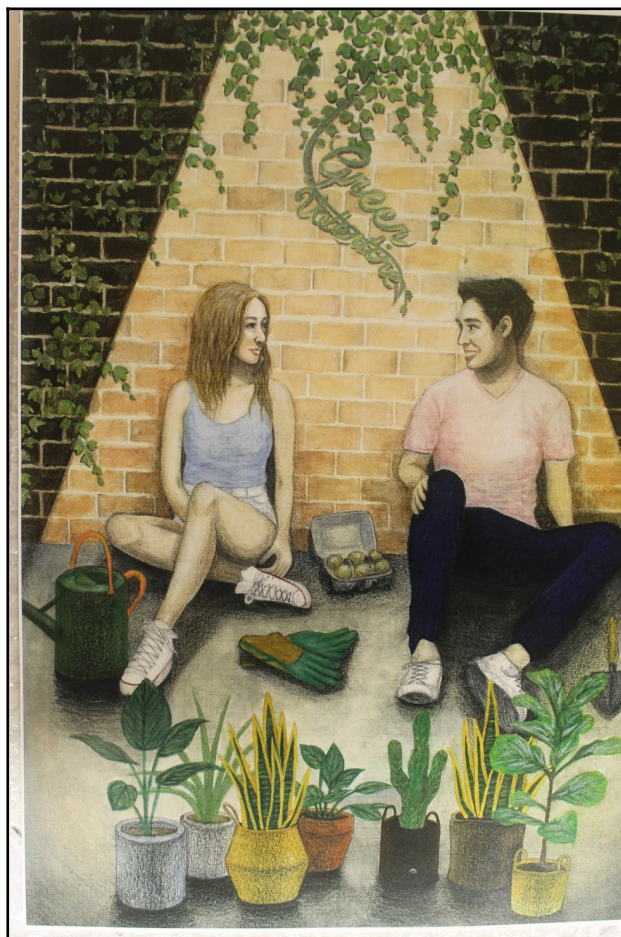


# Hornsby Girls High School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Hornsby 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.

Dr Justin Briggs

Principal

The cover artwork 'Green Valentine' is by Emily Yun (Year 9 2018). It won the NSW Premier's Reading Challenge Award Art Prize for 2018.

## School contact details

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## Message from the Principal

The speech below was given at our annual Speech Day held at the Sydney Town Hall and provides a summary of the year's activities.

*"Distinguished guests, staff, parents and the amazing students of Hornsby Girls High School, I welcome you to our Annual Speech Day and Prize-giving ceremony. It is a brilliant showcase of the efforts and achievements of our students throughout 2018 and a fitting end to our 88th year.*

*I am absolutely delighted to welcome Shori Hijikata as our special guest this morning. Shori Hijikata from the Class of 2011 is a Harvard graduate. In the short time she has left the school she has commenced an international career and it is such an honour to us that you have come all the way from Washington D. C. to be with us today welcome Shori.*

*Today, Speech Day belongs to the wonderful young women of Hornsby Girls High School, who are deservedly receiving the rewards for their hard work, extraordinary efforts and outstanding achievements throughout 2018.*

*There are many facets to our school which deserve to be celebrated and so today I will be highlighting a few aspects which merit special mention as we come to the end of the 2018 school year.*

*As an academically selective school, our core purpose is academic excellence, to maximise each student's intellectual potential. One measure, of the school's success in this regard is our external examination results, which continue to be outstanding.*

*This year's HSC results were released last week, and our HSC successes continue. In Visual Arts Amanda Fang and Lauren Lancaster's body of work will be exhibited in Art North at the Grace Cossington Smith Gallery. We achieved a first and fourth in the state in Spanish Beginners, a 4th and 15th in the State in Legal Studies and a 2nd in Food Technology and three subjects had 100 per cent of students achieved a Band 6 – in Textiles and Design, Food Technology and Music Extension. A number of our Year 12 students have already been offered prestigious cadetships and scholarships.*

*These achievements are mirrored in the fact that the majority of the prizes being awarded today are for academic accomplishments. It is only fitting that we acclaim the highest achievers, in a school filled with high achievers. To gain first place in this school is an exceptional achievement, and deserves to be properly recognised as such. But without underestimating the significance of our academic accolades, we must remember we also measure our excellence in other ways.*

*We must always be focussed on our essential role in encouraging and developing well-rounded unique individuals who will be responsible, articulate, and community minded–citizens, who can think for themselves, form their own opinions, and who will be empowered to take their place in leadership roles in our ever-changing society.*

*At Hornsby, we continue to educate and empower our students through our holistic approach to teaching and learning and our innovative Positive Education programs which this year have focussed on mindfulness, the importance of gratitude and kindness and, the importance of sustainability. As you can see on today's program, along with the distribution of academic prizes, there are also awards in many other fields, particularly citizenship, leadership, school and community service, sport and the creative and performing arts. There are many others in our school who may not be receiving prizes because they haven't come first in a subject, or been a sporting champion, but who nevertheless tried their hardest and achieved their personal best in all their endeavours and for this they are congratulated.*

*The following examples provide a snapshot of some of our extraordinary achievements:*

- In Aerobics we competed at the State Championships qualifying for the National championships. In Dance the Ballet, Jazz, Hip Hop and Contemporary groups performed at the Australian National Championships at the Gold Coast Convention Centre. Our Contemporary group placed 7th at Nationals, Ballet group were awarded the bronze medal for third place, the hip hop group came in 10th and the Jazz group were placed 5th.*
- In Civics and Citizenship Kate Chipman and Sophie Blewitt both of Year 9 represented Hornsby and Ku-Ring-Gai electorates at the NSW Children's Parliament*
- In Computing 60 students competed in the Infomatics National Competition with six of our students receiving a distinction. We also continued with our partnership with UNSW where we host the C-Programming tutorials for all of Northern Sydney. This is a university subject that students in Years 10 and 11 complete at our school under the supervision of UNSW tutors and Sarah Liu of Year 12 who is an expert in C-Programming.*
- In English our Year 12 Debating Team made it through to the semi-finals of the state competition. Our Year 10 team of Kaitlyn Kong, Emma Hancock, Karina Mathias and Charlotte Barry won the Premier's Debating Challenge to become state champions a significant event for the school as we have not won this debating challenge since 1957. Sophie Shead Year 12 was chosen by the Department of Education to give the ANZAC address for the ANZAC Commemoration at the Cenotaph representing all NSW schools. Sophie was also a finalist in the Plain English. Speaking Awards. Kate Chipman was the state finalist for the Legacy Public Speaking Awards*

Damya Wijesekera Year 9 won the National Competition hosted by the Lions Club Award for best secondary short story in Australia Emma Hancock Year 9 has been selected as a regional representative for the Northern Sydney combined debating team Our students have also competed in the Theatresports Competition with other local high schools

- In HSIE Jenna Yim – Equal 5th in Society and Culture in 2017 Hanna Lee (Yr11) – Accepted into USB Young Women in Finance Forum Emily Pope (Yr12) Top 3% in UNSW Economics Competition Sophie Shead – received the History teachers Certificate of excellence for her History extension project.
- Students from HSIE were also audience members for the ABC program Q and A.
- In Languages we hosted sixteen girls in April from our sister school Shukutoku Yono from Saitama, Japan for the 24th consecutive year. Our Japanese students also won the Japan Foundation's Video Matsuri Competition for the 3rd time. The Japanese Video Matsuri was won by Linda Shao, Esther Suen, Charlotte Yim, Shannon Tang, and Sanghee Park from Year 10.
- In Mathematics 545 students completed the Australian Mathematics Competition, with 1 Prize, 17 High Distinctions and 180 Distinctions awarded.
- In the Mathematics Challenge for Young Australians, our numbers were up on previous years with 42 students undertaking the Challenge stage and achieving excellent results with 9 Credits, 8 Distinctions and 5 High Distinctions. 11 students undertook the Enrichment stage and achieved 4 Credits and 2 Distinctions.
- A team of 35 students from Year 7 competed against other teams from Australia and Asia in the Australian Problem Solving Mathematical Olympiad and achieved excellent results, finishing in the top 25% of schools who entered.
- A small group of Year 7–10 students undertook the gruelling four hour Australian Intermediate Mathematics Olympiad, with Cassandra Lai achieving a Credit.
- In Music nearly 300 students participated in our Instrumental and vocal ensembles with performances for the Autumn and Spring concerts held at Hornsby RSL and they continue to gain many awards at Festivals and competitions across the state.
- 75 Music students, 8 parents and 6 members of staff toured through Italy, Slovenia, Croatia and Austria for fifteen days playing a number of concerts, and participating in music masterclasses, and all participants enjoyed the culinary delights of the countries visited particularly the Italian gelato.
- 30 students and the principal participated in the 35th Annual Schools Spectacular with four concerts at Qudos Arena. The school had performers in the Arts Alive Choir, the combined schools choir, the orchestra, the Marching Band and the Teachers Tribute Band; additionally Emma Gosbell Year 12 a vocalist was the school's first featured artist at this event.
- In Science Olympiads Qualifying Exams – Swara Tapasawi Yr 11 High Distinction Chemistry, Katherine Tran Yr 11 – High Distinction Biology
- Kate Chipman Year 9 gained 3rd place in Yr 9–10 Chemistry Division in the NSW Young Scientist Competition for her project on The Fat Content in Different Brands of Potato Chips
- Rhea Saxena, Eva Lin, Carmen Yi, Sarah Zacharia of Yr 10 made it to the State Final of the Australian Brain Bee Challenge.
- Iris Huang, Lauren Nguyen, Jade Yuen Yr 12 won a Silver Medal at the National Final of the RACI Titration Competition.
- In Robotics Burning Ice–cream, a team of Yr 9 and 10 students made it through to the State Final of the First Lego League Robotics Challenge.
- In Social Justice we collected 400 pairs of new underwear which were donated to the Salvation Army at Hornsby specifically for Homeless people.
- We collected and sorted 300 recycled and new bras which were donated to the Uplift Bra program which is a charity that delivers bras to women in developing countries.
- We raised \$835 as a donation to Hamlin Fistula Foundation. This was supported by both staff and students with two High teas.
- Year 11 students Dora, Jessie, Vinuki, Catherine, Manisha and Renee gave up their time to assist Support the Girls Charity to run their 1st Bra Gifting event in North West Sydney in the Agnes Brewster Hall in September to support women in our local community in need. The girls assisted the volunteers of the charity, and provided sustenance, a friendly chat and problem solving skills. Leanne, the volunteer area manager, for Support the Girls was highly impressed with the initiative and compassion our students showed. Our girls supported 16 women who attended the event, some from Hornsby Women's Shelter and Gosford young women's refuge who walked away from the day with comfortably fitting bras, new underwear and toiletries, some make up done, but most importantly a smile on their face and feeling respected, loved and empowered.
- In Sport we came first at Zone Cross Country Carnival and 2nd for the Zone final.
- Laura Wunderlich (Year 11) is Zone Champion for 17yrs+ Athletics.
- Senara Perera (Year 11) has made the Sydney North and CHS Cricket team for the 6th year running
- In TAS our students received a participation certificate in the McCormick's National Challenge for their development of a unique cuisine
- In Young Women's Leadership the school hosted HGHS' second International Women's Day Breakfast. Over 120

students staff, parents and grandparents attended. It was a beautiful community celebration to the theme of "leave no woman behind." The key note speech was skilfully delivered by Peoly Gunaratne (Year 11) and Varsha Krithivasan (Year 12) delivered an important presentation on her experiences volunteering in East Timor.

