NSW GOVERNMENT | Education

Sydney Girls High School
Annual School Report

2015

8138

Introduction

The Annual Report for 2015 is provided to the community of Sydney Girls High 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.

Ms Andrea Connell

Principal

School contact details:

Sydney Girls High School

Anzac Parade, SURRY HILLS, 2010

www.sghs.nsw.edu.au

administration@sghs.nsw.edu.au

9331 2336

Message from the Principal

One of the hallmarks of our school is its collaborative nature wherein students, teachers and parents work for the common good. While in 2015 the common good may seem both an old fashioned and abstruse concept, it has never been far away from the ethos of this school across the nineteenth, twentieth or twenty first centuries.

The past year has provided clear evidence that the commitment and contributions of students are reflected in those of parents and teachers. Recent collaboration has led to a range of achievements and significant initiatives which will bring benefit of an enduring kind.

Prominent amongst these initiatives has been the concerted effort to establish an alumni base of students from the recent past and older 'old girls', a combined effort of the School Council, P&C, the Old Girls Union, past teaching and executive staff as well as the school administrative staff. The energy to create the alumni base has been remarkable and the progress much appreciated, serving the needs of both the school and the Old Girls Union.

Altruism in the school community has been clearly on display. Our final year students, the Class of 2015, participated in a large scale study with the Black Dog Institute, seeking to provide insight into the mental health of young people, particularly the preponderance of depression. The study known as TRIPOD saw more than half of our final year students participating in online surveys within their HSC year, providing a large sample for the research.

Our High Resolves students in Year 10 designed a project with genuine and immediate application in the central Sydney district, focusing on the growing issue of homelessness and the perceptions about homeless.

The outreach of the school and its connections to the agencies and issues in the broader community are highly significant for the learning experiences of our girls. We are very fortunate and grateful for the interest in the school and the opportunities which are afforded through the visits and speaking engagements of many leaders in the professions, academia, government and public service, in addition to the large number of visitors and volunteers from the universities, the arts and social advocacy groups coming to speak about careers, adjudicate on projects and major works, conduct master classes, open exhibitions, and speak about the work they do which may inspire the bright minds at Sydney Girls High.

We are indebted to the work of the executive and dedicated teaching team in the school, as well as the many staff members who maintain their connections after retirement, working for the school in many varied capacities. My appreciation is extended to the hundreds of individuals who contribute to the vitality of the school, teachers and parents (past and present), friends and supporters, whose association and collaboration result in our school being the special place it is, much more than the sum of its parts.

Sincere thanks for the gifts of time, ideas, effort and energy. The leadership of Sydney Girls High School remains a privilege and my role as Principal is enhanced daily by the constancy of commitment both to the school and to the ideal of the common good from so many people.

Andrea Connell

School background

School vision statement

At Sydney Girls High our philosophy and purpose is to provide all students with the opportunities to achieve their individual potential across the domains of giftedness: intellectual, creative, sporting and social, within a culture of collaboration.

The school community is committed to the pursuit of excellence for all students while fostering socially responsible young women who are encouraged through student voice and leadership, to make a difference in society and to care for and respect others. An appreciation of the history and heritage of the school, valuing the contributions of those women who have gone before, is an important feature linking the past, present and future.

The ideals of life- long learning, valuing difference and diversity, while meeting the future challenges of a global community are the foundations of the ethos of the school.

School context

Sydney Girls High School, enrolment 950 students, is an academically selective secondary school with a record of outstanding academic achievement. The school fosters the capacity of young women across the domains of giftedness and students are actively involved in an extensive and highly valued co-curricular program.

Situated in the heart of Sydney adjacent to the Centennial Parklands, students travel from all parts of the greater Sydney area to attend. As a partner school, Sydney Boys High is located in the same parcel of land, sharing a common history in NSW public education. Traditions and connections between the two schools are maintained through student leadership, social and co-curricular programs and experiences. .

With a long and proud history, the school reflects the recognition of the value of education in the state and the nation; when George Reid declared its establishment in 1883 for the purpose of nurturing the academic talents of young women who could go on to take their places at university beside their male counterparts.

Many prominent and successful women are graduates of Sydney Girls High across many varied walks of life. The examples of the achievements of the alumni over more than 130 years serve as inspiration for the current students who strive for leadership and recognition in the full knowledge of the privilege of their education and the responsibility for making a difference in the lives of others.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

In the domain of learning, the school excels in all key elements of the School Excellence Framework. The results in public assessments such as the HSC and NAPLAN tests provide further evidence for the strength of the learning culture. The clear understanding of the nexus between challenging and diverse curriculum, valid assessment policies and the effective use of student performance measures to support learning outcomes, also contribute to this success.

In the domain of teaching the school has identified an element in the school excellence framework which has the potential to further enhance the teaching and learning process, and that is the element of “collaborative practice”. Our school plan includes references to development and strategies to promote collaboration amongst teachers and between faculties. In the other elements of the teaching domain, particularly “learning and development”, we seek to build on existing teaching programs in order to focus on whole school literacy and numeracy. Additionally, we recognize the need to further enhance structures supporting beginning and early career teachers.

In the domain of leading Sydney Girls High has a strong tradition of nurturing leaders in the student body, from Years 7 – 12; within the parent community through their significant commitment to the co-curricular program and school governance; as well as providing many opportunities for teaching staff to become educational leaders. Our school supports a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

Strategic Direction 1

Inspiring gifted students through quality teaching and learning programs to achieve excellence and thrive as confident and creative learners and leaders.

Purpose

Students at SGHS require support to realise their potential to be lifelong learners and active citizens. An explicit framework is required for students to become self-motivated, innovative, resourceful and resilient young women. They require confidence to take intellectual risks and develop the ability to set long term goals.

Overall summary of progress

The establishment of cross-curriculum teacher teams and the provision of dedicated time for them to meet in a structured setting has fostered critical conversations about pedagogy and professional learning, extending beyond subject content and faculty issues. There has been a clear change in the relationships between teachers with a greater exchange of ideas, stronger collaboration and new connections. Teacher Observations outside of the faculty, groups working on projects such as planning the Year 7 Problem Solving Day, have been facilitated because there is more genuine teacher interaction and a realization of the benefits derived from this.

Creating specific teaching and learning teams with a clear structure, available for all teachers to join and contribute based on their own areas of interest, has elevated the profile of professional learning and its purpose across the whole staff. Executive Conference planning and shared decision- making has been vital to establishing the strategy and communicating the vision with teachers. There has been enhanced cohesion across the Executive team.

The focus on evaluating and revising the wellbeing programs of the school has engaged teachers across the CAPA, PD/H/PE, Teaching and Learning , and Wellbeing portfolios to identify the support needs of students in the senior school, beginning with Year 10. The new approach to Year 10 with in-school and guest speaker study days rather than an early residential camp has proven beneficial and feedback from students and staff has been convincing.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	**<$>**
Teachers work collaboratively to identify and share quality teaching & learning practices which engage and challenge students.	Cross faculty team meetings held once per term. Cross faculty teams utilised as part of professional discussion and collaboration on School Development Days	nil
Whole school specific purpose teams are created to promote and implement best practice and advance quality communication within and between teams	Function and structure of specific purpose teams clearly defined. • Curriculum Innovation Team • Professional Development Team Sub groups established such as Problem Solving Group in Term 4	nil
Academic resilience is fostered throughout the Stage 4-5 continuum with explicit and coherent programs supporting learners in Stage 6	New study skills and learning support model for Year 10 students devised and implemented. 50 % of Year 12 students participated in Black Dog Institute Tripod program to gather data for national study and school based intervention.	nil

Next steps

The establishment of the process of staff collaboration, through the specific purpose teams, as a significant element of professional learning, is a major goal. When these teams are regular and purpose driven the goal will be achieved.

Dedicating School Development Days to the exploration and sharing of ideas with regards to effective integration of peer and self-assessment in teaching programs and the significance of feedback.

Additionally, dedicating time for relevant staff to plan and conduct a Problem Solving and Creative Thinking Day for Year 7 and initiate a Cross-Curricular project for Year 8.

