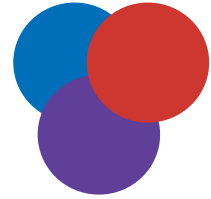


# North Sydney Girls High School Annual Report



2015

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## Introduction

The Annual Report for 2015 is provided to the community of North Sydney Girls High School as an account of the school's operations and achievements throughout the year.

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



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## Message from the Principal

2015 was a significant year of achievement and change. Despite many retirements and promotions of staff, the quality of programs, pedagogy and outcomes were consistently excellent. The new School Management Plan gave a sharper focus to our ongoing emphasis upon improvement with greater interaction with the school community. The school ethos of connection, resilience and innovation was reflected in academic, wellbeing, cultural and sporting domains with particular emphasis upon values education infusing school culture.

The focus on improved school governance and transparency streamlined communication and accountability in the prioritisation and expenditure of school funds, especially parent contributions. The revival of the School Council as an overarching body representing all key stakeholder groups was a significant development in this regard.

I am very proud of all achievements but more importantly of how the school culture promotes excellence, appreciates difference and provides a wealth of opportunity for confident young women to become leaders of the future.

**David Tomlin**

**Principal**

## Message from the P&C and School Council

The Parents and Citizens Association (P&C) played a major role in the life of the school in 2015. Regular meetings held twice a term were the opportunity for parents to keep informed and communicate with the Principal, senior teachers and year advisors. Key P&C meetings, such as the briefing on HSC results and the opportunity to meet year advisors, attracted strong participation.

The P&C also ran key school services including the canteen and the uniform shop, and parent volunteers.

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

The P&C continued its strong financial support for the school community and provided funding for many school activities including the co-curricular music program, extra-curricular sport and other student activities. The P&C is working with the School Council to help prioritise major capital spending over the next few years.

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

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

**John McNamara**  
**P&C President 2015-16**

## **Message from the Prefects and Student Representative Council (SRC)**

Student voice remains a critical aspect of life at North Sydney Girls High, with 2015 yet again highlighting the power and ability of young minds to initiate change. Prefects strove to create the 'Year of the Yes,' encouraging young women to accept challenges and opportunities without inhibition or self-imposed limitations.

This sentiment extended through the Charities and Social Justice Council and their theme "Courage – stand up!" that sought to encourage students across all years to vocalize their positions on contemporary social justice issues. Our annual charities day was a tangible product of student advocacy amassing a record-breaking donation for three charities: Medicine San Frontiers, Red Cross and Stewart House. The council also hosted an Interschool Social Justice Conference, initiated by NSG in 2013, with over 100 students from across Sydney gathering to discuss strategies to mitigate local and global social injustices.

The establishment of 'R U OK' day focused on initiating change within our school environment, de-stigmatising mental illness and opening dialogue regarding the importance of emotional wellbeing. Additionally, our new NSG Diversity Group sought to create a safe environment for identifying LGBTIQA students to seek support and confidence within our school community.

Our unfailing dedication to contemporary social justice issues is a testament to the personal drive and passion of students. I hope this quality only expands and flourishes in future.

**Elizabeth Lim**  
**School Captain**

## School background

### School vision statement

North Sydney Girls High promotes holistic education through a learning culture which instils resilience, connection and innovation. Girls are empowered to become young women who confidently lead and participate in a global world of technological and social change.

Through a developing process of awareness to understanding and agency, the school's values continuum allows students to become reflective and assertive citizens imbued with a deep understanding of themselves and their responsibility towards others.

*Resilience* is the result of a range of organisational behaviours and habits of mind including confidence, organisation, persistence, emotional fortitude and friendship.

*Connection* is when students relate content, context and ways of thinking as part of the learning process to develop holistic understanding of concepts, themselves and their place in the wider world.

*Innovation* is higher order thinking demonstrated through experimentation and intellectual risk taking, creativity, curiosity and discovery, flexibility, being open to experience, and speculative thinking.

### School context

North Sydney Girls High School is an established fully academically selective school catering for over 900 highly gifted and talented girls from across wider Sydney. It is seen as a leader in public education confirmed by the school motto *ad altiora* (towards higher things). The school is located on the lower North Shore adjacent to excellent public transport links. Students come from a wide range of socio-economic backgrounds with 93% being of languages backgrounds other than English. Enrolment procedures are strictly controlled by DEC policies.

Students are highly motivated, aspirational and deeply involved in their school community. Curriculum programs emphasise higher order critical and creative thinking and are complemented by extensive co-curricular sporting, cultural and civic programs. Achieving one's personal best and self-reflection are key elements of the school's ethos leading to a supportive and inclusive learning environment.

Through student voice, girls are encouraged to become aware, empathetic and active in their advocacy of social justice and amelioration. Through conventional and self-generated groups, girls make a connection between their school learning and the real world.

Parental support is strong especially in financial support and active support of co-curricular programs. Regular communication is encouraged to ensure synergy between home and school. Technology is seamlessly integrated into classroom practice with all students having their own mobile learning device. The technology infrastructure and on-hand support are exceptional allowing collaborative learning to extend beyond the classroom.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Consideration was given to whether the school was *delivering, sustaining and growing* or *excelling* for each element. For each determination, sound evidence of programs and their impact was carefully considered.

In the domain of **Learning**, the school professional learning committee (PLC) and executive considered learning culture, wellbeing, teaching and learning, assessment and reporting and student performance measures.

Our learning culture and curriculum and learning were considered to excel with our wellbeing programs and assessment and reporting being of a very high standard but able to benefit from further development. Student performance measures indicated excellence of outcomes in internal and external measures.

For **Teaching**, the PLC and executive considered effective classroom practice, data skills and use, collaborative practice, leading and development, and professional standards. Our collaborative practice was considered to be sustaining and growing and for all other elements it was felt that the school was delivering with a general area for improvement being the integration of data analysis and research into everyday programs and practice consistent with expectations of the new Performance and Development Framework.

In regards to **Leading**, leadership, the PLC and executive reviewed the implementation and reporting of school planning, school resources and management practices and processes. All areas were considered to be sustaining and growing with greater evidence of community involvement being needed to achieve excellence.

Our ongoing self-assessment process will further assist the school in refining the strategic priorities in our School plan leading to further improvements in the delivery of education to our students. We will be reviewing the nature of the purpose of each strategic direction to ensure all stakeholders are included within their respective ambits for evaluation purposes. The new Resource Allocation Model (RAM) has provided greater opportunities and challenges for the school to deliver targeted programs for individual needs.

# Challenging Learning

## Purpose

This strategic direction will create a culture of high expectations which will motivate gifted students to achieve their full potential.

Pedagogy will engage and extend students by inspiring curiosity, fostering collaboration, promoting critical thinking and integrating knowledge across domains.

## Overall summary of progress

The goals set were ambitious in intention and needed to be staged more carefully across the three year cycle. By nature, they will be ongoing and aspirational, however, the insistent use of the school based programming model consolidated the innovative curriculum. Significant progress was made in confirming quality Big Questions into all faculty programs. Much greater consistency between KLAs was achieved through professional sharing and development co-ordinated by the two Head Teachers Teaching and Learning. New head teachers in several KLAs saw greater engagement by their faculties in authentic program development. The prioritising of program writing and pedagogy consistent with BOSTES syllabus documents and the school ethos was substantive conversation in all professional development activities.

The professional culture of the staff continued to strengthen within the school and in network programs with local high schools. Engagement with DoE initiatives regarding teacher self-appraisal and performance development was positive although there is still considerable consolidation to be done in embedding these into professional practice. Innovation in pedagogy focussing on quality questioning and discussion skills was included in professional development activities although its impact in classrooms is still to be reviewed. The scope of the review of assessment tasks and assessment practices was recognised as a longer term goal.

Our use of empirical data from Tell Them From Me (TTFM) surveys was intended to measure improvements in key aspects of this school strategic direction. However, the nature of this survey instrument and the timing of the surveys produced responses that were more general staff and student perceptions. Greater emphasis will be placed upon trend data rather than stand-alone metrics in future. Specific numerical data was variable in its reliability. As this was the first year of staggered Resource Allocation Model (RAM) funding, its allocation was not able to be fully planned across the current year but will be spent in the coming year to support the School Management Plan in a more targeted and strategic manner.

Overall, the school made significant inroads into its three year goals with a very positive impact upon quality curriculum and its delivery.

Progress towards achieving improvement measures		Resources (annual)
Improvement measures - annual milestones (to be achieved over three years)	Progress achieved this year	<\$>
<i>Ongoing development of current programs through professional development.</i>	<p>All KLA Stage 4 and 5 programs are consistently mapped using the school standard programming proforma. Big questions are highly visible in most classrooms and available in the LMS.</p> <p>All KLAs incorporate at least one assessment task based on project and/or problem based learning principles. Many of these were authentic assessment tasks which engaged with real world contexts for each year group.</p> <p>All KLAs are engaged in at least one cross-curricular project in Stage 4 or 5. These combine concepts, content and skills outcomes. Several involve common assessments across KLAs.</p> <p>There was greater understanding of the values continuum but acknowledgement grew of the need to refine this in regards to assessment rubrics.</p>	\$25000
<i>Provision of ongoing and supportive professional learning at whole school, faculty and classroom levels.</i>	<p>A Professional Learning Committee (PLC) was established to complement the role of the executive and coordinate whole school professional learning planning. The confirmation of two Head Teacher Teaching and Learning positions further assisted in developing understanding of Australian Professional Standards for Teachers, the Performance Development Framework, MyPL register of professional learning and accreditation opportunities for staff. Staff positively collaborated through peer observations, mentoring and substantive dialogue. Twelve staff participated in a joint workshop with local high schools explaining requirements and the process for higher accreditation suggesting the target of 5% of staff engaged in higher accreditation was feasible.</p> <p>The school set a target average score of 8 for Collaboration in the teacher TTFM survey. This cannot be tested until the 2016 survey.</p> <p>Professional learning which supported improved pedagogy through improved student led class discussion skills was provided at formal whole school level including school development days and executive, faculty and classroom levels. Teachers included in their professional development plans (PDPs) a goal of improved classroom discussion and KLAs ensured discussion was explicitly included in programs. Survey data (TTFM) was set as a measurement instrument based on a restricted period. These TTFM results are qualified by the general nature of the questions and the timing within a single year.</p>	\$1000

	<p>The school aimed for:</p> <ul style="list-style-type: none"> <li>- 2% increase in intellectual engagement composite (students are intellectually engaged and find learning interesting, enjoyable, and relevant) across Stage 5 but it actually fell from 49.5 % to 43.5 %</li> <li>- 75% of students agreeing or strongly agreeing that teachers create opportunities for challenging classroom discussion was set. The actual increase was from 68% to 72%</li> <li>- 78% of students reporting high-challenge/high-skills on measured skills-grades challenge (students feel challenged in their English, Maths and Science classes and feel confident of their skills in these subjects). The actual change was from 75% to 72%</li> <li>- 6.8 measurement of positive responses on 'effective learning time' (important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives) across Stage 6 was set. The actual change was from 6.6 to 6.5.</li> </ul> <p>Survey questions relating to opportunities for class discussion and frequency of teachers asking challenging questions showed significant improvement between the snapshots of Semester 1 and Semester 2 affirming the impact of professional development.</p>	
<p><i>Ongoing refinement of assessment of student learning</i></p>	<p>The scope of the assessment and assessment implementation review necessitated a whole school revision of assessment policy and practice. Collection of Year 7-10 report data, key assessment tasks and an evaluation of their nature was done by the Executive to inform the ongoing assessment practice review.</p> <p>HSC BOSTES and SMART data was formally analysed to optimise student HSC performance for all HSC subjects.</p> <p>Authentic tasks were embedded in most faculty programs. There was greater use of the portal for collaborative assessment work, distribution and submission of tasks, and feedback although this was not consistent across all subjects.</p>	<p>\$0</p>
<p><i>Development and implementation of a pilot explicit metacognition program (Stage 4)</i></p>	<p>This project was postponed for 2015 to be revisited in 2016 as part of the assessment and reporting policy review being undertaken.</p>	



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## Next steps

### For 2016, we intend to:

- continue program development as a core school focus. The consolidation of Big Question frameworks will continue with a closer alignment to conceptual frameworks, cross curriculum activities, assessment task rubrics and marking criteria. An outside expert educational consultant will be engaged to review and refine Stage 4 programs and assessments working in select faculty areas. Focus will be on differentiation of learning within a gifted and talented classroom (including pretesting)
- further incorporate student led discussion skills in classrooms as well as greater consistency in group work, collaboration protocols and assessment practices through whole school professional development
- differentiate professional development for teachers of varied levels of experience with an emphasis upon support for beginning and early career teachers in the school context
- formally implement, support and monitor Performance and Development Plan (PDP) processes in school routines with closer explicit alignment to the Australian Professional Standards for Teachers and the School Excellence Framework
- support teachers pursuing higher accreditation at Highly Accomplished Teacher (HAT) and Lead levels through local secondary school network programs
- revise the whole school assessment policy and assessment practices. A sub-committee will develop a school policy that aligns principles with practice for the middle and senior schools. It will improve the quality of tasks through:
  - o closer alignment to the Big Question framework and the values cycle into Stage 4 tasks in 2016
  - o greater variety of tasks across assessment schedules including authentic and cross curricular assessments
  - o clearer protocols for group work assessment and formal incorporation of student reflection in tasks. It will formalise procedural matters such as better consistency of portal use for notification procedures, feedback and grade allocations and
  - o better understandings about appropriate and reasonable communication with students outside school hours in regards to assessment task preparation.
- incorporate a pilot program of metacognitive skills into the scope and sequence for Stage 4 as much as possible in the assessment review to be formalised in the last year of the three year cycle. Professional development on further development of explicit teaching (concepts and skills) and explicit metacognition in pedagogy to be piloted in Stage 4 was postponed in 2015 to allow for consolidation of program writing.