- Lauren Lancaster Year 12 received the Zonta Young Women in Public affairs award: Zonta International is a leading global organization of professionals empowering women worldwide through service and advocacy.

These amazing examples demonstrate the diversity and range of opportunities at our school and the wonderful achievements of our students. I commend these extraordinary achievements to you.

Distinguished guests, ladies and gentlemen and students I commend the staff of Hornsby Girls High School – the teachers, the office staff, the support staff. Their dedication is uplifting, not only in the classroom, but in so many other aspects of school life as well, and they are wholeheartedly committed to the personal well-being and development of each of the students. Their dedication to service has been recognised this year by Rotary NSW Hornsby Branch with Mrs Gillian Rogers Science Faculty being honoured with the Pride of Workmanship award. Congratulations Mrs Rogers.

The outstanding success of this school in so many fields is due to the individual and collective skills of all our school staff and their extraordinary commitment and sheer hard work in nurturing the many of talents which our amazing girls possess. I sincerely thank them for their devotion to the students of Hornsby.

I would also like to thank and farewell our staff who are leaving us and the two members of staff retiring at the end of the year.

Mrs Anita Wong (Mathematics Faculty) is retiring from the Department of Education after 27 years of service to the students of NSW. Prior to her employment with the Department Ms Wong taught in Hong Kong for nine years and at Oregon State University for three years having previously received a US university scholarship. Teaching at Hornsby Girls these last four years has been the highlight of Ms Wong's career with so many gifted students to teach and such a supportive mathematics faculty to work with. We wish Ms Wong all the best for her retirement.

Mrs Jo-Anne Drayton our former Deputy Principal retired last year after 37 years of service to the school. As a passionate HSC English teacher Mrs Drayton has inspired her students to great success with many state placings over the years and has taken on many senior roles with NESAs and the Board of Studies over many years which reflects her high standing from these educational bodies. In her role as Deputy Principal Teaching and Learning Mrs Drayton has shown incredible dedication, hard work and enthusiasm leading the professional learning of staff and ensuring the wellbeing of all students. We thank Mrs Drayton for her inspirational service to the students, staff and parents and wish her all the best in her retirement.

I would like to call Mrs Drayton and Ms Wong to the stage to receive a gift from the school.

Our partnership with our parents and caregivers is fundamental to our students' success. Educational Research studies have shown time and again that a significant feature of maximising student success at school is the participation and supportive engagement of parents as partners in their child's education.

I thank our hard-working P & C Association led Mrs Gai Ramesh who provided such wonderful leadership to our parent body and who has maintained such consistent and constructive support for the school in so many ways as president. Thank you Gai. I thank all our parents – who invested so much time in organising and supporting the Community Fair, the Careers Fair and those who tirelessly assisted with Grounds Days, the Mother-Daughter and the Father Daughter events, the Teachers Thank You Afternoon Tea and other social activities, who have participated in selection panels, who have supported the Band and Orchestra Committee particularly with our highly successful overseas music tour, and those who have contributed in their own individual ways to the overall success of our school.

Thank you to all members of our community for their efforts on our behalf. In particular, to all those who have donated prizes for today, and to our wonderful Old Girls Union whose enduring commitment continues to maintain the great traditions of our school, to the service clubs such as Rotary, Lions Club, and the Soroptimists, to our local NSW parliamentary members, to Hornsby Shire Council, and community agencies that assist the school, all have been outstanding supporters of our school. It is the support of all these groups that continues to forge the remarkable community that is Hornsby Girls High School. It is no wonder that the strength of our educational partnership between school, home and community produces the extraordinary students of Hornsby Girls High School.

In conclusion, every year Santa makes a special appearance at our school's annual Christmas concert organised by the Prefects. I'm sure Santa will be wishing you all a very rocking Christmas. My best wishes for Christmas and the New Year to everyone. Thank you for another great year!"

Dr Justin Briggs

Principal

## Message from the school community

### Hornsby Girls High School P and C

You are warmly welcomed to attend the P and C's Information Nights. We are always looking for parents to join the P&C to assist with the various P&C school activities. It is a great opportunity to contribute to your daughters' education by being part of the P and C. With more 'hands-on-deck' we can ensure that school events are better organised and more enjoyable.

The P&C contributes to the school financially as well as organising various events such as the Community Fair, Father/Daughter Cook off, Mother Daughter Activities Evening, Careers Fair, Teachers afternoon tea and many more.

Additionally in 2018 the P and C funded the following programs and faculties

1. Library \$10,000
2. English Literacy Support \$20,000
3. Debating Coach \$10,000
4. P and C Scholarship \$1,000
5. P and C Lunch Subsidy \$1,500
6. Flagship Education University Link with Science \$11,250 pa for two years (approved for 2017 this continues in 2018)
7. Edrolo Year 12 Science resource video lessons \$4,590
8. Digital textbooks Science \$7,421
9. Mathematics textbooks \$10,000
10. English textbooks \$10,000
11. Visual Arts Etching Printing Press \$4,375
12. Turnitin – anti plagiarism software \$5,000

Total request: \$95,136

These funds came from parents via school contributions to the P and C and also from our major fundraising activity the Community Fair which raised \$10,000.

If you are able to assist in any way please do attend the P and C meeting. Alternately, contact us via [hghspnc@outlook.com](mailto:hghspnc@outlook.com)

Thank you,

Gai Ramesh

P&C President

### Hornsby Girls High School Old Girls Union

The Old Girls' Union has a very strong core group who have worked very hard for many years to keep the HGHSOGU functional and an integral part of Hornsby Girls' High School.

During the year, Year Reunions have been welcomed back into the School, some groups not having revisited for 50 years. It is wonderful to see the smiling faces of the old girls, and the welcoming smiles of the current girls, meeting them at the front door! Thank you Dr Briggs, staff and girls for your hospitality on these special occasions.

For the first time this year the OGU had a stall at the School's annual Community Fair and we look forward to being involved next year.

We attended the Year 7 Orientation Day in December, welcoming new families to the School and attended Speech Day, with a foyer 'welcome', and it is always a pleasure for the Committee to support the school. The Old Girls' Union raises



funds from donations, sales of memorabilia and Life Membership fees to continue to support the School with Speech Day Awards, Literary Competition prizes and purchasing special equipment.

Receiving, sorting and digitally archiving of documents, photos and memorabilia, many dating back to the 1930's, continues in our Archive Room.

It is a pleasure to also Welcome Year 12 2018 new Life Members to the alumni.

HGHS OGU Committee

### Message from the students

Year 7 – 12 here at Hornsby Girls participated in the Tell Them From Me student survey in September, and our Student Representative Council has chosen some values as part of this survey which we think are the most important to our school and students.

The values have been abbreviated to KRISPIR to be easily remembered. These values are: Kindness, Respect, Inclusivity, Social Responsibility, Personal Bests, Intellectual Curiosity and Resilience.

Kindness involves things like caring and lending a helping hand to others; Respect indicates things like listening to others' opinions and sentiments towards certain topics; Inclusivity incorporates making sure no one feels lonely and that everyone has support at school; Social Responsibility details duty to the school and our community and the fact that the school can work in cooperation to help to achieve greater goals; Personal Bests are about every student doing their best and learning to the best of their capability; Intellectual Curiosity is the intellectual desire to know and learn, being interested in our world; and Resilience is representative of the ability to learn from mistakes, adapt to change and bounce back from tough experiences.

These values were all suggested by students and we hope that they relate to all the Hornsby Girls!

Chloris Chin and Sarah Wilson, Year 7

## School background

### School vision statement

To provide excellence in gifted education for girls.

Our success will be measured against the School Excellence Framework where we will strive to achieve 'Excellence' in Learning, Teaching and Leading.

### School context

Hornsby Girls' High School is an academically selective high school. Our 726 students come from all areas of Sydney. 87 per cent of students are from a Non-English Speaking Background. 99 per cent of students are from middle or high socio-economic backgrounds. 100 per cent of students receive offers of places at university. The school is highly regarded throughout the district as a place of exceptional teaching and learning.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

In April HGHS staff undertook a self-assessment using the School Excellence Framework during a staff meeting. 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.

Our school has made excellent progress in Teaching, Learning and Leading details of which can be found in our school plan 2018 – 2020.

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.

In relation to the staff analysis of the school's performance based on the School Excellence Framework the staff rated the school overall as 'Sustaining and Growing'. In the domain of 'Learning' the staff rated the school as 'Sustaining and Growing', in the domain of 'Teaching' the staff rated the school as 'Excelling', and in the domain of 'Leading' the staff rated the school as 'Sustaining and Growing'. Details of the rating of the school by staff against the fourteen elements of the Excellence Framework are listed below. Further discussions with staff resulted in changes to the school plan to focus on areas of improvement.