Strategic Direction 2

Fostering quality leadership and learning within a culture of innovation and collaboration. Promoting teaching excellence in which every staff member is engaged in collective and individual professional development.

Purpose

Sydney Girls High School seeks to support teachers to continue lifelong learning through their professional goals to meet the challenges of the 21st Century educational environment, building leadership capacity and ensuring sustainability within the school.

Overall summary of progress

The SGHS School Plan 2015-2017 was formulated with significant input from all stakeholders. This enabled groundwork for the identified strategic directions to be both implemented effectively at the start of 2015 and for the plan to have broad support in the school community. Clear goals and resources allocated to support those goals have ensured those taking a leadership role are also clear on what will be required of them as a team. There is a significant funding component involved in upskilling the human resources of the school.

Of eight identified 'beginning teachers', all were partnered with a mentor and six achieved their accreditation at proficient level within the 2015 school year. The school has identified that this needs to be extended through 2016 to include maintenance and accreditation at higher levels.

The application process for external Teacher Professional Learning was driven through the school intranet, allowing teachers and supervisors to have an easily searchable record of training, linked to the Australian Professional Standards for teachers and the School Plan. Further training in this new system is flagged for 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	**<$>**
Develop a whole school professional learning plan	Teacher Professional Learning Team established to co-ordinate expenditure of tied funds and ensure that they are aligned to the Australian Professional Standards for Teachers.	$52,300
Identify Leading Learners, recognising and sharing outstanding teaching practice	Regular presentations by teachers at designated staff meetings to share current teacher professional learning has resulted in greater engagement in conversations and reflection of good practice.	nil
Develop a system of monitoring and supervising Teacher Accreditation at Proficient Teacher level and maintenance of accreditation.	A network of graduate teachers seeking Proficient Accreditation was established. Early career teachers entering mentoring relationships and completing accreditation well ahead of due dates.	$27,600

Next steps

The development of a whole school Professional Learning Plan will continue throughout 2016 and into the final phase of the Plan in 2017. At the date of this report, the team to lead this project has been established and is meeting regularly. The major consideration for 2016 will be to ensure that the teaching practice and professional engagement of all staff is reflective of the Australian Professional Standards.

The practice of identifying leading learners is ongoing, with the goal that "SGHS plays a significant role in developing teacher professional expertise at all stages as a provider of professional learning".

Having developed systems for beginning teachers and those in their initial maintenance period in 2015, it is important that SGHS, within the school TPL team, implement a teacher accreditation team to co-ordinate, foster knowledge and share experiences of the journey of higher level professional pathways e.g. 'Highly Accomplished' and 'Lead' teachers.

Strategic Direction 3

Creating a culture of collaboration between parents, teachers, students, alumni, and the community to further the sphere of influence of the school

Purpose

SGHS occupies a unique and privileged place in the history of the state and the education community. There is a moral obligation for students to contribute positively to the broader community while at school and post-school in order to capitalise on their intellectual gifts.

Overall summary of progress

Collaborative strategies have been explicitly and implicitly communicated at every opportunity throughout the year through such structures as assemblies, meetings and parent forums. Major events have seen the gathering of all members of the school community, united in the common goal of developing the excellence of educational provision through the construction of the state of the art building 'The Governors Centre'. Efforts from parents, alumni, staff and students have been remarkable in the united endeavour. The enjoyment of meeting each other, realising the richness of the community and enabling the forming of new networks have been clear products of the fundraising program.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	**<$>**
New avenues for extending the social capital of the school community	SGHS committee drawn from parents, alumni and staff established a high profile working party to host a series of events to raise awareness as well as funds for the new building (The Governors Centre). Guests included the recently retired Governor of NSW	nil
Increased participation and active engagement between alumni, tertiary institutions, the broader community and the school.	P&C meetings restructured to incorporate forums including students, school executive and parents as well as inviting university guest presenters resulting in the establishment of strong relationships and positive interaction between all stakeholders in the school.	nil

Next steps

Future plans include continuing the outreach of the school to connect with alumni and expand the school's database. This should prove invaluable for both the school and the Old Girls Union.

The liaison with Sydney Boys High in order to realise the vision for the Governors Centre, as a state of the art facility, will continue to be a high priority. The investigation of shared use and timetabling structures will be a vital next step.

We will build on the success of the careers Mentoring program between the Old Girls and current students, providing insight and authentic experiences for shaping career and post-school goals.

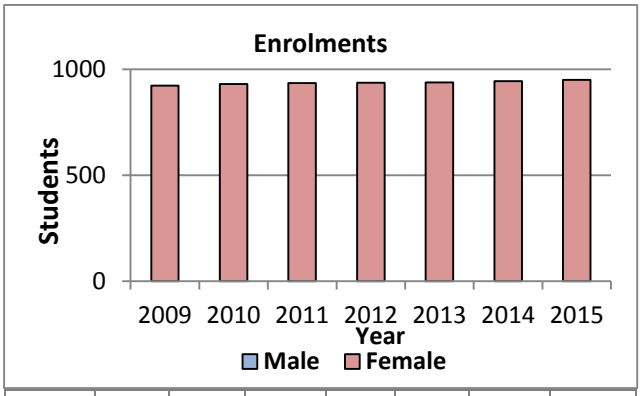
Key initiatives and other school focus areas

Key initiatives (annual)	**Impact achieved this year**	**Resources** (annual)
Aboriginal background funding		nil
English language proficiency funding Identify students who will benefit from support in English language proficiency tuition	A range of students received valuable tuition in respect to their academic writing. HSC student studying the ESL course was supported by a Chinese speaking volunteer and senior academic mentor.	nil
Targeted students support for refugees and new arrivals	not applicable	nil
Socio-economic funding Communicate to families relevant information about financial support and equity provisions	Students from all years were able to access co-curricular activities, school camps and additional resources, elevating their opportunities and self-confidence.	$12306.00
Low level adjustment for disability funding Identify students in need of support with a particular focus on mental health, anxiety and perfectionism	An additional staff member was employed in the role of learning support specifically for Stage 6 students, enabling identification of individual learning needs and support leading to the HSC. Many students benefited from this mentoring.	nil
Support for beginning teachers Analyse optimum support structures for our school staff	Beginning teachers were supported by an academic mentor and in some cases further post graduate studies. Six beginning teachers achieved accreditation as a result of this support.	$7283.18 course fees $20291.51 casual relief
Other school focus areas	**Impact achieved this year**	**Resources** (annual)
Other, including Early Action for Success		nil

Student information

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

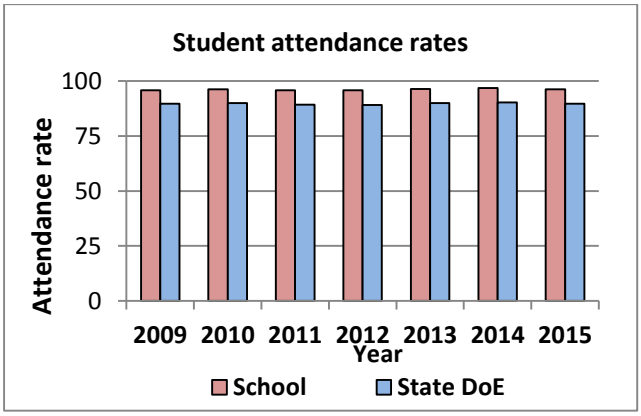
Student enrolment profile



Gender	2009	2010	2011	2012	2013	2014	2015
Male	0	0	0	0	0	0	0
Female	923	930	936	937	937	944	950

Student attendance profile

	Year	2009	2010	2011	2012	2013	2014	2015
School	7	97.0	98.0	97.3	96.9	97.9	98.6	97.6
	8	96.5	96.9	96.7	95.6	97.1	96.3	97.2
	9	97.0	96.9	95.8	95.7	95.3	97.4	96.1
	10	96.1	97.0	94.4	95.7	96.1	95.6	96.0
	11	96.1	95.6	96.2	95.3	96.2	96.7	95.4
	12	92.4	93.0	93.8	95.8	95.7	96.3	95.3
	Total	**95.8**	**96.2**	**95.7**	**95.8**	**96.4**	**96.8**	**96.2**
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	**89.7**	**89.9**	**89.2**	**89.1**	**89.9**	**90.2**	**89.7**



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

The 175 students in the Class of 2015 received outstanding results in the HSC, resulting in the school being ranked 3rd in the state.

