

Hornsby Girls High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

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

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.

Improvement Measures

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

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.

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.

All students are setting personal goals and have been trained to understand, write and reflect on their goals during Friday Focus.

Progress towards achieving improvement measures

Process 1: Students participate in differentiated curriculum and assessment including goal-setting, a focus on personal bests and a resilient, growth mindset.

Evaluation	Funds Expended (Resources)
Staff professional learning on the purpose and benefits of student personal best goal setting, along with the Student Wellbeing Leaders working alongside teachers, has enhanced the learning culture through promoting the need to continually improve student learning. Data from the TTFM student and parent surveys has guided decision making around ways to improve student learning. The inclusion of personal best goals on student reports has personalised the reports and fostered student voice and a growth mindset.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$30000.00)

Process 2: Continued professional learning of staff and school community of GATE through collaborative sharing of best practice at staff meetings, the use of PDPs, Teacher Observations, and P&C meetings to build knowledge, collective capacity and confidence in differentiation for G&T students.

Evaluation	Funds Expended (Resources)
Differentiated learning strategies to boost the learning experience of gifted and talented students have been shared through staff collaborating on presentations at staff meetings, as well as staff adopting and planning for action research projects such as formative assessment. Whole day GATE workshops for all new staff are critical in building capacity. Beginning Teacher workshops also provide support for early career teachers as they adapt to the fast-paced learning environment of our academically selective school. The collaborative sharing of best practice at staff and P&C meetings, as well as DoE presentations such as on Aboriginal Education for our gifted and talented students, has assisted the building of our school's culture of high expectations, as well as developing a sustainable body of evidence-based research for staff to draw upon over time.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$30000.00)

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.

Improvement Measures

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.

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..

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

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.

Progress towards achieving improvement measures

Process 1: Professional Learning of staff and the school community of Positive Education.

Evaluation	Funds Expended (Resources)
Many important milestones have been achieved fostering the growth of student and staff wellbeing. Data from the TTFM student surveys indicates a small improvement in motivation and engagement. All students are creating and also reflecting on their personal best goals and these have embedded further student voice into our reporting process. Two staff members attended the PESA (Positive Education Schools' Association) annual conference in Brisbane in April and these staff shared their expertise and resources to the whole staff at staff meetings. This building of staff capacity has also promoted the uptake of action research projects focusing on building further our school's culture of holistic learning and positive wellbeing processes and policies.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Process 2: The creation, implementation and embedding of Positive Education programs.

Evaluation	Funds Expended (Resources)
The expansion of our student connections across our local community has strengthened student and community wellbeing. For example, through the Year 10 students' intergenerational multi-cultural project and the Year 9 intergenerational aged care visits. These programs have been popular while also promoting school values such as social responsibility. The new Year 7 Transition Program is firmly embedded in our wellbeing program and has fostered a greater sense of belonging in Year 7s. This is also reflected in the TTFM data. Student voice has been given a higher profile and proven to be highly effective this year with the creation and communication to the school community of our new school values. The new Student Wellbeing Leaders program has embedded student leadership and opportunity to further boost individual as well as collective wellbeing. Other improvement measure programs such as the implementation of marking days to support the	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)

Progress towards achieving improvement measures

wellbeing of staff, a staff supervision roster for school assemblies and the change made to the way the common room is used – making it a space for staff to professionally engage or work quietly has been a significant improvement.

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.

Improvement Measures

100 percent of staff can successfully use integrated ICT systems that flexibly support all aspects of teaching and learning.

A minimum of seven learning spaces created for future focused, flexible curricular and co-curricular activities.

100 per cent of parents and students are able to access and use school online communication systems.

Enhanced internet presence (e.g.: HGHS website, Facebook).

Progress towards achieving improvement measures

Process 1: Professional learning for all staff and information workshops for parents to understand and use new online system as well as revised policies and protocols for informing and supporting the best use of communications and online systems.

Evaluation	Funds Expended (Resources)
All staff can now use the integrated ICT systems for all aspects of learning and attendance as well as wellbeing. This change has improved whole school communication and streamlined processes significantly. Parents are now much more aware of the flexibility of our online systems and are increasingly taking advantage of it to better engage with the school and their daughter's learning.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Process 2: New Learning Spaces program with staff confident to use, and book the spaces using Sentral.