### Learning – Sustaining and Growing

#### Learning Culture

High expectations – sustaining and growing

Transitions and continuity of learning – sustaining and growing

Attendance – excelling

#### Wellbeing

Caring for students – excelling

A planned approach to wellbeing – excelling

Individual learning needs – excelling

Behaviour – excelling

#### Curriculum

Curriculum provision – excelling



Teaching and learning programs – sustaining and delivering

Differentiation – sustaining and growing

### **Assessment**

Formative assessment – sustaining and growing

Summative assessment – excelling

Student engagement – sustaining and growing

Whole school monitoring of student learning – excelling

### **Reporting**

Whole school reporting – sustaining and growing

Student reports – excelling

Parent engagement – excelling

### **Student Performance Measures**

Value add – sustaining and growing

NAPLAN – excelling

Student growth – sustaining and growing

Internal and external measures against syllabus standards – delivering

### **Teaching – Excelling**

#### **Effective Classroom Practice**

Lesson planning – excelling

Explicit teaching – excelling

Feedback – excelling

Classroom management – excelling

#### **Data Skills and Use**

Data literacy – sustaining and growing

Data analysis – excelling

Data use in teaching – excelling

Data use in planning – excelling

#### **Professional Standards**

Improvement of practice – excelling

Accreditation – sustaining and growing

Literacy and numeracy focus – sustaining and growing

#### **Learning and Development**

Collaborative practice and feedback – sustaining and growing

Coaching and mentoring – excelling

Professional learning – excelling

Expertise and innovation – excelling

## **Leading – Sustaining and Growing**

### **Educational Leadership**

Instructional leadership – excelling

High expectations culture – excelling

Performance management and development – excelling

Community engagement – excelling

### **School Planning Implementation and Reporting**

Continuous improvement – sustaining and growing

School Plan – sustaining and growing

Annual report – sustaining and growing

### **School Resources**

Staff deployment – sustaining and growing

Facilities – delivering

Technology – delivering

Community use of resources – sustaining and growing

Financial management – delivering

### **Management Practices and Processes**

Administrative systems and processes – sustaining and growing

Service Delivery – excelling

Community Satisfaction – sustaining and growing

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Quality Teaching and Learning for Gifted and Talented Students

#### Purpose

To enable each unique individual to achieve their personal best. This will be underpinned by targeted and differentiated learning opportunities that enable students to realise their individual academic and emotional potential. Our purpose is to motivate and further develop the intellectual curiosity and capabilities of all students through evidence-based practice and the promotion of growth mindsets.

#### Overall summary of progress

Our school continues to make steady progress in relation to Strategic Direction 1.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff undertake professional learning in evidence-based practices, including the sharing of our own best practice during staff meetings, to promote collaborative, inclusive practice and reflection and the modelling of core teaching and learning skills to improve the learning experience for students, and the setting of goals and to enhance motivation	NA	All staff meetings are now Professional Learning opportunities for staff with elements of each staff meeting and School Development Days registered with NESA. These are included on NESA registered hours for teacher accreditation purposes.
Internal and External measures show maintained or improved student wellbeing and academic results. To use the TTFM surveys to reflect on current practice and future decision making using the cluster groups to identify best practice and apply it in the school.	NA	The school continues to use the TTFM results to reflect on practice, discuss with students, staff and parents on how to improve student voice and to improve the school.
All assessment notifications, all teaching and learning programs (which include PBL activities, elements of student choice and differentiation), all faculty registrations, all scope and sequences and student work samples from Years 7–12 are saved to a central location each year.	NA	This is now embedded in school practice with each head teacher saving these to a shared executive folder in preparation for any future Teaching and Learning audit.
All students are setting personal goals and have been trained to understand, write and reflect on their goals during Friday Focus.	NA	For implementation in 2019.

#### Next Steps

The school will continue to monitor this Strategic Direction over the coming year. All students have now set personal goals as of Term 1 2019 and have been trained to understand, write and reflect on their goals during Friday Focus.

## Strategic Direction 2

### Student and Staff Wellbeing

#### Purpose

To foster confident, resilient students and staff who contribute and belong to a thriving school community. This will be underpinned by Positive Education strategies to enhance a flourishing school culture. Our purpose is to create engaged, optimistic and socially responsible individuals who find meaning and enjoyment in their lives.

#### Overall summary of progress

Our school continues to make steady progress in relation to Strategic Direction 2.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved motivation and engagement and happiness/optimism to be at or above state norms. This will be measured through the TTFM surveys and other instruments.	NA	Our results continue to indicate that we are above state average in these areas.
All members of the school community are aware of the school values. This will be measured through TTFM surveys and observation of school values through assemblies, year meetings, focus groups, classrooms..	NA	This initiative (KRISPIR values) commenced in Term 4 2019.
At least six new initiatives to improve staff wellbeing e.g.: a marking day; timetabled assemblies (consistent day with staff rostered e.g. House Choir Assemblies); one staff outing per term; students have allocated times to contact teachers during breaks; grades only for Year 7–9 reports; more staff morning teas; the Staff Common Room as a staff only space with a new good quality pod coffee machine, chilled water, sandwich maker – a space for staff to relax and hold professional meetings	NA	Marking days were introduced, grades are issued for Years 7 – 9 to reduce competitiveness.
All students engaged in the creation of their own personal goals published on their reports. A social worker is employed to assist the Student Wellbeing team to provide additional student support. The Student Wellbeing Leaders (SWL) have improved harmony and a sense of belonging for the whole school.	NA	For implementation in 2019.

#### Next Steps

The school will continue to monitor this Strategic Direction over the coming year. All students have now engaged in the creation of their own personal goals published on their reports as of Term 1 2019. The Student Wellbeing Leaders (SWL) have improved harmony and a sense of belonging for the whole school as of Term 1 2019. A social worker is to be employed to assist the Student Wellbeing team to provide additional student support in semester 2 2019.

### Strategic Direction 3

#### Quality Systems and Learning Environments

#### Purpose

To create quality systems that enable the relevant sharing of information to support the whole school community. This will be underpinned by efficient communication and technology systems and school processes to ensure smooth operations at all levels of teaching and learning. Our purpose is to develop increasingly flexible physical and online learning environments to maximise education outcomes.

#### Overall summary of progress

Our school continues to make steady progress in relation to Strategic Direction 3.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100 percent of staff can successfully use integrated ICT systems that flexibly support all aspects of teaching and learning.	NA	This has now been achieved.
A minimum of seven learning spaces created for future focused, flexible curricular and co-curricular activities.	\$900,000 includes \$840,000 spent on the Creative Learning Centre.	Ongoing.
100 per cent of parents and students are able to access and use school online communication systems.	\$12,000 annual fee to Sentral.	An upgrade of the Sentral platform has allowed the school to achieve this goal.
Enhanced internet presence (e.g.: HGHS website, Facebook).	NA	This has now been achieved through improvements in the website by updating of material and the use of community announcements on facebook to further engage the community in the good works of the school.

#### Next Steps

The school will continue to monitor this Strategic Direction over the coming year.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$19,010	This money was used to employ a teacher on a part time temporary basis to assist students with English Language Proficiency.
<b>Low level adjustment for disability</b>	\$33,489	This money was used to employ a teacher on a part time temporary basis to assist students with adjustments for their disability.
<b>Socio-economic background</b>	\$5,239	This money was used to support learning activities for students who requested Student Assistance for excursions, school related activities, lunches, and clothing and uniforms.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	720	725	732	725

Student enrolment is capped at 120 per year group for Year 7 – Year 10 by the High Performing Schools Unit. In Year 11 the school can offer additional places based on student subject choice. Hence our enrolment usually only varies slightly from year to year.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	98	98.3	96.8	97.9
8	97.6	97	96.2	95.2
9	96.8	96.8	96.7	95.4
10	97.3	96.4	96	96.3
11	97.3	97.1	96.4	96.4
12	97	97	97.1	95.3
All Years	97.3	97.1	96.5	96.1
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

If a student is absent parents are notified by text. Parents reply to the text message so that students are marked as an explained absence. Parents notify the school in advance if they are aware of a planned absence.

## 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

All students received university offers with 1 student indicating they would be working for 6 months and travelling for 6 months prior to taking up their university scholarship offer in 2020.

### Year 12 students undertaking vocational or trade training

No Year 12 students undertook vocational or trade training in Year 12 in 2018.

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

All students attain an HSC and do not require an equivalent vocational educational qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	39.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.6
School Administration and Support Staff	9.68
Other Positions	1

\*Full Time Equivalent

No members of staff have identified as Indigenous.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

## Professional learning and teacher accreditation

In 2018 all staff participated in a variety of NESA registered professional learning lectures and workshops focusing on student and staff wellbeing and quality teaching for our gifted and talented students. Our Staff Development Day in Term 1 commenced with a presentation on Innovation by James's O'Loughlin. He spoke on the ways schools can be more innovative in terms of curriculum and in the ways we use our physical learning environments. In Term 2, Dr Jacqueline Ullman from UWS presented to staff on Diversity and Gender and this was very well received. In Term 3, Professor Andrew Martin from UNSW delivered an excellent presentation on Goal Setting and Personal Bests which stimulated much discussion about how we can embed these ideas which promote motivation and student autonomy into our whole school processes.

Professional Development at HGHS is collaborative. It is focussed on the recognition that working together, in conscious alignment with our school strategic directions, creates a culture of high expectations. Our new professional learning model draws on the expertise of staff and both models and fosters collective efficacy. A total of ten staff from different faculties presented to staff over the year during staff meetings on differentiation strategies for our Gifted and Talented students, Literacy, motivation, and student engagement through ICT. In such ways, the capacity of all teachers is enhanced.

All new staff participated in a whole day Gifted and Talented workshop run by Nicole Sabbadina and eight members of staff participated in UNSW's Mini-COGE. These teachers will be using this training to build the capacity of staff next year. All beginning teachers participated in workshops to develop, write and submit their accreditation reports. We also trialled a new, fun approach to staff wellbeing by running a teacher and SASS staff "Pound" exercise class on the Term 2 Staff Development Day. This group

exercise proved very popular and we will continue this approach next year.

