

North Sydney Girls High School Annual Report



2017



8133

Introduction

The Annual Report for **2017** 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.

David Tomlin

Principal

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Message from the Principal

2017 was a significant year as the school completed its final year of the 2015–17 School Plan. The introduction and mandating of many Department of Education frameworks and accountabilities engaged the whole school in reflection and production of evidence to confirm our excellence as a leading NSW school in curriculum and pedagogy. The school ethos of connection, resilience and innovation was reflected in academic, wellbeing, cultural and sporting domains with particular emphasis upon quality positive relationships infusing the school culture.

The P&C played a significant role as a consultative body representing all key stakeholder groups and in actively supporting so many areas of student endeavour.

I am very proud of all 2017 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 and active participants in future communities.

David Tomlin

Principal

Message from the school community

The Parents and Citizens Association (P&C) played a major role in the life of the school in 2017. Regular meetings held twice a term were the opportunity for parents to keep informed and to 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 continued to run key school services including the canteen and the uniform shop with the assistance of over 100 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 families again organised the traditional welcome barbecue for new families at the beginning of this year, while Year 9 organised the Year 12 graduation supper. Additionally, parents were involved in open day, orientation day, sports assembly, and presentation day events. Trained parent representatives took part in teacher selection processes as and when required for new staff appointments. The parent year group representatives organised ad hoc social activities which helped cement parents' 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 continuing to work with the School Council to help prioritise major capital spending over the next few years which includes air conditioning of the school hall and upgrading works to gymnasium.

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.

Simon De Rosa

P&C President 2017-18

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 is an established fully academically selective school catering for over 900 highly gifted and talented girls from across wider Sydney. The Centenary was celebrated in 2014 confirming the pre-eminence of the school as a leader in public education and 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 language backgrounds other than English. Enrolment procedures are strictly controlled by DoE 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, students are encouraged to become aware, empathetic and active in their advocacy of social justice and amelioration. Through conventional and self-generated groups, students make a connection between their school learning and the real world.

Parental support is strong especially in financial contributions 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 achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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**.

The Evaluation team confirmed ongoing excellence in the majority of indicators within the three domains. These findings are based on reviews of a variety of data sources, both qualitative and quantitative. Each assessment is contextualised with very high standards being expected in a school of our nature. The results of this process indicated in the domain of:

Learning the school was **excelling** in *Learning Culture, Wellbeing, Curriculum and Learning, Student Performance Measures* and **sustaining and growing** in *Assessment and Reporting*.

Teaching the school was **excelling** in *Collaborative Practice and Professional Standards*, and **sustaining and growing** in *Effective Classroom Practice, Data Skills and Use, and Learning and Development*.

Leading the school was **excelling** in *Management Practices and Processes, School Planning Implementation and Reporting School Resources* and **sustaining and growing** in *Leadership*.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

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

Goals set were aspirational and ongoing. Competing management demands from DoE, combined with improvement measures that were not always strategic, meant school achievements were not always reflected in improvement measures set. The principle emphasis became incorporating differentiation into classroom programs and assessments, especially with the demands of new syllabi.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All KLAs use the programming proforma and big questions are visible in learning spaces and LMS	N/A	A review of programs and registration indicated further support was needed in incorporating differentiation strategies, relating conceptual understanding to big questions and consistency of practice across all KLAs.
Each KLA implements and evaluates one cross curricular formal assessment in either Stage 4 or 5	N/A	This was postponed due to emphasis on differentiation in KLA programming.
A majority of staff complete training in differentiation strategies for Gifted and Talented	\$7000	Training in GAT education (GAT 1 and/or GAT 2) using an outside provider was completed by the majority of staff.
Collaboration is encouraged as a whole school goal in all staff PDPs	N/A	This goal was clearly evident in the annual reviews of all staff PDPs, both explicitly and implicitly.
All staff complete training in collaboration protocols	N/A	This was not prioritised in professional development activities as Executive did not see it as a critical need.
Professional learning facilitated through faculty, staff and executive meetings	\$20000	Planned professional learning at all three levels was generously provisioned and aligned with school curriculum priorities.
TTFM results interpreted and shared with staff at staff meetings	N/A	Extensive analysis of findings from all stakeholder groups was presented to staff and incorporated as evidence for school planning.
Two teams completing Harvard courses year on year	\$1500	Two teams of teachers completed courses in Visible Thinking.
All Executive engage in self-assessment of whole school progress against SEF – Self Assessment Survey	N/A	This was completed for the 2016 SEF self assessment but was completed by Senior Exec. in consultation with key stakeholders for 2017.
Assessment notification and	N/A	This was incorporated into the revised procedures

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
feedback processes are supported by the LMS		associated with the new Assessment Policy.
Assessment processes are clearly articulated in revised Assessment Policy	N/A	All staff were trained in Assessment Policy principles and new procedures for full implementation in 2018.
Key assessments aligned with big questions in the task rubric	N/A	KLA assessments were reviewed with an emphasis upon greater variation and differentiation.

Next Steps

The new 2018 –20 School Plan will focus on:

- continued development of quality programs using the school programming template referencing a school checklist of requirements including appropriate differentiated pedagogy, resources and rich and varied assessment for our school context of highly gifted learners. STEM initiatives and cross-curricular perspectives will be incorporated where possible. Programs reference new and existing syllabi, the school differentiation model and STEM narrative, and assessment policy. Consistent online storage and accessibility of programs will promote whole school curriculum goals. High expectations for excellent HSC outcomes will involve staff and student reflection, rigour and strategic focus. Ongoing peer self-assessment by Head Teachers will promote professional dialogue and collegiality in the development of consistent quality higher order programs and classroom practice. This will be reported to the wider executive and senior executive.
- staff will be supported by a strategic professional learning policy, procedures and budget which will build a learning culture of reflection and ongoing improvement. incorporating external providers and courses, and collaboration within and between faculties. This will be facilitated by Executive and the professional learning committee.
- the school assessment policy and procedures will be fully implemented and reviewed to improve notification procedures, ensure variation and improved student outcomes for all Stages. Student self-reflection will be incorporated into assessment.