Using confirmed and estimated ATARs, 87% of the students achieved ATARs of 90 or higher.

In all, 70% achieved ATARs of 95 and above 46% of the cohort received ATARs of 98 or higher, 28% achieved ATARs of 99 or above,

10 students in the cohort achieved 99.90. 3 of these achieved maximum ATARs of 99.95.

The students in the Class of 2015 have done themselves, their families, their teachers and the school very proud indeed.

Fifty-five students in the Class of 2015 were named on the All-Rounders Achievement List, the highest number in recent years. The All-Rounders List acknowledges the HSC candidates who achieve the top Academic bands in subjects worth a total of 10 or more units.

Many more of our students' names feature on the Distinguished Achievers List, for achieving a Band 4 or a Band 6 in at least one of their 1Unit or 2Unit subjects. There are very many students in the cohort who are named in the list for excelling in more than one subject.

Recognised in the First in Course List, one student achieved 1st place in the State for History Extension; another was placed 1st in French Continuers; and a third was placed 1st in French Extension.

Using data made available to the school by the Universities Admission Centre and based on Main Round Offers, it is clear that Sydney Girls are continuing to choose a range of university destinations and an even wider range of course options.

While many students have elected to go to UNSW and to the University of Sydney, there will also be SGHS representation at University of Technology, Australian National University, Newcastle University, Western Sydney University, Wollongong University, Notre Dame Sydney, Macquarie University, the University of Melbourne, and Otago University in New Zealand. One student gained admission to Cambridge University in the UK and another to Harvard College in the USA.

The Class of 2015 will be studying Medicine, Psychology, Medical Science, many branches of Science, including Health Sciences such as Nursing, Physiotherapy, Speech Pathology, Optometry and Biomedical Science, Veterinary Science, Sports Physiology, Radiography and IT. Law remains a favourite career path, as do the degrees leading to a career in Commerce, Accounting, Business and Finance. Engineering is growing in popularity. Arts, Communications and International Studies are all retaining their status, and it is encouraging to see students opting for degrees in the Creative Arts, including architecture, design and music. In the Class of 2015, there will also be an archaeologist, a social worker, four teachers and three actuaries.

Year 12 students undertaking vocational or trade training

No students in Year 12, 2015, undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification

No students in the Class of 2015 were enrolled in HSC or equivalent vocational educational training.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.6
School Administrative & Support Staff	10.1
Total	72.3

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	**100**
Postgraduate degree	**60**

Professional learning and teacher accreditation

In the 2015 School Year, 51 individual teachers participated in a range of external professional learning activities. The nature of the activities included syllabus implementation, use of technology in classroom practice, literacy and numeracy, quality teaching, career development, student welfare and beginning teacher programs. School Administrative and Support staff attended professional learning courses in LMBR, First Aid and Finance.

The school's Professional Learning team was restructured to facilitate the production of a new whole school Professional Learning Plan. One of the early decisions of the group was identifying that teacher professional learning was most effective when the participants were able to disseminate their learning to a wider audience on their return to school. Not only did this serve to reinforce the learning, but also provided an insight for other staff who might wish to undertake further learning themselves. As a result, the structure of staff meetings was changed, with the meeting in Week 9 each term being solely devoted to professional feedback. Opportunities were also provided at School Development Days.

There was a significant increase on professional learning expenditure spending in 2015, reflecting the implementation of individual teacher "Performance and Development Frameworks" which involve goals centred on professional learning. All teaching staff participated in 4 full day school development days and 2 half day school development workshops focusing on compulsory compliance training, technology and student welfare.

In 2015, there were eight teachers working towards accreditation at "Proficient" level with BOSTES and eight further teachers maintaining accreditation at "Proficient" level throughout the year.

Beginning Teachers were funded to allow additional release time for a number of purposes, notably working with mentors, liaising with supervisors in preparation of their accreditation report, identifying and annotating evidence and development of resources for teaching gifted and talented students. Funding was also provided to allow Beginning Teachers to attend identified courses aimed at professional development for teachers in the early years of their career and/or where the teacher/mentor/supervisor identified a specific area of improvement which could be targeted by additional professional learning opportunities. Two teachers were funded towards their pursuit of post-graduate qualifications and this was endorsed by BOSTES.

Financial information

Financial summary

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

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	$
Balance brought forward	491535.22
Global funds	584234.98
Tied funds	695845.75
School & community sources	1770261.50
Interest	19833.89
Trust receipts	456626.62
Canteen	0.00
Total income	4018337.96
Expenditure	
Teaching & learning	
Key learning areas	202407.99
Excursions	576155.79
Extracurricular dissections	490462.25
Library	826.67
Training & development	8631.35
Tied funds	676406.32
Casual relief teachers	104554.46
Administration & office	481452.87
School-operated canteen	0.00
Utilities	143756.80
Maintenance	92080.84
Trust accounts	471313.31
Capital programs	123993.70
Total expenditure	3372042.35
Balance carried forward	646295.61

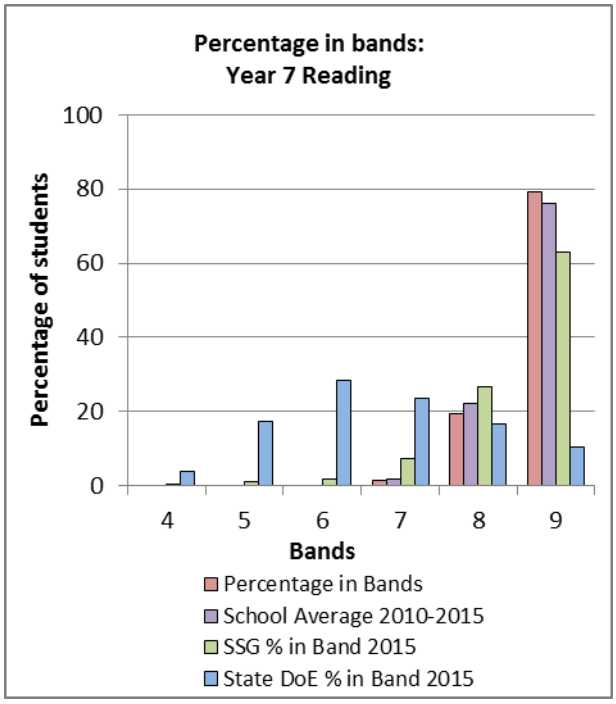
School performance

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 My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

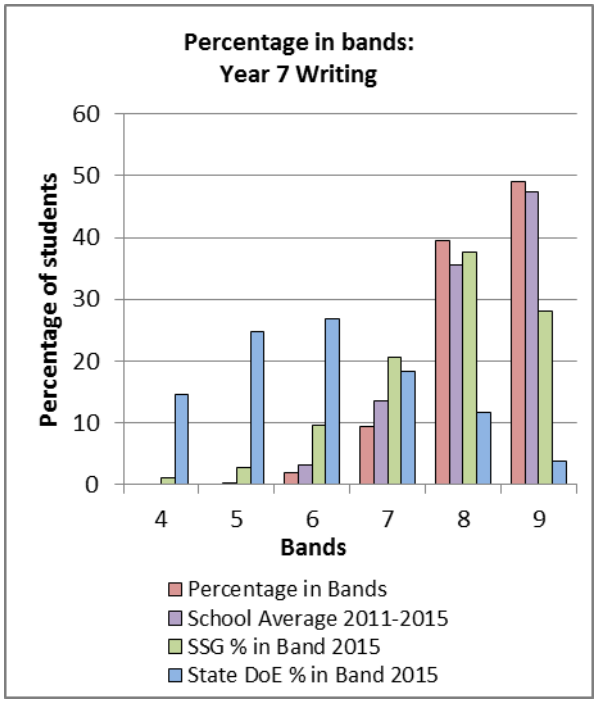


Year 7 NAPLAN Reading

	School	SSG	State DoE
Average score, 2015	684.2	656.3	538.9

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	0	0	0	2	29	118
Percentage in Bands	0.0	0.0	0.0	1.3	19.5	79.2
School Average 2010-2015	0.0	0.0	0.0	1.7	22.3	76.0
SSG % in Band 2015	0.3	1.1	1.8	7.3	26.7	62.9
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4