Evaluation	Funds Expended (Resources)
The new integrated methods for teachers and SASS staff to use online systems have been successfully communicated to all staff and there is now an increased confidence with the new processes, such as resource booking, issue tracking and wellbeing notifications. There is a heightened community interest in our school website and Facebook. All students are able to access and use the online communication systems. New future-focused learning spaces as well as furniture in the Library and in corridors and the Hall, have made a dramatic difference to flexible classroom and teaching and learning practices.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$4 754.00) 	Targeted support is provided for all students who have been identified by NAPLAN and classroom teachers as needing assistance. Additional support staff employed to assist students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$76 175.00) 	This fund is used to employ an itinerant teacher for hearing support.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$5 582.00) 	This fund is used to support students to attend year camps and excursions.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	725	732	725	720

Student attendance profile

School				
Year	2016	2017	2018	2019
7	98.3	96.8	97.9	97.3
8	97	96.2	95.2	96.3
9	96.8	96.7	95.4	93.9
10	96.4	96	96.3	94
11	97.1	96.4	96.4	96.5
12	97	97.1	95.3	95.2
All Years	97.1	96.5	96.1	95.5
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

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

Year 12 students undertaking vocational or trade training

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

Year 12 students attaining HSC or equivalent vocational education qualification

99.2% of all Year 12 students at Hornsby Girls High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	39.3
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

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	2,064,787
Revenue	9,541,730
Appropriation	7,883,470
Sale of Goods and Services	334,730
Grants and contributions	1,308,370
Investment income	15,160
Expenses	-10,019,504
Employee related	-7,580,981
Operating expenses	-2,438,524
Surplus / deficit for the year	-477,775

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.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	12,792
Equity Total	89,690
Equity - Aboriginal	0
Equity - Socio-economic	5,582
Equity - Language	4,754
Equity - Disability	79,354
Base Total	7,148,623
Base - Per Capita	170,113
Base - Location	0
Base - Other	6,978,511
Other Total	434,925
Grand Total	7,686,029