Dr Susan Green

Deputy Principal Teaching and Learning

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,672,799
<b>Revenue</b>	9,234,427
Appropriation	7,653,980
Sale of Goods and Services	352,751
Grants and Contributions	1,203,146
Gain and Loss	0
Other Revenue	0
Investment Income	24,550
<b>Expenses</b>	-8,842,440
Recurrent Expenses	-8,842,440
Employee Related	-7,375,610
Operating Expenses	-1,466,830
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	391,988
<b>Balance Carried Forward</b>	2,064,787

Our school's financial management processes and governance structures meet the financial policy requirements.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	<b>7,055,773</b>
Base Per Capita	141,624
Base Location	0
Other Base	6,914,150
<b>Equity Total</b>	<b>99,383</b>
Equity Aboriginal	0
Equity Socio economic	5,239
Equity Language	19,010
Equity Disability	75,135
<b>Targeted Total</b>	<b>0</b>
<b>Other Total</b>	<b>205,493</b>
<b>Grand Total</b>	<b>7,360,650</b>

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

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

## School performance

### NAPLAN

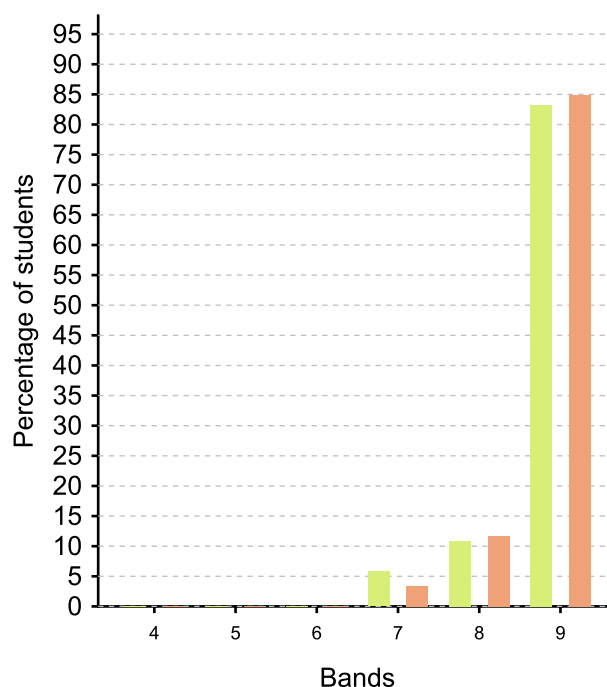
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

The results for NAPLAN were again outstanding.

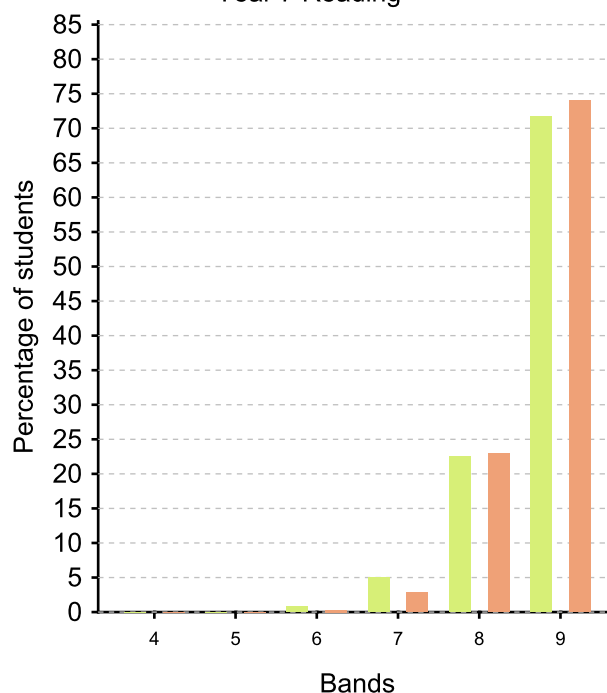
**Percentage in bands:**  
Year 7 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	5.8	10.8	83.3
School avg 2016-2018	0	0	0	3.4	11.7	84.9

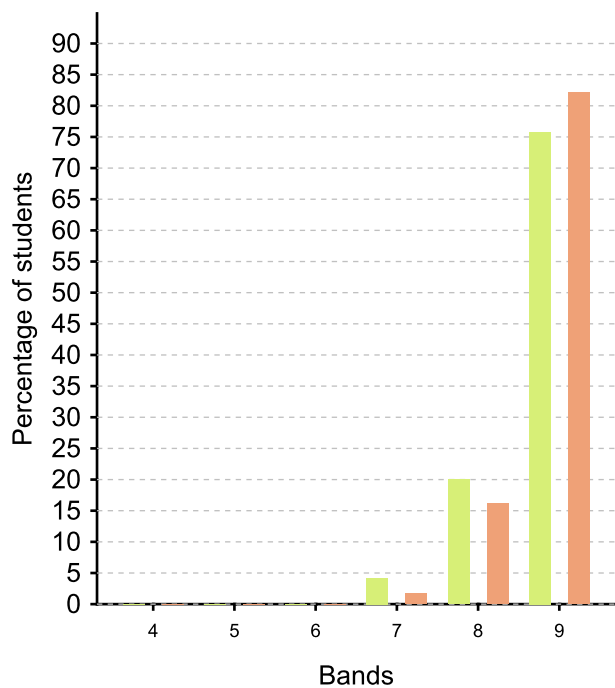
**Percentage in bands:**  
Year 7 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.8	5.0	22.5	71.7
School avg 2016-2018	0	0	0.3	2.8	22.9	74

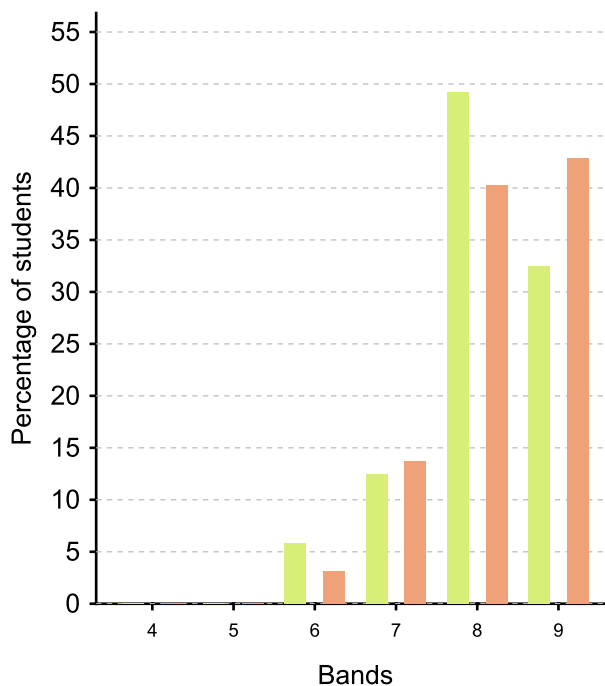
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	4.2	20.0	75.8
School avg 2016-2018	0	0	0	1.7	16.2	82.1

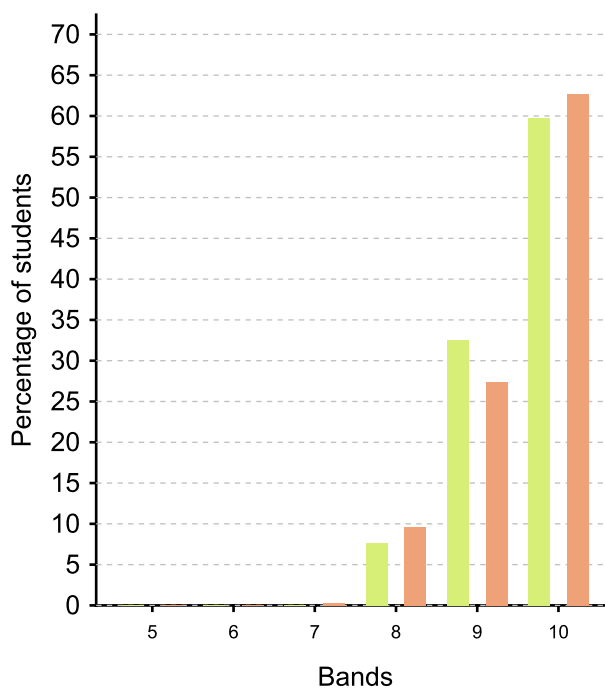
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	5.8	12.5	49.2	32.5
School avg 2016-2018	0	0	3.1	13.7	40.3	42.9

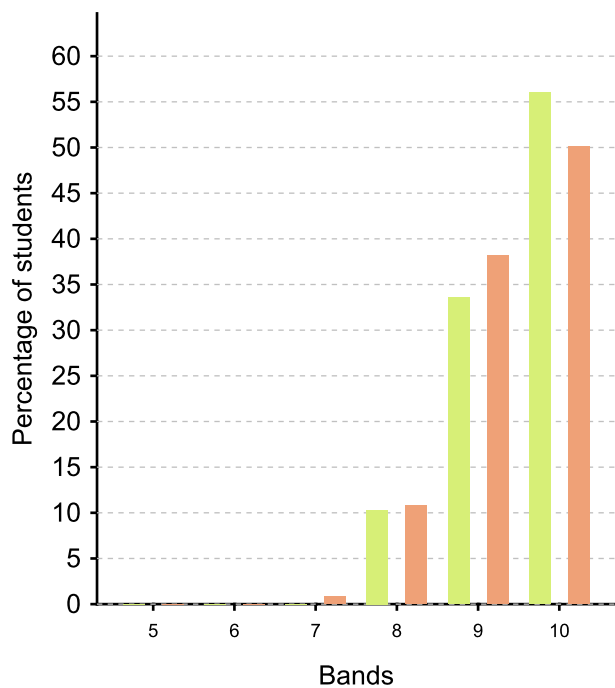
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	7.7	32.5	59.8
School avg 2016-2018	0	0	0.3	9.6	27.4	62.7