Strategic Direction 2

Connecting Learning

Purpose

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

Stronger connection between the school and wider communities will enhance parental involvement and student learning.

Overall summary of progress

There was increased engagement with the parent community and local school networks.. Student voice has been successfully prioritised and consolidated with school governance structures and accountabilities plateauing last year. All areas have opportunities for future development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student awareness of, and engagement with, post school options through annual Careers Day	\$2000	A revised format for the day gave students more interactivity with key presenters. Feedback responses were very positive with students indicating a clearer understanding of post school options.
Establishing early career teacher network and mentoring program to complement beginning teacher program through LNCCoS	\$6000	Three early career teachers participated in a semester based networking program through LNCCoS facilitated by senior staff. Mentoring relationships outside these meetings were limited.
Increased parental participation in programs to support student learning	N/A	Limited active parental participation with curriculum activities was achieved.
Increased staff and community awareness of student voice activities	N/A	A student led lunch program involving keynote speakers raised awareness of student voice in the wider community. Students actively promoted their groups at open day, orientation day and other community events. Staff received professional training in student voice structures within the school with opportunities for involvement as coordinators.
Student evaluation of newly revised joint senior student leadership conference	\$2000	Evaluations of the inaugural student leadership conference led to revisions for the second conference. Feedback will inform future conferences.
Publication of defined school governance structures involving the whole school community	N/A	The model for school governance was finalised in 2016 but DoE management and finance demands in meant these were not fully implemented in 2017.
Increased parental engagement with TTFM surveys	\$1000	Active promotion and translation of surveys into community languages saw a significant increase in parental participation.

Next Steps

The new 2018 – 20 School Plan will focus on:

- developing a network of:
 - a. community relationships with community speakers and groups, alumni, and tertiary institutions through student voice groups, participation in STEM based competitions and challenges, curriculum projects and other forums to allow for greater engagement with the outside world.
 - b. professional relationships with LNSCoS schools will be developed through greater professional networking, joint student co-curricular activities and professional development opportunities for staff.
- developing a school communications strategy to improve connections with the parent and wider communities. A media communications liaison officer will be deployed to revise online communications including the school website, Facebook account, digital newsletter and digital noticeboard. Improved design will improve visual appeal, community accessibility and functionality of digital communications. Better data collection, quantitative and qualitative, will gauge effectiveness of these measures. Analytic data will be used to measure online presence through website hits and newsletter readership.
- greater use of focus groups and feedback, complementary to survey data, to improve the range and quality of data sources used in review processes.

Strategic Direction 3

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

Fair progress was made in improved wellbeing communication and refinement of school programs defined in the wellbeing roadmap, technology infrastructure and the provision of innovative learning spaces. Revised DoE wellbeing reporting systems made some school functionalities redundant while continued delays in DoE Assets procedures meant there was limited progress in significant building projects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning Attendance Wellbeing (LAW) portal functionality utilised to improve identification and means of support for students with learning needs	N/A	LAW functionality was improved to allow better record keeping and identification but new central DoE platforms accessible in 2017 duplicate internal structures.
Employment of dedicated Student Learning and Support Officer (SLSO) from Term 2, 2016	\$20000	Part time SLSO deployed for assistance with disability provisions and identified students.
SLSO role and responsibilities communicated via staff meetings and learning and support team	N/A	All staff aware of the role and means of access. SLSO participates in learning and support team meetings.
Portal LAW, calendar and interactive learning functionalities and access embedded for staff, students and parents.	N/A	LAW capabilities were improved with better recording and notification procedures for wellbeing issues. Calendar usage and awareness is much better for the whole school community. Interactive functionalities for students have been superseded by other interactive platforms.

Next Steps

The new 2018–2020 School Plan will focus on:

- developing overarching handbook and procedures for student wellbeing. This will embrace current wellbeing programs and activities (the wellbeing roadmap), define the relation between DoE platforms (Synergy) and school procedures for notifying, recording and managing wellbeing concerns and processes. The learning and support team will liaise with technology staff to develop these procedures using school and DoE platforms. The role and structure of student voice will be defined as an aspect of positive school culture building student autonomy and efficacy.
- strategic plans and budgets for English as an Additional Language or Dialect (EAL/D) and low level disability (LLD) will be developed indicating directions, desired outcomes and expenditures. This will include better identification processes, support for students in middle and senior school years to improve higher order literacy and oracy skills and evaluation of outcomes.

- reviewing and developing the blueprint of planned changes to accommodate more innovative learning spaces and the provision of better facilities for a range of classroom activities with the caveat that all significant building developments are subject to DoE assets management procedures. This plan will be supported by the P&C and Foundation. Minor building and maintenance needs will be addressed at a school level.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Approximately \$20000 was allocated to these initiatives for:</p> <ul style="list-style-type: none"> – engagement of outside consultants and experts in EALD literacy analysis for Year 7 and higher order literacy support for English Extension 2 students – relief time for teachers in professional learning – debating and public speaking coaches for Gala Day and debating/ public speaking competitions 	<ul style="list-style-type: none"> – English Extension 2 students were supported with independent ongoing advice – Year 7 students with literacy needs were identified early – teachers were more confident in using literacy strategies in the classroom – subscription to online study skills modules through the school portal – teacher relief for staff involved in the Year 10 Change Challenge cross curriculum writing task – debating and public speaking participation and competition success significantly improved
Low level adjustment for disability	<p>Approximately \$45000 was allocated to support these initiatives for:</p> <ul style="list-style-type: none"> – employment of a part time School Liaison and Support Officer (SLSO) – professional development for wellbeing staff 	<ul style="list-style-type: none"> – disability provisions for formal assessment tasks for Stage 6 identified students – learning support for identified students in curriculum activities and assessments – professional learning for staff in wellbeing roles – employment of a part time SLSO to assist students with identified needs
Socio-economic background	<p>Approximately \$9000 was allocated to support students and families reducing any disadvantage through financial circumstance.</p>	<ul style="list-style-type: none"> – students from families experiencing financial difficulties were supported in regards to resources, camps and mandatory curriculum excursions
Support for beginning teachers	<p>Approximately \$30000 was spent supporting beginning and early career teachers.</p>	<p>This funding was used for one temporary beginning teacher and three permanent early career teachers in their second year of teaching through:</p> <ul style="list-style-type: none"> – teacher relief at point of need for accreditation documentation, reports, program writing and marking – provision of mentor teachers – inclusion in individual and faculty based program writing especially for gifted and talented students – inclusion in DoE and professional association professional development programs – inclusion in Lower North Shore Community of Schools (LNSSoS) beginning teacher and early career teacher programs with an experienced mentor

