased overall student satisfaction with the Year 10 project was met.
- Explicit teaching through structured curriculum support, deconstruction and scaffolding of tasks and guided learning was expanded in all years. All staff were involved in professional development and sharing of resources and strategies. The target for HSC Band 6 result improvement was not met.

Strategies to achieve these outcomes in 2014

- Continue program development to integrate the values continuum in KLA programs for Years 7-10
- Further promote cross-curricular links through curriculum mapping of big questions and core understandings as overarching frameworks for learning at both whole year and unit level
- Align curriculum assessments with the values continuum where appropriate
- Incorporate values reflection for Years 7-10 into cross curricular programs (*Dome, Apprentice, Leviathan* and *Agents of Change* and High Resolves)
- Further integrate explicit teaching pedagogies into programs and practice
- Continued use of HSC data in monitoring meetings with staff to improve student learning outcomes
- Staff peer coaching and mentoring

School priority – Engagement and attainment

Intended 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.

2013 Engagement and attainment targets

- 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.

Evidence of progress towards outcomes in 2013:

- Role statements, referral processes and strategies for supporting students were defined by the Learning and Support Team. Case studies were managed by appropriate staff with different areas of expertise and cross KLA interventions implemented. All staff were trained in referral procedures. Data from Andrew Martin testing (see Program Evaluation later) was not directly linked to this initiative.
- Significant improvements were made in co-ordination of student voice initiatives through the four pillar structure (see prior student voice and leadership and debating).
- An accelerated society and culture class was created for 2014 from the elective history timetable class.

Strategies to achieve these outcomes in 2014:

- Embed strategies and interventions to support identified learning needs students
- Monitor Stage 5 elective history students accelerated into Stage 6 society and culture
- Implement and refine Year 7-12 wellbeing 'roadmap' document developed in 2013
- Extend mentoring support through teacher and alumni mentoring schemes
- Introduce a merit recognition scheme which acknowledges academic achievement or improvement, participation in co-curricular activities and self-reflection
- Introduce a study skill support program focussing on reading and notemaking, group work skills, research, oral and written communication, exam preparation and constructive critical thinking
- Further co-ordination of co-curricular student groups and leadership activities

- Further promotion of student voice and advocacy through debating, model UN, volunteering and service learning.

School priority – Quality learning environment

Intended outcomes from 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 Quality learning environment targets

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

Evidence of progress towards outcomes in 2013:

- Vertical tutoring was not feasible with current timetable structures. The wellbeing "roadmap" revised peer support and High Resolves structures to promote mentoring
- Usage of Scholaris was extended but online capacities were still underutilized (see Program Evaluation later)
- BYOD infrastructure and implementation plans were fully implemented with all girls supplying their own device in 2014

Strategies to achieve these outcomes in 2014:

- Greater student and staff use of Scholaris for student online collaboration
- Clear articulation of information technology into faculty programs and classroom practice
- Vertical mentoring trialled for pilot Years 10 and 8 and Years 9 and 7
- Program collated and published as a guide for students

Professional learning

Four school development days are allocated annually. In 2013 an extra day was provided to allow for the implementation of the new Australian curriculum. These school development days focused on the implementation of the 2013-15 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.

Learning support provisions were introduced to staff as well as specific training in new reporting software packages and BYOD technologies. Mandatory training child protection was completed. The Year 10 umbrella project was reviewed. 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 continued the process of reviewing all curriculum programs for Years 7-10 ensuring clearly articulated scope and sequence of content and pedagogy. These involved greater cross-curriculum alignment of “big questions” and faculty programs through collegial and collaborative learning. An executive conference day mapped opportunities for greater cross-curricular programming in 2014. Staff members were involved in regional and state professional development activities including presentations at the international GATE conference.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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 virtual classrooms as repositories for peer and teacher resources was greatly appreciated although not all subjects used it to a similar degree. The establishment of peer-initiated study groups was very effective however they recommended study pairs as being more effective. Students responded positively to the introduction of HSC assessment blocks. The teacher-student mentoring program was viewed as a mixed success. Greater counsellor access was sought. Survey respondents recommended further collaboration among students, clear balance of study and recreation, maintenance of study momentum throughout the year and greater use of modelling best responses. These strategies are being actively adopted in 2014.

Parent feedback indicated overall satisfaction with the quality of teaching and learning. Parents were appreciative of co-curricular opportunities afforded their daughters. Some administrative procedures, newsletter availability 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 the widespread staff involvement in, and commitment to, co-curricular activities.

