

# North Sydney Girls High School

## 2019 Annual Report



8133

## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

Being welcomed into a school such as North Sydney Girls High School with its rich heritage, traditions and values has empowered me to grow my leadership and the leadership capacity of staff and students. My mantra this year "Stronger Together" was borrowed from the International Women's Day theme. In a school such as NSGHS the synergy that can come from empowering each other, being each other's foundation and striving to achieve shared dreams is evident in everyday life.

Our rich curriculum, vibrant classrooms, committed staff and dedicated students ensure we all have the capacity to use our voice, to listen to others, seek more opportunities, grow as individuals and make a positive difference in our dynamic world. The sheer size of our extra and co-curricular programs and student voice groups, allows students and teachers to follow their passions and learn together.

The successes in 2019 and evidence of empowerment are many – academic prizes, leadership accolades, competition successes, sporting achievements, musical highs, STEM victories, wellbeing initiatives, cross curricular programs, fundraising records and the spectacular collaboration of students in over 45 extra curricular programs.

Our parent body, led by our P&C, has been a constant source of support and leadership. The delivery of our extra curricular sport programs and co-curricular music programs would not be possible without the dedication and generosity of so many parents. Parents have also been committed to the improvement of our infrastructure – to outfitting our school with air conditioning in 2020 and upgrading facilities such as our science laboratories in 2021.

In 2019 we welcomed Ms Kathryn Spillane as our HT Science and four new permanent teachers – Ms Kate Ryan, Ms Valerie Kalonikos, Mr Aleksandar Stojanovic and Ms Teresa Lee. At the end of 2019 we will lose two wonderful teachers to the next phases of their careers – Ms Helen Pigram and Ms Elli Criddle. We thank both Helen and Elli for their passion, innovation and service to our school. I would like to thank Ms Suzanne Oyston and Mr Gregory Henshaw, Deputy Principals, for their support and dedication in 2019.

The 2019 Musical "Hairspray" highlighted many of the themes and issues we as a society are still trying to resolve. Empowering each other and working together to be a stronger voice, more creative force and effective team are goals we as a school community are eager to fulfil.

Thank you everyone for your contribution to NSGHS in 2019. We wish the graduating class of 2019 soaring success, happiness and fulfilment as they continue their journey of lifelong learning.

Ad Altiora

Megan Connors

Principal



## School background

### School vision statement

North Sydney Girls High has as its motto *Ad Altiora*, "towards higher things". The aspirational ethos of this goal is provided through continually improving outstanding opportunities in curriculum, wellbeing and co-curricular programs.

A learning culture of excellence and commitment confirms the school's pre-eminence in NSW public education as a leading provider of holistic education which promotes resilience, connection and innovation. Through student voice initiatives, students are encouraged to become aware, empathetic and active in their advocacy of social justice. They make a connection between their school learning and the real world.

Students are empowered to become young women who confidently lead and participate in a complex and dynamic world of rapid technological and social change.

As they make their learning journey along a continuum that begins with social awareness and develops into understanding and advocacy, students become ethical, reflective and assertive citizens imbued with a deep understanding of themselves and their responsibility towards others.

### 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 in 2014 celebrated the rich heritage of female education and positioned the school for the future. Students come from a wide range of 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.

Parental support is strong especially in financial contributions and active support of co-curricular programs. Regular communication is encouraged to ensure a 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## 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.

An integrated and differentiated curriculum, with varied assessment, will engage and extend students by inspiring curiosity, promoting critical thinking, fostering collaboration and encouraging self reflection.

Teaching and learning will promote innovative pedagogy and practice supported by ongoing professional learning.

#### Improvement Measures

Faculty programs are regularly monitored and evaluated using a common review protocol.

All school professional learning activities are evaluated to gather data on staff uptake and student impact.

All faculties will present evidence of relevant changes in assessment practice to align with policy.

#### Overall summary of progress

In 2019, North Sydney Girls High School continued to develop a culture of high expectations which focused on each person achieving their personal best. Our curriculum based in and outside the classroom, is designed to engage and challenge our learners. Teaching and learning programs, conceptually based, are evaluated and modified to best suit the needs of students.

#### Progress towards achieving improvement measures

**Process 1:** Continue whole school revision of programs to reflect curriculum and pedagogical priorities.

Evaluation	Funds Expended (Resources)
<p>Effective <i>engagement by staff in ongoing professional learning</i> to enhance ability of staff to differentiate the curriculum and enhance literacy skills for gifted learners.</p> <p>Teachers worked collaboratively to develop faculty based programs and implement new syllabi.</p> <p>Successful creation and implementation of whole school Professional Learning plan to meet identified priorities.</p> <p>Collegial creation of assessments with real world connections and links to big questions and conceptual frameworks.</p> <p>Successful implementation of new syllabi to ensure students are challenged, engaged and enjoying courses.</p> <p>Development of lessons and class activities which increased student control and encouraged them to take academic risks.</p> <p>Analysis of data at an individual, faculty and school level to set directions for 2019/2020 and address specific needs of students.</p>	\$300000

**Process 2:** Develop a strategy for ongoing evidence-based professional learning.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Effective engagement by staff in ongoing professional learning to enhance ability of staff to differentiate the curriculum and enhance literacy skills for gifted learners.