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	917	913	917	918

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. DoE procedures manage entrance to Year 7. Students apply from across the wider Sydney metropolitan area. Sixty feeder schools provided the Year 7 intake. A school based Selection Committee manages enrolment procedures for Years 8 – 11 within DoE guidelines. Vacancies are limited and placement is highly competitive.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	99.1	98.7	98.5	98.6
8	97.7	97.8	97.4	95.7
9	98.5	97.5	98	96.3
10	97.3	97.2	97.1	95.4
11	97.4	98.4	97.5	95.8
12	97	97.6	97.6	95.9
All Years	97.8	97.9	97.7	96.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Online rolls are marked in all classes. Attendance is monitored closely by deputies and year advisors. All short-term absences must be explained. Emails to parents advising of unexplained absences are sent daily. Late arrivals are recorded through front office scanners using student ID cards. Parents receive notification of lateness to school. Lateness without

reason is recorded as an unexplained partial absence. Requests for extended absences must be submitted to the Principal with due notice. Approval is only given with good reason consistent with DoE policies.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

The majority of our students proceed to university directly from school. Most offers for applicants for courses starting in the first half of 2018 were made in the December round. Offers for tertiary study are made periodically throughout the year from September 2017 to July 2018.

For the 158 students graduating in 2017, 154 offers were made in the December round with almost the same number of offers being made in the January round. The pattern of offers below is based upon the Universities Admissions Centre (UAC) January main round offers.

University Offers – 2017 Number (2016 number in brackets)

Australian College of Applied Psychology – 1

Australian National University (ANU) – 6 (6)

Macquarie University – 7 (4)

SAE Institute Australia (October) – 1

Torrens University – 1

University of Canberra – 1 (1)

University of Newcastle – 1 (5)

University of New South Wales (UNSW) – 80 (78)

University of Sydney – 49 (38)

University of Technology Sydney (UTS) – 7 (16)

Many university and faculty scholarships were offered including one Cadetship with **UBS** (Business), seven **UNSW** Co-op Scholarships, one **UTS** Vice-Chancellor's Outstanding Achievement

Bachelor of IT Cooperative Scholarship.

Four known **University of Sydney "Sydney Scholars" Awards (full)** were given.

Course Preference and 2017 Number (2016 number in brackets)

Humanities/ Social Sciences/ Commerce

Architecture/Planning/Design – 3* (1)

Media/Communications – 6* (5)

Music – 6 (1)

Political Science & Economics – (15)

Arts – 11* (5)

International /Global Studies – 4* (10)

Education – 4* (3)

Law – 11* (18)

Business – 1* (4)

Actuarial Studies – 15* (6)

Commerce/Economics – 31* (29)

Information Technology/Computer Science – 6* (5)

Sciences

Medicine – 5 [January round] (8)

Applied Science

Biomedical Science – 1

Clinical Science – 1

Diagnostic Radiography – 5 (1)

Speech Pathology – 2

Physiotherapy – 1 (2)

Dentistry/Oral Health – 2* (1)

Medical Science – 9* (7)

Psychology – 4* (3)

Pharmacy – 2 (1)

Nursing – 1* (3)

Veterinary Science – 1* (1)

Occupational Therapy – 3 (2)

Science – 11* (8)

Science (Advanced) – 6* (13)

Engineering – 12* (18)

*** includes combined courses**

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

Year 12 students undertaking vocational or trade training

No Year 12 students undertook vocational training.

Year 12 students attaining HSC or equivalent vocational education qualification

All students attained their HSC at school..

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	46.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1

*Full Time Equivalent

The staff composition is a balance of experienced and beginning or early career teachers. No staff declared Aboriginality.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Four early career staff made application for NESAs Proficiency. No staff are seeking Highly Accomplished Teacher (HAT) or Lead accreditation. All staff, executive and the Principal engaged in the Performance and Development Program (PDP) process. School development days focussed on mandatory training requirements and School Plan priorities. Network support was provided for beginning and early career teachers as well as other professional networking opportunities. External training in related curriculum areas and GAT education were provided to all staff. Faculty development days were generously supported in the implementation of School Plan priorities.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school has a very high percentage of parents and families who pay voluntary school contributions.

Due to delays in the approval process for the redevelopment of the gym as a performance space and sports facility, capital funds have been kept in reserve. This school funded program has been supplemented with grant money to date with further finances from the Foundation and P&C available when final costs are determined.

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.

The large rollover figure was due to budget management difficulties resulting from the transition from OASIS to SAP finance systems.

Receipts	\$
Balance brought forward	1,158,207
Global funds	427,674
Tied funds	161,663
School & community sources	1,393,089
Interest	22,418
Trust receipts	222,228
Canteen	0
Total Receipts	2,227,073
Payments	
Teaching & learning	
Key Learning Areas	212,060
Excursions	253,984
Extracurricular dissections	376,299
Library	492
Training & Development	8,861
Tied Funds Payments	174,075
Short Term Relief	28,833
Administration & Office	155,642
Canteen Payments	0
Utilities	66,589
Maintenance	137,895
Trust Payments	208,625
Capital Programs	23,099
Total Payments	1,646,453
Balance carried forward	1,738,828

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	3,208,040
Appropriation	2,177,712
Sale of Goods and Services	29,964
Grants and Contributions	994,432
Gain and Loss	0
Other Revenue	0
Investment Income	5,932
Expenses	-1,871,444
Recurrent Expenses	-1,871,444
Employee Related	-657,517
Operating Expenses	-1,213,927
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,336,596
Balance Carried Forward	1,336,596

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school Finance Committee determines the school budget ratified by School Council. Budget submissions from KLAs and special programs are reviewed annually with consideration given to School Plan priorities.