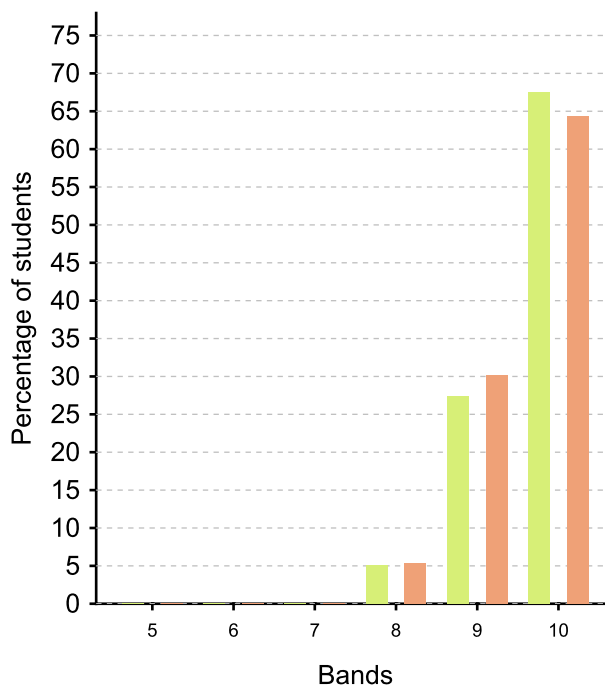
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	10.3	33.6	56.0
School avg 2016-2018	0	0	0.8	10.8	38.2	50.1

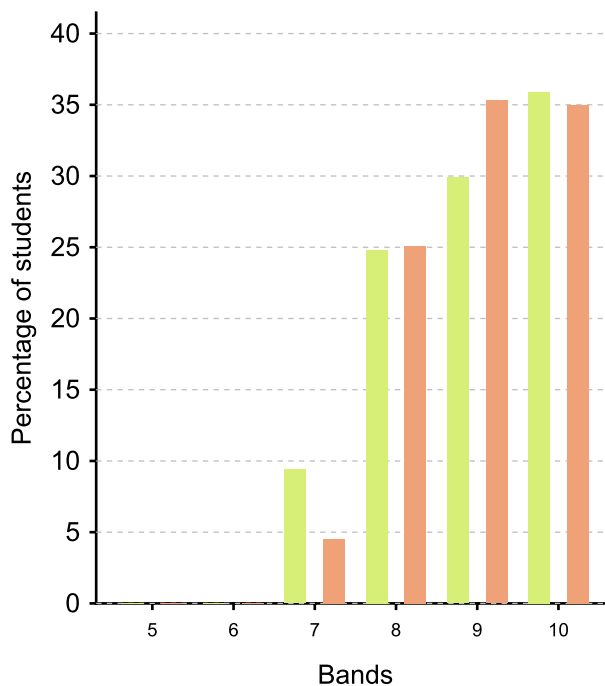
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	5.1	27.4	67.5
School avg 2016-2018	0	0	0	5.4	30.2	64.4

**Percentage in bands:**  
Year 9 Writing

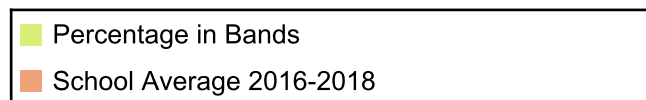
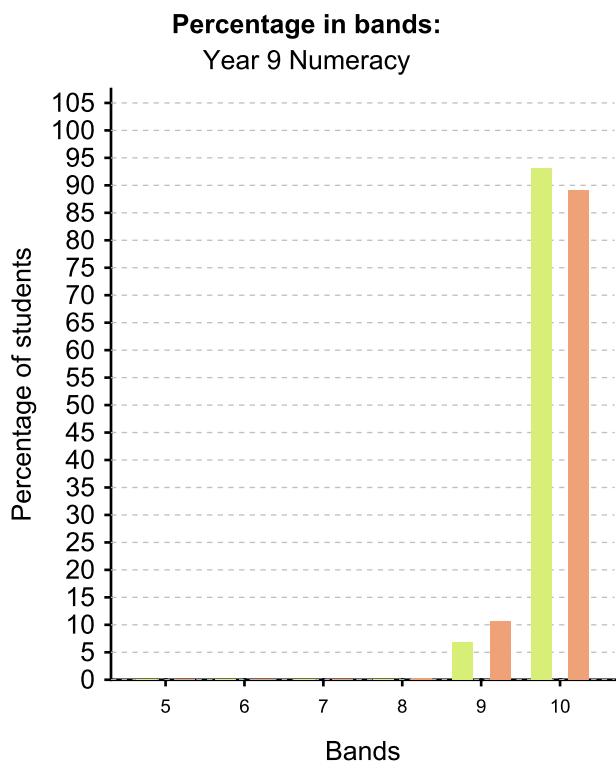
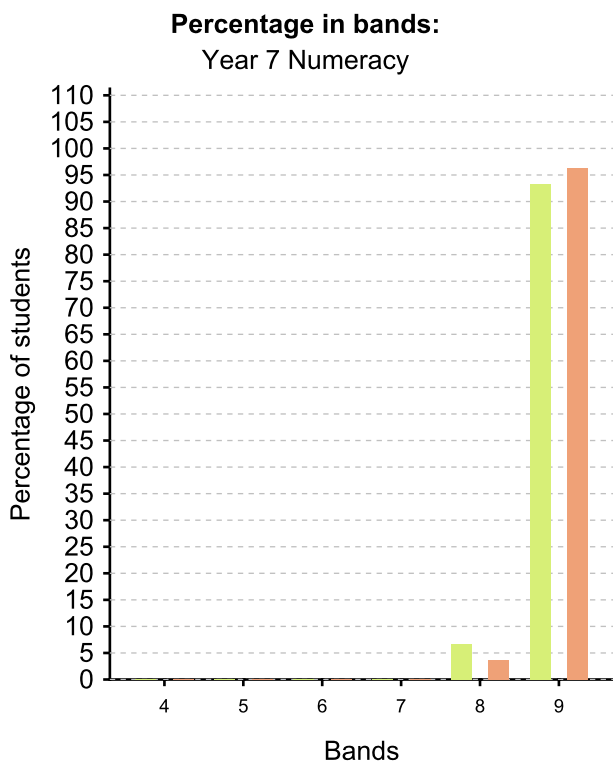


Percentage in Bands  
School Average 2016-2018



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	9.4	24.8	29.9	35.9
School avg 2016-2018	0	0	4.5	25.1	35.3	35

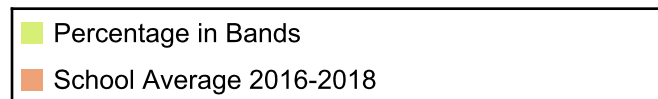
The results for NAPLAN were again outstanding in Numeracy.



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	6.9	93.1
School avg 2016-2018	0	0	0	0.3	10.6	89.1

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

Additional information about the school can be found at the school website.



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	6.7	93.3
School avg 2016-2018	0	0	0	0	3.7	96.3



## Higher School Certificate (HSC)

### HSC summary

On Tuesday 5th February 2019 we welcomed back the 'Class of 2018' for a celebratory morning tea. It was a

chance for students and staff to congratulate these wonderful students on their efforts and achievements. A number of the students will be studying interstate so it was a great way for the 65 students who attended the day to say farewell. We wish them all the best in the next phase of their life. Below is a summary of their HSC achievements.

Our 2018 HSC results were outstanding

The school achieved 342 Band Six results from 127 students

Our highest reported ATAR was Jenny Wang with 99.8

Nineteen students achieved a 'Premier's Allrounder' with at least 5 Band Six results in all subjects including English – Louise Berry, Anita Cha, Nikki Chao, Maria Chen, Lorrain Gong, Lauren Lancaster, Stephanie Lau, Linda Le, Abigail Ma, Poppy Morandin, Cherie Pan, Anusha Pillai, Isolde Ten Dam, Jenny Wang, Jiayi Wang, Katrina Wu, Rebecca Wu

Five students achieved six top twenty placings –

Isolde Ten Dam – 1st in Spanish Beginners, 5th in Biology

Renee Jin – 2nd in Food Technology

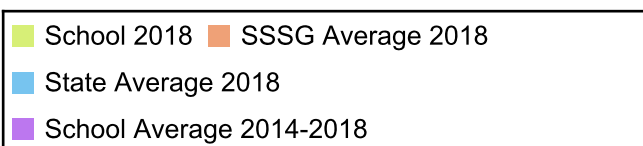
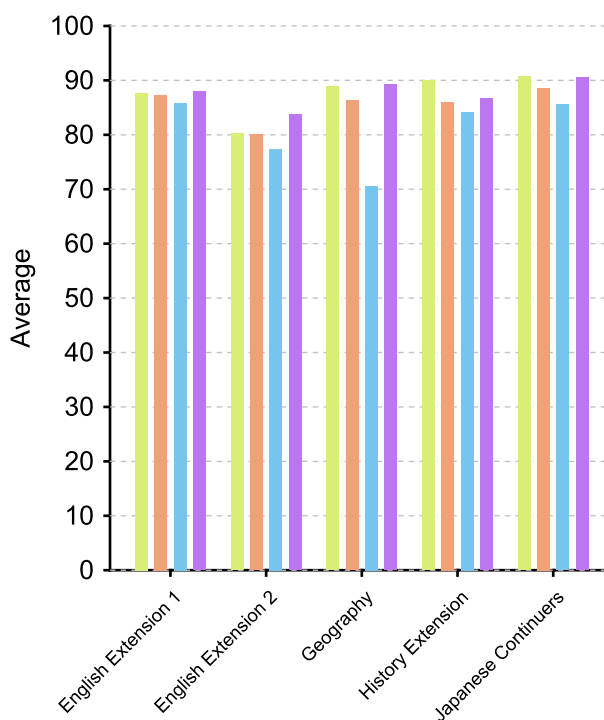
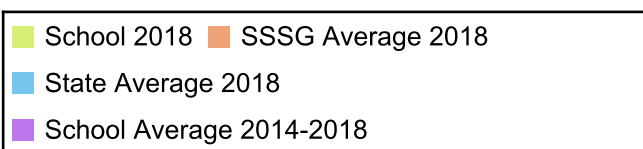
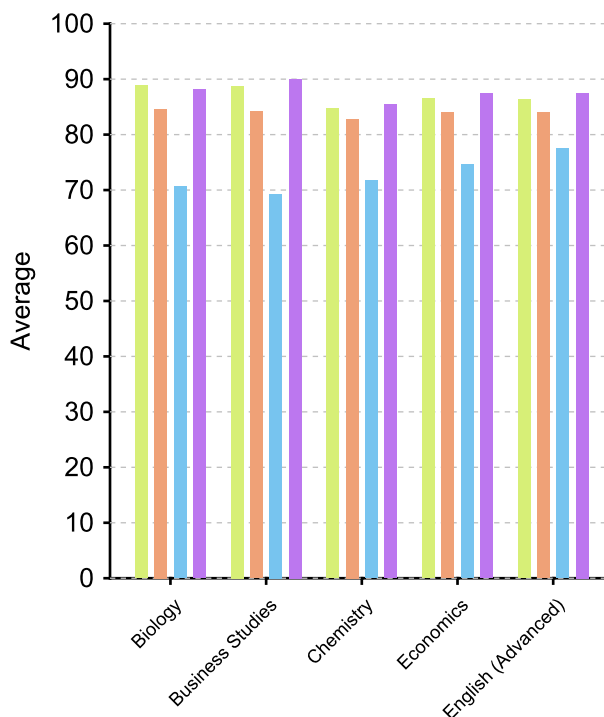
Jenny Wang – 4th Legal Studies