\$150000

Creation and implementation of whole school Professional Learning Plan to meet identified priorities.

Effective utilisation of learning from Harvard courses on differentiation and putting these ideas into practice in the classroom leading to improvements in student discussion, increased student autonomy and enhanced writing.

Analysis of data at an individual, faculty and school level to set directions for 2019 and address specific needs of students.

Completion of Tell Them From Me student and parent survey.

Staff evaluation surveys reveal professional learning is valued and targeted.

**Process 3:** Implement and review the whole school assessment policy.

Evaluation	Funds Expended (Resources)
<p>Collegial creation of assessments with real world connections and links to big questions and conceptual frameworks.</p> <p>Successful development of quality formative and summative assessment tasks.</p> <p>Successful review and implementation of assessment policies and procedures.</p> <p>Embedding of key competencies in junior reports.</p>	<p>\$10000</p>

## Next Steps

In 2020 we will

- continue to ensure teaching and learning programs are regularly monitored and evaluated using a common review protocol.
- ensure strategies to improve literacy are embedded in teaching and learning units.
- all school professional learning activities are evaluated to gather data on staff uptake and student impact.
- continue to develop effective formative and summative assessment,
- all faculties will present evidence of relevant changes in assessment practice to align with policy.



## Strategic Direction 2

### Connecting Learning

#### Purpose

This strategic direction will equip our students with the skills they need as future leaders and active participants in an increasingly connected world. They will engage critically with real world contexts in order to find significance and agency in their learning.

Stronger connections between the school and wider communities will enhance learning opportunities for students and staff.

Students will have a valued voice articulating their learning connections and understandings in the classroom, the school and the wider community.

#### Improvement Measures

Increase in the frequency of staff interactions with professional networks.

Reconstitute the Foundation and create a Public Library Committee as active entities connecting school community stakeholders.

Measured increase in interactions with the school's social media and online platforms.

#### Overall summary of progress

Students, staff and parents have continued to reach out, engage and connect with each other and our wider community. We have strengthened our links with our alumni, through the leadership of the Old Girls Union (OGU) and educational networks such as Selective, Lower North Shore Community of Schools and subject based associations. Students have connected with our university partners, wider SRC and Prefect bodies, social justice initiatives, our local government network and zone and regional sport, public speaking and creative endeavours. Our use of e-newsletter, email, website and social media keep our community informed and allow us to regularly showcase and celebrate our achievements.

#### Progress towards achieving improvement measures

**Process 1:** Develop opportunities for connections and interactions through networks and communities at school, local, national and global levels.

Evaluation	Funds Expended (Resources)
Extension of professional networks and LNCoS relationships including Beginning Teacher, Early Career, Science and STEM network	\$100000
Provided opportunities for students to participate in community events and competitions.	
Successful implementation of a vast range of extra curricular programs.	
Collaboration with RNS Health Unit to form the audience of Year 10 Health Promotions.	
House Office Bearers, SRC, Charities and Social Justice and other student leaders connect members of our community while developing their leadership capacity.	
Hosting and coordinating network meetings for Mathematics, Wellbeing, Deputy Principal and Principal Selective Schools networks.	
Designing and contributing PL opportunities for Japanese teachers in NSW through JTAN committee.	



## Progress towards achieving improvement measures

Planned and successfully implemented cultural excursions.

Successful implementation of investigative tasks in Year 10 and 11 Mathematics.

Presentation to MANSW – Extension 1 Mathematics and provision of enrichment days.

Successful parent teacher night conferences to ensure parents, students and teachers are working together to achieve student's personal best.

Successful events such as carnivals, musical evenings, 2019 Musical "Hairspray", school and extra curricular sport which connect our community.

Advocacy of student involvement in recreational sporting pursuits has led to increased numbers and attendance.

Incursions and events such as Careers Day bring guest speakers into the school to share real world experiences with students.

Connecting with the Old Girls Union through the successful implementation of the Alumni Mocktail evening.