The Public Library account funds the technology infrastructure of the school, library resources and technology equipment used in classrooms. All resources are accessioned with the library in accordance with ATO guidelines.

The Foundation is an incorporated separate entity from the school. Budget priorities are determined following advice from the school about capital work intentions. The current priority is the redevelopment of the gym as a performance space and sporting facility.

The creation of a chart of accounts under the new

financial system (SAP), and the refinement of budgets for specific programs and needs, will allow for improved management of funds and more strategic spending in the next financial year.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,154,160
Base Per Capita	140,126
Base Location	0
Other Base	8,014,033
Equity Total	122,991
Equity Aboriginal	0
Equity Socio economic	11,642
Equity Language	40,544
Equity Disability	70,805
Targeted Total	0
Other Total	107,311
Grand Total	8,384,462

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

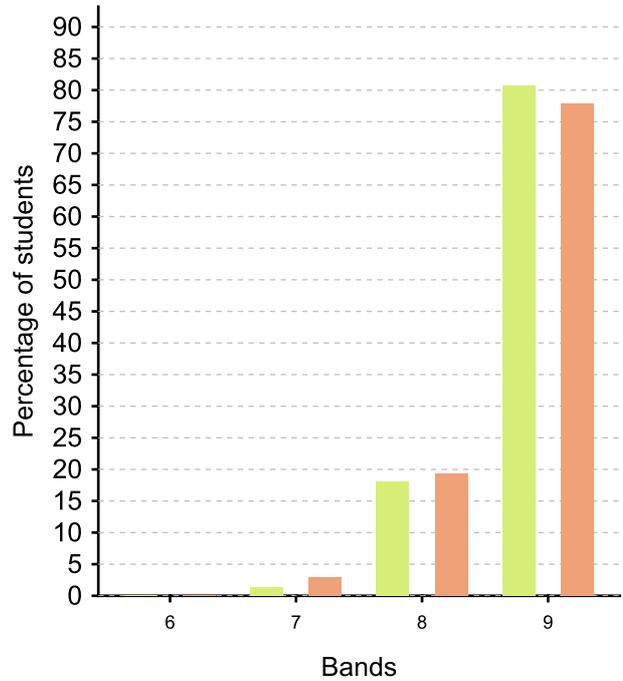
The diagnostic intention of NAPLAN is to inform schools of literacy and numeracy strengths and areas requiring development. This data then informs school programs and pedagogy. The excellent results of students at this school confirm their academic strengths.

Year 7 literacy data from NAPLAN was triangulated with teacher judgements at semester reports and a

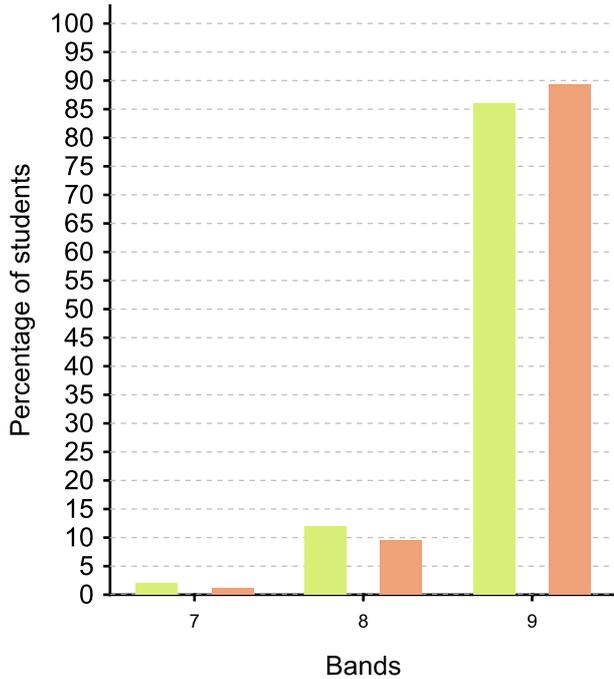
diagnostic writing exercise marked externally according to strict literacy criteria from previous English Literacy and Language Assessment (ELLA) tests. Results were inconclusive. The ceiling effect of NAPLAN under the current model inhibited the generation of data which can inform the higher order literacy needs of gifted students from NESB backgrounds.

Year 9 literacy reflected state trends which show a slight decline in reading according to a narrow set of criteria. Three students will complete more online testing to meet the previous Minister's benchmark needed for HSC accreditation.