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

School performance - NAPLAN

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

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

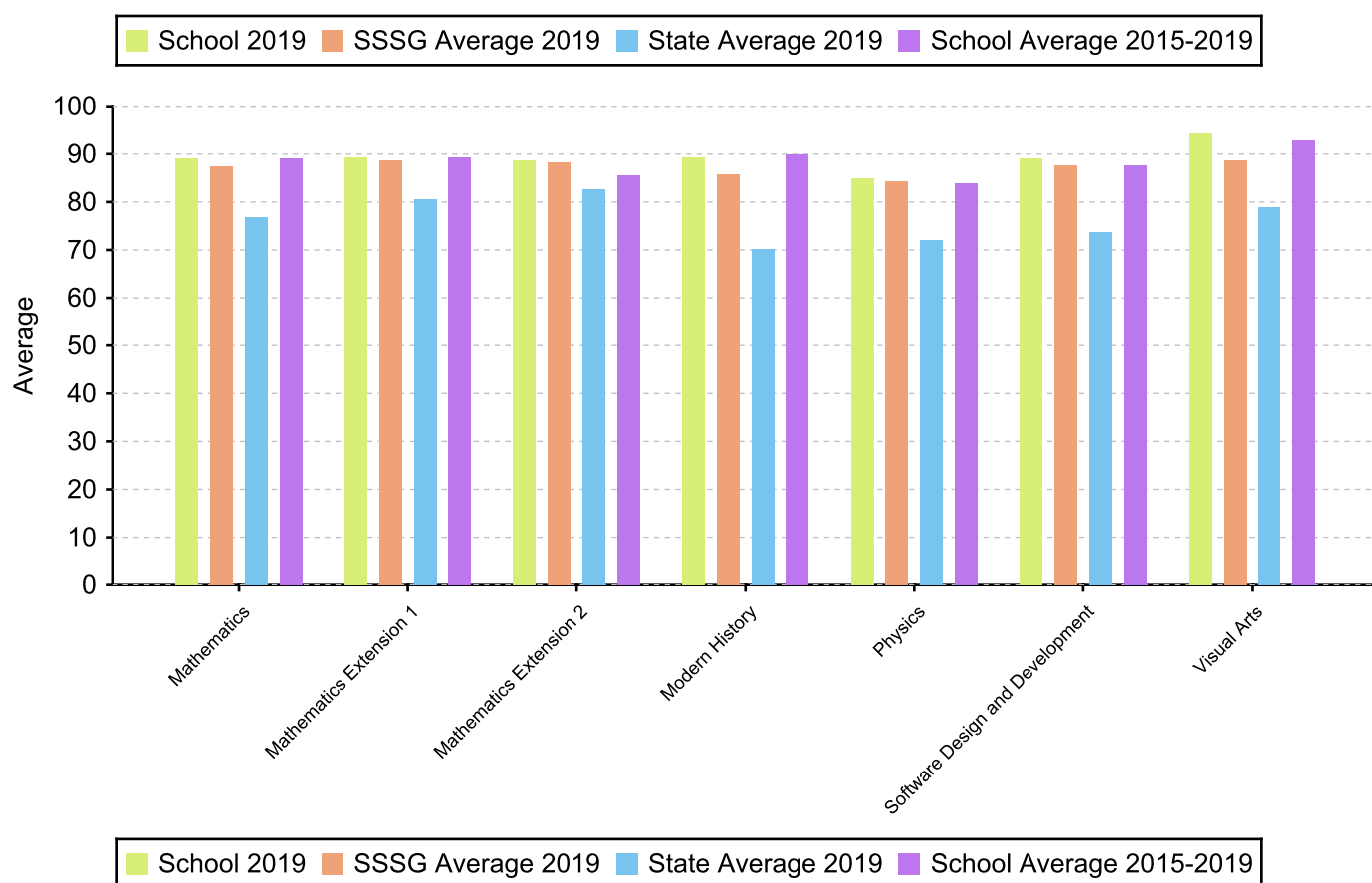
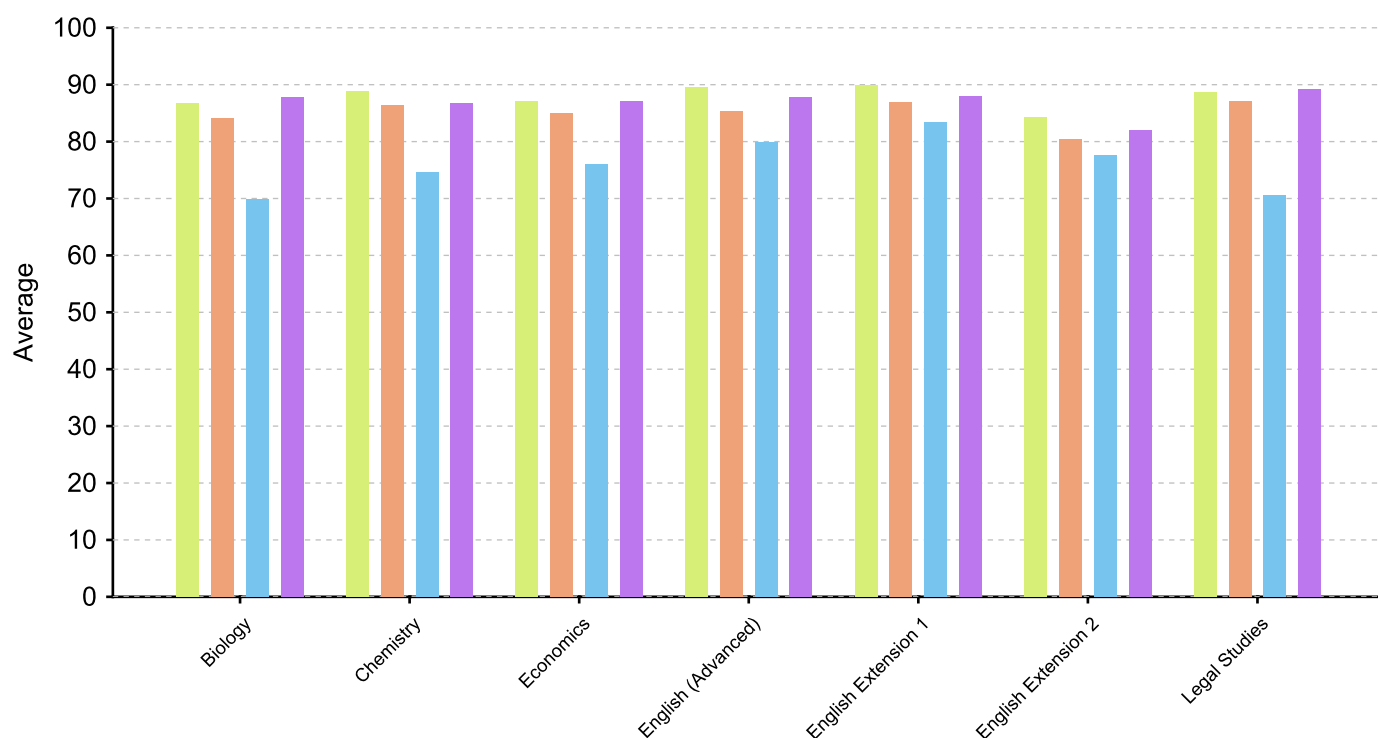
NAPLAN Online