### Connecting Learning

#### Purpose

This strategic direction will equip our students with the skills they need as future leaders in an increasingly connected global world.

Students will engage critically with real world contexts in order to find significance and agency in their learning. Students will have a valued voice in the classroom, the school and the wider community.

#### Overall summary of progress

The nature of this goal makes it an ongoing aspiration. There is a constant need to promote significance in curriculum through stronger real world links although the logistics of aligning outside agencies with school timetables was difficult due to timetables and logistics.

Professional links with local schools were significant in key areas of professional learning and student voice activities but limited in curriculum initiatives.

The statement of purpose for this strategic direction needs to be revised to explicitly include parents and staff as stakeholders interested in helping make curriculum and co-curriculum programs more connected with the real world.

Student voice and sport co-curricular activities continued to be profiled with improved refinement of procedures taking place at an informal level. Improvements were variable due to factors beyond the school's control and turnover of key staff. Levels of student participation in activities that promoted awareness of, and engagement with, contemporary issues were steady but limited in terms of whole school population. Those who did participate were highly passionate.

Parental consultation and involvement in decision making improved with greater confidence being expressed anecdotally in school management and the continued valuing of the school's learning culture.

The Agents of Change project was a model of student self-directed learning exemplifying connections of curriculum knowledge and values education with the wider world. In visual arts and values education programs such as High Resolves, philosophy and advocacy projects, students benefited from making connections to the wider world.

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## Strategic Direction 2

Progress towards achieving improvement measures		Resources (annual)
Improvement measures – annual milestones (to be achieved over three years)	Progress achieved this year	<\$>
<p><i>Enhancement of interactions and events with universities, partner schools and the wider community</i></p>	<p>Student voice activities between NSG and NSB schools did engage students in joint activities and one cross curriculum project in Years 8 and 9. Students did host an interschool social justice conference with selective and local secondary schools. Peer support was conducted with Cammeraygal HS. No progress was made with mentoring connections to Neutral Bay PS.</p> <p>Attempts were made to develop a partially shared curriculum in Stage 6 with NSB but these did not eventuate.</p> <p>Links with the Old Girls Union (OGU) were maintained with participation in Mocktail Night and formal school ceremonies. Real world mentoring, especially with the OGU, was sporadic.</p> <p>Learning partnerships with universities were constrained by disparate timeframes and timetables and were often influenced by agendas that did not align with school priorities.</p> <p>Involvement in global and national programs using online technology was very positive especially in visual arts and LOTE competitions.</p> <p>High Resolves, the NSW and Australasian Philosophons, the slum survivor activity and community involvement through the co-curricular music program and the extensive advocacy and financial support of many community groups and charities, confirmed the school's strong links with local and wider communities.</p> <p>A network of local secondary schools (North Sydney Girls, North Sydney Boys, Mosman, Willoughby Girls and Cammeraygal High Schools) facilitated strong principal networks, a beginning teacher program and support for teachers aspiring to higher levels of BOSTES accreditation. The Leviathan curriculum activity was shared with NSB and Agents of Change was modelled for Willoughby Girls High.</p> <p>Using TTFM, a global target index of 6.2 was set for measured positive responses on relevance (students find classroom instruction relevant to their everyday lives) for Stage 6. The actual index went from 6 to 5.6.</p>	\$18000

## Strategic Direction 2

<p><i>Continuing development of student voice structure, the liaison committee and student voice coordinator role</i></p>	<p>Respective constitutions and supporting documents for each pillar of student voice groups were collated and centralised ready for synthesising into a common format.</p> <p>Greater knowledge and critical thinking about contemporary events and issues was apparent in most programs, notably debating and social justice groups. A roster of student voice groups shared mufti days and assembly presentations. The Forum did not attract notable student interest. The Charities Council broadened its base to become the Charities and Social Justice Council.</p> <p>Student leadership training took place at respective camps.</p>	<p>\$28000</p>
<p><i>Enhancement of parental and community involvement and feedback</i></p>	<p>The School Council was revived providing greater transparency and accountability of school management and communication between stakeholders. It ratified key policies, prioritised building and capital works projects and reviewed relationships between stakeholder groups in developing a futures plan.</p> <p>The P&amp;C improved budget processes aligning more closely with school curriculum and co-curriculum priorities, and capital equipment and building needs. Greater certainty in funding and accountability was achieved.</p> <p>More parents were involved in formal transition activities including Orientation Day and Open Day. Greater recognition and support of cultural and language differences was afforded with current parents advising new parents of expectations and commitment to school. The introduction of an official school Facebook page improved online communication with parents and the wider community.</p> <p>Analysis and reporting of parental feedback was very difficult to achieve. Parental participation in planning forums and surveys was very limited making analysis of data unreliable.</p>	<p>\$2000</p>

### Next steps

#### For 2016, we intend to:

- differentiate professional development for beginning and early career teachers through connecting teachers in local schools under the guidance of mentors
- develop more explicit and co-ordinated student voice connections with other schools, especially NSB, through respective student bodies, school executives and school calendars
- revisit shared Stage 6 curriculum opportunities with NSB having a greater understanding of its potential from the 2015 experience. Change will be dependent on staff and student reception.
- prioritise the charter for NSG student voice confirming the roles and responsibilities of different pillars and groups through the student led liaison committee and the staff co-ordinator. A revised student leadership training module will incorporate the final ratification, and implementation of, this new charter. Renewed energy is to be put into making the Forum student voice group more viable.
- encourage greater connection of co-curriculum student voice activities with formal curriculum programs, beginning with the Year 10 Agents of Change project
- extend the School Council's imprimatur on school decision making. The Foundation, which houses the Building Fund, and Public Library Fund will be more formally managed with separate governance entities in accordance with Australian Tax Office rules. These bodies will complement the School Council and be answerable to all who donate to these tax deductible accounts providing greater transparency in budgeting and future expenditure. Capital works submissions to the Department of Education will, when approved, form part of a comprehensive costed blueprint developed in partnership with parents creating innovative learning spaces and planned renovation of existing facilities
- encourage greater parental involvement in public meetings, governance and advocacy. Greater accountability in the management of co-curricular activities will be provided by parents and co-ordinating staff consistent with the duty of care responsibilities of the school and the P&C
- encourage better parental feedback through surveys through reminders sent by email, the newsletter, Facebook and the direct urging of students to remind parents of the importance of this feedback. Translation options will be advertised more widely.

### Supporting Learning

#### Purpose

This strategic direction will create a nurturing school community which caters to the unique needs of students from diverse backgrounds.

The school learning environment will empower students by instilling habits of personal resilience and facilitating quality relationships.

Students will be supported by the school's technological and physical infrastructure which will accommodate flexible and future-focused learning.

#### Overall summary of progress

The wellbeing committee met regularly to support individual students and was proactive in developing programs which promoted quality relationships, an inclusive and positive environment, and personal safety and security. Much of the planning and reviewing of wellbeing programs was done outside school time and involved teachers already employed. It was felt that wellbeing programs were most effective when they involved whole year groups providing mentor/ mentee opportunities for whole cohorts rather than selected students and were allied with curriculum initiatives.

Wellbeing data was variable in quality and reliability with more stringent collection tools being needed for 2016. Learning and support money was not fully expended given the nature of existing school programs.

The school focus on improving the responsiveness and efficacy of wellbeing programs was closely tied with the introduction of a new staff and student portal. This technology improved access for all staff and students and made processes and outcomes more consistent and accountable. Similarly, the wellbeing team oversaw the implementation of new procedures and processes which optimised wellbeing support and improved communication channels between all parties.

The introduction of a new portal was not part of the formal milestone process but was integral in facilitating greater responsiveness in collaborative learning, better administrative procedures, easier access to resources, streamlined student assessments and improved record keeping. Significant advances were made in this area with ongoing change and development throughout the year. The intended integration of a new calendar system was postponed due to the magnitude of other projects.

## Strategic Direction 3

Progress towards achieving improvement measures		Resources (annual)
Improvement measures – annual milestones (to be achieved over three years)	Progress achieved this year	<\$>
<i>Evaluates and improves key programs from the school wellbeing roadmap – Year 12 Mentoring</i>	<p>The wellbeing roadmap was revised in 2015 and attention was focussed on embedding new dates and programs through the wellbeing committee.</p> <p>The Year 12 mentoring program was included in Year 12 exit surveys giving general feedback about this program. Results were varied and inconclusive due to limited data.</p> <p>Programs including Crossroads, big sister/ little sister, peer support and positive psychology were informally reviewed by the wellbeing team under the guidance of the HT Wellbeing. The team decided to replace positive psychology with a bespoke Year 11 wellbeing day which incorporated positive psychology principles. This was evaluated highly with further suggestions being made for 2016.</p>	\$0
<i>Reviews, refines and trains staff in interim referrals process and wellbeing procedures</i>	<p>The revised flowchart of staff learning and support teacher responsibilities in wellbeing processes was developed and located in the school portal. Clear referral and feedback procedures were established to improve lines of communication.</p> <p>Staff were trained in using identification indicators for students in need of support at school development days. The wellbeing team helped facilitate and promote their use.</p> <p>The majority of staff accessed and used this new system when referring students of concern.</p>	\$2000
<i>Develop streamlined processes for staff communication and monitoring of identified students using the portal</i>	<p>Through the wellbeing team, wellbeing staff (learning and support teacher, year advisers, deputies and counsellor) were trained in the use of the portal technology to improve responsive communication and monitoring of individual students.</p> <p>Year advisers monitored student report outcomes and attendance records to identify wellbeing concerns.</p>	\$2000

### Strategic Direction 3

	<p>Improved self-referral systems were put into place for students in need.</p> <p>The school aimed for a 2% reduction in the TTFM survey measure of students who identify as having moderate to high levels of anxiety. The first survey indicated 31% of students experienced moderate to high levels of anxiety (28% state average) and 26% experienced moderate to high levels of depression (27% state average). The second survey revised the questions. 69% of students experienced moderate to high levels of happiness and 83% experienced moderate to high levels of optimism.</p>	
<i>Develop Stage 4 and 5 peer mentoring opportunities through joint well-being days</i>	<p>Following the success of the pilot Mentoring for Success program from 2014, whole year vertical mentoring programs were developed utilising wellbeing days. Years 7 and 9 and Years 8 and 10 were paired to extend peer support principles and complement the High Resolves mentoring program. Trials were highly evaluated.</p> <p>The school aimed for an increase in student surveyed measure of “positive student – teacher relations” to 6.6 out of 10 (TTFM). The actual figure was stable at 6.4 out of 10. The survey norm increased from 5.7 to 6.1 out of 10.</p>	\$1000

### Next steps

#### For 2016, we intend to:

- revise milestones to specifically include the impact of digital technology in supporting learning and teaching
- evaluate the scope and sequence of the school wellbeing roadmap and the efficacy of key programs including Year 12 mentoring and whole year vertical mentoring programs
- embed referral and welfare support processes into the new Learning Attendance Welfare (LAW) systems facilitated by the new portal
- utilise new RAM funding to support learning through more teacher aides in classrooms and in faculties, better resources to support identified students with low level disabilities and identify and address literacy needs at transition points between learning stages
- ensure technology supports a differentiated curriculum, allows for greater collaboration and is embedded in curriculum programs
- ensure the new calendar and resource booking systems support improved learning opportunities



## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p> <p>The school received no funding for Aboriginal Education.</p>	Not applicable.	\$0
<p><b>English language proficiency funding</b></p> <p>This new funding was used:</p> <ul style="list-style-type: none"> <li>- to support English Extension 2 students through the use of an external writer who advised students on the use of higher order literacy appropriate for a task at this level</li> <li>- for professional development of teachers in higher order literacy for assessments</li> <li>- subscription to online study skills modules available through the school Learning Management System (LMS)</li> <li>- teacher relief for teachers engaged in the Year 10 Change Challenge cross curriculum writing task</li> <li>- some Year 7 classes were involved in a trial grammar and literacy skill program</li> <li>- debating and public speaking</li> </ul>	<p><b>Strategic Direction 1</b></p> <ul style="list-style-type: none"> <li>- English Extension 2 outcomes improved through intensive coaching of student work</li> <li>- staff developed a better awareness of literacy expectations in extended responses and marking criteria for 2016 assessment tasks involving higher order academic literacy</li> <li>- improved take up response rates to the study skill modules which can be individualised for each student</li> <li>- staff unfamiliar with extended written responses were made aware of student capabilities in this area.</li> <li>- limited impact was shown in the Year 7 trial transition program</li> <li>- curriculum debating complemented the co-curricular debating program</li> </ul>	\$10000
<p><b>Targeted students support for refugees and new arrivals</b></p> <p>The school received no funding for refugee or new arrival students.</p>	Not applicable.	\$0
<p><b>Socio-economic funding</b></p> <p>This funding was used for:</p> <ul style="list-style-type: none"> <li>- supporting families experiencing financial difficulties in regards to resources, camps and mandatory curriculum excursions</li> </ul>	<p><b>Strategic Direction 3</b></p> <p>No student was disadvantaged by financial circumstance if the school was notified</p>	\$9000

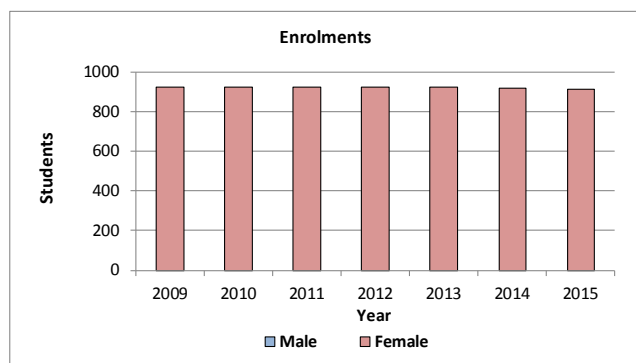
<p><b>Low level adjustment for disability funding</b></p> <p>This funding was used for:</p> <ul style="list-style-type: none"> <li>- disability provisions for assessment tasks for Stage 6 students identified through National Consistent Collection of Data (NCCD) on students with disability</li> <li>- support of students identified with learning disorders in curriculum activities and assessment tasks</li> <li>- professional development of staff with wellbeing roles</li> </ul>	<p><b>Strategic Direction 3</b></p> <ul style="list-style-type: none"> <li>- all Stage 6 students were provided with disability provisions appropriate to their need in Stage 6 assessments</li> <li>- a greater number of students were formally diagnosed with learning disorders</li> <li>- support staff were provided for students with learning and behaviour disorders for camps, excursions and sporting activities</li> <li>- separate supervision for assessment tasks was provided to identified learning needs students</li> <li>- wellbeing training was provided for the Learning and Support Teacher (LaST) through network training</li> <li>- wellbeing staff engaged in professional development related to student wellbeing needs</li> </ul>	<p>\$10000</p>
<p><b>Support for beginning teachers</b></p> <p>This funding was used for permanent beginning teachers in their first or second year of employment through:</p> <ul style="list-style-type: none"> <li>- relief at point of need for teachers for accreditation documentation, marking, reports and program writing</li> <li>- provision of mentor teachers</li> <li>- inclusion in individual and faculty based professional development especially in relation to programs for gifted and talent students</li> <li>- inclusion in DoE and professional association professional development</li> <li>- inclusion in local secondary school network beginning teacher programs with an experienced mentor</li> </ul>	<p><b>Strategic Direction 2 and 3</b></p> <ul style="list-style-type: none"> <li>- all beginning teachers completed an in-school professional induction program</li> <li>- all beginning teachers were thoroughly supported by executive and mentor staff</li> <li>- accreditation procedures were successfully completed with all staff applications being endorsed</li> <li>- staff feedback from network meetings was very positive</li> <li>- all staff felt supported and engaged within their faculties. They were universally appreciative of professional guidance.</li> </ul>	<p>\$28000</p>
<p><b>Other school focus areas</b></p>	<p><b>Impact achieved this year</b></p>	<p><b>Resources (annual)</b></p>
<p><b>Other, including Early Action for Success</b></p> <p>The school received no funding for this program.</p>	<p>Not applicable.</p>	<p>\$0</p>

## Mandatory and optional reporting requirements

### Student information

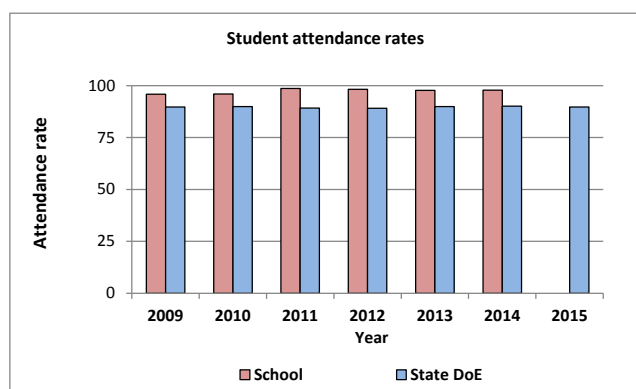
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile



The enrolment profile for the school is very stable. The intake is 150 girls in Year 7 with an increase to 163 in Year 11. Total school enrolment was 921 students.

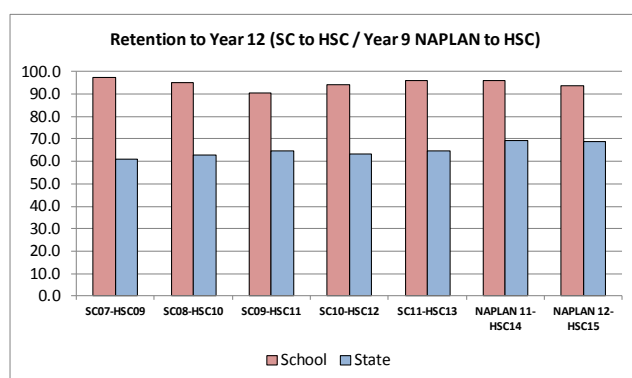
### Student attendance profile



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

### Retention Year 10 to Year 12

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



### Post-school destinations

The majority of our students proceed to university directly from school. Most offers for applicants for courses starting in the first half of 2015 were made in the main round in January. Offers for tertiary study are made periodically throughout the year from September 2015 to July 2016.

For the 157 students graduating in 2015, 182 offers were made in the main round. Some may have received offers in later rounds for higher listed preferences or chosen to rearrange or add to their preference list after each offer round. Further offers may still be made in later rounds. The pattern of offers below is based upon the Universities Admissions Centre (UAC) January main round offers.

University Offers (NSW and ACT only)	Number
Australian National University (ANU)	7
Australian Catholic University	1
Macquarie University	6
University of Newcastle	5
University of New South Wales (UNSW)	102
University of Sydney	47
University of Technology Sydney (UTS)	7
<b>University of Wollongong</b>	<b>1</b>
Western Sydney University	2
Other (non NSW)	4

Many university and faculty scholarships were offered including eight merit and entry scholarships (USYD), six UNSW Co-op Scholarships, one VC's Outstanding Achievement Scholarship (UTS), two UBS cadetships, one ANU Sharpe & Abel Scholarship and one Teach.NSW Scholarship and Cadetship.

All students aspire to university courses with very few taking a gap year.

Course	Number
<b>Humanities/ Social Sciences/ Commerce</b>	
Architecture/Planning/Design	7*
Media/Communications	4*
Music	2
Liberal Arts	1*
Arts	4*
International Studies	4*
Education	1*
Law	30*
Actuarial studies	9*
Commerce	38*
Economics	1*
Advanced Computing	4*
Information Technology/Information Systems	3

<b>Sciences</b>	
Medicine/Surgery	10
Optometry and Science	6
<b>Applied Science</b>	
Diagnostic Radiography	2
Exercise and Sport Science	1
Physiotherapy	1
Medical Sonography	1
Dentistry	1
Medical Science	11*
Psychology	6*
Pharmacy	3
Advanced Nursing	1*
Vet Biology/Vet Medicine	2*
Occupational Therapy	2
Science	5*
Science (Advanced)	9*
Engineering	13*
<b>* includes combined courses</b>	

### Year 12 students undertaking vocational or trade training

No students undertake vocational training through school.

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

All students attain their HSC at school.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	51.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	11.3
Other positions	0
Total	79.3

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff identified as Aboriginal or Torres Strait Islander.

### Workforce retention

Staff turnover was significant due to retirements and promotions. No staff left seeking other employment.

## Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

### Professional learning and teacher accreditation

Four new teachers successfully completed accreditation processes leading to proficiency status. Staff were invited to express interest in higher accreditation at Highly Accomplished Teacher (HAT) and Lead levels. An introductory program was sponsored jointly with local secondary schools. All teachers, executive and the principal participated in a new Performance and Development Program (PDP) framework. School development days focused on mandatory training in child protection and on key areas of the school management plan. Faculty development days were supported in the implementation of management plan priorities (see report above).

## Financial information

### 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 within the Foundation.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	688484.64
Global funds	700135.81
Tied funds	224057.08
School & community sources	1930464.47
Interest	22484.47
Trust receipts	383894.55
Canteen	0.00
<b>Total income</b>	<b>3565626.47</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	516453.68
Excursions	384514.41
Extracurricular dissections	603544.30
Library	864.91
Training & development	12749.46
Tied funds	152020.01
Casual relief teachers	153843.63
Administration & office	456765.58
School-operated canteen	0.00
Utilities	126896.72
Maintenance	249039.24
Trust accounts	375039.29
Capital programs	141277.91
<b>Total expenditure</b>	<b>2656691.94</b>
<b>Balance carried forward</b>	<b>776511.88</b>

A full copy of the school's 2015 financial statement is tabled at the School Council final year meeting.

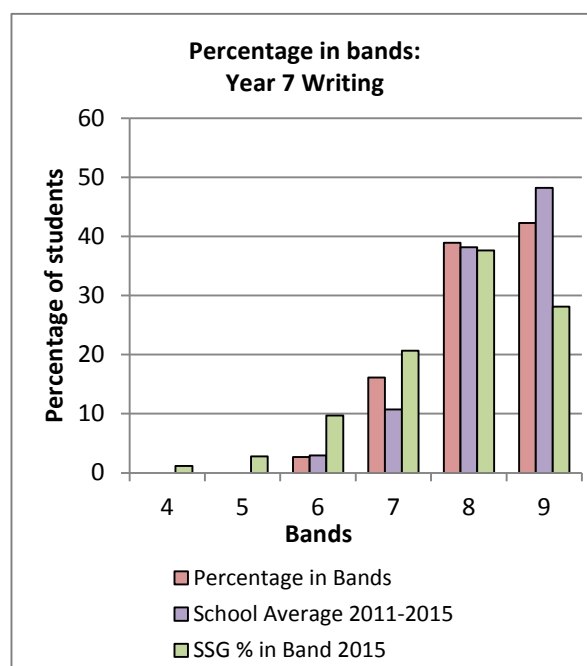
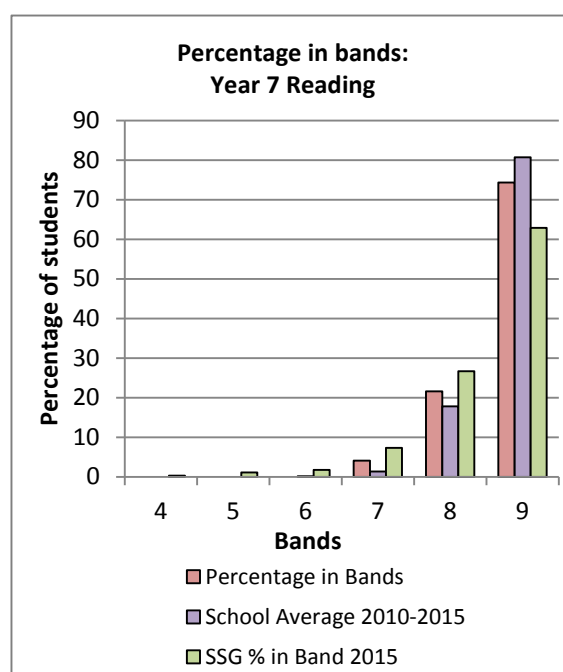
Further details concerning the statement can be obtained by contacting the school.