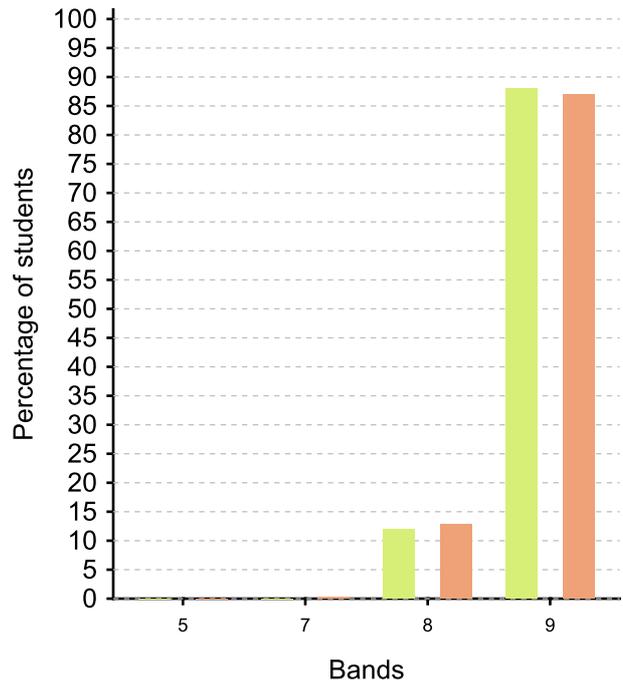
**Percentage in bands:
Year 7 Reading**



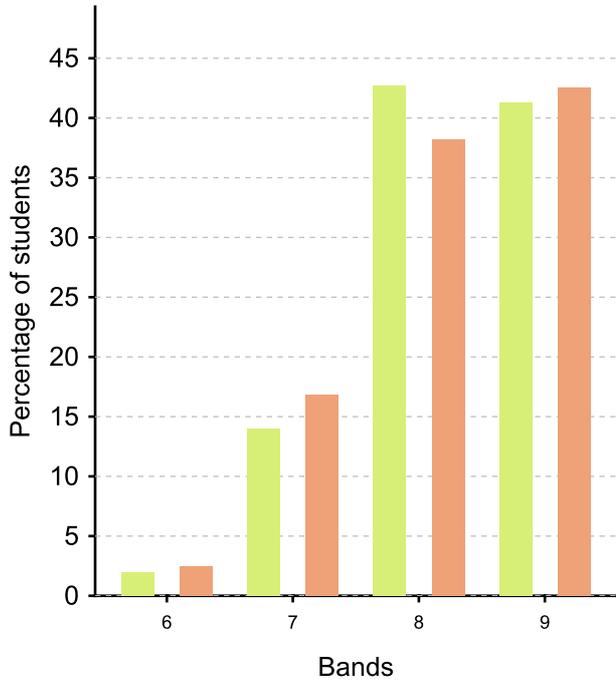
**Percentage in bands:
Year 7 Grammar & Punctuation**



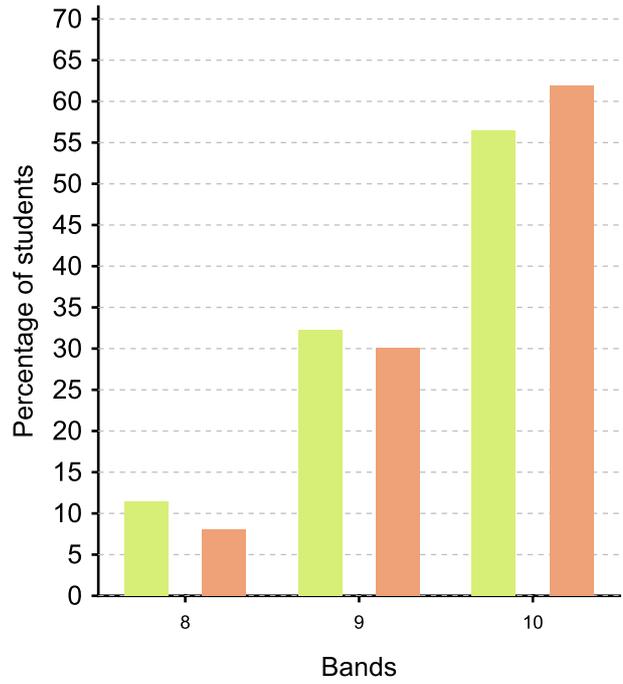
**Percentage in bands:
Year 7 Spelling**