**Process 2:** Develop and implement school governance structures connecting all relevant stakeholders.

Evaluation	Funds Expended (Resources)
<p>Public Library Committee has refurbished library to create future focused and flexible learning spaces.</p> <p>Effective coordination with P&amp;C to encourage links to the school and implementation of successful parent seminars.</p> <p>The Foundation contributed significant funds to the refurbishment of our new performance space and is focusing fundraising on the refurbishment of our science laboratories.</p>	<p>\$375000 ( Foundation and Library Building Fund)</p>

**Process 3:** Review and refine school external communication policies and procedures.

Evaluation	Funds Expended (Resources)
<p>Effectively engaging with technology to enhance learning and administration</p> <p>Using technologies such as the webpage, intranet, Facebook, the newsletter to enhance communication with the community and parents.</p> <p>Successful parent teacher night conferences to ensure parents, students and teachers are working together to achieve student's personal best.</p> <p>Successful implementation of Charities Day and the creation of awareness of social justice issues.</p> <p>Successful events such as carnivals, musical evenings, 2019 Musical "Hairspray", school and extra curricular sport which connect our community.</p> <p>Advocacy of student involvement in recreational sporting pursuits has led to increased numbers and attendance.</p> <p>Incursions and events such as Careers Day bring guest speakers into the school to share real world experiences with students.</p> <p>Connecting with the Old Girls Union through the successful implementation of the Alumni Mocktail evening.</p>	<p>\$300000</p>

## Next Steps

In 2020 we will

- continue to build stronger connections with our community of students, parents, staff, other schools, alumni and associations.
- utilise our advanced technological expertise and resources to cater to the needs of students and teachers in online environments.
- effectively build the leadership capacity of students and staff.
- promote student voice opportunities in the classroom and wider community.
- communicate widely with stakeholders in the development of our next school plan,

## 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 fostering quality relationships and instilling habits of personal resilience.

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

#### Improvement Measures

Measured increase in staff usage of online wellbeing notification systems.

Measured increase in the number of students receiving equity support interventions, eg EAL/D and low level disability support.

Measured increase in student and staff awareness of, and satisfaction with, innovative learning environments.

#### Overall summary of progress

Supporting the learning of our staff and students is a daily goal. In 2019 the identification of students needing support was prioritised and strategies such as literacy support classes, individual learning support plans and a whole school literacy focus was embedded. The number of students receiving support increased and the implementation of the Word Flyers program in Years 7–12 allowed all students the opportunity to engage in targeted literacy learning. Proactive wellbeing programs targeting students, parents and teachers emphasised the importance of proactive strategies to build positive mental health for all.

#### Progress towards achieving improvement measures

**Process 1:** Promote more frequent and responsive internal staff dialogue and communication between teaching staff, parents/carers and the community resulting in more timely and effective wellbeing supports and interventions.

Evaluation	Funds Expended (Resources)
Wordflyers, literacy support and a whole school approach to developing academic literacy was embedded.	\$120000
Effective use of our LAW program, LMS and wellbeing resources to allow staff to communicate student information.	
Completion of professional learning by all staff to adjust programs and teaching strategies to address underachievement and literacy concerns.	
Completion of student and parent TTFM survey.	
Using technologies such as the webpage, intranet, Facebook and newsletter to enhance communication with the community and parents.	
Successful parent teacher night conferences to ensure parents, students and teachers are working together to achieve student's personal best.	
Three P&C wellbeing seminars were hosted and well attended.	
SASS staff included on SDD, in PL opportunities and supporting EALD students.	

## Progress towards achieving improvement measures

SASS staff effectively administering communication systems eg newsletter, website, school noticeboard.

SASS staff successfully supporting parents, students and staff.

Whole school literacy initiatives implemented and communicated.

Effective mentoring of students to develop goals and strategic plans to assist students achieve their personal best.

Analysis of wellbeing data to ensure evidence based decision marking.

Mentoring and inducting colleagues new to NSGHS or teaching.

Implementation of Wellbeing roadmap and camp program successful due to commitment of staff.

Effective implementation of SRC events within NSGHS and also joint events with NSBHS.

Modelling compassion and care while prioritising student and staff wellbeing.

Meet periods in the senior school promote wellbeing needs of students.

SASS staff members completed accidental counselling training and also inter-cultural awareness PL to gain greater understanding of our community.

Prefect and SRC wellbeing events implemented.

SASS staff work consistently to build positive relationships with parents.

**Process 2:** Review and develop equity support strategies for EAL/D and low level disability students to meet diverse learning needs.

Evaluation	Funds Expended (Resources)
<p>Identification of EALD and low level disability students and development of equity support strategies.</p> <p>Whole school literacy focus implemented.</p> <p>Literacy support classes and Word Flyers program implemented to students throughout Years 7–12.</p> <p>Learner Profiles created and adjustments made.</p> <p>All students effectively supported by Wellbeing team, teaching and support staff.</p> <p>Effective use of LAW to communicate student information.</p> <p>Successful case management of student wellbeing needs.</p> <p>Completion of professional learning by all staff to adjust programs and teaching strategies to address underachievement concerns</p>	<p>\$160000</p>

**Process 3:** Develop and implement a school infrastructure blueprint to allocate resources that will facilitate innovative learning.