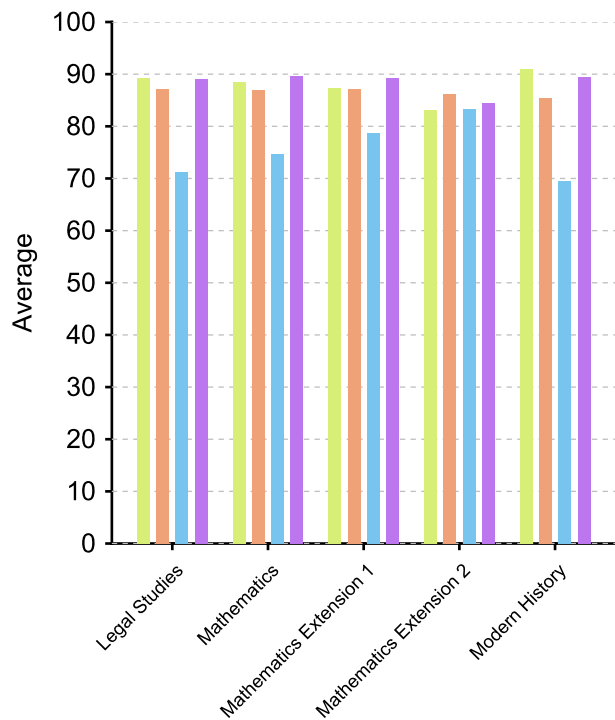
Vanessa Recinos 4th – Spanish Beginners

Cherie Pan – 15th Legal Studies

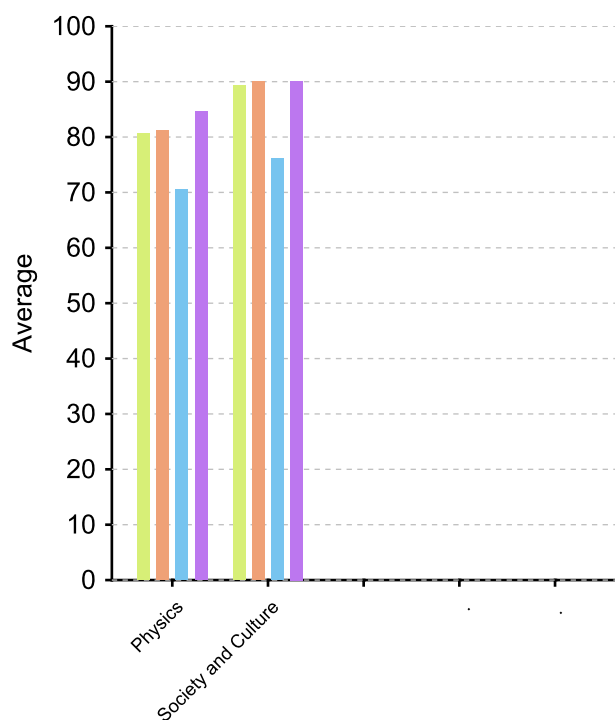
Congratulations to the Class of 2018!

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





Business Studies	88.8	84.2	69.3	90.0
Chemistry	84.7	82.8	71.8	85.4
Economics	86.5	84.0	74.7	87.4
English (Advanced)	86.3	84.0	77.5	87.5
English Extension 1	87.7	87.3	85.8	88.0
English Extension 2	80.2	80.1	77.4	83.7
Geography	88.9	86.3	70.6	89.2
History Extension	90.0	86.1	84.2	86.7
Japanese Continuers	90.7	88.6	85.6	90.5
Legal Studies	89.2	87.2	71.2	89.0
Mathematics	88.5	87.0	74.8	89.6
Mathematics Extension 1	87.4	87.2	78.7	89.2
Mathematics Extension 2	83.2	86.2	83.3	84.4
Modern History	91.0	85.5	69.5	89.5
Physics	80.7	81.2	70.6	84.5
Society and Culture	89.3	90.1	76.1	90.1



The Head Teachers of Faculty areas have provided an analysis of the 2018 HSC Performance below.

### Creative and Performing Arts

**Visual Arts** In Visual Arts we were thrilled with our HSC results. Our students continued to achieve their personal best with results in all components of the examination higher than the state average. 66.66% of our students achieved a band 6, while 33.33% of our students achieved a band 5.

Amanda Fang and Lauren Lancaster exhibited their artworks in Art North held at the Grace Cossington-Smith Gallery. The exhibition showcases a selection of artworks by HSC Visual Arts students from schools in Ku-ring-gai and Hornsby Shires.

The HSC Body of Work Exhibition displayed the exceptional quality of the artworks and was well attended by family, friends, staff and students. The exhibition was opened by world renowned artist Salvatore Zofrea, he shared entertaining stories about his life, family and art.

**Music** 2018 was an unusual year in that we only had one student studying HSC Music, which was the course 'Music Extension'. Her Extension results were outstanding, placing her in the top band.

School 2018	SSSG Average 2018
State Average 2018	School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	88.9	84.7	70.7	88.2

## English and Drama

### English Advanced

32% of students achieved a Band 6 results in English Advanced and 90% of the cohort placed in the top two bands. Z-Score analysis shows that results are .6 standard deviations from the State mean. Item analysis of Advanced Paper 1 reveals that students performed strongly in short answer responses. The creative response showed improvement, attracting marks that were on average 9% above the state mean. HSC Paper 2 returned stronger results, particularly in Modules A and B. There were a number of impressive individual performances in the external examination, with two students receiving an HSC mark of 97.

### English Extension 1

The percentage of E4 results in English Extension 1 was 49% in 2018, which was a 5% improvement on the 2017 result. Z-Score analysis shows that results the 2018 result of .3 standard deviations above the State mean. Results for Question 1, the analytical response, were particularly strong. The creative response returned a lower mean mark, but this was still 2.68 standard deviations from the State mean. Four students achieved an HSC result of 48 of a possible 50 in this English Extension 1, and a further seven achieved a result of 47.

### English Extension 2

The percentage of E4 results in English Extension 2 was 29% in 2018. The percentage of students placing in the top two bands was 82%. Z-Score analysis shows that results are .3 standard deviations above the State mean. Trends are obscured by significant yearly variation in English Extension 2 results. Our Reflection Statements were generally well rewarded, with a mean mark that was an impressive 10 standard deviations above the State mean. Our Major Works were a standard deviation of 4 above the State mean. Item analysis shows that Short Stories and Reflections Statements on Short Stories were most successful. Two students achieved an HSC result of 49 in English Extension 2.

### Drama

HSC Drama has run only three times since 2011. In 2018 there was only one student in the subject and that student gained a Band 5. It is difficult to extrapolate from this data. The Drama programs and resources are being extensively renovated and there should be more involvement in Drama at the HSC level in years to come.

## Languages and Technology

The Languages and Technology Faculty members undertook an extensive analysis of the HSC performance of students within our subject areas which are listed below. A summary of our analysis is presented below with recommendations in the form of focus areas to concentrate on in future years to improve results.

**Food Technology** – Excellent. Focus on confusing multiple choice questions. The percentage of students in the top band 6 has consistently been over 50% since 2008, with the exception of 2015, when all students were in a band 5. In 2018, 100% of students were in the top band 6. An increase compared with 2017 results when 57.14% of students achieved a band 6.

**Textiles and Design** – Excellent. Focus on confusing multiple choice questions. The only questions that were close to the state mean were multiple choice – some of which the questions were poorly structured and open to confusion especially for selective students who tend to overthink this style of question. Short and long responses – these were great results way above the state mean.

**French Continuers** – Conversation mean lower due to outlier of 11/20. Greater focus on target language production in class. Greater focus on reading the implicit information in texts. Compulsory written homework. This cohort saw a large variance in ability and application amongst the students. While 3 students showed consistent effort, 4 were less reliably engaged in homework tasks such as practice writing pieces. To rectify this, I will set obligatory homework for future classes to help with writing.

**Japanese Continuers** – Focus on reading the implicit information in texts and covering the environmental topic in more depth. Small mark value questions eg Question 1, increasing accuracy level should be focused more. Question 6, listening question a) 4 marks is a difficult question taking about the environmental award that is a little bit beyond continuers syllabus and is more towards the extension course. Also the multiple questions b) were under the 4 mark question that is a different format. Next year, I will try to teach a bit more extension issues in the continuers class and give them unexpected style of questions. Question 9 c) 4 mark question: "What does Kai's post reveal about his personality? Support your answer with reference to the text" Analysing skills will be focused on next year.

**Japanese Extension** – Greater focus on accurate production of oral and written Japanese. Due to small class sizes trends are difficult to identify as small changes in students' results affect the means to a greater extent.

**Spanish Beginners** – This year we identified 3 students at risk of falling behind in term 1 of year 12

Dr Richard Strauss Head Teacher English and Drama

and put in place some core revision strategies that benefited the whole class whilst also supporting those students. I found this to be effective in particular for 2 of the 3 students and will continue with this approach. Four of the six students achieved a mark at 18 or above in this part of the examination. This student cohort has shown improvement from last year and the students keeping a written record of their draft responses may have helped improve these results. However, two of our students obtained lower marks. To support these students, I will provide scaffolds of oral answers to the most common questions per syllabus' sub-topic, as well as a sample answer. With this extra guidance, I hope to see the results of these students improve.