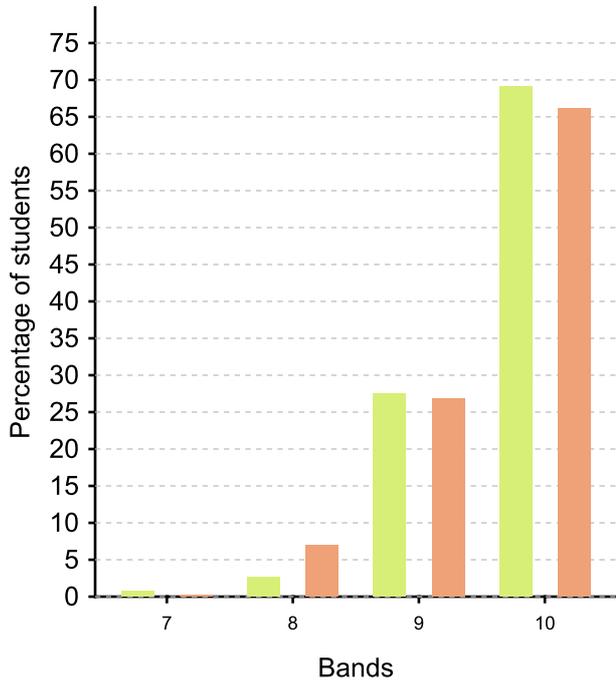
Percentage in bands:
Year 7 Writing



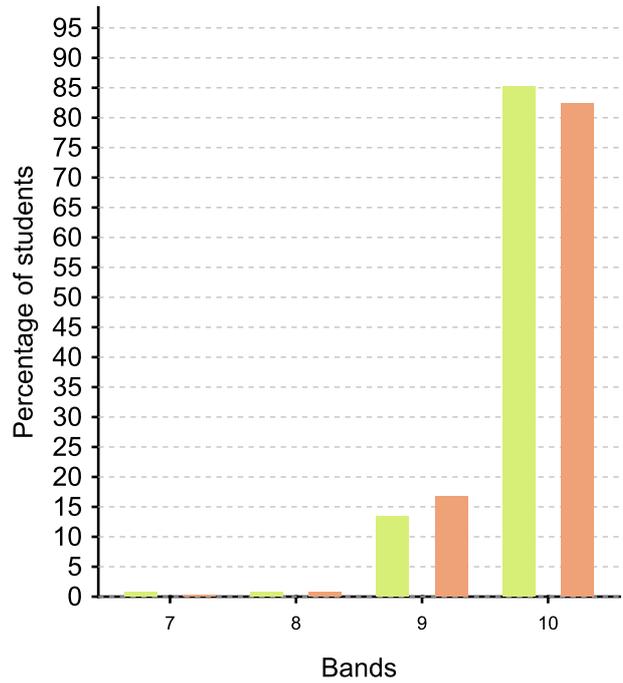
Percentage in bands:
Year 9 Reading



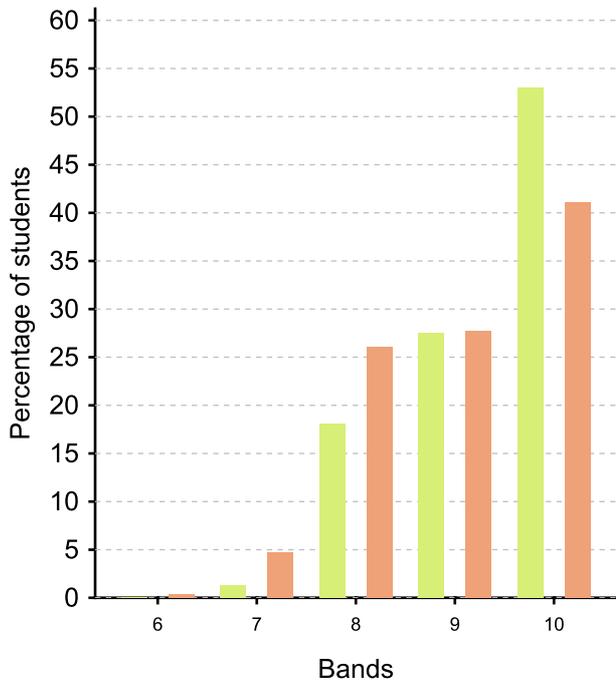
Percentage in bands:
Year 9 Grammar & Punctuation



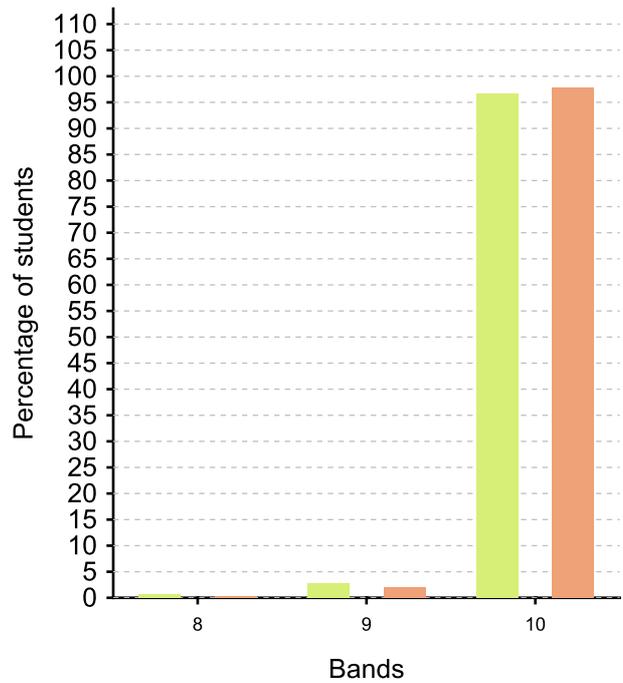
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



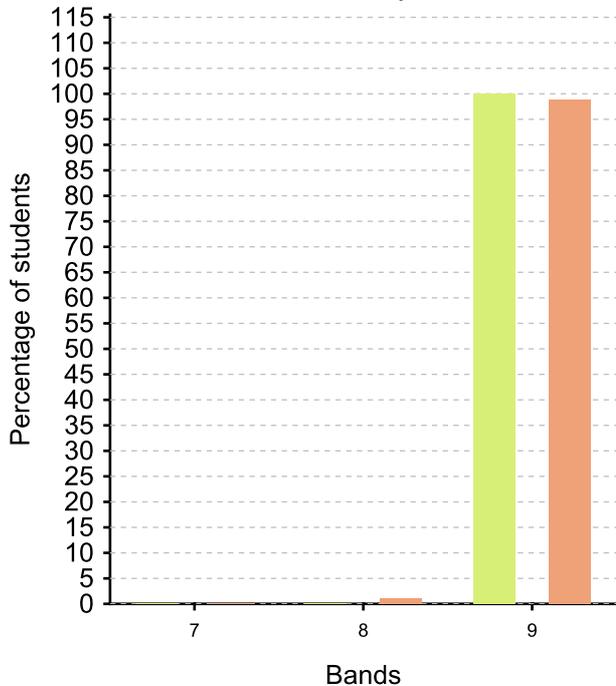
Percentage in bands:
Year 9 Numeracy



Numeracy results were outstanding across both years and did not yield any data which could impact upon programs and pedagogy other than an affirmation that students are highly proficient in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

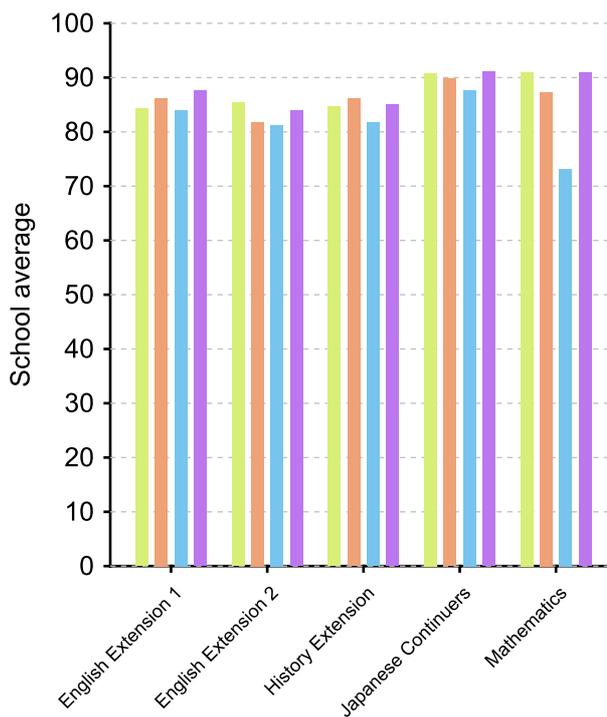
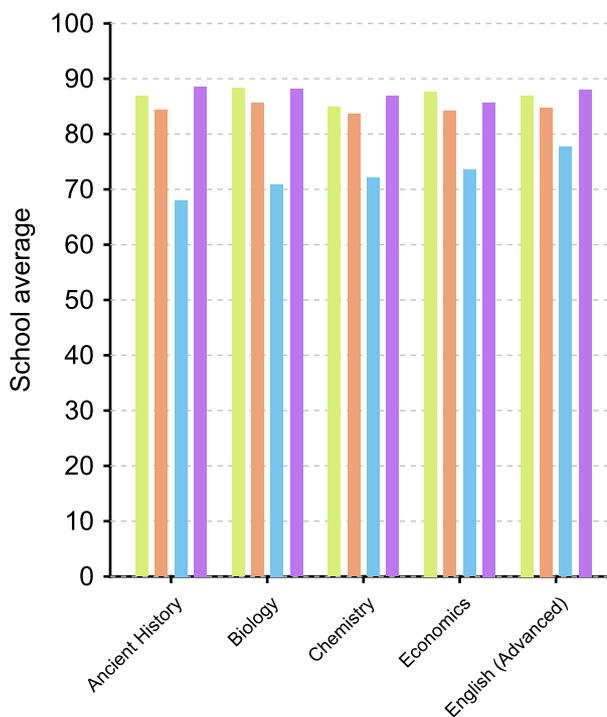
Percentage in bands:
Year 7 Numeracy