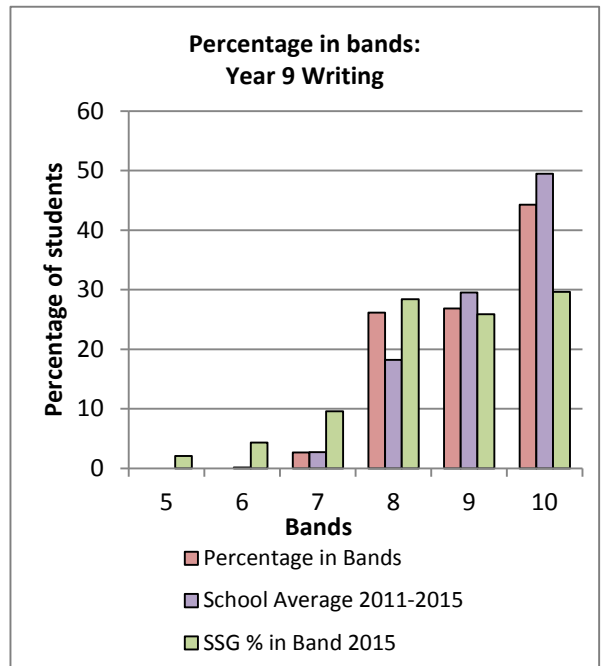
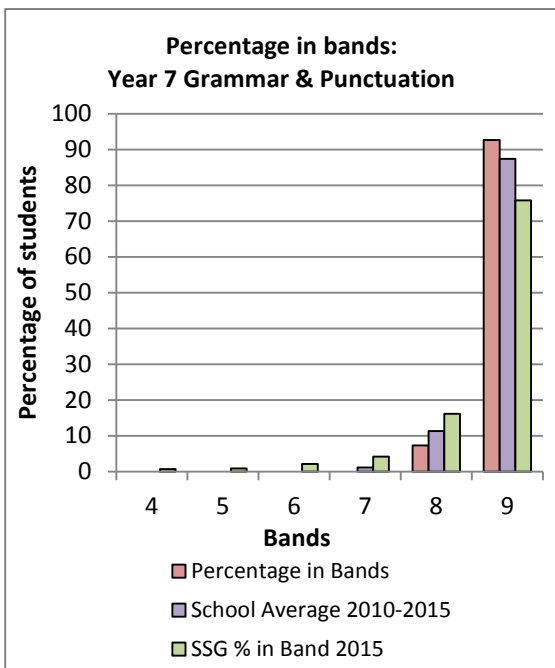
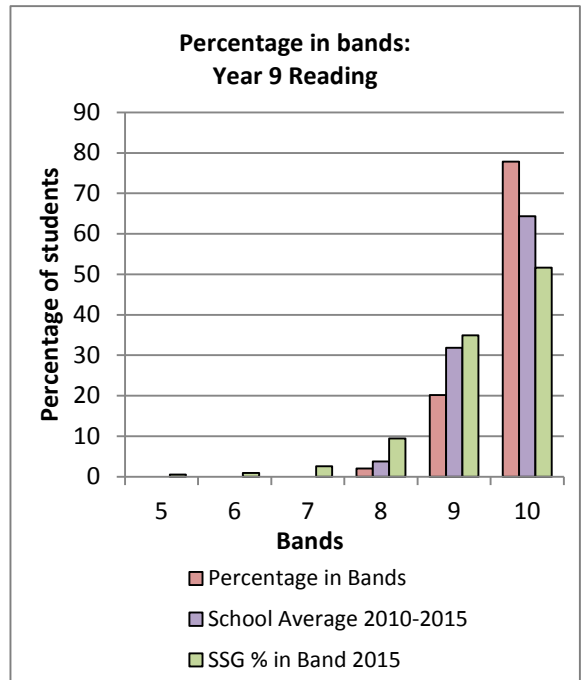
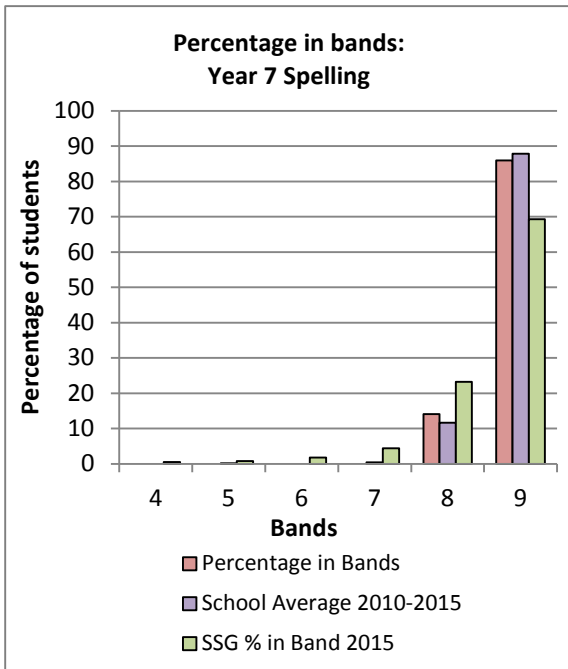
## School performance

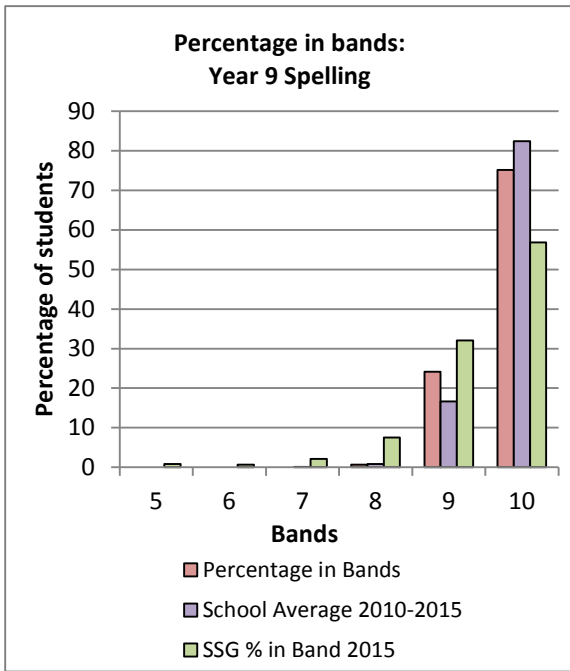
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

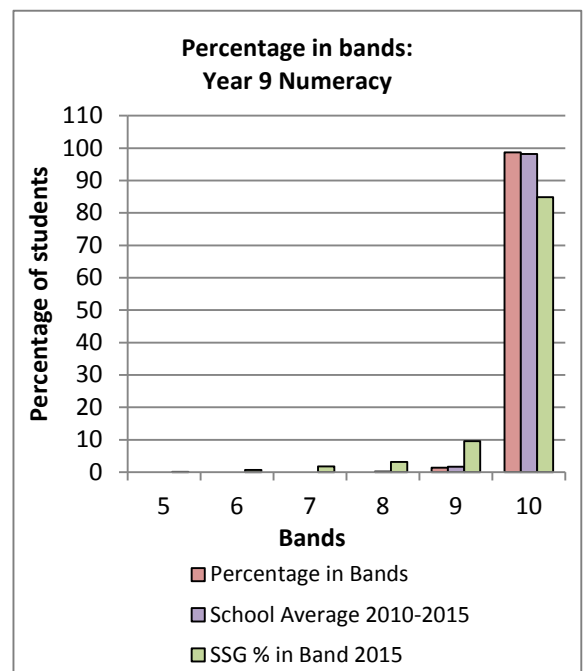
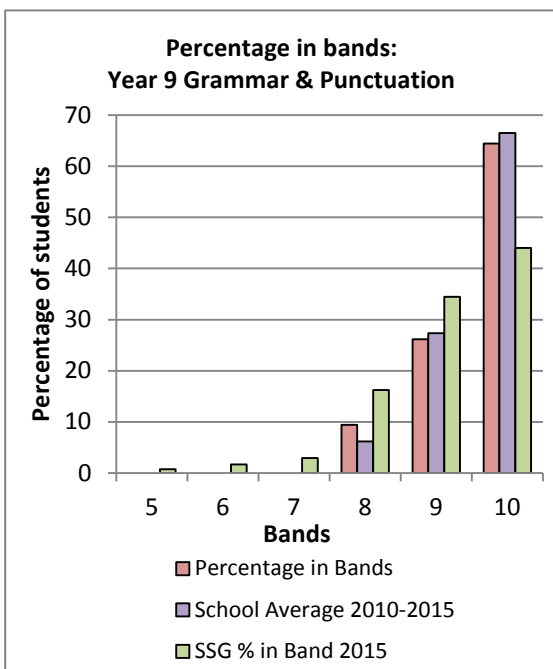
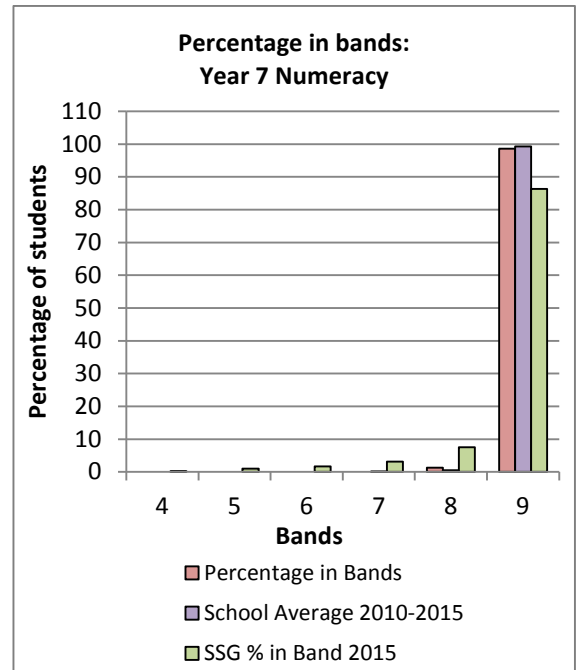
### NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)







### NAPLAN - Numeracy





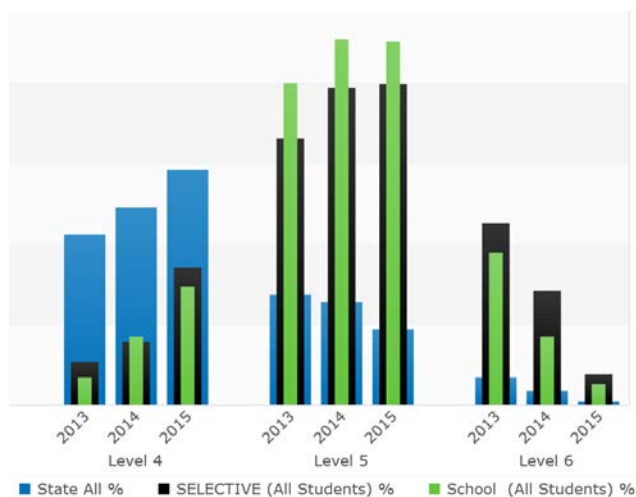
## VALID8 and VALID10 – Science Diagnostic Tests

These Year 8 and Year 10 tests provide a snapshot of capabilities in various scientific domains.

### Year 8 Percentage of students in each band.

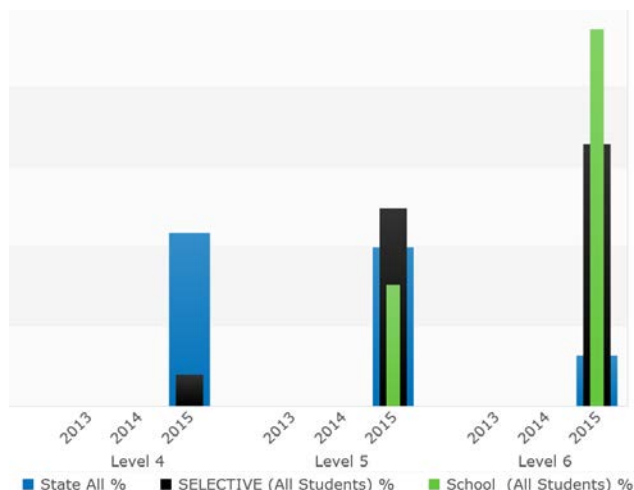
Science Learning Domains	Level 6	Level 5	Level 4	Level 3
Science(overall)	4	72	24	0
Extended Response Tasks	7	43	44	5
Knowing and Understanding	26	60	13	1
Planning & Conducting	18	64	18	0
Problem Solving & Communicating	28	52	18	2

### Overall Percentage Levels for VALID8



In 2015 a pilot test was introduced for Year 10 science. The sample size for comparison is unknown.