Evaluation	Funds Expended (Resources)
<p>Infrastructure plans are underway – completion of library roof refurbishment,</p>	<p>\$100000</p>

## Progress towards achieving improvement measures

development of school and P&C website, cooler classrooms grant approved, edval purchased as a timetabling option, maintenance plans underway.

Refurbishment of library and associated classrooms to create future focused learning spaces.

## Next Steps

In 2020 we will

- continue to implement programs and strategies to effectively support the development of high levels of academic literacy.
- increase staff usage of online wellbeing notification systems.
- utilise data to develop strategies to enhance student growth.
- increase in the number of students receiving equity support interventions, eg EAL/D, literacy and low level disability support.
- increase in student and staff awareness of, and satisfaction with, innovative learning environments.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$120000	<ul style="list-style-type: none"> <li>• Successful identification and support of all EALD learners.</li> <li>• Whole school approach to literacy, targeted professional learning.</li> <li>• purchase and utilisation of Wordflyers program and implementation of literacy support classes and individual support.</li> </ul>
<b>Low level adjustment for disability</b>	\$90000	<ul style="list-style-type: none"> <li>• Wellbeing team and teachers implement adjustments and Learning Support Plans.</li> <li>• Learning Support Teachers and SLSO provide support to students and staff and implement disability provisions.</li> <li>• Case management of identified students.</li> <li>• Liaison with external agencies and Department of Education wellbeing support.</li> </ul>
<b>Socio–economic background</b>	\$15000	<ul style="list-style-type: none"> <li>• All students have access to all opportunities.</li> </ul>
<b>Support for beginning teachers</b>	\$20000	<ul style="list-style-type: none"> <li>• Four teachers accredited at Proficient.</li> <li>• Mentoring of early career and new to North Sydney Girls High School staff.</li> <li>• Beginning and early career teachers participated in LNNSCoS networks and mentoring.</li> <li>• Relief from face to face teaching for beginning teachers.</li> <li>• Professional learning opportunities provided including collegial planning, programming and assessment.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	917	918	913	908

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	98.5	98.6	98.5	98.3
8	97.4	95.7	97.4	97.5
9	98	96.3	96.8	97.1
10	97.1	95.4	96.4	96.5
11	97.5	95.8	96.7	96.8
12	97.6	95.9	96.1	96.9
All Years	97.7	96.3	97	97.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## 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	99
Other	0	0	1
Unknown	0	0	0

### Rita to provide this week

## Year 12 students undertaking vocational or trade training

0% of Year 12 students at North Sydney Girls High School undertook vocational education and training in 2019.

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

100% of all Year 12 students at North Sydney Girls High School completed Year 12 in 2019 received a Higher School Certificate.

### In 2019 our students received the following university offers:

Australian Catholic University 7

Macquarie University 3

University of NSW 70

University of Sydney 50

University of Technology Sydney 10

Western Sydney University 1

University of New England 3

Torrens University 1

Many university and faculty scholarships were offered including 3 UNSW Co-op Scholarships, 3 unspecified UNSW scholarship and 2 Macquarie University Leaders and Achievers Entry Program. 1 Cadetship was offered at UBS.

Four known University of Sydney 'Sydney Scholars' Awards were given as well as 21 University of Sydney 'Dalyell Scholars Program' offers.

One student has chosen to accept a university offer to study medicine in the United Kingdom.

### Our Year 12 students chose to study the following courses:

#### Humanities/Social Sciences/Commerce

Actuarial 10

Architecture/City Planning 4

Arts 5

Business 3

Commerce/Economics 19

Criminal Justice 2

Education 1

ICT/Data/Technology & Innovation/Computer Science 7

International/Global 1

Law/Dual 13

Media/Communications 5

Music 1

Social Work 1

**Sciences**

Advanced Science 4

Medicine 9

Science 10

**Applied Sciences**

Biomedical 1

Clinical Science 2

Dentistry/Oral Health 2

Diagnostic Radiotherapy 4

Engineering 14

Exercise Physiology 3

Medical Science 2

Nursing 1

Occupational Therapy 1

Optometry 2

Pharmacy 4

Psychology 4

Physiotherapy/Exercise Physio 12

Speech Pathology 1

Veterinary Science 1

Double degrees included in list.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.7
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

All staff participated in the Performance and Development Program goal-setting and review process and aligned their professional learning goals with systemic, school and faculty-level priorities. Four Beginning/Early Career teachers were

successful in gaining accreditation at Proficient level via their participation in mentoring meetings organised through the Lower North Shore Community of Schools.