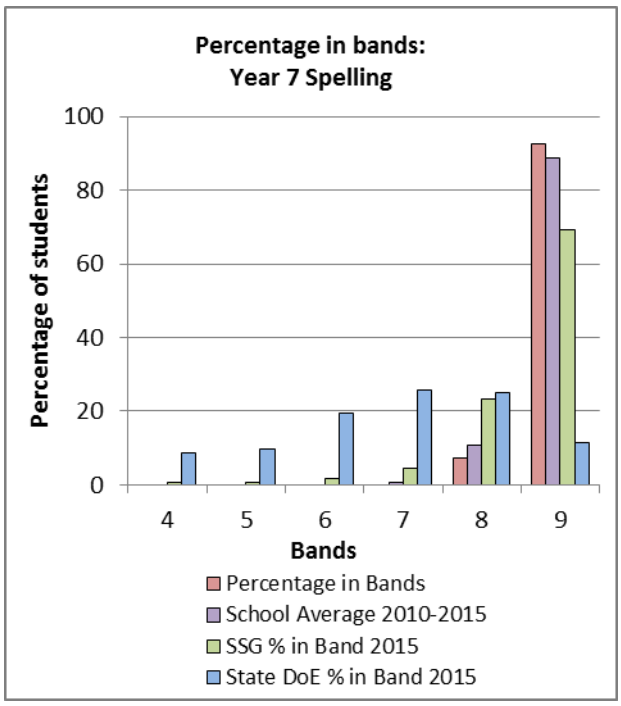


Year 7 NAPLAN Writing

	School	SSG	State DoE
Average score, 2015	636.8	598.5	497.3

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	0	0	3	14	59	73
Percentage in Bands	0.0	0.0	2.0	9.4	39.6	49.0
School Average 2011-2015	0.0	0.1	3.2	13.5	35.7	47.5
SSG % in Band 2015	1.2	2.8	9.7	20.7	37.6	28.1
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8

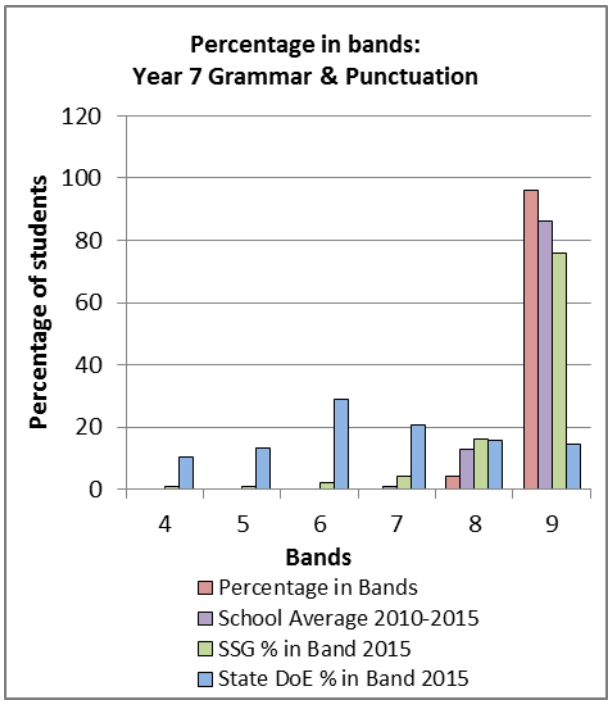


Year 7 NAPLAN Spelling

	School	SSG	State DoE
Average score, 2015	692.9	661.6	547.3

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	0	0	0	0	11	138
Percentage in Bands	0.0	0.0	0.0	0.0	7.4	92.6
School Average 2010-2015	0.0	0.0	0.0	0.5	10.6	88.9
SSG % in Band 2015	0.5	0.8	1.8	4.4	23.2	69.3
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4



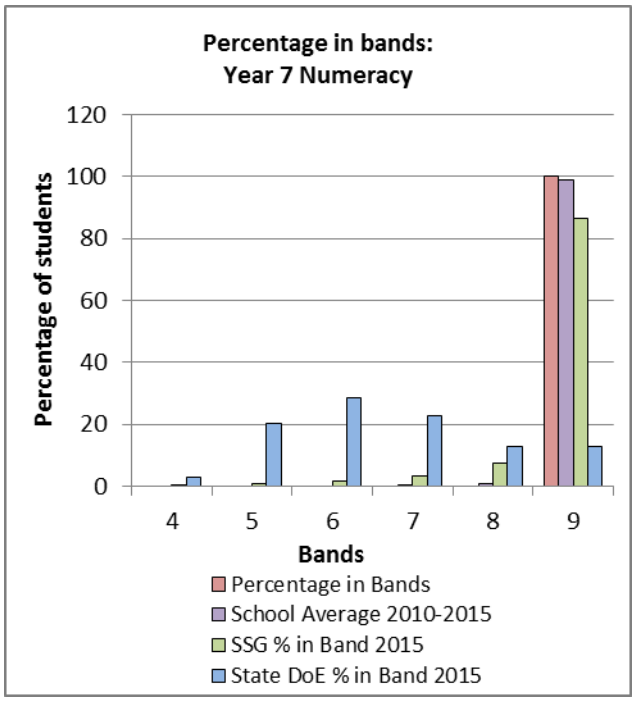
Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DoE
Average score, 2015	720.9	672.0	535.0

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	0	0	0	0	6	143
Percentage in Bands	0.0	0.0	0.0	0.0	4.0	96.0
School Average 2010-2015	0.0	0.0	0.0	0.9	12.9	86.2
SSG % in Band 2015	0.7	0.9	2.2	4.2	16.2	75.8
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4

NAPLAN Year 7 – Numeracy



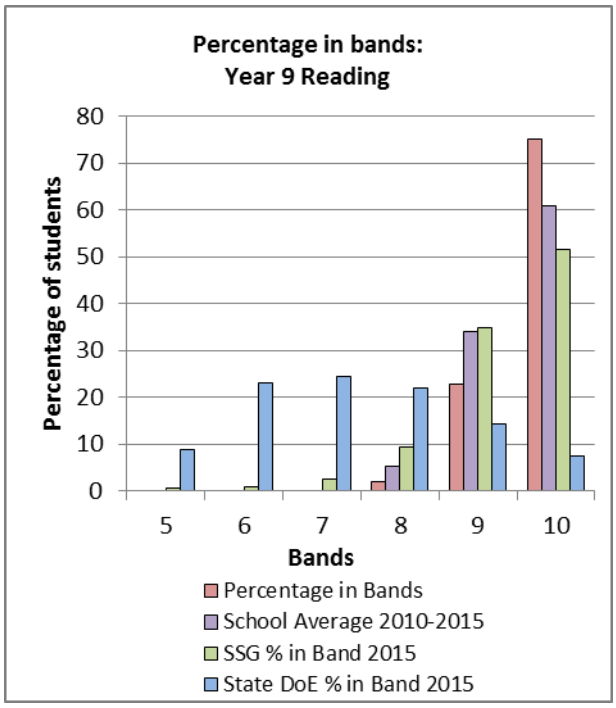
Year 7 NAPLAN Numeracy

	School	SSG	State DoE
Average score, 2015	746.6	709.7	540.4

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	0	0	0	0	0	149
Percentage in Bands	0.0	0.0	0.0	0.0	0.0	100.0
School Average 2010-2015	0.0	0.0	0.0	0.1	0.9	98.9
SSG % in Band 2015	0.2	1.0	1.7	3.2	7.6	86.3
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