### Overall Percentage Levels for VALID10



### Higher School Certificate (HSC)

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

Statistically similar groups (SSG) values are calculated using the 2015 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. 64% of achievements were Band 6.

Iona ANTIN was dux with an ATAR of 99.95, the highest rank possible. Based on estimates\*, there were 54 students (34%) who attained an ATAR rank of 99 - 99.95. 16% attained an ATAR rank of 98 - 98.95, 10% gained an ATAR rank of 97 - 97.95 and 6% gained an ATAR rank 95 - 96.95. 90% of students achieved an ATAR rank of 90 or above. The median ATAR rank was 97.7 and the mean was 95.8.

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

A total of 50 girls were all-rounders achieving Band 6 results in their best 10 units of study. Congratulations to:

HSC All Rounders 2015	
Ioana	Antin
Ruyao	Cai
Jocelin	Chan
Meredith	Cheng
Melissa	Chu
Jessica	Cong
Anushka	Dashputre
Stephanie	Ding
Deborah	Du
Annabelle	Evans
Shannon	Gao
Yvonne	He
Christine	Ho-Bui
Christina	Hong
Claire	Hu
Bora	Hyoung
Christine	Jiang
Sophie	Jiang
Monique	Lam
Elizabeth	Lim
Jennifer	Liu
Lucy	Liu
Sherrie	Liu
Joanna	Ma
Karen	Ma
Keerthi	Muvva
Joanne	Niu
Jade	Pan
Tina	Qi
Daphne	Shen
Fiona	Shen
Larissa	Steele
Jessica	Sun
Jessica	Tan
Elisa	Tran
Jennifer	Tsui
Sally	Wang
Christina	Wang
Lisa	Wei
Susanna	Wong
Rebecca	Xiao
Wei Ke	Xie
Charmaine	Xu
Wendy	Yang
Serine	Yau

Nancy	Yu
Alice	Zhao
Jessica	Zhou
Ling Yi	Zhou
Xin Yi (Annie)	Zou

Outstanding individual achievements included students who received mention in the Board of Studies top achievers list for outstanding subject placing. State placegetters were:

- Ruyao Cai - first in English extension 1
- Jennifer Tsui - first in Japanese continuers and Japanese extension
- Jan Xu - fourth in food technology
- Ioana Antin - fourth in French extension
- Sophie Jiang - eighth in geography
- Jessica Yang - second in Italian beginners
- Annie Zou - fourth in both Italian beginners (NSG) and Japanese beginners (Open HS)
- Martina Tian - third in Latin Extension
- Eva Chiu - fifteenth in Mathematics
- Karen Ma - sixth in Physics

There were many subject highlights including:

- **food technology** – 100% Band 6
- **music** - 100% E4 in Extension and 66% of students achieving a perfect score. 90% of music 2 students attained Band 6
- **English extension 1** – 64.54% (21% increase on 2014) attained E4
- **mathematics** - 4<sup>th</sup> in state in 2U (highest performing girls' high school with one student attaining a perfect score. In extension 1 six students attained a perfect score and in extension 2 all students were in the top two bands.
- **biology** - 54% Band 6 (11% increase on 2014)
- **chemistry** - 45.34% Band 6 (16 % increase on 2014) (50% of NSG students studied Chemistry compared to 14% across the state)

- **physics** – 43.2 % Band 6 (45% increase on 2014)
- **economics** – 58.1% Band 6 (17% in 2014)
- **geography** – 90% Band 6
- **extension history** – 88.9% E4; 65% Band 6 in **ancient history** and 56% in **modern history**
- **legal studies** – 60% Band 6; (53% increase on 2014)
- **society and culture** – 89.74% Band 6
- **Italian beginners** – 71.4% Band 6
- **Japanese continuers** – 92.9% Band 6
- **Japanese extension** – 83.33% E4
- **Latin continuers** – 83.33% Band 6
- **Latin extension** – 100% E4 and one student achieving a perfect score

(see later graphs for overall results).

Bodies of works by Elysee Ng, Peggie Chen and Alice Zhou were nominated for ARTEXPRESS with Elysee's work *empt-i-nes(t)* being selected for exhibition at the Art Gallery of NSW and Glasshouse Port Macquarie. Peggie's work, *he who is enchanted by the nightscape does not see*, was selected for exhibition at Hazelhurst Regional Gallery and Arts Centre. HSC music *Encore* nominations included Meredith Cheng, Tian Jin, Claris Lai, Janice Lai, Fiona Shen and Dimi Tong (music 2 performance). For OnSTAGE, the best of HSC Drama, Julia McNamara and Estella Xia were included in the group nomination for their piece *Post Modern Post Mortem (aka Simon Says)* with Manly Selective Campus students. Estella also achieved a single nomination for her piece *A Woman Alone*. For the Personal Interest Projects (PIPS), the Society and Culture Association awarded a high distinction to Elizabeth Lim for her work *Bamboozled* (eight awarded across NSW) and a distinction to Jessica Tan for her work *Inside language outside language* (12 awarded across NSW).

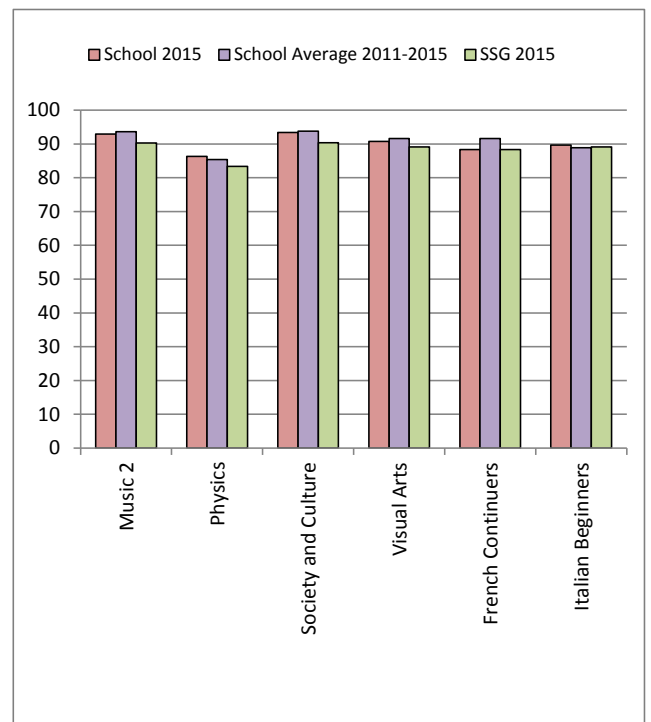
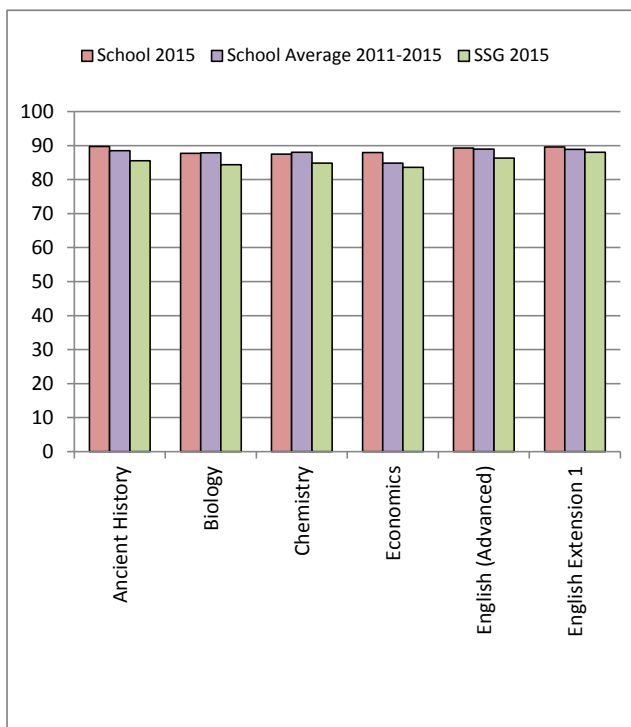
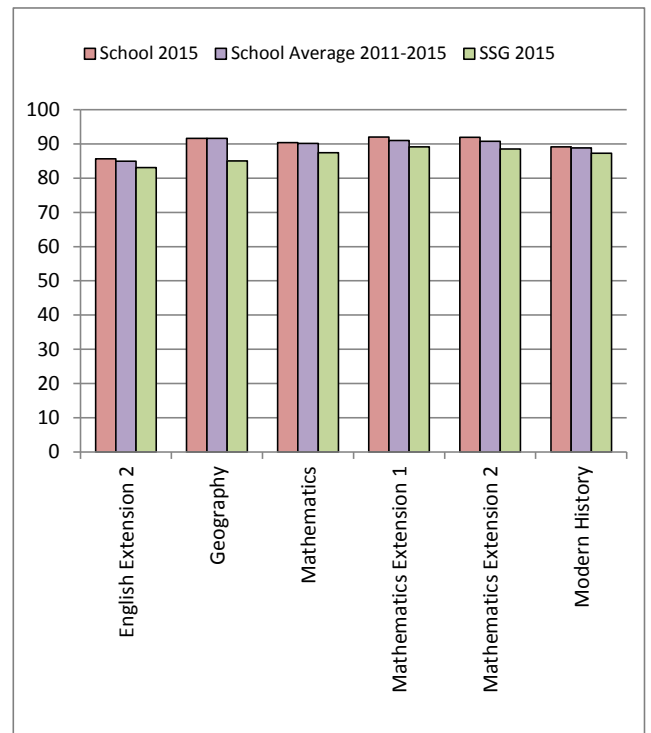
The following table indicates 11 out of 19 subjects with cohorts of 10 or more improved over their school average for the last five years.

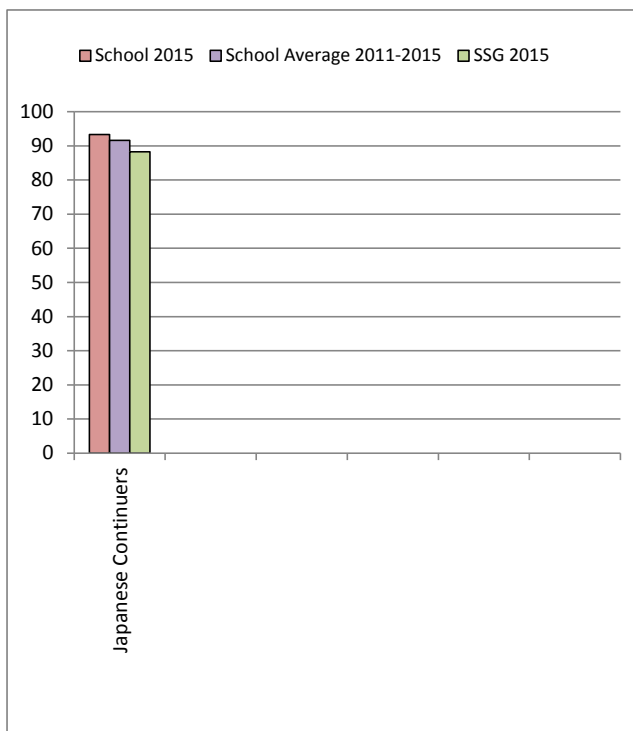
HSC: Course Summary Table				
Course	School 2015	School Ave 2011-2015	SSG 2015	State DoE 2015
Ancient History	89.8	88.5	85.5	68.8
Biology	87.7	87.8	84.4	69.5
Chemistry	87.5	88.0	84.9	75.5
Economics	88.0	84.9	83.6	76.0
English (Advanced)	89.3	89.0	86.3	80.1
English Extension 1	89.6	88.9	88.0	84.1
English Extension 2	85.7	84.9	83.1	78.9
Geography	91.6	91.6	85.0	69.6
Mathematics	90.4	90.1	87.5	77.1
Mathematics Extension 1	92.0	91.0	89.1	82.3
Mathematics Extension 2	92.0	90.8	88.5	83.4
Modern History	89.2	88.8	87.3	72.5
Music 2	92.9	93.6	90.3	86.9
Physics	86.3	85.3	83.3	72.1
Society and Culture	93.4	93.8	90.4	76.8
Visual Arts	90.8	91.6	89.1	77.6
French Continuers	88.3	91.6	88.3	81.1
Italian Beginners	89.6	88.9	89.1	69.0
Japanese Continuers	93.3	91.6	88.3	80.4