Whole-school Professional Learning, steered by the cross-faculty Professional Learning Team, focused on supporting the development of academic literacy across all key learning areas. Accordingly School Development Days and staff meetings were focused on the analysis and scaffolding of academic writing, increasing students' academic literacy and identifying and addressing underachievement in gifted girls. Staff from across all faculties were involved in trialling, evaluating and sharing literacy strategies through the creation of a dedicated Literacy Team. Faculty planning and program revision were generously supported, and all faculties had the opportunity to review their programs and assessments with input from an external curriculum expert. Staff in all faculties were supported to attend KLA-specific professional learning seminars and conferences to guide implementation of new syllabuses, especially in the senior school. To help align programs to the school's differentiated curriculum model, a team of teachers enrolled in the three-month 'Differentiated Instruction Made Practical' course offered online through Harvard University's Graduate School of Education. They applied this training to the creation of learning opportunities that supported the diverse learning needs of students.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	2,358,395
<b>Revenue</b>	11,322,450
Appropriation	9,173,180
Sale of Goods and Services	111,098
Grants and contributions	2,011,451
Investment income	26,721
<b>Expenses</b>	-12,616,397
Employee related	-8,834,902
Operating expenses	-3,781,494
<b>Surplus / deficit for the year</b>	-1,293,947

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.

In 2019 savings were accumulated and utilised to begin the refurbishment of our gymnasium / performance space. In 2020 we intend to begin plans to refurbish our science laboratories.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	174,087
Equity - Aboriginal	0
Equity - Socio-economic	11,288
Equity - Language	74,183
Equity - Disability	88,616
<b>Base Total</b>	8,468,642
Base - Per Capita	214,154
Base - Location	0
Base - Other	8,254,488
<b>Other Total</b>	375,142
<b>Grand Total</b>	9,017,871

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.