Mr Wilson Head Teacher Languages, Technology and Careers

## Mathematics

In analysing the performance of the students in Extension 1 Mathematics the faculty analysed the following areas via the questions and responses below.

Q1: Is the percentage of students in top band increasing, staying stable or decreasing?

The percentage of students in the top two bands has remained stable but the percentage of E4's has declined in 2018 compared to the previous 3 years. There were 7 students with HSC marks of 43/50 or 44/50 and this type of student can be targeted by identifying questions where students have underperformed as an extra mark or two could be the difference between an E3 or an E4.

In analysing the performance of the students in Extension 2 Mathematics the faculty analysed the following areas via the questions and responses below.

Q1: Is the percentage of students in top band increasing, staying stable or decreasing?

2018 had a few less E4s but no E1s

Q2: Is the percentage of students in the top two bands increasing, staying stable or decreasing?

The percentages remain fairly stable. 2013 and 2015 were strong and 2014 and 2016 were weak. 2018 was on average within the normal cycle

Q3: Are there any other trends that can be seen in the data?

There have been a few E2s over the past 5 years Q4: Can you account for any of the trends in the previous questions?

The z score analysis table includes the number of candidates in the course over time and shows that

many more students are now studying Ext 2. It is possible that the number of students in the top bands has not necessarily declined but there are students who are now choosing the course who are not strong enough mathematically to cope with the demands of this very challenging course. These students are accounting for the E2/1 and distorting the percentages of students in the top bands.

In analysing the performance of the students in Mathematics Advanced the faculty analysed the following areas via the questions and responses below.

Q1: Is the percentage of students in top band increasing, staying stable or decreasing? It stays stable.

Q2: Is the percentage of students in the top two bands increasing, staying stable or decreasing? They stay stable.

Q3: Are there any other trends that can be seen in the data? They were taught well by the school.

Q4. Identify any questions where the school mean was lower than expected. What are some possible reasons why the school mean was lower than expected? Does the teaching and learning of the knowledge/content and skills involved in this question require further investigation? Questions in Probability, Series, harder Trigonometric equations, understanding Calculus in terms of a general function  $y=f(x)$ . 2 unit students would benefit from the same advice given to Ext 1 students from the examiners feedback indicating that students needed to use a straight edge for the graph of a straight line, show scale on each axis and restrict the domain correctly.

Mrs Kath Murray head Teacher Mathematics

## Science

Biology – results in Biology remain strong. There are no significant trends up or down. Teachers are now working very hard on implementing the new syllabuses.

Chemistry – students in the top band bracket decreased this year and returned to the normal trend. Variation of year by year band bracket decreased this year and returned to the normal trend. Variation of year by year student cohorts needs to be taken into account. A number of students who struggled with Chemistry remained in the course and as a result received a lower band.

Physics – 2018 was statistically not a good year, with one of the lowest band 5 and band 6 levels since the course started.

Overall this was a very disappointing set of results but not totally out of line with expectation. The new syllabuses contain a great deal of new material and a different emphasis in many areas. There has been a much greater emphasis on specific practical skills and mathematical problem solving skills in the teaching of the new course, and hopefully this will lead to better results in 2019.

## Parent/caregiver, student, teacher satisfaction

As part of the **Tell Them From Me Survey 145 parents** participated in the survey. Parents feel welcome in the school (above the state average), parents are informed (above the state average), parents support learning at home (below the state average), parents reported that students did between 0 and 3.5 hours of homework per night, parents also reported that they wanted 15 minutes per day less homework, the school supports learning (above state average), school supports positive behaviour (below state average), safety at school (above state average), inclusive school (below state average). Parents were also asked the following questions – I would recommend my child's high school to parents of primary school students (90%), the high school has a good reputation in the local community (98%), I am satisfied with the general communication from the high school (e.g., newsletters, emails, school website, school app, social media, etc.) (92%), the subjects that my child wants to study are available at the school (86%), the school was able to access specialist assistance for my child when needed (16% yes and 82% answered as NA). These results were reported to the parents via the school newsletter 'The Torch' and at a P and C Meeting for comment, clarification and further discussion about how the school could improve.

As part of the **Tell Them From Me Survey students** were asked "I feel proud of my school". Students responded with – strongly disagree (3%), disagree (2%), neither disagree or agree (14%), agree (48%), or strongly agree (33%). Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class (school average 42% vs state average 48%). Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee (school 63% state 48%). Students feel accepted and valued by their peers and by others at their school (school 80% state 66%). Students have friends at school they can trust and who encourage them to make positive choices (school 84% state 78%). Students believe that schooling is useful in their everyday life and will have a strong bearing on their future (school 68% vs state 72%). Students skip classes or miss days at school without a reason, or arrive late for school or classes (school 1% vs state 10%). Students do homework for their classes with a positive attitude and in a timely manner (school 78% vs state 54%). Students that do not get in trouble at school for disruptive or inappropriate behaviour (school 100% vs state 87%). Students are intellectually engaged and find learning interesting, enjoyable, and relevant (school 57% vs state 46%). Students are interested and motivated in their learning (school 31% vs state 28%). Students try hard to succeed in their learning (school 69% vs state 66%). Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet (school 7% vs state

21%). Students set challenging goals for themselves in their schoolwork and aim to do their best (school 71% vs state 62%). These results were reported to the students via the school newsletter, displayed in the front corridor, and discussed at Year Meetings where the Year Adviser asked students follow-up questions about how the school could improve in all areas. This student feedback resulted in the development of the school values and the Student Wellbeing Roll-Call (where Year 10 students are leaders of the Friday Focus sessions in order to promote greater student understanding of Positive Education).

We continue to have excellent results with our students reporting a strong sense of belonging and pride in our school, positive relationships with peers and teachers and high levels of academic efficacy. Levels of student motivation have improved slightly upon last year, which is good to see. The rate of bullying at HGHS is extremely low, compared to the state average, but we would like to reduce this even further.

One of our customised questions asked the students about the core values they feel HGHS should uphold. Students have voted for the following values: Kindness, Respect, Inclusivity, Social Responsibility, Personal Bests, Intellectual Curiosity and Resilience. The SRC will now consider ways these values will be effectively communicated across the school community.

We also asked students about goal setting and personal bests. 79% of students responded that they strongly agree or agree with the statement "When I do my school work, I try to improve on how I've done before".

In response to the question: "Do you currently set yourself personal best learning goals where you aim to match or better your previous performance?" 54% of students said 'yes', while 40% said 'sometimes'.

Students responded thoughtfully to the question: "What can HGHS do to further support you feeling like are capable of setting and achieving your goals?" with comments such as: "we need more information on what realistic goal setting is"; "we need to make multiple small goals leading up to a bigger goal so we don't stress over the bigger goal too much" and "students should have their own personal goals."

The data was also discussed with students at their year meetings and HGHS is looking carefully at ways we can prioritise personal best goal setting across the school to foster further self-regulation and a growth mindset.

Dr Susan Green, Deputy Principal

As part of the **Employees Matter Survey 22** of 69 staff (teaching and administrative staff) responded to the survey.

Highest scoring agreement questions

- I understand what is expected of me (91%)
- My workgroup strives to achieve customer/client



satisfaction (82%)

- My workgroup works collaboratively to achieve its objectives (68%)
- My job gives me a feeling of personal satisfaction (68%)
- People in my workgroup treat each other with respect (61%)
- I know how to address a health and safety issue I have identified (68%)
- My manager listens to what I have to say (67%)
- I feel motivated to contribute more than what is normally required (64%)
- I receive help and support from other members of my workgroup (64%)
- There is a good team spirit in my workgroup (64%)

#### Lowest scoring agreement questions

- I believe action will be taken on the results from this survey by my organisation\* (6%)
- I am able to keep my work stress at an acceptable level (14%)
- I am paid fairly for the work I do (18%)
- My manager appropriately deals with employees who perform poorly (24%)
- I have confidence in the ways my organisation\* resolves grievances (32%)
- In the last 12 months I received useful feedback on my work to enable me to deliver required results (36%)
- How satisfied are you with your ability to access and use flexible working arrangements? (37%)
- My organisation motivates me to help it achieve its objectives (37%)
- I have confidence in the way recruitment decisions are made (40%)
- I feel that change is managed well in my organisation\* (40%)

\* organisation = Department of Education

These results were discussed with staff during a staff meeting in an effort to increase participation in the survey so that a wider viewpoint can be developed for future years to increase the validity and accuracy of the results to assist the school to improve.

The school will continue to use these surveys to assess whether our actions taken to improve the school have resulted in a higher degree of satisfaction of our students, parents and teachers.



## Policy requirements

### Aboriginal education

Mandatory elements of the Aboriginal Education Policy have been integrated into school teaching and learning programs.

Each morning the Aboriginal Flag is raised at the front of the school by the school prefects as a daily affirmation of our school's commitment to reconciliation and social harmony.

At our formal assemblies we acknowledge the traditional owners of the land, their elders past and present and anyone of Aboriginal background.

This year we commenced the embedding of Aboriginal and Torres Strait Islander significant dates into school assemblies. Students now deliver speeches on Formal Assemblies to recognise, for example, National Close the Gap Day, Indigenous Literacy Day and the International Day of the World's Indigenous People. These speeches are then communicated to the wider community through our school newsletter.



### Multicultural and anti-racism education

Artwork by Emily Yun (Year 9) NSW Federation of Community Schools Visual Art Award recipient.

Thank you to all members of our multicultural community for your support of our Community Fair.

In particular I want to thank and acknowledge the incredible work of the organiser Mrs Madhu Krithivasan (P and C) who led the P and C members and parent and student volunteers in another very successful Community Fair.

The P and C and volunteers did a fantastic job in presenting food and crafts from around the world and all the stalls were very well patronised.

There are a number of stall holders whose daughters are graduating this year and I would like to thank them for their efforts over a number of years as this will be their last year of service to our community.

The activities in the hall, gym and art rooms, and the rides also added to the magnificent event.

We should all be very proud of our school community!

## Other school programs

### Creative and Performing Arts

#### Visual Arts

The 2018 Community Fair Visual Arts Exhibition was our best ever. Hundreds of people came to view the amazing works that were on display, created by our very gifted and talented visual arts students in years 7 through to 11.