### 2015 KLA Performance

Course	School % Band 6/Ext 4	School % Band 5/Ext 3	State % Band 5/6
Ancient History	65	30	31
Biology	54	39	28
Chemistry	45	43	41
Economics	58	32	46
English (Advanced)	55	41	58
English Extension 1	65	35	94
English Extension 2	38	58	82
Food Technology	100	0	28
French Continuers	50	40	66
French Extension	100	0	91

Geography	90	10	41
History Extension	89	11	78
Italian Beginners	71	14	40
Japanese Continuers	93	0	54
Japanese Extension	83	17	88
Latin Continuers	83	17	82
Latin Extension	100	0	97
Legal Studies	60	40	40
Mathematics	64	31	52
Mathematics Extension 1	73	27	84
Mathematics Extension 2	75	25	86
Modern History	56	36	44
Music 2	90	10	88
Music Extension	100	0	93
PDHPE	25	75	30
Physics	43	38	29
Society and Culture	90	10	47
Studies of Religion	0	100	51
Visual Arts	54	46	53

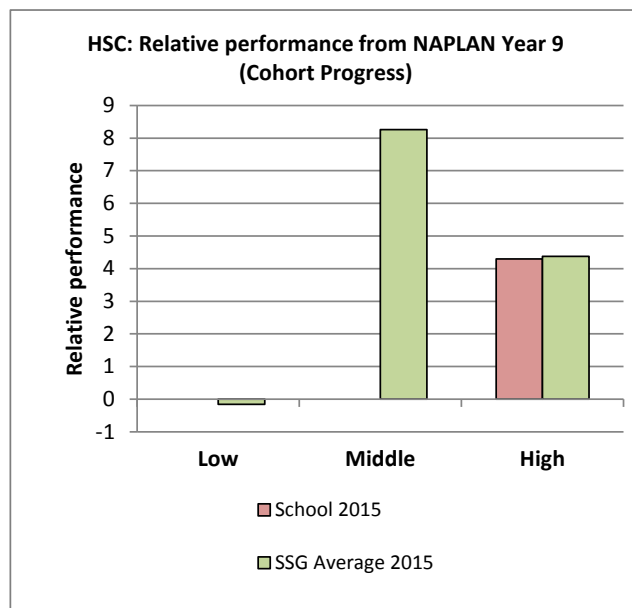




Z scores measure the differential of school performance to state performance (school mean minus state mean divided by state standard deviation). All courses were higher or significantly higher than the state. Large candidatures provided more reliable Z scores.

### HSC Relative Performance from NAPLAN (value adding)

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



### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinions of parents, students and teachers about the school through Tell Them From Me (TTFM) surveys. As mentioned in the report on strategic directions measured against the School Excellence Framework, the generic nature of these surveys meant that empirical metrics were often at odds with the selective school context. Trend data and general perception conclusions are the best indicators from these surveys.

#### Students

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. All students participated in two snapshot surveys of school life through the Tell Them From Me (TTFM) surveys. Findings from these surveys helped inform the school management plan. Trend data for future years will be included as measures in the impact of school programs. Specific focus questions on classroom discussion and challenging classroom questions showed positive improvement between Semester 1 and Semester 2.

### *Parents*

A small sample of 39 parents meant findings were statistically unreliable. Over 50% of respondents were parents of Years 7 and 8 students. Above state average ratings were shown for statements that parents felt their children were safe at school and that the school supported learning. On state average ratings were given for the statements that parents felt welcome at school and that the school supports positive behaviour. Ratings just below state average were recorded for statement that parents felt informed about the school and that it was an inclusive culture. The weakest rating was for the statement that parents supported learning at home.

### *Staff*

A sample of 47 staff indicated above average ratings for five out of eight drivers for learning including collaboration, technology, learning culture, data informing practice and teaching strategies. Below average ratings were recorded for inclusive school, leadership and parental involvement. Closer analysis of these responses indicated questions were more generic in nature and not always appropriate for a selective environment. Four dimensions of classroom and school practices were also surveyed with ratings consistent with state averages being recorded for challenging and visible goals for students, planning learning opportunities and quality feedback. Below state averages were recorded for overcoming obstacles for learning, a result skewed by questions not related to a selective school environment.

Staff consultation through school development days, staff meeting workshops and consultation in the development of the school strategic plan affirmed support for the school's core ethos of innovation, connection and resilience. 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.

## **Policy requirements**

### **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 and Anti-racism**

Contemporary multiculturalism was recognised in curriculum programs and the active promotion of an inclusive learning environment. Celebration of culture through food and events complemented deeper understandings of the importance of culture to personal and national identity. A nominated staff member assumed the DoE role of Anti-Racism Coordinator (ARCO).

### **Other school programs performance 2015**

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

## **Arts**

**P&C Co-curricular Music** - the six ensembles (Beginner Band, Concert Band, Wind Orchestra, Camerata, Chamber Orchestra and Symphony Orchestra) of the Co-curricular Music Program, had one co-ordinator, one director/conductor, two conductors and a supportive parent committee.

Student numbers in the program increased from 195 in 2014 to 217, with all students auditioning for different ensembles.

Beginner Band was made up of three oboes, one clarinet, three French horns, five trombones, one euphonium, two trumpets, one tuba, two bassoons, two tenor saxophones, one bass guitar and percussion. Camerata included nine violins, three violas and two cellos. The Chamber Orchestra consisted of 22 violins, two violas, two cellos, two double basses and two flutes. The flutes gave the ensemble the opportunity to perform works outside of the string only repertoire. Concert Band and Wind Orchestra were both well-balanced, large

ensembles made up of 60 and 56 players respectively. The size of Symphony Orchestra was increased to accommodate a full brass and percussion section, turning it from a 'classical' orchestra into a full 'romantic' orchestra.

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

Symphony Orchestra, Wind Orchestra and Concert Band all participated in the Sydney Eisteddfod with Symphony Orchestra and Wind Orchestra receiving 'Highly Commended' awards. Wind Orchestra (in the Grainger Event) and Concert Band (in the David Stanhope Event) took part in the NSW School Band Festival, both receiving silver awards. The 'Contest Band', now known as the North Sydney Girls High Symphonic Winds, competed in the Junior B Grade division of both the National Band Competition over Easter and the State Band Competition in September and although not awarded a place found the experience enjoyable and rewarding.

The annual Gala Concert featured all the ensembles of the program as well as a number of NSG choirs and Advanced String Ensemble. This concert was an opportunity for parents, family and staff to listen to the achievements of the ensembles. The Year 12 Farwell Concert acknowledged and thanked the Year 12 students for their contribution to the Co-curricular Music Program. The concert featured a number of performances from Year 12 students alongside the Co-curricular ensembles. Performances at community events remained an important part of the year with ensembles performing at the Crows Nest Fair, North Sydney Children's Festival and the Royal Easter Show. School events included performances at the music induction assembly, orientation day, the Year 12 farewell, open day and presentation day.

For their 2015 annual tours, Concert Band visited Lake Keepit and Gunnedah, Chamber Orchestra toured to Port Macquarie, and Symphony Orchestra and Wind Orchestra toured to the South Coast of NSW including Batemans Bay and Mogo. Ensembles performed at various primary and high schools, nursing homes, local shopping centres and also gave workshops and combined with other local school and youth bands and orchestras. These tours were enormously valued by country communities, broadened the ensembles' repertoire and increased the girls' independence.

Parental and staff assistance was greatly appreciated at camp, performances and on tours. Heloise Meisel stepped down as conductor of Chamber Orchestra and Camerata and we welcomed Nataliya Lukich.

**Music (Curriculum)** – Years 9 and 10 elective classes and all vocal ensembles participated in the 9<sup>th</sup> Annual North Shore Schools Music Spectacular at Chatswood RSL Club. For the first time our Contest Band also performed and was chosen, along with the a cappella group and solo pianist Seolin Jin to perform in the finals at Chatswood High School.

Advanced Strings and A Cappella successfully auditioned to present feature musical items that showcased secondary talent at the Arts Alive Primary Choral Concert held at the Sydney Opera House. The Advanced String Ensemble and A Cappella also performed for the Year 12 graduation, co-curricular Gala Concert, Year 12 farewell concert and Presentation Day.

In March, 19 singers participated in the 'Young2015Prague' eisteddfod where they received a highly commended award. They performed with the Czech Children's Philharmonic Choir in the Prague Music Museum, the Franz Liszt Choir in Budapest and in St Peter's Church in the heart of Vienna on Easter Sunday. The girls worked very hard throughout the tour and brought great credit and kudos to the school, especially when parading through the streets of Prague's old town holding a placard with *North Sydney Girls, Australia* blazing brightly. Through that

connection with the Czech Philharmonic Children's Choir, a reciprocal visit was arranged with the whole school enjoying this professional choir and traditional Czech dancing.

The Christmas *Carols in the Round* concert featured all vocal ensembles, Year 7 and 8 cohorts and the Advanced String Ensemble. A Cappella were selected to perform at orientation day and Year 7 Choir at open day. A Cappella performed at the Crows Nest Fair. The Year 10 elective music students performed music from many genres and received great accolades entertaining the North Sydney Council volunteers at their Christmas celebration in the Crows Nest Centre. A Capella performed for the North Sydney Historical Society Christmas party to great acclaim.

The combined NSGHS and NSBHS musical changed format for 2015. 'Rhapsody in Blue' was used as a unifying feature throughout a cabaret style performance of Gershwin's music. A forty piece orchestra and stage band accompanied singers and dancers. Guests were treated to a three course meal before the show where Year 11 students arranged and performed some of Gershwin's best known songs.

**Visual Arts** – three HSC students were nominated for ARTEXPRESS (Alice Zhou, Peggy Chen and Elysee Ng). One Body of Work was exhibited at The Art Gallery of New South Wales and one at the Hazelhurst Regional Gallery (see HSC later).

Year 11 Visual Arts students carried out a street art mural project as a result of research done for the NSW Premier's Teacher Scholarship (Creativity & Innovation) awarded to Karen Profilio (HT CAPA). As part of this project students established international contacts and developed partnerships with contemporary female street artists. They then worked digitally in tandem to produce a mural which highlighted relevant areas of 21<sup>st</sup> century concern. The aim was to empower female high school students to extend their social understanding and contribution the world.

The Year 10 Digital Media class produced a stop motion animation, *Take Meow to the Sky*, which won the short film competition *V-Fest* receiving \$300 and a trophy. This animation was also awarded a Highly Commended Certificate and trophy at the DoE Arts North Film Festival for best application of stop motion.

Years 9 and 10 Digital Media had nine finalists in the 2015 NSW Pixel Prize. Year 9 Visual Arts made films and works that were a part of a worldwide *Swarm the World* project.

Year 8 made their own flower headdresses, garden garments and painted floral faces before painting a portrait of themselves as part of the new Garden Wall mural. Year 7 worked collaboratively to create an installation artwork that addressed the problem of oil drilling in the Arctic.

Wendy Yang was the senior winner of the SMASH! Doodling Competition. Annie Wu was the intermediate winner of the *Screenshot* photographic competition run by the AGNSW. Joanna Wu was the NSW State Winner of the *Doodle 4 Google* competition.

The annual Visual Arts Exhibition was opened by Ms Rach Kirsten, DoE K-12 Creative Arts Consultant. Works by students from all Visual Arts, Digital Media and Photography classes were represented.

**Drama** - Year 10 Drama students conceived, wrote, produced and performed four one act plays that drew on concerns and issues ranging from conformity, estrangement, stereotypes and cruelty to resistance, connection, empowerment and compassion. The performance night was called *Lost and Found* with plays that varied in style and genre from naturalism to mock fairy tale. The class also wrote and performed monologues to camera which were dramatic interpretations of popular songs by female artists from the 1950s through to today.

Year 9 Drama combined with extra curricula dance for the annual Combined Performance Night taking on the epic *Lord of the Burger Rings*. The chaos and humour of this parody was



a perfect balance for the precision and exactness of the dance performances. Apart from engaging in every element of drama, they were given the opportunity to go on a dangerous quest, defeat cruel maniacal villains, sing rousing songs and wear beards.

The intermediate and senior Theatresports teams engaged in the immensely rewarding experience of the Interschool Competition, narrowly missing progression to the semi-finals.