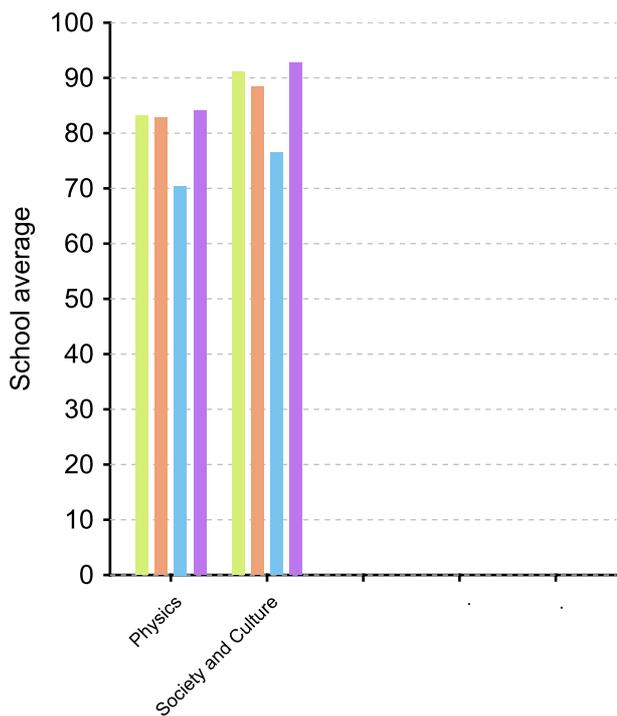
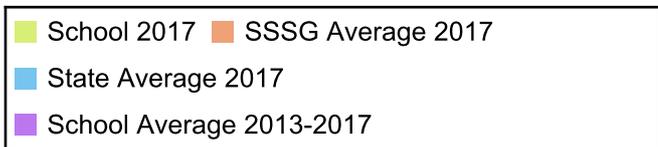
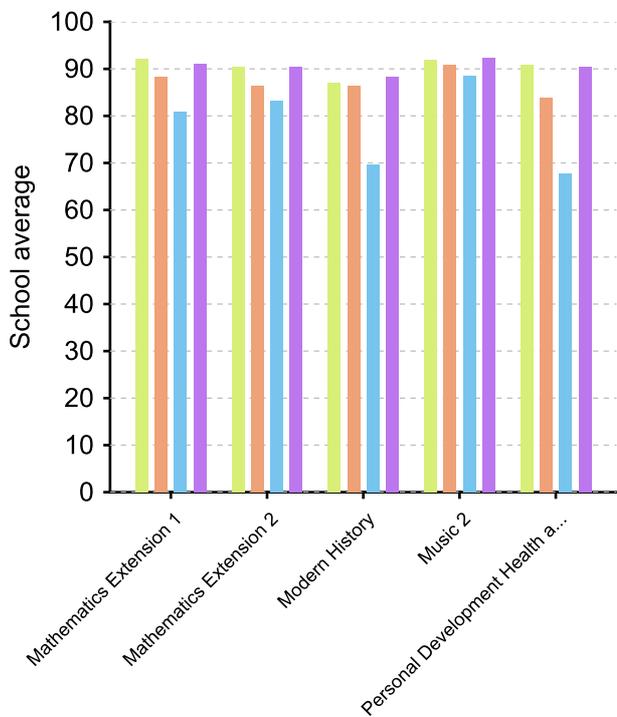


Maintenance and improvement of academic results is central to the school ethos and is consistent with the Premier's priorities and State Plan priorities.

Higher School Certificate (HSC)

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





Chemistry	84.9	83.7	72.1	86.9
Economics	87.7	84.1	73.6	85.7
English (Advanced)	87.0	84.8	77.6	88.1
English Extension 1	84.3	86.2	84.0	87.6
English Extension 2	85.4	81.8	81.2	84.0
History Extension	84.7	86.1	81.7	85.0
Japanese Continuers	90.8	89.9	87.7	91.1
Mathematics	91.0	87.3	73.2	90.9
Mathematics Extension 1	92.2	88.3	81.0	91.2
Mathematics Extension 2	90.4	86.3	83.1	90.5
Modern History	87.0	86.5	69.6	88.4
Music 2	92.0	90.9	88.6	92.4
Personal Development Health and Physical Education	90.9	84.0	67.7	90.4
Physics	83.2	82.8	70.4	84.1
Society and Culture	91.1	88.4	76.4	92.8

The performance of the cohort was excellent confirming the school as one of the highest performing schools in the state. 51.18% of achievements were Band 6.

Emily LIU, Coco XU and Ziru ZHANG were duxes with ATARs of 99.90. Based on estimates*, there were 25 students (16%) who attained an ATAR rank of 99 – 99.90. 11% attained an ATAR rank of 98 – 98.95, 14% gained an ATAR rank of 97 – 97.95 and 19% gained an ATAR rank of 95 – 96.95. 81% of students achieved an ATAR rank of 90 or above. The median ATAR rank was 96.1 and the mean was 93.8*.