## 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

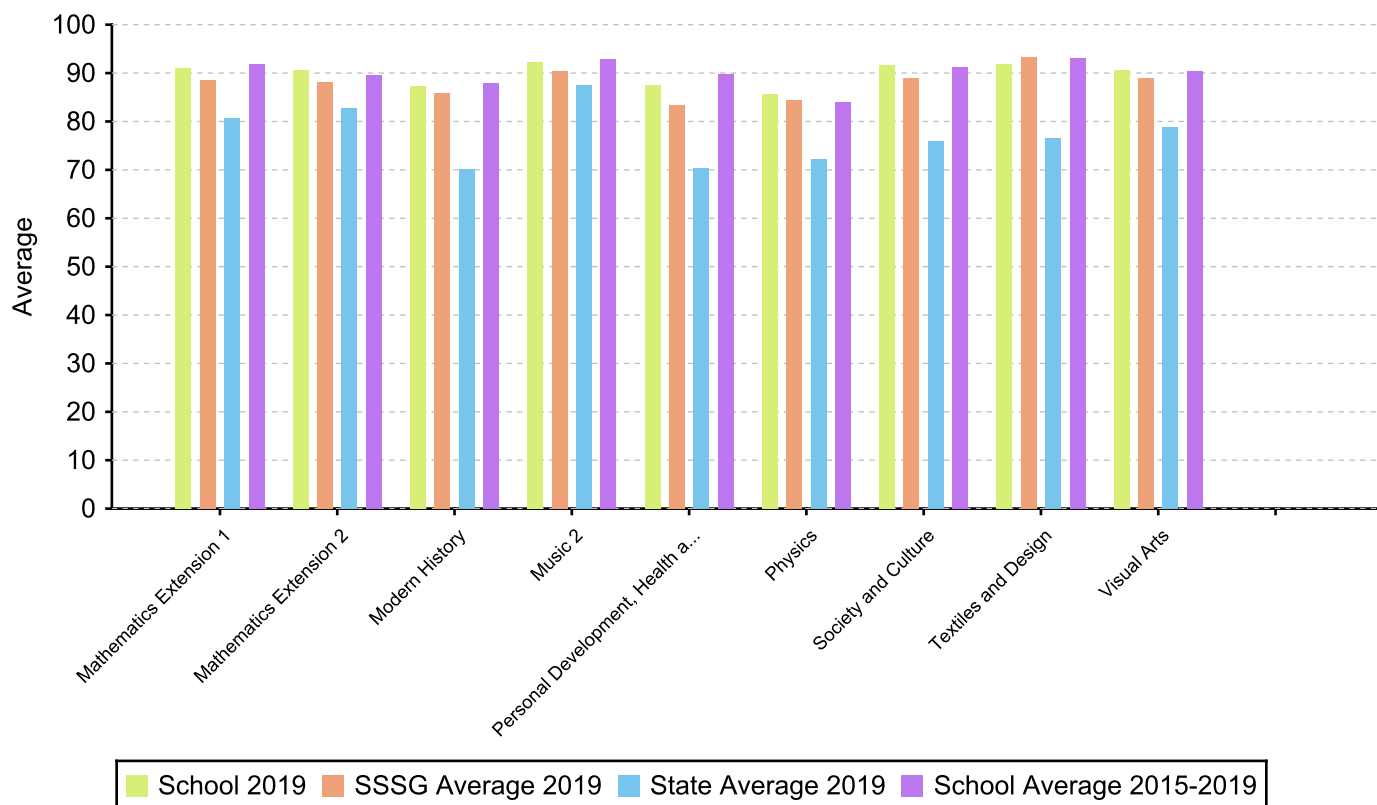
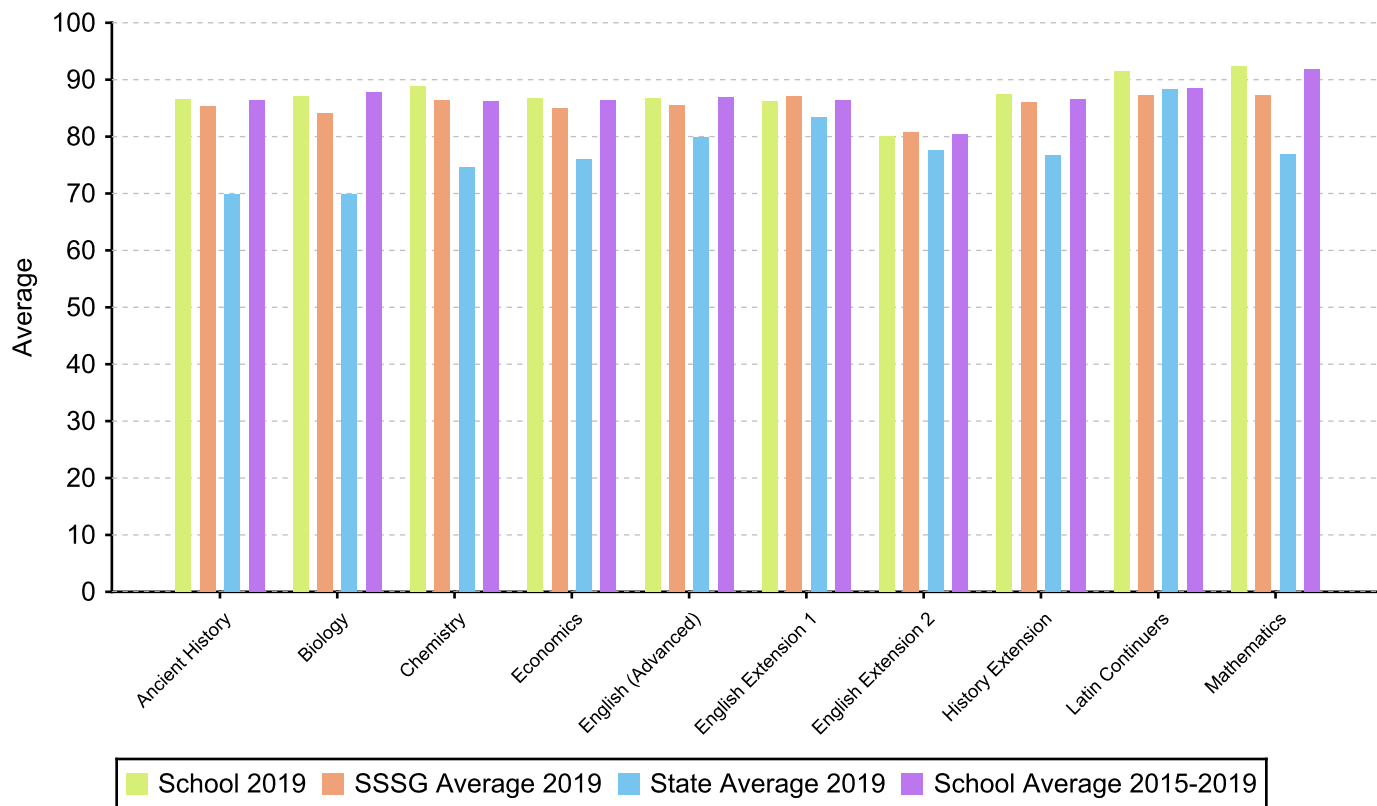




## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	86.5	85.3	69.9	86.4
Biology	87.1	84.1	69.9	87.8
Chemistry	88.8	86.3	74.7	86.1
Economics	86.7	85.0	75.9	86.4
English (Advanced)	86.7	85.5	80.0	86.9
English Extension 1	86.2	87.1	83.4	86.3
English Extension 2	80.1	80.8	77.6	80.3
History Extension	87.4	86.1	76.8	86.6
Latin Continuers	91.4	87.3	88.2	88.4
Mathematics	92.4	87.3	76.9	91.7
Mathematics Extension 1	91.1	88.6	80.6	91.8
Mathematics Extension 2	90.7	88.1	82.7	89.7
Modern History	87.3	85.8	70.2	87.9
Music 2	92.3	90.3	87.5	92.9
Personal Development, Health and Physical Education	87.6	83.5	70.5	89.8
Physics	85.6	84.3	72.1	84.0
Society and Culture	91.7	89.0	75.9	91.3
Textiles and Design	91.8	93.3	76.6	93.1
Visual Arts	90.6	88.9	78.8	90.5

## 2019 Higher School Certificate

### Outstanding individual achievements:

Six NSGHS students received mention in the NSW Education Standards Authority's (NESA) top achievers list for outstanding subject placing. These students who received a state ranking were:

Stella Li: 5th in Textiles and Design

Joanna Lin: 2nd in Maths Extension 1 and 5th in Physics

Naomi Stephens: 2nd in Classical Greek

Kara Wong: 4th in PDHPE

Amee Wu: 2nd in Japanese Extension

Sophie Zhang: 4th in Visual Arts

### All Rounders:

A total of 37 girls received an all-rounders award for achieving Band 6/E4 results in their best 10 units of study. Congratulations to:

Lily CHEN

Emily CONG

Isha DESAI  
Joli DOAN  
Ji Min EUN  
Zara HASHMI  
Elisa HO  
Cynthia HO  
Sherryn HU  
Tamarangi KEERTHIPALA  
Leisl KHOO  
Annabel KIM  
Rebecca KIM  
Sarah KIM  
Jessica KWON  
Joanna LIN  
Zhiqing LIU  
Grace LU  
Vivien LU  
Kasturi PK KUNALAN  
Naomi STEPHENS  
Alice SU  
Jennifer WANG  
Jo-Ann WANG  
Kara WONG  
Amee WU  
Sophie XIAO  
Alison XIE  
Michelle XIE  
Lilly YOU  
Jenny ZENG  
Jessica ZHAN  
Alice ZHANG  
Jenny ZHANG  
Elaine ZHANG  
Millie ZHOU

**Exemplary HSC Projects and Performances:**

In Visual Arts, the Bodies of Work by HSC students Jessica BAE and Sophie ZHANG were nominated for ARTEXPRESS. Jessica BAE had her BOW exhibited at The Armory and Sydney Olympic Park, and Sophie ZHANG's BOW was exhibited at the Virtual Exhibition; Griffith Regional Gallery and Margaret Whitlam Galleries.

In Music, Ryo GE Thy PHAM and Vanessa WANG received nominations for their Music 2 and Extension performance programs. Ryo GE was selected to perform at the ENCORE concert.

In Textiles and Design, Carmen PENG and Jesmina VARUNU were nominated for Texstyle. Both Carmen PENG and Jesmina VARUNU had their major works displayed at The Muse and Ultimo TAFE.



## Parent/caregiver, student, teacher satisfaction

Throughout 2019 students and parents were surveyed through the Tell Them From Me platform.

### Parent Survey – Tell Them From Me

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Please see the results presented in the graph and trend report below.

### Student Survey – Tell Them From Me

In North Sydney Girls High School, 758 students completed the Tell Them From Me Survey between 07 Apr 2019 and 09 Apr 2019, which included ten measures of student engagement alongside the five drivers of student outcomes. This report summarises the results.

The Tell Them From Me Survey includes ten measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10–point scale, and students with scores of 6.0 or above (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and school attendance.

#### Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Levels of Social Engagement is shown in Figure 1.

#### Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement in North Sydney Girls High School are shown in Figure 2.

#### Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. These students are often deeply absorbed in academic activities. Figure 3 displays the results for North Sydney Girls High School on the three measures of intellectual engagement.