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

The competitive program includes Elite, Senior Jazz, Junior Jazz, Junior Contemporary and Senior Contemporary ensembles. The two senior ensembles again performed at the Dance North Festival at Glen Street Theatre. All ensembles were entered in many competitions across Sydney with the following results. In the Sydney Eisteddfod, the Elite ensemble received a highly commended. In the Extreme Dance Challenge, Junior Jazz was highly commended. In the Australian Dance Challenge, Junior Jazz came first in the High School section and Senior Jazz was second. In the High School Contemporary section, the Elite ensemble was first, Junior Contemporary second and Senior Contemporary third. In the Ryde Eisteddfod the Senior Contemporary was placed third and the Elite and Senior Jazz both received highly commended. In the Flame Dance Challenge, Junior Jazz was first in the school group section and Junior Contemporary were second.

**Debating and Public Speaking** – the debating program enjoyed great success. Approximately 110 girls were involved in competitive debating workshops with the aim to provide support for the Premier's Debating Challenge (PDC) competition. Eight teams were entered in total.

The Year 11/12 debaters won through to the regional quarter-final where they were eliminated by Manly Selective. The Year 10 debaters won through to the regional semi-final

losing in a close debate to eventual state finalists, Killara High School. The Year 7/8 debaters also progressed to the regional semi-final where they were defeated in a close debate against Davidson High School.

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. This is the largest gala day of its kind in all NSW public schools.

Students from year 8 also participated in the Janine Best Memorial debating competition against other NSW selective high schools. The team reached the semi-finals where they were eliminated in a split decision.

Emily Kim (Year 10) was one of four students chosen to represent the Northern Sydney Region in the JSDC (Junior State Debating Championships). She and her team performed exceptionally well and were eventually defeated by the Sydney region in the state semi-final.

Maya Assaf progressed to the Northern Sydney Regional Final of the Legacy Junior Speaking Award for secondary school students. Sherryn Hu won the school based Year 8 public speaking competition through English classes with Sophie Zhang being second and being Naomi Stephens highly commended.

## **Sport**

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

### **Curriculum Sport**

#### *Swimming*

Swimming age champions were Eugenia Cheung (12 years), Victoria Tang (13 years), Lydia Cheung (14 years), Renee Hurley (15 years), Leah Huang (16 years) and Melissa Park (17 years). A large group of girls went onto the regional carnival. The 12 years relay team (Eugenia Chen, Divena Rajasundaram, Lara Liu

and Emily Lee) represented the Region at CHS winning a Gold medal. Eugenia also represented the Region at CHS winning Gold in the 100m butterfly and Silver in the 100m backstroke.

### *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. Age champions were Hannah Jamal (12 years), Sharon Zhong, (13 years), Cynthia Ho (14 years), Sabrina Peng (15 years), Edwina Stephenson (16 years), 17Years Lisa Liu (17 years) and Keerthi Muvva (18 years). Edwina Stephenson won the 16years Zone title and went on to represent the zone at Region along with Natalie Chen, Jade Pan, Hannah Jamal, Lisa Liu, Jiamin Chen, Jessica Yang and Angela Shaw. Edwina Stephenson and Jade Pan went on to compete at CHS representing the Region.

### *Athletics*

The athletics carnival at Homebush was another display of NSGHS spirit. All events had multiple heats and competitors. Age Champions were Hannah Jamal (12 years), Yasmina Lin (13 years), Shivane Gopal (14 years), Renee Hurley (15 years), Yasmine Salionas (16 years) and Larissa Steele (17 years and over). A large team represented the school at Zone with Christina Wang going on to represent the Zone at Region in 100m sprint and long jump and then onto CHS in long jump.

### *Knockouts*

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

### *Grade Sport*

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

### *Co-curriculum Sport*

The extracurricular sport program continued to grow with the support of the P&C sport committee and parents. Over 500 girls participated in one or more of the co-curricular sports offered by P&C fostering friendships, teamwork and inter grade relationships. The wide range of sports on offer included netball, basketball, dance, hockey, rowing, snow sports, table tennis, water polo, touch football and tae kwon do. This variety distinguished NSG from many other schools.

*Rowing* – 19 rowers from Year 7 - 10 participated during the season. 5:15am training sessions for two terms and afternoon fitness sessions set them up for a successful NSWCHSSA. This year the NSGHS squad travelled to Taree to row the Manning River course entering a multitude of events over the two day regatta.

At CHS, the following girls competed:

Championship 8 - Annabel Ryan, Katrina Vergov, Anna Zhou, Kristie Thai, Ella Hoey, Edwina Stephenson, Jessica Chuen and Yasmine Salionas with Jessica Yang coxing

U17 single scull - Giselle Dreyer, Anna Zhou and Jessica Chuen with Anna Zhou qualifying for the finals

U16 single scull Summer Menezes, Amelia Langley, and Ana Ristic with Amelia and Summer qualifying for finals

U15 single scull Shivane Gopal, Sofia Mendes, Ela Kos and Tamarangi Keerthipala rowed the one kilometre course with equal determination.

Place getters in the finals were:

U 16 double races - Anna Ristic and Shivane Gopal 4<sup>th</sup> place

U 16 double races - Amelia Langley and Summer Menezes 3<sup>rd</sup> place

Championship doubles of Yasmine Salionas and Pele Hala and Ella Hoey and Jessica Yang with Yasmine and Pele placing 2<sup>nd</sup>.

*Netball* – 22 netball teams were formed with more than 200 girls participating. 15 teams made the finals with nine of those teams moving through to the grand finals where four teams finished in first place.

Skills development through umpiring developed with the following levels being achieved:

National C Badge umpires: Jessica Tan, Alice Zhao, Cordelia Hsu, Grace Song and May May Yang.

Senior Level 1 umpires: Uen Ki Chan and Crystal Huang. Senior Level 2 umpires: Stephanie Chu, Emily Zhang and Sabrina Peng.

Junior Level 1 umpires: Jess Lawson, Leila Liu, Michelle Shi and Noosha Litkouhi. Junior Level 2 umpires: Ashley Xu, Joanna Sun, Julia Chung, Lauren Han, Danielle Liu, Emily Cong, Kara Wong.

*Basketball* – this continues to be a very strong sport with 14 teams and over 125 players participating in competitions. The April basketball camp attracted more than 50 players with Norths once again providing four coaches at the excellent facilities at Narrabeen Sport and Recreation Camp. The end of year tournament against Sydney Girls is still a huge event creating great competition between the two schools.

At the end of Competition 1 (Semester 1) two Year 8 teams (Poison Ivy and Silver Bullets) proceeded to the semi-finals in division 4. One Year 9 team (Blue Panthers) won the grand final in division 2. One Year 10 team (Triple Threat) made it to semi-finals in division 2.

At the end of Competition 2 (Semester 2) two Year 8 teams (Poison Ivy and Shadow) proceeded to the semi-finals in division 3 with one (Poison Ivy) then winning the grand final. The Year 9 (Blue FlameZ) team made it to semi-

finals in division 2. One Year 10 team (Triple Threat) won the grand final in division 2.

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

*Table Tennis* – there was been a big increase in participation with 24 girls playing. The level 1 professional coach helped girls make great progress with their skill levels.

*Hockey* – interest in hockey strengthened with five teams entered in the Indoor Competition in Term 4 (four teams in Term 1). Hockey has afforded the opportunity to collaborate with other local schools and we've worked with North Sydney Boys High School to expand our mixed team as well including a goalie from Cammeraygal High School. The outdoor hockey team finished 2nd overall in their competition.

*Water Polo* – one team trained regularly but were not able to enter any competitions. An Opens team was entered in the CHS KO competition where they proceeded to the second round defeating Asquith Girls HS in the first round.

*Touch Football* – the number of teams entered into Norths Touch Schools Competition grew to six from five in 2014, with over 50 girls now participating. This growth in participation has only been possible via the fantastic initiative and effort of the girls themselves who organised much of the collation of names and registration.

*Snow Sports* – Claire Hu and Natalie Chen both represented NSGH at the Australian Interschool Championships in Mt Buller in September. Claire Hu ranked 26th for Division 1 Snowboard Giant Slalom. Natalie Chen ranked 13th for Snowboard GS and 14th for Snowboard Cross. There were four members of the snow sports team with Ela Cimen and Lara Dodd joining. Lara and Natalie were able to make a NSGH SkierX team for division 2 in the Northern NSW Competition.

## Other

**Chess** - the chess club entered a number of teams in the Metropolitan Secondary Schools Competition. The teams performed very well with the intermediate team (Years 9 and 10) claiming fourth and the junior team (Years 7 and 8) claiming third. A team also participated in the Terry Shield Cup at North Sydney Boys High School. A number of teams also entered the Interschool Girls Chess Competition at Strathfield. All teams performed extremely well with one junior team and one Open team claiming second.

**Duke of Edinburgh** - this program was sponsored by the P&C and involved many girls upwards from Year 9. There were 67 bronze, 11 silver and 14 gold participants with 26 bronze, four silver and five gold awards being completed. Elysee Ng, Carina-Lauren Chong, Gabrielle Tse and Jessica Tan were presented with their medals by the Governor of NSW, His Excellency General the Hon. David Hurley AC DSC (Retd).

**High Resolves** - through social awareness, advocacy and practical school and community based projects, this program promotes global citizenship and disadvantage.

In groups, Year 10 students developed an awareness campaign about refugees. Their "Rise for Refugees" campaign encountered organisational difficulties and oppositional community attitudes. It involved a number of social media platforms. Facebook entries contained videos, interviews with Australians about their views and facts about refugees and raised money for The Refugee Centre. The students received mentoring from NAB and Deloitte Australia corporations.

The Year 9 program involved working together in small groups on a school based project. They completed modules on collective action and conflict resolution before their school-based projects began. Their focus was to learn leadership skills and foster mentoring links with Year 7. Their topics included stereotyping, self-esteem, and stress and anxiety.

*Year 8 High Resolves* involved seminars on collective identity and justice. Students debated "What is fairness?" and "Equity vs equality".

**Languages Other Than English (LOTE)** – Language students competed in the World Language Perfect competition which tests vocabulary learning in French, German, Latin, Japanese and Mandarin. NSG's achievements were third in overall global ranking out of 1077 schools, second in Australia out of 778 schools, first overall in NSW, first overall in the 501 – 1000 students category, overall first in Latin, 11<sup>th</sup> overall in Japanese and 13<sup>th</sup> in French. For individuals, there were thirteen elite awards (10000 plus points), 61 gold (3000 plus points), 34 silver (2000 plus points) and 94 bronze (1000 plus points) awards.

The German Year 11 class won 1<sup>st</sup> Prize in the Senior Category in the Goethe Institute German School Film Competition.

In Japanese, all Years 8 - 11 elective students were entered into the 2015 Australia-Japan Relations Essay Contest. North Sydney Girls High School was awarded 5 prizes including Outstanding in Junior A division (Divena Rajasundaram). Four students were highly commended.

In the NSW Japanese Language Speaking contest, Jessica Tsui was first in the senior division state final. She won the Special Prize at the Australian National Finals of the Japanese Language Speaking Contest. In the 2015 Japan Foundation Art Speaks competition, NSGHS won the Middle School Division class prize and Emily Kim and Helen Sun received a special mention in the middle school division. Pennie Huang was awarded a prestigious AFS/ MEXT Scholarship to Japan for four weeks in September 2015. Lisa Chen, Jessica Kuang, Amara Tut and Nancy Yan participated in the reciprocal LABO Japan exchange.

North Sydney Girls hosted school visits from Kofu Commercial High School, Kumamoto University and Tohoku Fukushi University.

NSGHS Latin students participated in two international competitions conducted annually by the American Classical League and undertaken by over 146,000 students worldwide. The exams cover grammar, vocabulary, Roman culture, mythology, derivatives and translation abilities (see later). Isabella Kang was awarded second place for prose in the Classical Languages Teachers' Association Year 9 reading competition and the Latin class came second in the choral recitation.

The Classical Association of NSW conducts an annual Latin and Greek reading competition. For this highly-contested competition, students study extracts of poetry and prose for recitation before judges at the University of Sydney. Jasmin Foss, Jessica Lu and Mindai Tan were all finalists. Our school also participated in the Kevin Lee Latin Quiz in which student teams compete against other high schools and have to answer a range of questions on grammar, culture and derivatives. Our Year 10 team won this competition and the combined Years 7-9 team achieved fourth place.

The following students participated in foreign exchanges – Jessica Chuen, Melody Chen and Lisa Zhuang (Germany), Tasha Alderson, Yvonne Clark-Lewis, and Caroline Xu (France) and Lynn Gao, Yasmine Johnson and Emma Zhang (Japan).