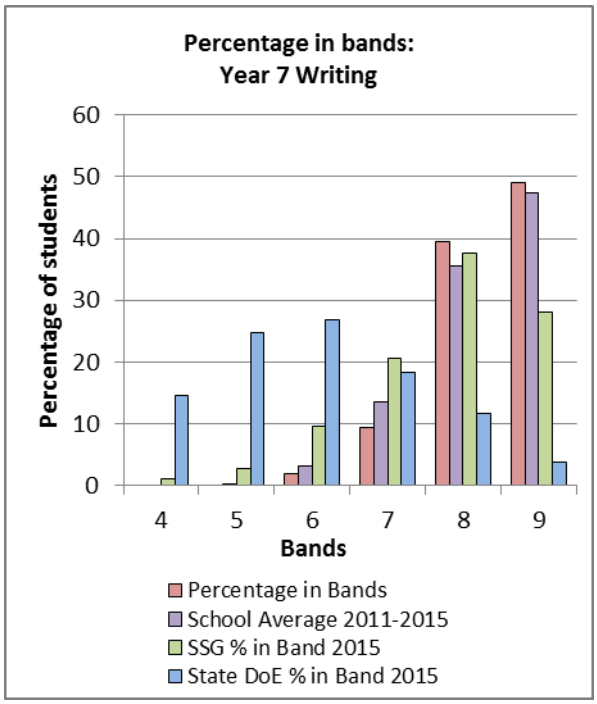


Year 9 NAPLAN Reading

	School	SSG	State DoE
Average score, 2015	726.8	689.0	573.1

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	0	0	0	3	34	112
Percentage in Bands	0.0	0.0	0.0	2.0	22.8	75.2
School Average 2010-2015	0.0	0.0	0.0	5.2	34.0	60.8
SSG % in Band 2015	0.5	0.9	2.6	9.4	34.9	51.7
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5

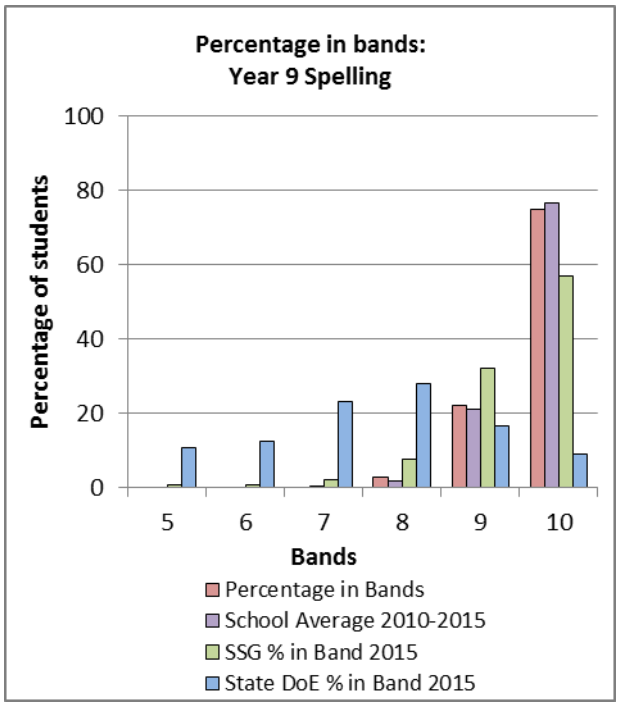


Year 7 NAPLAN Writing

	School	SSG	State DoE
Average score, 2015	636.8	598.5	497.3

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	0	0	3	14	59	73
Percentage in Bands	0.0	0.0	2.0	9.4	39.6	49.0
School Average 2011-2015	0.0	0.1	3.2	13.5	35.7	47.5
SSG % in Band 2015	1.2	2.8	9.7	20.7	37.6	28.1
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8

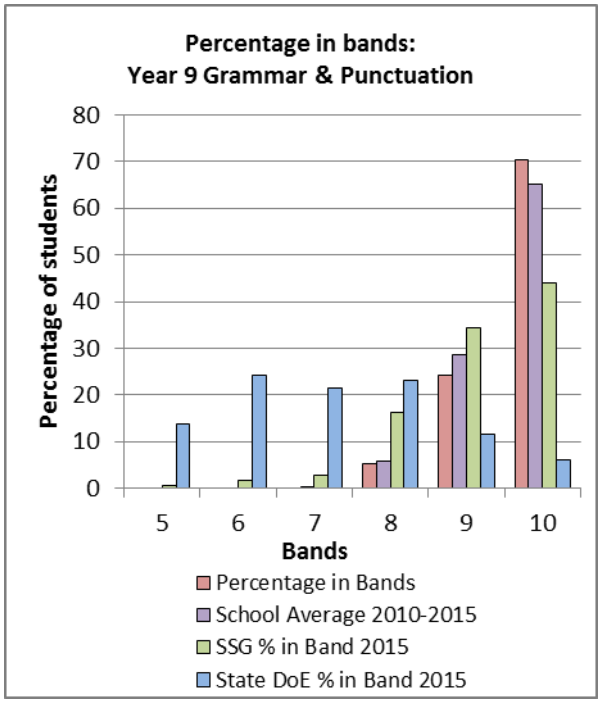


Year 9 NAPLAN Spelling

	School	SSG	State DoE
Average score, 2015	722.5	697.7	583.6

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	0	0	0	4	33	111
Percentage in Bands	0.0	0.0	0.0	2.7	22.3	75.0
School Average 2010-2015	0.0	0.0	0.1	1.9	21.2	76.7
SSG % in Band 2015	0.8	0.7	2.1	7.5	32.0	56.8
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



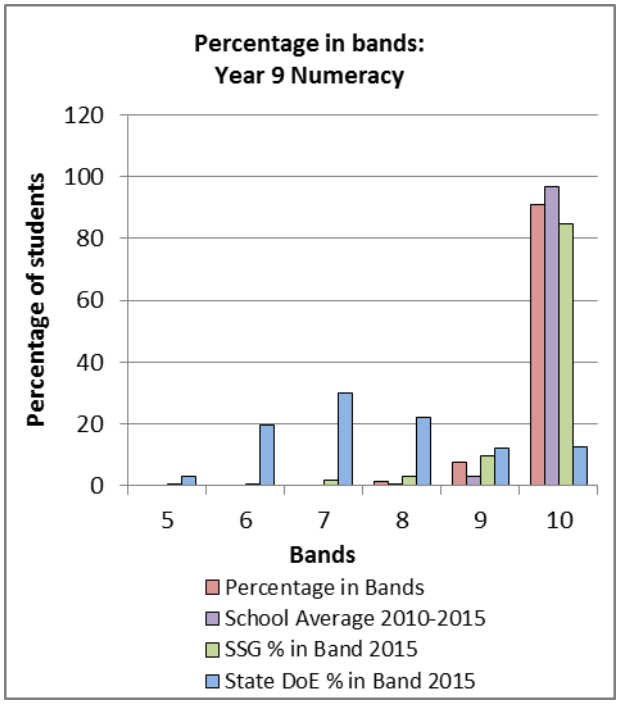
Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DoE
Average score, 2015	730.3	688.5	561.5

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	0	0	0	8	36	104
Percentage in Bands	0.0	0.0	0.0	5.4	24.3	70.3
School Average 2010-2015	0.0	0.0	0.3	5.9	28.6	65.2
SSG % in Band 2015	0.7	1.7	2.9	16.2	34.4	44.0
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1

NAPLAN Year 9 - Numeracy



Year 9 NAPLAN Numeracy

	School	SSG	State DoE
Average score, 2015	774.7	758.7	590.6

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	0	0	0	2	11	134
Percentage in Bands	0.0	0.0	0.0	1.4	7.5	91.2
School Average 2010-2015	0.0	0.0	0.0	0.3	3.1	96.6
SSG % in Band 2015	0.1	0.7	1.8	3.1	9.6	84.8
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7