Program evaluations

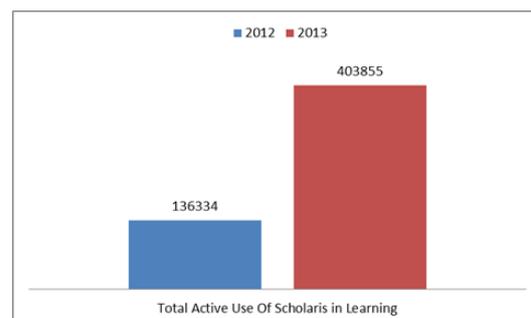
Evaluation 1 - Scholaris educational usage

Background

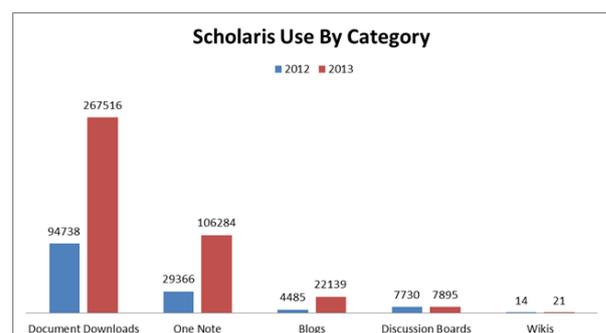
Included in the school management plan was the goal of increasing educational usage of the school learning and management platform, Scholaris. Active use was defined as actively posting or downloading to the virtual classrooms. Interactive transactions are defined as dynamic use of web 2.0 transactions between users whether they be teachers or students.

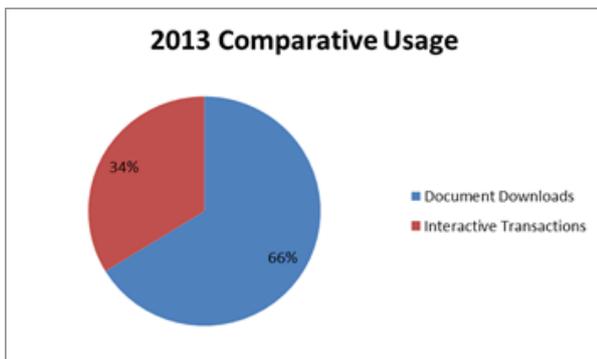
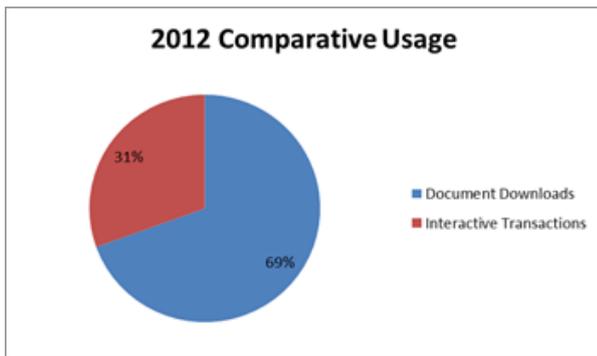
Findings and conclusions

Data usage from 2012 to 2013 indicated a massive increase in overall usage for teaching and learning, however, much of this was in document exchange.



Comparative usage for specific tools indicated that interactive transactions were still limited in number.





Future directions

Further staff training in Scholaris online functions is to be incorporated into school development day training. The specific inclusion of interactive tools in faculty programs and the promotion of their use by students will be a focus in 2014. Exemplars of interactive learning will be used to encourage greater staff and student usage.

Evaluation 2 – motivation and engagement longitudinal study (Andrew Martin data)

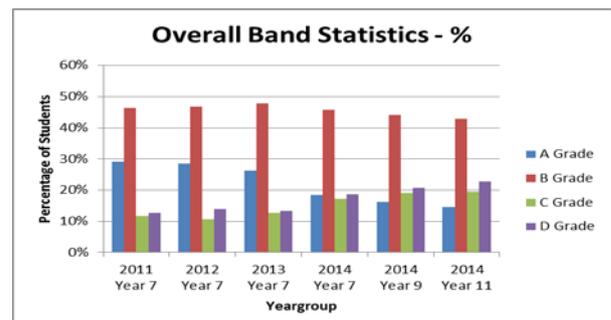
Background

Included in the school management plan was the goal of a 10% reduction in the number of students presenting with significant motivation and engagement issues from comparative 2012 data for Year 7. Surveys for Year 7 were conducted at a different time to previous data collections making comparisons unreliable. Further surveys were conducted to identify students who may have needed additional support in the transition process from primary to high school; students who may have underlying psychological issues that need addressing; and families who may benefit from some guidance in terms of unrealistic expectations for their daughters. The data sets were based on Andrew Martin’s study of adolescent students using his motivation and engagement wheel.