The following students received prestigious Minister's Awards for Excellence in Student Achievement – Community Languages Schools: Angeline Sathiakumar – commended (Tamil), Anjally Sasitharan – highly commended (Tamil) and Jessica Tran – highly commended (Chinese).

**Philosophy** - in the seventh NSW Philosothon, Sofia Mendes, Meera Hardie and Tegan Field competed. Sofia won her division for both "Best Philosophical Ideas" and "Best Philosophical Discussion". In October, NSG hosted the Australasian Philosothon where our team competed against 14 other schools from the Australasian region over an intellectually intensive three day period of philosophical discussion. The team included Alexandra Fraser, Jocelyn Liang, Juliet Healy, Sofia Mendes, Tegan Field, Meera Hardie, Farihah Alam and Larissa

Steele. The girls once again asserted our school's dominance in the field of philosophical inquiry by taking out first place for the second year running. Sofia and Meera were also placed first and second in their respective divisions.



### ***HSIE – (2015 combined History and Social Science Faculties)***

**Geography** – Sophie Jiang was awarded the Arthur Phillip Award by the Geography Teachers Association of NSW. Students in Year 8 took part in the Philanthropy Challenge and Slum Survivor and helped raise over \$1000 for charity.

**Commerce** - Year 10 commerce students participated in the ASX stock exchange game. Year 9 Commerce students organised a business trade day competing against each other to raise money for charity.

**Mock Trial and Mock Mediation** - twelve girls participated in the mock trial competition proceeding to Round 2. Nine Year 10 students competed in the NSW Law Society Mock Mediation competition, participating in three rounds across the year.

**Student Wellbeing** – annual camps were held for Year 7 at Collaroy, Year 9 at Yarramundi and Year 11 at Vision Valley. The peer support leaders for 2015 were the first group of Year 10 students to be leaders, representing a shift from Year 11 students. Years 7-10 were involved in wellbeing days participating in a range of activities and events which promoted year cohesion and personal resilience. Year 11 students took part in a wellbeing day with a focus on the skills that they will require for their studies in Year 12.

Mentoring was provided through *big sister, little sister* for Years 11 and 8 and peer support with Years 10 and 7. Years 9 and 7 also participated in a new peer mentoring/friendship program promoting greater links between the years. The Year 12 teacher student mentoring program provided one-on-one support for HSC students. The Year 11 Crossroads program included workshops on topics such as mental health and wellbeing, personal identity, safe travel and relationships.

**Student Voice and Leadership** – the Prefects (Year 12), the SRC (Years 7-12), charities and social justice council and High Resolves continued as the four pillars of student voice. All groups and their activities were coordinated by the Prefect-led Liaison Council with an emphasis on forward planning and communication. U (United) Week continued in 2015 and groups provided activities and engaged in advocacy. This week of events held in first term also raised awareness of the variety of ways students can become involved in developing their ‘voice’. The range and achievements of all the groups provides evidence of the value students place on diversity, inclusivity and action in the real world.

Group Highlights	Key Roles and Achievements
Prefects	Traditional duties and modelling of leadership qualities. Organised the blood drive and the <i>Prefects' Annual</i> . Coordinated Year 12 study buddies, holiday workshops and welcomed Year 7s at Meet the Prefects. Networking with schools across NSW at Prefect afternoon teas. Promoted more student versus teacher events.
SRC	Expanded role of representing student needs to the year adviser and school executive. Highly successful Mocktail Night with over 200 attending and keynote speakers including Sibella Matthews. Promotion of student wellbeing through dances, trivia nights,

	activities and assemblies. The newly introduced R U OK Day shed light upon the importance of mental wellbeing encouraging students to care for each other, creating dialogue through the installation of a bench in the school grounds.
Charities Council	Record-breaking Charities Day fundraising over \$13,000 targeting local, national and global charities. Ran the third Annual Interschool Social Justice Conference involving student voice groups across the school and 180 students in total. Pink Breakfast in support of National Breast Cancer Foundation. Coordinated the second UWeek event. Junior Council Pink Stumps Day and a stationery stall supporting Nepalese children after the earthquakes. Conducting Social Justice League meetings that raised the profile of all student groups in the school by having quality meetings about best approach to running events and creating maximum student awareness.
ROAR	Founded by a Year 7 student in 2014 as a voice for animals, Representatives of Animal Rights (ROAR) is involved in advocacy and fundraising for animal welfare, protection and conservation particularly of endangered species, especially the rhino. Events included animal-themed ‘mufti’ days and bake sales including ‘cupcake Day for the RSPCA’. During the course of Year 8’s Geography study of Africa’s threatened habitats primarily from poaching, direct contact was established with the International Anti-Poaching Organisation (IAPA). The ROAR group leader subsequently volunteered with IAPF in Zimbabwe, undertaking training and patrolling with game rangers protecting rhinos from poaching.
SHOUT	Fundraising for national and international children’s charities. Support of Blue Dragon targeting funds to stop child trafficking in

	Vietnam. U Week focus on Save the Children. UNICEF emergency relief awareness and funds raised in Term 4.
Amnesty	Human rights group concerned with advocacy and initiating change within both the school and the wider community. Campaigned on human rights issues such as the refugee crisis, Indigenous rights and racism. Holds events to raise to both raise funds for charities such as the Refugee Council, Indigenous Literacy Foundation and Amnesty International. Events held include the Great Book Swap, Food for Thought Banquet, various assemblies accompanied with sausage sizzles and bake sales. Links continued with old girls at the University of Sydney.
Gen Earth	Practical environmentalism included hosting an inter-school Sustainability Council conference for the North Sydney area and organising, distributing and emptying new recycling bins with the generous support of North Sydney Council. Participated in the North Sydney region Youth Leading the World Ozgreen conference to promote environmental action by young people. Successfully applied for North Sydney Council's greenSchools grant, which went towards the construction of a school greenhouse to supply food technology and science classrooms in a sustainable manner and reduce the school's food miles.
Women's Collective	International Women's Day assembly advocating for women's rights and raising money for White Ribbon Day. Domestic Violence project with NSB. Weekly workshops on gender issues. Traffic Jam was run alongside SHOUT as a project to raise awareness of human trafficking.
4C	Advocacy and fundraising on water conservation and the environment, and assistance given to other groups with their campaigns.

Model UN	Model UN is a student led forum that discusses international affairs, diplomacy and the social and ethical consequences of global politics. It prepares students for events run by UN Youth Australia. These include day long forums discussing social and political matters, weekend-long camps where students represent countries and debate resolutions and long-term events where students travel overseas to participate in group projects.
World Vision	To boost the participation of students in the 2015 40 Hour Famine, NSG hosted an interschool competition including James Ruse Agricultural High, Baulkham Hills High, Sydney Technical High, Girraween High, Cherrybrook Technology High. A leaderboard was created on the 40 Hour Famine website which boosted incentive for further fundraising.
MaxPotential	Kavitha PK Kunalan participated in a 22 week community leadership and mentoring program with Norths club.
Drama Society	A collection of creative and unique individuals explored their creativity in the form of drama. This mostly includes practising/partaking in theatre sports games, improvisation exercises and creating and performing a play.
Fine Print	A group of students edited a school literature and social commentary magazine on an intermittent basis.
Vocal Group	A student-run a cappella group, provided students from Year 7-12 with the opportunity to sing together, arrange or create music with others who enjoy singing in harmony. This relatively new group first performed on orientation day.

*Individual student citizenship highlights* – Several girls were involved in a metropolitan OzGreen Youth Leading the World conference. Stella Slack and Grace Song were selected to attend the Yale Young Global Scholars program at Yale University.

**Charities** – the following charities were supported by various student groups within the school reflecting priorities set for 2015:

Charity	\$
UNICEF	384
Stewart House	3725
Medecins Sans Frontieres	3725
UN Women Australia	807
Save the Children Australia	135
Oxfam Australia	1673
Red Cross	3725
Wear it Purple	367
Salvation Army	315
Blue Dragon Foundation	933
McGrath Foundation	723
White Ribbon Day	968
<b>Total</b>	<b>17480</b>

In addition, on Legacy Day Year 9 raised an impressive \$32 743 (\$31 910 in 2014) through various collection points in Sydney.

**Volunteering** – many students participated in the Premier’s Volunteering scheme. Black Opal awards (150 hours or more) were earned by Priscilla Chen, Alexandra McNamara, Helen Wang and Annie Zhu. Diamond awards (80 hours or more) were earned by Clare Faulkner, Sharon Liu and Lucy Wang.

## Other achievements

### Competitions

#### *Australian Mathematics Competition*

All Year 7 – 11 students participated in this competition. Katie Tran and Victoria Gao (both in Year 9) were awarded prizes. Kara Wong (Year 8) was the Prudence Award winner, with 24 consecutive correct answers. A further 40 students earned high distinctions and 282 students earned distinctions. Two Year 12 students voluntarily entered the competition,

which fell during the Trial HSC period. One student was awarded a high distinction and one student was awarded a distinction.

#### *UNSW School Mathematics Competition*

This rigorous competition requires highly developed mathematical skills and lateral thinking. Eleven students from Years 9 and 10 participated in the Junior Division, while 21 students from Years 11 and 12 were invited to compete in the Senior Division. Lisa Wei and Andrea Sit earned a high distinction and distinction, respectively, in the Senior Division. Six students were awarded credits.

#### *Mathematics Challenge*

The Mathematics Challenge is a problem solving activity for talented mathematics students in Years 7-10. Our school entered 128 students. Nineteen high distinctions and 25 distinctions were awarded in the Junior Division (Years 7 and 8). Five high distinctions and seven distinctions were awarded in the Senior Division (Years 9 and 10).

#### *Mathematics Enrichment Competition*

Fifty one students participated in this competition which is designed to foster interest in mathematics by solving challenging mathematical problems through learning new concepts or problem solving techniques and then attempting to solve related or similar problems at home. Three students were awarded a high distinction and six were awarded a distinction.

#### *Australian Intermediate Mathematics Olympiad*

Twenty three students from Years 9 and 10 were invited to participate in this competition. The Olympiad is a four hour examination and the results are used by the Australian Mathematics Trust to pick candidates for Australia’s Mathematical Olympiad team. Students who distinguish themselves in this competition may be considered for “invitation only” events, including enrichment classes and training schools. Merry Chu (Year 9) was awarded a high distinction and Coco Xu (Year 10) was awarded a distinction in this competition.



### Science Olympiads

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

The following awards were received from the Olympiad qualifying exams:

**Gold** (and summer Olympiad School invitation)

Katherine Johnson (Biology)

**Silver**

Alana Huang (Biology)

### LOTE

#### Australian Language Competence tests

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

#### Japanese

	Component	HD%	D%
Certificate 3 (Year 11)	Reading	59	36
	Listening	64	23
Certificate 2 (Year 10)	Reading	64	29
	Listening	64	29
Certificate 1 (Year 9)	Listening	58	40

#### French

	Component	HD%	D%
Certificate 3 (Year 11)	Reading	75	
	Listening	75	
Certificate 2 (Year 10)	Reading	63	27
	Listening	36	36
Certificate 1 (Year 9)	Listening	53	47

#### German

	Component	HD%	D%
Certificate 3 (Year 11)	Reading	50	50
	Listening	16	67
Certificate 2 (Year 10)	Reading	66	44

#### Chinese

	Component	HD%	D%
Certificate 2 (Year 10)	Reading	41	59
	Listening	44	41
Certificate 1 (Year 9)	Listening	67	33

### Latin Examination (American Classical League)

47 entries from Years 9-12

**Gold** medallion (100% score) - one Year 9, four Year 11 students and one Year 12 student

**Gold** medallions (95% - 99%) - eight Year 10, nine Year 11, six Year 12 students

**Silver** medallions (90 - 94%) - one Year 10, three Year 11 students.

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

*National Computer Science School Coding and Programming Competition (Grok Learning)* - 80 Year 9 IST, Year 10 IST and Year 11 SDD students participated in this online competition. It focuses on developing student knowledge and application of Python programming language used extensively in many applications produced by technology corporations and in most computer science and information technology university courses.

Beginners
<i>Perfect Score</i>
Danni Chen, Ashleigh Feng, Fiona Feng, Joanna Huang, Fiona O'Chee, Miffy Song, Joyce Wang, Belinda Wong
<i>High Distinction</i>
Kate Ecob, Jessica Feng, Clara Luo
Intermediate
<i>High Distinction</i>
Krystal Li
<i>Distinction</i>
Jenny Xu
Advanced
<i>High Distinction</i>
Kristie Thai