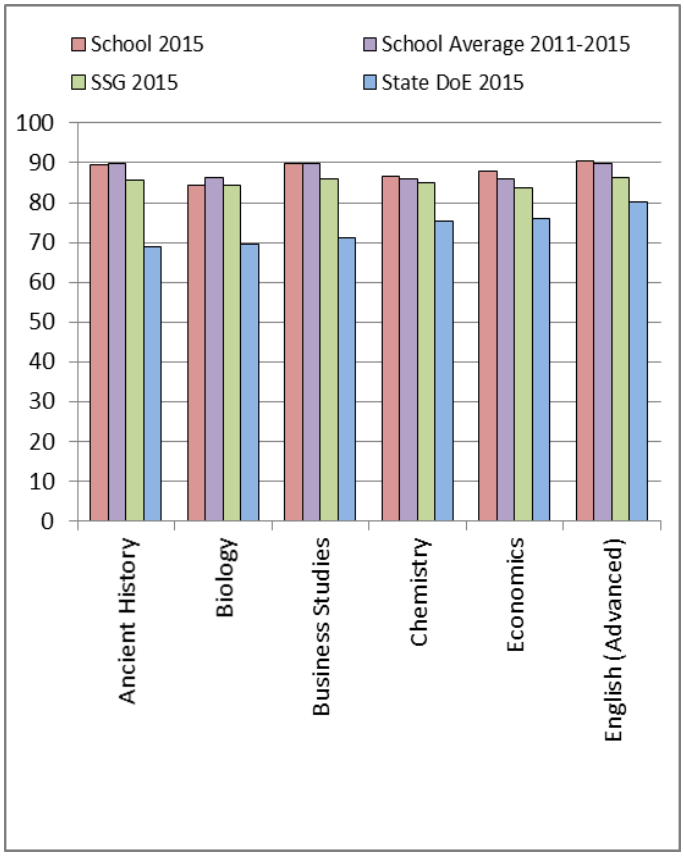
Minimum Standards data

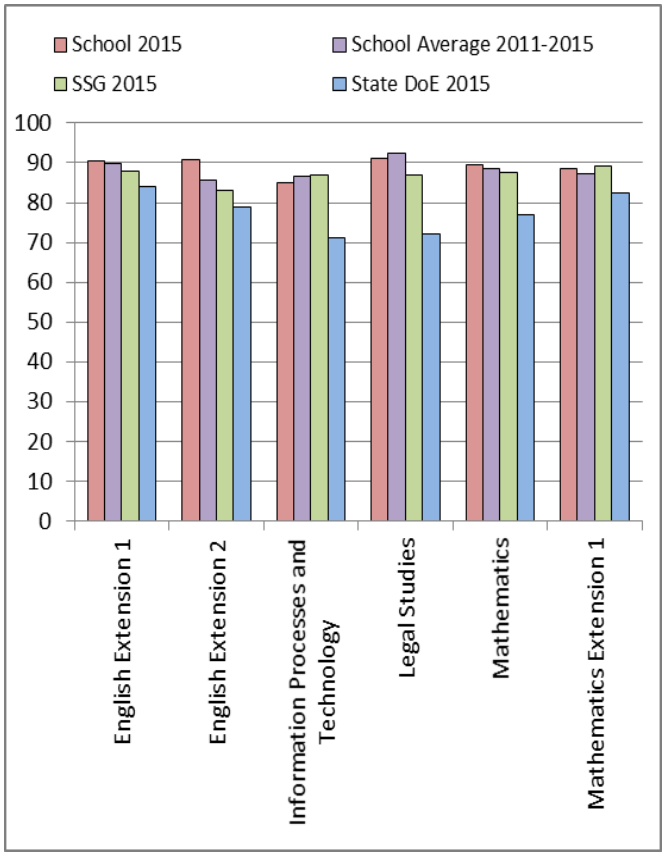
Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

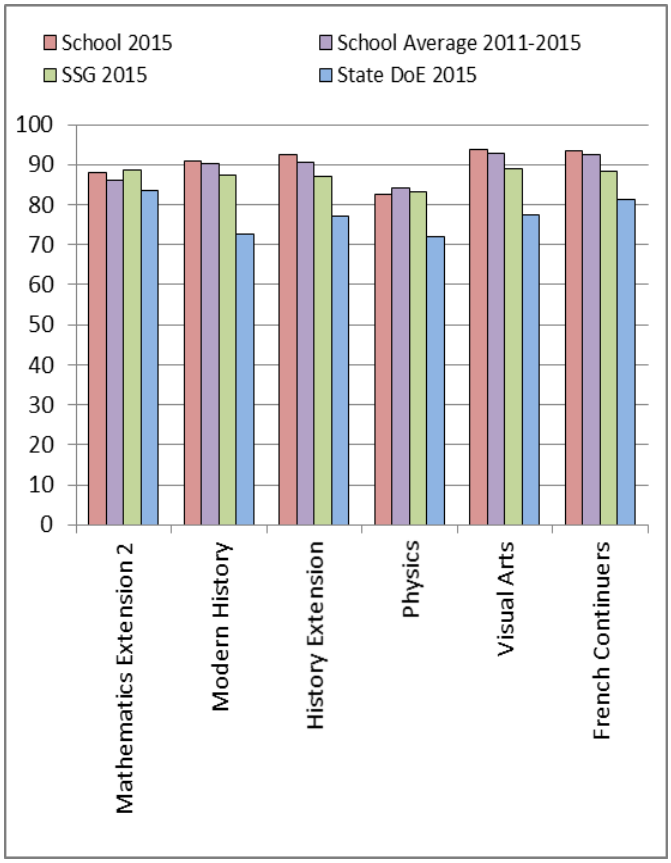
Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

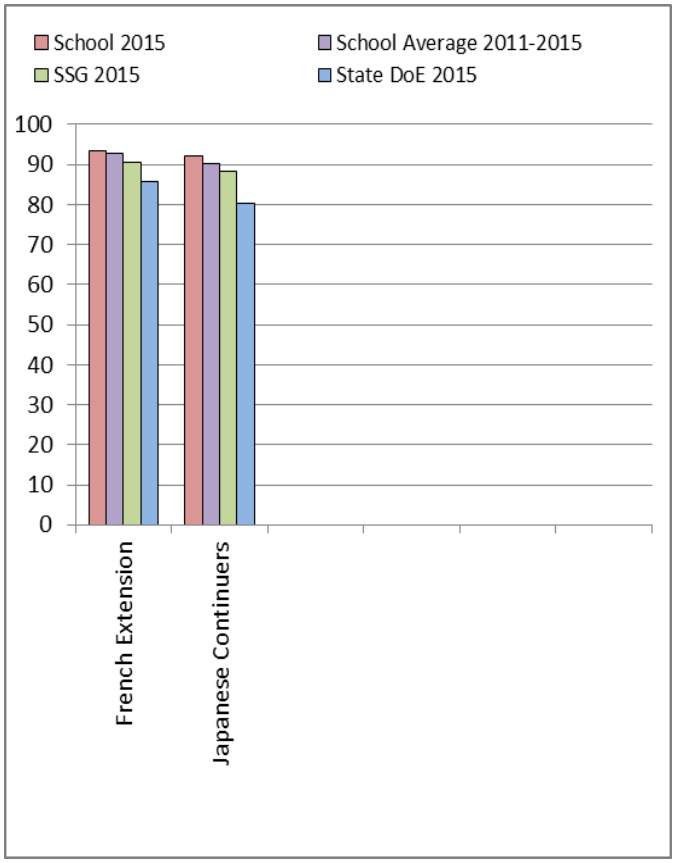
Higher School Certificate (HSC)