Three Year 11 Visual Arts students – Claudia Choi, Katherine Huang and Tina Yip – attended an intensive studio practice course at the National Art School. This was a 1 Unit course which will be acknowledged on their Higher School Certificate. An exhibition was held at the National Art School at the conclusion of the course to showcase the collected works. Friends, family, students and teachers attended.

Year 9, 10 and 11 Visual Arts classes visited the National Gallery of Australia in Canberra for the American Masters Exhibition including artworks by Andy Warhol, Jackson Pollock and Willem de Kooning

Year 11 Visual Arts students attended the 21st Biennale of Sydney. Exhibition spaces included Cockatoo Island, the Museum of Contemporary art and the Art Gallery of NSW.

Year 10 Visual Arts students were fortunate enough to go and visit the art studio of Salvatore Zofrea. A most prominent living artist in Australia, he is a painter and printmaker. Followed by a visit to the Art Gallery of NSW to see the Rembrandt and the Dutch Golden Age and Art Express exhibitions.

Year 9 Visual Arts classes visited and photographed architectural sites in Sydney that related to their area of study. Notable sites included Frank Gehry's Dr Chau Chak Wing Building at UTS, the Goods Line and

Cockatoo Island.

Sixty Year 8 students were involved in an interactive and hands on experimental art incursion. A representative of the art and craft supply store Eckersley's, came to the school to introduce some new and exciting mediums and techniques to the students.

Emily Yun of Year 9 had an amazing year, she entered a fabulous poster, drawn with coloured pencil into the Harmony Day Competition run by the Moving Forward Together Association. Over 3000 entries submitted from over 150 schools. Emily was one of the Regional Winners and was awarded her prize at NSW Parliament House. Emily also entered an artwork (which is published on our cover of this ASR) for the Premier's Reading Challenge Visual Arts component and won. The prize being a visit to the school by the one and only Adam Spencer author, comedian, former breakfast radio announcer on Triple J and ABC Sydney, TV personality and mathematics expert. Additionally, Emily participated in the NSW Federation of Community Language Schools visual arts competition. Emily's entry won first place in her category and was invited to the annual dinner to receive her award at Club Punchbowl. It was a special event being the '40th Anniversary Gala Dinner 2018'. Emily's artwork was chosen to be given to the Premier of NSW, Gladys Berejiklian. In addition to this, Emily was asked to draw a portrait of Gladys Berejiklian and this artwork was also given to the Premier on the evening of the dinner.

Hellen Wang of Year 10 had her artwork selected to be exhibited at the Salon Des Refuses Exhibition, in the student category. With a beautifully rendered portrait in pencil, Hellen was able to capture the character and personality of her best friend Grace.

Nicoline Elder, Cathy Kim, Eman Tahir, Trisha Ramesh, Anna Porman, Sue Oh and Stephanie Chen entered the Young Archie portrait competition. They were awarded with a certificate of participation from the Art Gallery of NSW.

Angel Du had her artwork short listed for the Joy Ewart Scholarship and was exhibited at the Joy Ewart Scholarship Exhibition

Celine Hu, Lucy Song, Rachel Ye and Yihan Shen artworks depicting animals were selected and exhibited in Operation Art at the Armory Gallery, Sydney Olympic Park. Of the 839 entries, Rachael Ye's work of art was chosen to be part of the 2019 Regional Gallery Tour, only 50 were selected. The work was also exhibited at the Art Gallery of NSW. At the conclusion of the tour, Rachael's work will become part of the permanent art collection of The Children's Hospital at Westmead.

### Music Curriculum

The Year 10 Music class participated in *In Concert*, an exciting concert organised by the Arts Unit where students sing a range of music as part of a combined choir with hundreds of students from other schools. The students enjoyed learning the repertoire and working with guest artist The Idea of North in preparation for the

performance in Sydney Town Hall in May.

In September we held a Senior Music Showcase organised by the Year 10 Music class where students from Years 10, 11 and 12 performed a range of solo and ensemble works reflecting some of the topics being studied in class. This was a great opportunity to see the progress that students make between Years 10 and 12 and to see the high calibre of musicians we have at the school.

Elective Music students had the opportunity to attend the Meet the Music Concert Series performed by the Sydney Symphony Orchestra at the Sydney Opera House. This was a series of four concerts which allowed students to study and see a variety of orchestral music performed by one of Australia's premier orchestras.

### **Band and Orchestra Program**

The Band and Orchestra Program has had another successful year with all seven regular ensembles (Symphonic Band, Concert Band, String Orchestra, Stage Band, Beginner Band, Junior Flute Ensemble and Advanced Flute Ensemble) performing at various events, festivals, eisteddfods and concerts throughout the year.

In addition, the Stage Band and a specifically formed Wind Orchestra and String Ensemble prepared for their April tour to Italy, Slovenia, Croatia and Austria. 75 students from the program, accompanied by 7 parents and 6 staff members travelled to Europe where they put on public performances, undertook workshops with acclaimed musicians and participated in school exchanges. Combined with cultural, historical and scenic experiences that could only be had in the destinations visited, it was a highly successful tour.

Mrs Lara Sholl has continued as the coordinator of the program in addition to conducting the majority of the ensembles. Miss Rachel Lee has continued as the conductor of the flute ensembles. The Band and Orchestra committee was led by Lillian Wang and Heather Dear. Student numbers have remained consistent with approximately 190 students in the program.

There were a large number of performances and events in 2018. The ensembles performed for official assemblies and events throughout the school year. The String Orchestra provided the music for Orientation Day, the Concert Band performed for Open Day, the Stage Band for the Year 12 Graduation, Community Fair as well as a community performance at Lisgar Gardens and the Symphonic Band Performed for the SRC Induction and Speech Day.

The Autumn Concert was held at the Hornsby RSL on the 30th May. Eleven ensembles, made up of approximately 250 students, performed: The Concert Band, Symphonic Band, String Orchestra, Jazz Band, Junior Choir, Senior Choir, Junior Flute Ensemble, Advanced Flute Ensemble, Beginner Band, Europe Tour String Ensemble and Europe Tour Wind Orchestra. In addition, Zoe Fan, an Extension Music

student performed at the event. The Spring Concert held on 20th September where, for the first time, the Concert Band and Symphonic Band combined with both choirs to perform a medley of songs from *The Greatest Showman*.

The Symphonic Band and String Orchestra competed in the Sydney Eisteddfod held at the Chatswood Concourse in late May and early June. The Symphonic Band achieved a Highly Commended in the Premiere Concert Band Event and the String Orchestra placed second in the Intermediate String Ensemble Division.

The Symphonic Band and Concert Band performed at the NSW School Band Festival. The Symphonic Band achieved a Silver Award in the Percy Grainger Premiere Event and the Concert Band achieved a Gold Award in the David Stanhope Event (an event level higher than they have performed in previously). The String Orchestra performed at the Australian School Orchestral Festival for the first time in the top division and achieved a silver award.

Students and staff from the program continued to extend themselves through involvement in The Arts Unit. Mrs Lara Sholl was invited to conduct the State Junior Wind Band for the Instrumental Festival at Sydney Opera House in May. Two students, Kaitlyn Phillips and Maaye Ragavan were accepted into Senior State Music Camp and Mrs Lara Sholl was engaged as conductor of one of the two wind bands for the camp.

### **Choir Program**

Our choral program has continued to grow in 2018 with more students joining choirs and new opportunities offered to our singers. In addition to excellent performances in the Autumn and Spring Concerts at Hornsby RSL, the Senior and Junior Choirs participated in the Sydney and Ryde Eisteddfods respectively. Both groups were fine ambassadors for the school and competed honourably against some outstanding choirs. The adjudicators of both eisteddfods gave very encouraging feedback to our students.

During Semester Two, Junior Choir performed at the School's annual Community Fair and Senior Choir provided the music for the Prefect Induction.

One of the highlights of the year was our participation in Schools Spectacular. After successfully auditioning to be part of the combined choir in Term One, 19 of our Senior Choir students attended intensive rehearsals and four performances at Qudos Bank Arena during Term Four. The experience was made so much greater by seeing our Principal, Dr Justin Briggs, performing on guitar in a band comprised of teachers that was formed just for this event.

This year saw the reintroduction of Chamber Choir, an auditioned choir offering more challenging repertoire for students in Junior and Senior Choir. Chamber Choir was selected to perform an item at Speech Day. Junior Choir and Senior Choir also performed a combined item with Symphonic Band at Speech Day which was an exciting medley of songs from *The Greatest Showman*.

work.

Sadly, at the end of the year we farewelled our Junior Choir conductor, Miss Libby Cooper. In 2019, Mrs Nicki Johnston will resume coordinating the choir program as well as directing Senior Choir and Chamber Choir. Mrs Susie Sutcliffe will direct Junior Choir.

Head Teacher Creative and Performing Arts

Isabella Pozzolungo

### **Uniform**

The Department of Education's Uniform policy was updated in July 2018. Included in the update was the direction that "girls must have the option to wear shorts and pants". The school had already introduced pants as an option for the school uniform prior in 2017 but it was now necessary to introduce shorts as part of the summer uniform.

Working with our uniform provider Lowes, a sample of navy shorts with HGHS embroidery was developed. In consultation with the Senior Executive, the Student Representative Council Executive and the P&C, the navy shorts became part of the school uniform for summer.

These shorts provide the opportunity for students to engage in a full range of school activities, support the diverse nature of our school's population, and allow some choice and flexibility for students in choosing the make-up of their uniform.

Doug Marshall

Deputy Principal

### **Australian Copyright Survey**

The school was randomly selected to participate in the Australian Copyright Survey representing schools in NSW for the Department of Education. Our survey results of the use of copyright and non-copyright material provided baseline data to assist the Department of Education in its compliance with copyright law.

The efforts of our Copyright Survey Coordinator Mr Wilson and Ms Pozzolungo in managing the collection of data during the survey period was invaluable and contributed to our school completing all necessary survey requirements.

The photocopying, printing and scanning records contributed by all of our teachers and staff during the survey period have eliminated the need for all schools to keep records of their photocopying in 2018, as well as ensuring authors and publishers continue to receive payment for use of their