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

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	86.7	84.1	69.9	87.8
Chemistry	88.8	86.4	74.7	86.7
Economics	87.1	84.9	75.9	87.2
English (Advanced)	89.5	85.4	80.0	87.7
English Extension 1	89.8	86.8	83.4	87.9
English Extension 2	84.2	80.4	77.6	82.0
Legal Studies	88.7	87.0	70.6	89.2
Mathematics	89.0	87.4	76.9	89.2
Mathematics Extension 1	89.2	88.7	80.6	89.2
Mathematics Extension 2	88.6	88.3	82.7	85.5
Modern History	89.2	85.8	70.2	89.8
Physics	84.9	84.4	72.1	83.9
Software Design and Development	89.0	87.7	73.8	87.7
Visual Arts	94.2	88.6	78.8	92.9

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey

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

School Mean (NSW Govt Norm) 7.6 (7.4)

I feel welcome when I visit the school. 7.9

I can easily speak with my child's teachers. 7.2

I am well informed about school activities. 7.9

Teachers listen to concerns I have. 7.0

I can easily speak with the school principal. 7.3

Written information from the school is in clear, plain language. 8.3

Parent activities are scheduled at times when I can attend. 7.5

The school's administrative staff are helpful when I have a question or problem. 8.0

School Mean (NSW Govt Norm) 7.1 (6.6)

Reports on my child's progress are written in terms I understand. 8.4

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.2

I am informed about my child's behaviour at school, whether positive or negative. 6.9

The teachers would inform me if my child were not making adequate progress in school subjects. 6.8

I am well informed about my child's progress in school subjects. 7.3

I am informed about opportunities concerning my child's future. 6.9

I am informed about my child's social and emotional development. 6.1

School Mean (NSW Govt Norm) 5.3 (6.3)

Discuss how well your child is doing in his or her classes. 5.2

Talk about how important schoolwork is. 4.6

Ask about any challenges your child might have at school. 5.3

Encourage your child to do well at school. 5.7

Praise your child for doing well at school. 5.8

Talk with your child about feelings towards other children at school. 5.1

Take an interest in your child's school assignments. 5.9

School Mean (NSW Govt Norm) 7.7 (7.3)

Teachers have high expectations for my child to succeed. 7.5

Teachers show an interest in my child's learning. 7.2

My child is encouraged to do his or her best work. 8.0

Teachers take account of my child's needs, abilities, and interests. 6.8

Teachers expect homework to be done on time. 8.4

Teachers expect my child to work hard. 8.0

School Mean (NSW Govt Norm) 7.5 (7.7)

Teachers expect my child to pay attention in class. 7.9

Teachers maintain control of their classes. 7.0

My child is clear about the rules for school behaviour. 8.4

Teachers devote their time to extra-curricular activities. 6.7

School Mean (NSW Govt Norm) 7.7 (7.4)

Behaviour issues are dealt with in a timely manner. 7.1

My child feels safe at school. 8.2

My child feels safe going to and from school. 8.2

The school helps prevent bullying. 7.2

School Mean (NSW Govt Norm) 6.3 (6.7)

Teachers help students who need extra support. 6.6

School staff create opportunities for students who are learning at a slower pace. 5.8

Teachers try to understand the learning needs of students with special needs. 5.8

School staff take an active role in making sure all students are included in school activities. 6.7

Teachers help students develop positive friendships. 6.6

Students

685 students completed the Tell Them From Me Survey between 19 Mar 2019 and 03 Apr 2019, which included ten measures of student engagement alongside the

five drivers of student outcomes.

66% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt average is 42%.

16% of students were confident of their skills but did not find classes challenging. The NSW Govt average is 11%.

14% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt average is 40%.

4% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Staff Suggestions from People Matter Survey 2019

People Matter questions/statements and number of responses.

1a – I understand what is expected of me to do well in my role (x 1)

1d – I feel motivated to contribute more than what is normally required at work (x 2)

1f – I am able to keep my work stress at an acceptable level (x 1)

2d – There is good team spirit in my workgroup (x 4)

2e – People in my workgroup treat each other with respect (x 4)

3f – I have received appropriate training and development to do my job well (x1)

4a – I am paid fairly for the work I do (x 1)

6e – senior managers promote collaboration between my organisation and other organisations we work with (x 1)

6g – I feel that senior managers keep employees informed about what's going on (x 5)

6h – I feel that senior managers listen to employees (x 1)

7d – There is good cooperation between teams across our organisation (x 1)

7g – I have confidence in the way recruitment decisions are made (x 1)

8d – How satisfied are you with your ability to access and use flexible working arrangements? (x 1)

11a – I feel confidence in the ways my organisation resolves grievances (x 2)

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

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