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



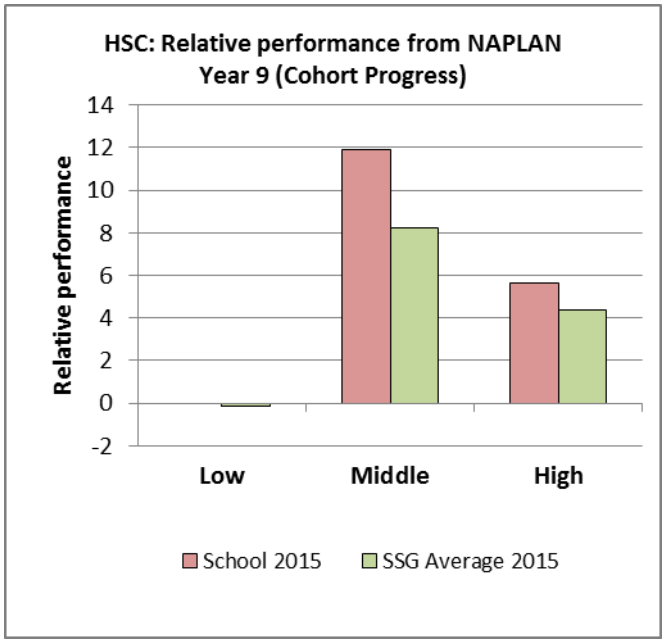






HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

Performance Band	Low	Middle	High
School 2015	#N/A	11.9	5.6
SSG Average 2015	-0.2	8.3	4.4
Note: By definition, the State average relative performance is zero			



HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	89.4	89.8	85.5	68.8
Biology	84.4	86.2	84.4	69.5
Business Studies	89.8	89.8	86.1	71.1
Chemistry	86.5	85.9	84.9	75.5
Economics	87.9	85.9	83.6	76.0
English (Advanced)	90.3	89.9	86.3	80.1
English Extension 1	90.5	90.0	88.0	84.1
English Extension 2	90.9	85.7	83.1	78.9
Information Processes and Technology	85.1	86.6	87.0	71.2
Legal Studies	91.2	92.5	86.9	72.3
Mathematics	89.6	88.5	87.5	77.1
Mathematics Extension 1	88.5	87.2	89.1	82.3
Mathematics Extension 2	88.1	86.2	88.5	83.4
Modern History	90.8	90.1	87.3	72.5
History Extension	92.4	90.6	87.0	77.1
Physics	82.6	84.1	83.3	72.1
Visual Arts	93.7	92.9	89.1	77.6
French Continuers	93.5	92.5	88.3	81.1
French Extension	93.4	92.7	90.6	85.6
Japanese Continuers	92.1	90.1	88.3	80.4

Parent/caregiver, student, teacher satisfaction

In 2015, quantitative data and qualitative feedback was received in relation to a range of different aspects of the school including: Teacher Professional Learning, subject selection information, Year 7 Project- based learning and the transition of students new to the school. Information gathered from these sources indicated a very high level of satisfaction with the school and some valuable qualitative feedback enabled some changes to Orientation Day processes as well as the way parents receive information about curriculum choices, especially for senior study. In the new year there will be implementation of combined P&C and Executive presentations to better serve the needs of parents.

A major curriculum review was undertaken in Mathematics, with a specific focus on Acceleration. Parents, students and teachers were surveyed. The findings of this review are as follows:

Acceleration in Mathematics was introduced into Year 9 at SGHS in 2012, to meet the perceived needs of gifted Mathematics students. One class of specifically targeted students was formed to progress through the Mathematics program more rapidly with a view to completing the HSC Mathematics course (2U) by the end of Year 11. Students were selected on the basis of their results in Year 8, as well as an assessment by the teachers of both their mathematical aptitude and their suitability to undertake an accelerated course. The first accelerated cohort completed the HSC course in 2014, followed by a second cohort in 2015. In 2015 students, teachers and a random sample of parents were surveyed or interviewed and the HSC results/assessments were analysed.

There was generally a positive response to the program from all stakeholders, although the levels of satisfaction varied significantly between the 2014 and 2015 accelerated cohorts. In the 2014 cohort, 28 students completed the course and sat the HSC exam,

while in 2015 17 students completed the course but only 11 students sat the HSC exam.

The students who undertook the Accelerated Mathematics Course performed at a very high level in HSC exams and assessments, beyond the standard of the non-accelerated cohort in the year above them. In the subsequent year, they also went on to achieve at a higher level in the more complex courses of Extension 1 and Extension 2, compared to their peers. This high level of performance can also be explained to a certain extent by their previously identified high ability, aptitude and interest in Mathematics.

Students gained experience in HSC assessments and exams which was identified as being beneficial across all subjects for the HSC. The majority of students thought it was important to actually sit for the HSC exam, but all students felt they derived benefit from completing the accelerated course, regardless of whether they attempted the exam.

Students cited higher levels of motivation, a stronger work ethic and better time management as by-products of undertaking the accelerated course.

Some concern was expressed by students about the need to balance the demands of the accelerated course with other Preliminary courses and the start of HSC courses in Term 4.

The major negative was the lack of clear information at the start of the course of the implications of acceleration for their pattern of study in Year 12. While many expressed naivety about the HSC requirements in Year 9, the majority believed clearer, more detailed information needed to be provided at the outset.

Some teachers expressed concerns with the selection process and the ability of some students to keep up with the pace of work.

Students benefited from working with students of similar ability and passion for mathematics, in a positive, supportive and challenging environment.

Their renewed confidence in their mathematical ability encouraged them to attempt the higher Mathematics courses in Year 12.

The quality of the teaching and the support of the teacher were seen as key factors to the success of the program.

They generally enjoyed the faster pace with which the work was covered, especially in Year 11, and while most students felt the course did not put undue pressure on them or affect their co-curricular commitments, there was some concern for the increased pressure placed on students in Years 9 & 10.

Policy requirements

Aboriginal education

A key component of Aboriginal education at Sydney Girls High School is embedding Aboriginal content across the curriculum in all stages. To this end we have developed support materials to be housed in each faculty including key documents such as:

- Working With Aboriginal People and Communities – A Practice Resource – 2009
- Welcome to Country and Acknowledgement of Country Guidelines and Protocols for NSW Public Schools and TAFE NSW Institutes
- Sydney Region Aboriginal Education – Information for Schools and Families – 2012
- Bemel Gardoo – overview of embedding Aboriginal Content across Curriculum

All Year 8 students develop their knowledge and understanding of Aboriginal culture through a focus on Aboriginal Arts each year with the study of instruments and traditional song as well as the development of indigenous music within more contemporary settings (such as Yothu Yindi); Visual Arts explores and investigates traditional and contemporary Indigenous practices through the frames and conceptual framework of Art study; Drama introduces text based play scripts with Contemporary Aboriginal Dramas/plays and the History of Black Political Theatre.

Year 10 students complete a unit of work on Aboriginal Theatre in Drama class and its political drive and perspective, as well as revealing further the power of theatre to educate. Students theatrically explore and experience the collaborated text, 7 Stages of Grieving, by Wesley Enoch and Deborah Mailman

HSC Drama students have as one of their Contemporary Australian Theatre Practice texts, Stolen, By Jane Harrison. All History students investigate the struggle for rights and freedoms of Aboriginal peoples in the 20th Century. This includes developing their understanding of the concept of Terra Nullius, land rights and Native Title, as well as changes in Aboriginal and non-Aboriginal relations over time.

Analysis of social justice issues, Land Rights and detailed examination of legislation and suggested legal reforms is undertaken in the Preliminary HSC Legal Studies course in the senior school.

A unit of study in PDHPE stage 4 is Understanding Cultural Differences. The practical component of the unit focuses on developing an understanding and appreciation of Aboriginal culture through participating in traditional Aboriginal games.

In Stage 5 Food Technology students investigate the significant role food plays in Australian society within an historical framework. An appreciation of the nutritious and sustainable diet of traditional Aboriginal people is the foundation of this study. The practical preparation and use of bush tucker is also incorporated into the course and through this an appreciation of the development of new food products based on these indigenous ingredients.

In the Duke of Edinburgh walks program, students of Year 9 Bronze Award, are guided in their map following to take particular note of an Aboriginal Rock Art site along the route, and the history and experience of this is significant to their appreciation of the first peoples country and environment as part of the DoE scheme.

In Science, Stages 4 and 5 students explore resource usage and sustainability of Aboriginal Australians as part of their study of ecology. Health issues and perspectives on astronomy are also considered during the course.

NAIDOC Celebration

2015 also saw the 9th year of the school's NAIDOC Celebration including a day of learning for Year 8 students, focusing on Indigenous community and exposure to ideas and skills through visiting special guests.