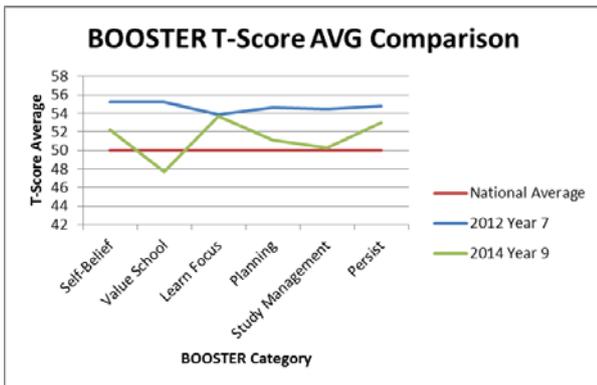
Terms used in the Motivation and Engagement Wheel
BOOSTER THOUGHTS
Self-belief
Valuing School
Learning Focus
BOOSTER BEHAVIOURS
Planning
Task Management (Study Skills)
Persistence
MUFFLERS
Anxiety
Uncertain Control
Failure avoidance
GUZZLERS
Self-sabotage
Disengagement

Findings and conclusions

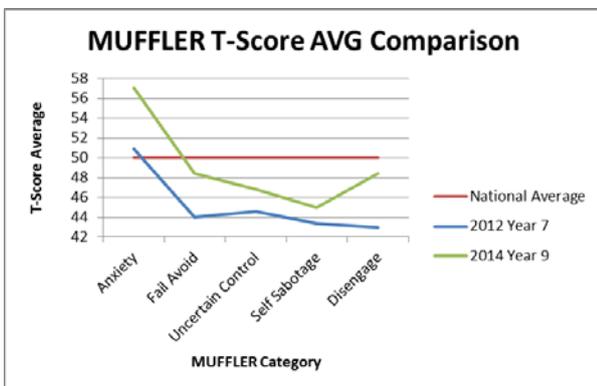
Data for Year 7 was generally consistent although the change in collection date for the 2014 cohort did affect immediate comparisons with previous years. Results for Year 9 and 11 were benchmarks for future surveys.



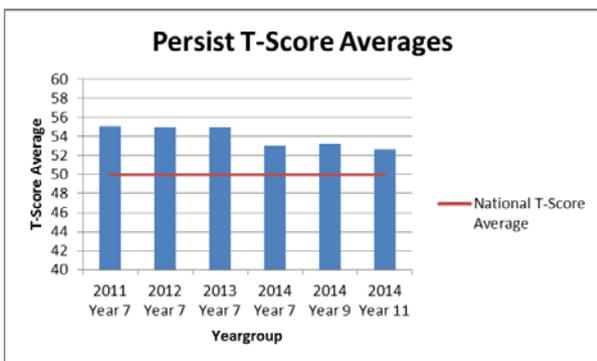
The same cohort was compared from when they were in Year 7 (2012) to when they are in Year 9 (2014). Figures for boosters were above state average for both samplings except in the valuing of school by Year 9 students. The difference is significant for this area. The greatest area of similarity was in the focus placed on learning.



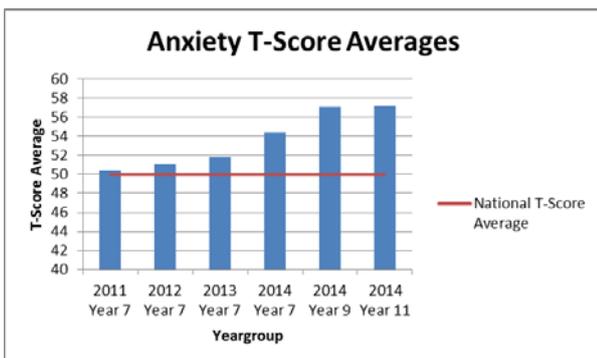
Figures for mufflers were below national averages in all areas except anxiety. Differences between samplings did indicate a change in self-perception consistent with studies of adolescence.



The strongest performance area was in persistence highlighting the effectiveness of the school ethos of resilience.



The areas requiring the greatest attention was in levels of anxiety.



Future directions

Overall results do not raise any significant concerns except in levels of anxiety. Wellbeing and learning support teams use the data to inform improvements in school programs for year cohorts. Individual students who are significantly outside acceptable parameters are flagged for attention by year advisors and the learning and support team. The use of these surveys as part of a longitudinal study will give further evidence of the effectiveness of wellbeing programs for students as they progress through school. The impact of the proposed metacognitive support program across Years 7- 12 can similarly be measured.

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.

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