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

All Rounders – a total of 25 girls were all-rounders achieving Band 6 results in their best 10 units of study.

Congratulations to:

Fariyah ALAM

Yvonne CLARK–LEWIS

Cassandra FOO

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	86.9	84.3	68.1	88.6
Biology	88.3	85.6	70.9	88.2

Zofia FOO
Meerie HARDIE
Yasmine JOHNSON
Emily KIM
Emily LIU
Katherine LIU
Lisa NGO
Karin NISHIMUTA–JANG
Yue Yue PAN
Sabrina PENG
Kavitha PK KUNALAN
Vivienne QIAN
Annie QIE
Edwina STEPHENSON
Lily THA
Wan Qi XU
Anna YANG
May May YANG
Nina YANG
Sing–Sing ZHANG
Emily ZHANG
Xinyi ZHU

Outstanding individual achievements included students who received mention in the NSW Education Standards Authority's (NESA) top achievers list for outstanding subject placing. State placegetters were:

Edwina STEPHENSON – fourth in Latin Continuers;
fourth in Latin Extension

Caroline XU – fifth in French Continuers

Zofia FOO – eighth in Mathematics Extension 2

Subject highlights included:

Design and Technology – 100% Band 6

French Extension – 100% E4 (Notional Band 6)

Japanese Extension – 75% E4 (Notional Band 6)

Music 2 – 91% Band 6

Music Extension – 100% E4 (Notional Band 6); one

student achieved a perfect score

Mathematics – 76% Band 6 in 2U; 76% E4 (Notional Band 6) in Extension 1. In Extension 2 99% of students were placed in the top two bands and one student attained a perfect score. The school ranked equal fourth in higher level courses and was the top performing girls' school in NSW

PDHPE – 77% Band 6

Society and Culture – 81% Band 6

(see graphs for overall results)

In Visual Arts, the Body of Work by HSC student Yvonne LIAO was nominated for *ARTEXPRESS*. Leanne JIN, Kristie THAI and Lara DODD received HSC *Encore* nominations for their Music 2 and Music Extension performance programs. In Design and Technology, Christine CHEN, Connie OU, Mary REN and Katherine WU were nominated for the *SHAPE* exhibition.

Parent/caregiver, student, teacher satisfaction

The NSW Department of Education requires that every public school survey parents/caregivers, students and teachers at least once a year in order to measure the satisfaction levels of the school's principal stakeholders. Since 2015, North Sydney Girls High School has worked with the Centre for Educational Statistics and Evaluation (CESE) and the Learning Bar to provide students, teachers and parents with the opportunity to have their voices heard through the Tell Them From Me (TTFM) surveys. The generic nature of the TTFM surveys meant that empirical metrics must be carefully qualified by their relevance in a selective school context. Trend data and general perception conclusions are the best indicators from these surveys.

Parents and Caregivers

101 parents/caregivers participated in the survey, and their responses indicate that on the whole they are satisfied with our school. They regard NSGHS as a safe, inclusive environment that supports both student learning and positive behaviour. They feel that the school not only welcomes them but also keeps them well-informed. They also expressed satisfaction with the balance between academic studies and extra-curricular activities. Comparing the TTFM survey results from 2017 with the results from 2015 and 2016, the overall level of satisfaction among parents/caregivers has remained consistently positive. It is worth noting, however, that in 2017 several respondents suggested that the school could improve communication between teachers and parents/caregivers, specifically in relation to students' academic performance.

Students

Student satisfaction was also measured using the 2017

TTFM survey. 822 students, approximately 90% of those who attend NSGHS, participated in the survey. The results suggest that, on the whole, our students are satisfied with the school. 78% of respondents agreed that they feel proud of our school, while 76% expressed a positive sense of belonging. With respect to teaching and learning, most students feel that the school creates a positive learning environment, learning time is used effectively and classroom instruction is not only rigorous but also relevant to their daily lives. Most of our students also expressed satisfaction with teacher–student relations.

Additional findings from the TTFM survey do reveal greater complexity. 50% of students feel intellectually engaged (as compared to a NSW Government school norm of 46%), while 29% of students feel interested and motivated (as compared to a NSW Government school norm of 28%). Taken together, the results of the 2017 TTFM survey suggest that while students are relatively satisfied with our school, we can increase student satisfaction by promoting greater intellectual engagement in the classroom.

The Year 12 students exit survey focussed on our students' experience of, and attitude towards, both the school's HSC assessment program and the feedback they received on these assessments from their teachers. 147 students, approximately 90% of the cohort, participated in the survey. On the whole, students are satisfied with both the school's HSC assessment program and the quality of the feedback provided. Areas for improvement are shown when 39% disagreed with the statement that the marking of assessments was consistent and fair, and 31% of students disagreed with the statement that marking guidelines provided clear descriptions of the quality of response required to receive each mark.

Teachers

38 teachers, approximately 65% of teachers, participated in the satisfaction survey. The results indicate that staff on the whole are satisfied with the school. 78% of teachers surveyed agreed with the statement that morale amongst staff at the school is good, and teachers also expressed satisfaction with the level of staff collaboration. Teachers additionally expressed satisfaction with the leadership of the school. 81% of teachers surveyed agreed with the statement that school leaders are leading improvement and change, while 86% of teachers surveyed agreed that school leaders clearly communicate their strategic vision for the school.

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

In conclusion, the level of satisfaction among the principal stakeholders in 2017 remained relatively positive. Information from a variety of sources indicate that parents/caregivers, students and teachers are mostly satisfied with our school. Areas for improvement have been incorporated into the new School Plan.

Policy requirements

Aboriginal education

Programs in various KLAs educate students in Aboriginal history, culture and contemporary Aboriginal Australia. The school includes acknowledgement of country in formal gatherings and assemblies. Through student voice groups, awareness of social justice issues for indigenous Australians is promoted.

Multicultural and anti-racism education

Contemporary multiculturalism was recognised in curriculum programs, student voice activities 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. After a ratification process, a staff member assumed the DoE role of Anti–Racism Coordinator (ARCO).