This event identifies that across Drama, Visual Arts, Music and Dance an appreciation and celebration of respect, understanding and knowledge is best explored with the consultation and collaboration of Aboriginal communities. Performers across the conference style event included regular visitors returning having developed a relationship with Sydney Girls HS and continuing this dialogue with community.

On the NAIDOC assembly Year 9 students spoke about self-determination for aboriginal people in society. Year 11 students presented on 'Young People & the Law: the over representation of Young Indigenous People in the Justice System'.

Multicultural Education and Anti-racism

For Harmony Day this year our school welcomed Dr. Cassandra Goldie, CEO of the Australian Council of Social Services (ACOSS) as our guest speaker. She addressed the assembly with her thoughts on economic and social issues, social justice and human rights. Dr. Goldie reminded us that there are still inequalities that exist in our society across many areas that we must acknowledge and that it is up to us to remedy these disparities. Following this she spoke of her own experiences which made this speech all the more moving to staff and students present. Her story captivated us and her parting message of love being fundamental to living a truthful and satisfying life inspired us all to continue to build a country that is unified, peaceful, progressive and tolerant of difference.

Five students from Year 11 were involved in the World Challenge program which took place in Fiji over the summer holidays. This program asks students to challenge themselves both mentally and physically by leading their own expeditions. They joined five girls from Lismore and Alstonville High Schools for three treks and a community service project. By all accounts this was a truly wonderful experience and the girls clearly learned a lot from their involvement. More than anything they returned to Australia realising how very fortunate they are to live in a country such as we do.

Other school programs

- Student leadership

The 2015 **Prefect** cohort continued to uphold the traditions and values of Sydney Girls High School through active leadership and commitment to the school and as student leadership role models to the whole school community. The newly elected Prefects met during the third term holidays to create an action plan for the year ahead and to develop their Prefect Theme and Vision Statement. They continue to be involved in all school activities through chairing and organising School Assemblies, raising awareness of school activities and supporting school initiatives both within the school and the broader school community. They also actively promoted and supported CAPA, Co-Curricular, Sport initiatives and activities to the whole school community at assemblies.

All Prefects attended the Year 7 Orientation Camp in February and assisted with the induction of the new students into the school. The Year 10 Prefects also attended the Year 10 Camp and organised a night of Trivia and Activities. Continuing their support for school camps, Year 12 Prefects attended the Year 11 Camp and provided a student panel, mentoring and advice to Year 11 students about the HSC year and subject selection.

Our school Captain and Vice-Captain 2015 represented the school at the 8th Division's "Fall of Singapore" commemoration service held in Martin Place in February leading the recitation of the Ode of Remembrance and the School Captain also represented the school at the RSL City Division Anzac Day ceremony. In support of The International Women's Day, the Prefects attended a breakfast at Australian Technology Park, Redfern early in Term 1, 2015.

On Open Night, Year 7 Orientation Night and on the occasion of the Selective Schools Test, Prefects acted as guides, offering assistance to visitors and answering questions. They were also involved in many fundraising activities supporting the Prefect Charity Vision Australia. They continued their volunteering at CanTeen's National Bandana Day 2015 and in support of 'Wear it Purple' Day the Wellbeing Prefect organised for guest speaker Mr Michael Kirby AC CMG to be the keynote speaker and to raise awareness at the 'Wear It Purple' day whole school assembly. Supporting community initiatives the Prefects attended a one day conference focusing on Adolescent issues at Oasis, Salvation Army, Surry Hills, also attended the annual Jessie Street Fundraising lunch at Parliament House. The Prefects continued the volunteering commenced in the previous year at Bourke Street Primary School, the program is an initiative to build relationships with Primary Schools in our community.

To strengthen the bonds between schools the Prefects joined with their peers from SBHS to organise a successful Trivia Night and a Bin Ball competition in September 2015, to raise funds for charities.

The **Student Representative Council** continued to be an active body within the school community and all SRC members contributed energetically to SRC Week an initiative aimed at fostering school spirit. They organised and facilitated fundraising activities throughout the year for Stewart House and ably assisted with the organisation of the annual Junior Dance by creating promotional posters, selling tickets, decorating the Multi-Purpose Hall and being photographers on the night. SGHS SRC joined with the SBHS SRC to organise a successful Talent Quest and Trivia night. All SRC students have been rostered on cash registers in the Canteen throughout the year. SRC students continued to act as Ambassadors and guides for visitors to the school at Open Night, Orientation days and other occasions throughout the year. SRC students have also supported the parent body in the Uniform Shop.

The SRC prioritised improving and beautifying the school environment by focusing on maintenance issues and ongoing efforts at implementing a mural on a wall in one of the school's bathroom. The SRC also maintained a Facebook page to provide information to the school community on SRC activities. Year 11 SRC delegates attended the Interschool Conference held at Sydney Boys High

All Year 7 students met weekly during Term 1, in 22 small groups, with the Year 10 **Peer Support** leaders. The groups worked through the program of activities which involved communication, self-esteem, trust, assertiveness, sharing and understanding of self and others. In Term 4 the Year 10 leaders then trained all Year 9 in a one day training program. At the end of the training, Year 9 students were selected by the Peer Support Committee. Leadership, interpersonal and communication skills were considered during the selection procedure. All Year 9 students received a Training Certificate and Year 10 Leaders received a Group Leader Certificate to acknowledge their achievements.

House and Vice Captains upheld the leadership values of sport and involvement in co-curricular activities, in the Swimming and Athletics Carnival as well as organising House activities throughout the year. They participated in and attended regional and zone athletic events, as role models for students to participate in sport and co-curricular activities and actively promote and support school spirit by being involved in House activities at inter-school, regional and zone sport events they demonstrated ongoing leadership.

The School **Ambassadors** upheld the values of School leadership by guiding and assisting visitors at the School Open Day and the School Orientation Night. As well as assisting with school tours and school parking for school events. They were actively involved in assisting visitors at all School events. Ambassadors are committed to working with other Student leadership groups to raise awareness of school activities.

- Environmental education and sustainability

In 2015 SGHS continued to purchase carbon neutral paper and recycle both paper and components of IT waste. The primary focus on environment was through the student Environment Group. The group continued working on the SGHS vegetable garden – including a 2015 emphasis on growing plants from seed. Reduction of waste and minimisation of resource use was promoted through both the annual purchase of stainless steel water bottles and a clothes swap. 2015 saw a significant growth in Year 7 membership of the group and consequential transition of leadership roles to younger members. All SGHS students were given the opportunity to participate in events that gave them insights into leadership opportunities in the environment sector including: GoMAD Leaders Camp; Youth Eco Summit; Environmental Defenders Office Public Forum on Climate Change Litigation; and Up Close with Christiana Figueres - United Nations Climate Chief. Students were also able to engage in participatory democracy through "Youth Decide" – a vote for their preferred climate change policy in the lead up to the 2015 United Nations Climate Change Conference in Paris.

- Achievements in Arts & Sports

The achievements in Arts and Sport continue to reflect the outstanding capabilities of girls in the school across all domains of giftedness.

Visual Arts students had their work selected in Art Express 2015 and the Texstyle Exhibition of HSC Major Works whilst others were nominated for Drama OnSTAGE and Encore 2015.

The DEC Arts Unit ensembles for gifted girls in Music and Drama were once again comprised of a large number of students from Sydney Girls High, and the annual Schools Spectacular included members of the orchestra and choir as well as the outstanding talent of the school's Vice Captain as a featured soloist.

Scholarships were awarded to students as part of the Whitehouse School of Design Scholarships to attend Fashion Design Drawing workshops

Sports students competed at all levels of competition. Representatives from Sydney East Region went on to compete at NSW CHS Championships in Athletics, Hockey, Water Polo, Swimming, Cross Country, Tennis and Volleyball. The Rowing Captain of Boats was awarded a NSW CHS Blue and the vice-captain a Regional Blue.

Two students represented Australia in international Fencing competition, and NSW in Table Tennis.

The range of sporting activities, depth of talent and selection in elite teams continues to be a major feature of the life of the school.

Note: Details of all Sports and Arts achievements throughout 2015 are published in the separate publication "School Achievements 2015" available from the school office.