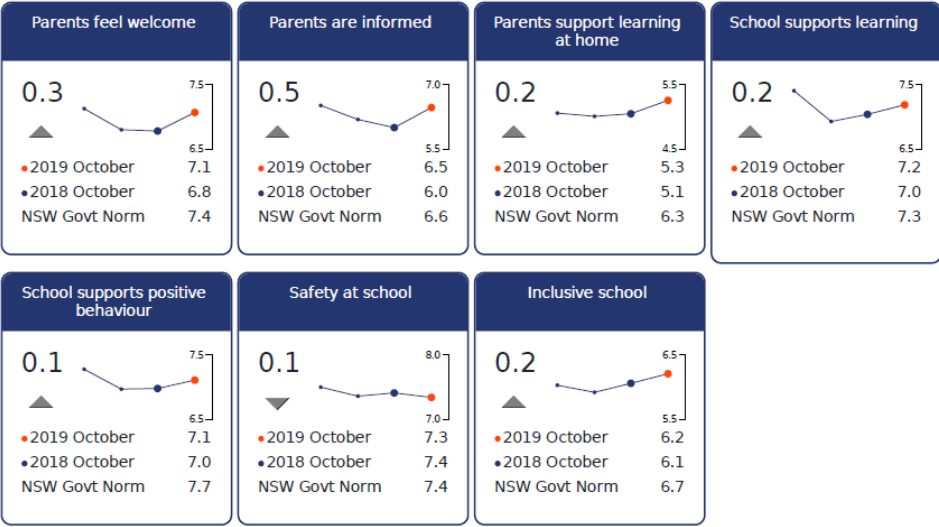
#### Drivers of Student Engagement

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, and teacher expectations for success. Figure 5 compares North Sydney Girls High School to NSW Govt norms for each factor on a ten-point scale.

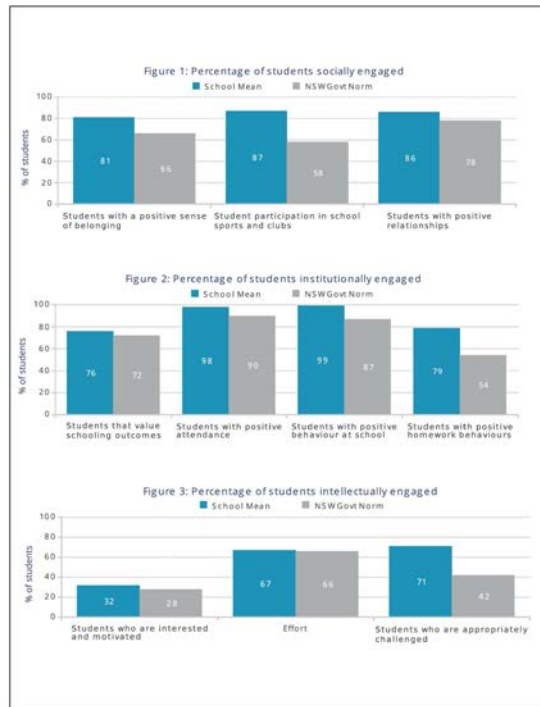
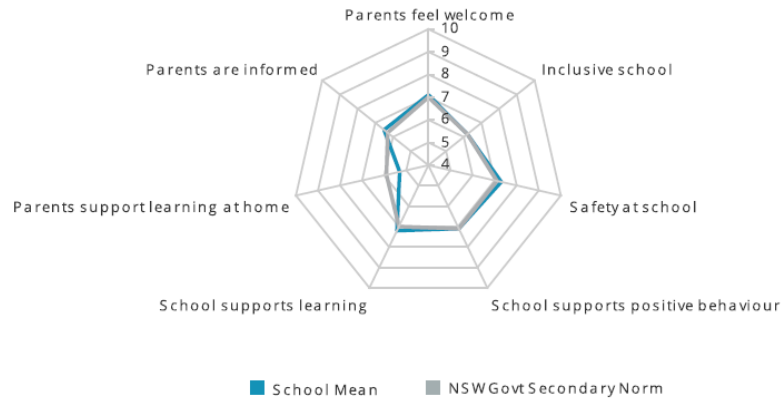
Although very pleased with the outcome of our surveys, our priorities to continue to build student engagement and stakeholder involvement remain key goals in 2020.

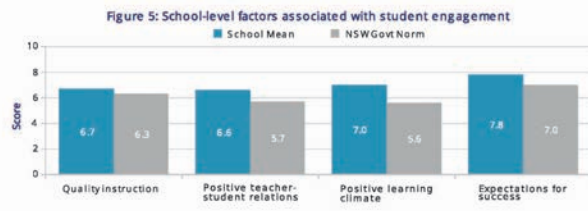
To read graphs please enlarge PDF view.

## Parent Survey



### Year 7-12 (Secondary)







# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
  - Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
  - Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
  - Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.
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- All syllabus implementation embeds subject specific outcomes which actively support the Aboriginal Education Policy.
  - Celebration of NAIDOC week with an assembly and awareness raising communication in 2019.
  - Our Charities and Social Justice student voice groups showcased volunteering in Aboriginal Literacy program while also fundraising for these initiatives.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

